



**REPORT
OF THE EXPERT PANEL
IN THE PROCEDURE OF INITIAL ACCREDITATION OF THE
PROFESSIONAL SHORT-CYCLE STUDY PROGRAMME
MARKETING AND BUSINESS COMMUNICATION,
UNIVERSITY OF APPLIED SCIENCES MARKO MARULIĆ OF
KNIN**

Date of accreditation: 15th July 2025

July, 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 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 professional short-cycle study programme *Marketing and Business Communication*, University of Applied Sciences Marko Marulić of Knin.

Members of the Expert Panel (in the same order as in the Decision to appoint the expert panel):

- Prof. Ivana Ogrizek Biškupić, PhD, University Algebra Bernays, Republic of Croatia,
- Prof. Petar Jandrić, PhD, Zagreb University of Applied Sciences, Republic of Croatia,
- Prof. Dejan Jontes, PhD, Faculty of Social Sciences, University of Ljubljana, Republic of Slovenia, Panel chair,
- Assoc. prof. Magdalena Diaz Gorfinkel, PhD, Universidad Carlos III de Madrid, Kingdom of Spain,
- Karlo Škorić, student, Libertas International University, Republic of Croatia.

The Expert Panel held meetings with the following groups:

- Management,
- Head of the study programme,
- Full-time teaching staff and external associates that will participate in the delivery of the study programme,
- External stakeholders.

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

The Expert Panel drafted this Report on the initial accreditation of the professional short-cycle study programme *Marketing and Business Communication*, University of Applied



Sciences Marko Marulić of Knin based on the Proposal of the professional short-cycle study programme *Marketing and Business Communication*, University of Applied Sciences Marko Marulić of Knin, 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 University of Applied Sciences Marko Marulić of Knin and writing of the Report, the Expert Panel was supported by:

- Maja Šegvić, coordinator, ASHE,
- Fran Zanoški, interpreter,
- Ivana Rončević, translator of the Report.



BASIC INFORMATION ABOUT THE STUDY PROGRAMME

Name, seat and PIN (Personal Identification Number) of higher education institution: University of Applied Sciences Marko Marulić of Knin, Petra Krešimira IV 30, 22300 Knin, PIN 13664089430

Title and type of study programme: professional short-cycle study programme Marketing and Business Communication

CroQF/EQF/QF-EHEA level: 5

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

ISCED FoET classification: 04 Business, administration and law, 041 Business and administration, 0414 Marketing and advertising

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): *Pristupnik ekonomije*

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): Knin

Method of delivery of the study programme: in-person

Admissions quota (for full-time and part-time students): 20 full-time and 10 part-time

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: /



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: In the process of planning and proposing the new study programme, the higher education institution considered the specific characteristics of the programme and ensured that it does not overlap with similar programmes in the region, the Republic of Croatia, and neighbouring countries. According to the available analysis, only one higher education institution in Croatia currently offers this type of short-cycle study programme. The proposed study programme is aligned with the mission and strategic goals of the institution.

The enrolment quotas (20+10) are justified, as this programme is open to students who have completed three-year secondary school programmes as well as those who have not passed the state graduation exam. It can be partially concluded that the quotas are aligned with labour market needs (based on discussions with business partners who collaborate with the institution and data from the analysis provided to the Expert Panel), as well as with the institution's capacity.

Although the institution received support for this study programme from the Ministry of Science, Education and Youth, it did not receive a positive opinion from the Croatian Employment Service (HZZ). However, that opinion was received after the legally prescribed deadline of 30 days. The institution cites this as a formal argument in its favour. They appealed the Employment Service's rejection and received another negative response, both of which were submitted and made available for review.

At the same time, the Chamber of Commerce of the Šibenik-Knin County issued a positive opinion, explaining why this short study programme is important for enhancing the visibility and quality of various economic sectors in the county. Employers who spoke with the Expert Panel emphasized the same points. They emphasize that the short study programme is a major advantage for individuals who are already employed and need additional knowledge in the field of marketing to increase the visibility of their businesses, companies, and/or strengthen their own presence on the labour market. These are skills and knowledge that are essential in today's world, but not everyone has the time to pursue an additional 3 to 5 years of study while working, often in completely different fields. Furthermore, this study programme may also enrol those with three-year



vocational qualifications and individuals who have not passed the state graduation exam but need this knowledge to promote their trades. For these reasons, the programme is considered a significant contribution to the economic development of the region.

Recommendations:

- It is proposed that an annual analysis be conducted of the number of enrolled students in relation to the proposed quota, as part of the quality assurance system, and revised, if necessary, with a justification. This is important considering the opinion of the Croatian Employment Service (HZZ), the decreasing number of secondary school students in the area and the difficulty of reliably assessing interest from labour market stakeholders (future part-time students).

Quality grade: partially 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: The higher education institution has published its quality assurance policy on its website, covering all prescribed aspects, and it is publicly accessible. The development of the new study programme went through the internal quality assurance process, involving both internal and external stakeholders: alumni, employers, the local community, students, etc. The institution submitted an analysis that served as the basis for the decision to launch the new short study programme. The programme was approved by the competent professional body, the Management Board, and the Professional Council of the University of Applied Sciences Marko Marulić of Knin. During the site visit and discussions with stakeholders, it was not entirely clear who the person responsible for the programme is (i.e., the programme head or the person who coordinated the development process).

Recommendations:

- Appoint a person who will be thoroughly familiar with the content 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 management and continuous improvement of the study programme are aligned with the quality assurance policy of the higher education institution. Processes and key indicators for monitoring the quality of programme delivery have been defined, as well as methods for collecting the necessary data. To this end, the institution conducts student surveys, has set up a suggestion box for anonymous complaints or feedback, established a Quality Assurance Office, an alumni club, and a Business Council consisting of 9 employers. Although there were initial difficulties due to a lack of student motivation to form a student union, that aspect has now also been included. Monitoring the implementation of the programme through the involvement of the mentioned stakeholders will be used to evaluate the appropriateness of ECTS credit distribution, achievement of learning outcomes, balance of student workload, and assessment processes. The results of the monitoring process and corresponding action plans will be developed and made publicly available.

Recommendations:

- Publicly disclose the results of the monitoring process and the action plans developed based on the planned analyses to students and other interested stakeholders.

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 higher education institution has developed a Promotional Strategy with a marketing plan targeting the broader region, which includes not only the wider area around Knin but also the surroundings of Split, Zadar, Gospić, and parts of Bosnia and Herzegovina. They organise career days and joint projects with the King Zvonimir Vocational Secondary School in Knin, where they regularly hold various workshops aimed at promoting study programmes among students. The institution is active on all social media platforms with the goal of disseminating information to the wider community. Posts primarily focus on admission requirements, study programmes and learning outcomes, qualifications acquired through the programmes, opportunities for further education, collaboration with industry, projects the institution is involved in, and employment information regarding graduates.



Recommendations:

Continue with the planned activities, monitor and analyse their outcomes, and based on enrolment numbers revise them if necessary.

Quality grade: fulfilled

II. Study programme

2.1. The proposed study programme is compatible with the qualification standard in the Croatian Qualifications Framework Register. - (Table 1)

Not applicable

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 study programme's learning outcomes align with the demands of the profession and its internationally recognized standards, ensuring the programme's modernity. The anticipated learning outcomes clearly reflect the competencies needed for entering the labour market, continuing education, or other individual, societal, or scientific discipline needs. The study programme also develops general (generic) competencies and professional competencies that derive from the previously defined learning outcomes at both the programme and course levels, on the one hand, and the need to ensure the required competencies in the labour market, on the other. The study programme's learning outcomes are designed to allow students to acquire general (generic), area-specific, and digital skills.

It is evident from the documents that the UAS does have a list of 19 clearly defined learning outcomes on the level of programme. They reflect the competences required to participate in the labour market and are comparable with the intended outcomes of comparable programmes in the Republic of Croatia and EU. In the interviews, the employers and professionals from the region gave positive feedback and expressed the



alignment of competences acquired in the study programme proposal with labour market needs.

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. – (Table 2)

Analysis: According to the Initial accreditation procedure application form of the UAS, the course learning outcomes are designed to achieve the study programme's learning outcomes. They are presented in the appendix of this Request in the Course Descriptions section. The teaching and assessment methods facilitate the achievement of the course learning outcomes, thereby enabling the attainment of the study programme's overall learning outcomes. The main goal of the professional short-cycle study programme in Marketing and Business Communication is to create professional, competent, and qualified experts in this field, with an emphasis on theoretical and applied professional knowledge and skills.

The UAS has clearly defined the intended learning outcomes for all elements of the study programme, the list is extensive and the intended learning outcomes are aligned with its mode of delivery. Each unit of the courses includes defined learning outcomes. The intended course-level outcomes also include the development of generic (general/key/transferable) and profession-specific competences. However, this part (Standard 2.3.) and Standard 2.5 of the UAS Initial accreditation procedure application form is the weakest as it is mostly just a reformulation of the elements of the standards, and very important 2.5 part it is also extremely short.

The Panel observes, that after initial recommendation the programme outcomes LO9 and LO13 were revised and reformulated to correspond to level 5 of the CroQF.

Recommendations:

- Continue to develop learning outcomes on the level of the programme and their connection to related courses.

Quality grade: **fulfilled**



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

Analysis: According to the UAS, the learning outcomes of all courses are designed to achieve all the anticipated learning outcomes of the professional short-cycle study programme. This is displayed in the learning outcomes matrix. In the course syllabi, constructive alignment of learning outcomes, teaching methods, and assessment methods has been performed. The content of the professional short-cycle study programme ensures horizontal and vertical mobility of students in the national and European education space, as shown in the Study Programme Proposal.

The Panel observes that the proposed study programme anticipates the acquisition of profession-specific and generic competences. The core disciplines for the acquisition of professional competences are represented, especially economics, while on the other hand the discipline of communication studies is less represented although it is in the name of the proposed study programme. More importantly, none of the teachers has habilitation from the field of communication studies or directly related disciplines. The content does ensure horizontal and vertical student mobility, and a list of comparable programmes is provided in the Initial accreditation procedure application form.

Moreover, the achievement of some programme learning outcomes (LO2, LO6, LO17) is questionable as there is obvious disproportionality between the number of courses aligned with some of the outcomes.

Recommendations:

- Reconsider alignment of the learning outcomes with all the courses more proportionally.
- Teachers with habilitation from the field of communication studies or directly related disciplines should be included in the programme in the future.

Quality grade: partially fulfilled

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

Analysis: All syllabi have a visible distribution of ECTS credits and are in accordance with the actual student workload according to Initial accreditation procedure application form of the HEI. The Panel maintains that in this part the UAS Initial accreditation procedure application form is the weakest and extremely short.



ECTS credits are allocated in accordance with EHEA rules and recommendations. However, the Expert Panel has not seen evidence of planned mechanisms to check the alignment of ECTS with actual student workload as it seems that workload is based on best guess.

Recommendations:

- Develop mechanisms for enhancement and revision of student workload expressed as ECTS credits.

Quality grade: partially fulfilled

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

Analysis: Professional practice is part of the study programme in the form of Internship for which students can gain 15 ECTS. The amount of allocated ECTS seems appropriate. The internship is connected to some of the key programme learning outcomes.

Both full-time and part-time students must complete the internship. The internship can be completed in various ways, depending on whether the students are employed or unemployed. Regulating the status of this course and determining the fulfilment of course obligations is the task of the internship supervisor, who, upon the student fulfilling all obligations, certifies the Internship Completion Form. The certified form is submitted to the Student Service, which enters the grade into the ISVU system (Regulations on Internship, Internship Forms).

Unemployed students independently find and choose an employer where they will complete their internship. The UAS has business-technical cooperation agreements with organizations listed on the website and easily accessible to students. Students can receive referrals for completing internships in partner organizations. In addition to these organizations, students can also complete internships in other companies where they arrange to do so.

The UAS conducts annual surveys of students and employers about the quality of internship implementation.

In the interviews, the internship coordinator explained the process and mechanisms in detail. In the interviews, professionals with whom the practical work will also be carried out gave positive feedback on the organisation of internship.



The Panel observes that after initial recommendations some mistakes in the proposal were corrected.

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.

Not applicable

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: The UAS has clearly defined admission requirements for enrolment in the professional short-cycle study programme "Marketing and Business Communication" which are: All candidates who have completed secondary education with a qualification of at least level 4.1 according to the Croatian Qualifications Framework (CroQF) are eligible to enrol in the professional short-cycle study programme "Marketing and Business Communication." Enrolment is based on applications through the National Information System for Applications to Higher Education Institutions (NISpVU), where grades from secondary school, matriculation results (if relevant), and additional application elements such as interviews or motivational letters will be evaluated in accordance with the general acts of the UAS.

Recommendations:

- Publish adequate admission requirements and criteria and the admissions procedure once the programme gets a licence.



Quality grade: fulfilled

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

Analysis: The Expert Panel confirms that the institution applies student-centred teaching strategies aligned with intended learning outcomes, as reflected in its emphasis on active and problem-based learning adapted to diverse student needs.

During meetings, the Panel observed practical examples of inclusive teaching. Lectures are scheduled after 4 p.m. to support working students, and individual accommodations are provided, such as extended exam time for a student with learning difficulties, with fairness ensured through supervised conditions with student witnesses.

Head of the programme reported frequent support for students with dyslexia, ADHD, and autism, with professors informally adapting methods on a case-by-case basis. While this demonstrates a strong culture of flexibility and student support, most measures remain informal, lacking consistent procedures. Staff are committed and responsive, but the Panel notes a need for more structured training and clearer institutional protocols to ensure consistent practice across departments.

Recommendations:

- The institution should formalise a protocol for adapting teaching and assessment methods for students with disabilities and learning difficulties.
- Staff training on inclusive and digital pedagogy should be systematised and documented, and inclusive practices should be harmonised across departments to reduce reliance on informal approaches.

Quality grade: partially fulfilled

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

Analysis: The Expert Panel confirms that the institution has established a proactive student support system, supported by documentation and site visit interviews. Key offices, including the counselling centre and student support office, assist a wide range of students, including those from vulnerable groups. Mentors are assigned by study year, and a coordinator supports students with disabilities and learning challenges.



Staff explained that flexible timetables and individualised support are available for students who work, have children, or face other challenges. However, these accommodations are largely informal, lacking a unified internal policy. UAS has taken steps to improve their facility accessibility by requesting infrastructure funding from local authorities.

Career support includes career days, industry partnerships, and internships, some leading to employment. Notable examples include internships with the Croatian Chamber of Economy, Knin Tourist Board, and the company Karl Dietz, which also offers scholarships and job placements.

While academic and career support is strong, the Panel recommends increasing the visibility of these services and formalising procedures to ensure consistency and accessibility.

Recommendations:

- The institution should formalise and publish procedures for supporting under-represented student groups, improve communication of services like counselling and career guidance, strengthen employer partnerships, and implement mechanisms to track student career outcomes.

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: Objective and consistent evaluation and assessment of student achievements are well planned for each course and for the whole programme. The evaluation and assessment plans are linked to all learning outcomes. An official recognition and plan for students with special circumstances or needs is well integrated into documentation. Special attention is given to new technological challenges such as GenAI. Evaluation and assessment are fair, transparent, and up to date.

Recommendations: none

Quality grade: fulfilled



IV. Teaching resources and infrastructure

4.1. The higher education institution has ensured adequate teaching capacities to deliver the study programme and achieve the intended learning outcomes. - (Table 3, Table 4, Table 5)

Analysis: The UAS demonstrate a solid teaching structure as many teachers who will deliver the study programme have been working for very long in the institution and show important commitment towards it. More than 60% of them are full-time professors and they are responsible for delivering more than 50% of direct instruction. Additionally, the ratio teacher/student complies with the requirements as it stands at 1:6.75

After the initial recommendation important revisions were made and the final document clearly states the professor's workload and inform about the research activities. Workload was adapted to follow the standards in every individual case and the information is clearly given for every professor that takes part in the programme. The UAS, therefore, takes into account the teaching workload of its staff and the total annual teaching load of all teachers does not exceed 20% of the total annual standard teaching load. The participation in research projects or in different kinds of publications, on the other hand, can still be improved.

Recommendations:

- To strengthen the research profile of the teaching staff, so in the future research activities can be more developed in the institution.

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. (Table 5)

Analysis: The external associates are appropriate for delivering the study programme and contribute to achieve its aims, as shown in Table 5 and confirmed during the meeting with teachers in the site visit. The different associates bring experience from different fields of knowledge and different fields of professional practice, that contribute to the key areas of the programme.

Recommendations:

- To ensure that the external professors keep on contributing to covering the key fields of knowledge required by 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. – (Table 6)

Analysis: The documents provided, along with observations from the site visit, show that the infrastructure is appropriate to deliver the programme. The m² of space per student exceeds the standards as each student has 3,83m².

Additionally, there are sufficient classrooms, computer facilities and common areas to offer a satisfactory learning experience.

Recommendations:

- To promote the sustainable development of equipment and resources, as this aligns with one of the core identity elements of UAS.

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. – (Table 7)

Analysis: The library resources are sufficient to support the delivery of the study programme. The digital library and the cooperation with the Knin public library provide the necessary space and resources for students.

Recommendations: none

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. – (Table 8)

Analysis: The UAS demonstrate sufficient financial resources to ensure the development of this study programme and the institution as a whole. The existence of revenues carried over from previous years contributes to ensure the financial sustainability.



Recommendations: none

Quality grade: **fulfilled**



AMEND THE STUDY PROGRAMME

Rationale:

OPINION OF THE EXPERT PANEL AFTER PROGRAMME AMENDMENTS

FINAL RECOMMENDATION OF THE EXPERT PANEL MEMBERS:

a. **ISSUE A LICENSE, rationale**

The Panel concludes that the proposed programme meets the criteria for the initial accreditation. This conclusion is based on the fact that the proposed study programme is aligned with the mission and strategic goals of the institution. The enrolment quotas (20+10) are justified, as this programme is open to students who have completed three-year secondary school programmes as well as those who have not passed the state graduation exam.

In terms of quality assurance, the management and continuous improvement of the study programme are aligned with the quality assurance policy of the higher education institution. Processes and key indicators for monitoring the quality of programme delivery have been defined, as well as methods for collecting the necessary data.

The study programme's learning outcomes align with the demands of the profession and its internationally recognized standards, ensuring the programme's modernity. The anticipated learning outcomes clearly reflect the competencies needed for entering the labour market, continuing education, or other individual, societal, or scientific discipline needs.

Professional practice is part of the study programme in the form of Internship for which students can gain 15 ECTS. Both full-time and part-time students must complete the internship. In the interviews, professionals with whom the practical work will also be carried out gave positive feedback on the organisation of internship.



The Expert Panel also confirms that the institution has established a proactive student support system, supported by documentation and site visit interviews. Key offices, including the counselling centre and student support office, assist a wide range of students, including those from vulnerable groups. Mentors are assigned by study year, and a coordinator supports students with disabilities and learning challenges.

The UAS demonstrates a solid teaching structure as many teachers who will deliver the study programme have been working for very long in the institution and show important commitment towards it.

Regarding the infrastructure, the documents provided, along with observations from site visit, show that the infrastructure is appropriate to deliver the programme. The m² of space per student exceeds the standards as each student has 3,83m². Additionally, there are sufficient classrooms, computer facilities and common areas to offer a satisfactory learning experience. The library resources are sufficient to support the delivery of the study programme. The digital library and the cooperation with the Knin public library provide the necessary space and resources for students.

More importantly, the UAS also demonstrates sufficient financial resources to ensure the development of this study programme and the institution as a whole. The existence of revenues carried over from previous years contributes to ensure the financial sustainability.

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



Quality grade by standard

<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.	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	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

	Utorak 15. srpnja 2025.	Tuesday 15 th July 2025
10:00 - 10:45	Sastanak s Upravom visokog učilišta (<i>bez prezentacije</i>)	Meeting with the Management of HEI (<i>no presentation</i>)
10:45 - 11:00	<i>Pauza</i>	<i>Break</i>
11:00 - 12:00	Sastanak s voditeljem studijskog programa	Meeting with the head of the study programme
12:00 - 12:10	<i>Pauza</i>	<i>Break</i>
12:10 - 13:10	Sastanak s nastavnicima koji će biti angažirani na studijskom programu (<i>u stalnom radnom odnosu i vanjski suradnici - bez prisustva uprave</i>)	Meeting with the teachers (<i>full time employed and external associates – without management of HEI</i>)
13:10 - 15:00	<i>Radni ručak Stručnog povjerenstva</i>	<i>Working lunch</i>
15:00 - 16:00	Obilazak visokog učilišta (<i>knjižnica, učionice, informatička učionica, Studentska služba</i>)	Tour of the HEI (<i>library, classrooms, computer classroom, Student administration office</i>)
16:00 - 16:45	Sastanak s vanjskim dionicima (<i>predstavnicima strukovnih i profesionalnih udruženja, poslovna zajednica, poslodavci, stručnjaci iz prakse, organizacijama civilnog društva</i>)	Meeting with external stakeholders (<i>representatives of professional organisations, business sector/industry sector, professional experts, non-governmental organisations, external lecturers</i>)
16:45 - 17:00	<i>Organizacija dodatnog sastanka o otvorenim pitanjima, prema potrebi</i>	<i>Organisation of additional meeting on open questions, if needed</i>
17:00 - 17:15	Interni sastanak članova Stručnog povjerenstva (<i>priprema za završni sastanak</i>)	Internal meeting of the panel members (<i>preparation for the exit meeting</i>)
17:15 - 17:30	Završni sastanak s upravom	Exit meeting with the Management of HEI