



agency for science and higher education

**REPORT
OF THE EXPERT PANEL
ON THE
RE-ACCREDITATION OF
ZAGREB SCHOOL OF BUSINESS**

Date of site visit:

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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 European Association for Quality Assurance in Higher Education (ENQA).

All public and private higher education institutions are subject to re-accreditation, which is conducted in five-year cycles by the Agency, in accordance with the Act on Quality Assurance in Science and Higher Education (Official Gazette 45/09) and subordinate regulations, and by following *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (ESG) and good international practice in quality assurance of higher education and science.

The Agency's Accreditation Council appointed an independent Expert Panel for the evaluation of the Zagreb School of Business.

Members of the Expert Panel:

1. Prof. dr. sc. Monika Metykova, University of Sussex, UK, president of the Expert Panel;
2. Prof. dr. Gerd Wintermeyer, SRH Hochschule für Logistik und Wirtschaft, Germany;
3. Dr. sc. Jadranka Ivanković, Polytechnic VERN, Croatia;
4. Mr. sc. Ines Jermić Ostojić, Polytechnic Baltazar, Croatia;
5. Dr. sc. Lana Ciboci, Edward Bernays College of Communication Management, Croatia;
6. Student Lea Katarina Grljević, Zagreb School of Economics and Management, Croatia.

During the site visit, the Expert Panel held meetings with the following stakeholders:

- Management;
- Self-evaluation Report committee and representatives of the QA;
- Students;
- Heads of study programmes;
- Full-time teaching staff;
- Assistants and junior researchers;
- External associates;
- Representatives of the business sector, potential employers.

The Expert Panel members had a tour of the work facilities, library, IT classrooms, student administration office and classrooms, and attended sample lectures, where they held a brief Q&A session with students.

In accordance with the site visit protocol, the Expert Panel examined the available additional documents and study programme descriptions (learning outcomes).

The Expert Panel drafted this Report on the re-accreditation of Zagreb School of Business on the basis of Zagreb School of Business self-evaluation report, other relevant documents and the site visit.

The Report contains the following elements:

- Short description of the evaluated higher education institution,
- Brief analysis of the institutional advantages and disadvantages,
- List of institutional good practices,
- Analysis of each assessment area, recommendations for improvement and quality grade for each assessment area,
- Detailed analysis of each standard, recommendations for improvement and quality grade for each standard,
- Appendices (quality assessment summary by each assessment area and standard, and site visit protocol),
- Summary.

In the analysis of the documentation, site visit to the Zagreb School of Business and writing of the Report, the Expert Panel was supported by:

- Marina Grubišić, coordinator, ASHE;
- Mia Đikić, assistant coordinator, ASHE;
- Ivana Rončević, interpreter at the site visit and translator of the Report, ASHE.

On the basis of the re-accreditation procedure conducted, and with the prior opinion of the Accreditation Council, the Agency issues a following accreditation recommendation to the Minister for Higher Education and Science:

1. **issuance of a confirmation on compliance with the requirements** for performing the activities, or parts of the activities,
2. **denial of license** for performing the activities, or parts of the activities,
3. **issuance of a letter of expectation** with the deadline for resolving deficiencies of up to three years. A letter of expectation can include the suspension of student enrolment within a set period.

The accreditation recommendation also includes a quality grade of a higher education institution, and recommendations for quality improvement.

SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION

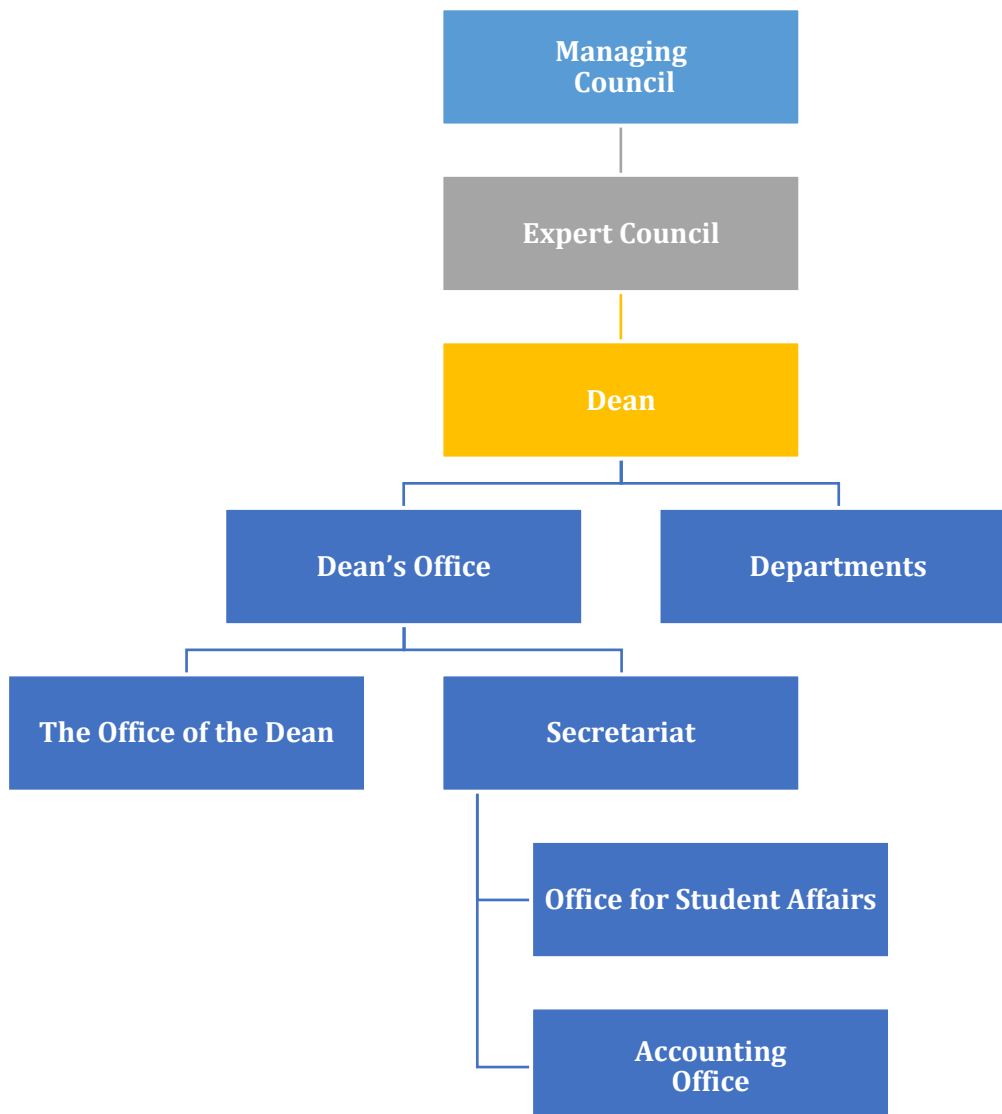
NAME OF HIGHER EDUCATION INSTITUTION: Zagreb School of Business

ADDRESS: Ulica grada Vukovara 68, Zagreb

DEAN: Assistant professor Lukša Lulić, PhD

ORGANISATIONAL STRUCTURE:

Based on the information provided by the institution.



STUDY PROGRAMMES:

Based on the Self-evaluation report Table 1: Overview of the study programmes of the institution

Study programme	Programme type	Programme duration	ECTS Credits
Cultural Management and Production	Undergraduate professional study programme	3.0	180
Marketing and Communications	Undergraduate professional study programme	3.0	180
Supply Chain Management	Undergraduate professional study programme	3.0	180
Marketing and Communications	Specialist graduate professional study programme	2.0	120

** Croatian Qualification Framework

Source: Data generated from the Mozvag Module Browser

NUMBER OF STUDENTS:

The number of students per study programme for the current academic year is given in Table 3.1 in the Analytic supplement to the Self-evaluation report on page 2.

Study programme	Full- time students	Part-time students
Cultural Management and Production	24	20
Marketing and Communications	89	121
Supply Chain Management	3	15
Marketing and Communications	41	69
Total	157	225

NUMBER OF TEACHERS:

The structure of teachers is given in Table 4.1.b in the Analytic supplement to the Self-evaluation report

Staff	Full-time staff	Cumulative employment	External associates
College professors	2	-	1
Senior lecturers	5	-	4
Lecturers	1	-	12
Full professors	-	-	5
Associate professors	-	-	6
Assistant professors	1	-	3

SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION

Zagreb School of Business initially founded under the same name as a university college is a university of applied sciences founded upon the adoption of the Decision by the Expert Council of Open University Zagreb of 14 December 2014. Public Open University Zagreb is a unique institution with a centuries-old tradition of lifelong learning in the Republic of Croatia.

The Approval for Carrying out the Specialist Graduate Professional Study Programme of Marketing and Communication was issued on 19 May 2015. At the beginning of 2016, the Ministry issued the Approval for carrying out the Undergraduate Professional Study Programme of Cultural Management and Production. This interdisciplinary study programme merges social sciences, humanities, and arts. The Approval for Carrying out the Undergraduate Professional Study Programme of Supply Chain Management was issued on 9 December 2014, with first students enrolling on the programme in the 2017-18 academic year. This completed the first stage of the horizontal and vertical development of Zagreb School of Business (the university college) and its transformation into a university of applied sciences, the process which was completed in the first half of 2018. Therefore, after more than ten years in operation, Zagreb School of Business became the first business university of applied sciences to be owned by the City of Zagreb. In the meantime, the specifications of the Specialist Graduate Professional Study Programme of Cultural Management and Production were completed, the initial accreditation of which is expected in the autumn or at the end of 2019. Furthermore, Zagreb School of Business together with Hrvatsko Zagorje Krapina University of Applied Sciences and as part of the EU's Mobility SCM project is currently in the process of drawing up specifications for the Specialist Graduate Professional Study Programme of Supply Chain Management to be carried out in English.

BRIEF ANALYSIS OF THE INSTITUTIONAL ADVANTAGES AND DISADVANTAGES

ADVANTAGES OF THE INSTITUTION

1. The Zagreb School of Business is characterized by a very friendly (family) atmosphere that encourages a supportive learning environment.
2. Communication among the various stakeholders is easy and efficient; this includes teachers, students, external associates, industry partners, alumni, etc.
3. The dedication and commitment that drives the staff of the Zagreb School of Business is commendable and applies across the board from teachers through administrators to the librarian.
4. All the study programmes offered at the Zagreb School of Business have inbuilt student practice - internships - in them.
5. The teaching in the Zagreb School of Business involves a variety of guest lectures and field trips, the School supports the students' involvement in summer schools and other extra-curricular activities.

DISADVANTAGES OF THE INSTITUTION

1. The most concerning disadvantage relates to the financial sustainability of the Zagreb School of Business as it is an existential threat.
2. There are significant deficiencies related to the delivery, content and staffing of the study programmes currently on offer in the Zagreb School of Business.
3. Quality assurance is an area that requires major improvements as it relates to all aspects of the School's activities and is significantly under-developed at the moment.
4. The Zagreb School of Business lacks a clearly defined and implementable strategic plan beyond 2020.
5. Formal processes and procedures need to be introduced - or tightened up - in relation to a number of areas of the School's activities, these include the design of new programmes of study.

LIST OF INSTITUTIONAL GOOD PRACTICES

EXAMPLES OF GOOD PRACTICE

1. The Zagreb School of Business has expanded its support for students, it has established the Centre for Counselling, Career Development and Professional Internship.
2. The School has established a Quality Assurance Committee, an Ethical Committee and a Library Committee and all relevant stakeholders - including students - are represented on these.
3. The Zagreb School of Business has supported student and staff mobility, both incoming and outgoing, and in the case of incoming Erasmus students it has established solid supportive mechanisms.
4. The School has made significant efforts at ensuring student-centred learning, these do not only involve a variety of teaching methods and engaging contents but also adjusting the hours of administrative entities and the library in a way that takes into account part-time students' needs.
5. Student practice is built into all study programmes, and this is a key element in vocation-centred learning.

ANALYSIS OF EACH ASSESSMENT AREA, RECOMMENDATIONS FOR IMPROVEMENT AND QUALITY GRADE FOR EACH ASSESSMENT AREA

I. Internal quality assurance and the social role of the higher education institution

Analysis

Based on the analysis of documents provided by the Zagreb School of Business (hereafter School) and the evidence gathered in the course of the site visit, the expert panel can confirm that some elements of an internal quality system have been introduced. The School has adopted a quality assurance policy, it has produced a Handbook for Quality and a Book of Processes. The internal quality assurance system of the School is regulated by the Ordinance on the Quality Assurance System. The School has been awarded with ISO standards 9001:2008 and ISO 9001:2015. The School has established a Quality Assurance Committee, however, it meets only twice a year, which is too infrequent given the powers and responsibilities of the Committee itself. The School has developed a system of evaluation by students that is conducted twice a year and is intended to measure students' satisfaction with teaching and learning, extra-curricular activities, facilities, cleanliness of the teaching spaces, etc. The feedback is collected anonymously via the EduNeta virtual learning environment and the expert panel was provided with examples of student feedback informing changes, including the termination of co-operation with teaching staff who did not reach a particular threshold in the student evaluation. In the first meeting with the School's management, the Dean has informed the expert panel that increasing quality across all of the School's activities will be the main focus in its future strategic plan. We found the Dean's remark reassuring but this needs to be reflected in the strategy for the period beyond 2020 and any policy goals and aspirations need to be implementable. The expert panel arrived at the conclusion that the most developed element of the internal quality assurance system is evaluation by students. Overall, the system needs to be developed further in order to encompass all of the School's activities. The parameters of the internal quality assurance system must be clearly defined, goals that are to be achieved in the area of quality assurance also need to be precise, they must be a priority for the School and form part of its strategic plan. The expert panel was provided with a range of documents relating to previous evaluations by the Agency for Science and Higher Education and the School also included an overview of some external evaluations and their recommendations in its Self-evaluation report. The expert panel acknowledges that progress has been made in some areas but significant gaps remain and this report deals with those in detail throughout this section. The greatest drawback that the expert panel faced is the lack of evidence of an action plan - neither in the documents submitted nor in the course of the site visit - related to recommendations from previous evaluations. The School has implemented an ethics

policy - Code of Ethics (appendix T1.3) - that is in line with expectations for HEIs. The School has also established an Ethical Committee. The School makes a large variety of information available on its website. The expert panel has also seen brochures and various other promotional materials that the School uses. While overall there is sufficient information published, there are areas in which improvements can be made. Most importantly the English version of the website needs to be launched. In the documents compiled for the re-accreditation the expert panel read about examples of the School's students engaging with the local community, these activities tended to be student-led and there are areas in which the School could develop further. The expert panel agrees with the School's argument that their founder - the Public Open University of Zagreb - provides a wide range of lifelong learning programmes and hence the provision of such programmes is not on the School's radar.

Recommendations for improvement

The expert panel urges the School to make the internal quality assurance system a top priority. We recommend further work namely on:

- Making the establishment of a robust and fully functional internal system of quality assurance a key element in the School's strategic plan;
- Setting up clear and implementable parameters for the system, as well as processes and procedures;
- Clearly defined and implementable quality assurance goals and processes. Their achievement should be planned in time, monitored regularly and goals should be revised and adjusted as necessary;
- Responsibility for the development and implementation of the internal quality assurance system should be clearly defined and supported.
- The School needs to extend the involvement of stakeholders in its internal quality assurance system, it is of paramount importance that the School moves beyond the municipal public organizations and the city of Zagreb when extending its network of external associates and stakeholders;
- It is equally important that the School understands good practice in this area and emulates existing systems that are known to be of the required standard.

The expert panel strongly encourages the School to continue with improvements identified in evaluations. We encourage the School to work on increasing the awareness of policies and procedures related to ethics and to introduce plagiarism detection software. The expert panel was assured that the English language website will be launched very soon, we would also recommend a German version of the website as the School has set up co-operation with a German institution. The expert panel encourages the School to utilize its existing networks with municipal public organizations in activities related to the School's social role, for example, setting up projects with a museum or gallery. Industry players and businesses could also be engaged in similar

activities. The expert panel encourages the School to explore the area of lifelong learning as a potential additional source of revenue. There may be areas in which the School could develop lifelong learning programmes without being in a conflict of interest with the Public Open University of Zagreb.

Quality grade

Minimum level of quality

II. Study programmes

Analysis

The expert panel was satisfied that the study programmes are in line with the School's mission, however, evidence related to the alignment with labour market needs is somewhat problematic as the panel was not provided with evidence on labour market research - or similar - and the quotas that were set by the School appear to be unrealistically high (e.g. enrolment of 80-full time students and 60-part time students on undergraduate study Marketing and Communications while the School enrolled only 26 full-time and 42 part-time students in 2018), moreover these quotas have not been revised. While the Self-evaluation report lists a number of ambitious plans in relation to study programmes - including a double study programme with a European partner and distance learning study programmes - in the first meeting with the School's management the Dean informed the expert panel that these plans are now being re-considered. The expert panel encourages a re-thinking of future plans related to study programmes and urges the School to undertake a thorough planning exercise before developing any further study programmes. Further work is needed on the learning outcomes at study programme and course level. Overall, the expert panel found areas of improvement that can be summarized under the following headings:

- Alignment of LOs at study programme level with the level of study as specified in the Croatian Qualification Framework, improvements should be made to the LOs of graduate programmes of study in particular to better reflect the critical, creative and complex nature of cognitive skills acquired at this level of study;
- A related issue is the reflection of progression from undergraduate to graduate level in the study programme-level LOs;
- Course-level LOs should reflect progression between years of study and where applicable also between related courses where the levels differ (e.g. Business English 1 Elementary and Business English 1 Advanced);
- Course-level LOs should be clearly aligned with study programme-level LOs;
- LOs need to be clearly defined and specific enough to be measurable and their language should reflect that of Dublin descriptors (Bloom's taxonomy is also in use).

The expert panel saw evidence that confirms that student feedback is taken into account when instigating curriculum changes, potentially also changes to LOs, and the School has processes in place for instigating and implementing changes. However, there is a lack of evidence that other stakeholders are involved when considering the LOs of study programmes and their achievement. This is particularly striking in the case of internships as inputs from employers and business partners could help improve the study programmes and ultimately students' employability prospects. In the case of the Supply Chain Management undergraduate study programme it is questionable to what extent external stakeholders (industry players, employers, associations) were consulted when devising the study programme-level LOs and planning how these can be achieved. The study programme should mainly consist of courses exclusively designed for it, rather than courses that overlap with other study programmes. As the study programme provides an engineering degree, the syllabus should contain more courses covering basic science subjects. We lacked evidence on what procedures and processes play a role in the development of new study programmes and the revision of existing ones. The expert panel did not access documents related to the initial accreditation of two new study programmes, namely Specialist Graduate Professional Study Programme of Cultural Management and Production and Specialist Graduate Professional Study Programme of Supply Chain Management, but since the School passed the initial accreditation process, we believe that it provided an analysis of justification for delivering the two new study programmes, of resources (including human resources) that are necessary for these and that these are aligned with the School's strategic goals at the local and regional level, and other needs of society. The School publishes up-to-date versions of study programmes on its website, primarily in the Croatian language but a student guide about the study programmes and courses taught in English is also available in the English language. The allocation of ECTS credits has some serious insufficiencies, it is essential that the allocation is adequate, it is based on evidence and that the ratio between the ECTS credit numbers and the actual work expected from a student is correct. Student practice is built into all study programmes and this represents good practice, however, learning outcomes for student practice are too broad to be adequate and the allocation of ECTS credits also needs to be adequate and consistent. The establishment of partnerships with organizations for student practice purposes has been formalized (contracts are signed) but there seems to be an informal process for feedback on the co-operation from these partners.

Recommendations for improvement

The expert panel urges the School to develop a clear, well-founded, realistic and implementable strategy for the development and expansion of study programmes. The planning should be based on market research, demand for a planned study programme and more generally its sustainability should be assessed thoroughly. While the expert

panel understands that the School has carried out some improvements to the learning outcomes in the past three years, further work is needed on:

1. The alignment of LOs at study programme level with the level of study as specified in the Croatian Qualification Framework;
2. The reflection of progression from undergraduate to graduate level in the study programme-level LOs;
3. The reflection of progression in course-level LOs between years of study and where applicable also between related courses where the levels differ;
4. The alignment of course-level LOs with study programme-level LOs;
5. Wording of the LOs.

The School needs to improve the allocation of ECTS credits to student practice and improve the evaluation of students' internships by their business mentors.

Quality grade

Minimum level of quality

III. Teaching process and student support

Analysis

The admission criteria are clearly stated on the School's website, and the School recruits students with state matura but also those without it. For the latter there is a procedure to evaluate their qualifications. The continuation of the study is governed by the Ordinance of Studying. Student transfer from other higher education institutions is prescribed by the Ordinance on Enrolment Prerequisites and Transfers from Other Higher Education Institutions to Zagreb School of Business and the admissions procedure for foreign students is defined in the Rulebook on Academic Recognition of Foreign Higher Education Qualifications and Periods of Study. The School applies admission criteria consistently. The documents that were provided for the re-accreditation had very little information and analysis of students' progression. The expert panel was under the impression that teachers are very approachable and hence know about their students' progress and any issues that they face but such an informal approach has major drawbacks. The figures on the completion of study programmes are limited to undergraduate and graduate programmes of Marketing and Communication. A student-centred environment is noticeable in the organisation of professional offices such as the Student Administration Office, Accounting Office and Library the working times of which have been adjusted to suit the needs of both full-time and part-time students. The School uses EduNeta as its virtual learning environment. It is clear that the School is committed to collecting the views of students via student evaluation and it responds to the results of the evaluation. The members of staff - teaching staff working on full-time and part-time basis and also support staff including librarians - are all highly

motivated and driven. Teaching methods vary from course to course and may include lectures, practical exercises, classes in the field, multimedia and networking, supervised work, seminars and workshops, distance learning, independent assignments, laboratory, and others. Students also provided the expert panel with feedback on teaching and they were highly satisfied. The expert panel is concerned about the lack of training in teaching that is offered to external associates, experts in business/industry are not necessarily and automatically versed in teaching of required quality. The School has established a Centre for Counselling, Career Development and Professional Internship. The Centre for Mobility and International Cooperation and the Erasmus coordinator inform students regularly and in a timely manner on calls for applications for international professional internships. Students that belong to vulnerable groups are assigned special tutors/advisors (heads of departments) who monitor students' progress and, if needed, communicate with their parents and inform course instructors. The student body in the School is varied, part-time students and mature students form a large group and the expert panel has seen a variety of evidence of high student satisfaction with the support provided. Students are represented on a variety of committees in the School - including the Quality Assurance Committee, the Ethical Committee and the Library Committee. The expert panel has not found evidence about a Personal Data Protection policy, which needs to be implemented as soon as possible (there are two references to personal data protection in the Self-evaluation report but neither of these are related to a School policy or strategy). Accessibility continues to present a problem as at the moment wheelchair access only leads to the entrance of the building but not to the teaching rooms. The School has made progress in developing the mobility of students, ingoing and outgoing mobility is mainly arranged under the umbrella of the Erasmus programme and partnership agreements are in place with seven institutions. The School is also in the process of developing bilateral agreements with European partners. The School ensures the transferability of ECTS credits and it has courses taught in the English language. The School enabled its best students to participate in the summer school in China as part of extra-curricular activities and is continuously organizing students' events. In the curriculum of undergraduate professional studies there are 2 courses offered in English and in the library there is literature available in English, based on the courses' requirements. The School has had a small number of incoming students who were taught in English and when necessary, special arrangements were made for the incoming students to make sure that their learning is supported. The major drawback is the non-existence of the English version of the website. The School is providing assistance for foreign students in finding accommodation, integration into teaching and student processes, inclusion into student associations, field class, meeting their assigned student "buddies" that help them with student affairs, meeting the student service and other local places they may find useful. The School does not have a unified grading scheme and criteria for all its courses at undergraduate and graduate levels, rather individual courses

have their own grading schemes and related criteria. The panel did not have access to these for individual courses, which makes it impossible to judge how well the assessment criteria link to the modes of assessment and to teaching methods. In general, courses tended to use a variety of assessment methods, including oral and written exams, presentations, projects, etc. The student evaluation questionnaire covers the area of assessment and a complaints/appeals process has been established. No formal training in the design of assessments and grading is provided to external associates, hence we cannot confirm that the School has solid mechanisms for providing support to the assessors in the development of skills related to testing and assessment method. The School issues a diploma in the Croatian language and diploma supplements in the Croatian and English language free of charge. The expert panel examined examples of diplomas and diploma supplements for all qualifications and found some discrepancies. Enrollment quotas have not been adjusted during the period 2016 - 2018, this may reflect an imprecise understanding of the labour market.

Recommendations for improvement

The expert panel encourages the School to consider improving the ways in which prior knowledge is tested to improve the quality of students. We also recommend to organize tutoring or additional preparation courses for students with lower or unsuitable levels of prior knowledge. The expert panel strongly recommends that the School conducts an audit of the data and of the ways in which such data is collected to get a wholesome picture of what is available as a starting point. The expert panel commends the School's staff on its dedication and commitment to student learning. The School should develop ways of monitoring the quality of teaching and improving it as and when necessary. We recommend that the School develops more formal processes and procedures for student support. The expert panel encourages the School to explore possibilities for sharing resources in some areas with the Public Open University of Zagreb. We encourage the School to continue developing its international networks and to explore ways in which students can be further encouraged to be internationally mobile. The panel urges the School to prepare a clear, realistic and implementable strategy for internationalization and make partnerships/agreements a central part of it. The expert panel recommends the introduction of a unified grading scheme and general assessment criteria for all courses at both undergraduate and graduate levels. In order to ensure the reliability of grades, the expert panel strongly recommends the introduction of regular procedures such as analyses of awarded grades using data from the Student Administration Office and also meta analyses that would look at longitudinal trends. The expert panel urges the School to introduce formal procedures for the training of external associates on assessment design and grading, such training can be provided by experts who are not part of the School if that is the best option available. The expert panel recommends greater caution in checking the details that are provided in the text of the

diploma/diploma supplements as this is a legal document. The expert panel urges the School to make an employability strategy a central part of its overall strategy.

Quality grade

Minimum level of quality

IV. Teaching and institutional capacities

Analysis

The expert panel found that overall the School ensures teaching capacities in line with legal requirements. Yet, the teaching norm hours for individual teachers - particularly those on full-time contracts - are of concern and in some cases the hours are well above the stipulated recommended ones. All full-time teachers have an academic background in social sciences and there is an obvious lack in expertise related to the technical aspects of supply chain management, this is particularly significant as the School has identified this area as one that should be developed further. The expert panel appreciates the School's concerted efforts at hiring external associates from business and industry as teachers, however, the hiring of external associates should be driven by strategic planning that takes into account the curriculum and areas that need to be covered on individual study programmes. The expert panel urges the School to provide adequate support and training for external associates who are experts in business and industry areas but not necessarily in teaching. The School is using its relationship with external associates in order to organize internships for its students in the institutions that employ the School's external associates. The School does not have a special ordinance on the requirements for the election into teaching positions and corresponding employment positions but it enables the promotion of permanently employed teachers into higher grades and corresponding employment positions. There is a lack of procedures for rewarding and encouraging excellence, such procedures can play an important role in achieving strategic goals. The School provides financial support for attending research/professional conferences. The expert panel found evidence of support for staff mobility. The School has established a process for collecting student feedback and the student evaluation covers teaching as well. The School has involved external experts in the assessment of its teaching but it is not clear how much long-term planning and support there is for improving teaching competencies. The School co-operates with the Open University of Zagreb, the expert panel encourages the School to explore ways of sharing resources and good practice. The School expanded its activities in another location near Zagreb, in Sesvete in 2017/2018 with two undergraduate study programmes Marketing and Communication and Supply Chain Management delivered there. The expert panel visited only the School's main location in Zagreb but the facilities in Sesvete were described to us. The expert panel found that the teaching spaces are adequate for the delivery of the existing study programmes and for the achievement of

their learning outcomes. The library of the School is part of the library of Public Open University of Zagreb, in general the School has made a good effort at securing resources that are required for teaching. The School purchases the Adobe licence, but anti-plagiarism software is not used and there is no access to international scientific databases. It remains unclear to the expert panel how students at the Sesvete location can access the library. The School is self-financed without subsidies from the local government or the relevant ministry. All income is derived from tuition fees. The School has had financial issues and the expert panel expressed concerns about the School's financial sustainability in a number of meetings. The School needs to prepare a strategic plan for the period 2020-2025 as soon as possible and it must address this issue and provide a clear, well thought-through and implementable strategy for sustainable business.

Recommendations for improvement

While the School ensures teaching capacities in line with regulations, the expert panel has concerns about the workloads of individual teaching staff - particularly of those on full-time contracts with additional management responsibilities. We recommend to lower the workload of teachers and if possible, decrease the total number of courses per teacher. The expert panel urges the School to develop a clear and implementable strategy for staff recruitment and enrolment that will form a key part of the School's overall strategic plan. For Supply Chain Management the expert panel recommends the hiring of a full-time teacher with a background in technical sciences. We also strongly recommend that external associates are provided with support and training that is necessary for them to achieve the required standard of teaching as described above. The expert panel also encourages the School to develop a strategy for rewarding excellence and for promoting staff. We strongly encourage the School to continue providing funding for staff research/professional activities and to improve the ways in which teaching competencies are monitored and support for the development of these is provided. We encourage the School to carefully consider its facilities/spaces when making future strategic plans, or in the case of increasing numbers of student groups and/or starting new study programmes. The expert panel recommends to align the purchasing plan for the library with the School's wider strategic plans, particularly those related to internationalization and the introduction of new study programmes. The expert panel urges the School and its management in particular to focus on financial sustainability as a top priority.

Quality grade

Minimum level of quality

V. Professional and/or scientific activity

Analysis

The expert panel was very impressed with the high levels of motivation of full-time teaching staff in the area of professional/scientific activity. Their publishing activity is highly appropriate and this is impressive in the context of their teaching workloads and management duties. The School has demonstrated a keen interest in enriching its knowledge base with insights from business and industry. While the expert panel acknowledges that the size of the School is a factor in achieving recognition and that full-time staff attend conferences and publish, this is an area that requires improvements. The School lacks recognition in the international context in particular.

Recommendations for improvement

The expert panel encourages the School to develop clear guidelines on the allocation of funding for conference attendance and professional/research activities. We also recommend that the School develops ways of encouraging staff's professional/research activities. The expert panel encourages the School to continue developing its knowledge transfer activities, mainly to achieve a two-way transfer of knowledge as at the moment the transfer is solely from business/industry to the School. We strongly recommend that the School improves the internationalization of its professional and scientific achievements. We encourage teaching staff to continue with incorporating insights from their professional/research activities into their teaching. We also urge the School to further develop collaborative projects between staff and students.

Quality grade

Satisfactory level of quality

DETAILED ANALYSIS OF EACH STANDARD, RECOMMENDATIONS FOR IMPROVEMENT AND QUALITY GRADE FOR EACH STANDARD

I. Internal quality assurance and the social role of the higher education institution

1.1. The higher education institution has established a functional internal quality assurance system.

Analysis

Based on the analysis of documents provided by the Zagreb School of Business (hereafter School) and the evidence gathered in the course of the site visit, the expert panel can confirm that some elements of an internal quality system have been introduced. The School has adopted a quality assurance policy, it has produced a Handbook for Quality and a Book of Processes. The internal quality assurance system of the School is regulated by the Ordinance on the Quality Assurance System, adopted in 2010 with amendments to the Ordinance adopted in 2019. The School has undergone external evaluation of its quality assurance processes and has been awarded with ISO 9001:2008 standards, in the field of offering higher education services, business and professional education, organising seminars and workshops, and publishing activities in 2012. In 2016 and 2017 the School was awarded the new ISO 9001:2015 standard. The School has established a Quality Assurance Committee and its composition reflects the School's aim of including relevant stakeholders, the members of the Committee include three full-time permanent teaching staff, assistant to the Dean for Promoting the Quality of the School (President of the Committee), one external associate and one student. The Committee meets only twice a year, which is too infrequent given the powers and responsibilities of the Committee itself. While the expert panel acknowledges the importance of this move on the School's behalf, there is more work to be done to ensure that the Committee fulfils its role to the standard that is to be expected of HEIs. The expert panel was struck to learn that not all the documents that the Committee was dealing with were available to the student representative on the Committee. It is fundamental that the rights and duties of Committee members are defined clearly and that these are applied equally. On the other hand, it was odd and contrary to common practice that the President of the Committee - who was in charge of the entire quality assurance system at the School - was not a member of the re-accreditation team which drafted the School's Self-evaluation report. The School has developed a system of evaluation by students that is conducted twice a year and is intended to measure students' satisfaction with teaching and learning, extra-curricular activities, facilities, cleanliness of the teaching spaces, etc. The feedback is collected anonymously via the EduNet virtual learning environment and the expert panel was provided with examples of student feedback informing changes, including the termination of co-operation with teaching staff who did not reach a particular threshold

in the student evaluation. While the expert panel agrees that this measure forms an important part of internal quality assurance, we would like to encourage the School to develop ways in which the results of student evaluation do not merely lead to a meeting with a member of the School's management team to discuss results below the threshold and potentially to terminate co-operation. For example, support and training could be provided to staff and a plan for improvements of their teaching and the monitoring of these could be drawn up. Regular peer reviews of teaching can also serve as a tool for monitoring and improving the quality of teaching. Guaranteeing the anonymity of student feedback is very important and the expert panel appreciates the reasons for opting for an online survey, however, we have some reservations about making the provision of feedback compulsory as otherwise students would not be able to use certain features of the EduNet learning environment. In the first meeting with the School's management, the Dean informed the expert panel that increasing quality across all of the School's activities will be the main focus in its future strategic plan. We found the Dean's remark reassuring but the expert panel was only provided the School's strategic plan (2015–2020 Development Strategy) for the period up to 2020 and a focus on quality needs to be reflected in the strategy for the period beyond 2020 and any policy goals and aspirations need to be implementable.

The expert panel arrived at the conclusion that the most developed element of the internal quality assurance system is evaluation by students. Overall, the system needs to be developed further in order to encompass all of the School's activities. The parameters of the internal quality assurance system must be clearly defined, goals that are to be achieved in the area of quality assurance also need to be precise, they must be a priority for the School and form part of its strategic plan. It is crucial that realistic and implementable goals are set and that progress is regularly monitored and the goals are revised accordingly. It is fundamental that the responsibility for the monitoring and implementation of the goals is not only clearly allocated to a concrete member of staff/group of staff members but that those responsible have the full support of the School. Since this is a crucial area for the School, those overseeing the development and implementation of the internal quality assurance system could have their workloads adjusted, for example. The expert panel also believes that the School relies on a limited pool of stakeholders in its internal quality assurance system. For example, when planning new study programmes or setting up internships, the co-operation with and feedback from external associates, business associations and industry players can be widened and utilized much better. In this respect it is also crucial that the School extends its involvement with external associates and industry players beyond its current focus on municipal public institutions and the city of Zagreb. Crucially, the School needs to work further on policies, processes and procedures related to internal quality assurance. The expert panel acknowledges that the School is of a small size but at the same time we insist that procedures and processes can be calibrated in a way that will not overburden staff.

Recommendations for improvement

The expert panel urges the School to make the internal quality assurance system a top priority. Some progress has been made but as outlined above we recommend further work namely on:

- Making the establishment of a robust and fully functional internal system of quality assurance a key element in the School's strategic plan;
- Setting up clear and implementable parameters for the system (it should encompass all relevant areas), as well as processes and procedures;
- Quality assurance goals should be clearly defined and implementable. Their achievement should be planned in time, monitored regularly and goals should be revised and adjusted as necessary;
- Responsibility for the development and implementation of the internal quality assurance system should be clearly defined and supported. Due to its small size the School may consider setting up a steering group responsible rather than allocate a single member of staff to the task;
- The School needs to extend the involvement of stakeholders in its internal quality assurance system, it is of paramount importance that the School moves beyond the municipal public organizations and the city of Zagreb when extending its network of external associates and stakeholders;
- It is equally important that the School understands good practice in this area and emulates existing systems that are known to be of the required standard.

Quality grade

Minimum grade of quality

1.2. The higher education institution implements recommendations for quality improvement from previous evaluations.

Analysis

The expert panel was provided with a range of documents relating to previous evaluations by the Agency for Science and Higher Education and the School also included an overview of some external evaluations and their recommendations in its Self-evaluation report. The expert panel acknowledges that progress has been made in some areas - please see previous section in respect of what has been established recently - but significant gaps remain and this report deals with those in detail throughout this section. The expert panel is aware of certain actions taken in response to the findings of previous evaluations, these included the external evaluation of teaching methods. However, the greatest drawback that the expert panel faced is the lack of evidence of an action plan - neither in the documents submitted nor in the course of the site visit - related to recommendations from previous evaluations. An implementable action plan with clearly

defined goals, a timeline, monitoring mechanisms, etc. is essential for achieving improvements and for their evaluation.

Recommendations for improvement

The expert panel strongly encourages the School to continue with improvements identified in evaluations. The expert panel cannot emphasize enough the importance of a clear and implementable action plan in relation to recommendations for improvement in evaluations. The same principles apply as those outlined in section 1.1 - the action plan should have a clear schedule, responsibility for its preparation and implementation should be clearly defined, progress with the action plan needs to be monitored regularly, etc.

Quality grade

Minimum grade of quality

1.3. The higher education institution supports academic integrity and freedom, prevents all types of unethical behaviour, intolerance and discrimination.

Analysis

The School has implemented an ethics policy - Code of Ethics (appendix T1.3) - that is in line with expectations for HEIs. The School has also established an Ethical Committee which comprises the following members: three representatives of the teaching staff, one representative of the professional and administrative staff and one representative of students proposed by the Student Council. So far the Ethical Committee has dealt with two written requests.

Recommendations for improvement

While the expert panel acknowledges that the School has developed the ethical framework in accordance with expectations, we encourage the School to work on increasing the awareness of the policies and procedures related to this area and improving their implementation. We strongly recommend that the School starts using plagiarism detection software and that whenever possible submissions are checked for plagiarism, this is particularly important for final pieces of work.

Quality grade

Satisfactory grade of quality

1.4. The higher education institution ensures the availability of information on important aspects of its activities (teaching, professional and/or scientific and social role).

Analysis

The School makes a large variety of information available on its website. The expert panel has also seen brochures and various other promotional materials that the School uses. While overall there is sufficient information published, there are areas in which improvements can be made. First of all, at the time of the panel's visit the English version of the website was not functional. A student guide in English could be downloaded from the website but - as was acknowledged by the School's management in one of the site visit meetings - the English website is crucial. The expert panel was informed that the English website will be up and running within a couple of weeks. At the time of the completion of the report - nearly a month after the site visit - the English version of the website was still not available.

Recommendations for improvement

The expert panel was assured that the English language website will be launched very soon, however, we would also recommend that another language is considered, namely German as the School has set up co-operation with a German institution. The expert panel strongly encourages the School to consider the use of the website for a more formalized information channel in relation to external shareholders, companies taking students on internships, etc.

Quality grade

Satisfactory grade of quality

1.5. The higher education institution understands and encourages the development of its social role.

Analysis

In the documents compiled for the re-accreditation the expert panel read about examples of the School's students engaging with the local community (various charity activities, such as collecting clothing as donations during the floods in eastern Croatia, collecting food for the specialist children's hospitals, etc.). These activities tended to be student-led and there are areas in which the School could develop further. Engagement with various stakeholders as part of the School's social role can actually also positively impact on the School's visibility and reputation.

Recommendations for improvement

The expert panel encourages the School to extend its activities in this respect. The School's existing networks with municipal public organizations could be better utilized, for example, setting up projects with a museum or gallery. Importantly, industry players and businesses could also be engaged in these activities, in this respect the School could

utilize its existing network of external associates and alumni. It is needless to stress that extending the existing networks would be also desirable for activities related to the School's social role.

Quality grade

Satisfactory grade of quality

1.6. Lifelong learning programmes delivered by the higher education institution are aligned with the strategic goals and the mission of the higher education institution, and social needs.

Analysis

The expert panel agrees with the School's argument that their founder - the Public Open University of Zagreb - provides a wide range of lifelong learning programmes and hence the provision of such programmes is not on the School's radar.

Recommendations for improvement

The expert panel encourages the School to explore the area of lifelong learning as a potential additional source of revenue. There may be areas in which the School could develop lifelong learning programmes without being in a conflict of interest with the Public Open University of Zagreb.

Quality grade

Non-applicable

II. Study programmes

2.1. The general objectives of all study programmes are in line with the mission and strategic goals of the higher education institution and the demands of the labour market.

Analysis

The documents that the expert panel received prior to the site visit only included a document on the current strategic plan which is included as appendix 2.1 to the Self-evaluation report. This strategy plan covers the time period to 2020 and as far as the panel can judge a strategy for the following five years is not available yet - we did not receive a satisfactory answer in this respect during the site visit. The strategic plan for the period 2015-2020 "plans to introduce new study programmes on the undergraduate and graduate level" and the Self-evaluation report mentions two graduate study

programmes - Specialist Graduate Professional Study Programme of Supply Chain Management and the Graduate Professional Study Programme of Cultural Management and Production. The Self-evaluation report describes the project that the Zagreb School of Business has undertaken with Hrvatsko zagorje Krapina University to work on specifications for the Specialist Graduate Professional Study Programme of Supply Chain Management to be taught in English but does not set out a timeline for either the English or the Croatian version of the study programme. According to the Self-evaluation report the specialist Graduate Professional Study Programme of Cultural Management and Production is undergoing initial accreditation and the School's management expects it to be launched soon. The expert panel was satisfied that the study programmes are in line with the School's mission, however, evidence related to the alignment with labour market needs is somewhat problematic as the panel was not provided with evidence on labour market research - or similar - and the quotas that were set by the School appear to be unrealistically high (e.g. enrolment of 80 full-time students and 60 part-time students on the undergraduate study Marketing and Communications while the School enrolled only 26 full-time and 42 part-time students in 2018), moreover these quotas have not been revised (for more on this please see section 3.1). While the Self-evaluation report (Section 2.1) lists a number of ambitious plans (objectives 1-9) in relation to study programmes - including a double degree with a European partner and distance learning degrees - in the first meeting with the School's management the Dean informed the expert panel that these plans are now being re-considered and - as already mentioned - focus will shift to quality. The expert panel encourages a re-thinking of future plans related to study programmes and urges the School to undertake a thorough planning exercise before developing any further ones.

Recommendations for improvement

The expert panel urges the School to develop a clear, well-founded, realistic and implementable strategy for the development and expansion of study programmes. The planning should be based on market research, demand for a planned study programme and more generally its sustainability should be assessed thoroughly. Consideration should also be given to the demand for programmes beyond the city of Zagreb, on the regional and national levels, particularly in the case of graduate programmes. The expert panel recommends that the School gathers in-depth information from professional associations in the planning of new study programmes and that it utilizes student employability data in more sophisticated ways. More consideration needs to be given to the analysis of such data, including the employment record of former students, the analytical supplement provides evidence of a high unemployment rate among the School's graduates (Table 3.7. in the analytical supplement lists the number of students of Marketing and Communications who completed their studies in 2018 as 78, while the number of unemployed alumni according to the statistics of the Employment Office, at

the national level is 38. In 2017, 87 students finished their studies and data shows that 42 are unemployed - according to the statistics of the mentioned Employment Office).

Quality grade

Minimum grade of quality

2.2. The intended learning outcomes at the level of study programmes delivered by the higher education institution are aligned with the level and profile of qualifications gained.

Analysis

The expert panel analyzed the documents provided by the School prior to the site visit and in its course. We have also utilized evidence gained in meetings with various stakeholders. While we gained a better understanding of the processes involved in the course of the site visit, we have serious concerns about the alignment of learning outcomes (hereafter LOs). Overall, the expert panel found areas of improvement that can be summarized under the following headings:

- Alignment of LOs at study programme level with the level of study as specified in the Croatian Qualification Framework, improvements should be made to the LOs of graduate programmes of study in particular to better reflect the critical, creative and complex nature of cognitive skills acquired at this level of study;
- A related issue is the reflection of progression from undergraduate to graduate level in the study programme-level LOs;
- Course-level LOs should reflect progression between years of study and where applicable also between related courses where the levels differ (e.g. Business English 1 Elementary and Business English 1 Advanced);
- Course-level LOs should be clearly aligned with study programme-level LOs;
- LOs need to be clearly defined and specific enough to be measurable and their language should reflect that of Dublin descriptors (Bloom's taxonomy is also in use).

Other issues that the expert panel wants to draw attention to:

- Apart from the Supply Chain Management study programme, the study programme-level LOs were designed by external experts and they have not been adjusted since. The expert panel noted a degree of reluctance in this respect and finds it problematic as the School needs to take ownership of these LOs and make sure that these continue to be appropriate and aligned with course LOs.
- The lack of evidence of the involvement of stakeholders and the use of employability and similar data in the process of determining the study programme-level learning outcomes.

- The number of study programme-level LOs differs between the study programmes, with the Supply Chain Management study programme having the fewest (6 in total) compared with, for example, 20 for Cultural Management and Production. It is not clear what the rationale behind these vastly differing numbers of LOs is.

The expert panel notes that we did not have access to the syllabi for the 3rd year of study on the Supply Chain Management study programme as this year has not run yet so our comments in this section do not relate to this year of study.

In the following we provide a more detailed analysis for each study programme:

The UNDERGRADUATE PROFESSIONAL STUDY PROGRAMME OF SUPPLY CHAIN MANAGEMENT provides the academic qualification of a Professional Bachelor of Logistics Engineering (bacc. ing. logist.). The overall syllabus of the study programme includes courses providing basic academic and business management related skills in year 1. The year 1 courses 1 to 12 - with the exception of the courses 4 and 11 - are courses which are identical with the ones offered on other undergraduate study programmes and do not focus sufficiently on specific requirements in the field of supply chain management. In year 2 the ratio is different and 6 out of 11 courses focus specifically on supply chain related topics while only 4 of the remaining courses are identical with courses offered on other undergraduate programmes. The computer science course (course No. 20 – Information Technologies in Business) is also generic and does not focus on the specific needs in the area of supply chain management. One would expect basic science courses on a study programme providing an engineering degree, courses in physics or material science are not included in the syllabus. The program *Fresh connection* is used to give the students hands-on experience with simulation software. During the on-site visit the expert panel learned that the study programme is aimed at the overall needs of the local economy. A detailed analysis of the needs of the major logistics and supply chain enterprises in Croatia like railway, terminal or harbour operators has not (yet) been conducted.

The UNDERGRADUATE PROFESSIONAL STUDY PROGRAMME OF MARKETING AND COMMUNICATIONS has 12 learning outcomes defined at study programme level (Table 2.1 and 2.1.a - Study (457), Analytical Supplement). The School offers 16 courses in the English language to students on the Erasmus+ programme (printed version of brochure, p.16). The same brochure (available on the web page of the School; <http://pvzg.hr/studij-marketinga-i-komunikacije/>) provides students with a short description of the study programme and the number of courses and ECTS credits but does not list clear learning outcomes at study programme level (neither for the undergraduate nor for the graduate programme). The LOs of the study programme are

in some cases too general or not measurable and clear enough (e.g. “Understand the specificities of other fields and areas of work.”).

These are some comments related to learning outcomes at course level:

- The Final paper (završni rad) is not in the table of courses (since the students get ECTS credits for it, it is advisable to incorporate it the mentioned table),
- Internship has 11 out of 12 LOs, but in only 80 hours of practice is not realistic to achieve all the listed LOs,
- 13 courses have all LOs marked, even in the cases of very specialized courses e.g. Direct Marketing (18), or Visual Communications (40) and Business English II (17),
- LOs on particular courses need to be adapted to reflect Dublin descriptors (e.g. The Organisation of an Entrepreneurship, Introduction to Digital Marketing).
- When comparing LOs at study programme level for the undergraduate programme Marketing and Communication (Table 2.1 - Analytical Supplement) with course-level ones (as listed in individual syllabi (Appendix T2.4.P3) there is no strong link between them (e.g. LOs for Internship p. 29, or The Basics of Management, p. 1-2).

Some comments on learning outcomes that are unexpectedly connected with some courses:

- LO (IU113) “plan and/or manage projects and project teams” - it is not clear how Internship - Work Placement (152), language courses (5, 11, 17) or The Methodology of Writing Seminar and Final Papers (43) contribute to this LO,
- LO (IU118) “define and describe the basic terms of marketing and communication” - this LO is too general and basic to be covered in 34 of 38 courses,
- LO (IU111) “approach problem-solving in a systematic and analytical manner, based on theoretical and practical knowledge and skills” is too general, it should clearly indicate what kinds of knowledge and skills students will acquire,
- LO (IU112) “become equipped to independently create marketing and communication strategies” - the LO should also cover the implementation and evaluation of the created strategies.

The expert panel found that there is progression evidenced in the LOs for courses such as “The Basics of Management” (2) and “Strategic Management” (54) or in courses such as “The Fundamentals of Marketing” (12) and “Marketing Management” (35). However, there might be some overlapping content between courses at the same programme level and between graduate and undergraduate levels. The other comment about the mentioned courses is that there is a huge time gap between them (from 1st semester until 5th and 6th semester) which is not student friendly, so we would advise to connect these courses more closely together. Also, there is no consistent approach to ECTS credit

allocation at course level e.g. for a course with 45 hours of teaching, the number of assigned ECTS credits varies from 3 to 6.

The GRADUATE PROFESSIONAL STUDY PROGRAMME OF MARKETING AND COMMUNICATIONS has 15 learning outcomes defined at study programme level (Table 2.1 and 2.1.a - Study (458), Analytical Supplement) but a thorough examination shows that some of these LOs are very similar to those at undergraduate level, for example: "Conduct business on the international level, taking into consideration the various sociological, cultural, and economic factors" and "Understand the specificities of other fields and areas of work and actively participate in interdisciplinary activities." Furthermore, some LOs are very general. e.g. LO (I4112) "use all acquired knowledge and a scientific approach to accomplish assigned tasks", LO (IU411) - "approach an activity in an analytical manner supported by a broad and deep understanding of the field" or LO (I4115) - "continue to follow the latest scientific and practical breakthroughs, professionally develop and contribute to the occupation". We recommend the development of more concrete LOs taking into consideration the level of study and appropriate LOs as specified in the Croatian Qualification Framework, using the language of study programme-level LOs in line with Dublin descriptors. This graduate study programme (458) has a course (93) without any LOs, the graduate paper is not included in the table and there are three courses connected to all LOs unexpectedly if we consider the course topics: Internship 1 (154), Sales Management (SDMK) (90) and Content Marketing and Online PR (146).

The UNDERGRADUATE PROFESSIONAL STUDY PROGRAMME OF CULTURAL MANAGEMENT AND PRODUCTION has 20 learning outcomes defined at the study programme level (Table 2.1 and 2.1.a - Study (459), Analytical Supplement). Some of these learning outcomes overlap with LOs of other study programmes (IU211 - IU217, I2127 - 12130). Furthermore, some LOs are very general, not measurable and clear enough (e.g. "Follow the latest scientific and practical achievements and continue to professionally develop and contribute to the profession"; "Apply one's entire set of skills and scientific approach when accomplishing the previously set objectives").

The study programme brochure (T1.4.P3) provides a short description about the study programme and courses, but LOs differ from the ones given in the Self-evaluation report.

Individual course LOs:

- Some courses need to adapt appropriate study level descriptors of LOs, e.g. Cultural Entrepreneurship, Popular Culture, The Basics of Language Literacy, Cultural Heritage Management, Creative Industries, Public Relations, Fashion Culture).

- LOs in some cases are not measurable, e.g. The Basics of Production, LO3: “be familiar with various models of communication...”, The Basics of Sociology, LO1: “Apply and explain critical thinking”.
 - LOs in some cases are not clear enough, e.g. Business Communication in Culture - The English Language, LO3: “Use business terms”; Creative Industries, LO3: “Categorise knowledge related to the development of creative industries”.
 - LOs in some cases are too general, e.g. Cultural Legislation, LO1: “Demonstrate the understanding of valid regulations enforced in the Republic of Croatia”, LO2: “Re-examine benefits, drawbacks and issues of enforced regulations”; The Basics of Sociology, LO4: “Apply knowledge of the relationship between culture and society”.
 - LOs in some cases are not connected at all with course objectives or scientific area, e.g. The Basics of Sociology.
 - LOs of Professional Work Placement are too general, not specific or culture- oriented.
- It is unclear what the degree title is for this study programme. The Self-evaluation report states that upon completion of the programme students acquire the academic qualification of Professional Bachelor of Cultural Management and Production (bacc. cult.). This was also stated during the meetings during our site visit and is also stated in the study programme brochure (T1.4.P3). However, in the document for the initial accreditation of the study programme from 2016 it is stated that students acquire the academic qualification of Professional Bachelor of Cultural Management and Production (bacc. oec. prod. cult.).

Recommendations for improvement

While the expert panel understands that the School has carried out some improvements to the learning outcomes in the past three years, there are deficiencies that relate to some general areas and hence we urge the School to conduct work on:

1. The alignment of LOs at study programme level with the level of study as specified in Croatian Qualification Framework;
2. The reflection of progression from undergraduate to graduate level in the study programme-level LOs;
3. The reflection of progression in course-level LOs between years of study and where applicable also between related courses where the levels differ;
4. The alignment of course-level LOs with study programme-level LOs;
5. Wording of the LOs.

We further recommend that the School takes ownership of study programme-level LOs that were designed by external experts. When designing or changing study programme-level LOs the School should involve stakeholders use employability and similar data. We would also recommend that the School looks into the disparity in the number of study programme-level LOs on the various study programmes.

Quality grade

Unsatisfactory grade of quality

2.3. The higher education institution provides evidence of the achievement of intended learning outcomes of the study programmes it delivers.

Analysis

In a meeting during the site visit the expert panel was informed that the School involved external experts in the design of study programme-level learning outcomes (hereafter LOs). As mentioned in the previous section at the moment the School is reluctant to make changes to these and this is problematic in terms of ensuring that the LOs continue to be appropriate and achievable for the given study programme. Improvements to study programme-level LOs - as suggested in the previous section - will also make the monitoring of their achievement more feasible. The expert panel saw evidence that confirms that student feedback is taken into account when instigating curriculum changes, potentially also changes to LOs, and the School has processes in place for instigating and implementing changes. However, there is a lack of evidence that other stakeholders are involved when considering the LOs of study programmes and their achievement. This is particularly striking in the case of internships as inputs from employers and business partners could help improve the study programmes and ultimately students' employability prospects. In the case of the Supply Chain Management undergraduate study programme it is questionable to what extent external stakeholders (industry players, employers, associations) were consulted when devising the study programme-level LOs and planning how these can be achieved. The study programme should mainly consist of courses exclusively designed for it, rather than courses that overlap with other study programmes (as also discussed in other sections of this report). As the study programme provides an engineering degree the syllabus should contain more courses covering basic science subjects. The School may consider extending the course set by implementing *Fresh connection* as a simulation software. Most major supply chain software providers (SAP, Oracle, SAGE, etc.) have university partner programmes providing free access to their respective software solutions for teaching purposes. Furthermore, in the absence of a detailed analysis of the Croatian employment market for supply chain managers, experience from other national markets suggests that enhanced and target-specific knowledge of supply chain IT applications can considerably increase the employability of graduates. In 2017 the School involved external auditors in the assessment of the teaching of permanently employed staff. While this is a step in the right direction, it is important to have a more permanent arrangement for the revision and adjustments to the teaching process to ensure that the intended learning outcomes are achieved. The expert panel encourages similar reliance on experts

from outside bodies (including the Agency for Science and Higher Education) as the alignment of LOs with teaching methods and assessment modes is crucial.

Recommendations for improvement

In order to be able to ensure the achievement of study programme-level LOs, we first and foremost - as outlined above - recommend the revision of LOs at study programme-level applying appropriate level descriptors of learning outcomes with more specific, study programme oriented LOs. We also suggest a thorough top-down bottom-up analysis for each study programme and every course after the proposal of new LOs. When considering study programme-level LOs, the involvement of a wider range of stakeholders, particularly from relevant industries should be encouraged as this will help align the study programmes with the needs of the labour market and the particular specialist areas. The gaps in this respect are particularly alarming in the case of the Supply Chain Management study programme that offers an engineering qualification without the inclusion of basic science subjects in its curriculum. We urge the School to work on the adjustment of the course content on the Supply Chain Management study programme and on the alignment of the learning outcomes with the specific needs of the relevant segments of the employment market. During the site visit a member of the expert panel noticed a difference between the formal name of the graduate final paper - "diplomski rad" (12 ECTS credits in Teaching Plan and Diploma Supplement) and examples of actual student papers completed in the School with all final papers at undergraduate (6 ECTS credits) and graduate levels are officially titled as final papers "završni rad". We strongly recommend that the School makes a clear distinction with the formal title of the final papers at undergraduate and graduate levels.

Quality grade

Minimum grade of quality

2.4. The HEI uses feedback from students, employers, professional organisations and alumni in the procedures of planning, proposing and approving new programmes, and revising or closing the existing programmes.

Analysis

As suggested in the earlier sections, the expert panel lacked evidence of a systematic approach to the development of study programmes. We lacked evidence on what procedures and processes play a role in the development of new study programmes and the revision of existing ones. We have already pointed out the under-utilized opportunity to consult external stakeholders, particularly industry actors directly related to the areas covered by the School and additionally businesses/industry players outside the city of Zagreb. The expert panel did not access documents related to the initial accreditation of

two new study programmes, namely Specialist Graduate Professional Study Programme of Cultural Management and Production and Specialist Graduate Professional Study Programme of Supply Chain Management, but since the School passed the initial accreditation process, we believe that it provided an analysis of justification for delivering the two new study programmes, of resources (including human resources) that are necessary for these and that these are aligned with the School's strategic goals at the local and regional levels and other needs of society. The School publishes up-to-date versions of study programmes on its website, primarily in the Croatian language but a student guide about the study programmes and courses taught in English is also available in the English language. As already mentioned, there are gaps in the School's procedures for the analyses of fitness-for-purpose and revisions of study programmes.

Recommendations for improvement

The expert panel strongly encourages the School to involve a range of external stakeholders in revisions and improvements to existing study programmes and in the planning of future study programmes. Although the expert panel was not provided with the strategic plans for 2020-2025 and it received mixed messages about future plans (for example, the Dean mentioned a step back from the planned distance learning programmes but other members of the School's management seem to not have been aware of this), we believe that well-informed and thorough planning of revisions to study programmes and indeed of new study programmes is of paramount importance. We strongly encourage the School to further develop and utilize its network of external stakeholders in consultations about improvements to study programmes and the planning of new ones. We hold a strong view that in addition to the currently dominant municipal public institutions, this network should encompass industry actors (including associations) and business partners in the relevant areas.

Quality grade

Minimum grade of quality

2.5. The higher education institution ensures that ECTS allocation is adequate.

Analysis

Apart from the documents provided to the expert panel, we also used the site visit for further exploration of the allocation of ECTS credits as our analysis of the documentary evidence uncovered some serious insufficiencies. From the documents provided - specifically the syllabi for all courses - the expert panel developed the impression that the principles for the allocation of ECTS credits are often misunderstood. The expert panel does not intend to prescribe how the School should allocate its ECTS credits but it is essential that the allocation is adequate, it is based on evidence and that the ratio

between the ECTS credit numbers and the actual work expected from a student is correct. An example in this respect is the internship which at the moment has the wrong ratio between ECTS credits and allocated hours. To make the allocation adequate the number of hours should be increased or indeed the number of credits decreased. In many courses with 30 hours of lectures and 15 hours of workshops only 0.25, 0.5, 0.75 or 1 ECTS credit is provided for the attendance, even though it should be 1.5 ECTS credits (courses such as The Basics of Economics, The Fundamentals of Management, Communicology, The Methodology of Writing Seminar and Final Papers, The Basics of Entrepreneurship, The Organisation of an Enterprise, Public Relations, Business and Communication Ethics, Media Relations - Marketing and Communication undergraduate study programme; International Business, The Economics of the EU, Sales Management, Client Relations and Quality Management, Business Logistics, Tourism Marketing, Business Communication and Protocol - Marketing and Communication graduate study programme; The Economics of Culture, The Fundamentals of Management, Media Culture, The Methodology of Writing Seminar and Final Papers, Cultural Entrepreneurship, The Basics of Language Literacy, Information Technologies in Business, Introduction to Culturology, The Culture of Fashion - Cultural Management study programme; The Organisation of an Enterprise, Information Technologies in Business, The Fundamentals of Economics, The Fundamentals of Management, Communicology, Transport Law, The Methodology of Writing Seminar and Final Papers, Mathematics I, The Fundamentals of Entrepreneurship - Supply Chain Management study programme). In some courses ECTS credits haven't been allocated to students for class attendance at all (for instance, The Fundamentals of Marketing, Business English 1 - Advanced, Business English 1 - Elementary, Business English 2 - Advanced, Business English 2 - Elementary - Marketing and Communication undergraduate study programme; Business Communication in Culture - The English Language - Cultural Management study programme; The Fundamentals of Marketing, Business English 1 - Advanced, Business English 1 - Elementary, Technical Logistics - Supply Chain Management study programme). In many syllabi, the allocation of ECTS credits does not correspond to the number of ECTS credits carried by a particular course (courses such as Business Accounting, The Basics of Entrepreneurship, The Basics of Language Literacy, Promotion, Crisis Communication, Corporate Culture - Marketing and Communication undergraduate study programme; Metrics and Optimisation in Digital Marketing, Public Relations Strategies Management, Content Marketing and Online PR, Marketing of Small and Medium Entrepreneurship, Sales Management, Integrated Marketing Communication, Political Marketing and Communication - Marketing and Communication graduate study programme; Cultural Entrepreneurship, Popular Culture, Cultural Heritage Management, Production and Management of Performing Arts, Cultural Marketing, Visual Identity of a Project (workshop), The Culture of Fashion - Cultural Management study programme; The Fundamentals of Entrepreneurship - Supply Chain Management study programme).

Recommendations for improvement

The serious shortcomings in the allocation of ECTS credits lead the expert panel to assume that training in this area is absolutely necessary to make improvements. We would recommend workshops on the allocation of ECTS credits organized by the Agency for Science and Higher Education. Or the School could approach external experts to provide tailor-made training.

Quality grade

Unsatisfactory grade of quality

2.6. Student practice is an integral part of the study programmes.

Analysis

Student practice is built into all study programmes and the expert panel believes that this move is in line with good practice and is absolutely essential for institutions that focus on vocation-oriented training. However, building student practice into study programmes is only the first step and unfortunately the panel found significant improvements necessary in a number of areas. First of all, learning outcomes for student practice are too broad to be adequate and the number of ECTS credits - as already mentioned - is not allocated adequately. On the undergraduate study programme Marketing and Communication the internship has only 80 hours for which only 2 ECTS credits are given, this does not correspond to the ratio of 30 hours for 1 ECTS credit. At the same time, 80 hours are not sufficient for an internship and do not substantially contribute to a competitive advantage for the School or the graduate students. There are also challenges with: a) too general LOs and a lack of a precise mechanism for checking whether the LOs are achieved, b) contract with companies for internship, c) internship for employed students who are not working in the field of marketing or communication. On the graduate study programme Marketing and Communication two courses have been designed involving student practice: Internship 1 "Praktikum 1" (154) and Internship 2 "Praktikum 2" (155) for which there were no exact teaching hours assigned but each is allocated 6 ECTS credits (Appendixes T2.4.10D and T2.4.P13). Upon a request from the expert panel, a new version of the printed document "Teaching plan for the 2018/2019" was provided in which each Praktikum was assigned 30 hours. The expert panel did not receive a substantive answer to the specific question about the exact responsibility of the business mentor and faculty and what and how students' engagement will be evaluated. The syllabi for Praktikum 1 and 2 (Appendices T2.4 P17 and T2.4 P18) have the same descriptions and the same LOs. On both 4 out of the total 6 ECTS credits are dedicated to the project, which makes up 60% of the final grade but there is no explanation of the grading system from the minimum/pass to the maximum grade and what the project is.

The Rulebook on Performing Practice at the Specialized Professional Graduate Study Programme Marketing and Communication (Appendix T2.4. P16) explains the procedure for students' placement with institutions at which business mentors work but the above mentioned project and its evaluation is not explained (the minimum requirements for the pass grade are also unclear). After Praktikum is finished, the business mentor fills in an evaluation form for the student (Appendix T2.4 P14 - Obrazac MP-12) but the evaluation relates more to the student's behaviour and attitudes, it does not include any information about students' projects. The expert panel found evidence that the establishment of partnerships with organizations for student practice purposes has been formalized (contracts are signed) but there seems to be an informal process for feedback on the co-operation from these partners. Since student practice is an integral part of the School's activity it would be beneficial to collect feedback on student practice from employers in a more formal way and to build this into improvements. Student practice is core for full-time and part-time students, in the case of part-time students practice is considered on an individual basis. If a student already works in a related job, this can count as part of their practice. However, in the case of full-time students who do not work in a related area, the expert panel did not find the arrangement solid enough. Clear guidance and support is needed for all students undertaking practice but the challenges facing part-time students should be addressed more formally.

Recommendations for improvement

Student practice is a core unique selling point (USP) so the expert panel recommends that the School pays close attention to it and that it is given equal prominence on all study programmes. The School needs to improve the allocation of ECTS credits and the evaluation of students' internships by their business mentors (both in relation to the students but also to the School). In addition to existing arrangements we encourage the School to develop stable partnerships with a wide range of appropriate partners from industry, we consider this particularly important at graduate level. The School's efforts will be helped by more formalized feedback from employers who take students on internships. The expert panel understands that an informal process is already in place but we recommend to formalize it. The School has built strong ties with public municipal organizations in Zagreb and the expert panel believes that an opening towards more businesses and market players is essential for the School's future, we encourage the School to market themselves better to the industry/business community. However, this effort will require improved processes and more formalized arrangements, including improvements to formal agreements and contracts with potential partners for internships.

Quality grade

Minimum grade of quality

III. Teaching process and student support

3.1. Admission criteria or criteria for the continuation of studies are in line with the requirements of the study programme, clearly defined, published and consistently applied.

Analysis

The admission criteria are clearly stated on the School's website and the School recruits students with state matura but also those without it. Applications are submitted through the website www.postani-student.hr and for the students without state matura, there is a procedure to evaluate their qualifications. It takes into account secondary education grades and the classification examination which consists of writing a motivational essay and an interview (Self-evaluation report, p. 58). The expert panel understands that in the Croatian qualification system there is no vocational equivalent for state matura and it encourages the School to work with the state matura as a benchmark when designing (upgrading) their admission criteria for students without state matura. The continuation of study is governed by the Ordinance of Studying (Appendix T3.1.P1). Student transfer from other higher education institutions is prescribed by the Ordinance on Enrolment Prerequisites and Transfers from Other Higher Education Institutions to Zagreb School of Business (Appendices 3.1.P2A and T3.1.P2B) and the admissions procedure for foreign students is defined in the Rulebook on Academic Recognition of Foreign Higher Education Qualifications and Periods of Study (Appendix T3.1.P5). The expert panel gathered evidence in the course of the site visit that confirmed that the School applies admission criteria consistently. According to the information in Table 3.1 in the Analytical Supplement (AS), 58.9% of the total number of students in the current academic year are part-time students. Table 3.2 (AS) does not provide data about the secondary school performance of students enrolled in 2018 for the three undergraduate study programmes. Other information (in the same Table 3.2 AS) identified the moderate percentage achievement at the state graduation exam in 2017 - 46.2 for the Marketing and Communication study programme and 50.86 at Cultural Management and Production study programme. Therefore, the expert panel acknowledges that the School has a considerable share of part-time students, who are mature and that in their case alternative admission criteria - other than state matura - are necessary but we encourage the School to tighten up the admission criteria and - despite the small size of the School and its personnel capacity - we would strongly recommend the introduction of a period of tutoring that would prepare mature students for study on a study programme. Such study support could be conceived as bridging or foundation and its main purpose is to ensure that students have the same level of knowledge and competencies as a starting point and that these can be successfully developed to the required level.

Recommendations for improvement

The expert panel encourages the School to consider improving the ways in which prior knowledge is tested to improve the quality of students. We also recommend to organize tutoring or additional preparation courses for students with lower or unsuitable levels of prior knowledge. The School should consider ways of attracting excellent students and talent, for example, by charging a discounted tuition fee.

Quality grade

Satisfactory grade of quality

3.2. The higher education institution gathers and analyses information on student progress and uses it to ensure the continuity and completion of study.

Analysis

The documents that were provided for the re-accreditation had very little information and analysis of students' progression. In the course of the site visit panel members asked for further data on student progression and the Vice Dean for Students and Student Affairs (Prodekan za nastavu i studente) did not seem to have the data readily available. However, the Student Administration Office administrator was able to provide members of the expert panel with data on students' progression. The expert panel was under the impression that teachers are very approachable and hence know about their students' progress and any issues that they face but such an informal approach has major drawbacks. The collection of data on student progression and its analysis are important for a variety of reasons, retention being only one of them. Such data can also be used to ensure the quality of marking and the detection of any latent problems that a student faces as the records enable comparisons between a student's average grade on a particular course and their achievement overall. The expert panel acknowledges the small size of the School and the related limitations on capacity - including human resources - however, this is a crucial area that needs to be supported. The Self-evaluation report suggests that the normally available limited data on progression is not available for the last three academic years (in the case of the current one it is understandable, see Self-evaluation report, p. 61). Since the School is a very new institution with not so many enrolled students and study programmes, and with the negative trend in the number of enrolled students, the monitoring of students' progress should be considered more thoroughly. The figures on the completion of study programmes are limited to undergraduate and graduate programmes of Marketing and Communication (Table 3.5, AS). At the undergraduate level of Marketing and Communication programme there is a decrease in the number of enrolled students (from 133 enrolled in 2011 to 82 enrolled students in 2015), with the same negative trend in the number of graduate students (from 71.4% in 2011 to 51.2% in 2015). The data for the graduate study programmes

Marketing and Communication show that out of the 52 enrolled students in 2015, 44 graduated (84.6%), while out of the 62 enrolled in 2016, only 21 students graduated (33.9%) (Appendix T3.2.P5).

Recommendations for improvement

The expert panel strongly recommends that the School conducts an audit of the data and of the ways in which such data is collected to get a wholesome picture of what is available as a starting point. The School can then develop ways of analysing the data on a regular basis and it can set up procedures and mechanisms that will ensure that the analysis of data feeds into student retention and quality assurance for marking to provide two obvious areas. For example, the Quality Assurance Committee can be responsible for analysing the data in relation to the assurance of the quality of marking. We encourage the School to devise and implement measures for improving students' performance.

Quality grade

Unsatisfactory grade of quality

3.3. The higher education institution ensures student-centred learning.

Analysis

A student-centred environment is immediately noticeable in the organisation of professional offices such as the Student Administration Office, Accounting Office and Library, the working times of which have been adjusted to suit the needs of both full-time and part-time students (Self-evaluation report, p. 62). The School uses EduNet as its virtual learning environment. It is clear that the School is committed to collecting the views of students via student evaluation (and also via a "comments box" that was not utilized by the students) and it responds to the results of the evaluation. This mechanism is well developed. The expert panel gathered a lot of evidence on the commitment and drive of members of staff - teaching staff working on full-time and part-time basis and also support staff including librarians. The level of commitment could be deduced from the documentary evidence but it was further highlighted in the course of the site visit when the expert panel met with a variety of stakeholders. Teaching methods vary from course to course and may include lectures, practical exercises, classes in the field, multimedia and networking, supervised work, seminars and workshops, distance learning, independent assignments, laboratory, and others (Self-evaluation report, p. 62). The expert panel had a chance to observe teaching sessions and saw first-hand the use of a variety of different methods to deliver teaching in an engaging way. Students also provided the expert panel with feedback on teaching and they were highly satisfied. Guest lectures and field trips were rated very positively by the students. The School has introduced an Ordinance on Studying (Appendix T3.1.P1). It states (pp. 11-12) that the

course teacher could suggest and the head of the study may appoint a demonstrator. Demonstrators are selected from the best students on a course in order to help students to master the teaching materials. Although the expert panel values the involvement of external experts in auditing teaching methods in 2017 (Self-evaluation report, p. 71) - we are concerned about the lack of training in teaching that is offered to external associates. Experts in business/industry are not necessarily and automatically versed in teaching of required quality.

Recommendations for improvement

The expert panel commends the School's staff on its dedication and commitment to students' learning. We recommend that the School carries out further work on the alignment of learning outcomes with teaching methods as already mentioned in section 2.3. In order to assure the quality of teaching, the School should develop ways of monitoring the quality of teaching (such as regular internal peer reviews) and improving it as and when necessary. The expert panel believes that external associates from the various industries that the School co-operates with would particularly benefit from opportunities for teacher training although others should not be excluded from such opportunities.

Quality grade

Satisfactory grade of quality

3.4. The higher education institution ensures adequate student support.

Analysis

The School has established a Centre for Counselling, Career Development and Professional Internship to support students in terms of employability and also for counselling and for a variety of other issues - legal, financial, etc. The Centre for Mobility and International Cooperation and the Erasmus coordinator inform students regularly and in a timely manner on calls for applications for international professional internships which are part of the Erasmus programme (Self-evaluation report, p. 64). Students who belong to vulnerable groups (persons with learning difficulties, persons with dyslexia, dysgraphia, autism, etc.) are assigned special tutors/advisors (heads of departments) who monitor students' progress and, if needed, communicate with their parents and inform course instructors (Self-evaluation report, p. 63). The student body in the School is varied, part-time students and mature students form a large group and the expert panel has seen a variety of evidence of high student satisfaction with the support provided. Students are represented on a variety of committees in the School - including the Quality Assurance Committee, the Ethical Committee and the Library Committee. The School created a brochure entitled Student's Guide with the most relevant information

for students (Appendix T3.4.P10). Course instructors and external associates are available in several ways: in person during office hours, by email or via the EduNet platform. Office hours are published and regularly updated on the websites of the School (Self-evaluation report, p. 65). The expert panel saw documentary evidence and heard feedback on student support during the site visit, this was overwhelmingly positive.

Recommendations for improvement

While the expert panel gathered evidence on satisfaction with student support and it was also impressed with the dedication of staff, we would like to recommend that the School develops more formal processes and procedures for student support. The expert panel was under the impression that highly dedicated and motivated staff were responding to students' needs in an informal way and that as soon as possible. This informal communication and responses to students' needs may put undue pressure on staff - particularly considering the School's limited human resources capacity.

Quality grade

Satisfactory grade of quality

3.5. The higher education institution ensures support to students from vulnerable and under-represented groups.

Analysis

While the expert panel saw evidence of individual teachers' commitment and motivation to support students from vulnerable groups, there seems to be a lack of formal processes and procedures in this respect. While the Self-evaluation report lists instances of adjustments to exams for students with special needs (e.g. bigger font, keywords in bold, writing on a computer and longer writing time, Self-evaluation report, p. 68) the expert panel did not find evidence of monitoring and recording of the needs of students from vulnerable groups or with special needs. The School does not have a special ordinance for students from vulnerable or underrepresented groups, however, the Ordinance on Studying defines a model for supporting students from vulnerable or underrepresented groups by assigning them supervisors who are course instructors (Ordinance on Studying, article 31). The Self-evaluation report analyzes a survey of external associates and states that one of the very few areas of dissatisfaction was linked to the lack of information about students' health problems (Self-evaluation report, p. 27), it is important that all tutors are aware of issues that impact on their students' performance unless - of course - the student wants to keep such information confidential. The expert panel has not found evidence about a Personal Data Protection policy, which needs to be implemented as soon as possible (there are two references to personal data protection in the Self-evaluation report but neither of these are related to a School policy or

strategy). Accessibility continues to present a problem as at the moment wheelchair access only leads to the entrance of the building but not to the teaching rooms. The expert panel acknowledges the School's efforts in this respect and understands the complexity of the situation but urgent action is required in this respect to comply with legal requirements.

Recommendations for improvement

The expert panel acknowledges the small size of the School and the limitations on resources, yet it is very important to develop more formal processes for monitoring and recording the need for support and also adjustments to teaching/exams. A policy on Personal Data Protection needs to be put in place as soon as possible - or if there is an existing one, it needs to be highlighted more - and staff need to be trained accordingly. The expert panel encourages the School to explore possibilities for sharing resources in some areas with the Public Open University of Zagreb.

Quality grade

Minimum grade of quality

3.6. The higher education institution allows students to gain international experience.

Analysis

The School has made progress in developing the mobility of students, incoming and outgoing mobility is mainly arranged under the umbrella of the Erasmus programme and partnership agreements are in place with the following institutions: DOBA Faculty of Applied Business and Social Studies, Slovenia, Varna University of Management, Bulgaria, University of Granada, Faculty of Education, Economy and Technology, Spain, University Ludwigshafen, Germany, Università degli Studi della Basilicata, Italy, FON University, Macedonia, Istanbul Aydin University, Turkey (Self-evaluation report, p.69). Some of the attached copies of the agreements were only signed by the representative of the School rather than by both parties, namely with DOBA Faculty from Slovenia, University of Granada, Istanbul Aydin University, Università degli Studi della Basilicata, Italy, are not signed from the authority in that institutions (Appendices T3.6.P12, T3.6.P10, T3.6.P11, T3.6.P13, T3.6.P19). The School is also in the process of developing bilateral agreements with European partners (College of Applied Sciences of Business Communication in Belgrade, Serbia, Univerzitet Mediteran in Podgorica, Montenegro, University Apeiron Banja Luka, Bosnia and Herzegovina, International Business School Barcelona, Spain, Center for Business Studies College, Bosnia and Herzegovina, Novi Sad School of Business, Serbia, Self-evaluation report, p. 69). Up to now 10 students have gone abroad on a professional internship and 2 students are currently abroad. 3 students have

returned from studying at a partner institution (The University of Applied Sciences Ludwigshafen in Germany), and 1 student is currently studying at Varna University in Bulgaria (Self-evaluation report, pp. 69-70). The School ensures the transferability of ECTS credits and it has courses taught in the English language. The process of ECTS credits recognition is coordinated by the Erasmus coordinator and the ECTS coordinator. The School enabled its best students to participate in a summer school in China as part of extra-curricular activities and is continuously organizing international student events (Self-evaluation report, p. 69). In the curriculum of undergraduate professional studies there are 2 courses offered in English and in the library there is literature available in English, based on the courses' requirements (Self-evaluation report, p. 70).

Recommendations for improvement

We encourage the School to continue developing its international networks and to explore ways in which students can be further encouraged to be internationally mobile. As already mentioned the English version of the website is crucial for the School to be able to market itself to potential international partners and we would recommend to add a version of the website in German to further develop the existing partnership with University Ludwigshafen.

Quality grade

Satisfactory grade of quality

3.7. The higher education institution ensures adequate study conditions for foreign students.

Analysis

The School has had a small number of incoming students who were taught in English, Table 3.6 in the analytical supplement to the Self-evaluation report refers to three incoming students. When necessary, special arrangements were made for the incoming students to make sure that their learning was well supported. The major drawback is the non-existence of the English version of the website. Although the student guide is available on the Croatian website in English, it is rather awkward to access it and the information in it has its limits. The expert panel was reassured to learn that the English version of the website is about to be launched, however this has not happened while we completed our report. The School is providing assistance for foreign students in finding accommodation, integration into teaching and student processes, inclusion into student associations, field class, meeting their assigned student "buddies" that help them with student affairs, meeting the student service and other local places they may find useful (Self-evaluation report, p. 71).

Recommendations for improvement

The main recommendation of the panel is to prepare a clear, realistic and implementable strategy for internationalization and make partnerships/agreements a central part of it. The School also needs to market itself to international partners in an improved and more focused way. Conducting market research will help identify suitable partners and a concerted effort can be made to attract them. For example, the School already works with a German partner, having a website in German could have a positive role in attracting more students from the German partner and for developing further networks with German partners. The expert panel understands the limitations of the institution's size and the demand on resources - human resources including - that internationalization involves but more work is needed in this area.

Quality grade

Minimum grade of quality

3.8. The higher education institution ensures an objective and consistent evaluation and assessment of student achievements.

Analysis

The documentation provided to the expert panel prior to the site visit included the course syllabi with assessment modes. However, these did not include a grading scheme and criteria for the grades and the expert panel learnt in the course of its visit that the School does not have a unified grading scheme and criteria for all its courses at undergraduate and graduate levels, rather individual courses set their own grading schemes and related criteria. The panel did not have access to these for individual courses, the syllabi that we were provided with gave the breakdown of the assessments used but we were not provided with grading criteria and grading scales including thresholds for a pass. This makes it impossible for the expert panel to judge how well the assessment criteria link to the modes of assessment and to teaching methods. In general, courses tended to use a variety of assessment methods, including oral and written exams, presentations, projects etc. While the expert panel acknowledges that the School has conducted work on monitoring the alignment of teaching methods and assessments and the Self-evaluation report makes a reference to adjustments to assessments (for example on page 49), the expert panel was not given information about how these adjustments are recorded, monitored or revised. The student evaluation questionnaire covers the area of assessment and a complaints/appeals process has been established (Self-evaluation report, p. 59). The expert panel learnt in the course of its visit that there have been no complaints or appeals regarding grading. The expert panel found no evidence of implemented procedures for ensuring the internal quality of grading or for meta analyses conducted as part of quality assurance. While we acknowledge the small size of the

School, we believe that analyses of existing and easily available data on grading could be used without increasing workloads significantly and with significant benefit in terms of the quality of assessments and grading (for example, the Student Administration Office can make data available for each course in comparison with overall performance. If the grades for each course are closely aligned with a student's overall performance, this would indicate the reliability of the grading scheme). The expert panel was struck to learn that no formal training in the design of assessments and grading is provided to external associates. The support that they get appears to be informal and hence we cannot confirm that the School has solid mechanisms for providing support to the assessors in the development of skills related to testing and assessment method.

Recommendations for improvement

The expert panel recommends the introduction of a unified grading scheme and general assessment criteria for all courses at both undergraduate and graduate levels. The unified grading scheme and criteria will play a role in setting the same standards for grading across all courses (e.g. the same pass grade, same criteria for grades in each band etc.). In order to ensure the reliability of grades, the expert panel strongly recommends the introduction of regular procedures such as analyses of awarded grades using data from the Student Administration Office and also meta analyses that would look at longitudinal trends. The expert panel urges the School to introduce formal procedures for the training of external associates on assessment design and grading, such training can be provided by experts who are not part of the School if that is the best option available. The expert panel believes that this is a crucial step and also recommends that training on assessments and grading is also available to staff who either apply for it or whose results in the student evaluation or appraisal are lacking in terms of assessment design and grading. We acknowledge that the size of the School may make it difficult to provide such training on a regular basis but the School could consider sharing resources/training with the Open University of Zagreb if practicable.

Quality grade

Unsatisfactory grade of quality

3.9. The higher education institution issues diplomas and Diploma Supplements in accordance with the relevant regulations.

Analysis

The School issues a diploma in the Croatian language and diploma supplements in Croatian and English language free of charge (Self-evaluation report, p.73). The expert panel examined examples of diplomas and diploma supplements for all qualifications and found some discrepancies. For instance, the officially registered name of the

undergraduate study programme is Marketing and Communication - no specialization mentioned, (Dopisnica stručnog studija iz 2006. Stručni studij za marketing i komunikacije), (Appendix Prilog 2). The Self-evaluation report (p.44) mentions "Undergraduate Professional Study Programme of Marketing and Communication offering two study programmes: Marketing Management and Communication Management". The diploma supplement from 2017 states "professional study programme in Marketing and Communications, Marketing manager" "stručni prvostupnik (baccalaureus) marketinga i komunikacija" (Appendices T3.9P10 and T.3.9P6)

Recommendations for improvement

The expert panel recommends greater caution in checking the details that are provided in the text of the diploma/diploma supplements as this is a legal document.

Quality grade

Unsatisfactory grade of quality

3.10. The higher education institution is committed to the employability of graduates.

Analysis

The Self-evaluation document states that the School analyses the employability of its graduates, yet expert panel members have not found evidence of a procedure - by whom, how and how often the analysis is conducted, especially with employers and labour market agencies. We thus conclude that the analysis was done on an ad hoc basis in 2018/2019 with alumni and employers (Self-evaluation report, pp. 50-51). The School is aware of the importance of internships and there is willingness to put more emphasis on the work placement and to extend the duration of the internship in the near future. The expert panel acknowledges the efforts that the School has made to ensure the employability of its students, including the founding of The Centre for Counselling, Career Development and Professional Internship. However, there are a number of areas in which we found gaps. Table 3.7 provides the number of unemployed alumni according to the statistics of the Employment Office at the national level for 2018, it shows 38 unemployed out of the 78 graduates of the Marketing and Communication undergraduate programme and 8 unemployed out of the 37 graduates on the Marketing and Communication graduate programme. The same figures were not available for the other study programmes. These figures refer to a high number of unemployed students after graduation, which should be a major drive for improvements. Enrollment quotas have not been adjusted during the period 2016 - 2018 according to data from Table 3.2 in the analytical supplement. This may reflect an imprecise understanding of the labour

market. The expert panel appreciates the existence of informal and close contacts with some players on the labour market - particularly Croatian Employers Association and other public organizations and associations - but a more concerted effort needs to be put into extending the existing network and into formalizing the relationship with stakeholders in business and industry. One move can be towards extending co-operation with alumni and more formal feedback from employers and alumni can certainly be beneficial for understanding the employment needs of companies.

Recommendations for improvement

The expert panel urges the School to make an employability strategy a central part of its overall strategy. Goals in this area need to be clearly defined and realistic, their achievement needs to be monitored on a regular basis so that goals can be revised as necessary. The expert panel strongly encourages the School to explore possibilities of networks beyond the public municipal organizations that currently dominate and also beyond the city of Zagreb. In an initial stage it is sufficient to extend networks to a regional and national level as this would be feasible for an educational institution of the School's size. International ambitions are plausible and important but they require a concerted long-term effort. The panel also strongly recommends that the School introduces a more formal - including a formal consultative role - relationship with employers, industry players and alumni.

Quality grade

Minimum grade of quality

IV. Teaching and institutional capacities

4.1. The higher education institution ensures adequate teaching capacities.

Analysis

The expert panel found that overall the School ensures teaching capacities in line with legal requirements. The overall faculty staff/student ratio is 1:28.37 (MOZVAG, p.1), below the stipulated 1:30 according to Ordinance on the Content of Licence and Conditions for Issuing Licence for Performing Higher Education Activity, carrying out a Study Programme and Re-accreditation of Higher Education Institutions (OG 24/10). The School has 9 full-time employed staff and 1 assistant, and 157 regular and 225 part-time students. The above mentioned ratio is heavily dependent on the high percentage of part-time students (59%). The minimum coverage of professional study programmes by own staff needs to be at least 0.33 of HEI staff. The School has complied with this at minimum or below minimum levels in the case of two undergraduate study programmes (MOZVAG, p.2): undergraduate study programme Supply Chain Management (0.33) and

undergraduate study programme Cultural Management and Production (0.32). The ratio is higher i.e. more satisfactory on the other two study programmes: undergraduate study programme Marketing and Communication (0.47) and graduate study programme Marketing and Communication (0.35). However, the teaching norm hours for individual teachers - particularly those on full-time contracts - are of concern and in some cases the hours are well above the stipulated recommended ones. Out of the 9 full-time teaching staff, 5 have workloads that are higher than the 540 standardised (norm) hours (namely 555, 570, 600, 690, 795 working hours, see Table 4.3 in the Analytical supplement to the Self-evaluation report). The same teachers are engaged in a number of administrative duties and teach a large number of courses on different study programmes. The number of courses vary, these are some examples (ibid., Table 4.4):

- a) S.R. (3+3+3 courses on 3 study programmes, total 9 courses)
- b) P.Č. (3+2+4 courses on 3 study programmes, total 9 courses)
- c) G.L. (5+1+1+2 courses on 4 study programmes, total 9 courses)
- d) T.G. (6+4+1+1 courses on 4 study programmes, total 12 courses)
- e) N.Š. (5+3+1 courses on 3 study programmes, total 9 courses)

Of the 9 faculty employed full time, 4 have PhDs and 2 have the academic title of Mr.Sc. (ibid., Table 4.3). They are all elected into teaching titles: 2 college professors, 5 senior lecturers, 1 lecturer and 1 assistant professor (ibid., Table 4.1.b). All full-time teachers have an academic background in social sciences; 8 in the field of economics and 1 in the field of information and communication sciences (ibid., Table 4.3). There is an obvious gap in expertise related to the technical aspects of supply chain management, this is particularly significant as the School has identified this area as one that should be developed further. The School is very small with only 9 full-time employees and it is very challenging and demanding to ensure the desired level of quality of teaching processes, managing and updating 4 study programmes in 2 locations, taking care of internationalization, business projects and research, and the personal and scientific development of the teachers.

Recommendations for improvement

While the School ensures teaching capacities in line with regulations, the expert panel has concerns about the workloads of individual teaching staff - particularly of those on full-time contracts with additional management responsibilities. We recommend to lower the workload of teachers and if possible, decrease the total number of courses per teacher. We strongly encourage the School to enable more time for conducting scientific activity and professional and personal development for full-time faculty members. For the Supply Chain Management study programme the expert panel recommends the hiring of a full-time teacher with a background in technical sciences.

Quality grade

Minimum grade of quality

4.2. The higher education institution ensures appropriate quality of external associates.

Analysis

The School has 31 external associates (see Table 4.1b in the Analytical Supplement); 1 college professor, 4 senior lecturers, 12 lecturers, 5 full-time professors, 6 associate professors, 3 assistant professors. In the course of the site visit the expert panel requested additional documents, namely Appendix T4.1.P6 that was listed in the Self-evaluation report. This document listed 55 external associates, which is radically different from the data in Table 4.1.b in the Analytical Supplement. Furthermore, the majority of external associates have backgrounds in social sciences, arts and humanities and only 1 in natural sciences (maths) and 2 in technical science (transport). The expert panel appreciates the School's concerted efforts at hiring external associates from business and industry as teachers. This is of crucial importance for a higher education institution specializing in vocational training. The expert panel was provided with the CVs of external associates and their areas of expertise and experience in business and industry were highly appropriate. However, as already suggested in the previous section, the expert panel was under the impression that the hiring of external associates was largely informal and not necessarily informed by strategic planning that takes into account the curriculum and areas that need to be covered on individual study programmes. For instance, the Self-evaluation report describes the process of hiring new associates but the expert panel members have not found the same procedures prescribed in the School's internal documents. There are gaps in expertise particularly on the undergraduate study programme in Supply Chain Management in the technical area and with targeted recruitment these could be covered involving external associates. In addition, the expert panel urges the School to provide adequate support and training for external associates who are experts in business and industry areas but not necessarily in teaching, for instance in creating learning outcomes, implementation of appropriate methods for student-centred teaching and interactive techniques, creating exams according to learning outcomes and mentoring final papers on undergraduate and graduate levels of study. The School is using its relationship with external associates in order to organize internships for its students in the institutions that employ the School's external associates. However, the examples provided are related to one undergraduate study programme, Cultural Management and Production since there are agreements with the Museum of Arts and Crafts in Zagreb and Komedija Theatre (Self-evaluation report, p.81).

Recommendations for improvement

The expert panel encourages the School to plan strategically in terms of hiring external associates and when recruiting these. Although the expert panel is satisfied that external associates who teach at the School are qualified experts in their fields and are essential for the School's success, we have some observations about the hiring process that are problematic. It appears that the hiring of external associates is informal and not necessarily driven by planning. The expert panel strongly encourages the School to plan staff hiring according to gaps in the teaching provision and to recruit broadly for available positions. We also strongly recommend that external associates are provided with support and training so that the required standard of teaching is ensured. The School could also expand on agreements for student internships with the organizations where external associates are employed whenever possible.

Quality grade

Satisfactory grade of quality

4.3. Teacher recruitment, advancement and re-appointment is based on objective and transparent procedures which include the evaluation of excellence.

Analysis

In the Self-evaluation report (p.82), the School states that it has not employed any new staff in the last few years (due to the decreasing number of enrolled students in each year), however, Table 4.2 (Analytical Supplement) refers to 1 new hiring of teaching staff in 2015 and 1 new hiring of an external associate in 2018. The School has regulations set out in the Statute (Appendix T.1.1.P5) and Pravilnik o unutarnjem ustrojstvu i sistematizaciji radnih mjesta (Appendix T.3.4.P2) and Pravilnik o radu (Appendix T.3.4.P6) but the expert panel has not seen evidence on the recruitment process or clear procedures for the evaluation of excellence. The above mentioned Ordinance (Appendix T.3.4.P2) describes specific rights and duties for employees and options for rewarding them. The Dean can make a decision about a monthly or annual bonus but there is no explanation of the criteria for rewarding a bonus. The School does not have a special ordinance on the requirements for the election into teaching positions and corresponding employment positions but it enables the promotion of permanently employed teachers into higher grades and corresponding employment positions when the teacher has met the specified requirements (Self-evaluation report, p. 82). As we have already suggested in this section the lack of strategic planning in the area of staff recruitment has a number of drawbacks, for example regarding external associates, the expert panel developed the impression that the recruitment and hiring is informal and does not necessarily follow any long-term strategic goals. The expert panel was not shown any examples of job advertisements or similar documents. While the expert panel

acknowledges that the appointments in general fit the needs of study programmes (please see sections 4.1 and 4.2 in this respect, particularly on the expert panel's concern about the current lack of expertise in technical sciences that is required on the Supply Chain Management study programme), a more transparent and needs-based procedure needs to be put in place. While the expert panel acknowledges and values the motivation and dedication of staff, there is a lack of procedures for rewarding and encouraging excellence. Such procedures can play an important role in achieving strategic goals.

Recommendations for improvement

The expert panel urges the School to develop a clear and implementable strategy for staff recruitment and enrolment that will form a key part of the School's overall strategic plan. The expert panel also encourages the School to develop a strategy for rewarding excellence and for promoting staff. A clarification of criteria for bonuses is also desirable.

Quality grade

Minimum grade of quality

4.4. The higher education institution provides support to teachers in their professional development.

Analysis

From documentary analysis and during the site visit the expert panel learnt about some ways in which the School supports teachers in their professional development. The most important in this respect appears to be financial support for attending research/professional conferences. The Self-evaluation report mentions that the School pays fees and travel expenses for 2 conferences per teacher annually (p. 83) which corresponds to the average of 2 published articles per year for full-time employees (Table 4.4 in Analytical Supplement). This is quite impressive taking into account all the responsibilities and workload of full-time employed staff. The expert panel found evidence of support for staff mobility. Up to now 1 member of teaching staff has been involved in teaching mobility (up to 3 months) and 7 cases of professional development mobility among teaching staff are also listed (Table 4.5 in Analytical Supplement). At the same time the School has only had one incoming teaching mobility visit (Table 4.5 in Analytical Supplement). 6 non-teaching staff were engaged in outgoing mobility for up to 3 months (Table 4.6 in Analytical Supplement). Since 2015 the School has participated in 4 Erasmus mobility projects (Table 4.7 in Analytical Supplement). The School has established a process for collecting student feedback and student evaluation covers teaching as well. However, student evaluation on its own is difficult to use reliably for monitoring teachers' competencies and devising ways of improving these. If the School had a functioning system of peer-observation of teaching, the findings of peer

observations could be used along those from the student evaluation as a basis for monitoring and improving teaching competencies. The School has involved external experts in the assessment of its teaching but it is not clear how much long-term planning and support there is for improving teaching competencies. During the site visit expert panel member were informed about a recent School project with Hrvatsko zagorje Krapina University of Applied Sciences and activities such as this one are certainly valuable.

Recommendations for improvement

The professional development of staff is a key element in an institution's long-term strategy for development (in this case, for example of new study programmes), retention of staff (professional development can lead to promotions and staff are less inclined to leave the institution) and also for ensuring the overall quality of activities. While the School has made some moves in this direction - as mentioned above - more work is necessary. We strongly encourage the School to continue providing funding for staff research/professional activities and to improve the ways in which teaching competencies are monitored and support for the development of these is provided. While initiatives such as inviting external experts to assess teaching competencies and working with partners on sessions are welcome, these do not represent long-term strategies for supporting staff's professional development. We also encourage the School to pay careful attention to the monitoring and improvement of the teaching competencies of external associates.

Quality grade

Minimum grade of quality

4.5. The space, equipment and the entire infrastructure (laboratories, IT service, work facilities etc.) are adequate for the delivery of the study programmes and ensure the achievement of intended learning outcomes and the implementation of professional and/or scientific activity.

Analysis

The expert panel learnt about the School's facilities and its co-operation with the Open University of Zagreb from documents supplied and we obtained further details in the course of the site visit and had a chance to visit the facilities first-hand. The School started to expand teaching activities in another location near Zagreb, in Sesvete in 2017/2018 with two undergraduate study programmes Marketing and Communication and Supply Chain Management delivered there. Information about the new location is available on the School's website but it is not elaborated upon in the Self-evaluation report or in the Strategy Development 2015-2020 document although this programme expansion is in

line with the Strategy Development 2015-2020 document. The expert panel visited only the School's main location in Zagreb. From the Self-evaluation report it became clear that the introduction of new study programmes is linked to the sustainability of the institution since there has been a decrease in enrolled students on current study programmes over time. The current Strategy for Development 2015-2020 (Strategija razvoja VPŠZ 2015-2020 - Appendix T2.1.P1) which covers the period up to 2020, refers to plans such as a double degree with a European partner that will put further strain on facilities. The expert panel was under the impression that the Dean of the School is re-considering some of these plans and making quality rather than expansion a key issue for the next five years which we would consider a strategically sound decision. The expert panel found that the teaching spaces are adequate for the delivery of the existing study programmes and for the achievement of their learning outcomes. The teaching spaces that the expert panel visited were equipped with laptop computers to enable a variety of teaching methods.

Recommendations for improvement

While the expert panel is satisfied with the suitability of teaching spaces, we encourage the School to carefully consider its facilities/spaces when making future strategic plans, or in the case of increasing numbers of student groups and/or starting new study programmes. The School may also consider the introduction of more innovative teaching methods for which new types of spaces may be required. We would recommend that the School explores possibilities for sharing facilities with the Open University of Zagreb.

Quality grade

Satisfactory grade of quality

4.6. The library and library equipment, as well as access to additional resources ensure the literature necessary for ensuring high-quality of study and scientific and teaching activity.

Analysis

The library of the School is part of the library of Public Open University of Zagreb which means that the library is also open to the public. The library has a collection of 35,491 items, domestic and foreign magazines, a rich collection of handbooks and reference books, and since 2010 the library has provided services to the School's faculty and students (Self-evaluation document, p.85). The library provides access to all publicly accessible databases in the Republic of Croatia – catalogues of Zagreb City Libraries, National and University Library, Hrčak, Dabar (ibid., p. 86). The expert panel found that in general the School has made a good effort at securing resources that are required for teaching. The library has adequate numbers of copies available in general (Table 4.10 in

Analytical Supplement). Although it was impractical to conduct a detailed audit of the literature available in the library, a random search for literature in English in particular uncovered some gaps and we would have expected that courses offered as part of the Erasmus programme will have literature in English available easily. Studying the course syllabi and visiting the library, the expert panel found some gaps in the inclusion of and availability of most up-to-date literature in the syllabi and in the library. The resource needs of new study programmes were not necessarily taken into account fully. The School purchases the Adobe licence, but there is no anti-plagiarism software used or access to international scientific databases. It remains unclear to the expert panel how students at the Sesvete location can access the library.

Recommendations for improvement

The expert panel recommends to align the purchasing plan for the library with the School's wider strategic plans, particularly those related to internationalization and the introduction of new study programmes. We also encourage the School to consider investing in access to an international scientific database and acquiring anti-plagiarism software.

Quality grade

Satisfactory grade of quality

4.7. The higher education institution rationally manages its financial resources.

Analysis

The School is self-financed without subsidies from the local government or the relevant ministry. All income is derived from tuition fees. The School has had financial issues and as a consequence it established entrepreneurial accounting in 2016 and closely followed its financial plan, however, in 2018 the School faced the need to rebrand itself as a university of applied sciences appears to be an unplanned move (it is listed under unexpected expenditure in the Self-evaluation report, p.88). Even though the School has a small number of full-time employees, and shares its premises and library with the Public Open University, the School's total expenses are almost equal to total revenues for 2017 (Table 4.12 in Analytical Supplement). Two major expenses categories are: a) total expenditures for employees' salaries and financial remuneration of external associates (51.2%), and b) expenditures for services (33.5% - the majority of which are: promotion costs, leasing costs and intellectual services, see Table 4.12 in Analytical Supplement). In 2017 there were no expenses for purchasing literature or computers and other teaching or space improvements. The documents provided for the re-accreditation included only the financial report for 2017 but data for 2018 were missing, this makes it impossible for the expert panel to comment on the 2018 expenditure in any detail (see Table 4.12 in

Analytical Supplement). Even without the granular detail, the expert panel expressed concerns about the School's financial sustainability in a number of meetings. Especially due to the fact that tuition fees are the main source of income, the decreasing number of students is combined with a deviation in real numbers of enrolled students compared to financial projections and it is unlikely to reach the number of enrolled students specified in the Financial plan (see Financijski plan VPŠZ 2015 - 2018, Appendix T4.7P1). The School needs to prepare a strategic plan for the period 2020-2025 as soon as possible and it must address this issue and provide a clear, well thought-through and implementable strategy for sustainable business. The expert panel would like to note that there seems to be a shift away from the plans outlined in the Strategy Development 2015-2020 document. In the above mentioned document that covers the period up to 2020 some plans for expansion are being reconsidered (include distance learning and double degree) as the Dean informed us in the first meeting with the management of the School. We believe that this is a step in the right direction as more market research is needed in order to develop a realistic and implementable growth strategy. The expert panel members would also like to suggest to the School management to make detailed plans of action and financial projections (plan for realistic, optimistic and pessimistic scenarios) in case of future number of enrolled students, and to consider how to overcome the dependence on the number of students enrolled from the Zagreb municipality.

Recommendations for improvement

The expert panel urges the School and its management in particular to focus on financial sustainability as a top priority. The School needs to be develop a realistic and implementable strategy for growth.

Quality grade

Minimum grade of quality

V. Professional and/or scientific activity

5.1. Teachers and associates employed at the higher education institution are committed to the achievement of high quality and quantity of professional and/or scientific research.

Analysis

The expert panel was very impressed with the high levels of motivation of full-time teaching staff in the area of professional/scientific activity. Their publishing activity is highly appropriate (for instance publishing activities of their Head of the Department of Marketing and Communication and the Head of Cultural and Management Production -

Table 4.4.) and this is impressive in the context of their teaching workloads and management duties. Compared to the last five years, there has been significant progress in the publication of papers in highly ranked journals. The expert panel, however, has found little evidence of School policies and procedures that encourage staff's professional and scientific activity. The School provides financial support for conference attendance but the expert panel was not provided with clear guidance in this respect.

Recommendations for improvement

The expert panel encourages the School to develop clear guidelines on the allocation of funding for conference attendance and professional/research activities. We also recommend that the School develops ways of encouraging staff's professional/research activities.

Quality grade

Satisfactory grade of quality

5.2. The higher education institution proves the social relevance of its professional and/or scientific research and transfer of knowledge.

Analysis

The School has demonstrated a keen interest in enriching its knowledge base with insights from business and industry. It co-operates closely with external associates mainly from public municipal organizations and with professional associations.

Recommendations for improvement

The expert panel encourages the School to continue developing activities in this area, mainly to achieve a two-way transfer of knowledge as at the moment the transfer is solely from business/industry to the School.

Quality grade

Satisfactory grade of quality

5.3. Professional and/or scientific achievements of the higher education institution have been recognized in the regional, national and international context.

Analysis

While the expert panel acknowledges that the size of the School is a factor in achieving recognition and that full-time staff attend conferences and publish - as outlined in the previous section - this is an area that requires improvements. Teachers and external associates are members of a number of professional organizations. The School's staff

took part in several scientific and professional projects as researchers, organisers of workshop leaders and their efforts seem to be focused on the municipality and its close surroundings. The School lacks recognition in the international context in particular.

Recommendations for improvement

We strongly recommend that the School improves the internationalization of its professional and scientific achievements.

Quality grade

Minimum grade of quality

5.4. Professional and/or scientific activities and achievements of the higher education institution improve teaching.

Analysis

The School's staff have transferred the knowledge and insights from their professional/research activities into teaching. They have also developed projects in which they collaborate with students.

Recommendations for improvement

We encourage teaching staff to continue with incorporating insights from their professional/research activities into their teaching. We also urge the School to further develop collaborative projects between staff and students.

Quality grade

Satisfactory grade of quality

APPENDICES

1. Quality assessment summary - tables

2. Site visit protocol

<i>Quality grade by assessment area</i>				
<i>Assessment area</i>	Unsatisfactory level of quality	Minimum level of quality	Satisfactory level of quality	High level of quality
<i>I. Internal quality assurance and the social role of the higher education institution</i>		X		
<i>II. Study programmes</i>		X		
<i>III. Teaching process and student support</i>		X		
<i>IV. Teaching and institutional capacities</i>		X		
<i>V. Professional and/or scientific activity</i>			X	

<i>Quality grade by standard</i>				
<i>I. Internal quality assurance and the social role of the higher education institution</i>	<i>Unsatisfactory level of quality</i>	<i>Minimum level of quality</i>	<i>Satisfactory level of quality</i>	<i>High level of quality</i>
1.1. The higher education institution has established a functional internal quality assurance system.		X		
1.2. The higher education institution implements recommendations for quality improvement from previous evaluations.		X		
1.3. The higher education institution supports academic integrity and freedom, prevents all types of unethical behaviour, intolerance and discrimination.			X	
1.4. The higher education institution ensures the availability of information on important aspects of its activities (teaching, professional and/or scientific and social role).			X	
1.5. The higher education institution understands and encourages the development of its social role.		X		
1.6. Lifelong learning programmes delivered by the higher education institution are aligned with the strategic goals and the mission of the higher education institution, and social needs.	N/A	N/A	N/A	N/A

Quality grade by standard

<i>II. Study programmes</i>	<i>Unsatisfactory level of quality</i>	<i>Minimum level of quality</i>	<i>Satisfactory level of quality</i>	<i>High level of quality</i>
2.1. The general objectives of all study programmes are in line with the mission and strategic goals of the higher education institution and the demands of the labour market.		X		
2.2. The intended learning outcomes at the level of study programmes delivered by the higher education institution are aligned with the level and profile of qualifications gained.	X			
2.3. The higher education institution provides evidence of the achievement of intended learning outcomes of the study programmes it delivers.		X		
2.4. The HEI uses feedback from students, employers, professional organisations and alumni in the procedures of planning, proposing and approving new programmes, and revising or closing the existing programmes.		X		
2.5. The higher education institution ensures that ECTS allocation is adequate.	X			
2.6. Student practice is an integral part of the study programmes.		X		

Quality grade by standard

<i>III. Teaching process and student support</i>	<i>Unsatisfactory level of quality</i>	<i>Minimum level of quality</i>	<i>Satisfactory level of quality</i>	<i>High level of quality</i>
3.1. Admission criteria or criteria for the continuation of studies are in line with the requirements of the study programme, clearly defined, published and consistently applied.			X	
3.2. The higher education institution gathers and analyses information on student progress and uses it to ensure the continuity and completion of study.	X			
3.3. The higher education institution ensures student-centred learning.			X	
3.4. The higher education institution ensures adequate student support.			X	
3.5. The higher education institution ensures support to students from vulnerable and under-represented groups.		X		
3.6. The higher education institution allows students to gain international experience.			X	
3.7. The higher education institution ensures adequate study conditions for foreign students.		X		
3.8. The higher education institution ensures an objective and consistent evaluation and assessment of student achievements.	X			
3.9. The higher education institution issues diplomas and Diploma Supplements in accordance with the relevant regulations.	X			
3.10. The higher education institution is committed to the employability of graduates.		X		

Quality grade by standard

<i>IV. Teaching and institutional capacities</i>	<i>Unsatisfactory level of quality</i>	<i>Minimum level of quality</i>	<i>Satisfactory level of quality</i>	<i>High level of quality</i>
4.1. The higher education institution ensures adequate teaching capacities.		X		
4.2. The higher education institution ensures appropriate quality of external associates.			X	
4.3. Teacher recruitment, advancement and re-appointment is based on objective and transparent procedures, which include the evaluation of excellence		X		
4.4. The higher education institution provides support to teachers in their professional development.		X		
4.5. The space, equipment and the entire infrastructure (laboratories, IT service, work facilities etc.) are adequate for the delivery of the study programmes and ensure the achievement of intended learning outcomes and the implementation of professional and/or scientific activity.			X	
4.6. The library and library equipment, as well as access to additional resources ensure the literature necessary for ensuring high-quality of study and scientific and teaching activity.			X	
4.7. The higher education institution rationally manages its financial resources.		X		

Quality grade by standard

<i>V. Professional and/or scientific activity</i>	<i>Unsatisfactory level of quality</i>	<i>Minimum level of quality</i>	<i>Satisfactory level of quality</i>	<i>High level of quality</i>
5.1. Teachers and associates employed at the higher education institution are committed to the achievement of high quality and quantity of professional and/or scientific research.			X	
5.2. The higher education institution proves the social relevance of its professional and/or scientific research and transfer of knowledge.			X	
5.3. Professional and/or scientific achievements of the higher education institution have been recognized in the regional, national and international context.		X		
5.4. Professional and/or scientific activities and achievements of the higher education institution improve teaching.			X	

	Ponedjeljak, 13. svibnja 2019.	Monday, 13 th May 2019
12:00 – 12:30	<ul style="list-style-type: none"> • Predstavljanje AZVO • Sustav visokog obrazovanja u RH 	<ul style="list-style-type: none"> • Presentation of ASHE • Higher education system in Croatia
12:30 – 13:30	<ul style="list-style-type: none"> • Postupak reakreditacije • Standardi za vrednovanje kvalitete • Pisanje završnog izvješća 	<ul style="list-style-type: none"> • Introduction to the re-accreditation procedure • Standards for the evaluation of quality • Writing the final report
13:30 – 14:15	Ručak	Lunch
14:15 – 18:45	Priprema povjerenstva za posjet (rasprava o Samoanalizi i popratnim dokumentima)	Preparation of the expert panel members for the site visit (discussion on the Self-evaluation and supporting documents)

	Utorak, 14. svibnja 2019.	Tuesday, 14 th May 2019
9:00 – 10:00	Sastanak s upravom visokog učilišta (dekan, prodekani i tajnik)	Meeting with the management (Dean, Vice- deans and Secretary) (no presentations)
10:00 – 10:45	Sastanak s radnom grupom koja je priredila Samoanalizu	Meeting with the working group that compiled the Self-evaluation
10:45 – 11:00	<i>Interni sastanak članova Stručnog povjerenstva</i>	<i>Internal meeting of the panel members</i>
11:00 – 12:00	Sastanak sa studentima (otvoren sastanak za sve studente)	Meeting with the students (open meeting)
12:00 – 13:00	Sastanak s nastavnicima (u stalnom radnom odnosu, osim onih na rukovodećim mjestima) i asistentima	Meeting with full-time employed teachers (open meeting) and teaching assistants
13:00 – 14:30	<i>Radni ručak Stručnog povjerenstva</i>	<i>Working lunch</i>
14:30 – 15:30	<i>Sastanak članova Stručnog povjerenstva (Analiza dokumenata)</i>	<i>Internal meeting of the panel members (Document analysis)</i>
15:30 – 16:15	Sastanak s vanjskim dionicima - predstavnicima strukovnih i profesionalnih udruženja, poslovna zajednica, poslodavci, stručnjaci iz prakse, organizacijama civilnog društva, vanjski predavači	Meeting with external stakeholders - representatives of professional organisations, business sector/industry sector, professional experts, non-governmental organisations, external lecturers
16:15 – 17:00	Sastanak s alumnijima	Meeting with Alumni
17:00 – 17:30	Prisustvovanje nastavi	Participation in teaching classes
17:45 – 19:00	Priprema povjerenstva za idući dan	Preparation of the expert panel

	Srijeda, 15. svibnja 2019.	Wednesday, 15th May 2019
9:00 - 10:00	Sastanak s prodekanom za nastavu i studente	Meeting with the vice-dean for education and student affairs
10:00- 12:00	Obilazak Fakulteta (knjižnica, uredi studentskih službi, ured međunarodne suradnje, informatička služba, učionice)	Tour of the Faculty (library, student services, international office, IT services, classrooms)
12:00 - 13:00	<i>Sastanak članova Stručnog povjerenstva (Analiza dokumenata)</i>	<i>Internal meeting of the panel members (Document analysis)</i>
13:00 - 14:15	<i>Radni ručak Stručnog povjerenstva</i>	<i>Working lunch</i>
14:15 - 14:45	Organizacija dodatnog sastanka o otvorenim pitanjima, prema potrebi	Organisation of additional meeting on open questions, if needed
14:45 - 15:15	Interni sastanak stručnog povjerenstva	Internal meeting of the panel members
15:15- 15:30	Završni sastanak s dekanom i prodekanima	Exit meeting with the dean and vice-deans
15:45 - 19:00	Izrada nacrtu završnog izvješća	Drafting the final report

	Četvrtak, 16 svibnja 2019.	Thursday, 16 th May 2019
9:00 - 13:00	Izrada nacrtu završnog izvješća	Drafting the final report
13:00 - ...	Ručak	Lunch

SUMMARY

The expert panel was impressed with the commitment and drive of the staff of the Zagreb School of Business and the friendly atmosphere that characterizes the institution. Student practice is built into all study programmes, this is a key element in vocation-centred learning and the School has made significant efforts at ensuring student-centred learning, these do not only involve a variety of teaching methods and engaging contents but also adjusting the hours of administrative entities and the library in a way that takes into account part-time students' needs. The teaching in the Zagreb School of Business involves a variety of guest lectures and field trips, the School supports the students' involvement in summer schools and other extra-curricular activities. The Zagreb School of Business has expanded its support for students, it has established The Centre for Counselling, Career Development and Professional Internship. The School has established a Quality Assurance Committee, an Ethical Committee and a Library Committee and all relevant stakeholders - including students - are represented on these.

However, there are areas in which the School needs to make significant improvements, in the expert panel's opinion these are not addressed in a satisfactory manner at the moment and require urgent and concerted action:

1. Ensuring the financial sustainability of the institution - this is an existential issue and is closely linked to the need to develop a strategic plan for the period of 2020-2025.
2. Remedying deficiencies related to the delivery, content and staffing of the study programmes currently on offer in the Zagreb School of Business. Further work is required on learning outcomes and the allocation of ECTS credits. The content and staffing of the Supply Chain Management study programme needs to address the gaps in the provision of technical science knowledge.
3. Developing quality assurance further so that it relates to all aspects of the School's activities.