



**REPORT  
OF THE EXPERT PANEL  
IN THE PROCEDURE OF INITIAL ACCREDITATION OF THE  
PROFESSIONAL UNDERGRADUATE *ONLINE* STUDY OF SOCIAL  
AND CULTURAL INTEGRATION  
UNIVERSITY OF APPLIED SCIENCES WITH PUBLIC RIGHTS  
BALTAZAR ZAPREŠIĆ**

**Date of accreditation:  
January 28, 2025**

February, 2025



## **CONTENTS**

<b>INTRODUCTION .....</b>	<b>3</b>
<b>BASIC INFORMATION ON THE <i>ONLINE</i> STUDY PROGRAMME .....</b>	<b>5</b>
<b>DETAILED ANALYSIS OF EACH STANDARD, RECOMMENDATIONS FOR IMPROVEMENT AND QUALITY GRADE .....</b>	<b>6</b>
<b>I. Internal Quality Assurance .....</b>	<b>6</b>
<b>II. Study programme .....</b>	<b>8</b>
<b>III. Teaching process and student support.....</b>	<b>10</b>
<b>ANNEXES .....</b>	<b>18</b>





## INTRODUCTION

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

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

The Agency's Accreditation Council appointed an independent expert panel for the evaluation of the professional undergraduate online study programme Social and Cultural Integration delivered at University of Applied Sciences with Public Rights Baltazar Zaprešić.

Members of the Expert Panel:

- Assoc. prof. Nikola Ivković, PhD, University of Zagreb Faculty of Organization and Informatics, Republic of Croatia,
- Assoc. prof. Mario Katić, PhD, University of Zadar, Republic of Croatia,
- Assoc. prof. Magdalena Diaz Gorfinkiel, PhD, Universidad Carlos III de Madrid, Kingdom of Spain, Panel chair,
- Assoc. prof. Claudio Sopranzetti, PhD, Central European University, Republic of Austria,
- Antea Jerčić, student, University of Split, Faculty of Economics, Business and Tourism, 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,
- Representatives of the business sector, potential employers.

The Expert Panel visited 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 undergraduate *online* study programme Social and Cultural Integration delivered at University of Applied Sciences with Public Rights Baltazar Zaprešić based on the Proposal of the Study Programme Social and Cultural Integration 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, ASHE.





## **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 Zuprešić, Vladimira Novaka 23,  
10290 Zuprešić, OIB: 70921936463

Name and type of study programme: Professional Undergraduate Online Study of Social  
and Cultural Integration

CroQF/EQF/QF-EHEA level: 6

Scientific or artistic area and field of study programme: scientific field of social sciences  
(5), the field of sociology (5.06)

ISCED FoET classification: 0314 Sociology and cultural studies

Programme duration: 3 years

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

Academic or professional degree / qualification obtained upon the completion of the  
study programme (if the study programme has several specializations, the issued  
degree/qualification cannot be named according to the specialization, but at the level of  
the study programme): bachelor of social and cultural integration; bacc. soc. cult. integr.

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): Zuprešić

Method of delivery of the study programme: online

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



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

1. to issue a licence

2. 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 social and economic context of Croatian society is clearly explained in the documents, addressing in depth the changes in the cultural composition of the society, as a justification for the necessity of the online study programme. At the same time, the programme aligns with the goals of the institution, mainly in the aspect related to the benefits of online education in nowadays societies.

Despite this, the Croatian Employment Service has not recognized the programme as a labour market need, and the qualification standards are not included in the Croatian Qualifications Framework.

**Recommendations:** There are no specific recommendations on this field.

**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:** The institutions has provided quality assurance processes. The study programme has been approved by the education institution.

**Recommendations:** There are no specific recommendations on this field.

**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 institution has a plan to collect the data for managing and evaluating the online programme in line with its quality assurance policy.

**Recommendations:** There are no specific recommendations on this field.

**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:** At this point of the evaluation process it is not necessary to have yet produced material to inform the public. In the application document and during the meetings with the management and the responsible of the study programme the rationale behind the university's communication strategy was explained. In this context, various online channels are utilized, although some appear to be less active, and several offline activities are also planned. The university has a Communication Strategy for the period 2021–2026 and complies with all legal requirements in this field.

**Recommendation:** To monitor *online* communication to ensure a dynamic and interactive approach in the use of these tools.

**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:** It does not apply

**Recommendations:** It does not apply

**Quality grade:** It does not apply

### 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 intended learning outcomes can be achievable in an online environment and reflect the competences required by the specificities the programme should offer. The outcomes focus on three key aspects -cognitive, practical and affective- relevant to the field of applied sociology. The competencies are well-defined and refer to concrete and applied knowledge.

In the Analysis of Minimum Institutional Prerequisites for the Comparability of Proposed Study Programme with Related Accredited Study Programme in the Republic of Croatia and in the European Union Countries, in the Study Proposal it says that "The proposed programme is comparable in its structure and output competencies to several programmes of higher education institutions (public and private) in the Republic of Croatia", and although these are not specified in detail, various university institutions specializing in both sociology and integration have been considered for the placement of the proposed programme. In general terms, it is stated that the main distinction among all existing programmes lies in the professional orientation of this programme.

**Recommendations:** There are not specific recommendations on this field.

**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 general study programme proposal now seems to be sufficiently focused, which is reflected in the outline of the proposed courses. The various expected outcomes of the programme can be achieved through courses that address different aspects of integration, diversity and policy-making.

**Recommendation:** To take advantage from advanced online education, incorporating teachers from non-European contexts who can help to bridge the gap between experts in Croatian society, history and culture and individuals and communities that are the aim of





integration. Moreover, it could be useful for the students to have more contact with different cultures through seminars with migrant associations.

**Quality grade:** Fulfilled.

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

**Analysis:** Based on the previous analysis and recommendations the Panel can conclude that the study programme seems to allow students to achieve all the learning outcomes planned with the study programme proposal.

**Recommendations:** There are not specific recommendations on this field.

**Quality grade:** Fulfilled.

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

**Analysis:** The ECTS distribution now seems to be coherent, as the same hours of lectures, seminars, and exercises in different courses result in proportional allocation of ECTS.

**Recommendations:** There are not specific recommendations on this field.

**Quality grade:** Fulfilled.

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

**Analysis:** Students practice is an integral part of the online study programme, and it will be carried out during the VI semester with 270 hours and 9 ECTS, outside of the education institution and in cooperation with the labour market.

**Recommendations:** There are not specific recommendations on this field.

**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:** It does not apply

**Recommendations:** It does not apply

**Quality grade:** It does not apply

### 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 admission, continuation, and graduation requirements were clearly stated and reported in the programme documents, and the prior knowledge requirements seem appropriate to the study plan. The technological requirements to attend and participate to the online education are eased by the availability of multiple physical locations where prospective students can use computers in case of need.

**Recommendations:** Prospective students could be informed more clearly about the prior knowledge required to attend the chosen online study programme (e.g. knowledge of specific digital tools or additional knowledge and skills)

**Quality grade:** Fulfilled

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

**Analysis:** The online programme has been designed with a clear focus on meeting diverse student needs, providing flexible delivery options, and fostering an engaging learning environment. The variety of teaching methods, including problem-based learning, group projects, and interactive activities are well-aligned with the intended learning outcomes. The programme also prioritizes inclusivity, offering flexible scheduling options for part-time students and those with other commitments as well as it is planned to avoid overwhelming students, with a balanced workload distributed across the semester.

**Recommendations:** While the programme does provide support for students both online and in person, further attention could be given to enhancing these resources to ensure that students with special needs also receive the full level of support required.





**Quality grade:** Fulfilled

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

**Analysis:** The proposed study programme presents a well-designed and structured approach to online learning, with access to course readings, along with a mix of text-based materials, videos, quizzes, and other resources that enhances student engagement and supports diverse learning preferences. Teaching methods and independent learning strategies are well-defined, allowing students to work through the material effectively. Additionally, the university's long-standing experience in online education is reflected in the well-organized delivery of content, effective use of learning management systems, and structured communication channels that support both independent and collaborative learning. The programme also integrates mechanisms for student feedback and activity tracking within the learning management system, allowing for continuous improvement based on student experiences.

While the current teaching methods are effective, there is potential for further innovation beyond uploaded files and video lectures. Expanding the use of more dynamic and interactive approaches—such as simulations, collaborative projects, gamified learning and AI for teaching—could further enhance student engagement and learning outcomes.

**Recommendations:** Further explore opportunities for online teaching. Set up a professional lab where professors can produce higher quality video and not frontal online teaching options.

**Quality grade:** Fulfilled

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

**Analysis:** The institution offers a well-structured and engaging online learning experience, as well as a variety of administration and technological services to support students' trajectories. Support systems, such as regular office hours during and after the course, provide ongoing assistance for students, ensuring they have access to help when needed.

One area that requires further attention is the adaptation methods for students with disabilities or learning difficulties, as current provisions are less developed and could benefit from a more comprehensive approach.



**Recommendations:** There is potential to further develop structured group activities and peer interaction beyond webinars, encouraging deeper student collaboration through group assignments, discussion-based tasks, or problem-solving exercises.

**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:** The programme has established a structured and transparent approach to online assessment, ensuring that grading criteria, assessment methods, and learning outcomes are clearly aligned. The assessment plan is well-suited to the online format, incorporating both formative and summative evaluations to track student progress. Additionally, the programme emphasizes regular feedback, which supports student learning and progression throughout the course.

The use of authenticity-checking tools for submitted work is commendable, but additional efforts could be made to develop alternative assessment methods that reduce reliance on oral exams.

**Recommendations:** While the programme demonstrates a solid foundation in online assessment, there are areas where further refinement could enhance its effectiveness. The use of self-assessment and peer assessment is a positive feature, but more could be done to integrate interactive and application-based evaluations that go beyond traditional exams and papers.

**Quality grade:** Fulfilled



## V. 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:** Based on provided documentation and meetings during the higher education institution visit, the committee has assessed the following qualitative requirements and concluded that they are fulfilled. 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 35% of any type of direct instruction in the case of the first year of a professional study programme. 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.

The higher education institution has teaching staff with an extensive experience in online teaching and is capable of delivering the online study programme.

In order to increase their teaching capacities and to achieve the intended learning outcomes, the institution has a plan that includes hiring additional lecturers with appropriate competencies. Considering that institution provides support and training for online teaching and student's knowledge assessment they have capacities to prepare newly hired teachers for online environment.

**Recommendations:** To confirm that additional teachers need to engage in an online environment, and that along with other competencies, they should either already possess digital competencies or be ready to acquire them.

**Quality grade:** Fulfilled.

### 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:** Currently there are ten external associates, including two full professors with permanent tenure, one full professor, four associate professors, two assistant professors, and one lecturer. The work experience of external associates in online teaching is sufficient considering that they are already teaching courses on the other fully online study programmes. Also, due to online readiness and working culture of the institution the new external associates are expected to easily adapt to online teaching and give their contribution to achieve the intended learning outcomes. The proposal now includes external associates with extensive experience in multicultural approach and diversity policies.



**Recommendation:** To ensure the inclusion of teachers that can give the lectures from abroad or other companies/associations/institutions adapting to the programme's needs as well as the incorporation of specialized seminars led by experts.

**Quality grade:** Fulfilled.

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

**Analysis:** University of Applied Sciences with public rights Baltazar Zaprešić encourages teachers for continuous training and professional development. The workshops and internal education events are regularly organized by the higher education institution and, in addition, there is available technical help for teachers whenever they need it. Appropriate software tools and platforms are deployed for all aspects of online study programme.

**Recommendations:** There are no specific recommendations on this field.

**Quality grade:** Fulfilled

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

**Analysis:** The managerial, organizational and administrative aspects are well thought and implemented in the way that is sufficient to ensure and deliver the online study programme capable of achieving the intended learning outcomes.

**Recommendations:** There are no specific recommendations on this field.

**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:** The ICT infrastructure, access network, hardware, software, technical support are all available and appropriate to deliver the online study programme. The premises are adequate for teaching online and enable the achievement of the intended learning



outcomes. Additional premises are available on different, geographically distributed locations, where students can use if they have any type of special needs, permanent or temporary problem, or just preference to use equipment and premises of higher institution.

**Recommendations:** There are no specific recommendations on this field.

**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 library is available for students and teachers providing them with necessary literature and access to relevant publications. Sending books by delivery service to students' home is also available.

**Recommendations:** Monitor and regularly check for relevant and up to date literature changes and possibilities to use electronic literature sources.

**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:** University of Applied Sciences with public rights Baltazar Zaprešić have conducive strategic and operative plans and ensures the necessary funds to carry out everything required for successful implementation of the planned online study programme.

**Recommendations:** There are no specific recommendations on this field.

**Quality grade:** Fulfilled

## **AMEND THE STUDY PROGRAMME**

### **Rationale:**

#### **OPINION OF THE EXPERT PANEL AFTER PROGRAMME AMENDMENTS**

Following the amendments to the Study Programme on Social and Cultural Integration, the University of Applied Sciences Baltazar Zaprešić has implemented numerous changes to improve the proposal.

First, the Programme has been restructured to adopt a more focused approach that emphasizes integration and applied knowledge. In this regard, courses related to general aspects of Croatian society or social dynamics as a whole has been removed, while courses related to integration and diversity has been added. Special attention should be given to the inclusion of a legal perspective, the expansion of the public policy approach, and the acquisition of practical knowledge.

Secondly, in connection with these changes, the learning outcomes have become more concrete and specific, with a clearer orientation toward the labour market. The competencies are also more deeply defined and are better aligned with the content of each course.

Third, instructors with broader experiences and diverse backgrounds have been included. Experts from the third sector, as well as professors from universities outside of Croatia, are now part of the teaching staff. Their involvement brings additional benefits to the programme, particularly in light of its objectives and the online teaching format.

Fourth, the communication strategy has been clarified, with more detailed information about the institutional rationale behind it, as well as the use of various online channels and offline activities.

Finally, the ECTS calculation has been harmonized, ensuring coherence throughout the programme.

Given the comprehensive nature of these changes, the objections raised by the Expert Panel have been fully addressed.





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

a. ☒ **ISSUE A LICENSE, rationale**

The expert panel believes that after the change made to the Study Programme the proposal now meets all the necessary quality standards.

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 institution, as well as economic and societal needs			X
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 online study programme is compatible with the qualification standard added to 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-organizational-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



## 2. Site-visit Protocol

**Inicijalna akreditacija  
stručnog prijediplomskog online studija  
Socijalna i kulturna integracija  
Veleučilišta s pravom javnosti Baltazar Zaprešić**

**Initial accreditation  
of professional  
undergraduate online study programme  
Social and Cultural Integration  
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*

	Utorak 28. siječnja 2025.	Tuesday, January 28, 2025
9:00 – 9:30	Interni sastanak stručnog povjerenstva	Internal meeting of the panel members
9:30 – 10:00	Sastanak s Upravom visokog učilišta	Meeting with the Management of HEI



<b>10:00 – 11:00</b>	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))
<b>11:00 – 11:15</b>	<i>Pauza</i>	<i>Break</i>
<b>11:15 – 12:15</b>	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> )
<b>12:15 – 13:00</b>	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
<b>13:00 – 14:30</b>	<i>Radni ručak Stručnog povjerenstva</i>	<i>Working lunch</i>
<b>14:30 – 15:30</b>	Obilazak visokog učilišta ( <i>knjižnica, nastavni kabinet, informatička učionica, ured za studente, predavaonice</i> )	Tour of the HEI ( <i>library, teaching offices, Computer classrooms, Office for students, classrooms</i> )
<b>15:30 – 15:45</b>	Organizacija dodatnog sastanka o otvorenim pitanjima, prema potrebi	Organisation of additional meeting on open questions, if needed







<b>15:45 – 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

