

Report on the Internal Assessment of the Quality Assurance System at the Polytechnic of Rijeka

Polytechnic of Rijeka

SUMMARY

**REPORT ON THE INTERNAL ASSESSEMENT
OF THE QUALITY ASSURANCE SYSTEM AT THE
POLYTECHNIC OF RIJEKA 2017/2018 and 2018/2019**

Rijeka, September 2019

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1. Introduction

Pursuant to the Law on Quality Assurance in Science and Higher Education (OJ 45/09), article 18, the quality assurance and promotion system comprises an external and internal system of quality assurance and improvement.

The internal assessment shall determine the actual state of functioning of the higher education institution's quality assurance system and its compliance with the relevant documents. In doing so, the current level of quality of the institution of higher education is analyzed and determined, and to its Management measures are proposed to improve the existing system.

The periodic internal assessment of the quality assurance system for the years 2017/2018 and 2018/2019 is substantially different from previous assessments: the systematic assessment of the system was planned in accordance with ISO 9001: 2015 guidelines and the ESG 2015 guidelines, with the requirements of the ESG guidelines being verified through the [Standards for the evaluation of quality of polytechnics and colleges in the procedure of re-accreditation of higher education institutions](#) prescribed by the Croatian Agency for science and higher education. The objectives of this internal assessment cycle are as follows:

- determine the effectiveness of the established quality assurance system based on the conducted analysis of compliance of the Polytechnic's processes with the requirements of ISO 9001: 2015 and ESG 2015 standards integrated into the [Standards for the evaluation of quality of polytechnics and colleges in the procedure of reaccreditation of higher education institutions](#) prescribed by the Croatian Agency for science and higher education.
- identify the potential risks and opportunities to improve the overall quality assurance system at the Polytechnic;
- determine the impact of the system on the development of the quality culture at the Polytechnic.

The final report on the internal assessment of the quality assurance system at the Polytechnic of Rijeka in the cycle 2017-2019 is given below.

2. Committee for the Internal Assessment of the Quality Assurance System at the Polytechnic of Rijeka ac. year 2017/2018 and 2018/2019

The Expert Council of the Polytechnic of Rijeka at its session held on 29th March 2018 adopted the decision (CLASS: 003-08 / 18-04 / 01, REG. NO: 2170-57-01-18-19) on the appointment of the members of the *Committee for the Internal Assessment of the Quality Assurance System*. The members of the Committee have been appointed in accordance with the **Regulations on the Procedure of Internal Periodic Evaluation of the Quality Assurance System of the Polytechnic of Rijeka (CLASS: 003-11/11-01/39; REG. NO: 2170-57-01-11-2)**, i.e. the **Regulations Amending the Regulations on the Procedure of Internal Periodic Evaluation of the Quality Assurance System of the Polytechnic of Rijeka (2015 and 2018)**.

The committee of 5 members was appointed, composed of:

- Maja Gligora Marković, B.Sc., Senior Lecturer, President of the Committee (Vice-dean for International Cooperation), and since October 1st 2018 the President is Erika Gržin, Lecturer (Teaching Staff Representative).
- Ljerka Tomljenović, PhD, Senior Lecturer, Member (Vice-dean)
- Đurđica Pajalić Karajković, mag. iur., Member (Non-teaching Staff Representative)
- Marina Rauker Koch, Lecturer, Member (Teaching Staff Representative)
- Dominik Ivkošić, Member (Student)

The President of the Committee may include other relevant persons / stakeholders (employees, students, external associates, etc.) in the work of the Committee.

The Committee met as needed and in accordance with the deadlines for the implementation of individual activities, as documented by the minutes.

3. The Internal Assessment Process

With the internal assessment the actual state of functioning of the quality assurance system is determined and its compliance with the requirements defined in the relevant documents. The tasks of the Internal Assessment Committee are:

- Describe the quality assurance model of the Polytechnic of Rijeka, identify the status of its documentation and determine whether the documentation is available, complete and up-to-date.
- Analyze and evaluate the current situation at the Polytechnic of Rijeka in relation to the relevant quality documents with special reference to previous assessments, determine the current level of this system and its effectiveness.
- Propose further improvements and draft the Report on the Internal Assessment of the Quality Assurance System of the Polytechnic of Rijeka, which will serve the administration of the Polytechnic in order to take the necessary measures.

The procedure for the implementation of the Internal Assessment is determined by the Regulations on the Procedure of Internal Periodic Evaluation of the Quality Assurance System of the Polytechnic of Rijeka, which is in line with the recommendations of the Agency for Science and Higher Education regarding the implementation of evaluation procedures of higher education institutions.

The Internal Assessment of the Quality Assurance System is conducted once every two years according to the annual plan. The internal assessment process is conducted in four stages: a)

Planning

- b) Assessment in the narrow sense
- c) Report drafting
- d) Subsequent monitoring.

3.1 Internal Assessment Implementation Plan

The internal audit plan of the QAS (Quality Assurance System) is based on the objectives that the internal assessment aims to achieve:

- Determine the effectiveness of the established quality assurance system based on the conducted analysis of compliance of the Polytechnic's processes with the requirements of ISO 9001: 2015 and ESG 2015 standards integrated into the standards for quality evaluation of Polytechnics and higher education institutions prescribed by the ASHE;
- Identify potential risks and opportunities to improve the overall quality assurance system at the Polytechnic;

- Determine the impact of the system on the development of the quality culture at the Polytechnic.

The internal assessment considers the basic criteria in accordance with the ESG guidelines and standards for evaluating the quality of Polytechnics and higher education institutions prescribed by the Agency for Science and Higher Education and ISO standards according to standard 9001: 2015.

The fields of internal assessment are as follows:

Table 1: Internal Assessment Fields

Field	ESG request	Business Process (ISO)
<input type="checkbox"/> Internal quality assurance and the social role of higher education institutions	ESG 1.1., ESG 1.7., ESG 1.8	<input type="checkbox"/> management <input type="checkbox"/> quality assurance system
<input type="checkbox"/> Study programs	ESG 1.2, ESG 1.9.	<input type="checkbox"/> teaching processes
<input type="checkbox"/> Teaching process and student support	ESG 1.3., ESG 1.4., ESG 1.6.	<input type="checkbox"/> teaching processes, student issues, student mobility
<input type="checkbox"/> Teaching and institutional capacity	ESG 1.5., ESG 1.6.	<input type="checkbox"/> management <input type="checkbox"/> mobility and interinstitutional cooperation
<input type="checkbox"/> Professional and/or scientific activity	ESG 1.5.	<input type="checkbox"/> professional and scientific work
<input type="checkbox"/> Support processes	ESG 1.6.	<input type="checkbox"/> student office, library, IT support, accounting and procurement, legal and other services
<input type="checkbox"/> Other processes	ESG 1.6., 1.8.	<input type="checkbox"/> project management, career center, student organizations, publishing, web editing and social networking...

The performance of the quality assurance system can be evaluated by evaluating the baseline criteria through fulfillment against specific indicators in the manner shown in Table 2.

Table 2: Indicators of the internal assessment of the QAS

	ISO standard 9001: 2015	ASHE re-accreditation standards (ESG standards)
Indicators	Not defined	Unsatisfactory quality level
	Defined	
	Implemented	Minimum quality level
	Mainly effective	Satisfactory quality level
	Effective	High quality level

The results of the assessment are entered into:

- Form for self-evaluation of the quality assurance system at the Polytechnic of Rijeka in accordance with the re-accreditation standards prescribed by the Croatian Agency for science and higher education and
- Internal audit report form according to ISO 9001: 2015.

Partial assessments were made by organizational units / processes and synthesized by the Internal Assessment Committee. An internal audit according to ISO 9001: 2015 was conducted in the first cycle from May to September 2018, and in the second cycle from May to September 2019, in accordance with the requirements of the standard.

Below are the basic planned activities, with an indication of the holders and deadlines for implementation, in Table 3, activities related to the criteria of re-accreditation standards and in Table 4 related to the requirements of ISO 9001: 2015 standards. During the implementation process, most of the activities were implemented according to the plan.

Table 3: Activities, holders and deadlines for implementation according to the ECHA re-accreditation standards (ESG standards)

No.	Activities	Holders	Deadlines
1.	Committee meeting: determining the objectives, purpose and method of conducting of the internal assessment by organizational units	Internal Assessment Committee	03/05/2018
2.	Checking the compliance of the Quality Assurance System with the legal acts and internal acts of the Polytechnic	Internal Assessment Committee	21/05/2018
3.	Development of tools according to the re-accreditation standards (ESG standards) of the ASHE	Internal Assessment Committee	01/06/2018
4.	Interviewing of students, teaching, administrative and technical staff, and external stakeholders	Internal Assessment Committee	01/07/2018
5.	Analysis of collected evidence and existing documentation	Internal Assessment Committee	01/09/2018
6.	Preparation of the preliminary report. The preliminary report contains the results of the assessment and suggestions for improvement	Internal Assessment Committee	15/12/2018
7.	Adoption of the preliminary report at the session of the Expert Council of the Polytechnic	Expert Council of the Polytechnic of Rijeka	01/03/2019
8.	Discussion of the assessment results at the College of Deans. The management requests statements of the representatives of the organizational units to which the objections and recommendations for improvements are related	Dean Heads of Departments / leaders	01/04/2019
9.	Development of activity plans for proposed improvements	Responsible persons	15/05/2019
10.	Monitoring the implementation of improvement plans	Internal Assessment Committee	01/09/2019
11.	Development and submission of reports on implementation of improvements and analysis of their effectiveness	Responsible persons	15/09/2019
12.	Preparation of the final report, adoption by the Expert Council and publication on the website of the Polytechnic	Internal Assessment Committee	31/10/2019

Table 4: Activities, holders and implementation deadlines according to ISO 9001: 2015

No.	Activities / process	Holders / Internal Auditors	Deadlines
2017/2018			
1.	2018 internal auditors' meeting / training of internal auditors by authorized auditors / instructions to internal auditors and a plan of operational activities	Internal Assessment Committee	06/06/2018
2.	Accounting	Ljerka Tomljenović, Đurđica Pajalić Karajković	16/07/2018
3.	IT department	Marina Rauker Koch, Đurđica Pajalić Karajković	16/07/2018
4.	Teaching, publishing and planning and analytical affairs department - procurement and controlling	Marina Rauker Koch, Đurđica Pajalić Karajković	16/07/2018
5.	Mobility and inter-institutional cooperation	Mario Staver, Marina Rauker Koch	16/07/2018
6.	Publishing	Mario Staver, Marina Rauker Koch	16/07/2018
7.	Teaching process and student issues	Marina Rauker Koch, Đurđica Pajalić Karajković	16/07/2018
8.	Student office	Marina Rauker Koch, Velma Maleta	16/07/2018
9.	Project management	Marina Rauker Koch, Velma Maleta	16/07/2018
10.	Library	Marina Rauker Koch, Velma Maleta	16/07/2018
11.	QAS	Marina Rauker Koch, Đurđica Pajalić Karajković	16/07/2018
12.	Legal and other services	Ljerka Tomljenović, Marina Rauker Koch	16/07/2018
13.	Management	Ljerka Tomljenović, Marina Rauker Koch	16/07/2018

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No.	Activities / process	Holders / Internal Auditors	Deadlines
14.	WEB Editorial Board / social networking committee	Ljerka Tomljenović Đurđica Pajalić Karajković	16/07/2018
15.	Student assembly	Marina Rauker Koch, Đurđica Pajalić Karajković	16/07/2018
16.	Career center	Ljerka Tomljenović, Đurđica Pajalić Karajković	16/07/2018
17.	Creating a joint report	Certified internal auditors	01/09/2018
18.	Management's rating	Management	10/09/2018
19.	Follow-up to audit results – postinternal talks	Management	Continuously up to the 2019 internal audit cycle.
2018/2019			
1.	2019 internal auditors meeting / training of internal auditors by authorized auditors / instructions to internal auditors and plan of operational activities	Internal Assessment Committee	04/06/2019
2.	Accounting	Eda Ribarić Čučković, Anita Stilin	15/07/2019
3.	IT department	Đurđica Pajalić Karajković, Eda Ribarić Čučković	15/07/2019
4.	Teaching, publishing and planning and analytical affairs department - procurement and controlling	Marina Rauker Koch, Katarina Volarić Nižić	15/07/2019
5.	Mobility and inter-institutional cooperation	Damir Pilepić, Đurđica Pajalić Karajković	15/07/2019
6.	Publishing	Damir Pilepić, Marina Rauker Koch	15/07/2019
7.	Teaching process and student issues	Đurđica Pajalić Karajković, Sanja Grakalić Plenković	15/07/2019
8.	Student office	Đurđica Pajalić Karajković, Sanja Grakalić Plenković	15/07/2019
9.	Project management	Marina Rauker Koch, Damir Pilepić	15/07/2019

No.	Activities / process	Holders / Internal Auditors	Deadlines
10.	Library	Katarina Volarić Nižić, Anita Stilin	15/07/2019
11.	QAS	Eda Ribarić Čučković, Anita Stilin	15/07/2019
12.	Legal and other services	Marina Rauker Koch, Anita Stilin	15/07/2019
13.	Management	Marina Rauker Koch, Đurđica Pajalić Karajković	15/07/2019
14.	WEB editorial board / social networking commission	Eda Ribarić Čučković, Damir Pilepić	15/07/2019
15.	Student assembly	Katarina Volarić Nižić, Sanja Grakalić Plenković	15/07/2019
16.	Collected papers	Katarina Volarić Nižić, Sanja Grakalić Plenković	15/07/2019
17.	Creating a joint report	Certified internal auditors	01/09/2019
18.	Management's rating	Management	10/09/2019
19.	Follow-up to audit results – postinternal talks	Management	Continuously up to the 2020 internal audit
20.	Second internal audit cycle according to ISO 9001: 2015	Internal Assessment Committee	May-September 2019
21.	Passing the final report	Internal Assessment Committee	September 2019

3.2 System's Stakeholders Interview Program

The program of interviews with individual groups of the system's stakeholders, as part of the system's assessment by ESG 2015 standards, is aligned with their obligations and opportunities to participate (but within the planned deadlines), with the program also providing the basic topics of conversations (with the conversation being opened according to the stakeholder's issues in any field).

The interviews were held according to the following schedule:

June 13th, 2018, 12:00-13: 00 Interviews with the students' representatives

- *Teaching process*
- *Learning Support Resources*

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- *Student Support Resources*

June 28th, 2018, 13:00-14:30 Interviews with teaching staff's representatives

- *Teaching process*
- *Lifelong education and professional development*
- *Quality assurance of teaching staff*
- *Information system*

June 28th, 2018, 14:30-15:00 Interviews with the professional and administrative services' representatives

- *Student Support Resources*
- *Lifelong education*
- *Information system*

June 28th, 2018, 15:00-16:30 Interviews with the management

- *Structure of the quality assurance system of the Polytechnic*
- *Analysis of the 2013-2020 Strategy of the Polytechnic of Rijeka*

September 25th, 2018, 17:00-18:00 Interviews with external stakeholders

- *Educational process*
- *Information system*
- *Cooperation with the businesses*

In addition, as part of the internal audit cycle according to the ISO 9001: 2015 standard in two cycles (June to September 2018 and 2019, and according to the plan), the responsible persons for the individual processes were interviewed by internal auditors. The summarized conclusions of the carried out audits are integrated into the Joint Reports on Internal Audits conducted according to ISO 9001: 2015 standard, which form an integral part of this Report.

The results of all interviews were integrated into the assessment of the quality management model at the Polytechnic of Rijeka, combining the requirements of ISO 9001: 2015 and ESG 2015.

4. Assessment of the Quality Management Model of the Polytechnic of Rijeka

From the very beginning at the Polytechnic of Rijeka, the activities of establishing a culture of quality were promoted in an informal way. However, particular support for these activities was given by the publication and gradual introduction of the European Quality Assurance Standards in Higher Education. This two-year internal assessment cycle at the Polytechnic of Rijeka (2017 - 2019) integrates the requirements of the ESG – Guidelines for Quality Assurance in the European Higher Education Area for 2015 (integrated into the Reaccreditation Requirements) and the requirements of the ISO 9001: 2015 standard.

The basic documentation of the quality assurance system of the Polytechnic of Rijeka consists of the following bases:

- Development Strategy of the Polytechnic of Rijeka 2013-2020¹
- Quality assurance strategy of the Polytechnic of Rijeka²
- Quality policy of the Polytechnic of Rijeka
- Regulations on the quality system of the Polytechnic of Rijeka
- Regulations on the procedure of internal periodic evaluation of the quality assurance system of the Polytechnic of Rijeka
- Regulations amending the Regulations on the procedure of internal periodic evaluation of the quality assurance system of the Polytechnic of Rijeka
- Code of ethics of the Polytechnic of Rijeka
- Self-analyzes and other analyzes performed
- External assessment reports
- ESG 2015 quality guidelines in higher education
- ISO 9001: 2015 standard

The Polytechnic of Rijeka has on its web pages (www.veleri.hr) a special category *Quality Assurance System* (link Quality), where, in addition to the above mentioned basic documents of the Polytechnic of Rijeka, other documents and useful information in the field of quality assurance are published which serve employees, students, but also external stakeholders.

¹ The process of drafting a new strategic document of the Polytechnic of Rijeka is underway. SWOT analyzes of all departments and studies have been made, a new institutional SWOT analysis has been developed and a new strategy is underway. Its adoption is expected in late 2019.

² In 2018, a report was prepared according to the Quality Assurance Strategy for the period 2012 - 2017, in which it was concluded, in accordance with the guidelines of the Management Board, that the new Quality Assurance Strategy will be drafted as an integral part of the new strategic document of the Polytechnic of Rijeka.

5. Results of the Internal Assessment of the Quality Assurance System for 2017/2018 and 2018/2019

The following will provide a table of the summary of the quality level achievement by individual fields of assessment. The Committee made the evaluations taking into account the feedback during key stakeholder interviews, the results of the internal audit cycle in accordance with ISO 9001: 2015 standard in 2018 and 2019, and the analysis of the results of the working Tool for monitoring reaccreditation standards (standards for evaluating the quality of Polytechnics and higher education institutions prescribed by the ASHE). A general evaluation of the Committee is given for each field and suggestions for improvements are made within each of the standards³. The December 2018 preliminary report provides working conclusions and has been supplemented and synthesized in this final report following the implementation of the proposed measures.

Tables detailing the self-evaluation of re-accreditation requirements and the audit report according to ISO 9001: 2015 were the basis for the assessment of the quality assurance system of the Polytechnic of Rijeka and are annexed to this report. They list the responsible persons for every specific quality criteria (requirements).

Internal Quality Assurance and the Social Role of Higher Education Institutions (ESG 1.1.ESG 1.7., ESG 1.8.)

Opinion of the Committee: The overall quality objectives are embedded in the Strategy of the Polytechnic of Rijeka, whose implementation is regularly monitored. The QAS Strategy was adopted in 2012 and the Management requested the Quality Committee to prepare a final report on that Strategy and to adopt a new strategy for the next five-year period. The 2012-2017 Strategy Report was adopted by the Expert Council in March 2018 and consists of an analysis of what has been done and guidelines for further action. Considering that the comprehensive process of designing the new Strategy of the Polytechnic of Rijeka has been started, it is concluded that the new Strategy of the QAS will form an integral part of it and will be adopted jointly. Each year, the Quality Committee submits to the Management a report on the work done in the previous period. In addition, quality assurance and continuous improvement processes can be observed at all levels of key, but also supporting, processes and are not limited to the work of the Committee. Ongoing improvements are being made and activities are being undertaken in this direction.

The insight into the management processes indicate continuing activities that contribute to a higher level of quality: Gantt charts of the institution's key activities have been drawn up,

³ In the tables the so-called key standards are marked in red that represent discriminatory standards in the process of re-accreditation of Polytechnics and higher education institutions in the sense that their failure impairs the quality of the entire higher education institution. These standards represent fields where development activities need to be continually undertaken.

meetings of Deans are regularly held with heads of professional services and Vice-deans, new POINT accounting system, training of teaching staff in the area of teacher competences, new professional study program, cooperation with the Primorsko-goranska County, registration of expansion of activities, development processes in the field of publishing (Proceedings of the Polytechnic), activities started within the career center, intensified promotion activities of the institution (especially intensively through social networks), intensified activities of international cooperation, etc. The process of shaping the new Strategy of the Polytechnic in Rijeka is in line with the new conditions in which the Polytechnic operates. A complete report has been made following the previous strategy which is being passed; separate SWOT analyzes were made across departments and independent studies; the institutional SWOT analysis was also made. Representatives of all key stakeholders (teachers, external associates, industry, local community, students, etc.) are actively involved in developing the new strategy. According to the proposals for improvement, the procedure management system has been implemented, preparations are underway for the development of new job classifications, and ongoing work is being done on independence and assuming responsibility at all levels.

In conclusion, the Management of the Polytechnic of Rijeka is highly committed to quality at all levels and is ready to provide the necessary resources for the activities that contribute to it and, if necessary, actively engage in them. It is proposed to the Quality Committee to develop a Quality Manual that will formally define the processes for adopting, monitoring and reviewing strategy documents and operational plans; describe the key activities in the implementation of one academic year (based on the developed charts) and operationally describe the process of conducting an internal audit.

The following table shows the re-accreditation requirements in the field of **Internal Quality Assurance and the Social Role of the Higher Education Institution (ESG 1.1. ESG 1.7., ESG 1.8.)**. The level of compliance of all requirements is at the level of *mainly effective* and *effective*. Although the estimate of conformity assessments is relatively high, given the extreme importance of all the requirements in this area, the Committee in the table suggests some suggestions for improvements with a view to achieving the effectiveness of all requirements within this re-accreditation area.

Table 5: Internal Quality Assurance and the Social Role of Higher Education Institutions (ESG 1.1. ESG 1.7., ESG 1.8.)

CONFORMITY ASSESSMENT - I. Internal quality assurance and social role of higher education institution (ESG 1.1., ESG 1.7., ESG 1.8.)	
STANDARD	COMMITTEE ASSESSMENT / PROPOSALS FOR IMPROVEMENTS
1.1 The higher education institution has established a functional system of internal quality assurance	Mainly effective mechanisms
Suggestions for improvements	In order to improve the level of compliance, additional attention should be paid to: <ul style="list-style-type: none"> • Regular quality policy monitoring and review mechanisms • Regular mechanisms for implementation, monitoring and review of the Strategy • Audit all quality documents as needed
1.2. The higher education institution implements recommendations for quality improvement from the evaluations carried out earlier	Effective mechanisms
Suggestions for improvements	Continue to encourage and monitor activities resulting from different evaluations from previous cycles and program contracts, all with the common goal of ensuring continued improvement.
1.3. The institution of higher education supports academic integrity and freedoms, preventing all forms of unethical behavior, intolerance and discrimination.	Mainly effective mechanisms
Suggestions for improvements	Complement the quality policy with a particularly prominent orientation towards the ethical and social responsibility of the institution and respect for academic integrity.
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)	Effective mechanisms
Suggestions for improvements	Additional attention should be paid to the targeted development of communication with high schools and potential students.

<p>1.5. The higher education institution understands and encourages the development of its social role.</p>	<p>Mainly effective mechanisms</p>
<p>Suggestions for improvements</p>	<p>Further attention should be paid to finding additional opportunities to actively use the results of his/her work in the context of his/her social role (following the examples so far).</p>
<p>1.6. The lifelong learning programs implemented by the higher education institution are aligned with the strategic goals and mission of the higher education institution and social needs.</p>	<p>Mainly effective mechanisms</p>

Study programs (ESG 1.2, ESG 1.9.)

Opinion of the Committee: The quality of the study programs is the basis of the activities and fulfillment of the mission of the Polytechnic of Rijeka. The richness of study programs is the basis of our recognition and potential for inter-disciplinarity. In the field of quality assurance of study programs the requirements are clear: alignment of their goals with the mission and strategic goals of the higher education institution and the needs of the labor market, alignment of learning outcomes of study programs with the level and profile of the qualifications they acquire, ensuring achievement of the prescribed learning outcomes, respecting the needs of all key stakeholders in the process of designing or revising learning outcomes and aligning ECTS credits with the actual student workload. Outcomes were reviewed at program and course levels, and a new Rules on Student Assessment of Undergraduate and Specialist Graduate Studies was adopted accordingly, prescribing an outcome-based assessment method. The assessment of quality requirements in the field of study programs indicates the level implemented in the requirements related to learning outcomes, which means that formal mechanisms have been put in place, but there is still space for increasing the effectiveness of these requirements and the recommendation of the Committee is to pay special attention to these requirements.

The standard relating to professional practice has been assessed as *effective* and can be judged by *good practice* because not only are the key requirements of the standard effectively met, but new opportunities are being actively sought to improve this significant part of our study programs.

For the purpose of easier and more systematic monitoring of all changes within a particular study program, the Committee initiated the creation of an archive of study programs that was created and consists of: the initial study program, decisions on all formal and substantive changes, and tables - timing of changes that have been carried out and associated learning outcomes unless they are not an integral part of the study program. In addition, in September 2019, a new Rules on the Procedure for Modification and Supplementation of Study Programs was adopted with the aim of continuous monitoring, evaluation and improvement of study programs.

Below is the summary of the conformity assessment in the area of **II. re-accreditation standards Study programs (ESG 1.2, ESG 1.9.)** and related suggestions for improvements.

Table 6: Study programs (ESG 1.2, ESG 1.9.)

CONFORMITY ASSESSMENT - II. Study programs (ESG 1.2, ESG 1.9)	
STANDARD	COMMITTEE ASSESSMENT / PROPOSALS FOR IMPROVEMENTS
2.1. The general objectives of all study programs are in line with the mission and strategic goals of the higher education institution and the needs of the labor market	Mainly effective mechanisms
Suggestions for improvements	When revising existing ones (or creating new study programs), methodologically improve the analysis of the justification for their implementation and actively involve potential employers in these processes. Additionally involve professional associations (where applicable) in the revision (creation) of study programs.
2.2. The projected learning outcomes of the study programs performed by the institution of higher education are appropriate to the level and profile of the qualifications they are awarded.	Mainly effective mechanisms
Suggestions for improvements	Conduct an analysis of the revised outcomes and proposals for teacher changes and follow the results of the analysis. Clearly link learning outcomes with the competencies required to enter the job market. Actively analyze the alignment of study program learning outcomes with societal, vocational and labor market needs.
2.3. The higher education institution proves the achievement of the foreseen learning outcomes in the study programs it carries out	Mainly effective mechanisms
Suggestions for improvements	Formalizing activities of planned revision and improvement of the teaching process based on direct measurements from the teaching itself. Actively analyze the alignment of study program learning outcomes with societal, vocational and labor market needs.

2.4. Procedures for planning, proposing and accepting new ones, and revising or terminating existing programs include feedback from students, employers, professional associations, alumni	Mainly effective mechanisms
Suggestions for improvements	Further work on the systematic and regularity of development activities within the framework of improving study programs.
2.5. The higher education institution ensures ECTS compliance with the actual student workload	Mainly effective mechanisms
Suggestions for improvements	Analyze in detail the conducted student survey on ECTS credits. Further work on the systematic and regularity of checking ECTS compliance with the actual student workload.
2.6. Student practice is an integral part of study programs	Effective mechanisms

Teaching Process and Student Support (ESG 1.3., ESG 1.4., ESG 1.6.)

Opinion of the Committee: By reviewing the activities related to the teaching process and student support, the Committee evaluated the formal mechanisms addressing the different student support modalities (from partly effective to effective mechanisms).

A complete information package for students has been created.

Teaching methods use student-centered teaching and encourage students to play an active role in the learning process. The adaptability of learning pathways is also evident in the Decision, which allows 20% of classes to be taught online by the academic year 2018/2019.

It is encouraged and implemented, although not to a great extent, the application of dual assessments and the development of additional methods of assessing and evaluating student achievement.

There is additional room for improvement in the area of further development of support for students from vulnerable groups and international students. The inclusion of incoming foreign students in regular (not only consultative) and Croatian language teaching is encouraged. From the academic year 2019/2020 there is a quota for foreign students who can fully study at the Polytechnic of Rijeka.

Monitoring the employability of graduates should be systematically organized. Activities within the Career Center are currently suspended due to personnel changes.

Below is a summary of the compliance assessment in area III. re-accreditation standards **Teaching process and student support (ESG 1.3., ESG 1.4., ESG 1.6.)** and associated suggestions for improvements.

Table 7: Teaching process and student support (ESG 1.3., ESG 1.4., ESG 1.6.)

CONFORMITY ASSESSMENT - III. Teaching Process and Student Support (ESG 1.3., ESG 1.4., ESG 1.6.)	
STANDARD	COMMITTEE ASSESSMENT / PROPOSALS FOR IMPROVEMENTS
3.1. The requirements for admission to the higher education institution or continuation of studies are harmonized with the requirements of the study program, are clear, published and consistently applied.	Effective mechanisms
3.2 The higher education institution collects and analyzes data on the progress of students in their studies and on the basis of which ensures continuity of study and completion of students.	Mainly effective mechanisms
Suggestions for improvements	Work on clarity and availability of student progress monitoring procedures.
3.3. The higher education institution provides student-centered teaching	Effective mechanisms
3.4. The higher education institution ensures appropriate support for students	Mainly effective mechanisms
Suggestions for improvements	Develop concrete activities within the career center in the function of student career guidance.
3.5. The higher education institution provides support for students from vulnerable and underrepresented groups	Mainly effective mechanisms
Suggestions for improvements	Consider adjusting enrollment information, application and enrollment procedures to people in vulnerable and underrepresented groups, as appropriate.
3.6 The higher education institution enables students to gain international experience	Effective mechanisms

<p>3.7. There is a functional system for encouraging the study of international students at higher education institutions (within the international programs in which the Polytechnic participates)</p>	<p>Implemented up to partially effective mechanisms</p>
<p>Suggestions for improvements</p>	<p>Encourage the involvement of incoming foreign students in regular teaching (not just consultative).</p> <p>Further stimulate learning of the Croatian language.</p> <p>Additional activities to promote the possibility of enrolling foreign students to study at the Polytechnic of Rijeka (within enrollment quotas for foreign students).</p>
<p>3.8. The higher education institution ensures an objective and consistent assessment and evaluation of student achievements</p>	<p>Mainly effective mechanisms</p>
<p>Suggestions for improvements</p>	<p>Consider the possibility of greater application of double grading and the development of additional methods of student evaluation and grading.</p>
<p>3.9. The higher education institution shall issue the diploma and the supplementary study certificates in accordance with the relevant regulations.</p>	<p>Effective mechanisms</p>
<p>Suggestions for improvements</p>	<p>Continually check the contents of the supplementary document and modify it as necessary.</p>
<p>3.10. The higher education institution takes care of the employability of students after their studies</p>	<p>Mainly effective mechanisms</p>
<p>Suggestions for improvements</p>	<p>Develop a systematic and specific approach to analyzing the employability of our students.</p> <p>Develop specific career center activities to support students with regard to planning their future careers.</p>

Teaching and institutional capacities (ESG 1.5., ESG 1.6.)

Opinion of the Committee: When assessing teaching and institutional capacities, the Committee is of the opinion that the Polytechnic of Rijeka is currently very effectively providing all the necessary capacities: human resources, material and financial resources. In the proposals for improvements, it emphasizes the tendency to continuously find additional opportunities to improve existing capacities in qualitative and quantitative terms, in line with the possibilities, with a priority focus on student needs.

Below is a summary of the conformity assessment in area IV. re-accreditation standards ***Teaching and institutional capacities (ESG 1.5., ESG 1.6.)*** and related proposals for improvements.

Table 8: Teaching and institutional capacities (ESG 1.5., ESG 1.6.)

CONFORMITY ASSESSMENT - IV. Teaching and institutional capacities (ESG 1.5., ESG 1.6.)	
STANDARD	COMMITTEE ASSESSMENT / PROPOSALS FOR IMPROVEMENTS
4.1. The higher education institution ensures adequate teaching capacities	Effective mechanisms
4.2. The higher education institution ensures the appropriate quality of external associates.	Effective mechanisms
Suggestions for improvements	Develop additional mechanisms to encourage the involvement of outsourced labor market research, trends and insights.
4.3. The recruitment, promotion and re-election of teachers are based on objective and transparent procedures that include the evaluation of excellence.	Effective mechanisms
4.4. The higher education institution provides support to teachers in their professional development	Effective mechanisms
Suggestions for improvements	Encouraging teachers to apply for projects by the project office and the international cooperation office. Informing teachers about professional development opportunities through Erasmus + projects, with particular emphasis on didactic and methodological skills.

<p>4.5. Space, equipment and overall infrastructure (laboratories, IT services, workplaces, etc.) are appropriate for the implementation of study programs and ensure the achievement of predicted learning outcomes and the realization of professional and / or scientific activities.</p>	<p>Effective mechanisms</p>
<p>Suggestions for improvements</p>	<p>Continually find additional opportunities to improve the available infrastructure, i.e. to provide new infrastructure (especially focused on laboratories and other infrastructure in order to improve the teaching process).</p>
<p>4.6. The library and its facilities and access to additional facilities ensure the availability of literature for the purposes of good quality study and quality of scientific-teaching activities.</p>	<p>Effective mechanisms</p>
<p>4.7. The higher education institution rationally manages financial resources.</p>	<p>Effective mechanisms</p>

Professional and / or scientific activity (ESG 1.5)

Opinion of the Committee: In accordance with the re-accreditation requirement relating to professional and / or scientific activities, the Committee estimates that the employees at the Polytechnic of Rijeka are very dedicated to achieving high quality and quantity of professional and scientific work. Suggestions for improvement include the need for systematic citation monitoring and systematic individual monitoring of participation in professional and / or scientific meetings.

A little more room for improvement exists within the requirement that obliges the Polytechnic to the social relevance of its research and knowledge transfer. In this regard, it is necessary to formally institutionalize mechanisms for monitoring socially relevant engagement, and as particularly important, develop additional mechanisms to encourage student involvement in higher education institution's projects.

The following is a summary of the conformity assessment in area V. of the re-accreditation standards ***Professional and / or Scientific Activity (ESG 1.5)*** and related suggestions for improvements.

Table 9: Professional and / or scientific activity (ESG 1.5)

CONFORMITY ASSESSMENT - V. Professional and / or scientific activity (ESG 1.5)	
STANDARD	COMMITTEE ASSESSMENT / PROPOSALS FOR IMPROVEMENTS
5.1. Teachers and associates employed at the higher education institution are committed to achieving high quality and quantity of professional and / or scientific work	Mainly effective mechanisms
Suggestions for improvements	<p>Systematically implement citation tracking.</p> <p>Systematically implemented individual monitoring of teacher and associate participation in professional and / or scientific meetings.</p> <p>Encourage employees to open Google Scholar Profile and other opportunities for increasing professional and scientific visibility (related to standard 5.3)</p>
5.2. The higher education institution demonstrates the social relevance of its professional and / or scientific research and knowledge transfer.	Implemented up to partially effective mechanisms
Suggestions for improvements	<p>Opportunity to monitor indicators of social relevance of institutional professional and / or scientific research.</p> <p>Systematically encourage and reward socially relevant employee engagement.</p>
The professional and / or scientific achievements of the higher education institution are recognized in regional, national and international contexts.	Mainly effective mechanisms
Suggestions for improvements	<p>Make a list of all kinds of awards and recognitions gained by teachers and associates. Initiate support activities to open Google Scholar teachers profiles, up-to-date CROSBI profiles, and more (ORCID and ResearcherID).</p>

5.4. The professional and / or scientific activity and achievements of the higher education institution advance the teaching process	Mainly effective mechanisms
Suggestions for improvements	Develop additional mechanisms to encourage student involvement in higher education institution's projects

Support processes / other processes (ESG 1.6 / ESG 1.8)

The support processes (student office, library, IT support, accounting and procurement, legal and other services) and other processes (project management, career center, student organizations, WEB editorial board and social media promotion committee) were assessed in detail following the requirements of ISO 9001: 2015 standard. Attached to this report is a summary report of the audits conducted in the academic year 2017/2018 and 2018/2019 outlining key observations and suggestions for improvements. During the audit process, no discrepancies were identified, only certain risks and opportunities for improvement.

Opinion of the Committee:

In most processes, the following was identified:

- Satisfactory documentation of procedures and processes and their availability.
- Interdependencies are managed and opportunities for improvement are sought.
- The principle of substitution is applied, as is evident from the procedures and job descriptions.
- The PDCA cycle is applied in most cases.
- It is suggested that appropriate corrective action be taken in the area of the mentioned observations, in accordance with the proposals in the description of the audit carried out, or in accordance with the opinion of the management.
- Further active work on the procedure management system is proposed.

Between the two internal audit cycles, which ran from June to September 2018 and 2019, the 2019 internal audit, and the following activities were conducted:

1. Periodic monitoring of activities in accordance with the conclusions (post-internal interviews of management members with responsible persons).
2. Formal organization of the procedure management system.
3. There is an additional focus on the organization of processes that are in their beginnings (career center) or so far lacked formalized mechanisms for repetitive activities (student union).

6. Implementation of the plan to improve the quality assurance system at the Polytechnic of Rijeka

Following an internal assessment of the quality assurance system, an analysis of the evidence and documentation collected, and based on the preliminary report from December 2018, an activity plan for improving the quality system at the Polytechnic of Rijeka was drawn up. The activity plan defines the criteria/measures for improving the system, the task holders and the deadline for implementation. The following table shows implementation by criteria/measures for system improvement.

Table 10: Implementation of the plan to improve the quality assurance system at the Polytechnic of Rijeka

No.	System improvement criteria/measures	Tasks holders	Execution by 25.9.2019	Note/recommendations
1.	Internal quality assurance and the social role of the higher education institution (ESG 1.1. ESG 1.7., ESG 1.8.)			
1.1.	Develop a new strategic document of the Polytechnic of Rijeka, an integral part of which will be the quality assurance strategy.	Management, Strategy Review Committee	Partly done	A SWOT matrix has been created and the strategy will be completed by the end of November
1.2.	Design and direct polytechnic's processes in accordance with the requirements of the ESG Quality Guidelines in Higher Education and ISO 9001: 2015 standards	Management, Quality Committee, responsible persons for individual polytechnic's processes	Continuous*	
1.3.	Align key QAS documents with the new strategy. Include regular mechanisms for monitoring and reviewing quality policy and all strategic documents in new documents.	Assistant Dean for Quality Promotion, management representative and Quality Committee	Partly done	The revision of the documents is ongoing and the final adoption by the Expert Council will be carried out upon the adoption of the strategy.
1.4.	Establish a procedure management system	Assistant Dean for Quality Promotion	Done	
1.5.	Systematically monitor the activities and results of the various evaluations and requirements of program contracts.	Management, Assistant Dean for Quality Promotion	Continuous*	

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No.	System improvement criteria/measures	Tasks holders	Execution by 25.9.2019	Note/recommendations
1.6.	Continually develop targeted communication with the public about all important aspects of their activities (teaching, professional, social)	Management, Heads, web/social networking committee	Continuous *	There are regular news on the web and social networks about all activities.
1.7.	Continuously develop the social role of the Polytechnic of Rijeka and directly encourage targeted activities	Management, Heads, Heads of Service	Continuous *	The committee's recommendation is that the development of a social role be part of the strategy
2. Study programs (ESG 1.2, ESG 1.9.)				
2.1.	Develop an archive of study programs that will consist of: the initial study program, decisions on all formal and substantive changes, and tables - timing of changes that have been implemented and associated learning outcomes if they are not an integral part of the study program.	Teaching department	Done	
2.2.	Develop a detailed action plan for the review of study program outcomes and learning outcomes	Vice-Dean for Teaching, Heads	Done	A review of program outcomes and learning outcomes was conducted
2.3.	Encourage continuous revision and improvement of the teaching process based on direct measurements from teaching.	Vice-Dean for Teaching, Heads	Continuous*	Periodically monitor the implementation of the Rules on grading; act upon the students' survey on the quality of teaching; more broadly apply the dualrating model, etc.
3. Teaching process and student support (ESG 1.3., ESG 1.4., ESG 1.6.)				
3.1.	Intensify activities within the Career Center in the area of student career guidance. Develop mechanisms for monitoring the employability of our students.	Career Center Manager	Not done	Delayed due to personnel changes
3.2.	Develop updated information packages for students (freshmen, incoming Erasmus students, international students, students from vulnerable groups ...)	and Analytical Affairs, Student Office, Heads	Done	

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No.	System improvement criteria/measures	Tasks holders	Execution by 25.9.2019	Note/recommendations
3.3.	Develop systematic mechanisms for periodically verifying the objectivity and consistency of student achievement assesment and evaluation	Vice-Dean for Teaching, Heads	Partly done	Teachers are required, at the request of the superintendent, to submit materials proving the implementation of the Rules on grading, and part of the teachers also implements a doubleassessment model.
3.4.	Organize lectures by students participating in the Erasmus + program	Office for International Cooperation	Continuous*	Upon returning to the home institution
4. Teaching and institutional capacities (ESG 1.5., ESG 1.6.)				
4.1.	To further encourage the transfer of the latest research, trends and findings from the labor market to our students (external assistants and guest lecturers)	Vice-Dean for Teaching, Heads	Continuous*	Classes in a large number of vocational courses are delivered precisely by persons from the labor market (external associates). Heads of departments submit annual reports to the Management on all activities carried out in the departments.
4.2.	Develop institutional capacities especially in the function of improving the quality of the teaching process, i.e. ensuring the achievement of learning outcomes (laboratories, fieldwork, classroom equipment, etc.)	Management	Continuous*	Workshops of the Transport Department, the Occupational Safety and Telematics Department and the Biotechnical Laboratory are equipped
5. Professional and/or scientific activity (ESG 1.5)				
5.1	Systematically implement monitoring of employee citation, participation in professional and / or scientific meetings and recording of awards for professional and scientific work. (encourage the opening of Google Scholar profiles and other profiles such as ORCID and ResearcherID, and ensure that CROSBİ entries are promptly entered)	Assistant Dean for Quality Promotion, Library Manager	Continuous	Teachers are continuously informed about the need to enter data in the CROSBİ database, and other data are collected through the teacher self-evaluation form. The committee's recommendation is that the CROSBİ database should be the basis for determining eligibility for teacher selection/re-election, and that a form should be devised through which teachers will submit information on their activities throughout the year.

Report on the Internal Assessment of the Quality Assurance System at the Polytechnic of Rijeka

No.	System improvement criteria/measures	Tasks holders	Execution by 25.9.2019	Note/recommendations
5.2.	Create mechanisms for evaluating, further encouraging and rewarding socially relevant employee engagement.	Management	Continuous*	Employees receive praise for their socially relevant engagement both on departmental boards and on the Expert Council. The committee's recommendation is to develop a formal engagement evaluation mechanism.
5.4.	Develop additional mechanisms to encourage student involvement in higher education institution's projects.	Management	Not done	

* measures for which a multi-year duration is foreseen

7. Conclusion

The Committee for the Implementation of the Internal Assessment of the Quality Assurance System at the Polytechnic of Rijeka in the academic year 2017/2018 and 2018/2019 conducted the internal assessment process and in accordance with the established situation in 2017/2018 proposed and followed up the implementation of further activities up to the end of the cycle (September 2019). This procedure was carried out by identifying and analyzing the relevant documentation and procedures, gathering the necessary information and talking to the stakeholders of this system.

The table below summarizes the conclusions drawn according to the requirements of the individual ESG 2015 standards.

Table 11: Conclusions according to the requirements of ESG 2015 standard

<p>1.1. Quality assurance policy</p>
<p>The Polytechnic of Rijeka has a publicly available quality assurance policy. It includes all relevant aspects of the work of the Polytechnic of Rijeka: incorporates the existing strategic direction, is based on key quality standards in higher education institutions (ESG and ISO), supports academic integrity and academic ethics, involvement of external stakeholders in quality assurance processes and a dynamic approach to adaptation to the needs of the setting. In the process of conducting the internal assessment of the system, the system's stakeholders confirmed their familiarity with the quality policy of the Polytechnic.</p> <p><i>It is proposed to formally define how to implement, monitor and review the quality policy.</i></p>
<p>1.2. Program development and approval</p>
<p>The visibility of the Polytechnic of Rijeka is based on the diversity of study programs that are in line with the strategic goals of the higher education institution while respecting the needs of the labor market. When designing the new study program, the professional study <i>Sustainable Agritourism</i>, for which a permit was obtained in 2018, the methodology of the Croatian Qualifications Framework was used which addresses the needs of the labor market and the wider community, thus creating the requirements and outcomes that the study program should contain. For lifelong learning programs, there is a Regulation on Lifelong Learning that describes the methodology for developing such programs.</p> <p><i>The recommendation of the Committee is to further use the methodology of the Croatian (European) Qualifications Framework, not only when designing new ones, but also when revising existing study programs.</i></p>
<p>1.3. Student-centered learning, teaching and evaluation</p>

At the Polytechnic of Rijeka, it is common to use different methods of teaching (lectures, case studies, problem solving, team work/joint projects, collaborative learning, online teaching, etc.).

As part of the introduction of the new Regulations on student assessment, the Polytechnic of Rijeka further emphasized and encouraged teachers to apply appropriate teaching methods, given the content of the learning outcomes of their courses and the related appropriate methods of checking their individual acquisition. In this regard, it is encouraged to regularly publish the results of continuous monitoring of students during the semester. Teachers also attended methodological-didactic workshops related to the methodology of learning outcomes and how to test them.

It is encouraged to carry out programs in a way to encourage students to take an active role, as is evident from the Decision to conduct online teaching. It is encouraged and implemented, although not to a great extent, the dual assessments and the development of additional methods of assessing and evaluating student achievement.

Students with disabilities the teaching and assessment process are individually adjusted.

The Committee proposes further regular education of teachers in the field of teaching methodology and didactics, as well as the occasional control of the teaching and assessment process while adapting these methods to students from vulnerable groups.

1.4. Student enrollment and advancement, recognition, certification

Enrollment processes are carried out consistently and transparently, however, consideration should be given to tailoring enrollment procedures to persons from vulnerable and underrepresented groups. The progress of students is clearly stipulated in the Regulations on studying, and the new Regulations on the recognition of prior learning defines the procedures for recognition of higher education qualifications as well as informal and non-formal learning. The supporting documentation that accompanies student enrollment and progression is complete.

The Committee proposes to replace the objectives of the study programs, which are stated in the supplementary documents, with the learning outcomes of the study programs.

1.5. Teaching staff

The Polytechnic of Rijeka provides resources for the professional development of its teachers and staff, their scientific and professional research engagement, innovations in teaching methods, online teaching, and applies fair and transparent recruitment processes. It financially supports the publication of scientific and professional papers, participation in conferences, vocational training, doctoral studies, etc.

The Committee proposes, given the pace of change in the setting, the development of technology and the necessary knowledge from new teaching and assessment methods to

continue to organize workshops in these areas in order to continuously upgrade the teachers' competences.

In addition, it is proposed that the Management develop a formal mechanism of motivation (reward system) for employees in terms of rewarding their additional engagement, in accordance with financial and legal possibilities.

1.6. Learning and support resources for students

The Polytechnic of Rijeka provides resources and funds for learning and teaching activities. Expert visits to businesses are funded, guest lecturers and it is continuously invested in equipping laboratories, classrooms and libraries. Professional staff provides appropriate support to students (Student Office, Library, Legal Counseling), and they are provided with support in the implementation of mobility by professional services (Erasmus Coordinator). In addition, the Polytechnic occasionally organizes presentations of business entities - potential future employers, where our students can make first contacts with the labor market.

The Committee proposes to the Management the urgent establishment of a career center activity that would support students in their professional development.

1.7. Information management

Students' satisfaction with the quality of teaching, the quality of professional practice, the work of the student's office, the satisfaction with the study and the overall study of graduates are regularly examined and the results are acted upon. Student learning resources are available in the library, on the web, and on the Moodle / Merlin LMS system.

The Committee emphasizes the need to systematically monitor the employability and careers of graduates.

1.8. Informing the public

The public is regularly informed about all aspects of the work through the official website www.veleri.hr, and lately through social networks, which has significantly contributed to the visibility of the Polytechnic of Rijeka.

The Committee is of the opinion that the information provided to the public is satisfactory and that further attention should be given to the timely updating of available information.

1.9. Continuous monitoring and periodic review of the program

All study programs were revised according to the needs identified, as part of changes to up to 20% of the content of the initial study program. For the purpose of easier and more systematic monitoring of changes within an individual study program, an archive of study programs was created, consisting of the initial study program, a decision on all formal and substantive changes and timing of changes, and with the aim of continuous monitoring, evaluation and improvement of study programs the new Regulation on the procedure for amending the study program has been brought. For the programs for which approvals have

been obtained prior to the implementation of the methodology for the development of programs based on learning outcomes, the revised learning outcomes of the study programs and of all courses have been drafted and harmonized with the level and profile of the qualifications acquired in individual studies. New programs (professional study *Sustainable Agritourism*) also applied the new methodology. There are formal mechanisms and amendments to existing study programs.

A Committee for the revision of the study program of Entrepreneurship greater than 20% was appointed, including a labor market representative and a representative of the local community.

The recommendation of the Committee is to define further priorities in the revision of study programs in excess of 20% and to determine the dynamics of activities.

In view of the forthcoming re-accreditation process, the recommendation of the Internal Assessment Committee is to appoint persons responsible for gathering evidence of eligibility under certain re-accreditation standards and follow the recommendations of the Committee given in this Report.

The requirements of ISO 9001: 2015 standard have been successfully integrated into the operational functioning of the Polytechnic of Rijeka, which was confirmed by the findings of a recertification audit by an external auditor (Bureau Veritas), under this standard as of September 20th 2019. The Committee proposes to continue to use the requirements of this standard in arranging operational processes, actively use the feedback received in the internal audit process under this standard, and involve other employees in subsequent audit cycles (education of new internal auditors, but also to conduct internal audits not only with heads of individual services / processes but also with others involved in those processes).

President
Internal Assessment Committee

Erika Gržin, Lecturer

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An integral part of the full report make the following attachments:

- Summary reports on internal audits performed according to ISO 9001: 2015 standard
- Self-evaluation form of the Polytechnic of Rijeka in accordance with the *standards for quality evaluation of the Polytechnic and higher education institutions prescribed by the ASHE (re-accreditation standards)*