



**REPORT
OF THE EXPERT PANEL
ON THE
RE-ACCREDITATION OF
Faculty of Humanities and Social Sciences, University of Split**

**Date of preliminary site visit: November 8th
2021**

**Date of on-line re-accreditation: November 10-12th
2021**

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INTRODUCTION

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

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

The Agency's Accreditation Council appointed an independent Expert Panel for the evaluation of the Faculty of Humanities and Social Sciences, University of Split.

Members of the Expert Panel:

1. Prof. Katrin Elisabeth Boeckh, Ludwig-Maximilians-Universität München, Federal Republic of Germany,
2. Prof. Matej Klemenčič, University Ljubljana, Republic of Slovenia,
3. Asst. prof. Tatjana Balažic Bulc, University Ljubljana, Republic of Slovenia,
4. Prof. Katja Radoš-Perković, Faculty of Humanities and Social Sciences University of Zagreb, Republic of Croatia,
5. Asst. prof. Danijela Blanuša Trošelj, University of Pula, Republic of Croatia,
6. Una Pećina Milisavljević, student, Faculty of Humanities and Social Sciences University of Zagreb, Republic of Croatia.

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

- Management,
- Self-evaluation Report Committee,
- Students,
- Heads of study programmes,
- Full-time teaching staff,
- Assistants and junior researchers,
- Heads of doctoral programmes and leaders of research projects,
- Representatives of the business sector, potential employers.

Croatian Expert Panel members went to the preliminary site-visit on November 8th 2021 during which they had a tour of the laboratories, library, IT classrooms, student administration office and classrooms, and attended sample lectures, where they held a brief Q&A session with students.

During the preliminary site visit, the Expert Panel examined the available additional documents and study programme descriptions (learning outcomes).

The Expert Panel drafted this Report on the re-accreditation of Faculty of Humanities and Social Sciences, University of Split on the basis of Faculty of Humanities and Social Sciences, University of Split self-evaluation report, other relevant documents, preliminary site visit and on-line meetings.

The Report contains the following elements:

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

In the analysis of the documentation, preliminary site visit to the Faculty of Humanities and Social Sciences, University of Split online meetings and writing of the Report, the Expert Panel was supported by:

- Marina Grubišić, coordinator, ASHE,
- Davor Jurić, assistant coordinator, ASHE,
- Ivana Rončević, interpreter during the online site visit and translator of the Report, ASHE.

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

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

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

SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION

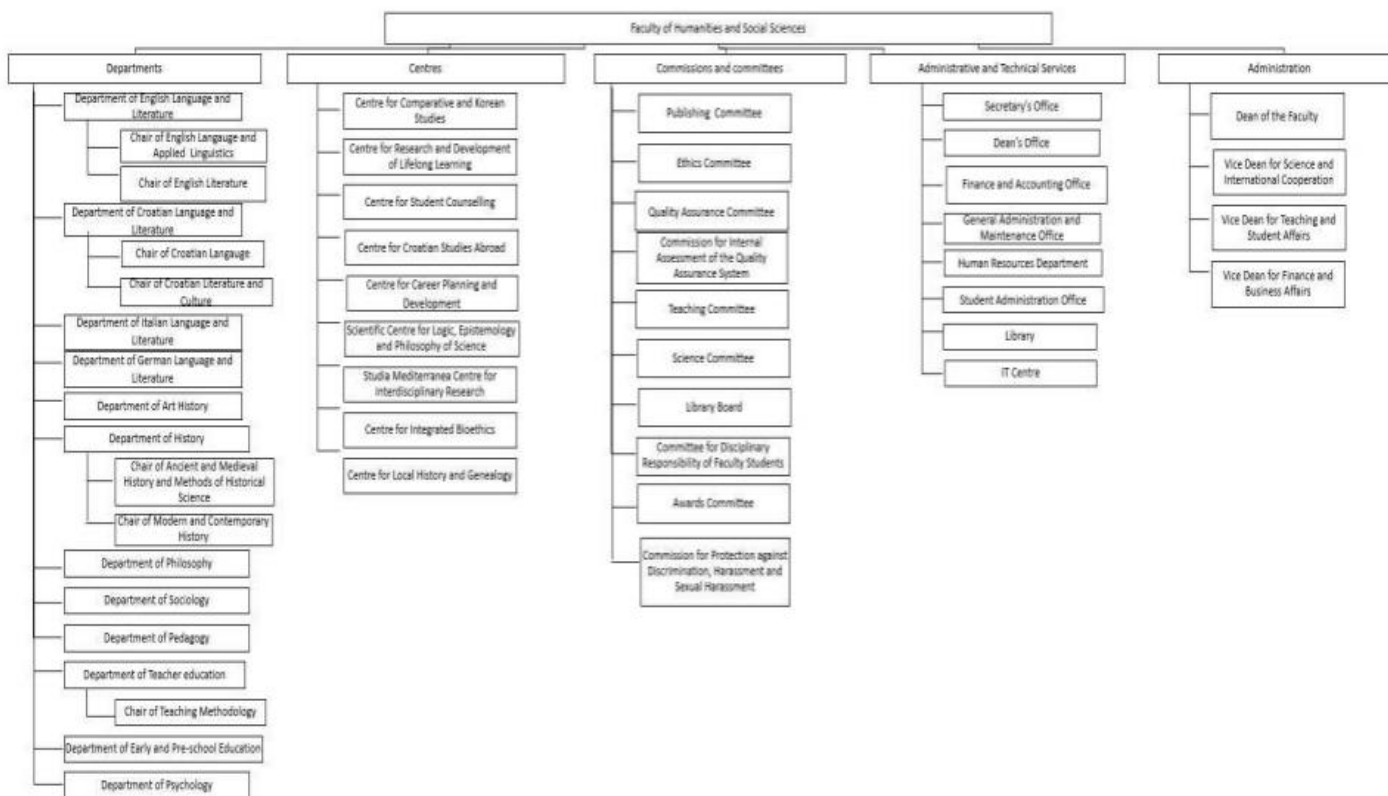
NAME OF HIGHER EDUCATION INSTITUTION: Faculty of Humanities and Social Sciences, University of Split

ADDRESS: Poljička 35, Split

DEAN: Dr. Gloria Vickov, Associate Professor

ORGANISATIONAL STRUCTURE:

According to information from the Self-evaluation, p. 5 (Figure 1)



STUDY PROGRAMMES

According to information from the Self-evaluation and Mozvag

Undergraduate university study programme

Art History (double major)
Croatian Language and Literature (double major)
Early Childhood and Preschool Education
English Language and Literature (double major)
German Language and Literature (double major)
History (double major)
Italian Language and Literature (double major)
Pedagogy (double major)
Philosophy (double major)
Psychology
Sociology

Graduate university study programme

Art History (double major); specialisation in: Teaching
Croatian Language and Literature (double major); specialisations in: Teaching, Cultural Studies
Early Childhood and Preschool Education
English Studies (double major); specialisations in: Teaching, Translation
English Studies (single major); specialisation in: Language and Communication¹
German Language and Literature (double major)
History (double major); specialisations in: Teaching, Research
Italian Language and Literature (double major); specialisations in: Teaching, Translation
Pedagogy (double major)
Philosophy (double major)
Sociology

Integrated undergraduate and graduate university study programme

Teacher Education

Postgraduate (doctoral) university study programme

Humanities

¹ *The Faculty asked for exemption of the graduate study programme English Studies (single major); specialisation in: Language and Communication from the re-accreditation, because these study programmes were not delivered in the period covered by the re-accreditation.*

NUMBER OF STUDENTS:

According to information from the Analytic Supplement, the number of students per study programme (Table 3.1)

Study programme name	Full-time students	Part-time students
Art History (double major) (1363), undergraduate university study programme, Split	80	0
Italian Language and Literature (double major); specialisations in: Teaching, Translation (1364), graduate university study programme, Split	71	0
Philosophy (double major) (1365), graduate university study programme, Split	59	0
Art History (double major); specialisation in: Teaching (1366), graduate university study programme, Split	53	0
Sociology (1367), undergraduate university study programme, Split	80	0
Sociology (1368), graduate university study programme, Split	46	0
Croatian Language and Literature (double major); specialisations in: Teaching, Cultural Studies (1370), graduate university study programme, Split	94	0
Italian Language and Literature (double major) (1371), undergraduate university study programme, Split	128	0
Croatian Language and Literature (double major) (1372), undergraduate university study programme, Split	176	0
Philosophy (double major) (1373), undergraduate university study programme, Split	92	0
English Language and Literature (double major) (1375), undergraduate university study programme, Split	139	0
Teacher Education (1377), integrated undergraduate and graduate university study programme, Split	230	0
History (double major) (1379), undergraduate university study programme, Split	101	0
History (double major); specialisations in: Teaching, Research (1380), graduate university study programme, Split	80	0
Pedagogy (double major) (1381), undergraduate university study programme, Split	91	0
Pedagogy (double major) (1382), graduate university study programme, Split	76	0
English Studies (double major); specialisations in: Teaching, Translation (1384), graduate university study programme, Split	75	0
Humanities (1385), postgraduate (doctoral) university study programme, Split	126	0
Early Childhood and Preschool Education (1386), undergraduate university study programme, Split	132	0
Early Childhood and Preschool Education (1387), graduate university study programme, Split	0	124
German Language and Literature (1388), undergraduate university study programme, Split	73	0
Total*	2.002 (1.344,5)	124 (124)

NUMBER OF TEACHERS:

According to information from the Analytic Supplement,
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	58,44	-	-	18	64,29
Full professors	9	53,67	1	47	14	57,83
Associate professors	38	48,45	1	57	11	50,71
Assistant professors	35	45,43	-	-	7	56
Scientific advisor (permanent/with tenure)	-	-	-	-	1	65
Scientific advisor	-	-	-	-	2	67
Senior Research Associate	-	-	-	-	2	0
Research Associate	-	-	-	-	-	-
Teaching grades	16	49,31	-	-	17	52
Assistants	16	33,93	-	-	34	33,15
Postdoctoral researcher	7	40,67	-	-	3	43,5

ENROLLMENT IN REGISTER OF SCIENTIFIC ORGANISATIONS:

Humanities and Social sciences; Interdisciplinary fields of science is currently in the process of initial accreditation

SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION

The short description is based on information from the Self-evaluation, p. 1.

The Faculty of Humanities and Social Sciences of the University of Split was established in 2005 by merging the Teacher Training College and the Humanities Department. As an independent organizational unit of the University of Split, the Teacher Training College had existed since 1998, when the Decree of the Government of the Republic of Croatia separated Primary Education Studies and Pre-school Education Studies from the Faculty of Natural Sciences, Mathematics, and Education of the University of Split. The Humanities Department was established as a subsidiary of the University of Split in 2001 with three core study programs - Croatian Language and Literature, English Language and Literature, and Italian Language and Literature, along with the off-campus History study program of the Faculty of Humanities and Social Sciences at the University of Zagreb. With the establishment of the Faculty of Humanities and Social Sciences, four new study programs and departments were opened: Sociology, Philosophy, Pedagogy, and Art

History. In the academic year 2013/14, the undergraduate study of Early and Preschool Education began. In the academic year 2017/18, the graduate study of the same program was established as a part-time study. In the academic year 2018/19, the undergraduate university study of German language and literature began. In the academic year 2021/22, the first generation of students will enrol in the graduate university study of German language and literature. The first generation of students to obtain the academic degree of Doctor of Science in the interdisciplinary field of humanities at the Faculty of Humanities and Social Sciences in Split enrolled in the academic year 2011/2012. Doctoral study is called postgraduate university study in Humanities. In the academic year 2021/2022, the self-financing undergraduate university study program Psychology in English will be conducted. A significant step in the history of the Faculty is moving into the current building on Poljička street.

BRIEF ANALYSIS OF THE INSTITUTIONAL ADVANTAGES AND DISADVANTAGES

ADVANTAGES OF THE INSTITUTION

1. The new Faculty building offers an open learning and teaching atmosphere and a close collaboration between all protagonists of academic life and administration on the campus.
2. The teachers show a high level of enthusiasm for their work and their students; they also welcome collaborating with each other and cooperating in interdisciplinary and cross-cultural centres.
3. The synergy effects between teachers and departments are very positive.
4. Students identify themselves closely with the Faculty, participate actively in Faculty issues and express high satisfaction with the learning environment.
5. There is a big progress in developing various forms of scientific activities; young and advanced scholars are equally supported financially; the Faculty closely monitors scientific plans of the staff.
6. The collaboration with a variety of relevant institutions in Split, in Croatia, and abroad (including Italy and Korea) was broadly enhanced.

DISADVANTAGES OF THE INSTITUTION

1. Although there were no complaints about it, the teaching workload is obviously quite high.
2. Some of the departments have too many outside teachers. In some departments, the programs are based on a minimum of a teacher-program-ratio.
3. In some departments, a high number of teachers not elected into scientific-teaching titles provide for teaching.
4. The enrolment quotas for graduate study programs do not correspond with the actual number of enrolled students.
5. The election of courses outside of the department should be included in the study programs and should become more flexible in order to strengthen the interdisciplinarity of the programs.

LIST OF INSTITUTIONAL GOOD PRACTICES

EXAMPLES OF GOOD PRACTICE

1. The Faculty building is open 24/7 for students and teachers, offering work space in a quiet atmosphere if not possible at home.
2. A growing number of job shadowing units (on a national and international level) offer additional platforms for enriching the professional practice in study programs.

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 HEI has an internal quality assurance system in place and includes and evaluates activities of the higher education institution. It is led by the Quality Assurance Board and the Education Committee and follows the rules established in 2011. The HEI currently follows its Development Strategy and Scientific Research Strategy for 2021-2025, preparing and following its yearly action plans. In the evaluated period the HEI followed the strategies for 2016-2020 and compiled reports on their implementations. The HEI (and, in part, the University of Split) compiled various ordinances, as, for example on awards, on disciplinary liability of students, as well as codes of ethics and conduct (including Harassment and Discrimination Policy). The self-evaluation report lists all the necessary documents related to the internal quality assurance system (pp. 13-14). Beside the necessary documents, prevention of unethical behaviour, intolerance and discrimination is further promoted with actions like a promotional video. Still, the panel could not review the actual relevance of the documents since no event has been reported recently.

The research is monitored through ZNAK application, and best results are awarded and promoted within the Faculty. The results of student satisfaction surveys are considered very strictly and teachers below a certain grade are called on a meeting with a dean. Among the external stakeholders that are involved in the process of internal quality assurance system, the alumni organisation, though existent, remains mostly unfunctional.

The Self-evaluation report stresses the measures taken to reply and fulfil the recommendation received during the re-accreditation procedure in 2014 (p. 18). Of the two programs that were issued a Letter of Expectation, one received the approval after eliminating the shortcomings, while the other was cancelled. Other recommendations of 2014 that should still receive some further in-depth attention regard especially the alumni organisation, financial support for (younger) scholars attending conferences abroad, the teaching load and the ratio between fully employed Faculty and external collaborators. The panel also received no relevant analysis and evidence that the academic staff is regularly invited to take part in some activities of the Center for Research and Development of Lifelong Learning nor that they are organised for them.

The HEI website provides a wide variety of information on study programmes, research and other activities in Croatian and in English. It regularly posts information on various events and promotes their achievements. The public activities in general, and in

connection with most important external stakeholders are usually well presented in internal media (webpage) as well as in the local and national media. The activities of FF Split show excellent connections to the local community, with continuous collaboration and with occasional events.

Recommendations for improvement

The institution should continue with the full implementation of the 2014 re-accreditation report, paying attention to the issues that need further in-depth attention. The panel suggests the regular internal self-evaluation / quality assessment (yearly or biennial) as a good addition to the present procedures of monitoring the teaching and research activities.

The alumni organisation should receive institutional support from the Faculty in order to make it operational.

It would be beneficially to organise also on Faculty level some of the committees that currently exist only on university level.

The checking with anti-plagiarism program should be obligatory for every final paper produced by the students.

Lifelong Learning Programs should be organised and provided for teachers and researchers of the institution.

Quality grade

Satisfactory level of quality

II. Study programmes

Analysis

The general objectives of most study programs are in line with the mission and strategic goals of the higher education institution. Study programs that are being implemented are in accordance with the Base of regulated professions in the Republic of Croatia, and the FFST is involved in projects aimed at developing a standard of occupations, a standard of qualifications and synchronizing curricula with them. The Faculty regularly renews study programs, but there are inconsistencies in harmonizing the needs of study programs with the needs of the labour market and the interest of students, especially at the graduate level of studies. Some graduate studies have quotas higher than undergraduate equivalent studies and there are some study programs with a very small number of enrolled students.

Over the years, the FFST made significant changes in the understanding and application of learning outcomes. However, there are still noticeable differences between teachers and their courses in the application of appropriate levels of learning outcomes for the level of higher education and inconsistencies in the presentation and number of learning outcomes. Procedures and methods of evaluation are in accordance with the Statute of

Faculty of Humanities and Social Sciences and Regulations on studies and manners of studying at University of Split. The Faculty also checks the achievement of learning outcomes through informal communication with employers, practice centres and from mentors, and ways of checking learning outcomes are listed within the syllabus. It is not known how the process of gathering informal information takes place, and what is done with gathered information.

As a confirmation of the realization of learning outcomes, studies end with the writing of final and graduate theses and theses are published in Digital academic archives and repository.

Revision of existing study programs is in accordance with the procedure of the Faculty and the University, and most changes are up to 20%. However, there is no evidence of the involvement of feedback from professional associations and alumni in the acceptance of new, revision or cancellation of existing programs.

The Faculty takes into account the actual workload of students and checks compliance with student evaluations. The number of ECTS credits is stated in each syllabus. Students studying double-major studies achieve an equal percentage of ECTS in both study programs. Periodic adjustment of ECTS credits is based on the procedure of evaluating the quality of the teaching process. However, there are some a disparity in certain courses, and some of them have the disproportionately small number of ECTS.

Since the Faculty mainly conducts teacher studies, pedagogical practice is part of all study programs. The practice is represented in methodological courses, practica and educational practice. The Faculty also has a large source of job shadowing units within which students can earn an additional 5 ECTS credits. Great satisfaction with the cooperation and implementation of the internship is also shown by the Faculty staff, students and the representatives of the teaching bases themselves. It is an example of good practice of the FFST.

Recommendations for improvement

The panel proposes to consider the sustainability of some study programs, and to harmonize the quotas of study programs with the actual need. It is also recommended to harmonize learning outcomes, not only at the level of courses, but also among similar courses (subject areas). At the beginning of the year, students should be informed with the ways in which individual learning outcomes are evaluated, i.e. with the learning outcomes that they should achieve by the end of the year.

The panel recommends greater mutual mobility of students and teachers between seemingly different study programs, and the possibility for students to collect part of ECTS in elective courses that are not fundamental to their field.

Teaching practice centres and mentors should be formally evaluated and practice evaluated. It is recommended to prepare a report at the end of the year.

Quality grade

Satisfactory level of quality

III. Teaching process and student support

Analysis

The admission or continuation of studies criteria are clearly noted and the data on student progress is gathered and analysed for every academic year. The Faculty is committed to employability of graduates. There is also a very good network (teaching bases) of employers, alumni and other stakeholders who offer job-shadowing opportunities to interested prospective students. However, the student quotas for certain undergraduate and graduate study programmes are too high, both according to the drop-out and completion rates and according to the social and labour market. Some enrolment quotas for the graduate level are even higher than the quotas for the undergraduate level.

The Faculty encourages various modes of programme delivery and the methods used are student-centred. The teachers do motivate and encourage students to work independently and outside the scope of their studies, although sometimes there is no flexibility of choosing external elective courses.

There are no tutors available at the Faculty, however the students are happy with the amenability and availability of their teachers when they need help. Student support is mostly tailored to regular students and students with disabilities. Students from other under-represented and vulnerable groups have almost no special support offered. It seems that the only action taken for students of a lower socio-economic status is the possibility of getting a scholarship or a way to pay their tuition in instalments. There is a Student Counselling Center available to all students, whereas students from under-represented groups have no special service to request help from. An Alumni Club does exist; however, it is still at its beginnings. The members mostly organize events such as workshops, panels, and quizzes.

The Faculty provides and encourages student mobility. The issue of recognition of ECTS earned abroad, which was listed as one of the disadvantages in the Re-accreditation of 2014, has been solved. Information for foreign students about study opportunities at the Faculty is published in English on the Faculty's website. Incoming students are obliged to take courses in Croatian language and culture provided by the Centre for Croatian Studies Abroad, which enables them to develop intercultural competences. Nevertheless, the mobility of incoming students is still very low.

Faculty procedures do seem to ensure objective and consistent evaluation and assessment of student achievements. The students who met with the expert panel seemed quite happy with the system, and from what we heard during our visit, there have been no objections to grades in recent years. Diplomas and diploma supplements are issued in accordance with the relevant regulations in Croatian and in English.

Recommendations for improvement

The Faculty should adjust enrolment quotas to the social and labour market, and especially to the actual number of students enrolled. The study programmes with the highest drop-out rates should be more closely examined to see whether the students who dropped out had the same issues.

The Faculty and Departments should make clear which electives are suitable for external participation and under which conditions. More attention should also be paid to part-time students who sometimes do not have access to Student Service, and do not receive much information about mobility opportunities. The Faculty should strengthen the work of the Alumni Club and consider the consultative role of alumni.

The Faculty should prepare a more detailed strategy on how to attract more foreign students to increase incoming mobility, especially as this is listed in the Development Strategy for 2021–2025 as one of the priorities of the Department for International Cooperation.

The Faculty should provide more support to assessors in developing skills related to testing and assessment methods, as there was little mention of innovative modes of assessment. Procedures should also be implemented to ensure objectivity and reliability of grading.

Quality grade

Satisfactory level of quality

IV. Teaching and institutional capacities

Analysis

FFST coverage of some study programs with own staff is barely within the requirements of 50% which may cause problems whenever a teacher is absent for any reason or takes a managerial role within the Faculty. The ratio of students and full-time teachers at FFST varies considerably among departments. Some ensure a very high quality of study but others require a large number of outside part-time teachers in order to fulfill the programs. Teaching workload is very high, it is mostly in line with relevant legislation and policies, but in too many cases it is above the norm, which can have a negative effect on staffs' scientific production. Teachers are not always qualified for the courses they deliver. The holders of the courses are tenured teachers, but there are a lot of departments in which (nominal) assistants or lecturers without a PhD deliver lectures, as well as seminars and exercises at both the BA and MA study level. The employment of teaching staff is carried out in accordance with legal regulations, and the offer of vacant positions and appointments are conducted in accordance with the FFST Strategy and internal regulations. Student evaluation of the teacher's work is performed regularly and

analyzed thoroughly. FFST does not have additional competitive criteria for selecting excellent candidates, and excellence is assessed on a case-by-case basis. A Centre for lifelong-learning has been established but it only deals in providing pedagogical skills for professionals who have no teaching competences. There is no lifelong-learning program for Faculty academic staff. Mobility of the staff is growing, both in job-shadowing and teaching at foreign universities. There have been 5 sabbatical leaves during the past five years.

The Faculty has recently moved to a new facility and has all the departments, management, offices and library in one building which represents a big advantage in the panel's opinion, and reflects positively on the overall students' satisfaction. Furthermore, the staff and the students are allowed to use the facility 24/7 which is very appreciated and a good practice. The library and library equipment are not fully functional yet, as a lot of books need to be unpacked and added to the shelves. The number of volumes could be larger, especially for compulsory courses.

Finances are stable and there has been some increase of own-generated income after the introduction of a new Study program of Psychology and the award of two international competitive research projects. The number of students enrolled in MA level studies is decreasing which means there is lower income from tuition fees.

Recommendations for improvement

The panel recommends to continue working on hiring new teaching staff and decreasing teaching workload where possible. It is absolutely necessary that non-qualified teachers (those without a scientific-teaching degree) stop teaching whole courses autonomously and/or lectures within courses, and limit their work to seminars and exercises, especially in departments in which there is no staff shortage.

The panel recommends to prescribe additional hiring criteria aside from the minimal conditions prescribed by national laws.

The panel recommends to provide for better equipped specialized classrooms for Teacher Education Studies (Učiteljski studij), such as a music classroom and a science classroom, as well as a multimedia classroom for language practice, and the completion of the conference hall.

Quality grade

Satisfactory level of quality

V. Scientific/artistic activity

A lot of scholars of the Faculty devote themselves to scientific activities in various forms. Scientific successes are rewarded with additional funds for individual researchers, distributed upon transparent conditions. Especially younger scholars express their

satisfaction with the team spirit and the support they obtain by senior colleagues on the Faculty.

The number of published works in general is high, and so is the amount of conferences that the Faculty has hosted so far. Huge effort is put into establishing a scientific network nationally, internationally and also worldwide. High caliber projects like the implementation of the Centre for Cross-Cultural and Korean Studies contribute to that. This project like some others were achieved under strict competitive conditions.

The transfer of knowledge into the scientific community provide three scientific journals with double blind peer review systems. In order to popularize scientific knowledge and to reach a larger audience, the academic staff of the Faculty organizes events, workshops, exhibitions, summer schools and other activities on a regular basis.

Recommendations for improvement

Despite the impressive quantity of the publications, the quality of the papers should be lifted in terms of further excellence in an international scientific community. The Faculty should also take into consideration to provide younger scientists with additional and regular financial support for the participation in relevant conferences abroad.

Generally, the importance of applications for externally funded projects will increase. Respectively, the office at the Faculty that already does a lot of supportive work, should obtain additional staff to cope with growing tasks.

The Faculty lists several dozen individual projects with different relevance. They should be clustered under generic titles, to make clear from the first sight, which areas of scientific interests the Faculty wants to dominate and where it differs substantially from other faculties in Croatia.

Quality grade

Satisfactory level of quality

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

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

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

Analysis

An internal quality assurance system is in place and includes and evaluates activities of the higher education institution. It is led by the Quality Assurance Board and the Education Committee and follows the rules established in 2011. The HEI currently follows its Development Strategy and Scientific Research Strategy for 2021-2025, preparing and following its yearly action plans. In the evaluated period the HEI followed the strategies for 2016-2020 and compiled reports on their implementations. The HEI (and, in part, the University of Split) compiled various ordinances, as, for example on awards, on disciplinary liability of students, as well as codes of ethics and conduct (including Harassment and Discrimination Policy). The self-evaluation report lists all the necessary documents related to the internal quality assurance system (pp. 13-14). The self-evaluation report also stresses the measures taken to reply and fulfil the recommendation received during the re-accreditation procedure in 2014 (p. 18).

The research is monitored through ZNAK application, and best results are awarded and promoted within the Faculty. The results of student satisfaction surveys are considered very strictly and teachers below a certain grade are called on a meeting with a dean. Among the external stakeholders that are involved in the process of internal quality assurance system, the panel noticed that the alumni organisation, established on the recommendation of the re-accreditation of 2014 is still not working properly due to a small or rather insignificant number of members.

Recommendations for improvement

Regular internal self-evaluation / quality assessment (yearly or biennial) could be a good addition to the present procedures of monitoring the teaching and research activities, and would help in preparing the final self-evaluation in view of the next re-accreditation.

The alumni organisation should receive institutional support from the Faculty (organisational, financial) in order to make it operational and to create a real network of former students and the Faculty, and therefore to provide necessary feedback for the Faculty.

Quality grade

Satisfactory level of quality

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

Analysis

The recommendations from the re-accreditation of 2014 and the related activities are discussed in detail in the self-evaluation, and were mostly regarded as correctly addressed by the panel. Of the two programs that were issued a Letter of Expectation, the undergraduate university program Art History received the approval after eliminating the shortcomings, while the postgraduate specialist study program Probation treatment was cancelled.

Other recommendations of 2014 that should still receive some further attention regard especially the alumni organisation, financial support for (younger) scholars attending conferences abroad, the teaching load and the ratio between fully employed Faculty and external collaborators. These topics are discussed in detail below.

Recommendations for improvement

The institution should continue with the full implementation of the 2014 re-accreditation report, paying attention to the issues that need further in-depth attention, especially:

The alumni organisation should receive institutional support from the Faculty (organisational, financial) in order to make it operational.

The Faculty should consider organising calls for funding younger scholars' active participation at conferences abroad.

The teaching load of single teachers should be carefully monitored and reduced where necessary. The ratio between fully employed Faculty and external collaborators is in some departments still very close to (legally binding) 50% and comes below this for shorter periods in case of extraordinary events of personal and business natures, including taking certain official position or maternity leave. The Faculty should therefore carefully plan the personnel development of this departments to avoid such cases.

Quality grade

Satisfactory level of quality

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

Analysis

The institution has all necessary documents (e. g. on disciplinary liability of students, as well as codes of ethics and conduct, including Harassment and Discrimination Policy) in place and has further supported the prevention of unethical behaviour, intolerance and discrimination with actions like the production of a promotional video. Still, the panel could not review the actual relevance of the documents since no event has been reported recently.

Discussing the problematic praxis of plagiarism, the panel was informed that the anti-plagiarism program is available but its use is not yet obligatory.

Recommendations for improvement

The checking with anti-plagiarism program should be obligatory for every final paper produced by the students. It would also be beneficially to organise on Faculty level some of the committees that currently exist only on university level.

Quality grade

High level of quality

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

Analysis

The FF website provides a wide variety of information on study programmes, research and other activities in Croatian and in English. It regularly posts information on various events and promotes their achievements. The public activities in general, and in connection with most important external stakeholders are usually well presented in internal media (webpage) as well as in local and national media.

Recommendations for improvement

No recommendations.

Quality grade

High level of quality

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

Analysis

The activities of the Faculty show excellent connections to the local community, with continuous collaboration, including one with popular associations such as Hajduk Split and with occasional events as the exhibition on importance of urban development of Split 3 district. The institution therefore contributes to the development of the local community and, directly and indirectly, and also of local economy.

Recommendations for improvement

No recommendations

Quality grade

High level of quality

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

Analysis

The Center for Research and Development of Lifelong Learning was established in 2011 which is concentrated on providing teaching competencies for external participants. Lifelong Learning Programs are part of the Faculty's strategy. Still, the panel received no relevant analysis and evidence that the academic staff is regularly invited to take part in such programs nor that they are organised for them.

Recommendations for improvement

Lifelong Learning Programs should be organised and provided for teachers and researchers of the institution. They could include, among others, new IT skills, teaching methods, preparation of EU and local projects, etc. For external participants LLP should address teachers on different levels, not only for elementary and high schools.

Quality grade

Minimum level of quality

II. Study programmes

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

Analysis

General goals of most study programmes are in line with the mission and strategic goals of the higher education institution. In its Self-evaluation report, the Faculty cites a number of documents that prove the connection of an institution with the needs of the society. As a proof, the Faculty states the interest of potential candidates for enrolment in specific study programs. Study programs that are being implemented are in accordance with the Base of regulated professions in the Republic of Croatia, and the Faculty is involved in projects aimed at developing a standard of occupations, a standard of qualifications and synchronizing curricula with them.

The Faculty also refers to the needs of the labor market and the Recommendation for educational policy and scholarship policy when raising quotas on certain enrollment quotas (eg Pedagogy, English program). However, reviewing the same recommendations and needs of the labor to which the Faculty refers in the Self-evaluation report, it was determined that there are also recommendations for certain study programs for which the quota should be reduced (Early and Preschool Education, Teacher Education, Italian language study), for the town of Split and surrounding places. The Management of the Faculty and the Department of Early and Preschool Education note that at the state level there is a recommendation according to which there is a lack of early and preschool teachers, but did not tell why the recommendations for other study programs were not taken into account.

Some graduate studies have quotas higher than undergraduate equivalent studies. The Vice-dean for Education and Student Affairs notes that this is an opportunity for students who return from other universities. From the Analytical Contributions to the Self-evaluation report, it is evident that a very small number of students has been enrolled in some graduate programs for years.

Recommendations for improvement

The panel proposes to consider the sustainability of some study programs, such as the single-subject study of Sociology or the graduate study of Philosophy. The quotas of graduate studies should be lower than the quotas of identical undergraduate programs, which ultimately contribute to the quality of the program and the enrolled students. The Center for career planning and development should be given a more significant role in determining the needs and quotas offered for enrollment in study programs.

Quality grade

Satisfactory level of quality

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

Analysis

The Faculty had obtained valid certificates (dopusnice) by the Ministry of science and education which are available on the web pages of the Faculty of Humanities and Social Sciences. It is evident from the Analytic supplement of the Self-evaluation report and the performance plans of study programs published on the Faculty's website that over the years there have been significant changes in the understanding and application of learning outcomes. However, there are still noticeable differences between teachers and their courses in the application of appropriate levels of learning outcomes for the level of higher education. In existing syllabi, there are still courses that exclusively list lower levels of complexity of learning outcomes (terms such as enumerate, define, identify or explain) as learning outcomes (ex. Courses "Language Culture" / Jezik kulture, "Didactics" / Didaktika or "School Pedagogy" / Školska pedagogija).

Also, there are large inconsistencies in the presentation of learning outcomes, so some syllabi have only two, while others have dozens of learning outcomes listed.

Recommendations for improvement

It is recommended to harmonize learning outcomes, not only at the level of courses, but also among similar courses (subject areas). Teachers whose syllabi are visibly of better quality and have clear and unambiguous learning outcomes that correspond to the expected levels of complexity of learning outcomes can help in the peer evaluation of syllabi.

Quality grade

Satisfactory level of quality

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

Analysis

The Faculty conducts evaluations of learning outcomes determined by the syllabi of each course. Ways of checking learning outcomes are listed within the syllabus of every study program. Procedures and methods of evaluation are in accordance with the Statute of Faculty of Humanities and Social Sciences and Regulations on studies and manners of

studying at University of Split. The Faculty also checks the achievement of learning outcomes through informal communication with employers, practice centers and from mentors, which is stated in interviews with staff of the Faculty and in the Self-evaluation report. It is not known how the process of gathering informal information takes place, and what is done with gathered information.

As a confirmation of the realization of learning outcomes, studies end with the writing of final and graduate theses. Papers are published in the DABAR repository (Digital academic archives and repository: <https://dabar.srce.hr/repozitorij> - Digitalni akademski arhivi i repozitorij). Teachers have recently participated in additional workshops, aiming to harmonize learning outcomes and assessment methods (Appendix 2.3.1.a and 2.3.1.b of Self-evaluation report).

Recommendations for improvement

At the beginning of the year, students should be informed about the ways in which individual learning outcomes are evaluated, i.e. with the learning outcomes that they should achieve by the end of the year. Given the level of education and learning outcomes listed in the syllables, the questions of the lowest level of knowledge testing, such as multiple choice or true / false, should be avoided.

Also, it is recommended to harmonize the level of written final and diploma theses, and to establish some common rules of writing for all study programs.

Quality grade

Satisfactory level of quality

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

Analysis

In the process of planning, proposing and accepting new study programs, the Faculty is guided by the Regulations on evaluation process of study programs at the University of Split. The revision of existing study programs is in accordance with the procedure of the Faculty and the University, and evidence of the same is attached as a supplement to the text of the Self-evaluation report of the Faculty, and in Table 2.3.1. Minor changes are usually made, up to 20% of changes in study programs. In the self-analysis and during the interviews with the Faculty staff, it was found that the changes are mainly made on the basis of informal information from the institutions in which students will be employed after graduation. Also, when changing study programs, based on interviews

with staff and students, the Expert panel found that the qualitative comments of students presented in student evaluations of teachers are taken into account. However, according to interviews with students, it was determined that there is a need for mutual communication of study programs, and the need to enable students to choose elective courses from other study programs. The Expert panel received no evidence of the involvement of feedback from professional associations and alumni in the acceptance of new, revision or cancellation of existing programs.

Recommendations for improvement

The Expert panel recommends greater mutual mobility of students and teachers between seemingly different study programs, and the possibility for students to collect part of ECTS in elective courses that are not fundamental to their field. Also, there is a need for organized, structured and continuous collection of information from employers, alumni and other stakeholders in student education, which will enable in-depth refreshment of study programs and harmonization with the real needs of the market.

Quality grade

Minimum level of quality

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

Analysis

The Faculty takes into account the actual workload of students and checks compliance with student evaluations. The number of ECTS credits is stated in each syllabus, and the total sum of ECTS credits corresponds to the total workload of students within the entire study program. Students in double-major programs achieve an equal percentage of ECTS in both study programs. Periodic adjustment of ECTS credits is based on the procedure of evaluating the quality of the teaching process, which, according to the Self-evaluation report, is carried out by the Centre for quality of University of Split and the Committee for quality of the Faculty. However, by reviewing the syllabi, the panel found a disparity in certain courses, especially the language part of the study programs, which requires a large student effort, and the number of ECTS is disproportionately small. For example, in the English Language and Literature undergraduate programme, for practical foreign language exercises students receive 3 ECTS for 30 contact hours (e.g. English Language-Communicative Skills 3/ Module 5a) or 2 ECTS for 30 contact hours (e.g. English Language-Communicative Skills 3/ Module 5b); or in the English Language and Literature undergraduate programme, 5 ECTS are allocated for 60 contact hours (e.g. English Language: Communicative Skills 1/Module 2), while in the German Language and Literature programme, 4 ECTS are allocated for 90 contact hours for proofreading exercises (e.g. Language Exercises II).

Recommendations for improvement

The panel proposes to make a detailed analysis and comparison of all courses and to harmonize ECTS credits with the actual workload of students. Identical and similar courses in different study programs should not differ drastically in the number of ECTS credits.

Quality grade

Satisfactory level of quality

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

Analysis

Since the Faculty mainly conducts teacher studies, pedagogical practice is part of all study programs. The practice is represented in methodological courses, practica and educational practice.

The Faculty also has a large source of job shadowing units within which students can earn an additional 5 ECTS credits. The job shadowing units consists of various socially important institutions, such as HNK Hajduk, League for Addiction Prevention, Croatian-Italian Cultural Association "Dante Alighieri", City Puppet Theater Split, Archaeological Museum Split, and many other associations, theaters, museums and public institutions. Also, among the job shadowing units, students have the opportunity to take practice in the international job shadowing unit, Istituto San Leone Magno in Rome. Great satisfaction with the cooperation and implementation of the internship is also shown by the Faculty staff, students and the representatives of the teaching bases themselves. This practice in job shadowing units is the choice of the students; there is a limited number of students who can apply.

In terms of mandatory pedagogical practice in educational institutions, in the Self-evaluation report, the Faculty calls for implementation in accordance with the existing regulations governing the work in practice centers in kindergartens, primary schools and secondary schools. The panel asked the Faculty to submit for inspection the contract signed by the Faculty and any practice center, or a plan, report or similar document governing the cooperation, rights and obligations of the Faculty, students and the practice center and mentors. The Faculty answered about the obsolescence of documents and the impossibility of implementing the parts defined by the regulations.

Recommendations for improvement

Although some regulations that regulate the practice in practice centers are outdated, and many institutions listed in the regulations no longer exist, the panel proposes that rights and obligations must be defined and structured, and that the cooperation between the practice centers and the Faculty should be formally structured. Teaching practice centers and mentors must be formally evaluated and practice evaluated. It is recommended to prepare a report at the end of the year. Also, teaching practice centers and mentors should be accepted as one of the evaluators of study programs, and their representatives could be involved in meetings at the Faculty level, when the meetings are concerning practice (Faculty Councils, etc.). In order for student practice to be truly an integral part of study programs, it is important that the Faculty provides adequate professional development for teacher mentors.

Quality grade

Satisfactory level of quality

III. Teaching process and student support

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

Analysis

The criteria for admission and continuation of studies are published and in accordance with the requirements of the programmes. The criteria are clear and all the relevant procedures for evaluating previous studies, for both admission and continuation, are clearly defined. The Faculty employs only in a few departments and very few specialized entry or admission exams or skill/capability checks that would help ensure the selection of candidates with appropriate prior knowledge into the study programmes. The mechanisms for recognising prior learning are not applied. No feedback from students who have transferred from other higher education institutions is provided. While the admission or continuation of studies criteria are clearly noted, the student quotas for certain undergraduate and graduate study programmes are too high, both according to the drop-out and completion rates and according to the data from the Croatian Employment Service. Furthermore, some enrolment quotas for the graduate level are even higher than the quotas for the undergraduate level (33% higher for the Italian Studies Department), which already has relatively high drop-out rates. The single major programme Sociology and double-major programme Philosophy have higher quotas at the graduate level, even though they have relatively high drop-out rates.

Recommendations for improvement

The enrolment quotas should be re-examined and readjusted to fit the actual needs of the Croatian labour market and potential students' interest, which could also alleviate the pressure some departments are under due to the barely adequate number of teachers. It may be prudent to re-examine whether Sociology should be a single major programme, or whether it would be better to promote an increase in completion rates and graduate enrolment rates as a double major programme.

Quality grade

Satisfactory level of quality

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

Analysis

Data on student progress is gathered and analysed for every academic year. Drop-out rates are unusually high, but there is no evidence any action is being taken to increase pass and completion rates.

Recommendations for improvement

The study programmes with the highest drop-out rates should be more closely examined to see whether the students who dropped out had any recurring issues. An exit survey or interview with those students would also be helpful in determining the reason for this, however it may be difficult to do. The information that is gathered is largely useless without plans and solutions put into place to solve the issue.

Quality grade

Satisfactory level of quality

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

Analysis

The Faculty encourages various modes of programme delivery and the methods used are student-centred. The teachers do motivate and encourage students to work independently and outside the scope of their studies. They are encouraged to publish in student magazines and sometimes co-author articles with their teachers. Even though the teachers motivate the students to expand upon the knowledge and skill the students gain in class, the study programmes themselves should allow for more possibility of choosing "external" electives, that is to say electives from other departments, one of the best potential benefits of studying at a Faculty that is not as narrowly focused in one field. The technologies used in teaching are not state-of-the-art, likely due to technology's rapid

development and the inability to keep up with it in a practical, ecological and financial sense. The report from the Teaching Committee only ascertains there were no “irregularities” noticed during the time they were monitoring classes, but does not actually address or assess the teaching methods.

Recommendations for improvement

The Faculty and the departments should make clear which electives are suitable for “outside” participation and under which conditions. A full list of these electives should be published and regularly updated for each semester. Room should be made in study programmes to allow students to take an “external” elective class at least once at the undergraduate and at least once at the graduate level for each study programme. Promoting the transdisciplinarity of students could and should be one of the greatest strengths of the Faculty and should align with its core values. The Teaching Committee should provide feedback to the teachers on their assessments, as well as publish a detailed report every year summarising the observed teaching methods and modes with recommendations for improvement.

Quality grade

Satisfactory level of quality

3.4. The higher education institution ensures adequate student support.

Analysis

Overall, students are satisfied with the support and guidance they receive from the Faculty. There are no tutors available at the Faculty, however the students have expressed they are happy with the amenability and availability of their teachers when they need help, during and even outside the clearly-posted office hours. The students have expressed they feel “closer” to their teachers and thus do not need special supervisors, as the teachers also function as informal supervisors or mentors. The numbers show some departments are walking a fine line when it comes to adequate numbers of teachers, however the students have not expressed any issues with this. The students have expressed they are not familiar with the fact there is a Student Ombudsman at the university level, nor is it mentioned on the Faculty’s website. There is no information package for new students to provide them with such information. Student support is mostly tailored to full-time students and students with disabilities. Students from other under-represented and vulnerable groups have no special support offered. Part-time students in particular have an issue with access to Student Services, as the office is usually already closed when they have class. This is especially a problem for those who travel to class from further away. Part-time students are also less aware of the student mobility possibilities that are offered. Students who have children have no special support, such as an on-site kindergarten which could also be beneficial to students in various teaching-

related study programmes. Students have expressed they have difficulties with the Faculty when trying to start student clubs, but once they are formed, the Faculty does provide a space they can use. An Alumni Club does exist and would normally be an enormous asset to the Faculty, however, the membership is quite low, the leadership are all volunteers, and they mostly organize events such as workshops, panels and quizzes. The Faculty does not offer enough support to this club, as it could and should be a prime networking resource for students as well as alumni, and as such should be funded and supported by the Faculty.

Recommendations for improvement

An information package containing information on all the services available to students at the institution and University should be provided to new students when they enroll. Special care should be taken to ensure all services are available to part-time students even with their different schedules, as well as to ensure they are better informed on student mobility. The Alumni Club should be promoted and funded by the Faculty, as it could be a priceless networking resource for students. Teachers could and should also get involved in helping with networking and reaching out to professionals in their fields.

Quality grade

Satisfactory level of quality

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

Analysis

The Faculty offers support to students with disabilities in various ways, such as adjusting teaching methods to students' individual needs, adjusting the ways knowledge and skill are assessed and by having a specially appointed Commissioner tasked with informing students with disabilities about their rights, and with helping them realize these rights. Students of a lower socio-economic status have the possibility of getting a scholarship or a way to pay their tuition in installments. There is a Student Counseling Center available to all students. Students from other under-represented groups have no special service to request help from or to inform them of what kind of support they can get and what sort of adjustments can be made for them. There is no kindergarten service available, which could benefit both the students who are parents as well the students who study in any of the teaching programmes.

Recommendations for improvement

Students from under-represented groups need to be made more aware of what services, options and accommodations are available to them. This proactive approach could be as simple as informing students that the Student Counseling Center can help handle issues

specific to under-represented groups, as well as informing them on what under-represented and vulnerable groups exist. This could be part of the potential information package for new students. A kindergarten at the Faculty would be beneficial to students who are parents as well as potentially to students in the various teaching programmes.

Quality grade

Minimum level of quality

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

Analysis

The Faculty provides and encourages student mobility mainly within Erasmus+, Ceepus and bilateral mobility programmes. In the last five years, there have been 338 outgoing students, most of whom spent more than 3 months at the host institution (Table 3.6 from Analytic supplement). Students reported that they are well informed about mobility opportunities. Information on international student mobility is regularly posted on the Faculty's website, it is displayed on the Faculty's information boards, and an introductory workshop is organised every year. When applying for exchange programmes, students can also get support from the Faculty's Department for International Cooperation and from the ECTS commissioners from each Department, who are also responsible for assessing the compatibility of study programmes and the recognition of ECTS credits earned abroad. Students also receive support from their teachers to find subjects with suitable learning outcomes. The issue of recognition of ECTS earned abroad, which was listed as one of the disadvantages in the Re-accreditation of 2014, has been solved.

Students can also gain international experience at their home institution in contacts with visiting lecturers. In the last five years, there have been 81 visiting lecturers and 16 professionals, most of whom stayed for less than 3 months (Table 4.5 from the Analytic supplement). Student satisfaction with the quality of support is examined at the university level, as part of the evaluation of professional and administrative services conducted by the University of Split.

Recommendations for improvement

The Faculty is doing a lot of work to facilitate various types of student mobility. However, it should also pay more attention to part-time students who do not receive much information about mobility opportunities, as the panel members were informed at the meeting with students, and are probably less self-motivated for the mobility. The Faculty should also inform and motivate PhD and post-doctoral students to apply more for mobility within the Marie Skłodowska-Curie Actions or similar.

Quality grade

High level of quality

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

Analysis

Information for foreign students about study opportunities at the Faculty is published in English on the Faculty website. There is also a list of courses available in English, and in addition, some teachers hold consultative classes for foreign students in English. In some courses, incoming students join an existing group of students. This is especially the case of Croatian language and literature students who study abroad. Starting from the academic year 2019/2020, incoming students are registered in the ISVU system of the Faculty and course repositories, and all necessary information is available to them. Incoming students are obliged to take courses in Croatian language and culture provided by the Centre for Croatian Studies Abroad, which enables them to develop intercultural competences. Nevertheless, the mobility of incoming students is still very low. In the last five years, only 25 incoming students have visited the Faculty, all for more than 3 months (Table 3.6 from Analytic supplement).

Recommendations for improvement

The Faculty should prepare a more detailed strategy on how to attract more foreign students to increase incoming mobility, especially as this is listed in the Development Strategy for 2021–2025 as one of the priorities of the Department for International Cooperation, but without any planned activities or timeline. To increase the interest of foreign students, beside study programmes, the Faculty could emphasise friendly and less formal study conditions, and its attractive location.

Quality grade

Satisfactory level of quality

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

Analysis

Faculty procedures do seem to ensure objective and consistent evaluation and assessment of student achievements. The criteria and methods for evaluation and grading are published in the syllabi for each course. As stated in the Self-evaluation report, teachers are required to align assessment criteria and methods with learning outcomes and teaching methods. The Faculty organizes workshops for teachers on the implementation of curriculum alignment in higher education (Prilozi za samoanalizu, p.41). Students are provided with full information on assessment of their achievements,

methods of assessment and grading at the beginning of each course with details on how they can contribute to the overall achievement. Precise instructions on how to assess all elements of the teaching process are also published in the course repository. Teachers usually modify assessment techniques for students with disabilities. Students can see all written forms of evaluation, and if they are not satisfied with the grade, they may file a complaint. Students are satisfied with four possibilities for final exams per academic year. The students who met with the expert panel seemed quite happy with this system, and from what we heard during our visit, there have been no objections to grades in recent years, which is rather unusual.

Recommendations for improvement

The Faculty should provide more support to assessors in developing skills related to testing and assessment methods, as there was little mention of innovative modes of assessment. Procedures should also be implemented to ensure objectivity and reliability of grading.

Quality grade

Satisfactory level of quality

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

Analysis

Diplomas and diploma supplements are issued in accordance with the relevant regulations in Croatian and in English (Prilozi za samoanalizu, p.286). The Faculty also participated in the research of the Supplementary Document on Study in the Republic of Croatia – Perspectives of Higher Education Institutions on the Content, Use and Digitalization conducted by the Institute for Social Research in Zagreb.

Recommendations for improvement

No recommendations.

Quality grade

High level of quality

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

Analysis

The Faculty is committed to employability of graduates. In this sense, the Centre for Career Planning and Development was established in 2020/2021 to provide support to students in future career planning. There is also a very good network (teaching bases) of employers, alumni and other stakeholders who offer job-shadowing opportunities to

interested prospective students. Contacts with alumni are mainly maintained on an informal level, as the newly established Alumni Club is still at its beginnings and cannot provide structured feedback. However, admission quotas in several study programmes are too high and not always in line with the social and labour market (see Table 3.7 from the Analytic supplement), and in many cases they do not even match the actual number of students enrolled. For example, in 2018 the enrolment quota in Philosophy graduate study programme increased from 35 to 40, while the actual number of enrolled students increased from 5 to 20.

Recommendations for improvement

First and foremost, the Faculty should adjust enrolment quotas to the social and labour market, and especially to the actual number of students enrolled. The panel also suggests that the Faculty formulate a strategy for obtaining feedback from alumni and employers in a more formal way to produce own analysis of the employability of their graduates. Next, the Faculty should strengthen the work of alumni club and consider the consultative role of alumni. It could also discuss these problems with other professional associations (e.g. Croatian association of art historians etc.)

Quality grade

Satisfactory level of quality

IV. Teaching and institutional capacities

4.1. The higher education institution ensures adequate teaching capacities.

Analysis

The main problem of several departments at the FFST is the heavy teaching workload, although no one of the interviewed teachers expressed any complaints about it. It may influence the teachers' scientific production, but this consequence was also not mentioned during the meetings, so it is just the panel's impression based on the analyzed data.

The teaching capacities at the FFST vary from department to department. There are four departments at the bare minimum of these capacities, where a maternity leave, or taking up a managerial role drops the teacher-program ratio below the 50% of coverage prescribed by law. This refers to the following departments: Early and Preschool Education, Pedagogy, Art History and Teacher Education. Furthermore, seven out of eleven departments employ a large number (109) of outside teaching-staff to fulfill the needs of the programs. 51 of the non-departmental teachers have no necessary scientific-

teaching degree, and some of them give courses they should not be allowed to according to this standard. Example: Department of Art History, Teaching plan for 2020/21, II year of undergraduate studies, course: *Umjetnost XIX. stoljeća – opći problem i komparativne studije*, distribution of classes: course holder 30 hours of lectures, nominal assistant 23 hour of lectures, second nominal assistant 7 hour of lectures + 15 hours of seminars. The department's teaching plan is full of examples such as the given one.

The same problem occurs within the teaching duties of hired teaching staff, so that teachers with no scientific-teaching degree provide for lectures even at the MA level. Example: Department of English Studies, Teaching plan for 2020/21, a lecturer (with no registered scientific activity in Crosbi since 2005) teaches as many as 5 courses consisting of lectures and seminars (two at undergraduate and three at master level) and is also listed among possible mentors for graduation theses (document *Teme završnih i diplomskih radova*). At the same time, an associate professor teaches two elective courses consisting of seminars only (*Uvod u kreativno pisanje, Kreativno pisanje*) that could be delegated to a lecturer. Other examples are to be found at the Department of Art History (document: Red predavanja 2020/21) and the Department of Croatian Language and Literature (document: Red predavanja 2020/21).

The document containing the minutes of the Department of Croatian Language and Literature's staff meeting of 10 December 2019 (Repozitorij: Zapisnik sa 4. sjednice Odsjeka za hrvatski jezik i književnost) provides for the information that there have been courses with less than 10 participants which were not paid because of the small number, and also because these are working-hours above the norm. It is unclear why such courses are not cancelled at the beginning of the semester when this is still possible, due to the lack of students' interest.

The Faculty has a body called Education Committee (Povjerenstvo za nastavu) whose task is to monitor the teaching process. The Committee is allowed to visit any ongoing class and has the duty to report to the dean and the Faculty Council. The Faculty has provided the panel with a report, written by this Education Committee (Izvešće Povjerenstva za nastavu), on their visits from 1 October 2019 until 24 January 2020. The report contains just a one-sentence statement on having discovered no irregularities ("nisu utvrđene nikakve nepravilnosti"). This kind of report is deemed insufficient and without any purpose as to improving the teaching process.

Recommendations for improvement

The main recommendation in this area would be to redistribute the teaching workload in accordance to the rules of teaching at academic levels. Furthermore, it is advisable not to hold elective courses with less than 10 participants, especially if the workload is above a teacher's norm. One suggestion would be for the Education Committee to gain more

insight into the teaching performance and to report thoroughly, both to the dean as well as to the interested teachers, so as to improve the quality.

Quality grade

Satisfactory level of quality

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

Analysis

Overall, the teacher recruitment, advancement and re-appointment is carried out according to the basic rules of procedures prescribed by law and by internal documents available online. There is a clear three-year hiring plan which is dependent on the permissions provided by the Ministry of Science. Only one teaching assistant has not completed her PhD requirements and was demoted to the rank of lecturer, all the others have fulfilled their requirements for academic advancement. There are no additional criteria for hiring listed in the documents, so the advancement procedures are carried out routinely when the period for a position expires (if the Ministry of Science grants the advancement). When hiring part-time teachers (nominal assistants) there is no requirement for the candidates to enroll in a PhD program.

The Faculty should avoid non-transparent hiring procedures. During the visit and after checking all relevant documents the panel has discovered an example of hiring in 2020, within the National returnee scheme, that was not included in the hiring plan and that involved departments with no shortage of staff.

Recommendations for improvement

The Faculty is encouraged to hire new staff according to the established three-year plan and the departments are encouraged to provide for additional hiring criteria in order to achieve excellence of staff. The Faculty should avoid non-transparent hiring procedures.

Quality grade

Satisfactory level of quality

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

Analysis

The Faculty has established in 2011 a Center for Research and Development of Lifelong Learning but it does not perform any education for the Faculty's teaching staff. It is concentrated on providing teaching competencies for external participants who need

those to be able to work in elementary and high schools in Croatia. The Faculty has no established program for lifelong development of its own staff.

The Faculty has implemented an efficient system of awarding financial means to teachers in accordance with their scientific plans and previous scientific achievements. The grants are awarded annually and the outcomes are monitored through a program where the teachers upload all necessary information. The awarded sums vary from approximately 500 to a maximum of 1700 € per person.

The Faculty stimulates research by allocating the sum of 1000 kn per year/per teacher (regardless of rank) for books, which the panel estimates to be a good practice. The librarians confirmed that the majority of teachers spend the entire amount regularly.

The teachers are involved in mobility programs but the number of outgoing teachers' mobility is rather low in the past 5 years (55 short-term and 15 long-term visits).

The Faculty has established an annual award for best teachers and students, as well as for best young researcher (up to 36 years of age).

Recommendations for improvement

The panel recommends the creation of a lifelong learning program for the teaching-staff and the enhancement of teacher mobility in the field of teaching and not just job-shadowing.

Quality grade

Satisfactory level of quality

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

Analysis

The Faculty has moved to a new facility in 2018 which has considerably improved staff and student satisfaction. The facility has previously been used by a commercial enterprise and was renovated to meet the required standards for teaching. It still lacks a larger conference hall or auditorium but, since the rectorate moved out of the building's third floor, works have begun to transform the existent space into a very spacious conference hall. The classrooms are adequate but there is need for specialized rooms for the Teacher Education Program such as a Music room and a Science-room provided with more than just a sink, as was shown to the panel members during the field-visit. A multi-media language room for language courses is planned. The teachers' offices range from single-teacher to five-teacher rooms. The multiple-users' rooms require the teachers to

adjust their office and working hours so that they can have privacy when dealing with students' inquiries. The facility has two IT rooms provided with PCs, one used for teaching and the other at the students' disposal as a study-room. The students have another classroom designated for studying, and one room on the third floor for the Student's Association and other clubs such as Alumni. The new facility has increased the Faculty's monthly expenses and there are problems to be solved with the heating-cooling system that is not functional. The plan is to enhance the building's energetic efficiency.

The building is at students' and teachers' disposal 24/7 which represents a very good practice.

Recommendations for improvement

Although the Faculty has greatly improved its standard as regards the facility, there is still a lot of work to do to fully equip the building with all the specific spaces needed in different programs. The panel recommends to promote fund-raising projects in order to be able to finance these improvements.

Quality grade

Satisfactory level of quality

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

Analysis

The library covers 138,55 m² of the facility's area and is not fully-functioning yet as the process of unpacking and storing the books from the previous location is still under way. As the panel learned during the interviews, the library's working hours have been extended from 8.00-16.00 to 8.00-20.00 with great satisfaction of the students. The working space allocated for students and teachers is relatively small and it is not secluded enough for quiet research and studying (it is located between the entrance and the reception counter). It is the panel's opinion that the library is understaffed with only three librarians employed for the needs of a Faculty of approximately 1400 students and 240 teachers (internal and external). From some of the syllabi it appears that there is a low number of copies (sometimes just one) of literature listed in compulsory subjects.

Recommendations for improvement

The panel recommends to hire one more librarian, to equip the library with computers as well, and to move the working space to a quieter part of the library. It is also advisable to either acquire more copies of compulsory literature or to provide for excerpts in virtual repositories when the funds for books are not enough.

Quality grade

Satisfactory level of quality

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

Analysis

The vice-dean for finances has provided the panel with all required documents and has informed us on the financial burdens ahead of management. The new Study program of Psychology has brought in additional income and there is also income derived from international projects such as the Cross-cultural and Korean Studies and the Croatian Scientific Foundation projects. The policy of financing individual scientific development of teachers as well as conferences and individualized purchase of books is deemed very good and implemented with transparency. The overall balance shows sustainability and good planning.

Recommendations for improvement

No recommendations

Quality grade

High level of quality

V. Scientific/artistic activity

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

Analysis

Faculty members published a remarkable number of articles, books and other publications: according to Analytic supplement, for the years 2016-2020 alone 667 publications of the “highest category in accordance with the Ordinance on Appointment to scientific grades” (other categories not counted).

A committee of science monitors these and other research activities regularly, sets up a plan for each year and registers the publications in a special database recording their numbers, quality and h-index. The strive for excellency is stimulated by rewards for excellent scientific results to Faculty members and young scientists and by providing them individually with a yearly sum of money for literature and mobility. This sum will be increased in the following year after evaluating positive results along transparent criteria on scientific efforts.

Scientists from the Faculty participate regularly in conferences in Croatia and abroad. They also use the possibility for a sabbatical leave.

The Faculty supports actively the application for externally financed research proposals. It provides for technical support, efficient and prompt administrative help and also for translations as to international, worldwide collaborations.

Recommendations for improvement

Beyond the impressive quantity of the publications, that was reached by Faculty members, there is still room to enhance the quality of the papers and to go for excellency in order to enlarge the academic value in an international scientific community.

Quality grade

Satisfactory level of quality

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

Analysis

The research activities on the Faculty in the field of history, pedagogy, psychology, linguistics, history of art, sociology, and other departments provide for profound skills, also with regard to the labour market. Especially tourism, schools and cultural, social and environmental institutions benefit from these efforts.

Theoretical knowledge is transferred into practice by a decent amount of internships in local enterprises, for which students also achieve ECTS-credits.

The academic staff of the Faculty organizes events, workshops, exhibitions, summer schools and other activities for a broader public. For instance, the “Festival znanosti” targets especially children, explaining them in an adequate albeit experimental way the care for nature and environment. Events like Mediteranski festival knjige, Mediteranski dan obale, Kliofest, Tjedan psihologije, public lectures and others take also place on a regular basis and contribute to popularize scientific findings.

The transfer of knowledge into the scientific community, but also for a broader public, offer three scientific journals with double blind peer review systems.

Recommendations for improvement

No recommendations.

Quality grade

High level of quality

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

Analysis

Teachers and scientists of the Faculty are members of journal boards, of national and international organizations and of other relevant committees and societies. Members of the Faculty have been awarded for their activities at the national level, by the city of Split and by the university. They participate regularly in external national and international scientific projects.

For the period between 2016 to 2020, 97 projects with a wide range of aims, contents and methods were implemented at the Faculty. Among them, the Faculty coordinates a notable quantity of high caliber projects as outcome of strict competitive procedures. Special mention deserve prestigious projects like the

- *Erasmus+* projects: SHOUT - Social Sciences and Humanities in intersectoral Outreach for better education and sustainable innovation; BEAGLE-Bioethical Education and Attitude Guidance for Living Environment; Boys reading; COMMIX-Strengthening literacy in adolescents through the creative use of comics; TaSDi-PBS-Tackling School Discipline Issues with Positive Behavior Support;
- *Marie Curie* projects: Methods in Research on Research (MiRoR); Comparison of Croatian and Slovenian conservators Ljubo Karaman and France Stele in the context of Vienna School of Art history; Connecting Adriatic with the Mediterranean: Tracing Ancient Ceramic Workshops and Networks in the Last Centuries BC-CAMTAW; The Role of Media and New Technologies in Teacher Education in the Digital Era-Selected Challenges in the Context of an Innovative Future (MaNTinEdu);
- InteRiV – Internationalization of study programs in Marine Fisheries and Maritime Affairs, co-financed by the European Union from the *European Social Fund*;
- The establishment of the Institute of Korean Studies and Training Plans for the Experts of Koreanology; financed by the *Academy of Korean Studies* (Seoul, Republic of Korea);
- The ESF-project: Development of occupational standards and qualification standards for professionals in adult education
- As well as other projects of the Croatian Science Foundation and others.

Various collaborations with institutions in Croatia as well as abroad demonstrate the scientific reputation of the Faculty. Scientific networks like SEA EU (co-funded by Erasmus+) connecting six European universities on the sea help to coordinate their

specific research and environmental interests. Outreach activities, e.g. the named Festival of Science, contribute to the regional recognition of the Faculty.

Furthermore, the Faculty hosts scientific conferences, also in cooperation with other national or international partners. From April 2016 to September 2020, the Faculty organized the impressive amount of 62 conferences. The numbers of participants ranged from one dozen to a few hundred.

The Faculty is interested in endorsing the submission of proposals for externally financed projects. Calls for projects are regularly monitored by an office, spreading the information among potentially interested scientists. The office is also available for the completion of the administrative part of proposals.

Recommendations for improvement

The human resource management for the administration of externally funded projects should be strengthened. By now, the task to connect the accountancy and the scientists lies on the shoulders of one single very dedicated employee. In order to support her immensely important work, she should obtain permanent and additional help.

Quality grade

Satisfactory level of quality

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

Analysis

The Faculty has the scientific licence in the field of Humanities and Social sciences and is currently in the process of initial accreditation for the field "Interdisciplinary fields of science".

A strategic research agenda for the Faculty in alignment with the strategy of the university is in place. Here, the scientific potential, strategic goals and expected outcomes are analyzed. Also a long list with scientific topics for 2020/21 is included, yet some of them are described only in a laconic sentence. Moreover, it is difficult to find out, which topics are the most important for the Faculty and what is the main scientific emphasis here.

Beyond the existing scientific centres, the further development of centres of excellence and transdisciplinary centres are taken into consideration.

Each scientist – professors as well as assistants – obtains a yearly amount of money to cover costs for books and conference fees. Beyond that, successful publications and scientific activities are rewarded with additional money basing on transparent criteria. Additionally, the Faculty awards best researchers and students with prizes.

New assistants in the departments are paired with a mentor who provides for individual support for the work on the doctoral thesis. Assistants report, that their mentors opened their academical networks for them and helped them to attend conferences.

Generally, the scientists are satisfied with the work spaces, the equipment and the technical support.

The digital database DABAR collects and preserves master and doctoral theses, pre-prints, scientific and other works and publications as well as audiotapes and digitalized materials for public use.

Recommendations for improvement

In order to show the main scientific interests of the Faculty, it is highly recommended to cluster the number of smaller and bigger institutional topics and to find generic titles under which the individual topics can be classified. With this new branding, it should become clear at first glance, which areas of scientific interests the Faculty intends to dominate and where it differs substantially from the faculties in Croatia.

The Faculty should consider providing additional financial support (in a form of regular calls for funding) for younger scientists to enable them to participate in relevant conferences abroad, as it was suggested in the previous accreditation procedure.

Quality grade

Satisfactory level of quality

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

Analysis

Study programmes and their learning outcomes reflect new scientific approaches and include scientific results of the teachers. International contacts and agreements with 62 universities in Croatia and abroad contribute to the development of new study programs. An outstanding example for this is a projected interdisciplinary graduate study program "Master in Democracy" with colleagues from Sapir Academic College, Israel.

Graduate and postgraduate scientists are involved in teaching. They use this opportunity pro-actively to establish new methodological instruments, in order to avoid mistakes that they themselves once were confronted with. Assistants report, that according to their experience, teaching and simultaneously conducting research on their doctoral thesis is manageable.

Co-authoring of scientific articles with younger scholars is encouraged with the aim to promote their skills. In these cases, it was reported that the authors share the actual work

in a fair manner. Generally, the assistants describe their working conditions as well balanced; they are also satisfied with the library and available data bases.

Recommendations for improvement

No recommendations.

Quality grade

High level of quality

APPENDICES

1. Quality assessment summary - tables

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

Quality grade by standard

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

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

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

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

Quality grade by standard

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

2. Site visit protocol

Edukacija članova stručnog povjerenstva i priprema članova povjerenstva za sastanke s visokim učilištem u virtualnom okruženju /Training of panel members and preparation of the expert panel members for the meetings with HEI in virtual form

	Utorak, 19. listopada 2021.	Tuesday 19 th October 2021
9:50 - 10:00 CET	Spajanje na poveznicu ZOOM	Joining ZOOM meeting
10:00 – 13:30	<ul style="list-style-type: none"> • Predstavljanje AZVO-a • Predstavljanje sustava visokog obrazovanja u RH • Postupak reakreditacije • Standardi za vrednovanje kvalitete • Kako napisati završno izvješće • Priprema povjerenstva za sastanke s visokim učilištem (rasprava o Samoanalizi i popratnim dokumentima) 	<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 • How to write the final report • Preparation of the expert panel members for the meetings with HEI (discussion on the Self-evaluation report and supporting documents)

Virtualni sastanak članova stručnog povjerenstva, diskusija o zapažanjima i otvorenim pitanjima nakon analize dokumentacije/Virtual meeting of Expert Panel members, discussion on observations and impressions from the document analysis

	Četvrtak, 4. studenog 2021.	Thursday, 4 th November 2021,
9:25 –9:30	Spajanje na poveznicu (link) ZOOM recenzenata	Joining the ZOOM meeting
9:30 –	Interni sastanak Stručnog povjerenstva	Internal meeting of the Expert panel

Preliminarni posjet stručnog povjerenstva visokom učilištu u Splitu/ Preliminary site-visit of expert panel members to HEI in Split

Filozofski fakultet, Lokacija: Split

	Ponedjeljak, 8. studeni 2021.	Monday, 8 th November 2021.
9:00 – 9:15	Spajanje dijela članova povjerenstva na poveznicu ZOOM	Joining the part of the expert panel members to the ZOOM meeting
9:15 – 10:15	Sastanak s dekanom, prodekanima i tajnicom Fakulteta	Meeting with the Dean, Vice-Deans and Faculty Secretary
10:15 – 10:20	<i>Pauza</i>	<i>Break</i>
10:20 – 11:20	Sastanak članova stručnog povjerenstva s Povjerenstvom za osiguravanje kvalitete	Meeting of expert panel members with the Commission for quality assurance
11:15 – 12:15	Analiza dokumenata	Document analysis
12:15 – 13:30	Obilazak fakulteta (predavaonice, informatičke učionice, prostorije za studente, nastavnički kabineti, knjižnica,) i prisustvovanje nastavi	Tour of the Faculty (classrooms, computer classrooms, library, labs, student services) and participation in teaching classes

Virtualni sastanak članova stručnog povjerenstva, diskusija o zapažanjima i impresijama s preliminarnog posjeta/Virtual meeting of Expert Panel members, discussion on observations and impressions from the preliminary site-visit

	Utorak, 9. studenog 2021.	Tuesday, 9 th November 2021.
12:50 – 13:00	Spajanje na poveznicu (link) ZOOM	Joining ZOOM meeting
13:00 –	Interni sastanak Stručnog povjerenstva	Internal meeting of the Expert panel

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

	Srijeda, 10. studenog 2021.	Wednesday, 10 th November 2021.
9:00 – 9:15	Spajanje na poveznicu (link) ZOOM	Joining ZOOM meeting via the link
9:15 – 10:15	Sastanak s prodekanicom za nastavu i studentska pitanja	Meeting with vice dean for teaching and student affairs
10:15 – 10:20	<i>Pauza</i>	<i>Break</i>
10:20 – 11:20	Sastanak s voditeljima studijskih programa i/ili voditeljima odjeka	Meeting with study programme coordinators / heads of departments
11:20 – 11:30	<i>Pauza</i>	<i>Break</i>
11:30 – 12:30	Sastanak sa studentima	Meeting with students
12:35 – 13:35	Sastanak s nastavnica (u stalnom radnom odnosu, osim onih na rukovodećim mjestima)	Meeting with full-time employed teachers, except those in managerial positions
13:35 – 14:30	<i>Pauza za ručak</i>	<i>Lunch break</i>
14:30 – 14:55	Sastanak s alumnijima	Meeting with alumni
14:55 – 15:25	Sastanak s vanjskim dionicima	Meeting with external stakeholders
15:25 – 15:45	Organizacija dodatnog sastanka o otvorenim pitanjima – prema potrebi	Organisation of an additional meeting on open questions, if needed
15:45 –	Interni sastanak članova stručnog povjerenstva –	Internal meeting of the Expert Panel members

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

	Četvrtak, 11. studenog 2021.	Thursday, 11 th November 2021
9:00 – 9:15	<i>Spajanje na poveznicu ZOOM</i>	<i>Joining ZOOM meeting and</i>
9:15 – 10:15	Sastanak s prodekanom za znanost, i međunarodnu suradnju	Meeting with vice dean for research, and external affairs
10:15– 10:20	<i>Pauza</i>	<i>Break</i>
10:20 - 11:20	Sastanak s asistentima i poslijedoktorandima	Meeting with teaching assistants and postdoctoral researchers
11:20 – 11:30	<i>Pauza</i>	<i>Break</i>
11:30 – 12:00	Sastanak s voditeljima znanstvenih projekata	Meeting with the heads of research projects
12:00 – 12:10	<i>Pauza</i>	<i>Break</i>
12:10 – 13:10	Sastanak s prodekanom za financije i poslovanje	Meeting with the vicedean for finance
13:15– 13:45	Sastanak sa predstavnicima službe; - Za međunarodnu suradnju - Za studentsku mobilnost - CIRCO	Meeting with the: - Student mobility - International affairs - CIRCO
13:45 – 14:45	<i>Pauza za ručak</i>	<i>Lunch break</i>
14:45 – 15:15	Organizacija dodatnog sastanaka ako je potrebno	Organisation of an additional meeting on open questions, if needed
15:15 –	<i>Interni sastanak članova stručnog povjerenstva –</i>	<i>Internal meeting of the Expert Panel members –</i>

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

	Petak, 12. studenog 2021.	Friday, 12 th November 2021
9:30 – 11:30	Interni sastanak Stručnog povjerenstva (izrada nacрта završnog izvješća)	Internal meeting of the Expert panel (drafting the final report)
11:30 – 11:45	Završni sastanak s Upravom visokog učilišta	Exit meeting with the Management (dean and vice-deans)
11:45 –	Interni sastanak Stručnog povjerenstva (izrada nacрта završnog izvješća)	Internal meeting of the Expert panel (drafting the final report)

SUMMARY

As of the year 2021, the Faculty of Humanities and Social Sciences within the University of Split has 168 employees teaching 1332 full-time and 124 part-time students in twelve departments. The Faculty has recently moved into a new facility. The working conditions in the new **Faculty building** influence positively the academic atmosphere and strengthen the synergies between Faculty staff, students, teachers and offices. As to the **library**, the students are generally satisfied with the extended working hours and the available data bases. Nevertheless, only three librarians are employed for the whole Faculty and the number of books that are compulsory for some courses seem insufficient. The Faculty has established an internal **quality assurance system** and codes for ethic conduct. Results of student satisfaction surveys are considered strictly. Alas, a regular internal self-evaluation of teaching and research activities would be a good addition to the present monitoring procedures. The Faculty website is regularly updated and provides well prepared information for students, study programmes, research and public activities. The general goals of most of the **study programs** are in line with the strategic goals of the Faculty. Nevertheless, it is recommended to harmonize learning outcomes among similar courses, e.g. by peer evaluation among teachers. Also, multiple choice tests as a format of knowledge assessment should be avoided.

Student activities include charity and further social work, the edition of student magazines and collaboration in students' clubs. Students' mobility is encouraged and information about relevant programmes is spread regularly. Although there are sufficient measures to include foreign students in courses, the number of incoming students could be higher.

The students are very satisfied with the close contact to their **teachers**. In the courses, the teachers motivate students to work independently. However, in order to alleviate the teaching pressure in some departments with a barely adequate number of teachers, the enrollment quotas should be reexamined. The ratio of students and full-time teachers varies considerably. In some departments, the number of outside part-time teachers is high, and not each of them is qualified for courses that they teach. Teaching workload is very high and sometimes above the norm.

The policy of financing individual scientific development of teachers, of conferences and the individualized purchase of books is transparent. The new study programme of Psychology, international projects such as the Cross-cultural and Korean Studies and others have brought in additional income for the Faculty.

The **scientific** network of the Faculty relates to a variety of national and international contacts and collaborations and provide for a profound number of conferences hosted by the Faculty. The application for externally funded projects is generally supported, but the administrative basis therefore is still thin. Although the number of publications has risen considerably, the effort for excellence on an international standard could be higher.

Examples for **best practice** are that the Faculty building is open 24/7 for students and teachers, allowing them to work quietly, and that a growing number of job shadowing units offer additional platforms for professional practice in study programs.