



**REPORT
OF THE EXPERT PANEL
ON THE
RE-ACCREDITATION OF
FACULTY OF VETERINARY MEDICINE ZAGREB**

Date of preliminary site visit:

21 March 2022

Date of on-line re-accreditation:

23 – 25 March 2022

March, 2022

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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 Veterinary Medicine, University of Zagreb.

Members of the Expert Panel:

- Asst. prof. Boris Lukić, Faculty of Agrobiotechnical Sciences, J. J. Strossmayer University in Osijek, the Republic of Croatia, Panel chair,
- Full. prof. Jasna Puizina, Department of Biology, Faculty of Science, University of Split, the Republic of Croatia,
- Prof. dr. Frank Gasthuys, Department of Large Animal Surgery, Anaesthesia and Orthopaedics, Faculty of Veterinary Medicine, University Ghent, Kingdom of Belgium,
- Prof. dr. Charlotte Sandersen, University of Liège, Kingdom of Belgium,
- Prof. Peter Hastie, School of Veterinary Medicine, College of Medical, Veterinary and Life Sciences, University of Glasgow, United Kingdom of Great Britain and Northern Ireland,
- Assoc. prof. Peter Holm, School of Veterinary Medicine & Animal Science, Faculty of Health & Medical Sciences, University of Copenhagen, Kingdom of Denmark,
- Asst. prof. Antonella Puggioni, School of Veterinary Medicine, University College Dublin, Ireland and
- Klara Mladenčić, student, Department of Biotechnology, University of Rijeka, Republic of Croatia.

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

- Management,
- Quality Management Committee,

- Office for International Cooperation, Office for EU projects, Office for Career Development, academic and psychological counselling, Quality Assurance Office, Student's office and Head of Library,
- Students,
- Alumni,
- External stakeholders,
- Full-time teaching staff,
- Meeting with division heads, heads of departments/clinics,
- Teaching assistants and postdoctoral researchers,
- Heads of research projects.

Croatian Expert Panel members went to the preliminary site-visit on the Faculty of Veterinary Medicine, University of Zagreb, during which they had a tour of the work facilities, departments, clinics, laboratories, library and IT classrooms.

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

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

- Ivana Borošić, coordinator, ASHE,

- Davor Jurić, assistant coordinator, ASHE,
- Irena Škarica, interpreter at the preliminary site visit and during the online meetings,
- Ivana Rončević, translator of the Report, ASHE.

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

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

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

SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION

NAME OF HIGHER EDUCATION INSTITUTION: Faculty of Veterinary Medicine, University of Zagreb

ADDRESS: Heinzelova 55, Zagreb, Republic of Croatia

DEAN: Prof. Nenad Turk, PhD

ORGANISATIONAL STRUCTURE: Self-evaluation, pages 8 – 11

The activities of the Faculty of Veterinary Medicine University of Zagreb are carried out by the divisions, departments and clinics, scientific-teaching polygons, the University Veterinary Teaching Hospital (VTH) and administrative and professional services. Organizational Scheme of the FVMUZ in Divisions, Departments and Clinics:

1. Basic and Pre-Clinical Sciences Division:

- Department of Anatomy, Histology and Embryology
- Department of Veterinary Biology
- Department of Physics
- Department of Physiology and Radiobiology
- Department of Chemistry and Biochemistry
- Department of Pathophysiology
- Department of Social Sciences and Humanities

2. Animal Production and Biotechnology Division

- Department of Hygiene, Ethology and Animal Welfare
- Department of Hunting and Wildlife
- Department of Biology and Pathology of Fish and Bees
- Department of Nutrition and Dietetics of Animals
- Department of Animal Husbandry and Livestock Production

3. Clinics Division

- Ambulatory Clinic
- Surgery, Orthopaedics and Ophthalmology Clinic
- Reproduction and Obstetrics Clinic
- Internal Diseases Clinic
- Department of Veterinary Pathology
- Department of Radiology, Ultrasound Diagnostics and Physical Therapy
- Department of Forensic and Judicial Veterinary Medicine

4. Veterinary public health and food safety division

- Department of Pharmacology and Toxicology
- Department of Hygiene, Technology and Food Safety
- Department of Microbiology and Infectious Diseases with Clinic
- Department of Parasitology and Parasitic Diseases with Clinic
- Department of Poultry Diseases with Clinic
- Department of Veterinary Economics and Epidemiology

5. Scientific-Educational Range

- Črnovščak Hunting and Training Ground

6. Veterinary Teaching Hospital (VHT)

7. Faculty Administration

a) Deanery

- The Dean's Office
- Office for International Cooperation
- The Students' Office
- Office for Career Development, Academic and Psychological counselling
- Office for EU Projects

- Quality Assurance Office

b) Secretariat

- Secretary's Office
- Legal Affairs and Human Resources
- IT Department
- Maintenance Department
- Occupational Safety Office
- Central Faculty Archives

c) Accounting

- Accounting Department
- Finance Department

8. Library

9. Museums of the FVMUZ

The Veterinary Teaching Hospital (VTH) is an efficient unit made up of clinics that provide daily care to patients of different animal species: pets, exotic animals, horses and farm animals. In order to ensure quality education for students from Croatia and abroad, provide services to patients, and conduct modern scientific research, the VTH includes:

- Surgery, Orthopaedics and Ophthalmology Clinic
- Reproduction and Obstetrics Clinic
- Internal Diseases Clinic
- Department of Veterinary Pathology
- Department of Radiology, Ultrasound Diagnostics and Physical Therapy
- Department of Microbiology and Infectious Diseases with Clinic
- Department of Parasitology and Invasive Diseases with Clinic
- Department of Poultry Diseases with Clinic

STUDY PROGRAMMES: Self-evaluation, pages, 2–5

- Integrated undergraduate and graduate study programme of veterinary medicine (Croatian language)
- Integrated undergraduate and graduate study programme of veterinary medicine (English language)
- Postgraduate university (doctoral) study in Veterinary Sciences
- Postgraduate specialist study of Pathology and Breeding of Domestic Carnivores
- Postgraduate specialist study of Internal medicine
- Postgraduate specialist study of Surgery, Anaesthesiology and Ophthalmology with Veterinary Dentistry
- Postgraduate specialist study of Exotic and Pet Animal Breeding and Pathology
- Postgraduate specialist study of Microbiology and Epizootiology
- Postgraduate specialist study of Theriogenology of Domestic Mammals
- Postgraduate specialist study of Sanitation
- Postgraduate specialist study of Veterinary Pathology
- Postgraduate specialist study of Forensic Veterinary Medicine
- Postgraduate specialist study of Implementation of Veterinary Food Safety Procedures in a Slaughterhouse Facility
- Postgraduate specialist study of Hygiene and Technology of Foodstuffs of Animal Origin*
- Postgraduate specialist study of Swine Production and Health Care*
- Postgraduate specialist study of Animal Welfare*
- Postgraduate specialist study of Pathology and Breeding of Domestic Mammals*
- Postgraduate specialist study of Game Breeding and Pathology*
- Postgraduate specialist study of Reproductive Health Management of Dairy Cows*

*As part of the re-accreditation process, the Faculty requested an exemption for the listed postgraduate specialist programmes because these programmes did not have any classes in the academic year 2020/2021, and because they don't have any students enrolled.

List of the postgraduate specialist study programmes which obtained permit (*dopusnica*) recently at the end of 2021 from the Ministry of Science and Education:

- Forensic Veterinary Medicine
- Farm Animal Welfare
- Farm Biosecurity
- Health Protection in Breeding and Reproduction of Small Ruminants
- Porcine Health and Production

- Bovine Health and Production
- Wildlife Health and Management
- Agri Food Chain Microbiology
- Veterinary Pathology
- Honeybee Health Protection
- Veterinary Epidemiology
- Reproduction in Farm Animals, Equines and Small Animals
- Laboratory Animal Medicine
- Small Animal Emergency and Critical Care Medicine
- Veterinary Physical Therapy and Rehabilitation – Certified Canine Rehabilitation Practitioner - CCRP

NUMBER OF STUDENTS: Analytical Supplement to the Self-evaluation, p. 2, table 3.1.
Number of students per study programme for the evaluated academic year

Study programme name	Full-time students	Part-time students
Veterinary Medicine (1568), integrated undergraduate and graduate university study programme, Zagreb	879	0
Veterinary Sciences (1569), postgraduate (doctoral) university study programme, Zagreb	25	65
Domestic Carnivores Pathology and Rearing (1570), postgraduate specialist university study programme, Zagreb	0	7
Internal Diseases (1571), postgraduate specialist university study programme, Zagreb	0	5
Surgery, Orthopaedics and Ophthalmology with Anesthesiology (1574), postgraduate specialist university study programme, Zagreb	0	35
Exotic Pet Animals Breeding and Pathology (1575), postgraduate specialist university study programme, Zagreb	0	2
Microbiology and Epizootiology (1576), postgraduate specialist university study programme, Zagreb	0	2
Theriogenology of Domestic Mammals (1578), postgraduate specialist university study programme, Zagreb	0	1
Sanitation (1580), postgraduate specialist university study programme, Zagreb	0	2
Veterinary Pathology (1581), postgraduate specialist university study programme, Zagreb	0	4
Forensic Veterinary Medicine (1584), postgraduate specialist university study programme, Zagreb	0	1
Implementation of Veterinary Food Safety Procedures in an Abattoir (1585), postgraduate specialist university study programme, Zagreb	0	2
Veterinary Medicine in English (1586), integrated undergraduate and graduate university study programme, Zagreb	90	0
Total	994	126

NUMBER OF TEACHERS: Analytical Supplement to the Self-evaluation, page 9, 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	39	59,27	-	-	1	63
Full professors	27	51,35	-	-	1	56
Associate professors	33	46,03	-	-	-	-
Assistant professors	23	42,52	-	-	-	-
Scientific advisor (permanent/ with tenure)	-	-	-	-	-	-
Scientific advisor	-	-	-	-	2	0
Senior Research Associate	-	-	-	-	-	-
Research Associate	-	-	-	-	1	52
Teaching grades	2	58,5	-	-	-	-
Assistants	35	30,76	-	-	1	39
Postdoctoral researcher	6	38,17	-	-	-	-
Employees on projects	8	32,63	-	-	-	-
Expert assistants	17	42,69	-	-	1	66
Technical staff	55	47,38	2	48	-	-
Administrative staff	38	48,66	1	50	-	-
Support staff	35	52,29	-	-	-	-

SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION

The Faculty of Veterinary Medicine is a legal entity with the status of a public institution, a constituent unit of the University of Zagreb, and it operates independently following the principles of academic freedom, academic self-government and autonomy. The Faculty is registered in the Register of Zagreb Commercial Court of Higher Education Institutions, and the Scientific Research Legal Entities Register.

The Faculty organizes and conducts university studies, and scientific and professional work in the scientific field of biomedicine and health, the field of veterinary medicine, as well as lifelong learning programmes for doctors of veterinary medicine. It is one of the oldest faculties in the Republic of Croatia (founded in 1919), and with its long tradition and established criteria of excellence, is inseparable from the development of the veterinary profession in Croatia. In addition to education and scientific research, Faculty conducts activities in many other areas, lending weight to the notion that veterinary medicine is an extremely dynamic profession. At the time when this Self-Evaluation Report was published, 8338 students had graduated from the Faculty and obtained the title of Doctor of Veterinary Medicine, 1414 Master's Candidates had graduated (740 of them were awarded the title Master of Science and 675 University Specialist), and 1031 Doctors of Science, which significantly enriched the scientific potential of our country.

BRIEF ANALYSIS OF THE INSTITUTIONAL ADVANTAGES AND DISADVANTAGES

ADVANTAGES OF THE INSTITUTION

1. Very dedicated and enthusiastic staff, especially from the young researchers and students.
2. Well working QA system including high level of management.
3. Excellent network of student support from staff, mentors and support staff, including counselling and financial support.
4. Teaching practices are very good, and recent developments in approaches to e-learning, active learning and clinical skills are to be commended.
5. Increasing number of EBVS specialists and increased quality of the PhD students, both in teaching and research.
6. Spacious institution with good infrastructure.
7. International mobility of students to and from the institution, including ERASMUS, is to be commended, and the English programme is now well established and is very well received by the foreign students.

DISADVANTAGES OF THE INSTITUTION

1. While we note very encouraging recent developments in the creation of the VTH and arrangements to encourage collaboration between divisions/departments, the high number of departments still exists and we would strongly recommend further refinement and reduction in the overall number of departments.
2. Strength and depth of research, including international outputs, is relatively poor in relation to the number of staff and research/clinical resources available.
3. Lack of formal structure in relation to external stakeholders, including alumni, in relation to the Faculty management and strategy, and curricular development.
4. Lack of a formal requirement to complete pedagogical training for Teaching Assistants.

LIST OF INSTITUTIONAL GOOD PRACTICES

EXAMPLES OF GOOD PRACTICE

1. Good quality management system established.
2. Modern study programmes and teaching capacities complying with standards.
3. Appropriate infrastructure for the learning outcome and scientific activities.
4. Student representatives are included in the committees, the curriculum, quality, student discipline and the student representative is a member of the Dean's Board.
5. Assistance of the Office for EU projects to the teachers.

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

FVMUZ is highly committed to the development and implementation of a good functional QA-system covering all aspects of its activities. FVMUZ has succeeded in implementing the majority of the recommendations for quality improvements stated in previous external evaluations, which is documented in action plans, etc. For this the FVMUZ is highly commended by the re-accreditation team.

Academic integrity and freedom are supported, guided and preserved at FVMUZ in accordance with the UNIZG and FVMUZ Code of Ethics and several internal acts and managed by the Ethics Committee.

FVMUZ communicates with its students, staff and external stakeholders through its website and intranet and social media such as Instagram. FVMUZ also organises physical events as a Yearly Open House Day for potential students and stakeholders and takes part in public Science Days, animal welfare programmes and sports events, etc.

The veterinary clinics and laboratories of FVMUZ offer their services for the public all year round, and the academic staff participate in the development of the veterinary professional society through research and the integrated undergraduate and graduate and postgraduate teaching (continuing education courses). The latter is offered in collaboration with national and private veterinary organisations. It is therefore the belief of the expert panel that FVMUZ lives up to its obligations, both academical and societal. FVMUZ contributes directly to both the development of the veterinary academia and profession and to animal and human health and welfare in Croatia. Therefore, it puzzles the team why the latter, very important aspect of the FVMUZ activities, is not an explicit part of the FVMUZ vision and mission.

Only in some areas the team of experts found that FVMUZ does not fully comply with Standard 1. Recommendations from earlier national and international accreditation bodies regarding reduction of the large number of departments have not been followed; there is only limited formal dialogue with external stakeholders, including new graduates and alumni about educational and research outcomes and strategies; Documentation of an active working Code of Ethics culture, eg. Processed cases of problematic behaviour, including plagiarism, information on high drop-out and attrition rates is not publicly available and the underlying causes have not been investigated by the QA Committee; FVMUZ does not close the QA-loop when it comes to research outputs and activities.

Recommendations for improvement

Enhanced involvement of graduates and alumni in both outcomes assessment surveys or interviews regarding the veterinary education, and in the strategic planning of main goals and activities of the FVMUZ. Enhanced formal engagement for veterinary professionals in the QA Committee and the Faculty Council work. Designing activities with the aim of systematic annual and individual monitoring of teacher's scientific research, and designing a system of rewards/penalties regarding scientific research and output. Follow up on the earlier recommendations made by EAEVE and ASHE regarding enhanced formal dialogue with external stakeholders and associates, including alumni and the Croatian Veterinary Chamber. Follow-up on the earlier recommendations made by EAEVE and ASHE regarding the reduction of the large number of uneven departments. Investigate the extent to which teachers, students and employees are familiar with the provisions of the Code of Ethics, whether there is an atmosphere of hiding and not reporting problematic behavior, and take appropriate measures in accordance with the results. Investigate how familiar teachers are with the anti-plagiarism software Turnitin and how much they use it. Make results of internal and external (QA) evaluations, including pass rate, drop-out rate and employment analyses readily available for stakeholders on the website. Direct contribution to animal and human health and welfare should be an explicit part of FVMUZ vision and mission.

Quality grade:

High level of quality

II. Study programmes

Analysis

The institution offers a 6-year Integrated undergraduate and graduate study of veterinary medicine (IUGUSVM) in Croatian and in English language, a 3-year postgraduate doctoral study in veterinary sciences (DSVS) and 17 postgraduate "specialist" study programmes (PUS) in different fields.

The study programme of the IUGUSVM is of modern design and complies with standards and guidelines of the Bologna system, ESG, and EAEVE, as well as the rules of the governing national and European authorities for this regulated profession with the aim to produce competitive professionals for national and international labour markets. The programmes are in line with recommendations of the Croatian and European Qualification Framework. Learning outcomes of all programmes are clearly defined at the level of the study programme, but also at the level of each individual course. Learning outcomes for single courses are published in the study programme and also in the diploma supplement. Every course is clearly identified with ECTS points, which represents roughly 25 to 30 student hours per point. Practical training is part of the study programme from the 1st year of studies on. Students rotate during the 4th and 5th year of

studies to receive clinical training in the different clinical services and an extra of 300 hours of clinical training through the Professional Clinical Work and Professional Field Work courses. For every course, the exam format is known to the students before the course starts. Feedback from students evaluating course content and exam format is obtained systematically.

Changes in the study programmes are carried out in accordance with the regulations of the UNIZG and the FVMUZ and taking into account the opinion of teachers, students and external stakeholders.

Recommendations for improvement

The Panel recommend a more formal involvement of external stakeholders in the process of study programme reforms. The experts believe that external stakeholders will give invaluable input and allow for adaptations to changing demands from the society and offers at the job market. A more detailed analysis should identify the reasons for unemployment among young graduates. The survey asking very recent graduates on their opinion of the study programme should be complemented by a survey of activity and perception of the programme in veterinarians graduated 2 to 5 years ago. The high unemployment rate among young graduates should be investigated as well.

Quality grade:

High level of quality

III. Teaching process and student support

Analysis

Admission criteria, criteria for the continuation of studies, course lists, learning outcomes and expectations from enrolled students are publicly available in the document 'Information package' on the official website of FVMUZ. The institution has a system in place for gathering the information on student progress, but it is unclear how this information is analysed and what is done overall to improve grades. Teaching methods are diverse (plenary lectures, small group teaching, clinical base learning, seminars, recorded material, posters) and different learning styles are addressed. Modern technologies/applications were recently introduced in the anatomy, breeding and production courses as well as in pathology. Students have access to PDF versions of lectures and the e-library catalogue. The FVMUZ is now committed to invest in a more organised programme to develop teaching skills and abilities in the cohort of teachers and assistant teachers. A teacher-student mentorship programme is established to enable the integration of recently enrolled students. A well-established support system and Student Office assists Croatian and international students with adjusting to the Faculty and studies, as well as career and outgoing/incoming mobility advice. In addition

to the Student Office, the Office for Career Development and Academic and Psychological counselling provides pedagogical assessment of students' problems. A high number of diverse extracurricular activities is available to all students. Awards and honours are given to distinguished students. The admission and teaching practices are adjusted to the individual needs of students from vulnerable and under-represented groups. The criteria and methods of assessment, evaluation, and grading are communicated to students prior to the start of a course and are also available on the LMS. Written, oral and practical examinations are conducted, the results of which are objectively provided to the students to assist them with their personal and professional development. Even though there is no formal, official, or systematic engagement between alumni, external stakeholders and FVMUZ, there are occasional interactions with potential employers (Faculty of Agriculture, Decra, Agroproteinka, etc.). A 'career-day' is organised at the FVMUZ every year, where students receive information about the possible career options after graduation. Focus sessions on groups of students are organized by the Croatian Veterinary Chamber and the FVMUZ to examine current opportunities and concerns.

Recommendations for improvement

A motivational letter could be considered in future from all potential students to assess their passions, expectations and goals to be achieved after completing their education at the FVMUZ. A more transparent procedure of grade analysis as well as a Student Progress Committee should be created to help guide and support students having recurring academic difficulties. New and diverse teaching methods should be implemented in line with modern pedagogical theories. The information on the application for the Dean's and Rector's award should be updated on the FVMUZ website. A compulsory training for teaching assistants in relation to the new professional training courses offered should be considered at the level of FVMUZ and/or UNIZG. Additionally, a policy around moderation and second/double marking to ensure objectivity and reliability should be encouraged. As for oral examinations, guidance for teaching staff at the FVMUZ should be developed to ensure consistency of student assessment. Career opportunities should be presented to students outside of the 'career-day' through lectures of visiting professors or professionals from different areas. In order to provide mentorship and support, a closer relationship between alumni and FVMUZ should be maintained. Furthermore, collaborations with the Croatian Veterinary Chamber and involvement in external study projects would help expose students to their future colleagues and job prospects.

Quality grade:

High level of quality

IV. Teaching and institutional capacities

Analysis

The FVMUZ has a good policy to ensure an adequate teaching capacity in the curriculum which is in line with the modern requirements for the studies of veterinary medicine and comparable with the standards used by other accreditation organizations (e.g., EAEVE). The FVMUZ has a system for the recruitment of teachers whereby the policy of attracting human resources is guaranteed. Some problems in recruitment do exist and are mainly guided by the university and national standards, limiting the flexibility of the faculty. The FVMUZ provides sufficient support to the staff members to develop their professional skills. Efforts are made towards the young staff members but there is little obligation to achieve further professional development, especially after a relatively longer career. The FVMUZ has an appropriate infrastructure for the learning outcome and the scientific/artistic activities of collaborators and students. The equipment is of high quality with regular updates. The library is of high quality, including electronic access to scientific books and journals which are accessible for staff members and students. The FVMUZ has a sound management of financial resources despite the limitations of the central government.

Recommendations for improvement

Substantial efforts in the new teaching methods need to be encouraged. The attraction of specialists in the clinical disciplines has to be continued. Additional criteria for election to titles and promotions must have a suitable place in the overall strategy of FVMUZ. A more commercial business plan for the clinical departments should be installed to obtain the income for clinical teachers. A formal requirement to complete pedagogical training, not only for the beginning teaching staff but also for the older staff is needed. The principle '*Lifelong Learning*' should be applied inside the FVMUZ. The idea of the creation of a new faculty/campus outside the Centre of Zagreb should be kept in mind. The attraction of external funding (legates or donations) can be actively stimulated. The principle of '*bringing your own electronic device*' for the students should be stimulated. Additional efforts to increase the financial income of the clinics can help to support the teaching activities.

Quality grade:

High level of quality

V. Scientific/artistic activity

Analysis

Scientists and teachers from the FVMUZ are encouraged to publish scientific and professional publications regularly in national and international journals. The institution awards the most successful research team and the first author of the article published in the journal with the highest impact factor in the annual anniversary session of the

institution. Many publications can be attributed to a small number of very active researchers, while there are researchers that contribute with a very limited number of publications. A large number of papers are published in national journals, and even though some of them are published in English language, the visibility of this work among the international scientific community is very restricted. Some internationalisation is reached through institutional cooperation based on bilateral agreements with foreign universities and membership in ERASMUS+ and CEEPUS programs, allowing for international travel of integrated undergraduate and graduate and postgraduate students.

The FMVUZ is active in a variety of research projects with a high impact on the society, which is reflected by the media presence and the overall timely communication of the scientific and lay community. Some staff members are representative of national and international scientific associations, but again it seems, that this is particularly true for the most active ones.

The Faculty encourages students to participate in scientific work, which becomes eligible to be rewarded by the so-called Rector's award or be presented at the Students Science Day. Overall, the expert team recognizes a favourable scientific environment for the students and the positive input from research to teaching.

Recommendations for improvement

The expert team strongly recommends the Faculty to encourage inactive staff to perform scientific research and to favour publication in high-quality international journals. Although there are some internationally funded projects at the FVMUZ, the international and also the national solicitation of funding for research projects should be increased. An additional effort should be made to apply for more funding from the Croatian Science Foundation (HRZZ) and other sources.

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.

Findings

The FVMUZ internal quality assurance system was initiated in 2005 and has since been stepwise expanded and improved. Today it is managed by the Office for the Establishment and Management of the Quality (Quality Assurance Office) under the supervision of the Vice-dean for Quality Control. The QA system complies with the QA standards of the ESG and has been continuously reviewed and developed according to the Act on Quality Assurance in Science and Higher Education (OG 45/09) and the QA regulations of the University of Zagreb. Quality assurance consequent improvements of the Faculty activities are part of the FVMUZ statute, hence is an integral part of the strategic management. The QA management comprises e.g. a Quality Policy, a 5-year strategic development plan including Mission, Visions, SWOT analyses and strategic goals of the FVMUZ and it has its focus on ensuring the teaching, scientific, professional and managerial activities within the Faculty.

As part of the QA strategy and former QA plans, FVMUZ has since 2005 been engaged in both national and international accreditation processes managed by ASHE and EAEVE (2015 and 2021) and in ISO-certifications according to ISO EN HR 17025: 2007 and ISO9001:2008/2015.

The Quality Assurance Office collects and analyses regularly survey data and feedback from all students, teachers, administrative and other support staff and from external stakeholders involved in external practice training as hosts and extra-mural teaching.

The findings and results are reported to the Quality Management Committee, which then communicates, makes QA suggestions and reports to the other Faculty boards and committees, such as the Integrated Undergraduate and Graduate Study (IUGS) Programme Committee and the Faculty Council and to the University management.

Both students, teachers and support staff are also directly involved in QA decisions through representatives in the Quality Management Committee and Faculty Council. External stakeholders are involved in QA decisions through two representatives: one in the Quality Management Committee and one in the Faculty Council.

All major QA policy documents and manuals are published at the FVMUZ web-site in Croatian and English, see <https://www.vef.unizg.hr/en/internal-quality-control/>). This includes University statutes, FVMUZ strategy, Biosecurity regulation and manual, QA manuals and regulations, human resource management policies including support to and management of staff, students and customers (e.g. animal owners), etc.

Analysis

It is obvious from both the SER and the presented additional materials and from meetings with the FVMUZ deans and vice-deans, the QA committee members, professors, junior academic staff and students that FVMUZ is highly committed to the development and implementation of a functional QA system covering all aspects of its activities, and that FVMUZ has succeeded to do so in nearly all areas. For this the FVMUZ is highly commended by the re-accreditation team.

The Expert panel on re-accreditation of the FVMUZ assess, however, that for at least two areas of the QA system, the QA procedures are suboptimal. These areas are: i) in relation to formal involvement of graduates (alumni) and external professional stakeholders and ii) in relation to systematic and individual monitoring and encouragement of scientific research work.

The meeting with alumni revealed that none in this group had ever participated in FVMUZ outcome assessment survey or been asked to give feedback to the faculty regarding its educational and research activities. According to the chairman of the Croatian Veterinary Chamber (CVC), faculty members that collaborate with the Chamber on post-graduate courses are frequently invited to meetings at the (CVC) where the educational and scientific activities of FVMUZ are discussed and the external inputs are given, but FVMUZ does not formally seek advice on such matters from CVC. Only two external stakeholders that are also directly affiliated with FVMUZ through postgraduate education and/or research are formally associated with the FVMUZ managerial organisation, one as appointed member of the Faculty Council and one as appointed member of the Quality Management Committee.

According to the Analytical Appendix, the average number of scientific papers per teacher per year is 0.67, which is considered a rather low average scientific productivity. Additionally, a very high heterogeneity has been found among teachers with only a small number of them publishing a lot of articles annually, and a certain number of teachers who annually publish below average or do not publish at all. (One paper per year adheres to the gold standard in scientific activities). The best teachers are rewarded, but inactive teachers remain hidden, probably unaware that their inactivity harms the interests and overall reputation of FVMUZ.

Recommendations for improvement

- Enhanced involvement of graduates and alumni in both outcomes assessment surveys or interviews regarding the veterinary education, and in the strategic planning of main goals and activities of the FVMUZ.
- Enhanced formal engagement for veterinary professionals in the QA committee and Faculty Council work.
- Designing activities with the aim of systematic annual and individual monitoring of teachers' scientific research, and designing a system of rewards/penalties regarding scientific research and output

Quality grade: High level of quality

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

Findings

The FVMUZ has, during the last 5 years, been through and positively passed various external accreditation processes, i.e. National re-accreditation managed by ASHE (every 5th year) and EAEVE international veterinary accreditation managed by EAEVE / ESEVT (now every 7th year) and two ISO-certifications according to ISO9001 and ISO17025 standards, respectively (every year). Recommendations from these external evaluations have, according to the SER, been: *"the basis for continuous improvement and are considered when developing action plans and taking further action"* (see SER page 26). Document material supplied by the FVMUZ, e.g. final ASHE and EAEVE reports, Actions plans from 2015 to 2021, QA policy and strategy documents and QA and biosecurity manuals, verify the above sentence from SER.

Examples of actions and improvements initiated by FVMUZ due to recommendations from external auditors:

- At the first audit of the quality management system in 2014 according to the ISO 9001:2008 standards, the auditors identified a non-compliance regarding QA of complaint procedures, which FVMUZ since have improved. Today all instructions regarding complaints (students, staff and customers) are published on the FVMUZ website, and a later follow-up questionnaire verified that the new procedures have improved the procedures.
- In ASHE visitation 2014, experts recommended nearly 40 ASHE recommendations (see Report on Re-accreditation dated April 4th, 2015) of which the majority have been followed up by action plans, and improvement measures have been

implemented accordingly. Only a few issues triggered similar recommendations in 2018, as reported by the final ASHE report, 2018. These issues have since been dealt with by FVMUZ.

- In 2015, EAEVE re-visitation team concluded that earlier major deficiencies identified in 2013 regarding Bio-security had been improved according to the recommendations. These suboptimal bio-security conditions do no longer exists.
- In 2021, EAEVE QA visitation team identified minor deficiencies regarding suboptimal feedback to students regarding learning processes and linked this with suboptimal closure of the QA circle towards students. Since 2021, FVMUZ has initiated series of pedagogic / didactic courses for academic teaching staff in which learning processes of and feedback to students are addressed.

The FVMUZ, as described in Standard 1.1, has a very well-functioning internal and regular QA procedures, managed by the Quality Management Committee according to the FVMUZ QA manual. The Quality Assurance Office conveys internal surveys among students regarding the teaching activities (courses and teachers' performance) once or twice a year (depending on the teaching activities) and a survey among staff regarding the evaluation of mentorship, courses, peers and management plus ad hoc topics has not been implemented so far on a regular basis, but as a pilot project (part of the HKO project). Furthermore, feedback from collaborating external stakeholders is collected once a year. The input data are analyzed, discussed by the Quality Management Committee, and subsequently results are reported to relevant internal stakeholders, including the deans, relevant committees e.g., the Integrated Undergraduate and Graduate Study (IUGS) Programme Committee, and heads of departments, staff and students. Personal sensitive data are only reported to the person involved and the Dean. At the managerial level, results are used as background for action plans and future strategies suggested by the relevant committees. At the department and teacher level, results are used to improve course syllabi and teaching methods.

Analysis

Documents (QA strategy and QA manual, Actions plans, reports and minutes from the meetings in from Faculty Council and Quality Management Committee) presented for the expert panel verify that FVMUZ is compliant with Standard 1.2. Furthermore, evidence from the meetings with students and senior and junior teaching staff revealed that improvements regarding teaching and course activities are implemented to a satisfactory degree.

However, the expert panel has identified a few improvements recommended by earlier external auditors that have not or only partially been dealt with:

One of these was suboptimal engagement and communication with external stakeholders and associates regarding the quality assurance system and possible strategies for improvement (cf. ASHE 2018, Summary of final report). Though two external stakeholders have been appointed to the Faculty Council and the Quality Management Committee, respectively, the meetings with the FMVUZ associates (alumni) revealed that associates (alumni) had not taken part in nor known about formal QA discussions with FMVUZ (please see also “Analyses” under Standard 1.1).

Another non-fulfilled recommendation for improvement suggested by both EAEVE and ASHE in 2015 is reduction of the large number of very uneven departments, which is also recognized as a “weakness” by FVMUZ (see SWOT in SER).

Recommendations for improvement

- Follow up on the earlier recommendations made by EAEVE and ASHE regarding enhanced formal dialogue with external stakeholders and associates, including alumni and the Croatian Veterinary Chamber.
- Follow up on the earlier recommendations made by EAEVE and ASHE regarding reduction of the large number of uneven departments.

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.

Findings

Academic integrity and freedom are supported, guided and preserved at FVMUZ in accordance with the UNIZG and FVMUZ Code of Ethics and several internal acts, e.g. the Regulations on the Disciplinary Responsibility of Workers, and the Regulations on the Disciplinary Responsibility of Students.

Several organizational units at the FVMUZ (and UNIZG) are involved in the support and management of the ethical codices and guidelines and offer help to students and staff. Examples are:

- The Committee for the Code of Ethics, which acts and advises the faculty and university management in cases of suspected violation of the code of ethics.
- Committee for Ethics in Veterinary Medicine, which overlooks, evaluates and ensures ethical practices in professional and scientific work.

- The Student Disciplinary Committee and the Staff Disciplinary Committee conduct disciplinary proceedings against students and staff, respectively in case of violation of the ethical regulations, and propose disciplinary measures.
- The Student Office, which monitors and supports students' needs including special needs of disabled and grieving students, answer to problems between students and teaching staff, and advice teachers on ways to accommodate students with special needs and problems in classes.
- The Office for Career Development, Academic and Psychological Counselling, who offers academic and psychological support and help to students.
- The mentor system for students.
- The independent "student ombudsperson".
- A newly developed and transparent complaint system ensuring that complaints from students, staff and customers are handled confidentially and professionally according to written procedures.

Since the fall of 2021, FVMUZ has subscribed to a national license for the anti-plagiarism software programme, Turnitin, in order to address issues of academic plagiarism and cheating at written exams.

Analysis

The information regarding Standard 1.3 in the SER and in the supplementary written documentation (e.g., Code of Ethics of UNIZG, Regulations on Disciplinary Responsibilities of staff and students, mentoring system, etc.) demonstrate that FVMUZ complies with the Standard. Furthermore, it was the impression of the experts when meeting the students, that all students were very comfortable and were very satisfied with the ethical standards. No documents on processed complaint cases have been presented for the expert panel. Hence, it seems that the Committee for the Code of Ethics and other corresponding committees have not had any activities in the past five years, indicating perfect adherence to all ethical norms. On the other hand, it may also be a result of insufficient awareness and reluctance of teachers, students and employees to take advantage of legal opportunities and report and initiate processes in front of the Committee for the Code of Ethics. Which of these two extremes is true, could be investigated by the QA System of FVMUZ, for example with a questionnaire, interview or some similar method of researching the opinions of teachers, students and other employees on these issues in the field of ethics.

Recommendations for improvement

- Investigate the extent to which teachers, students and employees are familiar with the provisions of the Code of Ethics, whether there is an atmosphere of hiding and not reporting problematic behavior, and take appropriate measures in accordance with the results.
- Investigate how familiar teachers are with the Turnitin program and how much they use it.

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).

Findings

FVMUZ' primary channel for distributing information about its activities is the website, <http://www.vef.unizg.hr/>, which is both in Croatian and English. In addition to the website, FVMUZ also uses social media such as Instagram and Facebook for broadcasting relevant information and campaigns. Printed information such as leaflets, study brochures, Year-Books, etc. is also used to inform stakeholders. The FVMUZ Media Relations Committee has the responsibility for public information and runs websites and social networks with the help from the IT department.

Potential students and other stakeholders interested in the study programmes can find relevant information on the website both in Croatian and English. This includes admission criteria, number of student places, summary information about the various study programmes, information about student activities and student life at and outside campus, announcement of scholarships and awards and details about student support. Pdf-brochures explaining about the study programme in detail can also be downloaded from the website.

Stakeholders interested in the research activities of FVMUZ can find information about doctoral studies, various research groups, scientific highlights and research projects, including students' scientific work. International collaborations are also listed and explained on the website. Finally, organizational information about FVMUZ is available, e.g., its mission, vision and strategic plans, its organization and the public services offered, including information about the Veterinary Teaching Hospital, the Veterinary service Laboratories and the various departments, library and museum, etc. The FVMUZ Yearbooks can also be downloaded.

Apart from dissemination information via online media, FVMUZ also promotes their activities, including social activities and services, through promotional events such as the

“University Festival Open Day”, the “Reptilomania event” and through their participation in the Museum Night event and the Science Festival.

Finally, the establishment of a state-of-the-art Veterinary Teaching Hospital, open “24/7” all year round and the availability of specific veterinary laboratory services of societal importance ensure that FVMUZ plays a well-known and informed role in the Croatian society.

Analysis

The FVMUZ ensures the availability of information on important aspects of its activities, e.g., the study programmes and research and their public veterinary services through a well-managed website and campaigns on the social media and via organisation and participation in public “Open Day” events. Thus, FVMUZ is compliant with Standard 1.4.

However, the expert panel noticed that publicly available information about quality indicators of the study programmes, such as pass rate analyses, graduate employment, drop-out rates and outcomes of internal evaluation and previous external evaluations are either very limited or very difficult to find on the website.

Recommendations for improvement

- Make results of internal and external (QA) evaluations, including pass rate, drop-out and employment analyses readily available for stakeholders on the website.

Quality grade: High level of quality

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

Findings

As the only veterinary faculty in Croatia, FVMUZ plays an obvious important social and educational role by offering integrated undergraduate and graduate as well as postgraduate education and courses. The FVMUZ veterinary clinics and field practices are open for treatment of animals 24/7 all year round, offering state-of-the-art veterinary services for the benefit of animal owners in and around Zagreb, and their veterinary laboratories offer crucial diagnostic services for the society. Hence, FVMUZ contributes to increased health and welfare of animals as well as humans in Croatia.

FVMUZ is also an active player in several animal and wildlife protection projects as the Blue Project and the International Animal Day project in Zagreb, and it supports its students and staff in organizing various humanitarian events, which raise funds or support for social organisations, animal shelters, individuals, etc.

FVMUZ aims at developing its role in the society by holding a leading scientific position in the field of veterinary medicine and related sciences in Croatia and the wider region. This is among other things visioned to be ensured by means of enhanced regional cooperation within the EU (cf. FVMUZ mission statement), which is reflected in the many international collaborations that the faculty participates in (Veterinary Network of European Students and Staff Transfer (VetNEST), L'Agence universitaire de la francophonie (AUF), **Central European Exchange Programme for University Studies** (CEEPUS), **The European Association of Establishments for Veterinary Education (EAEVE)**, Erasmus +).

Analysis

FVMUZ understands and take actions to develop its social role in the Croatian society. This role is somehow inevitable as FVMUZ is the only veterinary faculty in Croatia. The faculty both strives at developing its scientific position in a wider region as well as plays an active local societal role through its veterinary services, despite that development of its contribution to animal and human health and welfare is not directly a part of the present mission of the faculty. FVMUZ is therefore compliant with Standard 1.5.

Recommendations for improvement

- Direct contribution to animal and human health and welfare should be a part of FVMUZ vision and mission.

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

Findings

Lifelong learning is integrated both into the FVMUZ integrated undergraduate and graduate and postgraduate educations and activities. From the start of the veterinary integrated undergraduate and graduate study programme, students must “*demonstrate readiness to be involved in the lifelong learning process for further professional development*” as part of the intended learning outcomes of various courses, e.g. Infectious Diseases of Domestic Animals, Veterinary Legislation and Food Safety Control, Applied Animal Nutrition and Diseases and Treatment of Pet Birds, ExoticPets and Laboratory Animals (see appendix: TOPIC 2 – Study programmes, Higher education institution, Faculty of Veterinary Medicine). Finally, students' ability to engage in self-regulated learning is confirmed through their Diploma Thesis work and defense.

The delivery of lifelong learning postgraduate programmes is an explicit goal of FVMUZ. It is stated as a strategic outcome (among other outcomes) in their vision as: *“excellence in veterinary education, ..., **lifelong learning**, and international cooperation”*. Furthermore, it is mentioned as a specific FVMUZ strategic goal in *“STRATEGIC GOAL 2. Improving the quality of postgraduate studies and lifelong learning”*.

In collaboration with the Croatian Veterinary Chamber, FVMUZ organizes lifelong learning courses for Croatian veterinarians and conducts vocational training courses requested by e.g., the Ministry of Agriculture. Hence in 2020/21, FVMUZ took part in 12 lifelong learning courses, which were completed by 560 participants. Post-graduate and vocational courses are evaluated as any other courses offered by FVMUZ, i.e., systematically and regularly, and results from the evaluation are used to improve courses.

Analysis

FVMUZ is compliant with standard 1.6. Evidence from meetings with both internal stakeholders, e.g., students and young teachers and external stakeholders, e.g., veterinary surgeons including the chairman of the Croatian Chamber verify that the promotion of lifelong learning is a major goal of FVMUZ.

Recommendations for improvement

- The FVMUZ is encouraged to pursue their well-structured process of lifelong learning programmes.

Quality grade: high level of quality

II. Study programmes

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

Analysis

The institution offers 3 distinct study programmes:

A 6-year Integrated undergraduate and graduate study of veterinary medicine (IUGUSVM) in Croatian and in English, a 3-year postgraduate doctoral study in veterinary sciences (DSVS) and 17 postgraduate “specialist” study programmes (PUS) in different fields.

The IUGUSVM is taught in the Croatian language to Croatian students and in English to mainly foreign students. The programme of the two courses is identical and therefore the

objectives and learning outcomes of both programmes need to be in line with the mission and strategic goals of the higher education institution and the needs of the society in Croatia and abroad. The study programme is of modern design and is complying with standards and guidelines of the Bologna system, ESG, and EAEVE, as well as the rules of the governing national and European authorities for this regulated profession with the aim to produce competitive professionals for national and international labour markets. The self-evaluation reports states on page 43: *“As the study programme and the FVMUZ itself are accredited by EAEVE, so graduates can be successfully employed throughout the EU, without the need to have their degrees recognized separately.”* It is not because of the EAEVE accreditation that the veterinary diploma of one EU country is recognised in another EU country. It is only the post-Brexit UK that conditioned recognition of EU diplomas to EAEVE approval or accreditation.

The number of students enrolled in PUS and DSVS programmes is roughly 10% of the number of students enrolled in IUGUSVM. This seems to reflect the employment possibilities for the number of graduates from these two programmes. There seems to be a quite high unemployment rate among young graduates and this warrants further investigation.

Recommendations for improvement

- The experts recommend formal involvement of external stakeholders in the process of study programme reforms. The experts believe that external stakeholders will give invaluable input and allow for adaptations to changing demands from the society and offers at the job market.
- A more detailed analysis should identify the reasons for unemployment among young graduates.

Quality grade: high 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

Learning outcomes of the IUGUSVM programme are defined as follows in ten overall aims:
IU1: apply, analyse and interpret the knowledge of the sciences on which veterinary medicine is based in order to make evidence-based decisions

IU2: apply a professional and ethical approach in all areas of veterinary activity in order to improve the health and conditions of feeding, housing, welfare and production of all species of animals

IU3: independently use appropriate laboratory equipment and conduct critical analyses of laboratory test results, with an understanding of applied techniques and diagnostic procedures in veterinary medicine

IU4: actively apply expertise in clinical, obstetric and surgical procedures, diagnosis and treatment and provide comprehensive information and guidance taking into account the needs of animals and owners, available resources, as well as financial and legal requirements

IU5: conduct integrated preventive veterinary medicine, and implement programs for prevention and control of bacterial, viral and parasitic animal diseases, with special emphasis on infectious diseases and zoonoses and the rational use of antimicrobials in accordance with the concept of One Health

IU6: know and apply laws and other administrative provisions related to public health, food safety and procedures in hygiene and technology of foodstuffs of animal origin intended for human

IU7: independently search literature, databases and other sources of information and analyse the collected data in order to improve theoretical knowledge and practical skills in solving professional and scientific problems in the field of veterinary medicine

IU8: apply the legal and ethical principles of the profession in health, safety and legal issues, respect and implement professional ethics, responsibilities and standards in veterinary medicine

IU9: communicate effectively and appropriately with colleagues, clients and the public, educate and collaborate in different social contexts, with the ability to act independently and in teams

IU10: identify the need and demonstrate readiness to be involved in the lifelong learning process for further professional development and implementation of veterinary activities according to the highest standards of the profession

All courses from the IUGUSVM programme contribute to these learning outcomes at different levels. A table specifies how every single course contributes to the achievement of these learning outcomes. A more detailed list of learning outcomes is also available in the diploma supplement.

The PUS programme is aligned with EQF level 7. The total workload for acquiring the qualification is a minimum of 60 ECTS credits at level 7 or higher learning outcomes. The DSVS programme is aligned with EQF level 8. The condition for obtaining the qualification is at least three years of full-time equivalent scientific research, the result of which are original scientific papers with a relevant international review. The intended learning outcomes of all three programs clearly reflect the competencies required for employment and the needs of the society. The FVMUZ ensures that the learning outcomes at the level of courses are aligned with the learning outcomes at the programme levels and this is clearly communicated through study programmes, syllabus, and diploma supplements.

Recommendations for improvement:

- The FVMUZ is encouraged to pursue their well-structured process of study programme definition.

Quality grade: high 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 of Veterinary Medicine of the University of Zagreb assures that the learning outcomes are achieved at the level of an individual course and at the level of the whole study programme. For each course of the IUGUSVM programme, points can be obtained for attendances of lectures, seminars and exercises. Progress is continuously monitored and awarded by points. Points from attendances, continuous evaluation, results of mid-term tests and the points obtained at the final exam determine the final grade for that course. Learning outcomes for every course and details of the evaluation of students enrolled in the course in question are detailed in the study programme. The FMVUZ revises and improves the teaching process on the basis of the achievement of the intended learning outcomes. Changes in the programme are communicated and all previous changes are recorded to demonstrate the progress of the study programmes.

Recommendations for improvement

- Although a very comprehensive study programme indicates clear learning outcomes for most courses, there are some courses where learning outcomes are less well defined and the definition of the learning outcomes could be improved.
- The FMVUZ should also ask feedback form potential employers in a more formal way.

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**

Changes in the study programmes are carried out in accordance with the regulations of the UNIZG and the FVMUZ. After proposals for changes being presented to the Committee for Integrated Undergraduate and Graduate Studies and the Committee for Quality Management, they are accepted by the Faculty Council and sent for acceptance to the University of Zagreb through the Working Group for Study Programmes, the University Quality Committee, and the Biomedical Council. Some of the members of the Committee for Quality Management and the Committee for Integrated Undergraduate and Graduate Studies are representatives of students and external stakeholders, who thus directly participate in the work of the FVMUZ, evaluation, assessment and revision of curricula. All students after graduation have the opportunity to evaluate the study programme as a whole and give their comments and ideas for improvement. Employers and veterinary organizations in which professional practice is performed evaluate the study programme.

Recommendations for improvement

Although some of the members of the Committee for Quality Management and the Committee for Integrated Undergraduate and Graduate Studies are representatives of students and external stakeholders, it seems that the input from different kind of employers of veterinarians, veterinary associations and unions, students, and alumni could further improve the process of implementation of changes of the study programme. A survey asking very recent graduates on their opinion of the study programme should be complemented by a survey of activity and perception of the programme in veterinarians graduated 2 or 5 years ago.

Quality grade: satisfactory level of quality

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

Analysis

For most of the courses, one ECTS represents 25 to 30 student hours, which is comparable to most faculties in Veterinary Medicine. Hours counting for an ECTS may include different forms of teaching, self-learning and exam preparation. One academic year has 60 ECTS which is roughly 1500 to 1800 hours of total student workload per year. Upon completion of the 12-semester curriculum, the student can acquire a minimum of 360 ECTS, which corresponds to level 7.1-sv of the CQF and EQF. Each course is awarded an appropriate number of ECTS credits, distributed according to the main activities of the student and the workload of the course (Information package). Also, during the studies, the student enrolls in elective courses accounting for up to 20% of the total study programme.

Recommendations for improvement

- The ECTS system at FMVUZ appears to be relatively balanced. However, the institution is seeking to review the whole course programme and to analyse ECTS load for every single course in order to best reflect actual student workload.

Quality grade: high level of quality**2.6. Student practice is an integral part of study programmes (where applicable).****Analysis**

Practical training is part of the study programme from the 1st year of studies on. Almost all topics are taught through theoretical lectures and practical classes. Clinical training is an integral part of the study training as early as the third year of the study programme with the course of clinical propaedeutics. Students rotate during the 4th and 5th year of studies to receive clinical training in different clinical services. In the last year of the programme, students attend clinical training through the 'External Practical Training' and 'Student Practice' within two courses: Professional Field Work of 180 hours and Professional Clinical Work of 120 hours. During these courses, students will apply the knowledge acquired during their previous studies and gain additional practical knowledge and skills. Under the supervision of a professional mentor (DVM + 3-year work experience), the student will work independently. ECTS points are indicated for each practical course.

Recommendations for improvement

- Despite the varying learning environments for individual students in extramural clinical training, an effort should be made to determine minimal learning outcomes and an evaluation system to assess the achievement of these learning outcomes.

Quality grade: high 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 or continuation of studies are published in the document 'Information package', both in Croatian and in English, and can be found on the official website of FVMUZ. This document contains the principles of the FVMUZ, complete course lists, learning outcomes and what is expected of enrolled students. Also, it provides clear information on admission criteria and quota, which serves for the best possible preparation of students for their upcoming days spent at the FVMUZ. The ranking list of admitted students is objectively created by the National Centre for External Evaluation of Education (NCVVO) before the beginning of each academic year. Therefore, the Expert Panel concluded that the admission criteria are in alignment with the requirements of the study programme.

Recommendations for improvement

- Even though the admission criteria were deemed objective, a motivational letter, which is already required from foreign students, should be expected from Croatian students as well. This would allow the assessment of an applicant's point of view of the FVMUZ, his/her expectations, passions and goals, and the task of writing a motivational letter would further complete the task of reading the 'Information package'. Interviews, on the other hand, are very subjective in the field of veterinary medicine, and the Expert Panel supports the decision of the FVMUZ of not conducting them.

Quality grade: high 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

It was not possible to locate in the self-evaluation report or in other documents provided by the institution, a description of the procedures for monitoring and analysing students' progress. The institution doesn't routinely discuss student's grades in a plenary session of the course leaders and/or teachers, and a specific process to locate and trace students who are consistently having recurrent academic difficulties could not be identified.

Data on student progress for the integrated Croatian and English courses has been provided by the HEI for the academic years 2016 to 2020 from first to second year of study, but not for any other years.

The last data on completion of the programme for Croatian programme is available until the year 2014. The first English programme will end in 2022, so there is no data available on completion yet.

In the self-evaluation report it is mentioned that *“every year in April, course leaders discuss and revise the rules of progress over several years of study, which are then forwarded to the Committee for Integrated Studies and accepted at the FC session”*, however, aside from the data on completion mentioned above, a clear track of these discussions to monitor student progress and analyse student performance rates could not be found. According to the data on student progress provided from first to second year, the number of students achieving a high number of credits has been relatively steady between 2016 and 2020; however, so it has been a relatively high number of students in the mid-range (30 to 54 credits). Furthermore, the data on completion of the study shows persistently high numbers of students losing the right to study due to recurrent failing of exams paired with relatively low numbers of graduates from those generations. This suggests that the mechanisms to analyse and correct student performance might be insufficient or non-existent, and, as mentioned above, they were not made available to the panel.

Although it has been abundantly demonstrated how students in both programmes have access to a large amount of support throughout their academic career, it is not clear whether the institution provides a more specific and focussed support to students who have problems progressing and/or achieving sufficient numbers of credits.

To summarise, it appears as the institution has a system in place for gathering the information, but it is unclear how this information is analysed and what is overall done to improve grades.

Recommendations for improvement

- The panel of experts suggests to create a more transparent procedure of analysis of the grades which would allow to flag students having recurring academic difficulties and the creation of a Student Progress Committee or similar, to specifically target these students and would meet with them, with the aim of guiding and supporting them in their academic choices (e.g., type of electives-study methods, etc.).

Quality grade: minimum level of quality

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

Analysis

Students in both the Croatian and English programmes have access to a very detailed description of hours, credits, learning outcomes and type of delivery and assessment for each topic across the XII semesters.

The absolute majority of subjects covered has a theoretical and a practical component, ensuring application of learned material, coupled in the clinical years with “field service” practice, corresponding to an ambulatory clinic. During their elective placements, as part of their clinical rotation and in their practices with the ambulatory clinics for small and large animals, students are exposed to a variety of clinical cases, strengthening their practical knowledge and skills such as obtaining blood samples, performing rectal exams in cows, etc.

According to the students interviewed and the documents provided, the teaching methods used include plenary lectures, small group teaching, clinical base learning, seminars, use of recorded material and posters. Different learning styles are addressed by the use of diverse teaching material, including videos and tables in the lectures and practical exercises. New technologies have been recently introduced in the form of smartboards and 3D atlases for studying anatomy. Also, the breeding and animal production courses are using modern technologies/applications. In pathology they are introducing AI with digital slides, image analysing and telepathology.

The PowerPoint or PDF version of the lectures are uploaded by the majority of teachers on the VLE/ LMS, which also serves as a depository of information about the courses, exam results and general communication between the teaching body and students.

The main library has access to the main international and Croatian journals and books, occasionally in their e-versions, as well as the main international (Scopus; Pubmed) and Croatian web search engines. Students can access the e-library catalogue from everywhere with their own computers logging in using their e-identity. Students have also access to small study areas within each department/clinic similar to small libraries, where they can consult literature specific to the subject.

The students interviewed, representatives of various stages and of both the English and Croatian programme, were very positive about the level of engagement and enthusiasm of the teachers. They have the occasion twice a year to provide feedback on the subjects and departments, but also specifically on single teachers.

Students can also receive feedback on their exam results and have 48 hours to submit a claim, so that the exam can be revised and possibly repeated.

Until recently, an organised and compulsory track of workshops addressing the professional training of teachers, especially new ones, has been provided in an occasional and voluntary fashion in the form of individual courses or workshops, for example teachers striving for excellence would have completed a course on active learning and

critical thinking. However, the FMVUZ is now committed to invest in a more organised programme to develop teaching skills and abilities in the cohort of teachers and assistant teachers; from next academic year the Office for Career Development, Academic and Psychological Counselling will conduct a professional training entitled “Strengthening Basic Teacher Competences”. Trainees will go through a cycle of four workshops: Basic Didactic Competences, Student Characteristics, Communication Skills and Assessment Methods.

The panel of expert commends the enthusiasm and dedication that transpired from the meeting with the teaching assistants.

Recommendations for improvement

- FVMUZ should continue to support teachers’ training through courses, workshops and certificates/diplomas in teaching and learning, ensuring that diversified teaching methods in line with modern pedagogical theories are used to cater for the students’ diverse learning needs.

Quality grade: high level of quality

3.4. The higher education institution ensures adequate student support.

Analysis

Student support starts early on – after enrolment, students have the opportunity of being under the mentorship of a teacher of the FMVUZ. The role of a mentor is to equip the students with basic instructions on how to follow their studies, to suggest appropriate methods of learning and to generally steer them in the right direction. In case of the student being dissatisfied with his/her mentor, a complaint can be filed to the Vice-Dean for quality control or integrated studies. Therefore, this problem is efficiently resolved and the student can be assigned a different mentor. The Vice-Dean for Quality Control or Integrated Studies can be found in the Student Office, where he/she can provide assistance with adjusting to the Faculty and studies, as well as career advice and support in outgoing and incoming mobility. In addition to the Student Office, the Office for Career Development and Academic and Psychological counselling is a relatively new support system, which students are still exploring. There, students can address their problems to the pedagogue and receive help on organizing manifestations that strengthen the student-teacher bond. Both the Student Office and the Office for Career Development and Academic and Psychological counselling offer consultations in Croatian and English. Therefore, students from abroad are also included in the support system, for which they only had kind words during one of the meetings with the Expert Panel. Furthermore, a mandatory medical examination is conducted upon enrolment, so health risks can be

determined/confirmed and student behaviour during the adjustment period can be assessed. This helps develop the methods for teaching students with learning difficulties and disabilities. Finally, extracurricular activities, such as the Students' Council of the UNIZG (SCUZ), IVSA, Equus, SportVef, Vet society or sing in Ab Ovo (academic FVMUZ choir), are available to all students. The FVMUZ proudly provides them the space and finances that are necessary. Distinguished students are rewarded with awards and honours, which serves as further motivation.

Recommendations for improvement

- Information on the application for the Dean's and Rector's award (Dekanova and Rektorova nagrada, respectively) has not been updated on the FVMUZ website. The latest award applications were published in the academic year 2018/2019. It is recommended that this is updated, as the website should be the main source of information.

Quality grade: high level of quality

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

Analysis

At FVMUZ there is a broad range of student support available through the Students Office, as outlined in 3.4. Both the Students Office and the Office for Career Development, Academic and Psychological Counselling, monitor the various needs of students from vulnerable and under-represented groups to afford good support in person or via email communication, for a range of problems including learning difficulties, reproductive health and chronic health problems, to name only a few. It was clear that Faculty staff, in addition to the Vice Dean for Integrated Studies, play a key role in mentoring and supporting students from vulnerable groups. Staff are also given support and advice if required, on how to write exam questions more effectively and in the development of e-learning approaches, to help vulnerable/disabled students.

Supplementary expertise and support can be sought from UNIZG through the Office for Students with Disabilities, where advice can be given to students directly (often following initial advice through FVMUZ Students Office) through the provision of reference materials (including leaflets and brochures) and advice either in person or via email or telephone. Furthermore, the Office for Students and Disabilities functions to give advice to FVMUZ, including the Vice Dean for Integrated Studies, where necessary on reasonable adjustments for students in relation to their learning and assessments where applicable.

This is particularly important in relation to students with recognised disabilities, medical or mental health issues.

In relation to financial support FVMUZ have mechanisms in place to support vulnerable students in time of need. There are scholarships available, and options including fee waivers are in place for those in considerable difficulty. An example was given to the Expert Panel where a fee waiver amounting to one year of tuition fees has been afforded recently to help students in considerable financial difficulty.

In relation to admissions, it is encouraging that FVMUZ reach out to local communities, including schools, to increase awareness of their veterinary programme and careers in relation to the veterinary profession.

One barrier to support for students from vulnerable groups, especially in relation to learning difficulties, is the lack of widespread lecture recording across FVMUZ. Feedback from students to the Expert Panel established the desire for this to support students' learning overall, not just for vulnerable/disabled students. Furthermore, the panel received feedback from students that for many subjects lectures are not uploaded prior to lectures, but after lectures are delivered. Moreover, in one session with the Expert Panel students indicated that some lectures in parasitology were not uploaded at all to the LMS. Finally, in relation to the LMS it is noted that much of the documentation is uploaded as PDFs. It is worth noting that this is not best practice as PDFs are not accessible for students with accessibility needs (e.g. dyslexics) as they are unable to change the font type, font size and background colour to suit their needs (not all students declare their needs, too).

Overall, the Expert Panel are satisfied that the admission and teaching practices are adjusted to the individual needs of students from vulnerable and under-represented group, where well established support procedures are in place within FVMUZ and UNIZG.

Recommendations for improvement

- Consideration should be given to developing a policy around ways to encourage widening access to veterinary education in relation to under-represented groups, particularly in relation to potential applicants from lower socio-economic backgrounds. This, along with continuing the inclusive practices around candidates with disabilities, will continue to enhance diversity and inclusion within the student population, and ultimately the veterinary profession in Croatia.

FVMUZ are encouraged to review their policy on lecture recording. It is becoming a standard norm in many institutions globally for mandatory lecture recording and has been shown in educational scholarship studies to effectively support student learning for all students, including those with learning disabilities. Furthermore, consideration should be given that all lectures be uploaded prior to delivery (possibly 24h in advance) in their original format (e.g. PPT, Word, etc., rather than PDF) to encourage students to review these before the lecture thus encouraging more active participation and engagement in their learning (similar to a flipped-classroom approach). This is especially important for those students with accessibility needs/learning disabilities.

Quality grade: high level of quality

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

Analysis

Office for International Cooperation provides adequate support in outgoing and incoming mobility, thereby allowing both Croatian and foreign students to gain international experience. Before applying for an exchange programme, it is ensured that the student is well-informed and that the ECTS credits obtained during mobility are recognized. The Expert Panel has also noticed an increasing trend of incoming and outgoing mobilities, which means that the FVMUZ is becoming more internationally recognized as well as encouraging to Croatian students planning to go on mobility.

Recommendations for improvement

- The FVMUZ is encouraged to pursue their well-structured process of gaining international experience.

Quality grade: high level of quality

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

Analysis

FVMUZ has opportunities for enrolment and study to foreign students in a foreign language, principally through the medium of English. It has integrated undergraduate and graduate studies in veterinary medicine in English, that run in parallel to the Croatian programme. There are also postgraduate specialist studies (including PhD) in English, with new programmes about to be launched. This is to be commended. It is noted that

the students on the Croatian and English integrated undergraduate and graduate veterinary medicine programmes do not mix in their didactic studies, but they may be undertaking clinical training or rotations in the clinics or VTH concurrently.

It was encouraging to note that in the majority of cases documentation is available in both Croatian and English, but this should be kept under constant review with respect to wider aspects including the FVMUZ webpages (staff list only in Croatian) and documentation and signage in across the Faculty and Departments/Divisions, including the clinics and VTH.

The programme in English commenced in 2016 with 8 students enrolled, while the student intake currently is 35 students per annum. Students on the programme are offered (non-compulsory) Croatian language weekly tuition over the first 3 years of the programme (free of charge), which is of considerable benefit from a social perspective, and given that in the clinics, VTH and on farms and abattoirs, communication with clients may be in Croatian, rather than English.

FVMUZ provides good support to foreign students from point of contact (admissions) through to support while on the programme – this includes mentoring, support from the Student Office, the Office for Career Development, Academic and Psychological Counselling, the Student Affairs Office and the Office for International Cooperation and the Vice Dean for International Cooperation and English Language Studies. There are clearly established admissions support offices (agencies) for foreign students (in country of origin in many instances), including a wide array of information provided in English.

It was clear to the Expert Panel that FVMUZ collects and monitors feedback from foreign students, including from surveys and meetings with students, and takes appropriate measures where necessary to respond to feedback. It is noted that in some feedback surveys observed by the Expert Panel some foreign students have commented that the standard of written (e.g. lecture presentations) and oral communication is variable among academic staff.

It is very encouraging to note the involvement of FVMUZ in ERASMUS programmes in recent years, demonstrating effective incoming and outgoing mobility in that regard, with the majority of students conducting international exchange being mostly for periods of up to 3 months. There is clear documentation for ERASMUS students, including which institutions where FVMUZ have agreements in place (e.g. Budapest, Vienna, Kosice, etc.) and who the contacts are.

Overall the expert panel commend FVMUZ in its offerings and support to foreign students from original point of contact for admission, through to graduation.

Recommendations for improvement

- FVMUZ are to continue to monitor that all documentation is provided in English, and to extend this to include ensuring that the webpages, signage (including health and safety) and local area documentation where appropriate are provided in English as well as Croatian.
- Consideration should be given as to what English language (written and oral) support services are provided to staff to support the development of their skills in this area.

Quality grade: high level of quality

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

Analysis

At FVMUZ it is clear to the Expert Panel that the criteria and methods of assessment, evaluation and grading, are made clear to the students and staff, and are available before the beginning of the course, where they are also published on the LMS. The learning outcomes are published in some detail with monitoring and evaluation of learning outcomes assessed via mid-term and final exams within individual subject areas. A variety of assessment modalities are used, including written, oral and practical, where the typical grade split is 60% from mid-terms and attendance and participation in various within-subject activities, and the remaining 40% via final examination. It is noted that the variety of assessment modalities varies between subjects as appropriate to that subject specialty, and hence are aligned with the teaching methods used. In line with section 3.5 it is worth noting that assessment procedures are adjusted for individual students, in line with recommendations outlined by the Office for Students with Disabilities (UNIZG) and the Office for Career Development, Academic and Psychological Counselling, which now work in close consultation with one another.

There are examples throughout the curriculum of feedback on evaluation results being provided to students, to assist them with their personal and professional development, and performance in assessments.

In relation to skills development for staff, the Expert Panel acknowledge that from the next academic year the Office for Career Development, Academic and Psychological

Counselling will conduct professional training for teaching staff around strengthening basic teacher competencies, with one particularly focused around assessment methods. It is also acknowledged that a variety of skills development courses are also available across UNIZG and are open to teaching staff. Feedback from teaching staff, including teaching assistants, indicated that these courses were not compulsory for new teachers. There also seemed a varying degree of support from senior teaching staff (including professors) across FVMUZ departments/clinics towards teaching assistants. Teaching Assistants at FVMUZ appeared very enthusiastic and committed to their role, and appeared at the forefront of adopting new methods of enhancing their teaching and learning content (including using digital e-learning approaches).

Objectivity and reliability of grading is noted across the curriculum, with examples of feedback on performance evident. However, it is noted that FVMUZ has no system of scrutiny in terms of assessment moderation (2nd marking or double marking/ blinded or unblinded) in place to ensure effective objectivity and reliability. The principal aims of moderation and second marking are to ensure that appropriate standards are being applied in assessment, and that they are applied consistently across the cohort of students being assessed. This does depend on the assessment process, and it is clear that in most cases oral exams are conducted in 'public' and practical assessments don't necessarily lend themselves to moderation. However, the Expert Panel consider that the absence of examples throughout the curriculum of moderation and second marking mean that objective assessment of objectivity and reliability of grading is difficult to measure against the standard.

Recommendations for improvement

- FVMUZ should consider compulsory training for teaching assistants in relation to the new professional training courses being offered, and this could also include select training courses elsewhere in UNIZG that would be of particular benefit to learning, teaching and enhancement activities at FVMUZ. This could be encompassed in a formal programme of support to new teaching staff, under the auspices of something akin to an Early Career Development Programme. In addition, more experienced teaching staff should be encouraged to participate in some of these courses where skills enhancement would be beneficial.
- FVMUZ are encouraged to develop and implement a policy around moderation and second/double marking to ensure clarity of Objectivity and Reliability of assessments. It is imperative to be able to establish that assessment criteria are being applied consistently across the programme and for each cohort of students.

- Oral examinations often lend themselves to subjectivity and inconsistency between students. It is suggested that FVMUZ develop guidance for staff to ensure consistency of questioning between students within a cohort.

Quality grade: satisfactory level of quality

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

Analysis

Students are issued diplomas and Diploma Supplements after the completion of their studies in accordance with the relevant regulations. Diploma Supplements contain the following information: data on the FVMUZ, requirements and objectives of the study programme, list of competencies after the completion of studies and the description of the grading system. In order to be recognized by foreign institutions/employers, Diploma Supplements are also issued in English in addition to Croatian.

Recommendations for improvement

- The FVMUZ is encouraged to pursue their well-structured process of Diploma issuing.

Quality grade: high level of quality

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

Analysis

The yearly admission quotas at FVMUZ are influenced by figures provided by the Croatian Veterinary Chamber and the Croatian Employment Service. The CVC also provides the FVMUZ with data on what type of graduates are most needed by the labour market, based on needs identified and submitted by clinics and farms.

According to the data provided in the MOZVAG database on employability of students in the years 2019 to 2021, a large percentage of graduated alumni appears unemployed (data affecting only the Croatian programme).

From the conversations with the alumni and the employers (external stakeholders) it appears that a formal, official and consistent collaboration between them and the FVMUZ is lacking; however, occasional exchanges exist through specific projects, for example with the Faculty of Agriculture and with the wildlife and poultry departments. Many professors are also members of national committees and some of the laboratories in the

faculty are official reference laboratories in Croatia ensuring a two-way exchange of knowledge also at this level.

External stakeholders such as Decra and Agroproteinka award prizes and scholarships every year (two and one each year respectively) to students in 5th and 6th year based on excellence and/or economic background. Integrated undergraduate and graduate students are occasionally involved in scientific projects promoted/funded by external stakeholders such as these.

AMAC is an Association of Graduate students and friends of FVMUZ, whose role is to connect former students, graduate and friends and to promote collaboration between new graduates; however, it was not clear how many members are officially registered or how efficient and successful the association is in obtaining those goals of creating a community for veterinarians. The alumni interviewed admitted to keep minimal or no structured connection with FVMUZ, while they could be a relevant source of support and information about their experience in their first few years in the job market.

Veterinarians must register to the CPD system organised by the CVC and receive points for attendance to courses and conferences in order to maintain their status of veterinarians in practice, reassessed every five years.

The FVMUZ organises yearly a “career-day”, an occasion for students to receive information about the possible career options available to them after graduation. The student journal is another source of information and students are encouraged to publish here results of their projects (the faculty covers costs of publications). In 2021, the institution completed the project SOFTSKILLS in cooperation with veterinary establishments in Vienna, Budapest (among others) within which workshops were held which addressed professional and personal development, covering subjects which include professionalism, how to write letters of presentation, how to deal with problematic owners, critical thinking, emotional intelligence and creative processes.

Furthermore, the course Communication Skills in Veterinary Sciences was introduced in the academic year 2016/2017 in the curriculum of the integrated undergraduate and graduate study programme as a result of the strategic decision of the Faculty, teachers, students and external stakeholders who proposed the introduction of this course as improvement in the surveys.

Students are also familiar with the career path of European specialisation through internships and residencies, since there are currently four residency programmes running in FVMUZ.

Employers provide feedback on individual students through the questionnaire at the end of the logbook that students fill out during their placements; however, there is no official survey sent yearly to employers to assess the overall general level of competence of new graduates.

The Faculty organises focus meetings with groups of students to discuss current opportunities and problems. One of the aims is to try to stimulate students to undertake a career in large/farm animals, where numbers of employed graduates are consistently low. Although this seems a standard practice, the procedures to select students or at what point of the stage/semester these meetings occur were somewhat unclear.

Recommendations for improvement

- The panel of experts believes that the exposure of students to future career opportunities should be organised in a more structured and consistent way across the various disciplines, through lectures of visiting professors or professionals from the different areas, also outside the “career day”. A collaboration of the FVMUZ with the Croatian Veterinary Chamber, branch of the Federation of European Veterinarians, might also be beneficial to introduce students to the network of future colleagues and job prospects.
- A closer relationship between the new graduates and their *alma mater* at least during the first year after graduation, to provide mentorship and support would be markedly beneficial.
- The creation of a more permanent “corridor” of collaboration whereby students are involved in study projects funded by possible future employers is strongly recommended as well as a more standardised structure to obtain feedback on the new graduates, for examples through an official yearly or biannual survey.

Quality grade: satisfactory level of quality

IV. Teaching and institutional capacities

4.1. The higher education institution ensures adequate teaching capacities.

Analysis

The FVMUZ has a good policy to ensure an adequate teaching capacity during the whole curriculum. According to the Report of the Expert Panel on the Re-accreditation of FVMUZ from 2015, there were 930 students (full-time and postgraduates) and 112 full-time teachers (doctors of science elected to scientific-teaching positions). According to the SER in 2022, the number of students (full-time and postgraduates) increased to 1120, whereas the number of full-time teachers also increased to 122. The ratio of teachers to students remained satisfactory, approximately 1:9. The number of staff is certainly adequate to ensure a high quality of teaching in veterinary medicine.

The curriculum is in line with the modern requirements for the studies of veterinary medicine and is comparable with the standards used by other accreditation organizations such as EAEVE. Teaching involves an *ad rem* staff of not only teachers but also supportive staff in both the clinical and nonclinical departments whereby in particular the younger staff members showed a high level of dedication.

It is important to emphasize that most of the young assistants were employed as teaching assistants (PhD) and are financed by the Ministry of Science and Education, which will greatly facilitate their future permanent employment as assistant professors. In contrast, only a few assistants are employed on projects, and the question of their employment once the project is completed remains open. Those PhD students and assistants have no obligation to work with students in the classroom but may participate voluntarily.

The expert panel were impressed by the drive and motivation of all members the personnel and the students of the FVMUZ which were all very enthusiastic and open minded during the different sessions organized during accreditation.

The expert panel does realize that several external facts including the COVID-19 pandemic crisis have certainly had an important impact, not only on the whole community in Croatia, but also on the FVMUZ. The Faculty reacted in a proper way to assure that the education in veterinary medicine was kept on a high level whereby newer teaching methods such as e-learning, active learning and clinical skills techniques were installed. Substantial efforts were made to assure the quality of the clinical teaching whereby young members of the teaching staff were send abroad to obtain the degree of European recognized veterinary specialist according to the EBVS guidelines.

Recommendations for improvement

- The substantial efforts in the new teaching methods needs to be further encouraged whereby a sound mix of 'classic' education in veterinary medicine is supplemented with the recent installed methods of e- and active learning.
- Although the attraction of specialists in the clinical disciplines is highly appreciated, these efforts have to be continued to assured the high level of the clinical education following the existing European standards.

Quality grade: high 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

The FVMUZ has a system for the recruitment of teachers whereby the policy of attracting human resources is guaranteed. However, the expert panel is aware of some problems in

recruitment which are mainly guided by the national and university standards whereby the flexibility of the Faculty is sometimes limited (see recommendation for Standard 5.1). A few members of the educational staff are employed by the income of the clinics.

The selection of young assistants is based on open, transparent and merit-based criteria. FVMUZ has been adopting a scoring system for the selection of associates – assistants, where success during studies, scientific, teaching and professional activities are graded and scored. Also, many other activities such as sports, computer skills, knowledge of foreign languages are scored, and additional points can be earned during the interviews. In accordance with national legislation, the work of assistants and postdoctoral researchers as well as their supervisors is monitored annually, when a report on their activities are accepted or rejected by the Faculty Council.

The selection of assistant professors and their further advancement to higher titles are regulated at the national level where minimum criteria are prescribed, whereby the evaluation of excellence is mainly based on the output of high ranked international publications. Additionally, a number of publications in national papers are mandatory according to the standards of the Croatian education system. It is a commendable practice that candidates must also meet the minimal national criteria and special and additional criteria prescribed by the FVMUZ.

Recommendations for improvement:

- Additional criteria for the election to titles and promotions could have a suitable place to achieve the overall strategic goals of FVMUZ. However, some of the additional institutional criteria are too simple, such as a 5-day of scientific training abroad. FVMUZ could consider increasing the duration of training abroad of teachers for a longer period of time and stimulate higher-ranked teachers to undergo more training abroad.
- According to the national legislative, all vacancies and competitions are open and advertised in English at the EURACCESS portal so foreign scientists may also apply. The main reasons for non-application of these foreign scientists are the lack of knowledge of the Croatian language and the relatively low salaries. In order to assure a high level a clinical education, a more commercial business plan of all clinical departments might be installed to obtain the necessary income for attracting clinical teachers on the relative stable base.

Quality grade: satisfactory level of quality

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

Analysis

The FVMUZ, as higher education institution, provides sufficient support to the scientific-teaching staff members in order to develop their professional skill in all domains. The expert panel do appreciate the efforts especially of the young staff members to have an open mind for their development. However, there is no obligation to achieve further professional development, even after a relatively longer career.

Recommendations for improvement

- Since there is little or no obligation to achieve professional development, the expert panel suggests a formal requirement to complete pedagogical training, not only for the beginning teaching staff but also for the older staff. The principle '*Lifelong Learning*' is actively promoted for veterinarians working outside the Faculty but the FVMUZ should apply the same principle inside the Faculty.

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 FVMUZ has an appropriate infrastructure on campus situated in the center of Zagreb including accredited laboratories, working spaces supported by IT services, etc. The Faculty has access to sufficient space in order to assure both the intended learning outcome and the scientific/artistic activities of both collaborators and students. The equipment for nonclinical and clinical education in veterinary medicine is of high quality, whereas regular updates of the equipment are done at all levels.

Recommendations for improvement

- The idea of the creation of a new faculty/campus outside the center of Zagreb according to the present needs should be kept in mind. A planning can be initiated since this idea will take a lot of time but also a substantial financial input of the government of Croatia.
- Attraction of external funding such as legates or donations can be actively stimulated in order to increase the financial impact to maintain and obtain new facilities or equipment.

Quality grade: high 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, including the equipment, resources and availability of essential literature including the essential books, journals and related matters, is adequate. All the more, the electronic access to a range of scientific books and journals is of high quality. Staff members and students have access to these facilities whereby the high quality of self-study, research and teaching is guaranteed.

Recommendations for improvement

- The principle of '*bringing your own electronic device*' for the students might be stimulated and even supported in order to allow students to have access to all relevant educational tools at any time and place.

Quality grade: high level of quality

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

Analysis

The FVNMUZ has a sound management of using the financial resources in an optimal way for all aspects of teaching. The expert panel does realize that there is a limitation of the financial support from the government but is convinced that the Faculty uses these resources as a 'good house father/mother'.

Recommendations for improvement

- Additional efforts to increase the financial income of the clinics can help to support the teaching activities of this higher education institution although the expert panel is aware of all consequences and actions this suggestion requires.

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

Scientists and teachers from the FVMUZ are encouraged to publish scientific and professional publications regularly in national and international journals. Record of all publications together with various quality indices are kept through the yearbook, MOZVAG, as well as through the Croatian Scientific Bibliography (CROSBI). In the last five academic years there was a total of 413 original research and review papers in cooperation with other universities and scientific organizations in the Republic of Croatia and 199 papers in cooperation with other national or international institutions.

The institution awards the most successful research team and the first author of the article published in the journal with the highest impact factor in the annual anniversary session of the institution. The DSVS course in veterinary sciences is at the highest level of veterinary education in accordance with the Bologna Declaration and the EQF level 8. The course emphasises methodological, theoretical and practical knowledge, and the processes of scientific development. The final goal of the course is to create and develop autonomous research capacities, which are a necessary foundation for the students on the course in forming their own future academic careers or careers in the industry. Internationalisation is reached through institutional cooperation on the basis of bilateral agreements signed between the Faculty of Veterinary Medicine, University of Zagreb, and veterinary faculties in Budapest, Brno, Košice, Ljubljana, Sarajevo, Vienna, and Wrocław. As support to PhD students for travel abroad during their post-graduate course, the University of Zagreb and the Veterinary Faculty are included in a number of student exchange programmes, such as ERASMUS+ and CEEPUS. PhD students are encouraged to publish their work in scientific journals and to communicate their research results at the co-called Doctoral Day.

Recommendations for improvement

- Although the overall number of research papers seems satisfactory, a closer look reveals that there is a group of very active researchers, who contribute for the majority of the publications, while there are also researchers who seem so be rather inactive. We strongly recommend the Faculty Deanery to encourage inactive staff to research and publish by developing their own system (in terms of internal and external collaboration, project proposals, etc.), regardless of the national system and standards, which are generally very low for the field of Biomedicine and Health.

- The records (beside the MOZVAG report) about the best scientists (scientists with highest quality publications, highest impact factor, etc.) and research groups should be clearly and transparently provided. Numerous studies are published in national journals, where international visibility is very limited, even though publications are in English. We strongly recommend that the Faculty should publish more in international journals.

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 FMVUZ is active in a variety of research projects with a high impact on society following their overall goal to timely inform the general public and the veterinary profession. The role of scientists from the FVMUZ in the international research of large carnivores, especially wolves, bears and lynxes, marine mammals and insects as food for animals and humans is very important. FVMUZ employees also participate in numerous scientific and professional associations and conduct research in cooperation with various national governmental and non-governmental institutions. Recently, the FVMUZ was active in a research project on COVID transmission to animals and had numerous guest appearances in various TV and radio shows.

Recommendations for improvement

- The FVMUZ is encouraged to pursue their well-structured process about the social relevance and put additional efforts to increase knowledge transfer.

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

Employees of the FVMUZ are regularly awarded national and international prizes for their scientific, professional, teaching and social achievements. Rewarding students and staff of the FVMUZ is guided by the Awards Committee and in line with the institutional "Regulations on Awards and Recognitions". Information on awards is published via the website and the Faculty's yearbook. FVMUZ scientists and teachers hold office in different scientific associations and bodies within Croatia. Some offices are held in international organisations.

Recommendations for improvement

- Some of the employees received international awards, been invited as lecturers etc., however, it is still reserved for staff already recognized as more productive.

Quality grade: satisfactory level of quality

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

Analysis

The Strategic Programme of Scientific Research aims to improve the scientific activity by improving the quality of research, augment the human resources, help for the transfer of knowledge, increase the interdisciplinary scientific research activities, improve cooperation with the industry, and increasing the national and international recognition. A higher number of articles were published in journals of the first and second quartile and in journals with a higher impact factor, compared to the data of the last evaluation. FVMUZ has introduced scholarships for doctoral and post-doctoral student projects which favour interdisciplinary research. The newly created office for EU projects helps with the writing and submission of international project proposals.

Recommendations for improvement

- There are several internationally funded projects at the FVMUZ, but overall, the international and also the national funding for research projects should be increased and further efforts should be given to scientific activities to align with the FVMUZ strategy. An effort should be made to apply for more funding from the Croatian Science Foundation (HRZZ) and other sources.

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

The Faculty has its own system of incorporating students in scientific work, which are awarded by the Rector's award to encourage scientific research. Space and equipment available for student scientific research is adequate, which provides a very good scientific infrastructure necessary for scientific work. Also, the Faculty organizes Students Science Days, which is encouraging, and has also organized several projects, which stimulates students to start their scientific work.

Recommendations for improvement

- The Faculty should continue with activities about students' involvement in scientific research, which also includes publishing their scientific work in international scientific journals.

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	

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

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

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

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

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

2. Site visit protocol

**Reakreditacija
Veterinarski fakultet
Sveučilišta u Zagrebu**

**Re-accreditation of the
Faculty of Veterinary Medicine
University of Zagreb**

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

	Utorak, 15. ožujka 2022.	Tuesday 15 March 2022
9:50 - 10:00 CET	Spajanje na poveznicu ZOOM	Joining ZOOM meeting
10:00 - 11:15 CET	<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 	<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
11:15 - 11:30 CET	<i>Pauza</i>	<i>Break</i>
11:30 - 13:00 CET	Priprema povjerenstva za sastanke s visokim učilištem (rasprava o samoanalizi i popratnim dokumentima)	Preparation of the expert panel members for the meetings with HEI (discussion on the self-evaluation report and supporting documents)

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

Veterinarski fakultet, lokacija: Heinzelova 55, Zagreb

	Ponedjeljak, 21. ožujka 2022.	Monday, 21 March 2022
8:50 – 9:00 CET	Spajanje dijela članova povjerenstva na poveznicu ZOOM	Joining the part of the expert panel members to the ZOOM meeting
9:00 – 10:00 CET	Sastanak članova stručnog povjerenstva s dekanom i prodekanima	Meeting of expert panel members with the dean and vice-deans
10:00 – 10:15 CET	<i>Pauza</i>	<i>Break</i>
10:15 – 11:15 CET	Sastanak članova stručnog povjerenstva s Povjerenstvom za upravljanje kvalitetom	Meeting of expert panel members with the Quality Management Committee
11:15 – 12:30 CET	Analiza dokumenata	Document analysis
12:30 – 13:30 CET	<i>Pauza za ručak</i>	<i>Lunch break</i>
13:30 – 15:30 CET	Obilazak fakulteta (predavaonice, informatičke učionice, knjižnica, studentske službe, odjeli, zavodi, klinike i laboratoriji) i prisustvovanje nastavi	Tour of the Faculty (classrooms, computer classrooms, library, student services, divisions, departments, clinics and laboratories) and participation in teaching classes

**Sastanak članova stručnog povjerenstva /
Meeting of expert panel members**

	Utorak, 22. ožujka 2022.	Tuesday, 22 March 2022
13:00 – 13:10 CET	<i>Spajanje na poveznicu ZOOM</i>	<i>Joining ZOOM meeting</i>
13:10 – 15:00 CET	<i>Interni sastanak članova stručnog povjerenstva, diskusija o zapažanjima i impresijama, pripreme za sastanke s dionicima visokog učilišta</i>	<i>Internal meeting of members of the expert panel, discussion of observations and impressions, preparation for meetings with stakeholders of the higher education institution</i>

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

	Srijeda, 23. ožujka 2022.	Wednesday, 23 March 2022
8:50 – 9:00 CET	<i>Spajanje na poveznicu ZOOM</i>	<i>Joining ZOOM meeting</i>
9:00 – 9:30 CET	<i>Sastanak članova stručnog povjerenstva s dekanom i prodekanima</i>	<i>Meeting of expert panel members with the dean and vice-deans</i>
9:30 – 9:45 CET	<i>Pauza</i>	<i>Break</i>
9:45 – 10:45 CET	Sastanak sa: <ul style="list-style-type: none"> • Ured za međunarodnu suradnju 	Meeting with: <ul style="list-style-type: none"> • Office for International Cooperation

	<ul style="list-style-type: none"> • Ured za EU projekte • Ured za razvoj karijere, akademsko i psihološko savjetovanje • Ured za kontrolu kvalitete • Studentska referada • Voditeljica knjižnice 	<ul style="list-style-type: none"> • Office for EU projects • Office for Career Development, academic and psychological counselling • Quality Assurance Office • Students' Office • Head of the Library
10:45 – 11:00 CET	<i>Pauza</i>	<i>Break</i>
11:00 – 12:00 CET	Sastanak sa studentima integriranog preddiplomskog i diplomskog studijskog programa – <i>otvoreno za sve student</i>	Meeting with the students - <i>open meeting for all students</i>
12:00 – 12:45 CET	<i>Pauza</i>	<i>Break</i>
12:45– 13:15 CET	Sastanak s alumnijima (bivši studenti koji nisu zaposlenici visokog učilišta)	Meeting with the alumni (former students who are not employed by HEI)
13:15 – 13:30 CET	<i>Pauza</i>	<i>Break</i>
13:30 - 14:15 CET	Sastanak s vanjskim dionicima (nenastavnim) s kojim visoko učilište surađuje	Meeting with external stakeholders
14:15 – 14:45 CET	Organizacija dodatnog sastanka o otvorenim pitanjima – prema potrebi	Organisation of an additional meeting with HEI on open questions - if needed
14:45 – 15:30 CET	<i>Interni sastanak članova stručnog povjerenstva – osvrt na prvi dan i priprema za drugi dan</i>	<i>Internal meeting of the expert panel members – comment on the first day and preparation for the second day</i>

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

	Četvrtak, 24. ožujka 2022.	Thursday, 24 March 2022
9:30 – 10:00 CET	<i>Spajanje na poveznicu ZOOM i kratki interni sastanak stručnog povjerenstva – prema potrebi</i>	<i>Joining ZOOM meeting and a short internal meeting of the expert panel members - if needed</i>
10:00 – 11:00 CET	Sastanak s nastavnicima u stalnom radnom odnosu (nisu na rukovodećim mjestima)	Meeting with full-time teachers who do not have managerial positions
11:00 – 11:15 CET	<i>Pauza</i>	<i>Break</i>
11:15 – 12:15 CET	Sastanak s prodekanom za integrirani studij i studente i prodekanom za međunarodnu suradnju i studij na engleskom jeziku	Meeting with vice dean for integrated studies and students and vice dean for international cooperation and studies in English
12:15 – 12:30 CET	<i>Pauza</i>	<i>Break</i>
12:30 – 13:30 CET	Sastanak s pročelnicima i predstojnicima zavoda/klinika	Meeting with division heads, heads of departments/clinics
13:30 – 13:45 CET	<i>Pauza</i>	<i>Break</i>
13:45 – 14:15 CET	Organizacija dodatnog sastanka o otvorenim pitanjima – prema potrebi	Organisation of an additional meeting on open questions - if needed
14:15 – 15:00	<i>Pauza za ručak</i>	<i>Lunch break</i>

15:00– 15:45 CET	<i>Interni sastanak članova stručnog povjerenstva – osvrt na drugi dan i priprema za treći dan</i>	<i>Internal meeting of the expert panel members – comment on the second day and preparation for the third day</i>
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Treći dan reakreditacije u virtualnom okruženju /
Third day of re-accreditation in virtual form

	Petak, 25. ožujka 2022.	Friday, 25 March 2022
9:00 – 9:30 CET	<i>Spajanje na poveznicu ZOOM i kratki interni sastanak stručnog povjerenstva - prema potrebi</i>	<i>Joining ZOOM meeting and a short internal meeting of the expert panel - if needed</i>
9:30 – 10:30 CET	Sastanak članova stručnog povjerenstava s prodekanom za znanost, poslijediplomske studije i cjeloživotno učenje i prodekanom za financijsko poslovanje i investicije	Meeting with vice dean for research, science, postgraduate education and lifelong learning and vice dean for finances and investments
10:30 – 10:45 CET	<i>Pauza</i>	<i>Break</i>
10:45 - 11:30 CET	Sastanak s asistentima i poslijedoktorandima	Meeting with teaching assistants and postdoctoral researchers
11:30 – 11:45 CET	<i>Pauza</i>	<i>Break</i>
11:45 – 12:30 CET	Sastanak s voditeljima znanstvenih projekata	Meeting with the heads of research projects
12:30 – 12:45 CET	<i>Pauza</i>	<i>Break</i>
12:45 – 13:15 CET	Organizacija dodatnog sastanka o otvorenim pitanjima – prema potrebi	Organisation of an additional meeting on open questions - if needed
13:15 – 14:00 CET	<i>Interni sastanak članova stručnog povjerenstva</i>	<i>Internal meeting of the expert panel members</i>

14:00 – 14:15 CET	Završni sastanak članova stručnog povjerenstva s dekanom i prodekanima	Exit meeting of expert panel members with the dean and vice-deans
14:15 – 14:45	<i>Pauza za ručak</i>	<i>Lunch break</i>
14:45 – CET	<i>Interni sastanak članova stručnog povjerenstva – ocjenjivanje prema standardima kvalitete</i>	<i>Internal meeting of the expert panel members – assessment according to quality standards</i>

SUMMARY

The report, prepared by the panel members, includes objective and detailed quality assessment based on the self-evaluation report and site visit of the Croatian panel members, divided according to the five standards.

Analysis has shown that FVMUZ is highly committed to the development and implementation of a well-functioning QA system covering all aspects of its activities. FVMUZ has succeeded in implementing the majority (not all) of the recommendations for quality improvements stated in previous external evaluations, which is documented in action plans, etc. The study programmes and teaching capacities are modern and compliant with standards and guidelines of the Bologna system, ESG, and EAEVE as well as the rules of the governing national and European authorities for this regulated profession with the aim to produce competitive professionals for national and international labour markets. The FVMUZ has an appropriate infrastructure for the learning outcomes and the scientific/artistic activities of collaborators and students. The equipment is of high quality with regular updates. Scientists and teachers are qualified and encouraged to publish scientific and professional publications regularly in national and international journals. Based on this analysis, the panel members encourage FVMUZ to pursue its well-structured process in the elements of the standards with high scores, and to invest additional and strong effort in the elements of the standards with minimum and satisfactory level of quality.

The expert panel recommend a more formal involvement of external stakeholders in the process of study programme reforms and to follow up on the earlier recommendations made by EAEVE and ASHE regarding reduction of the large number of uneven departments. A motivational letter could be considered in future from all potential students to assess passions, expectations and goals they aim to achieve after completing their education at the FVMUZ. A more transparent procedure of grade analysis as well as a Student Progress Committee should be created to help guide and support students having recurring academic difficulties. New and diverse teaching methods should be implemented in line with modern pedagogical theories. FVMUZ should consider introducing a formal requirement to complete pedagogical training, not only for the incoming teaching staff, but also for the well-established faculty. Career opportunities should be presented to students outside of the 'career-day' through lectures of visiting professors or professionals from different areas. Additional efforts to increase the financial income of the clinics can help to support the teaching activities. Although the overall number of research papers seems satisfactory, a closer look reveals that there is a group of very active researchers, who contribute for the majority of the publications,

while there are also researchers who seem to be rather inactive. We strongly recommend the Faculty Deanery to encourage inactive staff to research and publish by developing their own system, regardless of the national system and standards, which are generally very low for the field of Biomedicine and Health. The expert team strongly recommends the FVMUZ to encourage inactive staff to perform scientific research and to favour publication in high-quality international journals and to apply for more funding from the Croatian Science Foundation (HRZZ) and other sources.