REPORT
OF THE EXPERT PANEL
ON THE
RE-ACCREDITATION OF
THE FACULTY OF TEACHER EDUCATION UNIVERSITY OF ZAGREB

Date of preliminary site visit: 2nd November 2020.
Date of on-line re-accreditation: 3rd – 5th November 2020.

11/2020

CONTENTS

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 Faculty of Teacher Education University of Zagreb.

Members of the Expert Panel:

1. Prof. dr. sc. Rudolf Egger, Faculty of Environmental, Regional and Educational Sciences, Karl-Franzens-Univerzität Graz, Republic of Austria
2. Prof. dr. sc. Anna Maria Parpala, Faculty of Educational Sciences, University of Helsinki, Republic of Finland
3. Prof. dr. sc. Jera Gregorc, Pedagoška fakulteta Univerza v Ljubljani, Republic of Slovenia
4. Prof. dr. sc. Goran Livazović, Faculty of Humanities and Social Sciences, Josip Juraj Strossmayer University of Osijek, Republic of Croatia
5. Jelena Gunc, student, Faculty of Teacher Education University of Rijeka, Republic of Croatia.

During the on-line re-accreditation, the Expert Panel held meetings with the following stakeholders:

- Management (dean, vice-deans and secretary)
- Representatives of Quality Assurance Committee
- ECTS coordinator
- Head of Life Long Learning

- Head of student practice
- Vice dean for teaching and students, Vice-Dean for Research, Art and International Cooperation
- Heads of study programmes
- Full-time teaching staff
- Heads of research projects
- Teaching assistants
- Students
- Alumni.

Croatian Expert Panel members went to the preliminary site visit on 2 November 2020, at which they 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.

During the preliminary site visit, 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 The Faculty of Teacher Education University of Zagreb on the basis of The Faculty of Teacher Education University of Zagreb self-evaluation report, other relevant documents, preliminary site visit and on-line meetings.

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 protocol),
- Summary.

In the analysis of the documentation, preliminary site visit to The Faculty of Teacher Education University of Zagreb and writing of the Report, the Expert Panel was supported by:

- Vlatka Šušnjak Kuljiš, coordinator, ASHE
- Anna Maria Perović, interpreter at the preliminary site visit and during the online meetings, 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
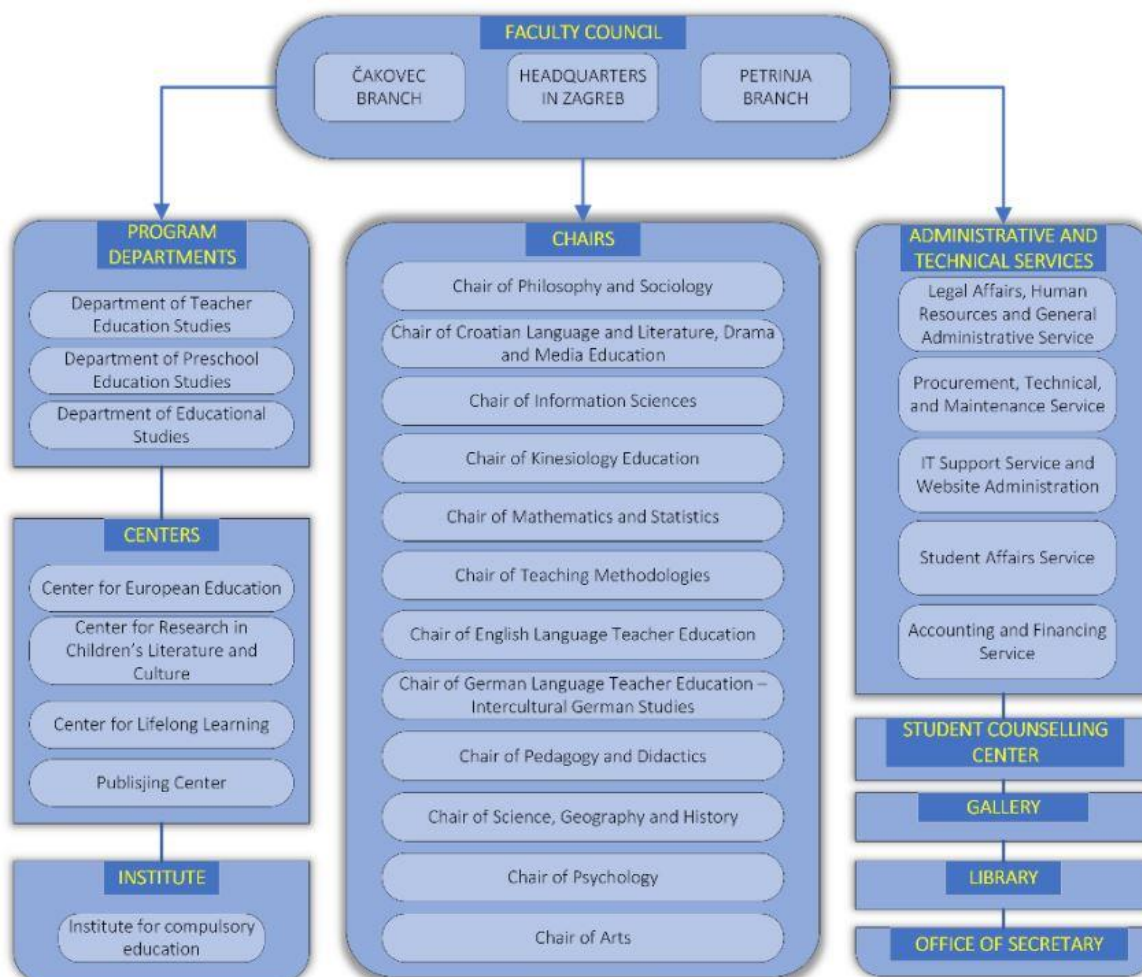
NAME OF HIGHER EDUCATION INSTITUTION: The Faculty of Teacher Education University of Zagreb

ADDRESS: Savska cesta 77, 10000 Zagreb

DEAN: Prof. dr. sc. Siniša Opić

ORGANISATIONAL STRUCTURE:
Based on the Self-evaluation document

STUDY PROGRAMMES:
Based on MOZVAG database

No.	Name of the study programme	Type of programme	Education provider	No. ECTS credits	HKO ***Level
1.	Early Childhood and Preschool Education (Zagreb)	Undergraduate university study programme	Faculty of Teacher Education (Zagreb)	180	6
2.	Early Childhood and Preschool Education (Petrinja)	Undergraduate university study programme	Faculty of Teacher Education (Zagreb)	180	6
3.	Early Childhood and Preschool Education (Čakovec)	Undergraduate university study programme	Faculty of Teacher Education (Zagreb)	180	6
4.	Early Childhood and Preschool Education (Zagreb)	Graduate university study programme	Faculty of Teacher Education (Zagreb)	120	7.1.
5.	Early Childhood and Preschool Education (Petrinja)(*)	Graduate university study programme	Faculty of Teacher Education (Zagreb)	120	7.1.
6.	Early Childhood and Preschool Education (Čakovec)(*)	Graduate university study programme	Faculty of Teacher Education (Zagreb)	120	7.1.
7.	Management and Counselling in European Education (*)	Graduate university study programme	Faculty of Teacher Education (Zagreb) University of Münster (Munster)	60	7.1.
8.	Teacher Education (Zagreb)	Integrated undergraduate and graduate university study programme	Faculty of Teacher Education (Zagreb)	300	7.1.

9.	Teacher Education (Petrinja)	Integrated undergraduate and graduate university study programme	Faculty of Teacher Education (Zagreb)	300	7.1.
10.	Teacher Education (Čakovec)	Integrated undergraduate and graduate university study programme	Faculty of Teacher Education (Zagreb)	300	7.1.
11.	Teacher Education; specialisations in: English or German	Integrated undergraduate and graduate university study programme	Faculty of Teacher Education (Zagreb)	300	7.1.
12.	Language, Literary and Cultural Context of Early, Preschool and Primary (**)Education	Postgraduate (doctoral) university study programme	Faculty of Teacher Education (Zagreb)	180	8.2.
13.	Life Long Learning and Educational Sciences	Postgraduate (doctoral) university study programme	Faculty of Teacher Education (Zagreb)	180	8.2.
14.	Lifelong Learning	Postgraduate specialist university study programme	Faculty of Teacher Education (Zagreb)	120	7.2.
15.	Theatre Pedagogy	Postgraduate specialist university study programme	Faculty of Teacher Education (Zagreb)	120	7.2.

*** Croatian Qualification Framework
Source: Data generated from the Mozvag Module Browser
* According to the note received from the institution (CLASS: 602-04/19-01/160 FILE NUMBER: 251-378-01/20/06) this programme was excluded from analytic MOZVAG
** According to the note received from the institution (CLASS: 602-04/19-01/160 FILE NUMBER: 251-378-01/20/04) this programme was excluded from analytic MOZVAG

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

Study programme name	Full-time students	Part-time students
Teacher Education; specialisations in: English or German Language (813), integrated undergraduate and graduate university study programme, Zagreb	343	0
Teacher Education (815), integrated undergraduate and graduate university study programme, Čakovec	314	0
Teacher Education (816), integrated undergraduate and graduate university study programme, Zagreb	808	0
Teacher Education (817), integrated undergraduate and graduate university study programme, Petrinja	229	0
Total number for integrated undergraduate and graduate level	**1694**	**0**
Early Childhood and Preschool Education (828), undergraduate university study programme, Zagreb	274	0
Early Childhood and Preschool Education (829), undergraduate university study programme, Čakovec	92	193
Early Childhood and Preschool Education (830), undergraduate university study programme, Petrinja	98	249

Total number for undergraduate level	**464**	**442**
Early Childhood and Preschool Education (831), graduate university study programme, Zagreb	193	427
Total number for graduate level	**193**	**427**
Lifelong Learning (834), postgraduate specialist university study programme, Zagreb	0	5
Theatre Pedagogy (835), postgraduate specialist university study programme, Zagreb	0	14
Total number for postgraduate specialist level	**0**	**19**
Life Long Learning and Educational Sciences (836), postgraduate (doctoral) university study programme, Zagreb	0	28
Total number for postgraduate doctoral level	**0**	**28**
Total number of students on all study programmes	**2351**	**916**
Total number of students	**3267**	

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
Full professors with tenure	10	1	1
Full professors	15	-	2
Associate professors	26	-	4
Assistant professors	45	-	14
Scientific advisors (permanent/with tenure)	-	-	-
Scientific advisors	-	-	-
Senior Research Associates	-	-	-
Research Associates	-	-	-
Teaching grades	30	1	43
Assistants	14	-	-
Postdoctoral researcher	4	-	-
Employees on projects	-	-	-
Expert assistants	-	-	24
Technical staff	25	-	-
Administrative staff	33	-	-
Support staff	-	-	-

ENROLMENT IN REGISTER OF SCIENTIFIC ORGANISATIONS:
Social sciences

SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION

As a constituent of the University of Zagreb, the Faculty of Teacher Education was founded on February 2, 2006. The Faculty is the successor of the Teacher Training School in Zagreb, Two-year Teacher Training College, Three-year Teacher Training College, Teachers' Academy, Faculty of Philosophy - Educational Sciences, and the Teacher Education Academy. The history of teacher education in the Republic of Croatia, and the history of the institution, can be observed from the 19th century. The first Teacher Training School in Zagreb was founded in 1849, while Petrinja established the first Teacher Training School in 1862, and Čakovec in 1879.

University education of teachers can be traced to 1919 when the Teacher Training School in Zagreb established a two-year programme of study that prepared teachers for work in higher grades of public school. The School also prepared professionals for other work related to education.

After many changes from 1919 till today, the organizational structure of the Faculty of Teacher Education set within the framework of constituents of the University of Zagreb is unique as the Faculty operates at three locations: Zagreb – Central Branch, Čakovec Branch and Petrinja Branch. Scientific research, art and teaching activities are carried out at all of the three branches. The Faculty further has three programme departments: Department of Teacher Education Studies, Department of Preschool Education Studies, Department of Educational Studies.

BRIEF ANALYSIS OF THE INSTITUTIONAL ADVANTAGES AND DISADVANTAGES

ADVANTAGES OF THE INSTITUTION
1. Institutional quality assurance system is adequately developed. Evaluation data are used for monitoring and improvement of teaching/learning
2. Highly motivated teaching and research staff at the Faculty
3. Well-established institutional strategy with clear strategic goals, operational plans and monitoring mechanisms.
4. Involvement in national and international projects with related teacher education institutions aimed at improving and modernising the study programmes
5. Interdisciplinary fields enable the application and implementation of very different projects.

DISADVANTAGES OF THE INSTITUTION
1. Lack of a clear research monitoring system and performance indicators. Recognised more as an educational than a research institution
2. Lack of opportunities for young researchers
3. Study programmes need improvement in the learning outcomes methodology and implementation
4. The web infrastructure is quite underdeveloped, which should be improved in order to gain more transparency and public recognition
5. Limited financial resources.

EXAMPLES OF GOOD PRACTICE
1. Vice-deans care and communicate with staff and students in different aspects of planning and delivery of good learning and teaching practices.
2. Supportive communication between students and teaching staff
3. Comprehensive implementation of internship opportunities
4. Excellent management in unpredictable situations
5. Faculty support, equipment and facilities for students

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

The Faculty made real progress to ensure and develop quality in studies and teaching compared to the report of the Expert Panel in the 2014 re-accreditation. The question for the accreditation team was, how the quality assurance activities are funded as part of the teacher education quality initiatives, how they are integrated into the quality management strategies and how this integration affects the improvement of the teaching and research-agenda of every employee.

On the surface, the quality system's goals and guidelines are developed, and process procedures, methods and instruments are elaborated and form the formal keystones of quality assurance. The whole internal quality assurance system as a concept is in general coherent and consistent. It includes and evaluates most of the activities (study programmes, teaching process, student support, learning resources, scientific/artistic activity, professional activity) and is well-developed and transparent. The documentation is based on the ISO standard and the quality assurance system was certified in 2016 and 2019 by an authorized certification company.

Recommendations for improvement

1. The quality assurance system is basically very well done, but it is important to ensure that these elements can be regarded as helpful in the daily work process of employees. Communicate how you identify the causes of problems and your decisions for the improvement of internal processes.

2. Make the structural, institutional and methodological approaches to quality assurance more "daily" to all staff members and let the staff "communicate" the consequences. Try to shape the different levels of internal audits, student surveys, peer reviews, expert reviews, quality dialogues, etc. to be more a part of everyday lives at the Faculty and support them with a structure of courses (in the fields of teaching and research) to improve their competences. Focus on implementing strategic and quality goals and activities into normal everyday activities of academics.

3. Ensure the visibility of aims, goals and quality assurance system of your institution via website or social media, in Croatian and foreign languages.

4. Secure the long-term systematic monitoring of Faculty impacts through institutional quality assurance and develop the study programmes in communication with all members; students, staff, stakeholders etc.

5. Extend the participation in regular rounds of all Faculty employees and regular consultations with QM-representatives of the Faculty. Assign clear responsibilities and formal roles in quality management for staff and other stakeholders.

6. Sensitize employees to a critical self- review.

7. Professionalize your (vice-)deans in terms of quality assurance measures. Offer additional professional trainings for this purpose.

Quality grade

Satisfactory level of quality

II. Study programmes

Analysis

The Faculty has provided sufficient and transparent evidence that the general goals of all study programmes are in line with the mission and the strategic goals of the higher education institution and international, national and university strategic policies. Students have a possibility for vertical academic mobility, and the study programmes are adequate with regard to social and economic needs.
The Faculty delivers study programmes leading to degrees in regulated professions, and recognizes the recommendations of professional organizations that govern their licensing, due end of 2021, but the methods in which this is achieved should be improved.

Recommendations for improvement

1. Implement permanent, mandatory workshops and training for all the teaching staff in the area of writing and planning learning outcomes.

2. Connect the learning outcomes to the corresponding level of achievement of the study programme.

3. Implement a thorough analysis on the ratio between the allocated ECTS points per study programme and per subject in relation to the learning outcomes, as an analysis of actual student workload and the corresponding teaching and evaluation methods.

4. Uniformly apply this process to all study programmes and all the teaching staff on all levels, as there are significant differences in the methodological approaches to the learning outcomes quality, number, aimed levels of student knowledge achievement, and their general coherence.

5. Include important stakeholders such as social partners and the alumni as integral members of workgroups appointed to develop future study programmes and the

internship or practical aspects of education in preschool and elementary school institutions.

Minimum level of quality

III. Teaching process and student support

Overall, Faculty's teaching processes and student support are at a satisfactory level. The Faculty's admission process is clear and visible for national students and Faculty systematically monitors students' study progress. The Faculty has clearly a culture of discussion and teaching, based on mentor-assisted problem solving. In addition, the Faculty has many programmes for students' mobility and there are many active agreements with international universities. Some improvement could be done especially in the light of student diversity and internalisation and in supporting teachers' ability to teach courses with heterogeneous student population.

1. The Faculty should have a clear mechanism for analysing student performance and pass rates, which clearly shows the responsibilities and how actions according to the analyses are implemented in the study programmes

2. Systematically evaluate what kind of support teachers need for teaching, and enable them to participate in courses on higher education pedagogy

3. The Faculty could have a clear action plan for supporting students from vulnerable and under-represented groups. The Faculty could seek and consider means how it would be able to support these students. The actions could be, for example, peer support for students in vulnerable and under-represented groups, support with tuition fees, help in finding accommodation.

Satisfactory level of quality

IV. Teaching and institutional capacities

The Faculty's number of teachers with regard to student-teacher ratio is good. However, the teachers' workload should be critically evaluated. The Faculty supports the development and improvement of teachers' scientific-research activities both professionally and financially. The library facilities provided by the Faculty are excellent

and all lecture rooms and classrooms are equipped with computers, internet access and overhead projectors and screens. Moreover, the facilities have been adjusted for the needs of students with different disabilities. The Faculty continuously invests efforts towards increasing its own revenues through the realization of new programmes and studies, as well as improvement of existing ones, which is confirmed by their long-term continuous growth. Still, more transparency in teaching criteria and visibility of the Faculty in societal level is needed.

Recommendations for improvement

1. Provide a clear structure on how teachers' experiences on teaching and research (e.g. workload, well-being) are assessed and how the evaluation results are implemented in practice.

2. Set up regulations and procedures for assessing and rewarding teacher excellence and additional internal criteria for the academic promotion of teachers

3. Formalise the process of using student feedback in teacher evaluation. Provide criteria for good teaching and support system for teachers with lower scores on evaluation to make the system to enhance teaching and not to judge teachers.

4. Emphasize the potentials of diverse professionals, new study programmes and the long-standing tradition of the Faculty in an effort for more public recognition, especially via digital media and a foreign language web-page (brand your institution).

Quality grade
Satisfactory level of quality

V. Scientific/artistic activity

Analysis

Overall, the Faculty has made real progress in ensuring and developing the quality and quantity of scientific/artistic/professional activities compared to the report of Expert Panel on re-accreditation in 2014. Through the evaluation of five quality indicators, three of them received the grade "satisfactory quality level" and 2 of them received the grade "minimum quality level".

From the analysis of the individual indicators, it is clear that it makes sense to strive for recognition of the Faculty as a research institution. To enable this, teachers and associates of the Faculty should be more committed to high standards of quality and quantity in their academic/artistic/professional work. Research activities should be

more sustainable and development-oriented, their work is recognized in the regional and national context, but it should be more recognized in the international field. The link between scientific activities and the teaching process should be strengthened.

Recommendations for improvement

1. By relieving pedagogical workload of the teachers and by balancing the workload of the teaching staff, make the Faculty more research-oriented. Teachers should become more committed to the development of the Faculty towards a research academic institution.

2. More support should be established to early-stage researchers and senior lecturers in their career development as an essential part of the Faculty strategy.

3. Expand administrative support services for the development of national and international projects and try to provide better support to facilitate their research careers.

4. Develop action plans to expand collaborative research projects with other national and internationals institutions to improve resources for research and make academic staff more international. Try to cover all core disciplines in international perspectives by resourcing in projects, publishing articles, etc.

5. Establish long-term perspectives in the participating Erasmus, Tempus and other programmes to support student and staff mobility by enabling the window within the curriculum.

6. Intensify efforts towards a strategy for foreign full-time professors teaching in the study programmes and for international students.

7. There should be a clear indication and motivation to involve all academic staff in the implementation of research activities.

8. Students of all study levels should be familiar with all the projects. (It would make sense to present all projects in one place.)

Quality grade:
Minimum 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

The internal quality assurance system deals with the different stakeholders in a differentiated way and allows a formally regulated good exchange on the different levels (like students and external stakeholders - employers, alumni, representatives of professional organisations, civil society organisations and internal stakeholders).

The quality assurance policy is a part of the strategic management and is highly enough implemented in the strategy of the Faculty.

The implementation allows SWOT analysis and is based on distinct responsibilities for monitoring mechanisms. In principle, the stakeholders are aware of the strategy.

The Faculty systematically collects data (e. g. student satisfaction surveys, peer reviews, feedback from employers and/or associates, graduates etc.) to analyse the processes in relation to the resources and results. There are some defined ways to use this data effectively to manage and improve the activities.

The human resource management policies are visible on several levels: the individual procedural steps for the development of employees are basically comprehensible. As far as the development and workload of employees in teaching and research is concerned, the individual goals and steps are to be regarded as not very systematically. Thus, the workload in teaching (the workload of teaching hours in year varies from 0 to 1,043.5) and the performance in research (see Analytic supplement to Self-analysis, table 4. 4) are very diverse.

One problem for the accreditation panel was the rather vague orientation of the actual goals and tasks of the Faculty. The Faculty has a large number of procedures in the handling of processes, but the underlying focus with regard to the lived dimensions of quality remains vague.

Recommendations for improvement

1. Make the structural, institutional and methodological approaches to quality assurance more "daily" to all staff members and let the staff "communicate" the consequences. Try to shape the different levels of internal audits, student surveys, peer reviews, expert reviews, quality dialogues, etc. to be more a part of everyday lives at the Faculty and support them with a structure of courses (in the fields of teaching and research) to improve their competences. Focus on implementing strategic and quality goals and activities into normal everyday activities of academics.

2. Ensure the visibility of aims, goals and quality assurance system of your institution by using webpage or social media in Croatian and foreign languages.

3. Secure the long-term systematic monitoring of Faculty impacts through institutional quality assurance and develop the study programmes in communication with all members; students, staff, stakeholders etc.

4. Extend the participation in regular rounds of all Faculty employees and regular consultations with QM-representatives of the Faculty. Assign clear responsibilities and formal roles in quality management for staff and other stakeholders.

5. Use the diversity of the staff and students in motivating the academics to engage in lifelong learning and research. Bring the older staff into the projects with the younger academics.

Quality grade
Satisfactory level of quality

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

Analysis
The Faculty has largely accepted the recommendations and criticisms based on recommendations of the expert panel in the last evaluation for improvement and has implemented lots of activities on the basis of previous internal and external assessments. The Faculty is now capable to analyse new improvements and plan further development accordingly to higher education international standards.

Recommendations for improvement
1. Referring to the actual elements to a Bologna-compliant study structure in the field of teaching is concerned, the steps taken here remain too vague, especially in the area of learning outcomes.

2. Analyse constructive alignment between the ECTS workload and the teaching methods with the learning outcomes and methods of assessment.

Quality grade
Satisfactory level of quality

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

Analysis

The Faculty supports academic integrity and freedom, defends the ethical standards and preserves academic integrity and freedom according to the quality policy, the code of ethics.

The Faculty has developed mechanisms for preventing unethical behaviour, intolerance and discrimination and also carries out activities related to the sanctioning of unethical behaviour, intolerance and discrimination (founding of an ethics committee, development of student attorney or boxes, installed in the Faculty building, in which students can submit written objections anonymously when suspecting unethical behaviour at the Faculty).

The Faculty systematically addresses issues of academic dishonesty (plagiarism, cheating etc.). Students are regularly informed of the values of the University Code and academic ethics. An adequate software plagiarism detector is installed.

Recommendations for improvement

1. Faculty should have clear guidelines how to seek help on issues regarding students' and teachers' rights.

Quality grade

Satisfactory level of quality

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

Analysis

Information on study programmes and other activities of the Faculty is publicly available in Croatian website social networks. Information on the websites are written in Croatian, basic information are available in English and German.

The higher education institution informs the stakeholders formally (e. g. ALUMNI, analyses of feedback from stakeholders) and informally (website, talks, workshops for stakeholders …) on the admission criteria, enrolment quotas, study programmes, learning outcomes and qualifications. Information on the social role of the Faculty available to stakeholders (e.g. pass rate analyses, graduate employment), in cooperation with the Centre for Lifelong Education of the Faculty of Teacher Education.

Recommendations for improvement

1. Foreign language websites are crucial in the light of internationalisation for students, teachers and other academics. All these different groups should be taken into account when developing the website.

2. Engage Alumni by providing information for them and formalise their involvement in the activities of the Faculty

Satisfactory level of quality

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

The Faculty proves in many different activities that it is aware of its role as an intellectual and social institution in the region (e. g. the National Council for Education, the National Council for Science and Higher Education, the National Centre for External Evaluation of Knowledge, the Ministry of Science and Education, the Education and Teacher Training Agency).
The development of its social role is an integral part of the mission of the Faculty (e.g. public lectures, conducting educational programmes for different social groups).

1. The international social role and visibility should be strengthened in order to ensure the transparency and availability of information, as well as the potential for international development.

Satisfactory level 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.

There is weak evidence that general goals of the lifelong learning programmes are in line with the mission and strategic goals of the higher education institution. The development of the "Lifelong Learning Centre" of the Faculty of Teacher Education of the University of Zagreb is one way to improve this focus, but the individual activities are not developed systematically enough, neither in the field of teaching nor in the field of research, to have a strategic impact.
There is weak evidence that general goals of the lifelong learning programmes are generally in line with social needs.

1. Lifelong learning and competence orientation are essential components of the Bologna system; that's why comprehensive lifelong learning strategies need to be developed to keep up with the rapid change and innovation in the fields of the Faculty.

2. Strengthen the role of Lifelong Learning Centre by connecting it to aims, goals and future visions of the Faculty. Implement the actions of Lifelong Learning Centre into the research activities of the Faculty.

Quality grade
Satisfactory level of quality

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 needs of the society.
Analysis

The Faculty has provided sufficient and transparent evidence that the general goals of all study programmes are in line with the mission and the strategic goals of the higher education institution, as well as international, national and university strategic policies. It is ensured that potential students have a possibility for vertical academic mobility through enrolment at study programmes from undergraduate, graduate, integrated undergraduate and graduate level, up to postgraduate professional and postgraduate doctoral programmes.

The justification for delivering the study programmes is sound and adequate with regard to social and economic needs, as the Faculty recognized a significant deficit in national early childhood and preschool participation which is significantly below EU standards, as well as a labour market deficit in subject teachers and pre-school educators, reflected in the Faculty's enrolment quotas. The Faculty has provided and included an analysis of resources of the higher education institution required for delivering their study programmes.

The Faculty delivers study programmes leading to degrees in regulated professions, and recognizes the recommendations of professional organizations that govern their licensing, as they are currently involved with a national collaborative teacher education project aimed at aligning their study programmes with the European and Croatian Qualification Framework, due end of 2021.

The Faculty has recognized the need for permanent adjustment and a systematic study programme alignment, which is proven by their dedication to collaborate on a national

level with related teacher training institutions in acquiring a national standard of qualification for regulated professions in their domain (teachers, pre-school educators). There is evidence that the Faculty continuously adjusts the study programmes, course content, relevant literature and digital sources, as well as staff lifelong learning so as to ensure the quality education of competitive professionals for national and international labour markets, but the methods in which this is achieved should be improved.

Recommendations for improvement

1. Increase the potential for international recognisability od the study programmes at the institution

2. Make the process of study programmes revision an integrative process and include important stakeholders in their development (alumni, internship and methodical classes mentors, students)

Quality grade
Satisfactory level 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 Faculty has clearly defined the learning outcomes of the study programmes, which are aligned with the mission and goals of the higher education institution and specific qualification framework levels of achievement. It is encouraging that the Faculty is part of a national collaborative teacher education project focused on adjusting all study programmes with the European and Croatian Qualification Framework, such as the INPUTS project.

In defining learning outcomes, the higher education institution acts in line with professional requirements and internationally recognized professional standards, ensuring that the programme is up to date. Still, the intended learning outcomes are not clearly reflecting the competencies required for employment, continuing education or other individual/society needs, as their methodology and uniformity in syllabi does not adhere to the corresponding achievement or knowledge levels. This is why it is difficult to conclude whether and how the learning outcomes are actually influencing the expected knowledge levels and student behaviour.

The higher education institution checks and ensures that the learning outcomes at the level of courses are aligned with the learning outcomes at the programme level, which is manifested as integral syllabi elements in all of the study programmes, but this aspect is elective and not uniformly or strictly applied, as some syllabi do not even contain or have defined learning outcomes.

Learning outcomes achieved in the study programme are only partially aligned with the CroQF and EQF level descriptors. The learning outcomes achieved in the study programme are not uniformly aligned with the CroQF and EQF level descriptors, since specific learning outcomes analysed in the study programmes are methodologically very heterogeneous, lacking uniformity and clear connections to the ECTS workload and methods of evaluation. This is especially notable in the integrated undergraduate and graduate teacher training programme, where the diversity in syllabi quality is very apparent. All 3 levels of learning outcomes in the subject course syllabi should be encompassed. The CROQF expresses learning outcomes through knowledge, cognitive skills, practical skills, social skills and respective autonomy and responsibility. These areas correspond with the cognitive, psychomotor and affective domain of learning outcomes, which are not adequately operationalized in a number of subject course syllabi, as the majority of learning outcomes in specific subject courses focus only on cognitive outcomes.

Recommendations for improvement

1. Implement permanent mandatory workshops and training for all the teaching staff in the area of writing and programming learning outcomes. Content analysis and feedback from the teaching staff has shown this aspect to be elective, rather than obligatory, which is an area that needs considerable improvement. The Faculty and teaching staff should continuously revise and improve the teaching process by preparing the teaching staff and consequently students in how to write optimal learning outcomes, how to connect the specific learning outcomes with their teaching methods and student evaluation methods, so as to manifest that the learning outcomes were actually achieved and resulted in acquired competences.

2. Uniformly apply this process to all study programmes and all the teaching staff on all levels, as there are significant differences in the methodological approaches to the learning outcomes quality, number, aimed levels of student knowledge achievement, and their general coherence.

3. Write 4-8 learning outcomes per subject course using uniform Bloom's Taxonomy action verbs (1 verb per outcome) that describe the level of knowledge quality or achievement. Simplify learning outcomes and make them coherent. The learning outcomes per subject course should include all three levels of achievement-cognitive, psychomotor and the affective domain, with a clear relation to the allocated ECTS workload and student evaluation methods.

4. Connect the learning outcomes to the corresponding level of achievement of the study programme. It is noticeable that the learning outcomes are programmed at a lower level of achievement than the prerequisite level 6 and level 7 of the

Croatian qualification framework. The learning outcomes should not focus only on the basic knowledge quality levels of recognition or comprehension, but higher levels of knowledge quality, as well, which is not achieved.

5. Revise the syllabi elements in all study programmes and include a clear analysis of the allocation of ECTS points in relation to student activities. All subject course syllabi must contain learning outcomes.

Minimum level of quality

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

Analysis

The higher education institution only partially ensures the achievement of intended learning outcomes of the study programmes it delivers, as the learning outcomes methodology and quality varies greatly, rendering their effectiveness and validity dubious.

The Faculty has quality teaching staff that continually revise and improve the teaching process on the basis of evidence on the achievement of the intended learning outcomes (for example, tests, seminar papers, presentations, etc.), which is evident from staff and department meetings, feedback data on the biannual student satisfaction survey, as well as the operational plans for each academic year that are constantly adjusted in the segment of elective courses, teaching methods and methods of evaluation. Still, this seems to be more individually reliant as the institution has no systemic model of ensuring the uniformity and sustainability of this process, evident in the diverse quality of the study programme syllabi.

Recommendations for improvement

1. Implement a broad study programme constructive learning outcomes alignment.

2. Make the teachers understand the relation between programming learning outcomes, the corresponding teaching methods and the assessment process.

3. Implement the learning outcomes revision process as mandatory, so as to ensure appropriate teaching quality with all student activities adequately evaluated.

4. Implement a thorough analysis on the ratio between the allocated ECTS points per study programme and per subject in relation to the learning outcomes, as an analysis on actual student workload and the corresponding teaching and evaluation methods.

Minimum level 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.

Development activities related to study programmes are carried out systematically and regularly, involving various stakeholders, so it is encouraging that data on the quality of teaching is systematically collected through student, staff and stakeholder surveys at the level of University and internal surveys, as well as through the implementation of various specialized projects. One valid institutional effort was made through the analysis of the quality and sustainability of elective courses in the last five academic years, as well as a constructive alignment of the undergraduate study programmes, which resulted in a number of programme and elective courses syllabi revisions. Still, no evidence was provided in the area of stakeholders or alumni having a significant and formal role in the development of study programmes or student practice, which they themselves could not attest to during the panel meetings.

Planning and proposing new study programmes includes an analysis of justification for delivering a study programme, resources and alignment with the strategic goals at the local and national level, and other needs of society, which is an integral part of the study programmes framework and is a national university prerequisite.

The higher education institution provides evidence on the justification for delivering same or similar study programmes within the same university, and this is clearly emphasized, as there are no similar study programmes for early and preschool education or elementary teacher education at the university.

The higher education institution publishes up-to-date versions of study programmes, and they have initiated a number of systemic changes through collaborative teacher education projects with related national institutions, so as to adhere to European and national qualification standards.

The higher education institution records the changes to study programmes and analyses their fitness for purpose. This is needed to ensure that the learning outcomes are actually being achieved, and that student activities are appropriately evaluated.

1. Increase the visibility of the process of establishing new study programmes, and organise the quality assurance personnel responsible for implementing the quality actions in the study programme (not only the vice-dean).

2. Include important stakeholders such as social partners and the alumni as integral members of workgroups appointed to develop future study programmes. Consult the stakeholders and members of the alumni in developing the internship or practical aspects of education in preschool and elementary school institutions, because they feel they would become and are an important asset.

Quality grade
Satisfactory level of quality

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

The methodology and approaches in which the Faculty allocates ECTS credits does not allow for an estimate whether this procedure is in accordance with the actual student workload, based on the analyses of feedback from stakeholders in the teaching process, or other procedures. A number of the course syllabi in study programmes does not provide a transparent insight into the actual ECTS allocation in relation to diverse student activities, so as to constructively connect shares of the ECTS point to specific activities or outcomes (classes, learning and preparation, exercises and workshops, literature analysis, seminars, practical work, field work etc.). The syllabi are very heterogeneous in this aspect, as some teachers have clearly allocated ECTS points for each specific student activity, operationalized clear and methodologically sound learning outcomes, while others have omitted this element entirely. The students and teachers both have attested to the fact that no systemic institutional analysis of the ECTS allocated points and the actual workload per subject course or the study programme in general, was implemented. This should be uniformly addressed on all levels, in all study programmes and in all subject courses regardless of their nature or scientific field, especially based on a widespread analysis of students' perceptions and feedback on the ratio between actual workload and ECTS points per every subject course.

Students are provided with feedback on the results of the analysis of gathered information and the implemented changes through the corresponding Faculty mechanisms, such as the participation in the work of the Faculty council, the Faculty management and offices for student support, individual consultations, project and conference participation, as well as workshops and regular communication with mentors during internship in preschool and elementary school institutions.

Recommendations for improvement
1. It is recommended that a constructive alignment of learning outcomes be implemented, so as to uniformly adjust the study programme learning outcomes with specific subject or course learning outcomes, teaching and evaluation methods, as well as the corresponding ECTS workload students actually need to invest.

2. The continuous systemic learning outcomes training and workshops for the teaching staff at the Faculty is vital, as they are responsible for training future educators, as well as the study programmes' quality and outcomes.

3. All teaching staff should evaluate and balance the amount of workload (lessons, seminars, methodical exercises, papers, literature analysis) per subject course in relation to 1 ECTS point equalling 28 hours of study or activities.

4. All students should evaluate the amount of workload (lessons, seminars, methodical exercises, papers, literature analysis) per subject course at the end of the academic year, so as to provide feedback to the Faculty on the actual workload and ECTS allocation.

5. The learning outcomes and assessment methods should clearly manifest student achievement, and correspond to the allocated ECTS points.

Quality grade
Minimum level of quality

2.6. **Student practice is an integral part of study programmes (where applicable).**
Analysis
The higher education institution allows for learning and obtaining new skills through student practice, and the students and related stakeholders unanimously confirm that the internship and practical aspects of preschool educator and teacher training is the strongest element of their educational experience. The students have, however, frequently expressed an opinion that the practical aspect of their internship should be organized from enrolment at the first undergraduate year, even if they are only in the role of observers and passive participants in preschool and elementary school institutions. The students and stakeholders have emphasized that they are well prepared and consider the practical experiences provided at the Faculty and training preschools/schools to be superbly organized.

The Faculty ensured that student practice is an integral part of study programmes and is organized not only on-site at the Faculty, but outside the Faculty in cooperation with the labour market and important stakeholders, as well. All of the interviewed students recommended an increase in the ratio of practical student activities in specific training institutions, so as to gain more on-hand skills and experience.

Student practice is carried out in a systematic and responsible manner, ensuring the achievement of intended learning outcome regarding student practice, which is evident from the Faculty's strategic documents, study programmes and study design on all levels.

Recommendations for improvement
1. Continuous evaluation and appointment strategy for mentors is important as they are not part of the Faculty and still have a crucial in supporting students.

2. Students have expressed very positive attitudes towards the quality of the practical aspect of their education, but feel the need to have the opportunity of entering preschool and school institutions from the 1st academic year (even if only as observers).

Quality grade
Satisfactory level 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 Faculty has published the admission criteria in University's and their own website, along with the detailed schedule of pre-enrolment and enrolment activities. The admission process is clear and visible for national students. According to the students, most of them are clearly instructed in what it takes to enrol in college and later to enrol in higher years of study. The admission criteria for international students are not available as the website is in Croatian language only. Prior study is recognized via The Student Information System (ISVU), and furthermore, at the Faculty level ECTS coordinators are in charge of previously acquired knowledge recognition for both national and international learning outcomes. The Faculty conducts entrance exams before the enrolment, in order to enrol those students who have the appropriate prior knowledge. The method of scoring and an example of the entrance exam are explained in the document *Verification of predispositions and criteria for scoring and grading,* which is published on the HEI website. The criteria for study continuation are defined by the Faculty Studying Regulations, however their visibility for students is unclear. Moreover, submitting a recognition request for previously acquired knowledge recognition and ECTS credits, the ECTS coordinators analyse the request, and according to student's achieved learning outcomes, students get an approval for the continuation of their studies at the appropriate level.

Recommendations for improvement
1. The webpages in English are under construction; they should include clear admission criteria for international students

2. The evaluation of admission criteria could be done more systematically and especially among international students

3. The criteria for continuation of study should be easily available for students

Satisfactory level 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.

The Faculty systematically monitors students' study progress using "The Student Information System" (ISVU). In accordance with the results, they initiate changes in study programmes in order to make students' progress as successful as possible. The Faculty has reported the number of enrolled students and pass rates in different study programmes. It remains unclear how the process is managed and what is the process of analysing and implementing the possible changes or actions in the study programmes.

1. The Faculty should have clear mechanisms for analysing student performance and pass rates, which would clearly show the responsibilities, and how the measures based on analyses are implemented in the study programmes

Satisfactory level of quality

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

The Faculty clearly has a culture of discussion and teaching based on mentor-assisted problem solving. Individual teachers use a variety of teaching and assessment methods, which are encouraging students' active learning. According to students, professors adapt to the needs of students, especially those who come from vulnerable groups, students with disabilities and the like. Professors are always available for appointment, help and consultation and are assessed by students as highly motivated to work. The students are involved in different kind of research projects and there are several evaluations and feedback opportunities for students. The teachers have an opportunity to participate in different kind of activities (e.g. workshops) in order to increase their knowledge and skills in teaching. It remained unclear what kind of support the teachers have for teaching

international courses in English and for teaching diverse student population with special needs or different backgrounds.

Recommendations for improvement

1. Systematically evaluate what kind of support teachers' need for teaching and enable them to participate in courses on higher education pedagogy

2. Teachers' skills in English and in teaching international students should be supported

3. The Faculty should have clear mechanisms for analysing student feedback, which clearly shows the responsibilities and how actions according to the analyses are implemented in the study programmes.

Quality grade
Satisfactory level of quality

3.4. The higher education institution ensures adequate student support.

Analysis

The Faculty employs a sufficient number of professional, administrative and technical staff. These staff are always available to students if they need help, and students are especially satisfied with them.

The Faculty has a Counselling Centre for student support, a coordinator for student support, as well as a coordinator for students with disabilities. The Counselling Centre has a strong role as it provides support on internship, career guidance and peer support. New students are also supported by providing a Freshman Guide in Croatian language. The students who, for example, need psychological counselling may also contact Counselling centre, where they can get support in finding more help. The number of students with different disabilities is very low and there is one coordinator to help them in their studying. The Faculty has libraries and student lounges, which consists of rooms with access to computers, music instruments, and study materials. Moreover, the literature accessibility and teachers' office hours are adjusted to the schedules of part-time students. Students with experiences of discrimination can have help and support from student attorney elected by the students.

Recommendations for improvement

1. Students evaluations on counselling system could be systematically gathered

2. The Faculty should have a clear institutional structure for dealing with issues regarding students' rights

Quality grade
Satisfactory level of quality

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

Analysis

The Faculty has arranged teacher training for teachers to support vulnerable and underrepresented groups of students. These students are granted an adjustment of the teaching and examination process if required. There is a coordinator for individuals with disabilities, but the support for vulnerable and underrepresented students remained unclear. Also, the Faculty published criteria in which it is stated which students belong to the group of vulnerable students and students from underrepresented environments and how and in what way they can seek help while studying.

Recommendations for improvement

1. The Faculty could have a clear action plan for supporting students from vulnerable and under-represented groups. The Faculty could seek and consider ways in which it could support these students. The support could, for example, include peer support for students in vulnerable and under-represented groups, support for tuition fees, help for finding accommodation.

Quality grade
Minimum level of quality

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

Analysis

The Faculty has many programmes for students' mobility and there are many active agreements with international universities. Students are informed of the opportunities for mobility and the number of students have used that opportunity. Students are introduced to all programmes through various workshops in which they can learn all about the cities where they can study, faculties, study programmes etc. The Faculty informs students about studying abroad from the first year of study in the Orientation Week and Info Days on Mobility. Faculty has an ECTS coordinator for international mobility which is together with the vice-dean for science, art, and international cooperation managing the student mobility. The Coordinator ensures the recognition of

credits in other universities. Student evaluations of their mobility experiences have been gathered via survey.

Recommendations for improvement

1. Ensure that there are enough language courses for students

2. Use student evaluations on the workload of ECTS

Quality grade
Satisfactory level of quality

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

Analysis

The Faculty offers courses in English and in German for international students. In most of the courses, very good language skills, either in English or German, are required. The Faculty has the Erasmus+ buddies system and ECTS coordinator to support foreign students. Through studying, foreign students evaluate the work of the Faculty and satisfaction with the Faculty through focus groups, in which they evaluate cooperation with professors, cooperation with the Faculty, assistance in coming to the Faculty etc. Currently, the Faculty website is in the process of transformation so information for foreign students is scarce and there is not much of it, but they are working to improve it. It seems that the variability of courses for international students is rather low and information on studying possibilities are difficult to find. The students can also take one course to study Croatian language outside the Faculty.

Recommendations for improvement

1. Provide clear study modules for international students and ensure that they are easy to find from Faculty's webpage

2. Visibility and providing information

3. Clear structure for international students studying

Quality grade
Minimum level of quality

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

Analysis

The Faculty has published The Regulations on Studying at the Undergraduate, Graduate, and Integrated University Study Programmes at the Faculty of Teacher Education in which the students can find information on complaints about the testing procedure and grading, for example. The complaints can be done via the standardized form available on the Faculty web pages. The Faculty stresses that criteria and methods of assessment are clear and publicly announced prior to classes taking place, and are contained in publicly available course syllabi. The Faculty has recently arranged teacher training on assessment methods and work in Moodle. The Student Counselling Centre also organised a workshop for students to provide support in learning and achieving learning outcomes, and also to remind students about the competencies for independent learning. In cases when a student with disabilities requires adjustments of learning and testing, he /she reports to the office for students with disabilities and the same office issues a confirmation and gives recommendations. Based on the collected documents, students are guaranteed the adjustment of learning and examinations.

Recommendations for improvement

1. Provide clear instructions for teachers how to ensure that students are provided with the criteria for every course, and link the criteria to the learning outcomes in curriculum

Quality grade

Satisfactory level of quality

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

Analysis

The students graduating from the Faculty are issued relevant documents (diploma and diploma supplement) free of charge; the documents are issued in accordance with relevant regulations and in Croatian and in English. The diploma and the diploma supplement contain information on the corresponding qualification and the achieved learning outcomes and their levels.

Recommendations for improvement

None

Quality grade

High level of quality

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

Analysis

The Faculty Student Counselling Centre provides support for career development. There is co-operation with the Alumni and the Faculty has established the AMAC-UFZG association with the aim of connecting alumni with professors. There seems to be no analyses of the employability of the students. The Faculty has an important role in the society and in teacher profession and admission criteria are in line with that role.

Recommendations for improvement

1. Collect feedback from Alumni and Employers

2. Systematically collect data of students' employability

Quality grade

Satisfactory level of quality

IV. Teaching and institutional capacities

4.1. The higher education institution ensures adequate teaching capacities.

Analysis

The Faculty's number of teachers, with regard to the student-teacher ratio, is good and the Faculty is investing funds to employ part-time associates for all three locations and takes into account the needs of the study programmes. The Faculty has also established a Human Resources Committee for monitoring the needs of teaching staff. The committee is also responsible for setting up criteria for professional development. It seems that the teaching workload (the number of teaching hours varies from 0 to 1,043.5 annually) and the performance in research (see Analytic supplement to Self-analysis, table 4. 4) are very diverse and should be carefully elaborated.

Recommendations for improvement

1. Provide a clear structure on how teachers' experiences in teaching and research (e.g. workload, well-being) are assessed and how the evaluation results are implemented in practice.

Quality grade

Satisfactory level of quality

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

Analysis

In recruiting the teachers, the Faculty follows the procedures of Human Resources Managing Plan and the needs of the teaching process for specific qualifications. The Faculty reports that when selecting, appointing and evaluating teachers, their previous activities are evaluated and graded, but it remains unclear how this is done.

Recommendations for improvement

1. Set up regulations and procedures for assessing and rewarding teachers' excellence and additional internal criteria for the academic promotion of teachers

Quality grade

Satisfactory level of quality

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

Analysis

The Faculty supports the development and improvement of teachers' scientific-research activities both professionally and financially. Faculty teaching staff regularly receive notifications connected to scientific-research activities and financing possibilities via e-mail and website. The Faculty has offered many workshops for teachers on different topics related to teaching and learning. Moreover, in order to improve the scientific productivity of teachers, The Faculty organises training and workshops conducted by the librarians of the Faculty and focusing on publishing research papers. Faculty teachers regularly take part in teaching and non-teaching staff mobility programmes. The Faculty has also awarded scientific and artistic work of teachers.

Teachers use their right to a sabbatical and other teachers' substitute the ones in sabbatical. The student evaluations are used for evaluating teaching and if teacher scores low on assessment, the Dean in cooperation with Vice-dean for teaching and students and the Quality Management Committee brings recommendations for further actions. It remains unclear what kind of institutional support these teachers will get. Teachers who are graded above average, will be awarded, but the criteria are not clear.

Recommendations for improvement

1. Formalise the process of using student feedback in teacher evaluation. Provide criteria for good teaching and support system for teachers with lower evaluation scores in order to make a system that enhances teaching without reprobating the teachers.

2. Provide teachers with an opportunity to systematically develop their teaching and learning (not only workshops but also modules) and systematically evaluate how the courses meet their needs.

3. Connect the Lifelong Learning Centre in teachers' professional development inside the Faculty

4. Clearly define the responsibilities and coordination on developing the possibilities for teachers' professional development and link it to the work of human resource management.

5. Try to intensify the exchange of staff-members on different levels with regard to quality development in studies/teaching.

Satisfactory level of quality

4.4. The space, equipment and the entire infrastructure (laboratories, IT services, work facilities etc.) are appropriate for the delivery of study programmes, ensuring the achievement of the intended learning outcomes and the implementation of scientific/artistic activity.

Analysis

All lecture rooms and classrooms are equipped with computers, internet access and overhead projectors and screens, and all the offices have computers and internet access. Faculty facilities have been adjusted for the needs of persons with different disabilities. The space, equipment and the entire infrastructure are appropriate for the delivery of study programmes. Moreover, especially the ICT strategy has been considered in developing the teaching class rooms.

Recommendations for improvement

1. Feedback from students and teachers on their satisfaction with teaching-learning environment should be collected.

2. The aims and goals in strategy should be clearly connected to the designing the teaching-learning environment and facilities for scientific activities. There could be a lecture room for investigating children's learning in a controlled or digitally improved environment, for example.

Quality grade
Satisfactory level of quality

4.5. The library and library equipment, including the access to additional resources, ensure the availability of literature and other resources necessary for a high-quality study, research and teaching.

The Faculty has very good resources concerning the library and library equipment. The library offers many-sided support for students and teachers. The students and teachers have access to databases and updated bibliography.

1. The Faculty could develop the availability of teaching materials, for example, via website.

2. Teachers' and students' evaluation of library services could be used to further improve them.

Satisfactory level of quality

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

The Faculty continuously invests efforts towards increasing its own revenues through the realization of new programmes and studies, as well as improvement of existing ones, which is confirmed by their long-term continuous growth. Moreover, Lifelong Learning programmes provide additional income for the institution. The Faculty ensures the transparency of financing by publishing documents on the Faculty website. The Faculty collects tuition at postgraduate study, tuition from professional training and tuition from graduate and undergraduate, both regular and part-time studies, rents out Faculty facilities and conducts similar activities.

1. Emphasize the potentials of diverse professionals, new study programmes and the long-standing tradition of the Faculty in an effort for more public recognition, especially via digital media and a foreign language web-page (brand your institution)

2. Create a scientific and teaching fund with annual fees and rewards, as well as define activities through which teachers and researchers can gain additional resources

3. Attract foreign investments and students through international research activities and joint lifelong learning study programmes

Satisfactory level of quality

V. Scientific/artistic activity

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

Analysis

The Faculty made a great improvement in dedication of teachers and associates to achieve high quality and quantity of scientific research. Based on data presented in self-evaluation and the evidence examples and interviews, it can be concluded that teachers and associates cover five different scientific-research areas (social sciences, humanities, interdisciplinary sciences, natural sciences, biomedical sciences). In these areas, they publish an appropriate number of high-quality scientific publications, which are categorized in accordance with the Ordinance on the CASG.

The Faculty seems to have efficient procedures (annually financial support, awarding system, training and workshops, paying the tuition fee etc.) for encouraging high-quality scientific publication.

The Faculty has adequate and contemporary system to keeps record of publications (publication index, citation impact, h-index, where applicable).

Defended PhD theses were mostly related to the research areas of Faculty and the number of enrolled students is growing. However, the new paradigm was adopted that student should publish one paper in a high-ranking journal before defending doctoral thesis. Therefore, science activity is evident in PhD theses. From the evidence examples it can be concluded that teachers and associates actively promote scientific/artistic achievements at national and international conferences.

Recommendations for improvement
1. The Faculty aims at getting the status of a research institution. Make this aim and related objectives clearer in the workload of staff and on all levels of Faculty and study programmes.

2. Include in research teams professors without experience and language skills. There are big differences in the teaching workload between the lecturers. Try to give teachers more support and opportunities to improve their research abilities. The staff members should be more committed to the development of the Faculty towards a research academic institution.

3. Expand the strategic research Faculty policy and decide which disciplines are competitive, which are nationally recognised, and which are emerging research fields, after which strategic decisions are made concerning directions of research and their integration into a PhD programme.

Quality grade:
Minimum level of quality

5.2. The higher education institution provides evidence for the social relevance of its scientific / artistic / professional research and transfer of knowledge.

Analysis

Based on the evidence and the interviews, we concluded that the Faculty provides evidence of social relevance and of the promotion and transfer of knowledge. It cooperates with neighbouring countries and offers its expertise, it integrates different fields of research, offers some life-long programmes, develops study programmes on the basics of the labour market, etc. However, when planning its research activities, the Faculty observes and takes into account the needs of society and the labour market.

The Faculty has introduced a support system for research and the transfer of knowledge and technologies. Lecturers and staff participate in different activities of scientific, artistic and professional organizations.

Recommendations for improvement

1. Try to establish more support to early-stage researchers and senior lecturers in their career development as an essential part of the Faculty strategy, and try provide better support to facilitate their research careers.

2. Expand administrative support services for the development of national and international projects.

3. Increase the number and qualifications of the scientific teaching staff to cover core disciplines in more international perspectives.

Satisfactory level of quality

5.3. Scientific/artistic and professional achievements of the higher education institution are recognized in the regional, national and international context.

Analysis

The Faculty has significantly improved regional, national and international recognition during the last 5 years. Teachers, staff and professionals have received numerous awards and recognitions for their work in science / art / profession. Teachers are awarded by the Faculty each year and the Faculty has received four awards in the past five years for the best-designed exhibition stand at the Fair, etc.

They participated in 165 projects (e.g., 126 of them were managed by the Faculty: 8 international scientific projects, 14 national scientific competition projects, 11 national scientific projects, 91 projects supported by the Faculty). On the basis of a list of projects and interviews, we conclude that the Faculty has a sufficient number of scientific / artistic / professional projects (university, national and international projects).

On the basis of a list of invited presentations, we conclude that teachers, staff and professional personnel participate as invited lecturers in a sufficient number of national and international conferences (e.g. Austria, Germany, Russia, Lithuania, China, Poland).

On the basis of the list of memberships in various conference committees, editorial boards of scientific journals and also on the basis of the list of memberships in academies, we conclude that the Faculty is widely recognized. Lecturers and staff members are members of various (scientific / artistic / professional) committees of conferences and editorial boards of scientific journals. (e.g. American Journal of Educational Research, International Journal of Scientific Research in Information System and Engineering, etc.)

Recommendations for improvement
1. The staff members are mostly well-qualified and motivated for their profession. Try to make the academic staff more international and develop action plans to expand collaborative research projects with other national and internationals institutions to improve resources for research.

2. Intensify the strategy for full-time foreign professors teaching in the study programmes and for international students.

3. There are numerous individual memberships in scientific communities. Try to increase institutional membership and international visibility.

4. Enhance the Faculty`s activities to establish long-term perspectives in participating Erasmus, Tempus and other programmes to support student and staff mobility. Staff members and students should be involved in a significant number of international co-operations. The curricula should allow mobility windows.

5.4. The scientific / artistic activity of the higher education institution is both sustainable and developmental.

Analysis

It is clear that the Faculty has sustainable and development-oriented scientific and artistic activities. The research / art development has a strategy that is aligned with the vision of the Faculty development. Recently, the Faculty has established a new strategic agenda (Strategic Programme of Scientific Research). So far, two reports on its implementation have been prepared (2018 and 2019). Both showed that artistic and scientific activities represent the implementation of the programme agenda. Based on evidence and self-reports and interviews, we conclude that scientific / artistic activities are in general determined by the strategic programme of the higher education institution.

On the basis of interviews, evidences and self-report, we conclude that the Faculty has limited amount of resources for its scientific / artistic activities.

The Faculty has various ways of recognizing and rewarding the scientific/artistic achievements of its staff, as can be concluded from the interviews and the evidence (Dean's Prize, additional financial support for those who work well, procurement of equipment, literature, help with data collection, etc.).

The Faculty continuously improves its scientific / artistic activities.

The Faculty tries to invest in human resources, human resource management, investment in spatial resources, equipment and appropriate literature and supports the dissemination of results and the development of doctoral theses with its limited financial resources.

1. There are well-structured and reflected practice-oriented and applied research outcomes documented, but enhance the transfer of research outcomes into the national and international scientific community.

2. Delegation of responsibilities is needed in order to be more sustainable.

3. Develop motivating support procedures to promote good scientific practices, including plans, indicators and monitoring system ("indicative plans" based on key performance indicators).

Quality grade:
Satisfactory level of quality

5.5. Scientific/artistic and professional activities and achievements of the higher education institution improve the teaching process.

Analysis

From the Self-evaluation, and on the basis of evidence and interviews, it can be concluded that scientific/artistic and professional activities and achievements of Faculty improve the teaching process on the basic level.

There is evidence that the use of space and the equipment for scientific / artistic research and professional activities in teaching at undergraduate, graduate and postgraduate level is limited.

It can be concluded from the list of undergraduate, graduate and postgraduate students that they are rarely involved in scientific / artistic / professional projects. However, depending on the number of students in the Faculty and the number of students involved in the projects, it would make sense to have a clearer presentation of all projects and invitations to them in one place.

Recommendations for improvement

1. Depending on the number of students in the Faculty and the number of students involved in the projects, we suggest that all students are informed about the projects. The projects could be presented in a more up-to-date way, and all types of students should be invited to participate.

2. The Faculty should clearly indicate how all academic staff can be involved and motivated in the conduct of research activities.

3. Try to bring students closer to the research activities. Organize "research days" at the Faculty, which will make the projects visible for teachers and students.

Quality grade:
Minimum level of quality

APPENDICES

1. Quality assessment summary - tables

2. Site visit protocol

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

Quality grade by standard				
I. Internal quality assurance and the social role of the higher education institution	*Unsatisfactory level of quality*	*Minimum level of quality*	*Satisfactory level of quality*	*High level of quality*
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, scientific/artistic and social).			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.			X	

Quality grade by standard				
II. Study programmes	Unsatisfactory level of quality	Minimum level of quality	Satisfactory level of quality	High level of quality
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 needs of the society.			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 study programmes (where applicable).			X	

Quality grade by standard				
III. Teaching process and student support	Unsatisfactory level of quality	Minimum level of quality	Satisfactory level of quality	High level of quality
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				
IV. Teaching and institutional capacities	Unsatisfactory level of quality	Minimum level of quality	Satisfactory level of quality	High level of quality
4.1. The higher education institution ensures adequate teaching capacities.			X	
4.2. Teacher recruitment, advancement and re-appointment is based on objective and transparent procedures which include the evaluation of excellence.			X	
4.3. The higher education institution provides support to teachers in their professional development.			X	
4.4. The space, equipment and the entire infrastructure (laboratories, IT services, work facilities etc.) are appropriate for the delivery of study programmes, ensuring the achievement of the intended learning outcomes and the implementation of scientific/artistic activity.			X	
4.5. The library and library equipment, including the access to additional resources, ensure the availability of literature and other resources necessary for a high-quality study, research and teaching.			X	
4.6. The higher education institution rationally manages its financial resources.			X	

Quality grade by standard				
V. Scientific/artistic activity	*Unsatisfactory level of quality*	*Minimum level of quality*	*Satisfactory level of quality*	*High level of quality*
5.1. Teachers and associates employed at the higher education institution are committed to the achievement of high quality and quantity of scientific research.		X		
5.2. The higher education institution provides evidence for the social relevance of its scientific / artistic / professional research and transfer of knowledge.			X	
5.3. Scientific/artistic and professional achievements of the higher education institution are recognized in the regional, national and international context.			X	
5.4. The scientific / artistic activity of the higher education institution is both sustainable and developmental.			X	
5.5. Scientific/artistic and professional activities and achievements of the higher education institution improve the teaching process.		X		

Protocol

	Četvrtak, 29. listopada 2020.	Thursday, 29 October 2020
08:50 - 09:00 (CEST)	Spajanje na poveznicu (link) ZOOM	Joining the ZOOM meeting via link
09:00 – 13:00	- Predstavljanje AZVO-a - Predstavljanje sustava visokog obrazovanja u RH - Postupak reakreditacije - Standardi za vrednovanje kvalitete - Kako napisati Završno izvješće - Priprema povjerenstva za sastanke s visokim učilištem (rasprava o Samoanalizi i popratnim dokumentima)	- Presentation of ASHE - Overview of the higher education system in Croatia - Re-accreditation procedure - Standards for the evaluation of quality - How to write the Final report - Preparation of the Expert Panel members for the meetings with HEI (discussion on the Self-evaluation report and supporting documents)

	Ponedjeljak, 2. studenoga 2020.	Monday, 2nd November 2020	Ime i prezime sudionika Name and surname of the participants
9:15– 9:30 (CEST)	Spajanje dijela članova Povjerenstva na poveznicu (link) ZOOM	Joining the part of the Expert Panel members to the ZOOM meeting via link	
9:30 – 10:30	Sastanak članova stručnog povjerenstva s dekanom i prodekanima	Meeting of Expert Panel members with the Dean and Vice-Deans	Marko Badrić, vice-dean Blaženka Filipan-Žignić, vice-dean Nevenka Maras, vice-dean Lidija Maričić, Faculty secretary **Siniša Opić, dean** Tin Perkov, vice-dean Višnja Rajić, vice-dean

10:30–10:45	*Pauza*	*Break*	
10:45 – 11:45	Sastanak članova stručnog povjerenstva s Povjerenstvom za upravljanje kvalitetom	Meeting of Expert Panel members with the Quality Assurance Committee	Miroslav Huzjak, Maja Drvodelić Zdenko Braičić Kristina Horvat Blažinović Helena Kovač Vesna Vrbanović Jančić Btranka Benče**c**
11:45 – 13:00	**Analiza dokumenata**	***Document analysis***	*Foreign Expert Panel members can join via Zoom*
13:00 – 14:00	**Obilazak fakulteta** (predavaonice, informatičke učionice, knjižnica, studentske službe) **i prisustvovanje nastavi**	**Tour of the Faculty** (classrooms, computer classrooms, library, student services) **and participation in teaching classes**	Ivana Cindrić

	Utorak, 3. studenoga 2020.	**Tuesday, 3rd November 2020**	**Ime i prezime sudionika Name and surname of the participants**
9:50 – 10:00 (CEST)	Spajanje na poveznicu (link) ZOOM	Joining ZOOM meeting via the link	
10:00 – 10:30	Sastanak članova stručnog povjerenstava, diskusija o zapažanjima i impresijama s preliminarnog posjeta, priprema za sastanke s dionicima visokog učilišta	Meeting of Expert Panel members, discussion on observations and impressions from the preliminary site-visit, preparation for the meetings with HEI stakeholders	

10:30 – 11:15	Sastanak članova stručnog povjerenstava s prodekanom za nastavu i studente	Meeting of Expert Panel members with vice dean for teaching and students	**Višnja Rajić**, vice-dean for teaching and students
11:15 – 11:30	*Pauza*	*Break*	
11:30 – 12:30	Sastanak članova stručnog povjerenstva s voditeljima studijskih programa	Meeting of Expert Panel members with the leaders of study programmes	**Vatroslav Horvat,** (Department of early childhood and preschool education) **Tajana Ljubin Golub**, (Department of educational studies) **Dunja Pavličević Franić** (Department of teacher education studies; postgraduate - doctoral study programmes) **Majda Rijavec & Marko Badrić** (postgraduate - doctoral study programmes) Marijana Županić Benić (izvanredni RPOO) Tea Pahić Sanja Lovrić Kralj Marina Đuranović PPO **Iva Gruić** postgaduate - professional study
12:30 – 13:30	*Pauza, Interni sastanak članova stručnog povjerenstava*	*Break, Internal meeting of the panel members*	
13:30– 14:30	Sastanak s nastavnicima (u stalnom radnom odnosu, osim onih na	Meeting with full-time employed teachers, except those in managerial positions	Lovorka Zergollern Miletić Vesna Budinski, asst. prof. Jelena Vignjević Jelena Blašković

	rukovodećim mjestima)		Ivana Golik Homolek Nataša Rogulja Dubravka Glasnović Gracin, asst. prof. Srna Jenko Miholić, senior lecturer Lana Jurčec, asst. prof. Vladimir Legac Alena Letina, asst. prof. Magdalenić Alenka Mikulec, asst. prof. Darija Rovan, asst. prof. Staša Kukolj Iris Šmidt Pelajić Luka Petrač Adrijana Višnjić Jevtić Ivana Nikolić
14:30 – 14:45	*Pauza*	*Break*	
14:45 – 15: 30	Sastanak s asistentima	Meeting with teaching assistants	Tomislav Cvrtila Matea Gusić Silvija Hanžić Deda Maja Homen Pavlin Borna Nemet Tihomir Prša Mateja Sabo Junger Krešo Tomljenović
15:30 – 15:45	Organizacija dodatnog sastanka o otvorenim pitanjima – prema potrebi	Organisation of an additional meeting on open questions, if needed	
15:45 – 16:00	*Interni sastanak članova stručnog povjerenstva – osvrt na prvi dan i priprema za drugi dan*	*Internal meeting of the Expert Panel members – comment on the first day and preparation for the second day*	

	Srijeda, 4. studenoga 2020.	Wednesday, 4th November 2020	Ime i prezime sudionika Name and surname of the participants
9:15 – 9:30 (CEST)	Spajanje na poveznicu (link) ZOOM i kratki interni sastanak stručnog povjerenstva	Joining ZOOM meeting via the link and a short internal meeting of the Expert Panel members	
9:30 – 10:30	*Interni sastanak članova stručnog povjerenstva*	*Internal meeting of the Expert Panel members*	
10:30 – 11:15	Sastanak s: - ECTS koordinatorom - Voditeljem cjeloživotnog učenja - Voditeljem stručne prakse	Meeting with: - ECTS coordinator - Head of Life Long Learning - Head of student practice	ECTS coordinator: - *Irena Klasnić,* - Jelena Parizoska - Željka Knežević (former), Lifelong learning: - *Goran Lapat* Head of student practice: - *Blaženka Bačlija Sušić* - ***Sanja Canjek Androić (Head of student practice)*** - *Goran Lapat,* - *Edita Rogulj* - *Adrijana Višnjić Jevtić,* - *Davor Žilić*
11:15 – 11:30	*Pauza*	*Break*	
11:30 – 12:30	Sastanak sa studentima	Meeting with students	
12:30 – 13:30	*Pauza*	*Break*	
13:30 – 14:00	Sastanak s alumnijima (bivši studenti koji nisu zaposlenici visokog učilišta)	Meeting with Alumni (former students who are not employed by the HEI)	*Ivana Balen*, ivana.balen1406@gmail.com *Biljana Petljak Zekić*, biljana.petljak-zekic@azoo.hr

			Katarina Šeravić Lovrak, kseravic@gmail.com *Mara Kolar,* mara.kolar@skole.hr
14:00 – 14:30	Organizacija dodatnog sastanka o otvorenim pitanjima – prema potrebi	Organisation of an additional meeting on open questions, if needed	
14:30 – 15:30	Interni sastanak članova stručnog povjerenstva – osvrt na drugi dan i priprema za treći dan	Internal meeting of the Expert Panel members – comment on the second day and preparation for the third day	

	Četvrtak, 5. studenoga 2020.	**Thursday, 5th November 2020**	**Ime i prezime sudionika** **Name and surname of the participants**
9:45 – 10:00 (CEST)	Spajanje na poveznicu (link) ZOOM i kratki interni sastanak stručnog povjerenstva	Joining ZOOM meeting via the link and a short internal meeting of the Expert Panel	
10:00 – 10:30	Sastanak članova stručnog povjerenstava s prodekanom za znanost, umjetnost i međunarodnu suradnju	Meeting with the Vice-Dean for Research, Art and International Cooperation	**Tin Perkov**, vice-dean for research, art and international cooperation
10:30 – 10:40	Pauza	Break	
10:40 – 11:30	Sastanak članova stručnog povjerenstava s voditeljima znanstvenih projekata	Meeting with the Heads of research projects	Dejana Bouillet, full prof. Tin Perkov, assoc. prof. Andrea Feldman, full prof. Kristina Cergol, asst. prof Vlatka Domović & Dejana Bouillet (Young adult) Smiljana Narančić Kovač (sabatical)

11:30 – 11:40	Pauza	Break	
11:40 – 12:15	Sastanak članova stručnog povjerenstava poslijedoktorandima	Meeting with postdoctoral researchers	Edita Rgul Maša Rimac Jurinović Ema Petričević
12:15 – 13:00	Interni sastanak članova stručnog povjerenstva	Internal meeting of the Expert Panel members	
13:00 – 13:30	Organizacija dodatnog sastanka o otvorenim pitanjima – prema potrebi	Organisation of an additional meeting on open questions, if needed	
13:30 – 13:45	Završni sastanak s dekanom i prodekanima	Exit meeting with the Dean and Vice-Deans	Marko Badrić, vice-dean Blaženka Filipan-Žignić, vice-dean Lidija Maričić, Faculty secretary Nevenka Maras, vice-dean **Siniša Opić, dean** Tin Perkov, vice-dean Višnja Rajić, vice-dean

	Petak, 6. studenoga 2020.	Friday, 6th November 2020	Ime i prezime sudionika Name and surname of the participants
9:45 – 10:00 (CEST)	Spajanje na poveznicu (link) ZOOM i kratki interni sastanak stručnog povjerenstva	Joining ZOOM meeting via the link and a short internal meeting of the Expert Panel	
10:00 – 13:00	Izrada nacrta završnog izvješća i rad na standardima za vrednovanje kvalitete	Drafting the final report and work on the Standards for evaluation of quality	

SUMMARY

The Faculty made real progress to ensure and develop quality in studies and teaching compared to the report of the Expert Panel in the 2014 re-accreditation. The internal quality assurance system deals with different stakeholders in a differentiated way and allows a formally regulated good exchange on different levels. The goals and tasks formulated here should be merged more stringently into the daily work of teachers and researchers.

To enable this, teachers and associates of the Faculty should be more closely aligned with the formulated high standards of quality and quantity in their academic/artistic/professional work. Research activities should be more sustainable and development oriented. The scientific outcome is recognized in the regional and national context, but it should be more recognized in the international field. The link between scientific activities and the teaching process should also be strengthened. The Faculty aims at getting the status of a research institution. Make this aim and related objectives clearer in the workload of staff and on all levels of Faculty and study programmes.

The Faculty's number of teachers, with regard to the student-teacher ratio, is good and HEI is investing funds to employ part-time associates for all three locations. The Faculty has also established a Human Resources Committee for monitoring needs for teaching staff.

The Faculty has provided sufficient and transparent evidence that the general goals of all study programmes are in line with the mission and the strategic goals of the higher education institution, as well as international, national and university strategic policies.

The Faculty delivers study programmes that lead to degrees in regulated professions and it monitors systematically students' study progress. It also has a culture of discussion and teaching, which is based on mentor-assisted problem solving. Individual teachers use a variety of teaching and assessment methods, which are encouraging students' active learning.

The learning outcomes achieved in the study programme are not uniformly aligned with the CroQF and EQF level descriptors, since specific learning outcomes analysed in the study programmes are methodologically very heterogeneous, lacking uniformity and clear connections to the ECTS workload and methods of evaluation. A number of the course syllabi in study programmes does not provide a transparent insight into the actual ECTS allocation in relation to diverse student activities.

The Faculty ensured that student practice is an integral part of study programmes and is organized not only on-site at the Faculty, but outside the Faculty in cooperation with the

labour market and important stakeholders, as well. All of the interviewed students recommended an increase in the ratio of practical student activities in specific training institutions, so as to gain more on-hand skills and experience.

The Faculty supports academic integrity and freedom, defends the ethical standards and preserves academic integrity and freedom according to the quality policy, the code of ethics.