



**REPORT
OF THE EXPERT PANEL
ON THE
RE-ACCREDITATION OF
Catholic Faculty of Theology University of Zagreb**

**Date of preliminary site visit:
23 November 2020**

**Date of on-line re-accreditation:
25– 27 November 2020**

November 2020

CONTENTS

| | |
|---|-----------|
| INTRODUCTION | 3 |
| SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION..... | 6 |
| BRIEF ANALYSIS OF THE INSTITUTIONAL ADVANTAGES AND DISADVANTAGES | 10 |
| ADVANTAGES OF THE INSTITUTION..... | 10 |
| DISADVANTAGES OF THE INSTITUTION | 10 |
| LIST OF INSTITUTIONAL GOOD PRACTICES | 10 |
| EXAMPLES OF GOOD PRACTICE..... | 10 |
| ANALYSIS OF EACH ASSESSMENT AREA, RECOMMENDATIONS FOR IMPROVEMENT AND QUALITY GRADE FOR EACH ASSESSMENT AREA | 11 |
| I. Internal quality assurance and the social role of the higher education institution | 11 |
| II. Study programmes..... | 12 |
| III. Teaching process and student support | 14 |
| IV. Teaching and institutional capacities..... | 15 |
| V. Scientific/artistic activity | 16 |
| DETAILED ANALYSIS OF EACH STANDARD, RECOMMENDATIONS FOR IMPROVEMENT AND QUALITY GRADE FOR EACH STANDARD..... | 19 |
| I. Internal quality assurance and the social role of the higher education institution | 19 |
| II. Study programmes..... | 23 |
| III. Teaching process and student support | 28 |
| IV. Teaching and institutional capacities..... | 34 |
| V. Scientific/artistic activity | 38 |
| APPENDICES | 43 |
| SUMMARY | 54 |

INTRODUCTION

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

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

The Agency's Accreditation Council appointed an independent Expert Panel for the evaluation of the Catholic Faculty of Theology, University of Zagreb.

Members of the Expert Panel:

- Assoc. prof. dr. sc. Jesper Tang Nielsen, Faculty of Theology, University of Copenhagen, Kingdom of Denmark, Panel chair,
- Assoc. prof. dr. sc. Elzbieta Osewska, University of Applied Sciences in Tarnow, Republic of Poland,
- Asst. prof. dr. sc. Zoltán Mizsei, Liszt Ferenc Academy of Music, Budapest - Church Music Department, Hungary,
- Asst. prof. dr. sc. Mihael Prović, Catholic Faculty of Theology University of Split, Republic of Croatia,
- Antonia Zaoborni, Catholic Faculty of Theology in Djakovo, Josip Juraj Strossmayer University of Osijek, Republic of Croatia, student.

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

- Management,
- Quality Assurance Committee,
- Students,
- Heads of departments,
- Full-time teaching staff,
- President of the International Cooperation Committee,
- Head of the Office for International Cooperation,

- ECTS coordinator,
- Alumni,
- Representatives of the business sector, potential employers,
- Teaching assistants,
- Heads of scientific-teaching and scientific-research institutes.

The Expert Panel drafted this Report on the re-accreditation of the Catholic Faculty of Theology, University of Zagreb, on the basis of the Catholic Faculty of Theology, 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, online meetings and writing of the Report, the Expert Panel was supported by:

- Matan Čulo, coordinator, ASHE,
- Maja Šegvić, assistant coordinator, ASHE,
- Marko Hrvatin, interpreter at the preliminary site visit and during the online meetings,
- 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

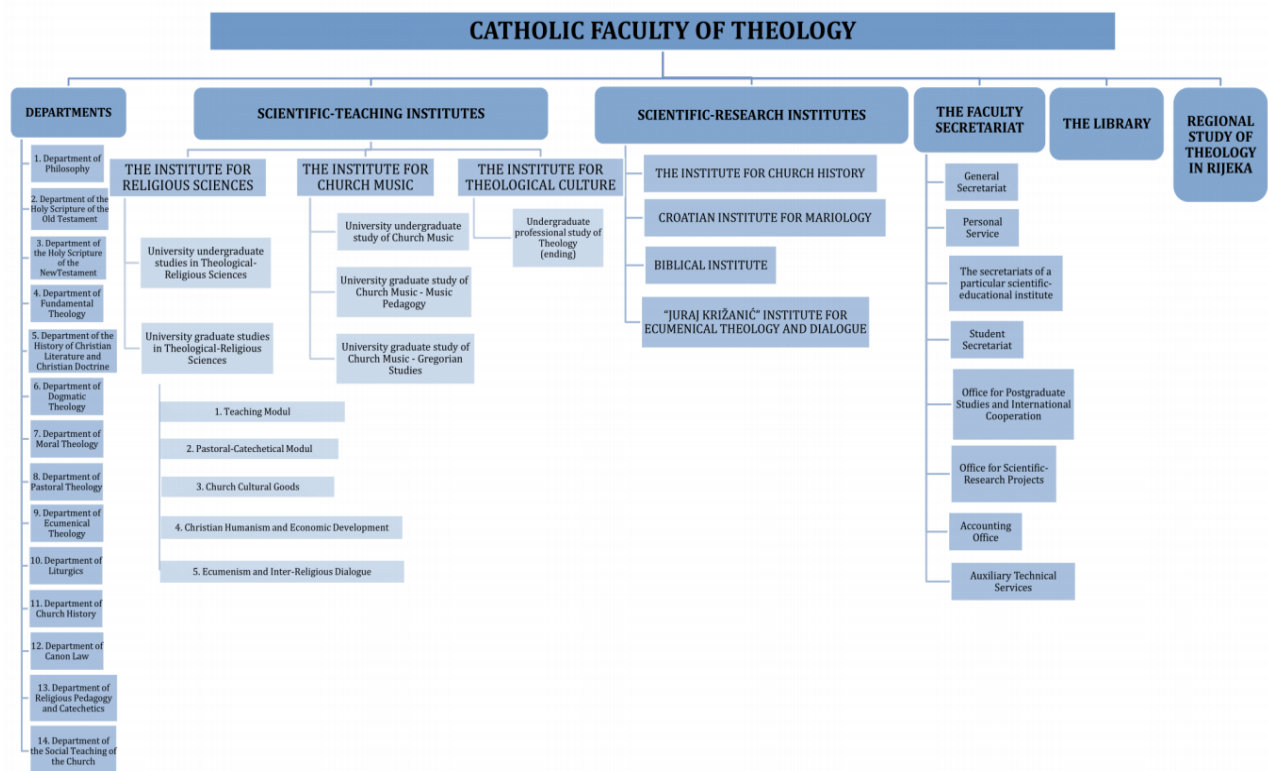
NAME OF HIGHER EDUCATION INSTITUTION:

Catholic Faculty of Theology, University of Zagreb

ADDRESS: Vlaška ulica 38, p.p. 432

DEAN: prof. dr. sc. Mario Cifrak

ORGANISATIONAL STRUCTURE:



STUDY PROGRAMMES:

- Integrated undergraduate and graduate university Philosophical-Theological Study,
- Undergraduate university study of Theological-Religious Sciences,
- Graduate study of Theological-Religious Sciences,
- Undergraduate study of Religious Pedagogy and Catechetics - The study is being replaced by the study of Theological-Religious Sciences,

- Graduate study of Religious Pedagogy and Catechetics - The study is being replaced by the study of Theological-Religious Sciences,
- Undergraduate professional study of Theology,
- Undergraduate study of Church Music,
- Graduate study of Church Music - Gregorian Studies,
- Graduate study of Church Music - Music Pedagogy,
- Postgraduate scientific study of licentiate and doctorate.

NUMBER OF STUDENTS:

Table 3.1. Number of students per study programme for the evaluated academic year

| Study programme name | Full-time students | Part-time students |
|---|--------------------|--------------------|
| Church Music (650) | 24 | 0 |
| Theology (651) | 18 | 29 |
| Philosophical-Theological Studies (653) | 298 | 0 |
| Philosophical-Theological Studies (654) | 50 | 0 |
| Licentiate and Doctoral Study in Theology (655) | 20 | 0 |
| Theology and Religious Studies (656) | 85 | 0 |
| Religious Pedagogy and Catechetics (657) | 55 | 0 |
| Total | 550 | 29 |

NUMBER OF TEACHERS:

Table 4.1.a Staff Structure - FOR UNIVERSITIES in the evaluated academic year

| Staff* | Full-time staff | | Cumulative employment | | External associates | |
|---|-----------------|-------------|-----------------------|-------------|---------------------|-------------|
| | Number | Average age | Number | Average age | Number | Average age |
| Full professors with tenure | 9 | 64,11 | - | - | - | - |
| Full professors | 9 | 54,67 | - | - | 5 | 52 |
| Associate professors | 12 | 52 | 1 | 0 | 6 | 59 |
| Assistant professors | 28 | 45,96 | - | - | 6 | 48,67 |
| Scientific advisor (permanent/ with tenure) | - | - | - | - | - | - |
| Scientific advisor | - | - | - | - | - | - |
| Senior Research Associate | - | - | - | - | - | - |
| Research Associate | - | - | - | - | - | - |
| Teaching grades | 8 | 55,63 | 1 | 61 | 2 | 54 |
| Assistants | 4 | 39,33 | - | - | - | - |
| Postdoctoral researcher | 3 | 41,67 | - | - | - | - |
| Employees on projects | - | - | - | - | - | - |
| Expert assistants | - | - | - | - | - | - |
| Technical staff | 6 | 52,33 | - | - | - | - |
| Administrative staff | 24 | 43,79 | - | - | - | - |
| Support staff | 5 | 52,2 | - | - | - | - |

SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION

Catholic Faculty of Theology is a church's public higher education institution, which is simultaneously part of the University of Zagreb under the terms of the Agreement on the Position and Operation of the Catholic Faculty of Theology within the University of Zagreb, concluded on March 11th, 1996. The Catholic Faculty of Theology has been canonically recognized by the Holy See and consequently enjoys the status of a canonical church's higher education institution. It organizes and implements integrated, undergraduate, graduate and postgraduate university studies, and lifelong learning programmes. It develops scientific, research, teaching, artistic, publishing and professional work in various scientific and professional fields.

The Faculty has been operating in Vlaška ulica 38 since 1998, and its library is located at Voćarska 106.

The organizational units of the Faculty are departments, scientific-teaching and scientific-research institutes, the secretariat and the library.

The Faculty has a total of 14 departments, which are the basic internal organizational units of scientific-teaching work: they organize and plan teaching, conduct scientific research projects and other scientific activities, propose forms and dynamics of scientific and professional improvement of the members of the departments, etc.

There are three scientific-teaching institutes at the Faculty: The Institute for Religious Sciences, the Institute for Church Music and the Institute for Theological Culture.

There are four scientific-research institutes at the Faculty: The Institute for Church History; Croatian Institute for Mariology; Biblical Institute; "Juraj Križanić" Institute for Ecumenical Theology and Dialogue. The Faculty is managed by the Grand Chancellor, the Dean and the Faculty Board.

The Catholic Faculty of Theology wants to remain faithful to its original, traditional, and well-tested mission of an ecclesial scientific-research institution of higher education. Through scientific-research, scientific-teaching, artistic-research, artistic-teaching, and publishing programmes and projects in its proper domains of science and art, it will continue to develop serious scientific and artistic research, educate the complete human person, who can, with her/his spiritual, intellectual, and moral virtues and competencies, contribute to the growth of the Kingdom of God on earth, to pursuing the mission of the local and universal Church, and to the common good of the whole Croatian society and the community of the European nations and countries.

BRIEF ANALYSIS OF THE INSTITUTIONAL ADVANTAGES AND DISADVANTAGES

ADVANTAGES OF THE INSTITUTION

1. Ideal size for a well-functioning higher education institution;
2. Close relations to the local community, the Church, etc. and sensibility to social needs;
3. Advantageous teacher/student ratio;
4. Ambitious study programmes;
5. Progressive approach to quality assurance.

DISADVANTAGES OF THE INSTITUTION

1. Organizational separation of the Church Music Institute from the rest of the Faculty;
2. Insufficient space in the transitional period;
3. Dislocation of the library;
4. Insufficient monitoring of feedback;
5. Insufficient didactical training of teachers, esp. regarding alignment.

LIST OF INSTITUTIONAL GOOD PRACTICES

EXAMPLES OF GOOD PRACTICE

1. Several possibilities of student support;
2. Increase of scientific publications;
3. Cooperation with main stakeholders (the Church);
4. Sensitivity to social needs in developing lifelong learning programmes;
5. Introduction of e-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 a functioning quality assurance system based on a set of documents and activities that systematically plan, monitor, regulate, evaluate and improve the Faculty's educational, scientific, artistic and professional activities. The internal quality assurance system is defined in the Quality Policy, the Regulations on the Quality Assurance System, the Quality Assurance Manual, the Development Strategy of the KBF of the University of Zagreb 2019-2024, and the Strategic Research Programme 2015-2020. The Faculty has adequate policies, regulations, systems and institutions to ensure academic integrity and prevent unethical behaviour.

The Faculty regularly collects and analyses data from student surveys according to the University regulations. Surveys are analysed by the University and submitted to the Dean who is responsible for possible further actions.

The Faculty uses the webpage in a systematic manner for providing information to students and stakeholders. The information is available in Croatian and quite a number of documents in English, as well. The Faculty is present on a number of occasions to present its work to stakeholders. The Faculty is strongly connected to the Church and has very good contact with this most important stakeholder. Therefore, the Faculty responds quickly to its needs.

The Faculty contributes primarily to the development of the economy through its graduates, lifelong education programme and research. The Faculty is involved with the local community through work in various bodies of the Church, ethical committees, etc. It offers open lectures to the public. Furthermore, students are very active in voluntary work.

Development of lifelong education programmes has been a strategic goal of the Faculty. It has launched three types of lifelong learning programmes. One of them (training of educators) has quite an impressive number of participants. The second programme (Theological Culture) runs presently and has a relatively high number of enrolments. The third programme in Church music is being conducted presently. The Faculty has proven to be able to respond quickly to social needs.

Due to its size, the Faculty is able to have close contact with teachers and students and it is committed to building a positive culture with good interpersonal relationships among all employees and among students. Furthermore, it strives to make all employees take personal responsibility for the quality of their work. According to statements by the management it intends to build a system on trust rather than control.

While the Panel recognizes the Faculty's approach to quality work, it is important to have formal systems and mechanisms that ensure, on the one hand, that the Faculty receives all relevant information, and on the other hand, that it has procedures and systems of monitoring that ensure the appropriate response and feedback. Whereas the channels of information are quite strong, the Faculty needs to develop its formal system of reactions to information on quality standard.

Recommendations for improvement

The Faculty must strengthen its monitoring system for quality assurance of teaching. It is recommended to establish a system with clear and measurable indicators of quality and describe specific reactions to unsatisfactory results. It needs to define mechanisms of feedback on student evaluations and surveys.

The Faculty should develop its system for information to ensure that all students are informed about their rights and access to complaints.

The Faculty must define a systematic way of involving stakeholders in monitoring its programmes.

Quality grade

Satisfactory

II. Study programmes

Analysis

The Faculty complies with the general goals of HEI study programmes and with the mission and strategic goals of the university. Justification for conducting study programmes stems from the need for university-educated professionals experts qualified for presbyterate, diaconate, religious education teachers, catechetical service in the parish community and for youth animation, promotes curators of sacral goods, and qualified tourism workers specializing in the Christian culture and art, etc. The study of Church Music is the only institution in the Republic of Croatia that educates experts in Church music.

The Faculty clearly defines the learning outcomes of study programmes, checks and ensures compliance of learning outcomes with study mission and goals of the university, and ensures a satisfactory level of quality. The learning outcomes are harmonized with the descriptors of the levels of the Croatian and European Qualification Framework, the Dublin Knowledge Descriptors and Bloom's taxonomy.

The Faculty organizes well the Lectures Schedule which defines the teaching and checks the realization of the planned outcomes. Student tests, seminar papers, graduate theses, etc. confirm a satisfactory level of quality of achievement of the expected learning outcomes.

Procedures for planning, proposing and accepting new programmes, as well as revising and cancelling existing ones, include a feasibility analysis and compliance with strategic goals at the local and state levels. The Quality Management Committee takes care of the quality assurance activities through the design of various survey forms and reports.

The Faculty defines the credit load of all courses (ECTS credits) according to the Bologna process.

The Faculty enables students to learn and acquire skills through practice at the integrated Undergraduate and Graduate Philosophical-Theological Studies, at the graduate study of Theological-Religious Sciences, and at the study of Church Music. At the Philosophical-Theological Study and at the study of Religious Pedagogy and Catechetics, or the study of Theological-Religious Sciences (module: Religious Studies), the practice is compulsory in pre-school educational institutions, primary and secondary schools and the centres for the education of children and youth with special needs. The aforementioned institutions have been named Exercises for Religious Education and religious education teachers have been mandated to mentor students in primary and secondary schools, kindergartens and centres for the education of children and young people with special needs, which have a religious education programme. Regular annual meetings with the university mentors provide feedback to course teachers at the Faculty regarding the progress and commitment of students and the achievement of practical teaching competences.

The Faculty plans and organizes its study programmes well. It is aware that there must be a continuous revision of course descriptions and evaluation of workload according to student feedback. The following recommendations should be seen in this light.

Recommendations for improvement

The Faculty should establish a procedure for permanently revising the relationship (after student surveys and analysis of exam results) between learning outcomes and course content.

The Faculty should create a way (monitoring system) to regularly control the load of ECTS credits with the content, goals and outcomes of courses.

The Faculty should make sure that communication between teachers and students lives up to the Faculty policy.

The Faculty should continue to apply for various Croatian and EU projects on education.

Quality grade

Satisfactory

III. Teaching process and student support

Analysis

The Faculty conducts study programmes that comply with national and international guidelines and standards. It monitors and addresses issues of student dropout and progress systematically.

The Faculty publishes criteria for admission and applies them consistently. Study programmes are designed on learning outcomes. The Faculty collects information on student progress. The information is discussed at the Faculty Board where decisions on necessary actions are taken. Based on this information, the Faculty has during the last few years implemented several measures for increasing student progress and completion of study.

Courses at the Faculty use different teaching methods in alignment with the intended learning outcomes. Student evaluation and surveys evaluate teaching methods. Teachers are regularly available to students. Students are actively involved in different extracurricular academic activities. The Faculty supports students: holds introductory classes, offers student counselling (THEOcounselling) and different kinds of Open Door Days. The Faculty is adapted to students with disabilities. It offers support for students with special needs through the Student Support Committee, THEOcounselling and the the Student Disability Ombudsman. It offers teaching aid and provides financial support for vulnerable students. They have the possibility of having teaching and assessment individually adjusted according to their needs.

The Faculty offers a variety of support for students wanting to go abroad. It participates in several exchange programmes. The Office for International Cooperation helps with formal contact to the foreign institution, the ECTS coordinator with the transfer of credits, and so on. The Faculty offers language courses and some courses in foreign languages. Foreign students can participate in courses taught in Croatian.

The Faculty publishes relevant information about learning outcomes, teaching methods, evaluation, and grading in the course description. All descriptions are approved by the Faculty Board.

The Faculty receives analyses of employment rates from the main employers (Office of the Archdiocese) and has regular dialogues with other relevant employers (Office for Religious Education). Other stakeholders are invited to meetings. Unemployment rates are low in most areas of study and quotas are justified given the market needs. Open Door Days and other activities support students regarding career planning. The Faculty connects students with KBF Former Student Society. The Faculty is in regular contact with alumni and invite them to participate in different fora.

The Faculty has come quite far in monitoring study programmes and especially student support. The following recommendations are meant as proposals for taking further steps in the same direction.

Recommendations for improvement

The Faculty should describe how it ensures different teaching methods and continuously develop course descriptions. They should work systematically in alignment with teaching and evaluation. All teachers should be trained in this, e.g. through mandatory internal workshops for incoming new teachers. And the Faculty should critically evaluate course descriptions regarding the fulfilment of learning outcomes and appropriate teaching and evaluation methods.

The Faculty needs procedures for student career guidance although it offers adequate support in all other areas.

The Faculty should work systematically with feedback to students and ensure that all courses contain at least one element of feedback. This topic should also be part of the continuing training of teachers.

The Faculty should develop a system for systematically gathering information on the work market for all groups of graduates.

Quality grade

Satisfactory

IV. Teaching and institutional capacities

Analysis

The teaching staff are well qualified, hold sufficient doctoral degrees and have a sufficient number of cited works. But unfortunately, with the exception of the newly appointed head, none of the Church Music Institute teachers has a doctoral degree. The teacher/student ratio is satisfactory, although it is a result of a decreasing number of incoming students. This trend results in a lightening workload of teachers which is also affecting the teaching/research ratio and this is showing a development also.

The current address and location of the Faculty in Zagreb has not changed since the last accreditation process, so the Institution is still waiting for the decision about the move.

Regarding the self-evaluation material, the recruitment and advancement system is satisfactory. The Church music teachers still have a lack of visible publications to strengthen the status of excellence.

Workshops are regularly organized for teachers with more focus on e-learning in recent years.

The temporary location of the Faculty makes objective evaluation difficult since no significant improvements are possible to make. As far as the self-evaluation and *online* presentations show, the technical infrastructure is satisfactory with the exception of musical instruments.

The enriching and the accessibility of internet scientific databases of the library is promising. But the remote location of the library building makes the use of it difficult.

There is a significant increase in income for national scientific projects and for organizing academic conferences, but other (public, interest, special regulation) income have dropped dramatically since 2018.

Recommendations for improvement

The Faculty should increase research mobility. They should encourage Church music teachers to participate in more scientific and artistic publications.

The system of evaluating teachers for promotion should be more transparent.

The Faculty should make a plan for the future of how they would manage financial resources. To foster Church institutes to raise a more effective money support system for students finding jobs or postgraduate programmes.

The Faculty should provide a reasonable near-future strategy for money raising for buying new piano instruments for practicing purposes in the Church Music Institute (and not for concert). They should provide a plan for developing the international sheet music repertoire of the church music institute library.

Quality grade

Satisfactory

V. Scientific/artistic activity

Analysis

The Faculty has an adequate number of teachers and researchers in all relevant fields and they are committed to the achievement of high quality and quantity of scientific research. The HEI strongly supports high-quality scientific publication activity of teachers and associates through concern for the quality of its own publishing activity in the Faculty journals, among them *Bogoslovska smotra* (the fifth issue is published completely in foreign languages) and by developing the system of publishing activity for the dissemination of the results of its teachers' research in accordance with the Regulations on the Publishing Activity of the Catholic Faculty of Theology of the University of Zagreb. The Analytical Contribution from MOZVAG proves rich scientific activity of HEI members, who publish in national and international journals, proceeds in the scientific conferences. During the last five years it has been possible to notice an increase in the number of published articles in high-ranking journals (251 articles/ previously 131) and 261 (previously 126) other articles.

The developmental strategy of the Faculty is directed towards strongly contributing to the needs of the community through systematic support of the scientific-research and artistic-research activities in the field of theological, religious, pastoral, catechetical and religious-pedagogical sciences, as well as Church music. The Faculty has established 12 institutional projects and thanks to them has the chance to transfer knowledge.

Voluntary activities based on the needs of the local community are among the very strong points of the Faculty.

Scientific and professional achievements of the higher education institution are recognized in the regional, national and international context. The Faculty is the holder of the international project Values and Social Changes in Croatia/CROEV5. Several projects have been submitted to the Croatian Science Foundation competition, but only the project Contribution of Religious Education to Coexistence in a Multicultural Society (2020-2024 IP-2019-04) has been accepted. The Faculty teachers have been recognized as experts in the field of theological sciences, philosophy, religious pedagogy and catechetics, church music and have presented lectures in Europe, Africa and Australia. They are members of the scientific, artistic and professional committees, gatherings and editorial boards of journals. Research strategy of the Faculty is aligned with the vision of development of the higher education institution and scientific/artistic activities are established by the strategic programme of the HEI. The HEI has appropriate resources for its scientific/artistic activities: library, access to new technologies that allows the HEI to carry out scientific activities online.

Space, equipment and professional activities are used in order to improve the teaching process. Undergraduate, graduate and postgraduate students are involved in scientific/artistic/professional projects of the HEI and academic staff systematically introduce students to scientific research and activity planning, critical analysis of results, and the design and presentation of work. Graduate students have been involved in the project Philosophy and Religion - Contemporary Perspectives: A Research-Dissemination Incubator. In co-authorship with students, Faculty teachers published 27 scientific papers. Doctoral students are involved in active scientific-research projects as associates, e.g., two doctoral students are involved in the HRZZ project, Contribution of Religious Education to Coexistence in a Multicultural Society. Scientific and professional activities and achievements of the Faculty improve the teaching process, because many of the scientific publications and parts of monographs are used as reading materials for students, textbooks, and scripts.

Recommendations for improvement

The Faculty should continue its progress in getting new scientific research projects in order to respond well to socio-cultural, economic and ecclesiastical factors.

Confirming rich scientific activity of academic staff, the Panel members noticed that is mostly individual work, so they recommend the Faculty to organize the scientific activity as teamwork within the institutes and in the cooperation between the Faculty and university institutes.

It is also recommended for the scientific staff of the Faculty to get and keep stronger contacts with Western European and USA theology faculties and organizations.

The Church Music Institute has started to cooperate with international organizations (in Rome and in Ljubljana) but they should expand the field towards international church music and Gregorian associations and other Church Music Institutes.

It is recommended to continue the study of the musical heritage of Anđelko Klobučar, which will enrich the cultural heritage of the city of Zagreb and Croatia.

Referring to the material that were handed over to the Panel members, with the exception of a few, none of the music teachers have significant scientific and artistic activity. They should make improvements to this.

Quality grade

Satisfactory

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

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

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

Analysis

The Faculty has a functioning internal quality assurance system. It builds on strategic documents from the University of Zagreb and internal documents from the Faculty, e.g. Quality Policy, Regulations on the Quality Assurance System, Quality Assurance Manual. The Faculty expects all employees to take personal responsibility for the quality of their work and monitors the quality assurance work through a number of systems. It does, however, seek to create a culture of trust rather than control.

Central to the quality assurance system of the Faculty is the Quality Assurance Committee with the involvement of teachers, students, external stakeholders and representatives of the management. The Quality Assurance Committee does not hold any formal power but is primarily a forum for discussions and developing proposals for the Dean and the Faculty Board.

The Faculty regularly collects and analyses data from student surveys according to the University regulations. The surveys are analysed by the University and submitted to the Dean who is responsible for following up on the results. Feedback from external stakeholders is collected in a less systematic way.

Recommendations for improvement

In the SWOT analysis, which laid the ground for the adoption of the strategy and strategic goals of the Faculty, insufficient monitoring of the quality of teaching and lack of a developed quality monitoring system are mentioned as weaknesses.

It is recommended that the Faculty does further work in this area. First of all, it is necessary to develop the Quality Assurance System to include well-defined mechanisms of feedback, especially concerning reactions to student surveys and evaluations. It must be described when the Dean has to react to results that do not comply with standards of quality. This involves defining clear and preferably measurable standards of quality.

Furthermore, the Faculty should develop a system that ensures that students get feedback on their surveys, e.g., by a (anonymized) report from the Dean to the Faculty Board and Quality Assurance Committee.

Quality grade

Satisfactory

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

Analysis

The Faculty received a re-accreditation report in 2014 with fifteen recommendations. On this basis, the Faculty developed an Action Plan for 2015-2020 addressing all fifteen points. This plan has been carried out with good results, experience and full implementation of all fifteen recommendations.

Recommendations for improvement

None

Quality grade

High level

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

Analysis

The Faculty supports academic integrity and observes the moral principles of professional ethics. It has adequate policies, regulations and systems to prevent unethical behaviour. Upon written request to the Dean by any party involved a procedure before the Ethics Committee of the Faculty can be started. The Committee gives an opinion to the Dean on whether moral or academic principles and values have been violated. Possible consequences are described in the Codes of Ethics of the Faculty and the University.

The Students Ombudsman works for the benefit of the students at the Faculty in order to solve issues of academic relations and academic rights of students. This task is observed by a student.

The Faculty endeavours to cultivate good interpersonal relationships among all employees and among students. Minor issues are solved between the teacher and the student or through the mediation of a representative of the management.

The Faculty informs students about rules against plagiarism at the beginning of each programme. It does not use software for detecting plagiarism but anti-plagiarism software is available for students and teachers.

Recommendations for improvement

Even though good interpersonal relationships are appreciated as a major quality parameter, it is extremely important to have formal procedures for solving even minor issues. Therefore, it is recommended to define such procedures and ensure that they are known by all students. Furthermore, attention should be given to the fact that the institution must prevent all types of unethical behaviour, not just academic violations. It is necessary to have policies and procedures concerning intolerance and discrimination with clear guidelines for handling these cases in the relevant fora. Students and employees must be made aware of these regulations.

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 the webpage in a systematic manner for providing information to students and stakeholders. The information is available in Croatian and a quite a number of documents are available in English, as well. The Faculty is present on a number of occasions to present its work to stakeholders. Key information, such as pass rates, employment rates, drop-out rates is available for internal use, but not published on the website.

Recommendations for improvement

It is recommended that the Faculty informs stakeholders about relevant indicators (e.g., pass rate analyses, graduate employment, drop-out rates, outcomes of previous evaluations, etc.) as indicated in this criterium.

Quality grade

Satisfactory

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

Analysis

The Faculty contributes primarily to the development of the economy through its graduates, lifelong education programme and research.

The Faculty is strongly connected to the church and has very good contact with this most important stakeholder. Therefore, the Faculty responds quickly to its needs.

The Faculty is involved with the local community through work in various bodies of the church, ethic committees, etc. It offers open lectures to the public. Furthermore, students are very active in voluntary work. The Faculty seeks to consolidate and systemize these activities and has appointed a volunteer coordinator.

The Faculty has proven to be able to respond to social needs, not least through its lifelong learning programmes.

Recommendations for improvement

It seems that engagement in the local community is very much a matter of personal interests and connections. It is recommended that the Faculty seek to systematize these activities and find ways to recognize the endeavour.

Quality grade

Satisfactory

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

Development of lifelong education programmes has been a strategic goal of the Faculty. It has launched three types of lifelong learning programmes. One of them (training of educators) has quite an impressive number of participants. The second programme (Theological Culture) runs presently and has a relatively high number of enrolments. The third programme in church music is being conducted presently with 9 participants in Zagreb. The number of participants in the two programmes proves the alignment with social needs.

The Faculty has not presented a system for revision and development of lifelong learning programmes.

Recommendations for improvement

It is recommended to develop a procedure for developing and revising lifelong learning programmes that systematically collects and uses information about social needs.

Quality grade

Satisfactory

II. Study programmes

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

Analysis

According to the relevant documents (Strategy of Development of Catholic Faculty of Theology, University of Zagreb, 2019-2024 and Strategic Programme of Scientific Research 2015-2020, and general objectives of all study programmes) the Faculty complies with the general goals of HEI study programmes and with the mission and strategic goals of the university.

The justification for conducting study programmes stems from the need for university-educated professionals experts qualified for presbyterate, diaconate and other pastoral services, religious education teachers in primary and secondary schools, and religious educators in pre-school educational institutions, catechetical service in the parish community and for youth animation and pastoral work, curators of sacral goods, promoters of cultural goods of the church, and qualified tourism workers specializing in Christian culture and art, to address ethical and socio-economic issues, especially in the area of diaconate, caritas, in boards of directors, supervisory boards and ethics committees, to promote ecumenical and interreligious dialogue and cooperation in various areas of church and social life. The justification of the Institute for Church Music is visible in the fact that it is the only institution in the Republic of Croatia that educates experts in church music.

Recommendations for improvement

None

Quality grade

High level

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

Analysis

The Faculty clearly defines the learning outcomes of study programmes, checks and ensures compliance of learning outcomes with study mission and goals of the university, and ensure a satisfactory level of quality. The predicted learning outcomes are harmonized with the descriptors of the levels of the Croatian and European qualification frameworks, the Dublin Knowledge Descriptors and Bloom's taxonomy.

The Faculty has applied for a very interesting project concerning the implementation of HKO on the theological and religious higher education. Unfortunately, the project did not receive funding.

Based on the analysis of student employment, feedback from graduates and their employers, it is confirmed that learning outcomes are in line with professional requirements and international standards, reflect the competencies needed to enter the labour market and continue education in postgraduate licensing and doctoral studies.

Recommendations for improvement

The Faculty needs to go through and revise the relation between learning outcomes and course content, e.g. FTS 16 corresponds to courses 1638 and 1668. However, in the course descriptions it is not evident how this learning outcome is aligned with these courses.

The Faculty should continue to apply for various Croatian and EU projects which, unfortunately, due to religious issues, often do not receive a sufficient number of points for their co-financing and implementation.

It would be good if postgraduate licensure and doctoral studies were also made possible in church music.

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 organizes the Lectures Schedule well and checks the realization of the planned outcomes. The course description template defines the course objective, course-level learning outcomes, the contribution of course learning outcomes to programme outcomes, the syllabus during the semester by types of teaching and teachers, student obligations and type of exam.

Within the curriculum of each course, all study programmes carried out at the Faculty give an exact way of checking the achievement of the anticipated outcomes. Descriptions of all subjects are publicly available on the Faculty's website. At the beginning of the semester, when introducing students to the course and learning outcomes, students are presented with manner in which their achievements will be tested through teaching, teaching methods, and the scope of examination. The learning outcomes of the course are verified through student achievement, such as exams, preliminary exams, seminars, practice journals, presentations and final exams.

Improving the teaching process is in line with monitoring the development of the profession so that the competences of graduates correspond to the situation on the labour market. Changes in the course may be minor or major and include changes in the type and structure of classes and lecture plans. All changes are made in a controlled manner. Minor changes are initiated by the teacher himself, as part of the preparation of the *Lecture Schedules* for the next academic year, but all changes must be approved at the meeting of the Faculty Board and they must be in collaboration with the University's Programs Committee. In the last five years, the Faculty has sent requests to the University for more changes to the curriculum.

Although the Faculty monitors and continuously reviews its programmes, it is necessary to be more worried about the approval of criticism in student surveys, which relate to testing methods, impartiality, transparency and other relevant issues. There were no appeals.

The impression after interviewing stakeholders for re-accreditation confirms a satisfactory level of quality in achieving the expected learning outcomes.

Recommendations for improvement

Continue to revise and improve the teaching process in light of the Apostolic Constitution "Veritatis Gaudium", social needs in Croatia and the international community, including new/last scientific research and taking care of the student expectations, needs and satisfaction regarding the learning outcomes of study programmes.

Quality grade

Satisfactory

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

Analysis

Many participants (students, employers, professional organisations and alumni), are included in the procedures of planning, proposing, and approving new programmes, and revising existing programmes. First of them are regular meeting of the Quality Management Commission who analyses many elements of the quality assurance system. The result of their work are regular plans for quality assurance activities for the coming year and regular annual reports on the accomplished activities during the past year. All of this plans and reports are available on the website of the Faculty. The same Committee has also produced several forms for the control of quality assurance: Assessment Questionnaire for Student Evaluation of a Teacher; Questionnaire for Student Evaluation of the Faculty's Quality of Work; Teacher's Annual Report and Teacher Workload Report.

During the past period Dean of Faculty has appointed members of working group to draft new study programmes, and to adopt proposals for amendments to existing study programmes. All of these amendment to the programme and the proposal of the working group were discussed during Professional Meetings and adopted by the decision of the Faculty Board.

The strategic goals of the Faculty, related to study programmes, include a strong contribution to the needs of society and the community. Therefore, in the last five years, the Faculty has started the procedure for the permission application for three new programmes: graduate study in Theological-Religious Sciences, graduate study of Church Music – Music Pedagogy, and Church Music – Gregorian Studies. These are unique studies in the Republic of Croatia.

In 2018 the Faculty applied for the project for the competition for the development of the profession and qualification standards, in accordance with the guidelines of the Croatian Qualifications Framework. This project - HKO TERE0, (including all existing theological faculties in the Croatia) aims to developing a proposal for a profession and qualification standards of competences of experts in the field of theological and theological-religious sciences in Croatia. Unfortunately, the project received a positive assessment, but did not enter in the group of funded projects and was therefore suspended.

During the reaccreditation, this commission spoke with external stakeholders – representatives of professional organisations, business sector, external associates and concluded that their opinions (feedback) on existing study programmes are positive. The knowledge and skills gained by studying the offered study programmes enabled them to work normally in kindergartens, primary and secondary school, institutions for working with children with special needs, charitable institutions, and work in the parish which includes the work of deacon, chaplain, pastor, an also organist and choirmaster. The work of deacon, chaplain, pastor is a secure/regular job, but the job of organist and choirmaster is usually a temporary and part-time job.

There is also negative information that this commission received and refers to criticism that students write in regular annual surveys that are never taken into account (evidence of an anonymous survey of ASHE).

Therefore, this commission has several recommendations.

Recommendations for improvement

The Faculty should continue current cooperation with students, employers, professional associations and alumni on the process of creating new and revising existing study programmes.

The Faculty should continue working on the HKO THERE0 project.

The Faculty should develop a method by which the criticism of employers and alumni and other external stakeholders would be systematically involved in the creation of new or revision of existing programmes.

The Faculty should take into account the criticism of alumni relating to employment in the church institutions (e.g. objection of organists and choirmasters who do not have secure/regular job as church musicians after graduation. Only cathedrals and some parishes offer a secure/regular job, other opportunities are only part-time job).

Quality grade

Satisfactory

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

Analysis

Based on the analysis of the documents and feedback of stakeholder in the reaccreditation process, this commission observes a satisfactory level of the credit load of certain courses. In the process of revision of the study programmes of the year and related to the compliance of ECTS credits with the actual student workload, the Faculty made several changes: increased ECTS for seminars and electives (instead of 2 it is now 3 ECTS); increased ECTS for the diploma exam; instead of the previous 8, now after the changes it amounts to 14 ECTS; increased number of ECTS for student practice within *Methodical Exercise* (Philosophical-Theological Studies); in a series of courses, due to the enlargement of the courses, a large number of ECTS credits have been added in accordance with the actual student workload in these courses.

For the purpose of the Self-analysis, the Faculty conducted a survey with all students from all years and all study programmes who answered that ECTS credits are not sufficiently aligned with the actual course load. This and other survey result usually show a satisfactory level of compliance. However, the self-analysis shows that the workload is continuously adjusted.

Recommendations for improvement

The Faculty should constantly (every year) check the compliance of ECTS credits with the actual student workload.

The Faculty should accept the results of student surveys and form an independent commission (without the course teachers mentioned in the survey) that will review the compliance of ECTS credits with the actual student workload.

The teacher of some course can propose the harmonization of ECTS credits with the actual student workload, but the commission should control it independently, and propose the Faculty Board to approve harmonization between ECTS credits and student workload.

Quality grade

Satisfactory

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

Analysis

The Faculty enables students to learn and acquire skills through practice at the integrated undergraduate and graduate Philosophical-Theological Studies, at the graduate study of Theological-Religious Sciences, and at the study of Church Music. At the study of Religious Pedagogy and Catechetics or study of Theological-Religious Sciences (Religious Studies module) the practice is compulsory in pre-school educational institutions, primary and secondary schools, and centres for the education of children and the youth with special needs. The practice, in these institutions, is realized with the help of university mentors. Student practice is carried out in the Archaeological Museum in Zagreb, Gallery of Old Masters of the Croatian Academy of Science and Arts, Archdiocesan Museum.

Recommendations for improvement

None

Quality grade

High level

III. Teaching process and student support

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

Analysis

The Faculty publishes criteria for admission and applies them consistently. The criteria for admission are published on the website. They include the evaluation of secondary school success and state exam result as well as a motivational test and conversation conducted by the Faculty. Admission to the study of Church Music also requires credits based on special competences in the subjects of Solfeggio, Music Theory, Harmony, Harmony at the Piano and Piano/Organ. These criteria for admission ensure candidates with appropriate prior knowledge.

The mechanisms for recognizing prior learning are not described.

Requirements for enrolment in higher years of study are well described in the Lecture Schedule. They ensure that students are not enrolled in higher years of study if they have collected less than 50 ECTS in the previous year. This ensures both student progress and an appropriate academic level.

Recommendations for improvement

The Faculty should describe and publish the mechanisms and procedures concerning recognizing prior learning.

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

In the Quality Assurance Manual, the Faculty describes the procedures for monitoring student progress. Study programmes are designed on the basis of learning outcomes. All courses are based on learning outcomes, and course descriptions describe the criteria for evaluating learning outcomes.

The Faculty collects information on student progress. The information is discussed at the Faculty Board where decisions on necessary actions are taken in the case of unsatisfactory results.

On the basis of this information, the Faculty has during the last years implemented a number of measures for increasing student progress and completion of study.

Recommendations for improvement

It is recommended that the Faculty defines standards for student progress. Furthermore, it is recommended to describe how the information on student progress is included in designing and revising programmes and courses.

Quality grade

Satisfactory

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

Analysis

Courses at the Faculty use different teaching methods in alignment with the intended learning outcomes. Teaching modes are proposed in proposals for course descriptions of each academic year. Teachers encourage student activity and critical thinking.

Student evaluation and surveys evaluate teaching methods. Teachers use the surveys for developing their teaching methods.

Teachers are regularly available to students. Their office hours are published online. Students are actively involved in various extracurricular academic activities. The Faculty supports student activities.

Classrooms are equipped with necessary audio-visual aids.

Concerning diverse student population, the Faculty plans courses late in the afternoon or early evening for part-time students, lifelong education participants, etc. The coordinator for students with disabilities is responsible for helping students with disabilities so that they get the appropriate support and conditions.

Recommendations for improvement

It is recommended that the Faculty describes how it ensures different teaching methods and continuously develop course descriptions. It should be specified when a course description cannot be accepted and what happens then.

Supervision of young teachers should be formalized.

Concerning equipment, there is a special challenge in church music that seems to need an upgrade of available musical instruments suitable for proper practicing.

Quality grade

Satisfactory

3.4. The higher education institution ensures adequate student support.

Analysis

The Faculty supports and provides guidance for students in a number of ways. It holds introductory classes, offers student counselling and different kinds of Open Door Days and workshops. Each year of study of all study programmes has a director who holds meetings with students enrolled in that particular year. Through THEO counselling it provides support on academic, personal, social, career and health issues.

Student Pastoral Committee provides pastoral care and spiritual support for students through a number of different activities.

The Faculty facilitates student mentoring and volunteer work.

The Office for International Cooperation provides support for both outgoing and incoming students.

The Student Support Office offers support for students with different kinds of challenges.

Recommendations for improvement

The Faculty needs to formulate procedures for student support and career guidance even though it offers adequate support in all other areas.

Quality grade

Satisfactory

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

Analysis

Physically the Faculty is adapted to students with disabilities. It offers support for these groups through the Student Support Committee, THEO counselling and the Student Disability Ombudsman.

The Faculty offers teaching aids and provides financial support for vulnerable students. Students from vulnerable and under-represented groups have the possibility of having teaching and assessment individually adjusted according to their needs.

Apart from offering teaching aid there are no examples of teaching process being adapted to the individual needs of students in vulnerable and underrepresented groups.

Recommendations for improvement

It is recommended to formulate and publish procedures for support for students from vulnerable and under-represented groups so that they know what support they are entitled to and where to seek it.

Quality grade

Satisfactory

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

Analysis

The Faculty offers a variety of support for students wanting to go abroad. It participates in a number of exchange programmes. Several people are involved in the process. They are in close contact with the student from the first information – on the web-site – to when they arrive back and are guaranteed transfer of ECTS credits. The Office for International Cooperation helps with formal contact to the foreign institution, the ECTS coordinator with the transfer of credits and so on. Students fill out a questionnaire on their experience upon returning home. The Faculty offers language courses.

Only a few students use their opportunity to go abroad.

Recommendations for improvement

Even though the support system for going abroad is exemplary, too few students use the opportunity. It is recommended to consider making bilateral agreements with specific

foreign institutions and pre-approve a specific semester in their programme as equivalent with a semester at the Faculty. This could make it easier and hence more appealing to use the opportunity to study abroad.

Quality grade

Satisfactory

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

Analysis

The Faculty can enrol seven foreign students each year. The actual number of foreign students is much smaller. Presently, no foreign student studies at the Faculty. The Faculty participates in a number of exchange programmes. Information is available on the website. The Faculty offers some courses in foreign languages. Foreign students can participate in courses taught in Croatian.

The Faculty does not collect feedback on the satisfaction and needs of foreign students.

Recommendations for improvement

The number of incoming students is very low, probably due to language problems. In order to improve that the Faculty may consider making bilateral agreements with specific foreign institutions that pre-approve a specific semester in the Faculty's programmes as equivalent with a semester at the home university

It is also recommended to offer more courses in English.

It is necessary to collect information on needs and satisfaction from foreign students.

Quality grade

Minimum level

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

Analysis

The Faculty publishes relevant information about learning outcomes, teaching methods, evaluation and grading in the course descriptions. All descriptions are approved by the Faculty Board. This approval guarantees alignment of teaching methods, evaluation and grading. The Faculty supports the development of skills related to testing methods by holding workshops on related topics.

There are appropriate possibilities for students with special needs, especially with support from the Commissioner for students with disabilities and Student Disability Ombudsman.

Students receive feedback on some kinds of exams and have the opportunity of private consultations.

The Faculty evaluates grading and it has often been a topic on the Faculty Board.

Recommendations for improvement

It is recommended to work systematically with alignment in teaching and evaluation. All teachers should be trained in this. The Faculty should critically evaluate course descriptions with regard to the fulfilment of learning outcomes (see comments on 2.2.) and appropriate teaching and evaluation methods.

It is furthermore recommended to work systematically with student feedback and ensure that students receive feedback on evaluation results in all courses. This topic should also be part of the continuing training of teachers.

Quality grade

Minimum level

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

Analysis

The Faculty issues diplomas and Diploma Supplements in accordance with regulations.

Recommendations for improvement

None

Quality grade

High level

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

Analysis

The Faculty receives analyses of employment rates from the main employers (Office of the Archdiocese) and has regular dialogues with other relevant employers (Office for Religious Education). Other stakeholders are invited to meetings, e.g., the priests of the City of Zagreb, in order to gather information on the needs of local parishes. Unemployment rates are good in most areas of study and quotas are justified given the

market needs (given the number of priest candidates, given the needs for religious education teachers, given the needs of new experts in the field of church cultural goods ...).

Open Door days and other activities support students regarding career planning. Alumni participate in these and other events. The Faculty connects students with KBF Former Student Society. This society works in gathering alumni for the Faculty events. Through such interactions the Faculty gains insight into job opportunities for graduates. The Faculty is in regular contact with alumni and invites them to participate in different fora.

Recommendations for improvement

It is recommended to develop a system for systematically gathering information on the work market for all groups of graduates.

Quality grade

Satisfactory

IV. Teaching and institutional capacities

4.1. The higher education institution ensures adequate teaching capacities.

Analysis

According to the Ordinance on Higher Education Activity more than half of overall number of working hours of proposed study programmes is carried out by the Faculty full-time employees appointed into scientific-teaching and/or artistic-teaching grades. So coverage of the study programmes with their own staff is more than 50% for each study programme at the Faculty. The teaching staff are still well qualified, holding sufficient doctoral degrees and have a sufficient number of cited works. Unfortunately, with the exception of the newly appointed head, none of the Church Music Institute teachers has a doctoral degree. And half of them have no work to cite at all. The teacher/student ratio is satisfactory though it is a result of a decreasing number of incoming students. This trend results in a lightening workload of teachers which is also affecting the teaching/research ratio and this is showing a development also.

Recommendations for improvement

To ensure that there will be enough qualified teachers in the future, the Church Music Institute has to develop a system in the future for students to participate in the appropriate doctoral programme. If they do not have the ability to establish one, they should define a list of externally available programmes.

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 procedure of hiring a teacher at the Institution meets the requirements of the Act on Scientific Activity and Higher Education, the Statute of the Faculty and relevant policies. The ratio between newly appointed staff and expired teaching contracts shows the same rate (around 7 to 3) according to the data from the previous five years. Promotion of teachers at the Faculty is based on the relevant acts and regulations, as well as the objective criteria. Regulations on Awards and Commendations (Proof 4.2.3.), from January 26, 2018, establishes awards for the teachers that are awarded at the Faculty. The awards can be achieved for lifework in scientific-teaching, artistic-teaching. Regarding the self-evaluation material, the recruitment and advancement system is satisfactory. Due to the lack of material translated into English, we could not read the detailed promotional system of the teachers. The question is emerging whether it is regulated by the state or the Institution has an internal human resource policy for that. And again, the church music teachers have a lack of visible publications to strengthen the status of excellence.

Recommendations for improvement

Half of the full professors will soon reach the age of 65. The Faculty should provide a plan for recruiting and promotion to higher grades for the younger generations. They should build a transparent survey and evaluation system with a focus on providing more feedback, and the evaluation procedure of teachers should be more transparent.

Quality grade

Satisfactory

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

Analysis

Workshops are regularly organized for teachers with more focus on e-learning in the recent years when also a new administrative-technical assistance of the Head of the Office of Scientific-Research Projects was developed. There are awards funded though we have no detailed information about to whom they were the given. Teacher mobility has increased in number, and doubled from 4 to 8. Teachers also have the right to one

sabbatical year though we have not received any information on how many of them are using this and how this effects their development.

Recommendations for improvement

The Faculty should increase the research mobility. They should continue building wider international and national cooperation with other research institutes.

The Faculty should invent mandatory internal workshops for incoming new teachers. They should encourage church music teachers to participate in more scientific and artistic publications.

Quality grade

Satisfactory

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 current address and location of the Faculty in Zagreb is temporary and has not been changed since last accreditation process, so the Institution is still waiting for decision about the move. This circumstance makes objective evaluation difficult since no significant improvements are possible to make. As far as self-evaluation and online presentations show, the technical infrastructure is satisfactory with the exception of musical instruments. Recently, the Faculty has 958 m² of useful surface which – counting with 559 students of 2018/19 – fulfils the criteria that there should be a 1,25 m² of usable space per student. The fact that all seminar halls and lecture classrooms are equipped with projector screens and projectors ensures the achievement of intended learning outcomes. Also, a wireless network is provided: one for students and staff and another for professors. On the basis of a contract with an outdoor company it is ensured that the IT infrastructure is continuously maintained. Though from the site visit video it was obvious that the interior of the Faculty building needs some renovation and there is also a need to renew the pianos used in the practicing rooms of the church music institute.

Recommendations for improvement

The Faculty should provide or ask for a sustainable schedule for moving the Institution to the new campus. The Institution should also provide a reasonable near future strategy for money raising for buying new piano instruments for practicing purposes in the Church Music Institute (and not for concert).

Quality grade

Satisfactory

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

Analysis

The overall picture is satisfying, the enriching and the accessibility of internet scientific databases is also promising. But the remote state of the library building hardens the successful use of it. In the last few years the Library is enriched by various Faculty publications through the following series: Profesori Katoličkoga bogoslovnog fakulteta Sveučilišta u Zagrebu (Professors of the Catholic Faculty of Theology of the University of Zagreb), Zbornici radova (Conference Proceedings), Monographia, Vestigia Veritatis, Informatica, Glazbena izdanja (Musical Publications), Teologija za svaki dan (Theology for Every Day), Gregorijanika (Gregorianica), Izdanja izvan nizova (Publications outside of series), Zajednički vidici. Access to the Library fund is mostly through the online catalogue available on the Faculty website. An adequate number of copies of required reading is ensured and student feedback also proves the accessibility of compulsory exam literature.

Recommendations for improvement

The Faculty should provide a plan for developing the international sheet music repertoire of the Church Music Institute Library. They cannot rely on cooperation with the Library of the Music Academy because a special church music repertoire must be kept and developed inside the Institute.

Quality grade

Satisfactory

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

Analysis

As a positive step forward, the Faculty has started to find new sources for different projects. There is a significant increase in income for national scientific projects and for organizing academic conferences, but other (public, interest, special regulation) incomes have dropped dramatically since 2018. We have not found any strategy for managing this.

Recommendations for improvement

The Faculty should make a plan for the future of how they would manage financial resources. To foster church institutes to raise a more effective money support system for students finding jobs or postgraduate programmes.

Quality grade

Satisfactory

V. Scientific/artistic activity

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

Analysis

The Faculty strongly supports high-quality scientific publication activity of teachers and associates primarily through constant concern for the quality of its own publishing activity. An impressive number of journals is published at the Faculty: *Bogoslovska smotra*, a theological scientific journal (the oldest and most prestigious peer-reviewed scientific journal in Croatia, A1; according to SCImago Journal & Country Rank, ranked in the first quartile – Q1); *Croatica Christiana Periodica*, scientific journal of the Institute of the Church History of the Catholic Faculty of Theology (A1) focuses on Croatian Church history; *Riječki teološki časopis* (A2), a bi-annual and regional theological journal; *Biblija danas*, journal of the Biblical Institute of the Catholic Faculty of Theology and *Hrvatsko Katoličko Biblijsko Djelo*, published four times a year; *Poslušni Duhu*, ecumenical journal of the Institute for Ecumenical Theology and Dialogue “Juraj Križanić” of the Catholic Faculty of Theology; *Sveta Cecilija*, journal of sacral music of the Institute for Church Music of the Catholic Faculty of Theology (A2).

The Panel members have noticed that since 2019 *Bogoslovska smotra* is published five times per year and the fifth issue is published completely in foreign languages in a digital form. The Faculty has, in the evaluated period, developed the system of publishing activity for the dissemination of the results of its teachers’ research. In May 2016, the Regulations on the Publishing Activity of the Catholic Faculty of Theology of the University of Zagreb was issued and the Committee for Publishing Activity has been founded. The Faculty has published 25 titles in 10 series. The Analytical Contribution from MOZVAG proves rich scientific and artistic activity of teachers and associates, who publish in national and international journals, proceeds in the scientific conferences, thematic proceeding and monographs. During the last five years it has been possible to notice an increase in the number of published articles in high-ranking journals (251 articles/previously 131) and 261 (previously 126) other articles in accordance with the regulations have been

published. The total citations of the articles published in the indexed journals amount to 944 (Google Scholar), 3 (Web of Science Core Collection), 25 (Scopus). The total h-index amounts to 124 (Google Scholar), 2 (Web of Science Core Collection), 5 (Scopus). In partnership with supervisors, 40 articles, derived from doctoral theses, were published. Teachers and associates of the Catholic Faculty of Theology actively promote scientific/artistic achievements at the national and international conferences, because they participate in the conferences, either as speakers or members of the theological societies. In the past five years, Faculty teachers and associates have participated in 73 international scientific conferences and in 219 national scientific conferences, what according to the number of academic staff can be positively evaluated.

Recommendations for improvement

The Faculty should continue its progress in getting new scientific research projects in order to respond well to socio-cultural, economic and ecclesial factors.

Confirming rich scientific activity of academic staff, the Panel members noticed that it is mostly individual work, so they recommend organizing the scientific activity as the teamwork within the institutes and in the cooperation between the Faculty and university institutes.

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 Catholic Faculty of Theology monitors and seriously takes into consideration the needs of society and labor market in planning its research activities. The developmental strategy of the Faculty is directed towards strong contribution to needs of the community through systematic support of the scientific-research and artistic-research activities in the field of theological, religious, pastoral, catechetical and religious-pedagogical sciences, as well as Church music. The Faculty has established 12 institutional projects and thanks to them has the chance to transfer knowledge to different areas of social, cultural and Church life. Academic staff have been engaged in publishing articles in journals, holding public lectures, giving important speeches through the media, performing expert programs and organization/participation in the activities related to the popularization of science. Voluntary activities based on the needs of the local community are one of the very strong points of the Faculty.

The impressive number of scientific and voluntary activities is worth noticing.

Recommendations for improvement

None

Quality grade

High level

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

Analysis

Faculty teachers have received many important awards in the last five years. The scientific research work at the Faculty is carried out through international and domestic projects and the Support of Scientific and Artistic Research of the University of Zagreb. The Faculty is the holder of the international project Values and Social Changes in Croatia/CROEVS5. At the moment, the Contract on Cooperation between the EVS HQ in Tilburg, Netherlands and the Catholic Faculty of Theology of the University of Zagreb (2018-2022) is in force and can be extended. In the past, several projects have been submitted to the Croatian Science Foundation competition. The HRZZ accepted the project Contribution of Religious Education to Coexistence in a Multicultural Society (2020-2024 IP-2019-04). There are also 12 Faculty Institutional Projects under implementation from the Strategic Program of Scientific Research.

Faculty teachers have been recognized as experts in the field of theological sciences, philosophy, religious pedagogy and catechetics, church music and have presented lectures in Europe, Africa and Australia. Teachers and associates are members of the scientific, artistic and professional committees, gatherings and editorial boards of journals.

Scientific/artistic and professional achievements of the higher education institution are recognized in the regional, national and international context. It is important to notice the improvement since the last accreditation.

Recommendations for improvement

The Church Music Institute has started to cooperate with international organizations (in Rome and in Ljubljana) but they should expand the field towards international church music and Gregorian associations and other Church Music Institutes.

It is also recommended for the scientific staff of the Faculty to get and keep stronger contacts with Western European and USA theology faculties and organizations.

Quality grade

Satisfactory

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

Analysis

Research/arts development strategy of the Faculty is aligned with the vision of development of the HEI and scientific/artistic activities are established by the strategic programme of the HEI. On December 20th, 2019, the Faculty Board approved the interim Report on the Implementation of the Strategic Programme of Scientific Research from 2015 to 2020 and is currently preparing the development of the new Strategic Programme of Scientific Research for the next five-year period, which will be in line with the Strategy for the Development of the Catholic Faculty of Theology, University of Zagreb, 2019-2024. The Faculty's scientific activities represent the realization of the goals of the strategic programme.

The HEI has appropriate resources for its scientific/artistic activities: Library (adapted for teachers and students), access to new technologies that allows carrying out scientific activities online.

The HEI systematically recognizes and rewards scientific/artistic achievements of its employees. On January 26th, 2018, the Faculty Board adopted amendments to the Regulations on Awards and Recognitions, which also include the encouragement and rewarding of scientific activities of the Faculty teachers.

Scientific and artistic activity of the Faculty is both sustainable and developmental.

Recommendations for improvement

It is recommended to continue the study of the musical heritage of Anđelko Klobučar, which will enrich the cultural heritage of the city of Zagreb and Croatia.

Quality grade

Satisfactory

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

Analysis

Space and equipment for scientific research and professional activities is used in teaching at an undergraduate, graduate and postgraduate level (sufficient space, computer equipment, archival and library resources).

Undergraduate, graduate and postgraduate students are involved in scientific/artistic/professional projects of the HEI and academic staff systematically introduce students to scientific research and activity planning, critical analysis of results, and the design and presentation of scientific work. During the undergraduate and

graduate studies, students are already actively involved in scientific-professional projects by writing scientific-professional papers presented at scientific-professional meetings and graduate students have been involved in the project Philosophy and Religion - Contemporary Perspectives 2: A Research-Dissemination Incubator. In co-authorship with students, the Faculty teachers published a total of 27 scientific papers, which may be evaluated as a good number according to the Faculty human resources. Postgraduate doctoral students are involved as associates in active scientific-research projects, e.g., two doctoral students are involved in the HRZZ project, Contribution of Religious Education to Coexistence in a Multicultural Society (2020-2024 IP-2019-04).

Scientific and professional activities and achievements of the Faculty improve the teaching process, because many of the scientific publications and parts of monographs are used as reading materials for students, textbooks, and scripts.

Recommendations for improvement

Referring to the material submitted to the Panel, with the exception of a few, none of the music teachers have significant scientific and artistic activity. They should make improvements to this.

Quality grade

Satisfactory level

APPENDICES

1. Quality assessment summary - tables

2. Site visit protocol

| <i>Quality grades in the 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 grades 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 grades 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 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 grades 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 access to additional resources, ensure the availability of literature and other resources necessary for 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 | |

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

| | Srijeda, 16. studenog 2020. | Wednesday, 16th November 2020 |
|----------------|---|---|
| 10:00 – | <ul style="list-style-type: none"> • Predstavljanje AZVO-a • Predstavljanje sustava visokog obrazovanja u RH • Postupak reakreditacije • Standardi za vrednovanje kvalitete <p style="text-align: center;"><i>Pauza</i></p> <ul style="list-style-type: none"> • Kako napisati Završno izvješće • Priprema povjerenstva za posjet visokom učilištu (rasprava o Samoanalizi i popratnim dokumentima) | <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 <p style="text-align: center;"><i>Break</i></p> <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) |

**Preliminarni posjet Stručnog povjerenstva visokom učilištu /
Preliminary site-visit of Expert Panel members to the HEI**

| | Ponedjeljak, 23. studenog 2020. | Monday, 23 November 2020 |
|----------------------|--|--|
| 8:50– 9:00 | Spajanje članova Povjerenstva na poveznicu (link) ZOOM | Joining of the Expert Panel members to the ZOOM meeting via link |
| 9:00 – 10:00 | Sastanak članova stručnog povjerenstva s dekanom i prodekanima | Meeting of the Expert Panel members with the Dean and Vice-Deans |
| 10:00 – 10:10 | <i>Pauza</i> | <i>Break</i> |
| 10:10 – 11:10 | Sastanak članova stručnog povjerenstva s Povjerenstvom za osiguravanje kvalitete | Meeting of the Expert Panel members with Quality Assurance Committee |

Zoom sastanak članova stručnog povjerenstva / Zoom meeting of the expert panel members

| | Utorak, 24. studenog 2020. | Tuesday, 24 November 2020 |
|-------------|---|--|
| 13:15-16:00 | Virtualni sastanak članova stručnog povjerenstva, diskusija o zapažanjima i impresijama s preliminarnog posjeta | Virtual meeting of the Expert Panel members, discussion of observations and impressions from the preliminary visit |

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

| | Srijeda, 25. studenog 2020. | Wednesday, 25 November 2020 |
|---------------|---|---|
| 10:20 – 10:30 | Spajanje na poveznicu (link) ZOOM | Joining ZOOM meeting via the link |
| 10:30 – 11:15 | Sastanak s pročelnicima katedri | Meeting with heads of departments |
| 11:15 – 11:30 | <i>Pauza</i> | <i>Break</i> |
| 11:30 – 12:30 | Sastanak s nastavnicima (u stalnom radnom odnosu, nisu na rukovodećim mjestima) | Meeting with full-time employed teachers who do not have managerial positions |
| 12:30 – 13:30 | <i>Pauza, Interni sastanak članova stručnog povjerenstva</i> | Break, Internal meeting of the panel members |
| 13:30– 14:15 | Sastanak sa studentima | Meeting with the students |
| 14:15 – 14:30 | <i>Pauza</i> | <i>Break</i> |
| 14:30 – 15:15 | Sastanak s prodekanicom za nastavu | Meeting with the vice-dean for education |
| 15:15 – 16:00 | Organizacija dodatnog sastanka o otvorenim pitanjima – prema potrebi | Organisation of an additional meeting on open questions, if needed |

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

| | Četvrtak, 26. studenog 2020. | Thursday, 26 November 2020 |
|----------------------|--|--|
| 9:20 – 9:30 | Spajanje na poveznicu (link) ZOOM | Joining ZOOM meeting via the link |
| 9:30 – 10:30 | Sastanak s: <ul style="list-style-type: none"> • predsjednikom odbora za međunarodnu suradnju, voditeljicom ureda za međ. suradnju, ECTS koordinatorom | Meeting with: <ul style="list-style-type: none"> • President of International Cooperation Committee, Head of the Office for International Cooperation, ECTS coordinator |
| 10:30 – 10:40 | <i>Pauza</i> | <i>Break</i> |
| 10:40 – 11:40 | Sastanak s vanjskim dionicima - predstavnicima strukovnih i profesionalnih udruženja, poslovna zajednica, poslodavci, stručnjaci iz prakse, organizacijama civilnog društva, vanjski suradnici | Meeting with external stakeholders - representatives of professional organisations, business sector/industry sector, professional experts, non-governmental organisations, external associates |
| 11:40 – 12:40 | <i>Pauza</i> | <i>Break</i> |
| 12:40 – 13:15 | Sastanak s alumnijima (bivši studenti koji nisu zaposlenici visokog učilišta) | Meeting with Alumni (former students who are not employed by the HEI) |
| 13:15 – 13:45 | Sastanak s asistentima | Meeting with teaching assistants |
| 13:45 – 14:30 | Organizacija dodatnog sastanka o otvorenim pitanjima – prema potrebi | Organisation of an additional meeting on open questions, if needed |

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

| | Petak, 27. studenog 2020. | Friday, 27 November 2020 |
|----------------------|---|--|
| 10:00 – 10:10 | Spajanje na poveznicu (link) ZOOM | Joining ZOOM meeting via the link |
| 10:10 – 11:00 | Sastanak s prodekanom za znanost i voditeljicom službe za znanstveno – istraživačke projekte | Meeting with vice dean for science and head of scientific - research projects department |
| 11:00 – 11:10 | <i>Pauza</i> | <i>Break</i> |
| 11:10 – 12:00 | Sastanak s predstojnicima znanstveno – nastavnih i znanstveno – istraživačkih instituta i područnog studija | Meeting with the heads of scientific - teaching and scientific -research institutes |
| 12:00 – 13:00 | <i>Pauza</i> | <i>Break</i> |
| 13:00 – 13:20 | Interni sastanak članova stručnog povjerenstva | Internal meeting of the Expert Panel members |
| 13:20 – 14:00 | Organizacija dodatnog sastanka o otvorenim pitanjima – prema potrebi | Organisation of an additional meeting on open questions, if needed |
| 14:00 – 14:10 | Završni sastanak s dekanom i prodekanima | Exit meeting with the Dean and Vice-Deans |
| 14:10 – 15:30 | Sastanak članova stručnog povjerenstva, rasprava i ocijenjivanje standarada i tema | Meeting of the expert panel members, discussion and evaluation of standards and assessment areas |

SUMMARY

The Faculty documents a satisfactory level of quality in almost all evaluated areas. It is important to notice that it has improved a lot since the last accreditation. It has come far in the development of both study programmes and research activities. There is no doubt that it complies with relevant standards of quality. At this point the Faculty seems ready to take the next step in its development.

It is worth noticing that the size of the Faculty is both a great advantage and a disadvantage for quality assurance. On the one hand, the Faculty is able to establish a quality culture that involves all employees and students and demands engagement of all persons. This culture is based on trust and close and positive relations between students, teachers and management. Information flows easily through formal and informal channels. This situation is certainly a productive ground for quality work. On the other hand, a small and intimate milieu may, in a worst-case scenario, lead to certain blindness to its own challenges and insensitivity to criticism. Therefore, formal systems and mechanisms are needed to assure quality. The Faculty seems to have a positive quality culture and has come very far in establishing a well-functioning quality assurance system. The Panel proposes to develop the system further by establishing measurable standards of quality and describing the criteria for appropriate actions.

The Faculty has a quite developed alignment between learning outcomes, teaching methods and evaluation. This is primarily due to the productive way the course descriptions are designed. To make sure that this improvement of the design of study programmes has real consequence in the actual teaching process, the committee recommends developing an internal education programme for teachers with mandatory workshops or the like. It is furthermore recommended to formalize introduction and supervision of new teachers.

Also, there have been great improvements in the area of scientific and artistic research. At this point, the Faculty performs comparatively well. The establishment of institutional projects seems to be a success. It is recommended, though, to encourage collaborative work even more. The committee also recommends enhancing international relations and broaden them to include Western Europe and the USA.

The Panel notices that the Faculty is expected to go through a generational change in the next decade. It is recommended to articulate a strategy and human resource policy concerning the future appointments and promotions.

Finally, the Panel has been somewhat doubtful about the seemingly complicated organization of the Faculty. Apparently, it generally works well, but the Panel wonders whether the relative autonomy of Church Music is an advantage for the Faculty. It is suggested to consider integrating Church Music more closely in the Faculty in all fields of quality assurance.

In conclusion, the Faculty is recommended to take further steps in the direction that it has been going since the last accreditation.