



**REPORT
OF THE EXPERT PANEL
ON THE
RE-ACCREDITATION OF
FACULTY OF POLITICAL SCIENCES, UNIVERSITY OF ZAGREB**

**Date of on-line re-accreditation:
26 – 29 January 2021**

February, 2021

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INTRODUCTION

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

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

The Agency's Accreditation Council appointed an independent Expert Panel for the evaluation of Faculty of political sciences University of Zagreb.

Members of the Expert Panel:

- Prof. Dibyesh Anand, University of Westminster, United Kingdom of Great Britain and Northern Ireland, chair,
- Asst. prof. dr. sc. Dana Mustata, University of Groningen, Kingdom of the Netherlands,
- Asst. prof. dr. sc. Alice Cunha, Universidade NOVA de Lisboa, Republic of Portuguese,
- Asst. prof. dr. sc. Monika Metykova, University of Sussex , United Kingdom of Great Britain and Northern Ireland,
- Žaklina Baček, student, University North, Republic of Croatia.

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

- Management,
- Self-evaluation Report Committee,
- Students,
- Heads of departments and study programmes,
- Full-time teaching staff,

- Assistants and junior researchers,
- Leaders of research projects,
- Representatives of the business sector, potential employers.

The Expert Panel drafted this Report on the re-accreditation of Faculty of Political Sciences University of Zagreb on the basis of Faculty of Political Sciences University of Zagreb self-evaluation report, other relevant documents, 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 Political Sciences University of Zagreb online meetings and writing of the Report, the Expert Panel was supported by:

- Marina Grubišić, coordinator, ASHE,
- Matan Čulo, assistant coordinator, ASHE,
- Goran Briški, interpreter at the preliminary site visit and during the online meetings, ASHE,
- Ivana Rončević, 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

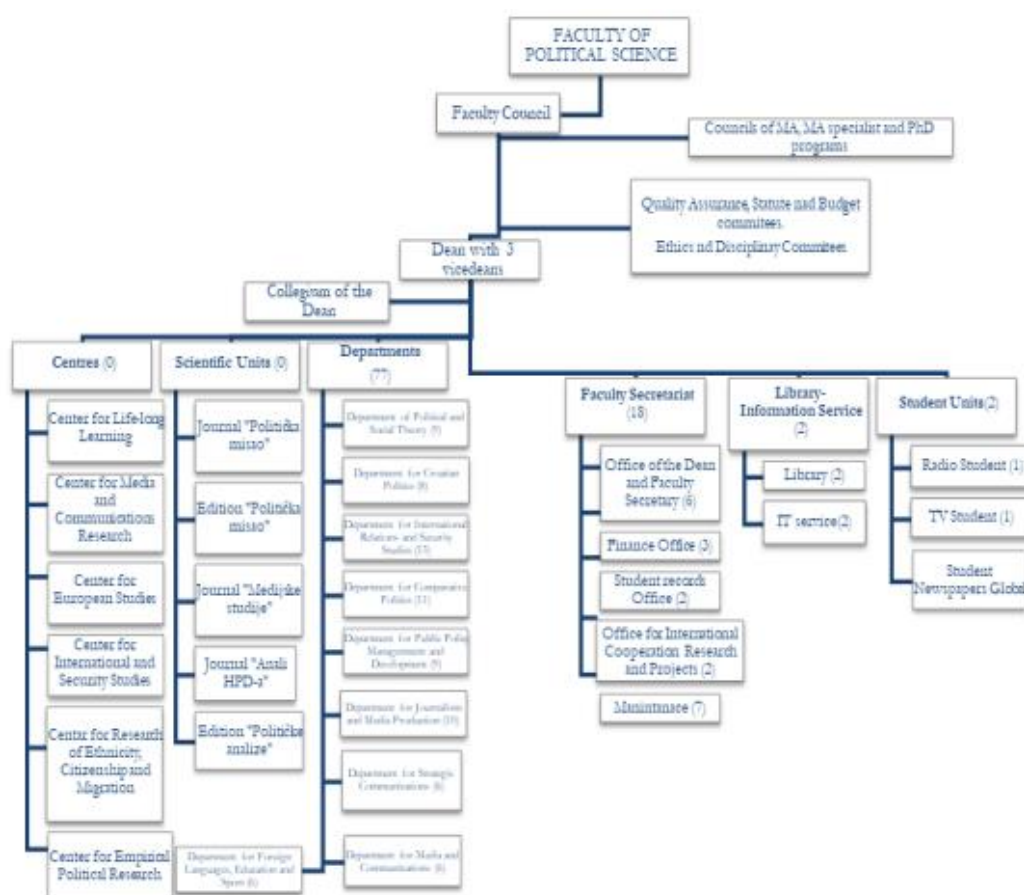
NAME OF HIGHER EDUCATION INSTITUTION:

Faculty of Political Sciences, University of Zagreb

ADDRESS: Lepušićeva 6, 10000 Zagreb

DEAN: prof. dr. sc. Andrija Henjak, Associate Professor

ORGANISATIONAL STRUCTURE:



STUDY PROGRAMMES:

- Political Science undergraduate university study programme,
- Journalism undergraduate university study programme
- Political Science graduate university study programme,
- Journalism, graduate university study programme,
- Political Science, postgraduate (doctoral) university study programme,

- Political Science; specialisation in: National Security graduate university study programme,
- Republic of Croatia Security Policy, postgraduate specialist university study programme,
- Foreign Policy and Diplomacy, postgraduate specialist university study programme,
- Public Relations, postgraduate specialist university study programme,
- Adapting to the European Union: Project management and use of funds and programmes of the European Union, postgraduate specialist university study programme,
- Master of European Studies, graduate university study programme,
- MIREES - Master in Interdisciplinary Research and Study on Eastern Europe, graduate university study programme.

NUMBER OF STUDENTS:

Study programme name	Full-time students	Part-time students
Political Science (1274), undergraduate university study programme, Zagreb	471	0
Journalism (1275), undergraduate university study programme, Zagreb	356	0
Political Science (1276), graduate university study programme, Zagreb	106	0
Journalism (1277), graduate university study programme, Zagreb	291	0
Political Science (1280), postgraduate (doctoral) university study programme, Zagreb	0	51
Political Science; specialisation in: National Security (1281), graduate university study programme, Zagreb	15	1
Republic of Croatia Security Policy (1286), postgraduate specialist university study programme, Zagreb	0	10
Foreign Policy and Diplomacy (1288), postgraduate specialist university study programme, Zagreb	0	15
Public Relations (1289), postgraduate specialist university study programme, Zagreb	0	17
Adapting to the European Union: Project management and use of funds and programmes of the European Union (1291), postgraduate specialist university study programme, Zagreb	0	16
Master of European Studies (1293), graduate university study programme, Zagreb	11	0
MIREES - Master in Interdisciplinary Research and Study on Eastern Europe (1296), graduate university study programme, Zagreb	8	0
Total	1.258	110

NUMBER OF TEACHERS:

Staff*	Full-time staff		Cumulative employment		External associates	
	Number	Average age	Number	Average age	Number	Average age
Full professors with tenure	11	61,09	-	-	1	74
Full professors	6	55,83	-	-	6	61,67
Associate professors	22	44,68	-	-	4	46,75
Assistant professors	24	42,92	-	-	6	49,5
Scientific advisor (permanent/ with tenure)	-	-	-	-	-	-
Scientific advisor	-	-	-	-	-	-
Senior Research Associate	-	-	-	-	2	46,5
Research Associate	-	-	-	-	4	49,5
Teaching grades	6	42,83	-	-	7	47,29
Assistants	9	32,44	-	-	-	-
Postdoctoral researcher	3	43,33	-	-	-	-
Employees on projects	1	32	-	-	-	-
Expert assistants	-	-	-	-	-	-
Technical staff	8	52,75	-	-	-	-
Administrative staff	11	48,45	-	-	1	64
Support staff	4	56,25	-	-	-	-

ENROLLMENT IN REGISTER OF SCIENTIFIC ORGANISATIONS:

Social sciences

SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION

The Faculty of Political Science of Zagreb University was founded by a decision of the Parliament on the 23rd February 1962. At the time, the Faculty was the first academic institution of this kind in Eastern Europe and right from the beginning it operated as a research and higher education institution within the University of Zagreb, equal to other faculties of the University. In 1971 a two-year journalism programme was launched in parallel to political science programme and it soon developed into a full-fledged four-year university programme in journalism.

Today, the Faculty of Political Science is a recognized research and higher education institution. Since academic year 2005/2006 political science and journalism programmes have been reorganised according to the Bologna model into undergraduate and graduate programmes. The Faculty also offers four specialist postgraduate programmes, which have been delivered regularly and three additional specialist postgraduate programmes which are no longer held. Currently implemented are the three-year general Doctoral Programme in Political Science, comprised of all branches of political science, as well as the one-year graduate Master of European Studies in the English language. In 1996 the Faculty founded its own radio station, Student Radio, adding to the quality of its journalism programme by interlinking academic and practical skills and encouraging student creativity. In 2012 it was joined by Student Television, and both media are autonomously run by students, under the guidance of faculty members and associated experts. The Faculty of Political Science is authorised to perform research activities in the areas of social science, political science and information and communication science.

The Faculty actively participates in international academic exchange activities within European and international political science and communication science research networks, while faculty members extensively participate in the activities of European and international professional and academic associations in the fields of political science, journalism, media and communication studies. Through its research, educational and public activities, the Faculty promotes democratic institutions and democratic political culture and offers its academic expertise to the public and to professional politicians in the process of public policy development and decision-making. Evidence based policy making has become even more important since Croatia joined the EU, and the Faculty of Political Science, along with other University entities, sees it as its mission to contribute to these processes.

BRIEF ANALYSIS OF THE INSTITUTIONAL ADVANTAGES AND DISADVANTAGES

ADVANTAGES OF THE INSTITUTION

1. The Faculty is experienced as a close-knit community where academics and students operate in a familial atmosphere.
2. The Faculty consists of academics who are dedicated to improving the lives of the students and providing good education.
3. Impressive quality of research overall and some national and international research projects in particular.
4. The study programmes provide a wide range of options to the students to gain a holistic understanding of the subject matter.
5. The commitment to providing international experience to the Croatian students, as well as to host foreign students, is high.

DISADVANTAGES OF THE INSTITUTION

1. The close-knit and familial atmosphere prevents a robust professional environment where all students can access good education and not have to rely on personalised support of a few good academics.
2. The Faculty operates on a yearly basis without the presence of long-term strategic planning.
3. The Faculty-Departments relations and the inter-departmental relations create a context for a lack of co-ordination as well as a lack of formal/standardized procedures applied consistently across the board.
4. There are clear gaps in communications across the different units of the Faculty and a risk of a lack of transparency.
5. There are limited initiatives to gear education toward employability and career development.

LIST OF INSTITUTIONAL GOOD PRACTICES

EXAMPLES OF GOOD PRACTICE

1. Dedicated funding to support research and publications.

2. Commitment to international mobility through research links, exchanges, and other means.
3. Support for student-focused practical training activities, especially in journalism.
4. A wide range of dissemination, knowledge valorization, and partnership projects with stakeholders that support the Faculty's social mission and the honing of students' practical skills.
5. The role of student tutors was created to support staff less confident about their IT skills with the transition to blended/remote teaching and learning.

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

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

Analysis

The Faculty has structurally established a quality assurance system. Adequate measures for quality control have been put in place under the remit of the Quality Assurance Committee. Survey data has been collected in the past years from students, alumni, teaching staff and employees. However, there has been minimal follow through on this data. Reports on the survey results have been disseminated, however no clear strategic plan and indicators for the implementation of changes have been established. There are no clear milestones for measuring and ensuring the implementation of the Faculty's strategic goals set out for 2021-2026.

The pre-conditions for re-accreditation as set by previous evaluations have been met. Improvements have also been made in teaching methods as well as the integration of a plagiarism detection system, among others. However, the successful implementation of an adequate ETCS point allocation is still pending.

Regarding its social mission, the Faculty has facilitated a wide variety of dissemination, knowledge valorization activities and partnership projects with stakeholders. Some of these activities actively co-opt and benefit students and strengthen the Faculty's relations with stakeholders and the civil society.

The main point for improvement in quality assurance remains the adoption of a clear vision and strategy to inform the feasible implementation of the Faculty's strategic goals aimed at ensuring quality standards.

Recommendations for improvement

To maintain and improve quality standards, we recommend that the Faculty adopts a clear vision on how to efficiently measure and follow-up on existing quality assurance activities. This can be done by developing force-field analyses of collected data on quality assurance to inform a feasible implementation of strategic goals and set milestones for assessing the efficiency of such implementation. This is strongly recommended for strategic goals that haven't yet been implemented. It is strongly recommended that the Faculty prioritizes the adjustment of the ECTS points allocation system and puts in place a feasible workflow and clear milestones for its implementation.

Quality grade: Satisfactory

II. Study programmes

Analysis

The Faculty offers undergraduate, graduate, postgraduate taught and postgraduate research programmes in the fields of political science and journalism. Specialist postgraduate (lifelong learning) programmes have also been set up since 2005. The general goals of study programmes are in line with the mission of the Faculty. The Faculty does not have a clear strategy and implemented practices that relate to market and social needs research and the collection of employment data and their use in improvements to study programmes. The learning outcomes (LOs) are clearly defined – except for the postgraduate research (PhD) study programme - and are aligned with the mission of the Faculty. Improvements to the LOs can be made at both undergraduate and graduate levels of study for all study programmes mainly in better aligning these with the descriptors specified in the Croatian Qualifications Framework and in distinguishing between the different levels of study. The Faculty has regulations and processes in place that ensure the achievement of LOs of the study programmes. Feedback from students is regularly collected at University level and in 2019/20 extensive student feedback was collected at Faculty level and some individual tutors also collect feedback from students. The feedback has led to improvements. The absence of an implementable strategic plan makes the planning and introduction of new programmes and the closure of existing ones less manageable and results in delays etc. The need for a very significant re-working of ECTS allocation has been established in the 2014 re-accreditation and little progress has been made since. Since the re-accreditation in 2014 the Faculty has made progress with integrating student practice as part of its study programmes. There are, however, shortcomings in this area that need to be addressed.

Recommendations for improvement

The absence of strategic planning and of data collection on market and social needs should be rectified. We recommend the establishment of closer ties with employers and professional organizations to gain insights into labour market needs and opportunities for student practice. Although the consistency of LOs is checked on a regular basis, there need to be mechanisms for ensuring the continued relevance of LOs in terms of market and social needs. While there are opportunities for feedback, they vary in nature and so does their potential to contribute to improvements. The expert panel recommend that the Faculty management explore current practices of collecting and using student feedback for improvements and identify examples of good practice which can then be implemented in a consistent and streamlined manner. The Faculty should introduce a periodic review for programmes of study that is linked to revisions and to identifying areas for development and for closure. LOs at degree-level require

adjustments and changes for all study programmes and at all levels. Improving the allocation of ECTS should be a top priority for the Faculty. While progress has been made, student practice needs to be better integrated and form a standard part of student learning.

Quality grade: Satisfactory

III. Teaching process and student support

Analysis

Students are given adequate support and before each academic year have available information about courses. Professors introduce students to learning outcomes and expectations at the beginning of the course. In order to gather information about student needs, employability etc., the Faculty introduced a student survey in 2019/20 which contained multiple open-ended questions. The Faculty can analyse and use the collected data to improve and adjust study programmes to benefit student and market needs. At the time of the re-accreditation it was not clear whether the survey will be conducted on an annual basis. The Faculty is trying to provide opportunities for engagement in practice and that through internships and service learning and other projects. More internships are desirable for political science students. Students are satisfied with the provided support and communication with professors but the outcomes of feedback seem to be rather ad hoc and dependent on individual staff members, and a periodic review of teaching and assessment methods does not take place. The Faculty has developed relationships with a range of international higher education institutions that are part of mobility programmes and represent opportunities for students to study abroad. The Faculty is prepared for incoming students, dedicated staff members oversee the process from application to completion and there are events and procedures in place to induct incoming students. The Faculty is working on a strategy to establish better communication with alumni and use their experience and feedback to adjust study programmes for market and student needs.

Recommendations for improvement

The Faculty should work on a strategy for attracting more potential students while not jeopardizing the increases in the quality of teaching. Work on student progression and retention also needs to be developed further. To ensure student-centred learning the Faculty needs to make sure that the most appropriate teaching and assessment methods are used across all courses. More formal ways of assessing teaching methods on a periodic basis would be useful. Assessment methods should be monitored and

their appropriateness evaluated on a periodic basis. The Faculty needs to develop closer links with employers and alumni.

Quality grade: Satisfactory

IV. Teaching and institutional capacities

Analysis

In comparison to the previous reaccreditation exercise, the Faculty has a better staff-student ratio but this has been a result not of conscious planning but a reduction in student numbers. While some units are adequately resourced, the capacity in areas of growth such as journalism is not responsive to the needs. Given the relative buoyancy of some areas (like journalism), it will benefit the Faculty to have a more responsive approach toward meeting the capacity. In terms of quality, there is no professional development programme that early-career and established academics can access to improve their skills. The physical infrastructure, especially the buildings, is limited and prevents small group teaching and thus has an adverse impact on student learning and experience.

Recommendations for improvement

Create a Professional Development Programme to train early career academics and to reskill established academics.

Establish mechanisms to include teaching excellence, along with research excellence, as integral to recruitment and promotion processes.

Explore options for reconfiguring teaching space so that the timetable as well as rooms are more conducive to small group teaching and to student needs.

Quality grade: Satisfactory

V. Scientific/artistic activity

Analysis

Overall, the Faculty's research outputs for the last five years are respectable, both in quantity as in quality, with a significant number of articles and book chapters published in English and in indexed journals, despite the lack of tangible scientific outputs goals for the academic staff. In addition, the Faculty also has an important track-record regarding the participation and coordination of scientific projects and its involvement in public media. There is a good symbiosis between teaching and research, internal

financial stimulus for internationalization and dissemination are available, only waiting for the design of a common research strategy for the upcoming years.

Recommendations for improvement

When the Faculty adopts its internal regulations that would define additional criteria for the recruitment and promotion of faculty members, at least one of those criteria should be related to Research goals. The new website currently under development should have an area dedicated to Research in both Croatian and English. The Faculty must elaborate a new Strategy for Development of Scientific Research that establishes feasible and concrete research goals, sets tangible and measurable indicators, with a realistic time frame until 2026. A permanent research-in-progress seminar per department could be implemented.

Quality grade: Satisfactory

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

1. 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 Quality Assurance Committee is the main quality assurance body of the Faculty. Its organizational structure has improved in the past years, primarily by reducing the red tape of keeping sub-committees in place that were no longer functional and instead, working closely with departments where efficient and important work on quality assurance in teaching processes takes place. In that sense, the work of the departments in maintaining and implementing quality assurance is to be applauded. The exchange between lecturers at departmental level has been productive and efficient in maintaining quality in teaching processes. We highly recommend that the Quality Assurance Committee continue to facilitate the work that departments do in assuring teaching quality and providing structural support for departments to improve their teaching coordination and planning as well as exchanges within and across departments.

The Quality Assurance Committee has been responsible for carrying out different surveys among staff and students, including former students, in order to ensure quality control. These are adequate instruments for collecting data and attempting to monitor quality in teaching and study programmes. In themselves, these surveys are not sufficient for ensuring quality assurance and the implementation of quality standards. Proper analyses of the survey data, updated action plans for implementation as well as clear indicators for measuring efficient implementation are needed for a proper quality assurance. These action plans and indicators for measuring quality assurance need to be implemented both at structural and strategic levels. There are no clear milestones for measuring and ensuring the implementation of the Faculty's strategic goals set out for 2021-2026 and no clear management of the strategic implementation of the Faculty's goals.

Recommendations for improvement

To improve quality assurance, we strongly recommend that the Faculty adopts a clear vision on how to efficiently measure and follow-up on existing quality assurance

activities. This vision should clearly define how to use force-field analyses for an efficient implementation of strategic goals, establish milestones for assessing efficiency of implementation. This is strongly recommended for strategic goals that haven't been fully implemented, including: the introduction of a comprehensive record-keeping system, a transparent human resources management system at Faculty level, including a well-defined strategy for employment, recruitment policy and promotions. We appreciate the Faculty is aware that these are areas where concentrated effort needs to be spent in the coming period, however a concrete vision and strategic plan based on concrete force-field analyses is needed to ensure the successful implementation of these strategic goals in the future. This also includes ensuring that structural support and expert administrative staff is made available to actively facilitate the implementation of these strategic goals.

Quality grade: Satisfactory

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

Analysis

The very basic pre-conditions for re-accreditation from previous evaluations have been met, by adjusting the student and teaching staff ratio to less than 1:30, increasing the usable student space to 1.70 m² per student, adjusting the Scientific Research Strategic Plan and ensuring that more than 50% of the teaching in the postgraduate specialist programmes and graduate programmes is performed by the Faculty's academic staff. It is to be noted that while the student and teaching staff ratio has been achieved at Faculty level through a drop in student numbers, in practice there are individual seminar courses taught by one lecturer that remain overcrowded.

However, a number of other requirements set by the previous evaluations have not yet been successfully met, the most important ones being: the implementation of changes in the ECTS system and the adjusting of workload in accordance with ECTS points.

Teaching methods have been enhanced in the past years by integrating practical skills in journalism courses and service-learning programmes in both journalism and political science programmes, which enable students to gain practical skills and experience and conduct traineeships. Journalism students reported to have better support in acquiring practical experience and traineeships than political science students.

A number of instruments for teaching evaluation and monitoring of student employment are being used, yet with no comprehensive and efficient follow-up on how that data is further implemented into quality indicators.

A functional plagiarism detection system has been successfully put in place.

There are mechanisms in place for monitoring the workload of academic staff. However, these are more efficient for monitoring teaching load than research time and research output.

Recommendations for improvement

It is strongly recommended that the Faculty prioritizes the adjustment of the ECTS system and of the learning outcomes. For this, a feasible workflow of implementation with clear milestones for measuring the progress needs to be urgently drafted and adopted.

While the recommended student - teaching staff ratio at Faculty level has been met, at the level of individual courses there are still seminar groups that remain overcrowded and where it is down to the individual lecturers to find efficient teaching methods for upkeeping quality standards in the classroom. We recommend that structural solutions at Faculty level are put in place to ensure that the recommended student-teaching staff ratio is maintained at the level of individual courses as well.

Enhanced support for students to increase their employability post-graduation is recommended. Similarly, enhanced structural support for political science students to obtain traineeships is recommended. A more productive contact with alumni and stakeholders can be used for that purpose as well as a comprehensive analysis and implementation of the student survey results.

It is also recommended that a standardized monitoring of research workload and research output is implemented and that this is incorporated into a clearly-defined recruitment and promotion plan for academic staff.

Quality grade: Minimum

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

Analysis

Functional regulations and mechanisms have been implemented for identifying, reporting on and sanctioning irregularities at both student and teaching staff level. These irregularities range from practices of plagiarism among students dealt with by the Ethics Committee to unethical behaviour by staff members dealt with by the Disciplinary Committee. The regulations and organizational structures put in place allow for the students' rights to be adequately represented.

When it comes to issues of intolerance, discrimination and breaches in academic freedom in staff recruitment and promotion practices, more transparency on how such practices are protected against and sanctioned are needed. Candidates can appeal against a hiring or promotion decision and the issue is settled by the Faculty Council, but no other mechanisms for reporting in confidence on instances of discrimination and intolerance seem to be in place.

Recommendations for improvement

It is recommended that transparency and a more specific protocol is adopted for identifying, reporting and sanctioning practices of intolerance, discrimination and breaches in academic freedom in staff recruitment and promotion practices. Enhanced mechanisms for protecting candidates' rights can be implemented (e.g. putting in place a confidential advisor).

Quality grade: Satisfactory

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

Analysis

The Faculty uses different platforms for disseminating: a public website, intranet, social media and student media. The website contains the necessary information for current and prospective students, including exchange students. The website is also available in English. The individual pages of academic staff members provide minimal information in English. An intranet is used for internal communication and news. Social media and student media provide daily updates on social, scientific, artistic and teaching activities. Students are actively involved in the communication on social media, which is to be applauded. Research updates are also provided via different communication outlets.

Recommendations for improvement

Staff member pages in English can be improved to incorporate up-to-date information, including information on current research projects. Access to and visibility of all publications for each staff member can also be enhanced, potentially by means of a more user-friendly interface and design.

Quality grade: High

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

Analysis

The Faculty carries out a wide range of dissemination, knowledge valorization and partnerships projects with stakeholders. These activities directly benefit the Faculty and its positioning within society and relations with relevant stakeholders, and they also benefit students and their career and practical skills development. Individual staff members play a key role in the social role of the Faculty in the dissemination of knowledge outside academia and the securing of funded partnerships with relevant stakeholders. They also play the main role in co-opting students as part of these activities. Students are also actively involved in media and promotional content that support the Faculty's social mission and the student media provide valuable outlets for that. The implementation of initiatives such as the Student Learning Programme has been successful in honing the students' practical skills and training them to apply academic knowledge to respond to societal needs and demands. The success of these activities is dependent on the academic staff's dedication and the Faculty can be encouraged to continue to reward and provide structural support for such activities.

Recommendations for improvement

The Faculty is encouraged to continue to facilitate and provide structural and financial support for activities that support its social mission, as well as reward individual staff members that are actively dedicated to such activities.

Quality grade: High

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

Analysis

Out of seven accredited postgraduate specialist studies, the Faculty has delivered four of them, while the remaining three did not take place due to poor enrolment figures. These programmes are highly relevant as they provide specialized knowledge that is aimed at responding to the labour market needs. Moreover, these programmes are financially productive as their costs are covered by student fees. It is striking that there has been no comprehensive and systematic evaluation of these programmes and no monitoring of quality assurance or analysis of demand for specialized knowledge in specific areas.

Recommendations for improvement

It is strongly recommended that the Faculty carries out an evaluation of these programmes, implements a systematic and effective analysis of demand for specialized knowledge and monitors the quality assurance in these programmes. These will help maintain these programmes as viable and attractive offers for specialized knowledge and keep them in line with updated quality standards and labour market demands.

Quality grade: Minimum

2. 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 offers undergraduate, graduate, postgraduate taught and postgraduate research programmes in the fields of political science and journalism. Specialist postgraduate (lifelong learning) programmes have also been set up since 2005 but their success has varied. The general goals of study programmes are in line with the mission of the Faculty, the Faculty draws on its unique history and its study programmes enjoy high prestige. The study programmes have undergone significant changes as part of the Bologna process a decade ago but since the last re-accreditation in 2014 no major changes have been implemented although the re-accreditation report recommended a regular review of study programmes that would lead to curriculum updates. The Faculty does not have a clear strategy and implemented practices that relate to market and social needs research and the collection of employment data; there are some constraints possibly due to lack of administrative resources and the required IT systems. In 2015 – 16 the Faculty conducted a project to develop occupation standards in public policy and public relations as part of a plan to introduce study programmes at graduate level, however, these have not yet been introduced.

Recommendations for improvement

One of the disadvantages of the Faculty overall is the lack of strategic planning. Current – and future – study programmes will benefit from strategic planning in this area with clear achievable short-term and long-term goals and a timeline. Such strategic planning should involve all study programmes, bearing in mind that specialist postgraduate programmes are a direct source of revenue.

The Faculty will also benefit from closer ties with professional organizations that can provide insights into labour market needs and thus help update the curriculum and the development of new study programmes, and ultimately lead to the increased employability of students. Some steps have been taken in this direction but they need to be more strategic, formalized and co-ordinated.

Administrative and IT constraints are a significant disadvantage, considering the importance of the data in various processes – from quality assurance to employability – and therefore the Faculty should address these in the best possible way.

Quality grade: Satisfactory

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 learning outcomes (LOs) are clearly defined – except for the postgraduate research (PhD) study programme - and are aligned with the mission of the Faculty. Regulations and processes are in place for checking LOs for consistency particularly if changes are made. The panel has not been made aware of periodic reviews of LOs at study programme level that would aim to update these according to market and social needs. The project carried out in 2015 – 16 (see section 2.1) has generated some data from employers but this was limited to two potential new graduate study programmes and similar data has not been collected for existing study programmes.

Degree-level LOs for the Undergraduate Programme in Journalism are heavily focused on knowledge and knowledge acquisition and the connection between knowledge acquisition and its application should be strengthened. Practical skills are grouped together in LO 2.3 and they could be re-written or broken down into a few LOs for clarification. For example, the second line refers to “produce news for different media” and the third line refers to “journalistic texts” – are these different from news? – and to “audiovisual or multimedia interactive contents” for a range of media – how do these differ from news and from journalistic texts? Ethics is highlighted in LO 1.5 and LO 2.5 with LO 1.5 being rather general and applicable to everyday life and LO 2.5 applicable to journalistic/PR practice. Why is it important to distinguish these two areas rather than understand ethics holistically within professional and non-professional lives? While there are two LOs related to ethics, law and regulation do not appear in any LOs. LO 1.6 refers to research methods in its initial segment but goes on to describe theories and concepts relevant for social sciences, leaving out methodology and methods completely. LO 1.7 theory and methods of research refer only to statistical analysis, it would be useful to clarify this LO and focus on statistical analysis only and elaborate further, for example specifying the type of software. It is also unclear to what extent the knowledge of statistical methods is applied by students. LO 2.2 is very unclear, media texts are very varied and can be evaluated in a variety of ways, using a variety of methodologies, it is important to make this LO more focussed. Overall, it is unclear which LOs involve knowledge and skills that are mainly nationally relevant and that are internationally/globally relevant. For example, LO 2.1 lists a number of competences but it is unclear whether history of media and media systems are national/international etc. Similar to LO 2.3 this one could be broken down into a couple of LOs for clarity. Social skills, autonomy and responsibility are missing from the LOs overall, these would involve the ability to solve complex tasks/problems independently, work to tight

deadlines, group work, work on professional projects in unpredictable circumstances etc.

Degree-level LOs for the Graduate Programme in Journalism need to reflect the progression from undergraduate (Level 6) to graduate (Level 7) study. A few LOs are very close in their wording to undergraduate-level LOs, essentially changing levels of knowledge from “higher” to “advanced” or adding “critically evaluate” (cf. e.g. LO 1.1 for both; LO 1.3 for BA and 1.2 for MA; LO 1.4 for BA and 1.3 for MA). However, in general the higher level indicators should take into account a wider range of competencies such as opportunity for originality in developing and applying ideas; problem solving abilities applied within broader/multidisciplinary contexts; ability to integrate knowledge and handle complexity; study in a self-directed and autonomous manner etc. Complexity and the advanced level of knowledge or application are missing from very brief LOs such as 2.3 and 2.4. LOs 1.5 and 1.6 to some extent contradict each other (does a basic level of social science concepts and theories match advanced knowledge of research methods for the same area of science?). LO 1.4 specifies basic ethics for research, this does not seem to be appropriate for a graduate degree and the advanced level of knowledge in LO 1.6 but it is not clear from the LOs and other documents made available to the expert panel what level of research competence is expected, what the scope of the research is and how independent it is. In LO 2.1 it is unclear what type of methods/methodological instruments are involved, clarification would be useful and the comment on LO 1.4 is relevant here as well. LO 2.2 is very dense and could be broken down to a few LOs with further clarification e.g. around the national/international/global context. According to the supplement on Study Programmes LOs 2.4, 2.5, 2.6 and 2.7 are not matched to any of the courses listed in the table on page 8. If these are linked to optional courses, this must be clear as degree-level LOs apply to every student who completes their studies, not just those who complete particular options. Apart from this major issue with LOs 2.4, 2.5, 2.6 and 2.7, consideration should be given to the language of the LOs that would better reflect Croatian Qualification Framework level descriptors, for example, LO 2.4 states “Journalism MAs are able to report on marginalized groups”, this suggests that students potentially demonstrate high levels of social skills, autonomy and responsibility but the LO does not reflect this and none of the LOs reflect social skills, autonomy or responsibility.

LOs for the Undergraduate Programme in Political Science focus mainly on knowledge and cognitive skills. Social and dissemination skills are mentioned only occasionally (e.g. communication with the general public); independent learning, autonomy and responsibility should also factor more significantly in the LOs to help the students be better prepared. Some LOs are repetitive (cf. 1.02 and 1.03) and the language in some requires clarification, e.g. 1.06 “They can take full part in the work of international

institutions...” What does full mean here? LO 1.14 states “Political BAs have fully developed their linguistic competences ...” What does fully mean? Some of the language of LOs is too broad and not in line with the level descriptors in the Croatian Qualifications Framework, for example LO 1.02 states “The programme primarily focuses on creating the preconditions for a thorough organization of knowledge of the discipline, thus enabling life-long learning and further training in the area.” LO 1.15 needs clarification or further elaboration as it is not clear within what context the “taking stands” occurs – is it in communication on political issues? Is it within independent research etc.? LO 1.16 While undergraduate students are expected to develop critical comprehension and apply knowledge to various complex situations, it is not clear what the phrase “problems arising on the discipline’s horizon” refers to. As it stands this may apply a level of competence more appropriate for graduate level of study. Learning outcome 1.17 is linked to ethics and to broader values and responsibility, however, the wording of the learning outcome is not entirely clear. What kind of civic ethics and civic literacy does the LO refer to? How are these learnt and applied? (The LO is associated with a range of courses – including Academic writing – so it is difficult to infer this). Since students are conducting some independent research, LOs should also pay attention to research ethics.

Learning outcomes for the Graduate Programmes in Political Science are covered in one set of LOs. It appears that these 12 LOs are shared by the two graduate study programmes and the additional specialization is added based on the selection of a particular number of elective courses over two semesters and this is then acknowledged on the diploma supplement. According to the self-evaluation report “In this sense, general and specific learning outcomes (in different fields) at the graduate level are not strictly linked to particular courses. General learning outcomes are achieved by the programme as a whole, whereas the acquisition of specific learning outcomes depends on the choice of specialisation.” p. 28. The expert panel did not receive the specific LOs for the specialist programmes and we do not consider the current practice a good one. LOs should be clearly defined for each possible specialization and cover all aspects of the study programme. According to the self-evaluation report there is a maximum of two possible specializations so this would involve two sets of LOs at degree level with the majority of LOs shared between the two programmes. Degree-level LOs for the Graduate Programmes in Political Science need to reflect the progression from undergraduate (Level 6) to graduate (Level 7) study. The wording “advanced” is not sufficient, in general the higher level indicators should take into account a wider range of competences such as opportunity for originality in developing and applying ideas; problem solving abilities applied within broader/multidisciplinary contexts; ability to integrate knowledge and handle complexity; study in a self-directed and autonomous manner etc. The LOs do not cover research skills and knowledge and research ethics sufficiently.

Recommendations for improvement

Although the consistency of LOs is checked on a regular basis, there need to be mechanisms for ensuring the continued relevance of LOs in terms of market and social needs. Such reviews - especially at study programme level should – should be on a periodic basis.

The panel was not given a compelling reason for LOs not being developed for the postgraduate research study programmes and recommends that these are specified.

Although there are constraints (see section 2.1), the input of graduates and employers is crucial for updating LOs to ensure the relevance and competitiveness of study programmes.

UG Journalism LOs need some clarification and elaboration. Areas that are missing – such as law and regulation (presuming these are covered in the UG course Media policy and media regulation and others) – should be added as appropriate. Social skills and the wider competences related to autonomy and responsibility are important transferable skills and as such should be added to the degree-level LOs.

For the Graduate programme in Journalism differentiate more distinctively between the undergraduate and graduate cycles. Clarify LOs, elaborate to make them specific for the degree programme and level of study. The issue with LOs 2.4; 2.5; 2.6 and 2.7 not being matched to any courses needs to be urgently rectified.

For the Undergraduate Programme in Political Science use the full range of level descriptors, including transferable skills. Clarify and specify the language of LOs where needed.

For the Graduate Programmes in Political Science create separate sets of degree-level LOs for the specialist programmes; even if there are overlaps, there should be clear differences. For the Graduate Programmes in Political Science differentiate more distinctively between the undergraduate and graduate cycles. The LOs should cover social skills (to help disseminate research) as well as competencies that cover independent learning, autonomy and responsibility.

Quality grade: Satisfactory

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

Analysis

The Faculty has regulations and processes in place that ensure the achievement of learning outcomes (LOs) of the study programmes. Feedback from students is regularly

collected at University level and in 2019/20 extensive student feedback was collected at Faculty level. From the report and the evidence gathered at the site visit it is clear that the Faculty level survey – although it has not yet resulted in outcomes – has significant benefits compared to the University-level one. The expert panel also gathered anecdotal evidence about individual tutors collecting feedback from students. Examples of changes that resulted from student feedback included the introduction of methodological courses and changes to teaching methods and assessments.

Recommendations for improvement

While there are opportunities for feedback, they vary in nature and so does their potential to contribute to improvements. There appears to be much space for tutor's individual initiative. It already appears that the 2019/2020 student survey has generated a range of useful data. The expert panel recommends that the Faculty management explores current practices of collecting and using student feedback for improvements and identifies examples of good practice which can then be implemented in a consistent and streamlined manner.

The subject areas that the Faculty offers are fast evolving and learning outcomes and assessment modes need to be updated in line with developments in the fields of employment. This is why the Faculty should improve the ways in which it collects feedback from graduates and employers.

Quality grade: Satisfactory

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

Analysis

Some of the points made in earlier sections are also relevant here. The absence of an implementable strategic plan makes the planning and introduction of new programmes and the closure of existing ones less manageable and results in delays, etc. The report and the site visit provided evidence of changes made to the study programmes – including the withdrawal of some – but it is not clear whether these changes were made in response to feedback from students and external stakeholders or employability concerns or internal pressures (such as changes to staffing) or other factors. There appears to be no formal periodic review of study programmes. Some of the recommendations of previous re-accreditations have been implemented but the ones relating to the use of feedback/data from graduates and employers have not yet been put in place in a meaningful way.

Recommendations for improvement

Develop a strategic plan in the area of study programmes that includes all levels of study.

Introduce a periodic review for programmes of study that is linked to revisions and to identifying areas for development and for closure.

Develop ways of collecting and implementing feedback from various relevant stakeholders – graduates, employers, professional organisations, etc. – in the planning, proposing and approving new programmes, and revising or closing the existing programmes. Considering the administrative constraints that the Faculty faces, the first steps in this direction can be less resource intensive such as roundtable discussions.

Quality grade: Minimum

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

Analysis

The need for a very significant re-working of ECTS allocation – including the ECTS model for study programmes – has been established in the 2014 re-accreditation and little progress has been made since. It is clear from the current report and the site visit that the Faculty's management understands the pressing need for work on this and the extent of the work. Implementing changes to ECTS allocation is going to be a lengthy process and it may also require changes to the Faculty's license. The management outlined the work that needs to be conducted and in the first phase it includes moving UG programmes to a model of 180 ECTS (at the moment BA Political Science is studied over 8 semesters and is allocated 240 ECTS) and graduate study programmes to 120 ECTS (currently MA Political Science and MA Master of European Studies are taught over 2 semesters and allocated 60 ECTS). This change is planned relatively soon, and it will bring the Faculty's study programmes in line with those in Croatia and increase the Faculty's competitiveness (transfers from other educational institutions will be easier). Longer term plans include adjusting ECTS for compulsory courses and also for foreign language courses where the ECTS under-represent the workload.

Recommendations for improvement

Improving the allocation of ECTS should be a top priority for the Faculty and it has been long overdue. The plan to start with the overall allocation of ECTS to study programmes and then continue at the level of courses is very reasonable but a clearer strategy with a timeline should be developed. From the meeting with the management it appeared that the process of planning will be a deliberative one – which is commendable – and we recommend that clear implementable goals and timelines are the outcome of the process.

Quality grade: Minimum

2.6. Student practice is an integral part of study programmes (where applicable).

Analysis

Since the re-accreditation in 2014 the Faculty has made progress with integrating student practice as part of its study programmes. Since 2015 the Faculty has specific regulations in place for student traineeships and it has also made some progress with offering traineeships for political science students. The Faculty has also included students in service learning programmes which is highly beneficial but does not replicate the experience of traineeships or internships. Students of journalism gain a wide range of practical skills while working in the student media outlets primarily and they also had opportunities through service learning programmes to work on topical issues in journalism (e.g. the fact checker faktograf.hr). The report and accounts from Faculty staff, however, highlighted significant shortcomings in the integration of student practice. There appears to be a range of informal practices (ad hoc arrangements based on personal networks, etc.), traineeships are not necessarily developed with defined learning outcomes and evaluations and they tend to be voluntary with credit bearing potential (2.5 ECTS).

Recommendations for improvement

While progress has been made student practice needs to be better integrated and form a standard part of student learning. It is worth considering whether and how much student practice should be compulsory, as this is standard practice for journalism programmes at many universities worldwide. Learning outcomes, ECTS allocation, formal agreements and means of evaluation should be developed. Feedback should be regularly collected from students and from employers and administrative support should be provided at the Faculty level.

Quality grade: Minimum

3. 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 Self-Evaluation Report and website of the Faculty provide all needed information on admission criteria and criteria for the continuation of studies. The Faculty ensures that it admits applicants with appropriate knowledge for the given study programme.

Recommendations for improvement

The Faculty has experienced a drop in numbers of applicants in previous years which has been beneficial to the quality of teaching (better student-staff ratio) but in the long run can be a threat to financial sustainability. The Faculty should therefore work on a strategy for attracting more potential students while not jeopardizing the increases in the quality of teaching. During the site visit the panel learnt that a re-haul of the website is a priority for the management and this is a good initiative.

Quality grade: Satisfactory

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

Analysis

From the Self-Evaluation Report and the site visit it appears that the management are satisfied with the pass rates and completion rates and they are not planning any significant work in this area. The Self-Evaluation Report acknowledges that the highest number of dropouts occurs in the transition from Year 1 to Year 2. According to the Self-Evaluation Report decreases in the student quota have led to higher quality applicants. The panel has not been provided with examples of measures that have been introduced to increase pass rates and completion rates.

Recommendations for improvement

While the Faculty has data about student progression, the Self-Evaluation Report does not provide any details of mechanisms that are used to analyse the data and to introduce actions to increase student retention. The Faculty has smaller numbers of students and they are of higher quality so making sure that they progress and complete their studies is even more pressing. The aim should not be completion as such (that can take up to 10 years) but completion within a time frame that benefits the student experience most. The Faculty should formalize mechanisms for monitoring student progress and initiating actions.

Quality grade: Minimum

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

Analysis

Student-centred learning involves a variety of teaching methods and encourages interactive learning, problem solving and critical thinking. Examples of student-centred learning are evident in the learning of practice-based knowledge in specific courses in each study programme. In some courses, students are co-creators in the teaching process. The Self-Evaluation Report provides examples of student-centred learning in the department of Journalism which has many practical projects and three media outlets that students of the Faculty and students from other institutions can work in. There are also examples of student-centred learning from the department of Political Science. Although there are not enough internships provided for students of Political Science, they can participate in service learning programmes that focus on solving specific social problems and in that way contribute to the development of the community. With different projects, research, open discussions and analysis students are developing critical thinking and applying theoretical knowledge in practice. The Self-Evaluation Report suggests that as a response to student feedback this type of teaching is becoming more frequent, students told the panel that this is a dynamic, interesting and useful way to learn as opposed to seminars that are based on student presentations. The Faculty uses e-learning systems, some particularly as a response to the pandemic. Students have been issued Faculty-specific email addresses recently; this is definitely a right decision, but a long overdue one.

Recommendations for improvement

While there are some examples of good practice in the area of student-centred learning, more work can be done across the Faculty to make sure that the most appropriate teaching and assessment methods are used across all courses. The University level student survey does not seem to be used for this purpose and the Faculty conducted its own survey only once so far, but data from this survey may contribute to the monitoring and evaluation of teaching and assessment methods. More formal ways of assessing teaching methods on a periodic basis would be useful.

Quality grade: Satisfactory

3.4. The higher education institution ensures adequate student support.

Analysis

At the Faculty level, there are many ways students are given adequate support. The Self-Evaluation Report and also the meeting with students during the site visit gave examples of such support and it is clear that the Faculty's staff are highly motivated to

provide such support. At the moment there is no career guidance, psychological and legal counselling available at the Faculty level. The Faculty has a coordinator for students with disabilities. There is a position of student ombudsman who is in charge of defending student rights. Teaching staff are available for regular consultations.

Recommendations for improvement

The Faculty has conducted its first student survey in 2019/20 and if this is conducted on an annual basis, it can help assess any pressing needs for student support. In the course of the site visit students told the panel about some issues such as the very limited hours of the Admissions Office, as it is open for two hours in a day. The possibility to conduct more of the administrative tasks electronically for example, in relation to the Admissions Office also came up. The panel also heard from students and teaching staff about the use of hard copy index to record results, this is a very cumbersome method for recording. While there is career guidance and psychological counselling available at the University level, it would also be beneficial at the Faculty level and it is an issue of resource but we would encourage the management to look into ways of providing such support at least on a part-time basis.

Quality grade: Satisfactory

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

Analysis

The Self-Evaluation Report provides a lot of examples of how the Faculty supports students from vulnerable and under-represented groups. Space is adjusted to students with a mobility disability, and literature is also available for students with visual impairment. The Faculty also has a coordinator for students with disabilities and scholarships for supporting student mobility.

Recommendations for improvement

N/A

Quality grade: High

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

Analysis

There are various ways in which students are informed about mobility and studying abroad. Previous years showed good results and increasing student interest in study abroad. During the site visit feedback was given by students and some praised the way the Faculty promoted study abroad but some thought more could be done in this area. However, the Faculty has provided information about mobility programmes on official sites and social media and has developed a big network of higher education institutions in which students can spend a year (Department of Journalism) and six months (Department of Political Science). Some mobility activities – CEEPUS – are not as popular as others.

Recommendations for improvement

The Faculty should continue work on the marketing of study abroad and it may be beneficial to involve the students who completed mobility in promotional activities. It is important to make this information available to all the students.

Quality grade: High

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

Analysis

The numbers show a decrease in the number of incoming students to the Faculty but it is not a major drop. To welcome exchange students, the Faculty organises Welcome Week and Welcome Day during which students meet professors and students, and staff responsible for their stay at the Faculty. Help with official documents required for their stay is provided and there are dedicated members of staff who support incoming students throughout the process – i.e. from application to completion. Also, the Faculty helps incoming students to get to know Zagreb and public transport so their lives would be easier. Classes are held in English, and students are given literature and know what is expected of them during student mobility.

Recommendations for improvement

While the Faculty is providing a lot of support to incoming students, it could consider more formalized inclusion of Faculty students in the process, e.g. as student mentors for incoming students. The expert panel encourages the Faculty to increase the number of foreign language mutations on its website, at the moment the only foreign language is English.

Quality grade: High

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

Analysis

At the beginning of the course, students are familiarized with learning outcomes and the way their knowledge will be evaluated. All the information about study programmes and courses is available in the Information Package that has detailed information about each course. The Faculty is ensuring examination impartiality and objectivity through creating the same exam conditions and the same examination materials for all students. As for evaluation in written exams and written papers, and other similar types of knowledge assessment, all students have the same types of tasks and face the same exam rules and criteria. Furthermore, to ensure examination impartiality and objectivity in writing the final thesis, the written part is examined by three commission members. If students need to complain, they have an opportunity to do so in almost every aspect. The general procedure of complaint resolution is done in such a manner that Vice Deans resolve complaints at first instance, depending on their line of competence, while complaints at second instance are resolved by the Dean. Also, students can ask the Student Union and student ombudsman to fight for their rights.

Recommendations for improvement

More work can be done in providing support to assessors, particularly those new to teaching and assessment should be offered training and mentoring. Assessment methods should be monitored and their appropriateness evaluated on a periodic basis. According to the Ordinance concerning studying in undergraduate and graduate programmes, students have to submit their complaints in written form and send it by post or by submission at the registry department. It would be easier and faster to send complaints through e-mails and avoid any difficulties that may happen in the way of documentation getting to responsible Faculty staff that are in charge of student complaints.

Quality grade: Satisfactory

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

Analysis

After finishing studies, the Faculty issues diploma and Diploma Supplements which prove that the student finished chosen study programme and is given an academic title defined by law. In addition to the diploma, a student is issued a diploma supplement

about the programme, confirming which exams he/she passed, with which grades and how many ECTS credits have been earned.

Recommendations for improvement

N/A

Quality grade: High

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

Analysis

In the last survey about graduate students and employers, gathered information did not show very impressive results about student employability. The Faculty is aware of this problem and their weak connection with alumni and are planning to make changes according to the Strategic Plan 2021-2026. The information gathered from employers and communication with alumni will provide new information which will help the Faculty to adapt study programmes to market needs and therefore help students to find jobs soon after finishing studies. During the site visit in the meeting with alumni the view was expressed that more focus is needed on practice-based knowledge and skills and the Faculty staff seem to be aware of this. Efforts are being made to increase internship opportunities particularly for students of political science

Recommendations for improvement

At the moment, the Faculty does not have a developed system of monitoring student employment and their careers. It is necessary to establish a Faculty-level service for alumni relations, in order to ensure regular communication with the alumni, and to collect data on their careers and usefulness of studies, with the aim of improving existing and developing new study programmes. A greater engagement with employers will also help in this respect.

Quality grade: Satisfactory

4. Teaching and institutional capacities

4.1. The higher education institution ensures adequate teaching capacities.

Analysis

The Faculty has managed to have a good staff student ratio over the years but this is a result of reduction in student numbers and not through hiring of many more academic staff. This reduction in student numbers poses a challenge because of the reliance on

tuition fees. While some units are adequately resourced, the capacity in areas of growth such as journalism is not responsive to the needs. The hiring and promotional processes have means to ascertain research excellence, but not teaching excellence. There is no professional development programme that early career and established academics can access to improve their skills. The Faculty makes good use of library and other digital resources. The physical infrastructure, especially the buildings, are limited and prevent small group teaching and thus have an adverse impact on student learning and experience.

Recommendations for improvement

Create a Professional Development Programme to train early career academics and to reskill established academics.

Establish mechanisms to include teaching excellence, along with research excellence, as integral to recruitment and promotion processes.

Explore options for reconfiguring teaching space so that the timetable as well as rooms are more conducive to small group teaching and to student needs.

Quality grade: Satisfactory

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

Analysis

The Faculty follows procedures that are in line with the University as well as its own statutes when it comes to recruitment and progression/promotion. The jobs are advertised in open forums and there is some transparency there. However, the procedures are driven by immediate demands and needs of different Departments and not by a wider Faculty strategy. Such a situation leaves the process open to negotiations, bargaining and different claims making and is not conducive to full transparency. The “excellence” that is measured is in research terms and no clear process exists to ascertain excellence or even suitability in the teaching sphere when it comes to recruitment. During promotion, teaching evaluations seem to form a part according to the written Self-Evaluation Report.

Recommendations for improvement

As part of designing a Faculty strategic plan, there should be a focus on coherent recruitment policy that balances between departmental needs and Faculty vision.

A Working Group for the Evaluation of Teaching Excellence, in line with the already existing Working Group for the Evaluation of Research excellence, will standardise expectations across the different Departments.

Quality grade: Minimum

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

Analysis

As the Self-Evaluation Report acknowledges and the narratives from different academic staff made it clear, there is severely limited support offered to academics for professional development other than in the area of research support through a conference/publication support budget. This creates the risk that those with external connections and those already experienced in research will carry on doing fine while those without prior connections and experience will be left behind. This also has a direct impact on the educational experience of the students. As an institution, the Faculty has to design a professional development programme that helps new academics transition into their roles and helps improve the skills of those who are already established. Student surveys cannot form a basis for meaningful change if a professional development programme does not exist to help academics change.

Recommendations for improvement

Create a professional development programme involving workshops, online and offline training sessions, and other mechanisms to support both early-career and established academics and explore making this obligatory for all.

Create a programme to recognise and reward teaching excellence the same way as research excellence.

Explore a formal mentorship programme where established academics support and help early career academics.

Quality grade: Minimum

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

The physical infrastructure available to the Faculty for its day to day activities imposes restrictions on the range of activities that can support expansive learning for all the students in political science and journalism. The Faculty has been resourceful in making the best of the limited space but there are clear challenges to do with timetabling (it is

room availability rather than what is conducive for student learning that shapes this) and space availability (larger lecture rooms do not facilitate smaller group work and seminars). Teaching in smaller groups is not a luxury but a necessity for personalised learning and this cannot be possible in the current set up. In recognition of specialist needs in the journalism programme, space is provided for practical work and for student focused hubs.

Recommendations for improvement

We cannot make recommendations that may not be feasible for reasons beyond the control of the Faculty. But we do recommend a review of teaching spaces and the possibility of reconfiguration that allows for greater smaller group work.

Quality grade: Minimum

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.

Analysis

Given the size of the Faculty and the context in which it operates, the resources available through the library and computer rooms are satisfactory. There were no conspicuous problems relating to this that were raised through the Self Evaluation Report or by students. The training programme provided by the library is good.

Recommendations for improvement

We'd recommend exploration of free sources available digitally and signposting them for the students so that they need not rely upon the library or be left to discover sources themselves.

Quality grade: Satisfactory

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

Analysis

The Faculty is heavily reliant upon tuition fees primarily in addition to other budgetary allocations and project specific funds. Given the limited sources of funds and the context in which the Faculty operates, its use of financial resources is rational and pragmatic. However, the absence of any kind of long term strategy also prevents creative thinking around exploring additional sources of funding or making better use of existing funds or channelling funds in areas of growth (like journalism).

Recommendations for improvement

Include a detailed financial statement as part of a long term strategic plan. Encourage more external projects. Use professional development programmes to encourage forms of consultancy that link academic experts and external bodies.

Quality grade: Satisfactory

5. 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 national collective agreement grants equals time-share for teaching and research (45%), which translates into something like around 300-320 hours per year, which is quite reasonable. In the onsite virtual visit, some professors mentioned that Research can suffer due to teaching, but that also depends on the year. As the teaching load is stipulated by the Government, the Faculty can't change it. In general, the balance between teaching and research is good. The good interpersonal relations within the Faculty's members and, in some cases, their personal disposal to cooperation, also favours that. Overall, the Faculty's research outputs for the last five years are good, both in quantity as in quality, with a total of 457 articles, of which 332 were published in journals which are indexed in the Web of Science or Scopus; and 190 monographs, book chapters and papers published in English. Still, internally the academic staff don't have scientific output goals set for them. The Faculty applies the national ordinance on this matter and currently there is no internal regulation that elaborates any further. But the Faculty has an internal stimulus programme to promote publishing, as elaborated in 5.4. On top of that, it was also mentioned that the last two or three administrations have been helpful especially for junior staff, by providing a specific fund dedicated for methodological training and professional development, which is particularly important for early career staff, so they can develop their career.

Recommendations for improvement

When the Faculty adopts its internal regulations that would define additional criteria for the recruitment and promotion of faculty members, at least one of those criteria should be related to Research goals, per year or for five years, in the case of tenure. Unlike the teaching load, which is easy to monitor, this could be a way to monitor research work and, in addition, to not only identify possible discrepancies, but also to substantiate a

fact-based and transparent scheme that rewards the Faculty's members that are highly engaged with and productive in research activities.

Quality grade: Satisfactory

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

Analysis

The Faculty has significant research outreach, taking into consideration its publications and projects, several of them in partnership with civil society's organizations. Combined they have contributed to the Faculty's national and international recognition and the transfer of knowledge. As almost all links in the Self-evaluation Report were written in Croatian they were not readable to all panel's members, thus not having access to additional information that they could have been taken into account. The same applies for the Faculty's website. Being in Croatian it definitely concurs for the dissemination of the Faculty's activities and outputs nationally, but it doesn't reach a wider regional and international audience non-Croatian reader. Faculty involvement in public media is strong, especially through the Student Media (Radio, Television and Newspaper), and they benefit from the transfer of knowledge to a more diverse audience. Some of the Master's research papers don't get published in scientific journals, but they are published in the daily press, which is a contribution to the popularization of science. Faculty members are also active commentators in the media, and they participate in public debates.

Recommendations for improvement

The new website currently under development should have an area dedicated to Research in both Croatian and English, so to not only highlight the Faculty's track-record and each professor/researcher field of expertise and research interest, but also to disseminate their publications and projects to a wider and international audience, and possibly to promote future foreign partnerships, academic and non-academic.

Quality grade: Satisfactory

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

Analysis

Recognition in the national, regional and international context is the Faculty's strongest asset regarding Research. A number of accomplishments contribute to this: the Faculty's professors have a high international cooperation and they are encouraged to apply for visiting posts and to teach/lecture abroad; the Faculty organizes summer

courses with the participation of international professors; PhD students are incentivized to submit paper proposals to international conferences; the receiving of competitive external funding for some projects and the participation in a number of international projects, including COST Actions and Jean Monnet Networks; and the publication of academic pieces in high ranked international peer-reviewed journals and in renowned publishers. The publishing activity is, in fact, very extensive. The Faculty also publishes some academic journals, such as “Medijske studije/Media studies” and the “*Anali Hrvatskog politološkog društva/Annals of Croatian Political Science Association*”, both indexed in Scopus, and two others are indexed in Web of Science^[A1]. One of the journals published 105 articles in the last five years with contributions from 24 countries. In addition, the Faculty publishes book series and one of those published 78 books in 15 years, which is outstanding.

Recommendations for improvement

Despite the Faculty’s high achievements, it seems that professors/researchers mostly operate on an individual basis, on their own initiative. To foster cooperation among Faculty members across departments and research units it would be of use to design and implement a realistic and effective common research strategy for the upcoming years, as elaborated in 5.4. For that, the support structure would benefit from being more robust. It would be important to assign one full-time member of staff to the Office for International Relations, Cooperation and Projects, who has experience in preparing applications for national and international projects from an administrative and financial point of view.

Quality grade: High

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

Analysis

The permanent research members of the Faculty are the ones who are professors. The Faculty doesn’t hire for permanent research positions, but only for research projects, which follow national legal regulations and specific regulations for each project, according to the funding agency. The most positive and highly valued instrument to promote research in the Faculty is its Fund for International Mobility, which covers translations to English, the participation in conferences and methodology courses, to buy books, to conduct research abroad. This HRK 12.000 (c. EUR 1.500) funding per year, plus a bonus if researchers publish in Q1 journals, is a great stimulus, and the amount is quite generous within both the University of Zagreb and the Croatian context, and even comparable to other European universities. Other than that, in particular early career researchers are well engaged with getting external and international

funding and some are projects' Principal Investigators. At PhD level, publishing is mandatory, as students can't finish their PhD without publishing an article, and a few very outstanding students co-author articles with their supervisors. On the other hand, the Faculty's staff has a restricted access to scientific databases, which is also a national issue, due to limited funds to pay for databases.

As mentioned by various Faculty's stakeholders, during the in site virtual visit, strategic thinking and planning is not a well-developed field, and that also applies to Research. The Faculty's Strategy for Development of Scientific Research for 2021-2026 does not have any concrete indicators for Research, and even the Strategy for Development of Scientific Research 2017-2022 is very broad, incoherent, without measurable indicators and coordination between departments even within the same Programme, and is not being implemented. The Faculty acknowledges this problem, intends to conduct an internal self-evaluation to assess it, and is willing to give its resolution a top priority.

Recommendations for improvement

The Faculty must elaborate a new Strategy for Development of Scientific Research that establishes feasible and concrete research goals, sets tangible and measurable indicators, with a realistic time frame until 2026. Research units and Departments must all contribute to the design of this new strategy.

Quality grade: Satisfactory

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

Analysis

The Faculty's academic staff can incorporate their research into the teaching. They have the possibility to teach what they research, particularly at Postgraduate level (not at Undergraduate), and they can change the syllabus to some degree on an annual basis. Furthermore, they can offer advanced research workshops, where they share the results of their research. On a different perspective, students can also work on some projects and a group of students has benefited from this. A specific example is the project called "ZurLab Journalism Laboratory" about trust in the media, which is connected to the course Journalist Research Lab, and is probably the best example of a research project being connected to teaching. And in general every project includes students as much as they can. Moreover, some projects organize summer courses with ECTS allocated to it.

Recommendations for improvement

A permanent research-in-progress seminar per department could be implemented. In that seminar, Master and PhD students could present the current status of their research, the main challenges and difficulties they are facing. It has to be planned early each academic year, signing in students who are starting or about to finish their dissertations/thesis, who are the ones that most likely have more doubts or results to present (depending on each year they are enrolled).

Quality grade: Satisfactory

APPENDICES

1. Quality assessment summary - tables

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

<i>Quality grade by standard</i>				
<i>I. Internal quality assurance and the social role of the higher education institution</i>	<i>Unsatisfactory level of quality</i>	<i>Minimum level of quality</i>	<i>Satisfactory level of quality</i>	<i>High level of quality</i>
1.1. The higher education institution has established a functional internal quality assurance system.			X	
1.2. The higher education institution implements recommendations for quality improvement from previous evaluations.		X		
1.3. The higher education institution supports academic integrity and freedom, prevents all types of unethical behaviour, intolerance and discrimination.			X	
1.4. The higher education institution ensures the availability of information on important aspects of its activities (teaching, 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		

<i>Quality grade by standard</i>				
<i>II. Study programmes</i>	<i>Unsatisfactory level of quality</i>	<i>Minimum level of quality</i>	<i>Satisfactory level of quality</i>	<i>High level of quality</i>
2.1. The general objectives of all study programmes are in line with the mission and strategic goals of the higher education institution and the 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		

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

<i>Quality grade by standard</i>				
<i>IV. Teaching and institutional capacities</i>	<i>Unsatisfactory level of quality</i>	<i>Minimum level of quality</i>	<i>Satisfactory level of quality</i>	<i>High level of quality</i>
4.1. The higher education institution ensures adequate teaching capacities.			X	
4.2. 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	

<i>Quality grade by standard</i>				
<i>V. Scientific/artistic activity</i>	<i>Unsatisfactory level of quality</i>	<i>Minimum level of quality</i>	<i>Satisfactory level of quality</i>	<i>High level of quality</i>
5.1. Teachers and associates employed at the higher education institution are committed to the achievement of high quality and quantity of 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	

2. Site visit protocol

Edukacija članova stručnog povjerenstva u virtualnom okruženju/ Training of panel members in virtual form

	Petak 15. siječnja 2021.	Friday, 15th January 2021
12:55 – 13:00	Spajanje na poveznicu (link) ZOOM	Joining the ZOOM meeting via the link
13:30 – 14:30	Edukacija članova Stručnog povjerenstva <ul style="list-style-type: none">• Predstavljivanje AZVO-a• Predstavljivanje sustava visokog obrazovanja u RH• Postupak reakreditacije• Standardi za vrednovanje kvalitete	Training of the panel members <ul style="list-style-type: none">• Presentation of ASHE• Overview of the higher education system in Croatia• Re-accreditation procedure• Standards for the evaluation of quality
14:30 –	Interni sastanak Stručnog povjerenstva – priprema za posjet <ul style="list-style-type: none">• Kako napisati Završno izvješće Priprema povjerenstva za posjet visokom učilištu (rasprava o Samoanalizi i popratnim dokumentima)	Internal meeting of the Expert panel – site visit preparation <ul style="list-style-type: none">• How to write the Final report Preparation of the Expert Panel members for the site visit (discussion on the Self-evaluation report and supporting documents)

Virtualni sastanak članova stručnog povjerenstva, diskusija o zapažanjima i impresijama nakon analize dokumenata I priprema za posjet /Virtual meeting of Expert Panel members, discussion on observations and impressions from the document analysis and preparation for site visit

	Četvrtak, 21. siječnja 2021.	Thursday, January 21st 2021,
9:25 –9:30	Spajanje na poveznicu (link) ZOOM recenzenata	Joining the ZOOM meeting via the link with panel members
9:30 –	Interni sastanak Stručnog povjerenstva	Internal meeting of the Expert panel

Prvi dan reakreditacije u virtualnom okruženju / First day of re-accreditation in virtual form

	Utorak, 26. siječnja 2020.	Tuesday, 26th January 2021
9:15 – 9:25	Spajanje na poveznicu (link) ZOOM stranih recenzenata	Joining the ZOOM meeting via the link with panel members
9:30 – 10:30	Sastanak s Upravom visokog učilišta	Meeting with the Management (dean, vice-deans and secretary)
10:30 – 11:30	Sastanak s Povjerenstvom za osiguravanje kvalitete	Meeting with representatives of the Committee for Quality Assurance
11:30 -11:45	Interni sastanak Stručnog povjerenstva	Internal meeting of the Expert panel
11:45 – 12:45	Sastanak s predstavnicima studenata svih studijskih programa - otvoreno za sve studente	Meeting with the students of each study programmes – open for all students
12:45 – 13:45	Pauza za ručak	Lunch break
13:45 – 15:00	Sastanak s prodekanom za nastavu i prodekanom za studijske programe i cjeloživotno učenje	Meeting with the vice-dean for education and vice-dean for study programmes LLL
15:00 –	Interni sastanak Stručnog povjerenstva (Analiza sastanaka)	Internal meeting of the Expert panel (Analysis of meetings)

Drugi dan reakreditacije u virtualnom okruženju / Second day of re-accreditation in virtual form

	Srijeda, 27. siječnja 2021.	Wednesday, October 27th 2021
9:00 – 9:15	Spajanje na poveznicu (link) ZOOM visoko učilište	Joining the ZOOM meeting via the link with HEI
9:15 – 10:15	Sastanak s voditeljima studija ili odsjeka	Meeting with the heads of the study programmes /heads of departments
10:20 – 10:30	Pauza	Break
10:20 – 11:10	Sastanak s asistentima i poslijedoktorandima	Meeting with teaching assistants and postdoctoral researchers
11:10 – 12:00	Sastanak s nastavnicima VU osim onih na rukovodećim mjestima	Meeting with full-time employed teachers, except those in managerial positions
12:00 – 13:30	Pauza za ručak	Lunch break
13:30 – 14:00	Sastanak s alumnijima	Meeting with alumni
14:00 – 14:30	Sastanak s vanjskim dionicima (nenastavnim) s kojima visoko učilište surađuje (predstavni	Meeting with external stakeholders (non-teaching) with which the institution cooperates (representatives of professional

	strukovnih i profesionalnih udruženja, poslovna zajednica, poslodavci, stručnjaci iz prakse, organizacije civilnog društva,...)	organisations, business sector/industry sector, professional experts, non-governmental organisations,...)
14:30 –	Interni sastanak Stručnog povjerenstva (Analiza sastanaka)	Internal meeting of the Expert panel (Analysis of meetings)

Treći dan reakreditacije u virtualnom okruženju / Third day of re-accreditation in virtual form

	Četvrtak, 28. siječnja 2020.	Thursday, 28th January 2020
9:50 – 10:00	Spajanje na poveznicu (link) ZOOM visoko učilište	Joining the ZOOM meeting via the link with HEI
10:00 – 11:00	Sastanak s predstavnicima; - ureda za međunarodnu suradnju, istraživanje i projekte, - voditeljicom knjižnice - ureda za izdavačku djelatnost	Meeting with representatives; - Office for International Cooperation, Research and Projects, - library manager - publishing office
11:00 – 13:00	Pauza za ručak	Lunch break
13:00 – 14:00	Sastanak s prodekanom za znanost i međunarodnu suradnju	Meeting with vice-dean for research and international cooperation
14:00 – 15:00	Sastanak s voditeljima znanstvenih projekata	Meeting with the heads of research projects
15:00 – 15:30	Organizacija dodatnog sastanka o otvorenim pitanjima, prema potrebi	Organisation of additional meeting on open questions, if needed
15:30 -	Interni sastanak Stručnog povjerenstva (Analiza sastanaka i pisanje izvješća)	Internal meeting of the Expert panel (Analysis of meetings and writing report)

Četvrti dan reakreditacije u virtualnom okruženju / Fourth day of re-accreditation in virtual form

	Petak, 29. siječnja 2021.	Friday, 29th January 2021
9:30 – 11:30	Interni sastanak Stručnog povjerenstva (izrada nacrt završnog izvješća)	Internal meeting of the Expert panel (drafting the final report)
11:30 – 11:45	Završni sastanak s Upravom visokog učilišta	Exit meeting with the Management (dean and vice-deans)
11:45 –	Interni sastanak Stručnog povjerenstva (izrada nacrt završnog izvješća)	Internal meeting of the Expert panel (drafting the final report)

SUMMARY

The panel recognises the efforts and hard work put in by academics of the Faculty to provide a holistic and comprehensive educational experience to students in different courses and at different levels. We came across examples of good practice in teaching and research and are impressed with the commitment to international mobility. We are aware that the Faculty operates in an institutional and national context that imposes its own challenges.

While being mindful of context-related challenges as well strengths of the Faculty, the panel finds several problems that need addressing as a matter of priority over the coming years for the Faculty. The absence of long, or even medium-term, strategic planning is conspicuous. Several issues that we found to be at best of “satisfactory” and sometimes “minimum” standard are connected to the absence of strategic planning at the Faculty level. We are not confident that the relation between the Faculty and the Departments is coherent and robust enough to have a forward looking approach. Study programmes and the actual experience of the students seem to be dependent more on the personal commitment of academics than on the wider processes. More needs to be done to support professional and skills development of academics, employability training and opportunities for students, and better infrastructure for flexible teaching.

We have highlighted the gaps as well as strengths in our detailed report and wish the Faculty the best for a better future.