



**REPORT  
OF THE EXPERT PANEL  
IN THE PROCEDURE OF INITIAL ACCREDITATION OF THE  
STUDY PROGRAMME  
ENTREPRENEURSHIP IN TOURISM  
Polytechnic Nikola Tesla in Gospić**

**Date of accreditation:**  
8 February 2024

March, 2024.



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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 study programme of *Entrepreneurship in Tourism* at the Polytechnic Nikola Tesla in Gospić.

Members of the Expert Panel:

- Assoc. prof. dr. sc. Danijela Ferjanić Hodak, Faculty of Economics, University of Zagreb, Republic of Croatia,
- Assoc. prof. dr. sc. Goran Karanović, Faculty of Management in Tourism and Hospitality, University of Rijeka, Republic of Croatia,
- Prof. dr. sc. Ian Towers, SRH Berlin University of Applied Sciences, Federal Republic of Germany,
- Assoc. prof. dr. sc. Rami K. Isaac, Breda University of Applied Sciences, Kingdom of the Netherlands,
- Fran Jušinski, student, VERN University, 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,
- Students,
- Representatives of the business sector, potential employers.

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



The Expert Panel drafted this Report on the initial accreditation of the professional graduate study programme of *Entrepreneurship in Tourism*, Polytechnic Nikola Tesla in Gospić, based on the Proposal of the Study Programme professional graduate study programme of *Entrepreneurship in Tourism*, Polytechnic Nikola Tesla in Gospić, 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 assessment 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 Polytechnic Nikola Tesla in Gospić, writing of the Report, the Expert Panel was supported by:

- Matan Čulo, coordinator, ASHE,
- Ana Čop, assistant coordinator, ASHE,
- Marija Omazić, translator of the Report.



## BASIC INFORMATION ON THE STUDY PROGRAMME

Name, seat and OIB (Personal Identification Number) of higher education institution:  
**Polytechnic Nikola Tesla in Gospić, Bana Ivana Karlovića 16, 53000 Gospić, OIB: 42552392522**

Name and type of study programme:  
**Professional graduate study programme of Entrepreneurship in Tourism**

CroQF/EQF/QF-EHEA level: **7**

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

ISCED FoET classification: **7**

Programme duration: **2 years, 4 semesters**

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

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):

**Master of Entrepreneurship in Tourism (mag. oec.), 7<sup>th</sup> level**

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):

**Ban Ivan Karlović 16, 53 000 Gospić**

Method of delivery of the study programme: **in-person**

Admissions quota (for full-time and part-time students): **15 full-time, 35 part-time**

Academic year in which the study programme delivery is to commence: **2024/2025**

In case of joint programmes delivered by Croatian higher education institutions, please include a list co-providers/partners: **none**



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

### 1. to issue 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 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 Polytechnic Nikola Tesla in Gospić (hereinafter referred to as the Polytechnic) 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 Polytechnic's strategy.

The Polytechnic 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, and the analysis of the labour market, utilising a range of data, illustrates a proactive approach in understanding industry needs. 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. The Croatian Employment Service submitted its positive opinion on the compatibility of the proposed programme with the labour market.

Management at the Polytechnic conducted an analysis of similar programmes, both local and international, and the minimal institutional requirements were shown to be comparable to those of other programmes accredited locally or in the EU.

The launch of the programme is in alignment with the Polytechnic's mission and vision and reflects a practical and positive engagement with the local labour market. There is a desire to connect students with the local business community, and this will contribute to ensuring their employability.



**Recommendations:** None

**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:** Throughout the entire process, strict adherence to the internal quality assurance procedures was maintained. The members within the relevant groups possess the necessary qualifications for their respective roles. The composition of these bodies includes key stakeholders who play a significant role in decision-making. However, the Commission for the development of the new programme contained only one external member. This is not enough; although we found that the external stakeholders we met supported the goals of the programme, they had not had much formal opportunity to provide input into it.

The Polytechnic did a good analysis of the labour market situation, collecting relevant data, and was able to justify the need for the new programme, which was approved by the relevant body – the Polytechnic Council.

**Recommendations:** Include more external stakeholders in the process of developing new programmes.

**Quality grade:** PARTIALLY 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 Polytechnic'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. This report is comprehensive in nature, and it includes analysis of the teaching, examination results, student support services and so on. Students and external stakeholders are involved, and the Polytechnic communicates its QA activities well.

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

**Recommendations:** None



**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 Polytechnic manages its website and various social media platforms to ensure ongoing communication with stakeholders. An examination of the website establishes that the Polytechnic has a commitment to disseminating all pertinent information related to its study programmes and actively engaging in communication with the wider public. It is also active in PR activities, providing material to journalists. Schools are visited also.

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

**Quality grade:** FULFILLED





## II. Study programme

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

n/a

Analysis:

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:** The intended learning outcomes of the study programme align with the competencies that students are expected to acquire upon completing their studies, corresponding to the level of the CroQF. When creating the learning outcomes of the study programme, an analysis of the competencies required in the labour market was conducted, and based on the obtained data, the courses in the study programme were designed. The study programme proposal comprises 18 learning outcomes at the level of the study programme.

Learning outcomes and competencies were created due to:

- analyses of the labour market in Croatia,
- the results of the survey on the generic and professional competencies required based on the opinion of the field of tourism and
- intended outcomes of comparable programmes in the Republic of Croatia and EU member states.

Learning outcomes are aligned with the level of CroQF. As previously mentioned, the intended learning outcomes at the level of the study programme are aligned with the competencies a student should gain by completing the study programme. Initiating a professional graduate study programme *Entrepreneurship in Tourism* is a justified and sustainable long-term project because for its realization, i.e., practical implementation of the learning outcomes stated in the study programme, as well as for the employment and self-employment of graduates of the specialized graduate study programme in *Entrepreneurship in Tourism*, significant financial resources can be utilized through incentive measures provided by the Croatian Employment Service, relevant ministries, and support from the Lika-Senj County. The Polytechnic has a document constituting evidence of an accredited undergraduate programme in the same scientific field.

**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:** The courses' intended learning outcomes align with the study programme's intended learning outcomes so that each course specified in the curriculum is linked to at least two learning outcomes of the study programme. The intended learning outcomes of each course are clearly defined. Learning outcomes of each course involve recommended verbs. The learning outcomes of courses are aligned with all 18 programme-level outcomes. This connection is provided within the matrix of programme outcomes and courses. The intended course outcomes include the development of both generic and professional competencies.

**Recommendations:** None

**Quality grade:** FULFILLED

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

**Analysis:** The HEI accepted the mandatory recommendation of the Expert Panel and adjusted the study programme proposal accordingly. They integrated entrepreneurship skills as learning outcomes in some courses. Examples of these skills are product development, creativity, promotion, innovation, strategic management, leadership. The module Legal Regulation in Tourism has been changed completely (laws and regulations from the field of tourism has been incorporated in the course. This module has involved the rules and regulations of starting own company. The HEI replaced the module Economics of Tourism (important elements of the module Economics of Tourism to be included in the module Basics of Tourism) with a module Entrepreneurship (6 ECTS), which introduce students to the whole process of starting a company. In addition, qualitative and quantitative methods of analysis have been combined in a module worth 5 ECTS, which is currently a mandatory course. This module has been scheduled in the third semester.

The HEI also accepted the recommendations suggested by the Expert Panel in the inclusion of real-life case studies from the industry and the engagement of different stakeholders in delivering guest lectures. The study programme content ensures horizontal and vertical student mobility in the national and European education area.

**Recommendations:** NONE

**Quality grade:** FULFILLED



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

**Analysis:** The HEI accepted the allocation of all ECTS suggested by the Expert Panel, and the table of the new structure of semesters as well as the number of ECTS credits. ECTS credits are allocated according to the rules and recommendations applicable in the European Higher Education area and allocated for every element of the study programme based on the total student workload. The HEI increased the number of ECTS for the internship. The number of ECTS allocated for the internship has increased from 240 hours to 300 hours and is worth 10 ECTS. The Hotel Tourism module changed into an elective module and has been renamed into Hotel Operations (*Poslovanje hotela*) (3 ECTS, 15+15). Business of Tourist Intermediaries module has been changed into an elective module (3 ECTS, 15+15). Special Forms of Tourism (*Posebni/specifični oblici turizma*) has been allocated as an obligatory course. Finally, the literature has been updated in almost all courses (recent literature from the field, as well as the scientific papers, in English if there is no Croatian literature).

**Recommendations:** NON

**Quality grade:** FULLFILLED

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

**Analysis:** The number of ECTS for the Internship has been changed to 10 ECTS in accordance with the number of hours spent on the internship. Tourism Destination Management has been moved to the fourth semester and it is now worth 5 ECTS. In addition, the final paper has been allocated 8 ECTS.

**Recommendations:** NONE

**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.**

**n/a**

**Analysis:**

**Recommendations:**

**Quality grade:**



### 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:** Requirements and criteria as well as the admissions procedure are clearly defined and transparent. Eligible candidates are those who have completed a corresponding undergraduate professional or university study programme in the field of social sciences, the field of economics, lasting at least three years and have acquired at least 180 ECTS credits.

Students who have completed non-equivalent undergraduate professional or university studies and acquired at least 180 ECTS credits will have to pass some differential subjects. There is no list of exams; instead, the committee of professors, based on the acquired learning outcomes of passed exams and syllabi of completed subjects, will determine specific differential exams through which students will learn and acquire the necessary knowledge for enrolment in this programme.

**Recommendations:** None

**Quality grade:** FULFILLED

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

**Analysis:**

The HEI accepted and changed the literature and included up-to-date materials. It is suggested to incorporate real-life case studies from the tourism industry specifically from the Lika region and that they are included in different modules.

An important point raised is the absence of local entrepreneurs as guest lecturers, even though many are willing and capable of sharing their experiences. This missed opportunity limits students' understanding of how the industry operates, and collaboration with local entrepreneurs could significantly enrich their learning experience.

Furthermore, it is noted that some courses lack the integration of entrepreneurial skills. The inclusion of these skills, such as product development, creativity, promotion, innovation, strategic management, and leadership, is proposed to provide students with a practical approach to education. This not only prepares them for traditional roles but equips them to face the challenges of the contemporary tourism industry. The literature has been updated and the engagement of different stakeholders in delivering guest



lectures as well as the integration of entrepreneurship skills as learning outcomes in some courses.

**Recommendations:** NONE

**Quality grade:** FULFILLED

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

**Analysis:** In the discussions with the management and professors, the Expert Panel has learned that they will ensure that prospective future students receive full support from each professor and other staff members. Students communicate with professors during classes, via email, official communication channels or by phone.

**Recommendations:** None

**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:** Oral exams have been introduced as part of the assessment of student knowledge. Only a few courses give case studies to students, and those that do are listed in the syllabus. The evaluation and grading criteria and techniques are consistent with the intended learning goals.

Mandatory integration of both qualitative and quantitative methods in a module is crucial for students. This combination equips them with essential skills needed for their final thesis. Qualitative methods provide insight into nuances, while quantitative techniques involve numerical data analysis. This mandatory approach ensures a well-rounded preparation for students, enhancing their ability to conduct thorough and rigorous research for their final theses.

The planned evaluation techniques take into account particular conditions of certain groups of students (changing examination procedures to fit, for example, pupils with impairments), while also assuring the attainment of desired learning outcomes. The examination process will be fully tailored to individual students. The Polytechnic ensures that every student achieves the intended learning outcomes regardless of any difficulties.

**Recommendations:**

- a) Introduce real-life case studies from the industry, and from Lika region into as many courses as possible,



- b) Combining qualitative and quantitative methods of analysis in a module should be mandatory.

**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:** The Polytechnic meets the criterion of employing teachers who deliver at least 35% of any type of direct instruction in the first year.

At the time of submitting the application of initial accreditation of Professional Graduate Study programme of *Entrepreneurship in Tourism* the Polytechnic is employing teachers who are delivering courses in the total value of more than 90% of any type of direct instruction in the first year of the proposed study programme.

The Polytechnic meets the criteria and does not exceed the standard ratio of 1:30 of student to full-time teachers. The ratio between enrolled students and the total number of full-time teachers and those with nominal teaching titles is 1:6.

The total annual standard teaching load of all teachers meets criteria and does not exceed 20% of the total annual standard teaching load. All teachers engaged to teach at the Polytechnic at the Professional Graduate Study programme of *Entrepreneurship in Tourism* have an annual teaching load that are within a maximum total annual standard teaching load.

Additionally, the Polytechnic employs an adequate number of full-time teachers on an indefinite basis to deliver the proposed study programme. Among other, all teachers engaged in the proposed study programme are qualified to deliver the course(s) they are supposed to teach. Lead course instructors are qualified for the courses where they assume this role.

The Polytechnic has clearly defined support mechanisms for the teachers in their scientific, teaching and professional development. The institution has developed mechanisms for subsidising the doctoral studies tuitions for their teachers. At the moment of initial accreditation, the Polytechnic is subsidising costs of tuition on postgraduate (doctoral) studies for their two teachers. Also, the Polytechnic is financially supporting the teachers in their scientific, teaching and professional development.

The Polytechnic has provided the following evidence:



- Employment contracts,
- Teachers' CVs,
- Decisions on appointment to a title,
- The teaching workload for all teachers involved in the programme, and the value of all types of direct instruction included in the proposed study programme and other programmes.

**Recommendations:** The Polytechnic should develop a short-term (yearly) budget and personal development plans for all teachers i.e. tailor-made budgets as well as mid-term financial and personal development plans (1-3 years).

**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:** External associates are appropriate for the delivery of the study programme and the achievement of intended learning outcomes. External associates possess relevant work experience and the new professional competencies for achieving the learning outcomes. The Polytechnic has written half a dozen contracts with professional bases regulating the student/professional practice. In the study programme student/professional practice/internship exists.

The Polytechnic has provided the following evidence:

- List of external associates and evidence of their employment and their positions and their CVs,
- Written statements by all external associates that they are willing to teach the courses in the proposed study programme as well as written statements of permission for teaching at the Polytechnic signed by heads of the higher education institutions in which the external associates are employed.
- Cooperation agreements that are encompassing organisation of study practice/internships.

**Recommendations:** The Polytechnic should engage different stakeholders in delivering guest lectures at each course at least once per semester (where this is possible) in the proposed study programme.

The central point should be directed towards active involvement of local stakeholders and students in addressing tangible real-life problems, with an instructional approach oriented toward case studies including the specific needs of these local stakeholders. The foundational premise of the proposed programme should be intricately linked to the



resolution of issues relevant to the challenges faced by external business associates and stakeholders.

Special attention should be given to tackling sophisticated tasks, with the ultimate aim of attaining optimal learning outcomes in metacognitive domains such as knowledge creation, evaluation, and analysis.

This approach should be applied in the course teaching but also in the final thesis development. At the end of the programme i.e. the final thesis should encompass case studies developing solutions for the issues of external business associates.

**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 Polytechnic meets the criterion of at least 1m<sup>2</sup> of space per student.

The Polytechnic ensures 2,7m<sup>2</sup> of space per student. The premises and entire infrastructure are appropriate for the delivery of the study programme and ensure the achievement of the planned intended learning outcomes.

The ratio of students per computer is 0,065. The computers for students' use are available in the library and in the computer lab. Wireless internet access is available in all rooms at the institution. The Polytechnic has Eduroam wireless network and ensures Internet connection. The entire premises, equipment and infrastructure are adequate for the realization of student professional and scientific research.

At the moment of initial accreditation, the Polytechnic is in process of expanding the facilities and building a new annex for which a budget was already planned and it has planned the expansion of a new computer lab as well as extra space capacity for the library. These new facilities will indisputably upgrade the overall infrastructure (student rooms, an area for rest and relaxation, new professors' offices, new classrooms, etc.) and will guarantee the delivery of the planned learning outcomes of the proposed study programme.

The Polytechnic has provided the following evidence:

- Number of premises and the surface area in square meters,
- Number of students enrolled,
- Number of computers, etc.,
- Examination of all premises, including the new annex currently under construction.





**Recommendations:** Since the new annex is still not finished, and new equipment is not available to see, the Panel recommends finishing all construction works and to equip the rooms as planned.

**Quality grade:** PARTIALLY 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 Polytechnic's library ensures literature and learning materials, that are adequate for delivering the proposed study programme. Students and teachers have adequate working space and access to the computers that they can use in the library.

Students and teachers have access to the library materials in print and/or electronic format. The library has 1.737 volumes of books.

The Polytechnic has provided the following evidence:

- Number of library premises and surface area in square meters,
- Examination of library premises,
- Library resources.

**Recommendations:**

Since the new annex is still not finished and new facility of the library is not finished, and new equipment is not available to see, the Panel recommends finishing all construction works and to equip the rooms as planned.

To improve the service for the students the Panel recommends to install a scanner for the students. Additionally, the Panel recommends to have written and published instructions for use of AAI identity as an instrument for searching the databases maintained by the Ministry of Education through the Proxy of the National and University Library.

**Quality grade:** PARTIALLY 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 Polytechnic has ensured financial resources for the delivery of the study programme and achievement of the intended learning outcomes. The Polytechnic



provides a financial plan of income and expenses for a three-year period and it has clearly proven the financial sustainability of the study programme.

**Recommendations:** None

**Quality grade:** FULFILLED



## AMEND THE STUDY PROGRAMME

### Rationale:

### OPINION OF THE EXPERT PANEL AFTER PROGRAMME AMENDMENTS

**Mandatory changes requested by the Expert Panel have been made by the institution:**

- Entrepreneurship skills as learning outcomes have been integrated in some courses,
- The module *Legal Regulation in Tourism* has been changed according to the instructions (now the module involves the rules and regulations for starting a company, as well as other legal aspects),
- The module *Economics of Tourism* (important elements of the module *Economics of Tourism* has been included in the module *Basics of Tourism*) and replaced with the module *Entrepreneurship* (6 ECTS),
- Qualitative and quantitative methods of analysis are combined in a module worth 5 ECTS, which is now a core course, placed in the third semester,
- *Hotel Tourism* module has been changed to an elective course and renamed into *Hotel Operations (Poslovanje hotela)* (3 ECTS, 15+15),
- *Business of Tourist Intermediaries* module is now elective course (3 ECTS, 15+15),
- *Special Forms of Tourism* (Posebni/specifični oblici turizma) has become a core course,
- The course *Environmental Economics* should now has 4 ECTS (30+15),
- The *Internship* course has been changed to 10 ECTS (300 hours),
- *Tourism Destination Management* course has been moved to the fourth semester and has 5 ECTS,
- Literature has been updated (recent literature from the field, as well as scientific papers in English and Croatian have been added).



**FINAL RECOMMENDATION OF THE EXPERT PANEL MEMBERS:**

**a. ☒ ISSUE A LICENSE, rationale:**

This programme of *Entrepreneurship in Tourism*, Polytechnic Nikola Tesla needs to be established and launched based on the needs of the employers in the field of tourism and hospitality. Based on the analysis of the labour market, it showed that employers absolutely need highly educated staff with a master level with developed knowledge and skills with specialisation in entrepreneurship in tourism. Upon completing of this master study programme, future students will acquire the necessary competencies for entering the labour market in the field of tourism and improving existing as well as creating new business opportunities. All minimum conditions of the procedures for initial accreditation have been met and in addition, all recommended as well as mandatory requirements have been met. Therefore, the Expert Panel is in favour of launching this master programme.

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



## ANNEXES

### 1. Quality assessment summary - tables

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



<i>Quality grade by standard</i>			
<i>I. Internal Quality Assurance</i>	Not fulfilled	Partly 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	Partly fulfilled	Fulfilled
2.1. The proposed study programme is compatible with the qualification standard in the Croatian Qualifications Framework Register.			n/a
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.			n/a



<i>Quality grade by standard</i>			
<i>III. Teaching process and student support</i>	Not fulfilled	Partly 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	Partly 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 -  
stručni diplomski studij  
Poduzetništvo u turizmu  
Veleučilišta Nikola Tesla u  
Gospiću**

**Initial accreditation -  
professional graduate study programme of  
Entrepreneurship in Tourism Polytechnic Nikola  
Tesla in Gospić**

### PROTOKOL POSJETA / SITE VISIT PROTOCOL

*Mjesto izvođenja studija: Gospić / Place of study programme delivery: Gospić*

*Adresa/Address: Ul. bana Ivana Karlovića 16, 53000, Gospić*

	<b>Četvrtak, 8. veljače 2024.</b>	<b>Thursday, 8<sup>th</sup> February 2024</b>
<b>09:00 – 09:30</b>	Sastanak s Upravom ( <i>bez prezentacije</i> )	Meeting with the Management ( <i>no presentation</i> )
<b>09:40 – 10:40</b>	Sastanak s voditeljem studijskog programa	Meeting with the head of the of the study programme
<b>10:40 – 11:00</b>	<i>Pauza i interni sastanak članova Stručnog povjerenstva</i>	<i>Break and internal meeting of the panel members</i>
<b>11:00 – 12:00</b>	Sastanak s nastavnicima koji će biti angažirani na studijskom programu ( <i>u stalnom radnom odnosu - nisu na rukovodećim mjestima i vanjskim nastavnicima</i> )	Meeting with teachers ( <i>full time - except those in managerial positions and external teachers</i> )
<b>12:00 – 12:45</b>	Obilazak mjesta izvođenja studija ( <i>knjižnica, nastavni laboratoriji/praktikumi/informatička učionica, ured za studente, predavaonice</i> )	Tour of the place of study programme delivery ( <i>library, teaching laboratories/practicums, computer classrooms, Office for students, classrooms</i> )
<b>12:45 – 14:15</b>	<i>Radni ručak Stručnog povjerenstva</i>	<i>Working lunch</i>
<b>14:15 – 15:00</b>	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
<b>15:00 – 15:30</b>	Organizacija dodatnog sastanka o otvorenim pitanjima, prema potrebi	Organisation of additional meeting on open questions, if needed
<b>15:30 – 16:00</b>	Interni sastanak članova stručnog povjerenstva – priprema za završni sastanak	Internal meeting of the Panel members – preparation for the exit meeting
<b>16:00 – 16:15</b>	Završni sastanak s Upravom	Exit meeting with the Management