



**REPORT  
of the Expert Panel  
on the  
RE-ACCREDITATION OF  
UNIVERSITY COLLEGE OF INSPECTION AND PERSONNEL  
MANAGEMENT**

**Date of the site visit:  
3<sup>rd</sup> of November 2015**

# CONTENTS

<b>CONTENTS .....</b>	<b>2</b>
<b>INTRODUCTION.....</b>	<b>3</b>
<b>SHORT DESCRIPTION OF THE EVALUATED INSTITUTION.....</b>	<b>5</b>
<b>CONCLUSIONS OF THE EXPERT PANEL.....</b>	<b>7</b>
ADVANTAGES OF THE INSTITUTION.....	7
DISADVANTAGES OF THE INSTITUTION .....	7
FEATURES OF GOOD PRACTICE .....	9
RECOMMENDATIONS FOR IMPROVEMENT.....	10
1. Management of the Higher Education Institution and Quality Assurance .....	10
2. Study Programmes .....	10
3. Students.....	11
4. Teachers.....	12
5. Research and Professional Activity .....	12
6. International Cooperation and Mobility.....	13
7. Resources: Administration, Space, Equipment and Finances.....	13
<b>DETAILED ANALYSIS OF INSTITUTIONAL COMPLIANCE TO THE STANDARDS AND CRITERIA FOR RE-ACCREDITATION.....</b>	<b>15</b>
1. Management of the Higher Education Institution and Quality Assurance .....	15
2. Study Programmes.....	16
3. Students.....	18
4. Teachers .....	19
5. Research and Professional Activity.....	20
6. International Cooperation and Mobility .....	20
7. Resources: Administration, Space, Equipment and Finances .....	22

## INTRODUCTION

This report on the re-accreditation of the University College of Inspection and Personnel Management was written by the Expert Panel appointed by the Agency for Science and Higher Education, on the basis of the self-evaluation of the institution and supporting documentation and a visit to the institution.

The re-accreditation procedure performed by the Agency for Science and Higher Education (ASHE), a public body listed in EQAR (*European Quality Assurance Register for Higher Education*) and a full member of ENQA (*European Association for Quality Assurance in Higher Education*), is obligatory once in five years for all higher education institutions working in the Republic of Croatia, in line with the Act on Quality Assurance in Higher Education.

The Expert Panel is appointed by the ASHE Accreditation Council, an independent expert body, to perform an independent peer-review-based evaluation of the institution and their study programmes.

The report contains:

- a brief analysis of the institutional advantages and disadvantages,
- a list of good practices found at the institution,
- recommendations for institutional improvement and measures to be implemented in the following period (and checked within a follow-up procedure), and
- detailed analysis of the compliance to the Standards and Criteria for Re-Accreditation.

The members of the expert panel were:

- Professor Andrzej Grządziela, Mechanical–Electrical Faculty at Polish Naval Academy, Republic of Poland, president of the Expert panel
- Professor Thomas Pawlik, City University of Applied Sciences, Centre of Maritime Studies, Hochschule Bremen, Federal Republic of Germany
- Professor Srećko Krile, Maritime Department of the University of Dubrovnik, Republic of Croatia
- Professor Danko Knezić, Faculty of maritime studies, University of Split, Republic of Croatia
- Luka Simić, student, Faculty of maritime studies, University of Rijeka, Republic of Croatia

In the analysis of the documentation, site visit and writing of the report the Panel was supported by:

- Maja Briški, coordinator, ASHE
- Goran Briški, interpreter at the site visit and report translator, ASHE

During the visit to the Institution the Expert Panel held meetings with the representatives of the following groups:

- Management (Dean and Vice Dean) and the representative of the Quality Assurance Committee
- Working Group that compiled the Self-Evaluation and Head of Study Programme
- students;
- full-time teachers;
- Office for Professional and Scientific Research
- Office for mobility and international cooperation

The Expert Panel also had a tour of the library, IT rooms, student register desk, and the classrooms.

Upon the completion of the re-accreditation procedure, the Accreditation Council renders its opinion on the basis of this Re-accreditation Report, the Assessment of Quality of the higher education institution and the Report of Fulfilment of Quantitative Criteria acquired from the Agency's information system.

Once the Accreditation Council renders its opinion, the Agency issues an Accreditation Recommendation by which the Agency recommends to the Minister of Science, Education and Sports to:

1. **issue a confirmation on compliance** with the requirements for performing higher education activities or parts of activities (renew the licence),
2. **deny the license** for performing the higher education activities or parts of activities to the higher education institution, or
3. **issue a letter of recommendation** for the period up to three (3) years in which period the higher education institution should make the necessary improvements. The letter of recommendation may include suspension of student enrolment for the defined period.

The Accreditation Recommendation also includes an Assessment of Quality of the higher education institution as well as recommendations for quality development.

## **SHORT DESCRIPTION OF THE EVALUATED INSTITUTION**

NAME OF HIGHER EDUCATION INSTITUTION: University College of Inspection and Personnel Management

ADDRESS: Zrinsko Frankopanska 209, 21000 Split

DEAN: Đorđe Nadrljanski, PhD

### **ORGANISATIONAL STRUCTURE:**

Management structure of the University College of Inspection and Personnel Management includes: Governing Board, Professional Council and the Dean. Professional services of the University College of Inspection and Personnel Management rendering professional, administrative and general services are: Departments, Dean`s office and Library. The Dean`s office includes: Dean`s Office Secretary, Financial and Accounting Services (bookkeeping service Marius Ltd.), Secretariat (Student Administration Office and IT Services). Departments as the basic structural units of educational activities, are responsible for quality management, execution and organization of teaching, development of studies and other forms of education within regular school activities, promotion of publishing activities, and development of educational as a whole. The University College is divided into following Departments: Engineering Department, Department of Social Sciences and Department of Humanities.

### **STUDY PROGRAMMES:**

- Undergraduate professional study programme Inspection and Personnel Management in Maritime Affairs

### **NUMBER OF STUDENTS:**

Full-time students: 79

Part-time students: 62

NUMBER OF TEACHERS: 6,5

(Data provided in MOZVAG)

TOTAL BUDGET: 1.768.533,00 HRK

MSES FUNDS: 0%

OWN FUNDS: 100%

## SHORT DESCRIPTION OF THE HIGHER EDUCATION INSTITUTION:

The Minister of Science, Education and Sports issued the Accreditation for higher education activities and execution of the Undergraduate Programme of Inspection and Personnel Management in Maritime Affairs to the University College of Inspection and Personnel Management on 17<sup>th</sup> May 2010. Execution of the Undergraduate Programme of Inspection and Personnel Management in Maritime Affairs started in the 2011/2012 academic year.

Due to certain business issues of "Split Ship Management", the co-founder of the University College, its founder rights were transferred to the new founders by the Contract on the Establishment of the University College of Inspection and Personnel Management.

Due to insufficient spatial capacities at 114. Brigade 12, 21000 Split, and for the purpose of further development, the relocation to a brand new location at Zrinsko Frankopanska 209, 21000 Split, that entered into Court register on 23 February 2015, additionally improved study conditions and made classes more comfortable.

In the view of purposefulness and considering labour market needs in the public and private sectors, the establishment of this study is a response to constant demands of transport companies for personnel able to maintain and operate modern means of transport, which are complex technical and technological systems, at the same time having detailed knowledge of transport business, particularly in maritime transport.

The length of Undergraduate Programme of Inspection and Personnel Management in Maritime Affairs is three years, including a total study load of 180 ECTS.

## **CONCLUSIONS OF THE EXPERT PANEL**

### ***ADVANTAGES OF THE INSTITUTION***

1. Localisation in the city centre, near the attractive sports facilities, well-connected.
2. Cooperation with industry regarding the students practice.
3. Implementation of strategic plan, which includes the list of partners and stakeholders and realistic operational goals.
4. Implementation of the organisational structure of teaching and management.
5. Almost perfect made self-evaluation report in terms of format and writing structure.
6. Realistic proposed enrolment quotas.
7. Offer of counselling, mentorship and professional orientation for students.
8. Close relationships, benevolent and friendly atmosphere between teachers and students.
9. Institution established close contact with former students and collecting data of their employment and professional success.
10. Optimal ratio between the number of full-time teachers and number of students
11. Adequate ratio between numbers of teaching and non-teaching staff.
12. The primary mechanism in a "smart" practice is the ability or the Means of Achieving a goal in a cost-effective manner. The secondary mechanisms include Implementing features, supportive features and optional features.
13. The final step in identifying an appropriate best practice for a policy issue is to ensure that the context from which the practice is derived is comparable to the context in which it will be applied. Cooperation with industry regarding the students practice is an advantage of this HEI.

### ***DISADVANTAGES OF THE INSTITUTION***

1. Resistance to adoption of Bologna Process procedures by teachers especially to Life Long Learning Programme.
2. Insufficient social awareness for students, especially for disabled person.
3. Unclear financial stability arising from the ratio of income from student fees and spending on teachers' salaries, management of the institution and the administrative costs. There is no additional income from projects or research with stakeholders, maritime industry or local

community. There are no additional teaching activities in a broad field of maritime transportation (courses, lifelong learning etc.).

4. Problems of allocation of ECTS credits, the institution prepared for this Expert panel examples of 8 curricula for different courses, all made in the technique of copy - paste; courses didn't have scheduled hours for homework and most had the same number of ECTS credits.
5. Poorly functioning mechanisms for monitoring the quality of education.
6. Graduates being employed in superintendent departments of shipping companies etc. need at least a basic understanding of maritime regulations such as STCW. It has not been documented that appropriate competences can be acquired in the study programme.
7. Learning outcomes are realized towards the social study programmes and not as the institution declares (in the Self-analysis document) in the direction of engineering programmes.
8. As a curriculum has been oriented mostly on social and not technical sciences and basics of transportation technology and logistics are implemented poorly, this study programme outcomes can serve only as a background for technical inspections jobs. Learning outcomes do not clearly describe professional knowledge, skills and competence regarding the engineering job.
9. Detailed information on the study programmes is available only in the local Moodle software. Practically, this means that potential students can obtain knowledge on the scope of study only after their enrolment.
10. Students do not receive correct feedback from the management of the institution with regard to the profile of study programme (defined learning outcomes being mostly in the field of social sciences, and qualifications and scope of formal activities being in the technical field). The information provided is not based on the professional analysis of the labour market and employers' expectations.
11. The number of part-time teachers who meet the requirements for professional maritime activity is only three. The others mostly have competence in the field of humanities and social sciences. The institution tries to resolve the problem of deficiencies of teaching staff by employing part-time teachers. A significant problem is the high average age of teachers, over 70 years old.
12. The institution has started to implement a development programme for the teaching staff by sending only one teacher to doctoral studies. Management of the institution has not put forward another candidate for further improvement of knowledge and learning in the country or abroad.
13. Analysis of Web of Science indicates that the publishing activity completed in the year 2008. Currently, only three teachers will be recognized in the field of scientific publications. The results of inspections performed by team members show that other teachers last time having articles published in journals before 2009. Teachers at the meeting could not

mention research activity areas that are currently carried out or planned, e.g. based on an agreement with other research centres.

14. The biggest scarcities of the institution are mobility and international cooperation. The institution is not a member of an association or an international organization and does not participate actively in research and teaching of maritime science. Management of the institution confirmed the lack of sufficient conditions for hosting students and teachers from abroad. It should be a priority for the management to identify ways to improve the situation.
15. One of the major challenges for this institution is to improve its financial stability and ability to raise funds. Lack of funds and the fact that the management does not indicate additional sources of financing do, inter alia, not allow a development of the non-teaching staff and a replacement of the software and hardware used, which are both far from modern standards. Also, the lack of funds makes it impossible improving the quality of education and research, e.g. the library does not meet the requirements of university college's standards. It is hard to predict an optimistic scenario for the institution for years where the balance of revenue from student fees might not cover all the expenses of the institution.
16. The institution should put greater emphasis on teaching engineering tools, because the practice of the maritime sector cannot solve the problem at all and can instead produce unfavourable results and bad habits.

### ***FEATURES OF GOOD PRACTICE***

1. Plans for introduction of ISO quality management system which will provide the institution's regular monitoring procedures.
2. The institution has developed effective organisational structure and processes, and has formalized them in its legal documents. The institution has a well-functioning organizational structure which is fit for purpose. Management structure of the University College of Inspection and Personnel Management has Governing Board, Professional Council and Dean. The institution has formalized all organizational processes; most documents are available both in Croatian and English. The organizational structure is clear and well known to everyone involved.
3. The Management of HEI constantly invests in personal and professional development of the students.

## ***RECOMMENDATIONS FOR IMPROVEMENT***

### **1. Management of the Higher Education Institution and Quality Assurance**

- 1.1. Continue to involve stakeholders more in development and implementation of strategic plan.
- 1.2. The management of HEI should gradually, step by step, add technical courses and necessary equipment to laboratory to be fully in line with institutional mission.
- 1.3. The quality procedures that include collection and analyses of relevant data should be better implemented.
- 1.4. The institution must have an effective ISO system, and have to comply with the IMO regulations regarding workshops. The overall academic quality and system of sea service (practice) should be improved.
- 1.5. The formal mechanisms for monitoring and improvement of the teaching quality should be further developed.
- 1.6. Not applicable for this institution.
- 1.7. There have been no ethical problems managed by the ethical committee, nor mentioned by students or teachers. Students and teachers are well informed on the rules of ethical behaviour.

### **2. Study Programmes**

- 2.1. Study programme can be professionally oriented towards social sciences and humanities, since it does not fully meet the requirements in the area of technical sciences and maritime science specialties. It is recommended to increase the visibility of study programme on college homepage and internet.
- 2.2. There is no specific recommendation for this criterion.
- 2.3. There is no specific recommendation for this criterion.
- 2.4. The learning outcomes have to be written systematically, in compliance with Bologna Process and CroQF recommendations, using active verbs in relation to main goals, as they are broadly and precisely described in self-evaluation.

- 2.5. Learning outcomes have to be written more precisely in relation to what professional surrounding needs.
- 2.6. In professional course syllabus the student mark level has to be precisely defined in reference to skills that are necessary for each one. Hours for preparation (homework) have to be included in credit calculation. ECTS for internships at stakeholders' sites have to be clearly declared.
- 2.7. Study programme should be evaluated by international experts and harmonized with similar study programmes abroad in order to improve mobility of students and possibility of joint programmes, as they recently got Erasmus Chart.
- 2.8. The curriculum has to be developed to serve as a basis for high-quality student mobility opportunity in Erasmus etc.
- 2.9. Increase the number of books in the library. Enable the access to international databases.  
E-learning materials have to be produced by the institution and on-line content has to be technically improved. The professional body for monitoring of the quality of content and authorization should to be introduced.
- 2.10. Increase practice hours at stakeholder sites.

### **3. Students**

- 3.1. The Management of HEI should take into account possibility of financing activities of their Students Council. If they finance their activities, there could be much more students' extracurricular activities on HEI's site.
- 3.2. Students should spend much more time on specific programmes like MathLab, etc.
- 3.3. It would be advisable to have more than two representatives of students in Academic Council and to consider the appropriate way to inform all students about decision making at Academic Council, for example publish all information on Facebook page of Student Council or something similar.

#### **4. Teachers**

- 4.1. The path taken for the professional development of (younger) teachers should be continued.
- 4.2. It is recommended to establish structured training programmes for teachers in co-operation with maritime companies in order to gain intense insights in the essentials of the industry.
- 4.3. It is advisable to enhance the visiting lecturer programme.
- 4.4. HEI should consider establishing a system of honorary professorships, in which the honorary professors have certain teaching duties.

#### **5. Research and Professional Activity**

- 5.1. The general research and professional strategy of the HEI should receive more attention. Teacher participation in at least one European project in the field of traffic technology would be desirable.
- 5.2. The HEI should implement mechanisms which ensure teachers or researchers better quality. The researchers and young students should be more supported financially for their research activities.
- 5.3. The HEI should consider cooperation with at least one maritime academic institution in Croatia (Faculty in Split, Rijeka, Zadar or Dubrovnik).
- 5.4. The teachers have to publish more papers in conferences and journals in the field of maritime transport technology. Journals in the field of maritime and transport technology should be available for teachers and students in the library. An important direction of activities of the institution should be to increase publishing activity by all teachers and not only 3 individual persons. Also, it is advisable to invest more funds in library that does not have even the most important journals in the subscriptions management area in maritime activity.

## **6. International Cooperation and Mobility**

- 6.1. Management of the institution should consider preparing a plan of accommodation for students and teachers from abroad. The document should contain information about the number assortment of rooms and their standard.
- 6.2. Management of the institution should implement the Erasmus + programme for students, teachers and staff. It is advisable that the Agreements on mobility are signed with HE institutions from abroad before the end of the academic year 2015/16.
- 6.3. Activities related to lifelong learning should be promoted by the Management. The programme of permanent improving the knowledge, skills and competence has to be well known.
- 6.4. The institution should be a member of corresponding international association or organization and actively contribute in the maritime research programmes or didactic activity. Such action is also associated with point 6.2.
- 6.5. It is highly recommendable for the institution to find financial resources for the modernization of laboratories, in particular, specialized software. Students should have practical access to the modern management tools.
- 6.6. Activities related to mobility should also be increased to achieve the status of the serious institution that has something to offer for teachers from abroad. The institution has to present the adequate residence for candidates from abroad.
- 6.7. The institution should find a serious partner from abroad and prepare further application for the project. This action should also contribute to solving the problems 6.1., 6.2. and 6.6.

## **7. Resources: Administration, Space, Equipment and Finances**

- 7.1. It is recommended that the HEI takes into account that the need to formalize well-developed policies that ensure professional development of non-teaching staff should be implemented.
- 7.2. The full potential of the existing library has to be exploited, e.g. by a closer co-operation with the University Library Split and by improving the access to peer-reviewed online journals. The opening hours could be expanded by employing student assistants.
- 7.3. Using "Home" versions of Microsoft software should be avoided.

7.4. The University College has to carry on the efforts to reduce its sole dependence on tuition fees; otherwise, there is a severe threat for ensuring the financial stability of the University College.

# **DETAILED ANALYSIS OF INSTITUTIONAL COMPLIANCE TO THE STANDARDS AND CRITERIA FOR RE-ACCREDITATION**

## ***1. Management of the Higher Education Institution and Quality Assurance***

- 1.1. The institution has a strategy in line with its mission. HEI does develop and conduct strategic planning which is made use of in daily quality management and regularly improved and updated. The institution has implemented mechanisms for monitoring and improvement of its quality. The stakeholders are not involved in the sufficient degree (which might be partly caused by the current state of the affairs in the commercial sector, with many Croatian companies in this sector cutting costs).
- 1.2. The institution has developed effective organisational structure and processes, and has formalized them in its legal documents. The institution has a well-functioning organizational structure which is fit for purpose. Management structure of the University College of Inspection and Personnel Management has Governing Board, Professional Council and Dean. The institution has formalized all organizational processes; most documents are available both in Croatian and English. The organizational structure is clear and well known to everyone involved.
- 1.3. The HEI implements educational programme in the technical area of traffic and transport technology, with an emphasis on inspection and personnel management. Ship inspector should be better technically educated, meaning there is lack of technical courses which are normally covered by technical colleges. The management of HEI should gradually, step by step, add technical courses to be fully in line with institutional mission.
- 1.4. There is a system of quality assurance, but the institution is just starting to introduce incentives for research and teaching excellence. The quality procedures that include collection and analyses of relevant data are partially implemented. The institution does not have an effective ISO system, and does not comply with the IMO regulations regarding workshops, and needs to work on the overall academic quality, improve system of sea service (practice).
- 1.5. The formal mechanisms for monitoring and improvement of the teaching quality are established in line with the national regulations, but they should be further developed.
- 1.6. Not applicable for this institution.

- 1.7. There have been no ethical problems managed by the ethical committee, nor mentioned by students or teachers. Students and teachers are well informed on the rules of ethical behaviour.

## ***2. Study Programmes***

- 2.1. In the self-evaluation it is stressed that study programme is professionally oriented in the field of technology of maritime transportation (technical science). However, it has been found that the programme is consisted of many interdisciplinary courses mostly concerned on personnel management in maritime business oriented to coastal employment in shipping agencies – mostly in the field of social sciences, not in technical. Students are skilled in economics, computer science, and basics of transportation technology and logistic, but it is not implemented systematically. Such programme enables the professional competencies only for human resource management process in maritime offices, and only as a background for technical inspections jobs, where experienced persons from shipping industry are needed. The institution is in firm contact with stakeholders (mainly with shipping agencies), so they can adapt study programme continuously. They are also in contact with alumni (alumni club on college) but till now only few of them are employed in maritime. Still it is not possible to make clear their impact on the labour market.
- 2.2. Admission quotas are appropriate because the labour market needs professionals in the field the study programme intends to cover. Specially, there is a high demand for technically oriented professionals for inspections in shipyards and ports, but study programme is insufficient for that.
- 2.3. Enrolment quotas are in line with the institutional resources because they have enough space capacities, number of pc-computers, number of teachers and associates, etc. However, the problem is the age of teachers that is in average too high. It is recommended for the institution to hire younger staff, taking into account the minimal academic degree in adequate field to cover all the aspects of this study programme.
- 2.4. The college has implemented learning outcomes rudimentary. The Expert Panel had the opportunity to see examples of teaching syllabus for few courses and they are partly copy-pasted. Learning outcomes are not made in compliance with CroQF recommendations, not using active verbs in relation to main goals, as they are broadly and precisely described in self-evaluation. The institution is aware of the need to increase average pass rate (grade of students), so they assigned the mentor for each student. The curriculum has to be developed in terms to serve as a basis for high-quality student mobility opportunity in Erasmus etc.
- 2.5. It has been found that measurements and evaluation of learning outcomes are performed by various methods and techniques: oral and written exams, tests, continuous monitoring and practical knowledge in labs and on site of stakeholders. In professional programme

curriculum each outcome has to determine the methods for its assessment but here they are not visible. Also, the student mark level is not precisely defined in reference to skills that are necessary for each one. It seems that student assessment might not be perfectly fit with professional needs, and more work should be done in this regard.

- 2.6. Syllabus for professional courses have mostly 5 ECTS and very few of them 6 ECTS. Foreign languages are all 3 ECTS. In credit calculation the hours for homework are not included. Also, the ECTS for internships at stakeholders' sites are not clearly declared. There is some imbalance in determining workload – they should do fine tuning and distribute the workload more fairly.
- 2.7. This study programme is not evaluated by international experts. It is important for mobility of students and possibility of joint programmes, as they recently got Erasmus Chart. In self-evaluation they acclaimed that it is a unique study programme with no comparison in the country and worldwide. The similar programme we know is at The Lloyd's Maritime Academy from Southampton, UK, but that training school is based on courses. The fact is that other management school programmes can cover the same, except the practical knowledge ensured by stakeholders.
- 2.8. The students seem satisfied; teachers were able to list a number of various teaching strategies, such as field work, case studies and simulations. But, they vary from teacher to teacher, so this issue should be looked into more systematically. Practical lessons are mostly performed by old teachers, not younger assistants. There seems to be a lack of professors specifically in maritime field when on the other hand there are more of them with academic references in other fields such as social sciences. Students claimed that more practice at stakeholder sites is necessary.
- 2.9. All teachers were obliged to put materials online (Moodle), but they are just starting. Students confirmed they have some materials and software available, but software is not licensed. Still they use specialized books from library, produced mostly by college. The college has just started with e-learning and it has to work further on the e-materials, to support own production of on-line content and to be technically improved. It is advisable to maybe introduce the professional body to monitor the quality of content, authorization etc.
- 2.10. Students do have opportunities to acquire practical skills at stakeholders' sites and after to do internships. If the learning outcomes are written more precisely in relation to what professional surrounding needs, reinforcement and application of their learning should be much better.

### ***3. Students***

- 3.1. Only criterion which is evaluated upon admission is State Matura. Management of the institution and the students declare that they do not have special criteria for admission to the institution. Every year Management analyse students' academic success.
- 3.2. Students declare that Management of HEI supports them in their extracurricular activities. The Management finance students' sports activities, the theatre, etc. At the institution, students have an association for promoting art and culture. Because of the financial status of HEI, they do not finance activities of their Students Council.
- 3.3. On this HEI, students can choose their own mentor. The mentor helps them with the problems during their education on this HEI. Every mentor has from three to five students. Aside from mentorship, students can go to regular counselling with every professor. On counselling professors try to help students with their problems with some courses. The Management of HEI constantly invests in personal and professional development of the students. The HEI is being equipped with new equipment.
- 3.4. Students declare that they are familiar with procedures of assessment of their knowledge. They said that everything is published online in syllabus. Problem is that only students of this HEI can see the syllabus, future students cannot see this syllabus. For the assessment of their knowledge they usually have oral exams, achievement tests etc. After every exam or test, a student can go to counselling with professor about his or her grade.
- 3.5. This is a young institution and only one generation of students have graduated from this institution but the HEI monitors the career paths of the alumni. HEI's employees are regularly in contact with former students and they collect statistic data on their employment. The former students work at Cyprus, USA, etc.
- 3.6. The institution informs the public about students' activity and employment opportunities. Unfortunately, they do not inform the public about its study programmes, learning outcomes and qualifications.
- 3.7 Students can express their opinions and give suggestions for improvement even directly to their professors. They can influence the decision-making and problem-solving processes on issues that concern them through two of their representatives in Academic Council.
- 3.8. Students do not receive appropriate feedback of their representatives in Academic Council about the measures that have been taken based on their opinions and suggestions for improvement of the quality of studying.

## **4. Teachers**

- 4.1. The authors of the University College's Self-Evaluation report declare not satisfied with: "the average age of teachers (...), the percentage of external associates in the teaching process (...), the situation that particular courses are held by teachers without assistants, the lack of full-time staff in certain segments, [and the] small number of assistants (...)." The members of the panel fully agree with this internal appraisal and regard the number and qualifications of the teachers as a crucial matter for improvement. Especially, the number of qualified full-time teachers seems to be far too low to ensure the quality and continuity of running the study programme. As for the number of the study programme's modules, some years of practical experience of the teachers in the maritime industry would be advantageous. Currently, only a small number of teachers have such a maritime professional background.
- 4.2. The University College states that sometimes "it is not possible to hire appropriate personnel as they are not available in the labour market. In this regard, the school has to invest in its own younger teaching staff through further education on doctoral studies." (Self-Evaluation Report) Thus, the institution carries out the policy of growth and development of its teaching staff by following a "make" instead of a "buy" approach, which is quite reasonable.
- 4.3. It is stated in the Self-Evaluation report: "The teaching process is preformed by: seven college professors engaged part-time (50% cumulative), two senior lecturers engaged part-time (50% cumulative), ... two lecturers employed as full-time employees". The student/teacher ratio of 21:0 (in the academic year 2014/15) is acceptable. Part-time teachers also contribute to the teaching activities.
- 4.4. The institution has started to implement a development scheme for their teachers. Presently, one teacher is conducting her doctoral study that includes a study visit over a longer period in Germany. The University College financially supports this endeavour.
- 4.5. On an ex-post base, the assignment of teachers' total workload is well documented. As both full-time members of the teaching staff are currently on other duties than teaching, it remains to be seen how the workload distribution will develop in the future.
- 4.6. The HEI monitors external commitments of the employed teaching staff and it appears that the management ensures that their teachers focus on their main duties.

## ***5. Research and Professional Activity***

- 5.1. The institution does monitor quantitative indicators of research productivity as required by national regulations. The general research and professional strategy of the HEI should receive more attention, and collaborations etc. should be further institutionally coordinated and encouraged.
- 5.2. The institution is aware of the importance of research, and it supports its researchers in participating in conferences etc., however, as already mentioned, there are no other formal incentives which would support successful researchers financially or otherwise, and there should be more support for students' professional/research activities. However, there are no significant consequences for teacher or researchers of outstanding (or low) quality. Teachers are not the members of any domestic or international scientific or professional association.
- 5.3. The cooperation with other institutions is in starting phase, but there is no cooperation with the maritime companies in Croatia. There are connections with Maritime faculty Bar and Tivat in Montenegro and some faculties in Serbia, but not with the maritime academic institution in Croatia, neither with Maritime Faculty in Split. The management declare an intention for future cooperation with "PCE" Marine Electronic Centre – Split.
- 5.4. The institution supports and monitors its young researchers and professional activities. One young researcher was send to PhD research in the Germany. However, HEI could introduce further financial incentives for the advancement of more young researchers. Lack of funds does not allow improvement of the quality of professional activity and research, and used software and hardware are far from modern standards. Library is also insufficient with no access to international data bases. All HE institutions should be strongly related to the research activity, this programme ensures the development of the institution. An important direction of activities of the institution should be to increase publishing activity by all teachers and not only 3 individual persons. Also, it is advisable to invest more funds in library that does not have even the most important journals in the subscriptions management area in maritime activity.

## ***6. International Cooperation and Mobility***

- 6.1. Regarding mobility and international cooperation, the institution started implementation of students' mobility from Montenegro and Macedonia. Management of the institution declares that the initial procedures were made. The main problem of mobility and international cooperation are financial requirements, mainly high prices of renting flats or rooms for students in Split. Institution do not offer the accommodation for students from abroad

because they don't have their own dormitory. It is recommended to the Management to make one of its priorities to solve this issue.

- 6.2. Management of the institution declares that students have opportunities to study the part of their study programme abroad because the institution's study programme and curriculums of courses are compatible with well recognized course programme of HE from British institution from Southampton. It has to be underlined that it is only declaration because nobody has studied abroad and the institution do hasn't signed any agreements yet regarding the students mobility of the Erasmus + programme or bilateral agreements. The license for Erasmus + programme arrived few days before the re-accreditation.
- 6.3. The institution sent one their teacher for cooperation and mobility abroad. Regarding the small number of teachers in the institution and the high average age of the didactic team the task should be recognized as partly implemented. During the meeting with the teachers nobody declared the wish to participate in this activity; high average age of the teachers and the traditional understanding relationships between teachers and student should be taken into consideration regarding this issue. Teaching staff and other stakeholders should be encouraged to participate in lifelong learning programmes.
- 6.4. The institution is not a member of any international association or organization and do not actively contribute in the maritime research programmes or didactic activity. It would be good for the institution to recognize and connect with any association which could support the didactic process and research activity.
- 6.5. The institution doesn't have adequate conditions for attracting study candidates from abroad. The classes are small and only limited number of students have a possibility to participate in the same time in the specialized exercises. The students, during the meeting, could not recognize the professional software, which is mentioned as an important didactic tool in the Self-evaluating report of the institution. The Management of the institution confirmed the problem of ensuring the dormitory or cheap accommodation for students from abroad. The source of the problem arise from the fact the institution is young and presently focused on their own financial stability.
- 6.6. The assurance of attractive condition for the teachers from abroad is similar like for the students. However, the opportunity is a location in the big and attractive city of Split and EU memberships of Republic of Croatia. This could be one of the advantages for the institution in the future, but at this moment it is not exploited as it could be.
- 6.7. During the meeting, the Management of the institution confirmed that they applied for the international project but unfortunately the application was rejected. Nowadays, the institution tries to establish the formal contact with HE institutions from Novi Sad, Republic of Serbia and HEI from Tivat, Montenegro. The main goal of the activity is the bilateral agreement and finally applying for a new project. It is only at the beginning of the

cooperation because the management of the institution could not present any documents which could confirm verbal declarations. Presented documents confirmed only initial process of the activity.

## **7. Resources: Administration, Space, Equipment and Finances**

- 7.1. The University College states in the Self-Evaluation report: "It is evident that the University College has more than sufficient spatial capabilities and capacities." The Expert panel does not share this very positive assessment but agrees that the HEI provides an adequate learning environment for all enrolled students, apart from the computer laboratory, which appeared to be relatively cramped. Overall, only minor deficiencies in the appearance of the classrooms were visible during the site visit, the general impression was satisfactory.
- 7.2. The ratio of teaching and non-teaching staff is optimal and in line with professional standards and requirements of a good learning experience.
- 7.3. The current qualification structure of the non-teaching staff seems to be very appropriate. The University College declares, "Employees in professional services have been included in continuous professional development through various forms of non-formal training (courses, seminars, workshops, conferences) and informal education through professional literature." (Self-Evaluation report). However, there was no evidence for well-developed formalization of policies that ensure professional development of non-teaching staff.
- 7.4. With regard to the hardware, the (computer) laboratory is well equipped. During the site visit, it looked like "Home" versions of Microsoft software were in use instead of the required professional versions.
- 7.5. The HEI has started to invest in modern equipment, technology and technical support for teaching and research activities, which is largely utilized in accordance with the mission.
- 7.6. The library fulfils only the minimum standards for HEI in terms of availability (very limited opening hours), number of books and journals as well as online access to peer reviewed international journals. There was also no evidence of access to the most important maritime journals.
- 7.7. "The only school income comes from tuition fees. This revenue covers material costs, salaries of full-time and part-time employed, and the rest is used for investment in improving the school quality, such as equipping new classrooms, IT equipment, investment maintenance and the like." (Self-evaluation report). The current income is sufficient to cover the expenses. However, given the relatively small budgetary surplus and taking into account the sole dependence on the tuition fees from the students, there is a severe threat for ensuring the financial stability of the University College.

7.8. There is no evidence in the specification of expenses that the HEI uses its own funds to raise the quality of teaching.