REPORT
of the Expert Panel
on the

RE-ACCREDITATION OF
Faculty of Textile Technology
University of Zagreb

Date of the site visit:
23-24 March 2015

May, 2015

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INTRODUCTION

This report on the re-accreditation of the Faculty of Textile Technology was written by the Expert Panel appointed by the Agency for Science and Higher Education, on the basis of the self-evaluation of the institution and supporting documentation and a visit to the institution.

The re-accreditation procedure performed by the Agency for Science and Higher Education (ASHE), a public body listed in EQAR (*European Quality Assurance Register for Higher Education*) and a full member of ENQA (*European Association for Quality Assurance in Higher Education*), is obligatory once in five years for all higher education institutions working in the Republic of Croatia, in line with the Act on Quality Assurance in Higher Education.

The Expert Panel is appointed by the ASHE Accreditation Council, an independent expert body, to perform an independent peer-review-based evaluation of the institution and their study programmes.

The report contains:
- a brief analysis of the institutional advantages and disadvantages,
- a list of good practices found at the institution,
- recommendations for institutional improvement and measures to be implemented in the following period (and checked within a follow-up procedure), and
- detailed analysis of the compliance to the Standards and Criteria for Re-Accreditation.

The members of the Expert Panel were:
- Prof. Stephen J. Russell, School of Design, University of Leeds, UK (chair)
- prof.dr.sc. Petra Forte Tavčer, Naravoslovnotehnička fakulteta, University of Ljubljana; Slovenia
- prof.dr.sc. Igor Jerković, Department of Organic Chemistry, Faculty of Chemistry and Technology, University of Split, Croatia
- Prof. Svetlana Vihodceva, Riga Technical University, Latvia
- Dunja Rakarić, student, Department for Chemistry, University J.J. Strossmayer in Osijek, Croatia

In the analysis of the documentation, site visit and writing of the report the Panel was supported by:
- Irena Petrušić, coordinator, ASHE
- Vlatka Derenčinović, translator, ASHE

During the visit to the Institution the Expert Panel held meetings with the representatives of the following groups:

- The Management;
- The Working Group that compiled the Self-Evaluation;
- The students, i.e., a self-selected set of students present at the interview;
- The Vice-Dean for Teaching and Students' Affairs, programme co-ordinators;
- The Vice-Dean for Scientific Activity;
- The Vice-Dean for International Cooperation and research projects' leaders;
- Teachers;
- Administrative staff;
- Teaching assistants and junior researchers.

The Expert Panel also had a tour of the library, IT rooms, student register desk, and the classrooms at Faculty of Textile Technology, where they held a brief question and answer session with the students who were present.

Upon the completion of the re-accreditation procedure, the Accreditation Council renders its opinion on the basis of this Re-accreditation Report, the Assessment of Quality of the higher education institution and the Report of Fulfilment of Quantitative Criteria acquired from the Agency's information system.

Once the Accreditation Council renders its opinion, the Agency issues an Accreditation Recommendation by which the Agency recommends to the Minister of Science, Education and Sports to:

1. **Issue a confirmation on compliance** with the requirements for performing higher education activities or parts of activities (renew the licence),

2. **Deny the license** for performing the higher education activities or parts of activities to the higher education institution, or

3. **Issue a letter of recommendation** for the period up to three (3) years in which period the higher education institution should make the necessary improvements. The letter of recommendation may include suspension of student enrolment for the defined period.

The Accreditation Recommendation also includes an Assessment of Quality of the higher education institution as well as recommendations for quality development.

SHORT DESCRIPTION OF THE EVALUATED INSTITUTION

NAME OF HIGHER EDUCATION INSTITUTION: Faculty of Textile Technology, University of Zagreb

ADDRESS: Prilaz baruna Filipovića 28a, Zagreb

DEAN: Prof Sandra Bischof, PhD

ORGANISATIONAL STRUCTURE:

- 8 departments (study units)
- 6 centres

STUDY PROGRAMMES:

Undergraduate:

1. Textile Technology and Engineering
2. Textile Fashion and Design

Graduate:

1. Textile Technology and Engineering
2. Textile Fashion and Design

Postgraduate (1 year advanced master degree):

1. Textile, Art, Haute Couture
2. Design and Technology of Fashion Clothes

Doctoral programme:

Textile Science and Technology

NUMBER OF STUDENTS: 1336

NUMBER OF TEACHERS: 104

NUMBER OF SCIENTISTS: 67

TOTAL BUDGET (in kunas): 33. 219. 285,00kn

MSES FUNDING: 83%

OWN FUNDING: 17%

SHORT DESCRIPTION OF HIGHER EDUCATION INSTITUTION:

Faculty of Textile Technology was established 1960 has 1336 students and delivers 7 programmes in Textile Technology and Engineering at bachelor, graduate and postgraduate levels and Textile Fashion and Design at bachelor and graduate level.

In 2005 the faculty moved to the newly-build premises of 4000 m 2 at Prilaz baruna Filipovića 28a in Zagreb and first generation of students was enrolled to undergraduate studies harmonised with the principles of Bologna declaration.

In 2008   The Faculty got the first project from the European Framework programme, partnership at   the project: FP7-SME-2007-2-217809: SMILES, Sustainable Measures for Industrial Laundry Expansion Strategies (SMILES): Smart Laundry – 2015. Textile   Science Research Centre (TSRC) was established, with the task to encourage continuously innovative scientific and creative artistic work.

In 2014

TTF Gallery was founded, with the aim to promote artistic achievements of our former and present students, professors and other associates.

Laboratory for thermo-physiological comfort of textiles and footwear was organised, and equipped by the funds of the project 117-0000000-2984 and 117-0680720-3051.

Education Board and Science & Art Board were established.

Faculty library was reorganised and library fund was considerably enriched.

First Days of open door of Textile Science Research Centre (TSRC-a) was organised.

Golden medal awarded at the 17 th Moscow International Salon of Inventions and New Technologies Archimedes, for Inteligent clothing with adaptive thermo-insulation properties (Prof. Dubravko Rogale, Ph.D., et.al.).

Golden medal awarded at the 29 th American exhibition of innovations and newproducts, INPEX, Pittsburgh, for Inteligent clothing with adaptive thermo-insulation properties (Prof. Dubravko Rogale, Ph.D., et.al.).

CONCLUSIONS OF THE EXPERT PANEL

ADVANTAGES OF THE INSTITUTION

1. Capable and dynamic senior management team.
2. No other competing textile research or educational institute exists in the country.
3. Dedicated buildings and generous space allocation.
4. Good equipment and facilities.
5. Comprehensive coverage of textile technology, from scientific to design subjects.
6. Enthusiastic teaching staff.
7. Good student-staff ratio.
8. Strong working relationship between students and teachers.
9. Senior staff actively support early career teaching and research staff.

DISADVANTAGES OF THE INSTITUTION

1. Activities are split over several geographic locations.
2. Number of enrolled students is likely to exceed national demand.
3. Distribution of staff between technology and design is not balanced.
4. Too many individual subjects are listed in the teaching curriculum.
5. Programme content needs to be focused on the needs of students learning rather than matched to the interests of teachers.
6. Design students need better resource and space allocation, as well as improved access to equipment and greater opportunity to engage in practical design work.
7. The Faculty's research impact on industry and the economy, society and other external organisations needs improvement.

FEATURES OF GOOD PRACTICE

1. Good research equipment provision, particularly in relation to apparel and comfort, e.g. thermal mannequin, 3D body scanning, sweating guarded hotplate.
2. Healthy postgraduate student recruitment.
3. An alumni organisation has been established and there is the Centre for Development and Transfer of Textile and Garment Technologies and Fashion Design aimed at developing closer links between research and business.
4. Access to a Centre for Lifelong Learning (COBRA) is available.
5. Constructive implementation of e-learning in the teaching provision.
6. Excellent opportunities exist for students to participate in extra-curiccular activities.
7. An international conference is held every second year and a national symposium takes place every year.

RECOMMENDATIONS FOR IMPROVEMENT

Specific recommendations for improvement of quality that HEI should implement by the end of follow-up period in accordance with the Criteria for Re-Accreditation of Faculty of textile Technology which are based on the ESG:

1. Management of the Higher Education Institution and Quality Assurance

- Student satisfaction should be evaluated more regularly than at present. It is recommended to establish an internal teaching quality monitoring system in which data is collected and reviewed more frequently, e.g. by semester, using standardized questionnaires.

- Student questionnaires should be relevant to teaching in both technology and design.

- In addition to collecting data from students, methods for self-evaluation of teachers should be developed, and reviewed as part of the teaching quality evaluation process.

- Plans for the continuous development of each study programme in terms of teaching and learning objectives, academic quality and relevance to industrial and societal needs should be regularly reviewed. It is suggested that this is done as part of an annual review process.

- Students and teachers should receive frequent feedback on the outcome of quality evaluations in an appropriate manner.

- Consideration should be given to the reduction of the number of departments to improve efficiency and encourage collaboration.

- All stakeholders should increase their awareness of quality assurance procedures in other European higher education institutions in order to adopt best practice.

2. Study Programmes

- Rationalisation is required to reduce the number of subjects offered in teaching. This could involve incorporating a number of similar subjects into single courses.

- Students of fashion and design should have improved opportunities for practical work, making their own garments/products and accessing equipment and facilities.

- As far as possible, mechanisms to reduce the dropout rate of students from the 1st to 2nd year should be introduced.

- Students and staff should be given the opportunity to formally evaluate courses more regularly. Formal mechanisms should be established to ensure that these evaluations are reviewed at regular intervals and acted upon in planning strategies. This should include a review of learning outcomes to ensure they are appropriate and relevant to current societal and industrial needs.

- Utilisation of appropriate IT and computer software packages in the teaching of design should be improved to ensure that students are sufficiently equipped with skills relevant to the industry and future employability.

- Experience of practical work is vital for the future employability of students who graduate from the study programmes and steps should taken to ensure that all students have the opportunity to undertake practical work and to access equipment as part of their studies. Sufficient access to practical garment-making opportunities is lacking in the TFD programme.

3. Students

- Consideration should be given to reducing student enrolment quotas and tightening up admission criteria.

- A regular and transparent feedback process is required for students. It needs to be clear that student suggestions are acted upon and the results of evaluations should result in constructive change.

4. Teachers

- The number of teachers covering narrow specialisms in textile science and textile processing subjects is relatively high and it would be more efficient and cost-effective for individual teachers to cover a broader range of subjects rather than one special area of interest.

- The number of teachers involved in design needs to be increased to support the development of activities in this area.

- Teaching of design is under-resourced and investment in staff, state-of-art computer software, design studios and associated equipment is recommended.

5. Scientific and Professional Activity

- Evidence of research impact and knowledge transfer needs to be improved. The Faculty needs to demonstrate how the research that it conducts is influencing the external national and international community, in terms of industry and commerce, society, the policy of governments or other important external organisations. Case studies should be developed that demonstrate the research impact of the Faculty.

- An internal system for assessing the quality and quantity of research outputs should be developed to facilitate planning and monitoring.

- The number of peer-reviewed papers should be increased.

- In addition to peer-reviewed papers, other forms of high quality research output should be defined including those that may be more appropriate for research in design.

6. International Cooperation and Mobility

- Although evidence exists of international collaboration there is substantial scope to increase the volume of activity and to involve a larger number of people from the Institution.

- There should be clearer formal mechanisms and initiatives for increasing the rates of both student and staff mobility. Students and staff should have greater awareness of what these opportunities are.

- Consideration should be given to the development of courses/study programmes in English to promote international cooperation and mobility.

- Development of the Faculty webpage in English is recommended to promote greater international cooperation and mobility.

- Consideration should be given to the development of formal Heads of Agreements with other international institutions in relation to either teaching or research to promote mobility.

6. Resources, Administration, Space, Equipment and Finance

- An improved distribution of resources is required across textile science and design is recommended. At present, design activities in both teaching and research are under-resourced compared to textile science.

- Strategic appointment of new staff is recommended to rebalance the expertise of the teaching staff and ensure design is properly resourced.

- Additional administrative support should be considered to improve the efficiency of teaching staff and to provide sufficient time for research.

- The centralisation of activities on one site (rather than multiple sites) would be beneficial so that all teaching and research provision was located in one building.

DETAILED ANALYSIS OF INSTITUTIONAL COMPLIANCE TO THE STANDARDS AND CRITERIA FOR RE-ACCREDITATION

1. *Management of the Higher Education Institution and Quality Assurance*

1.1. The Faculty has an effective strategic plan, but in terms of teaching it is mostly focused on TTE study programmes and the strategic direction of the TFD programmes requires development.

1.2. The Faculty has developed appropriate organizational structure and processes that are fit for purpose. There is a strong and dynamic senior management team.

1.3. The Faculty is aligned with the University of Zagreb's strategy.

1.4. Study programmes are broadly in line with the institutional mission, but the TTE programmes are more developed than the TFD programmes. In terms of content, the programmes are comparable with other European institutions.

1.5. A quality committee has been introduced, however, the details of the quality policy needs to be better defined and there is a lack of clarity about how quickly and effectively the Faculty acts in response to student feedback.

1.6.   Although questionnaires from the University of Zagreb are utilised, the frequency of use is insufficient for the effective monitoring and improvement of teaching quality. Additional functional mechanisms for formal internal monitoring and the improvement of teaching quality need to be developed. More frequent student surveys are required, ideally linked to each taught module. Students are not involved enough in the process, and when they are, they are not given adequate feedback on the measures taken.

1.7.   The Faculty follows guidelines for quality improvement and assurance in accordance with University of Zagreb procedure, but the mechanisms for internal monitoring, including the use of peer review for the improvement of research quality need to be developed.

1.8.   An ethics committee has been established, but effective monitoring is not yet implemented and dissemination to staff and students is at an early stage. Staff and students need to be made more aware of the work of the ethics committee and the details of the ethics policy as it relates to teaching and research. Mechanisms for detecting plagiarism need to be better defined.

2. Study Programmes

2.1   A wider range of stakeholders should be involved in the improvement of study programmes, not just individual staff, to ensure teaching provision is relevant to students, industry and society. Some study programmes have already been revised and the Faculty is planning additional changes to improve quality.

2.2   A surprisingly high number of students are enrolled in year one of the study programmes, which is highly likely to exceed national employment opportunities. An analysis should be made to rationally determine an appropriate quota, bearing in mind student employment statistics, the needs of industry and other stakeholders. The high student quota is also contributing to an unsatisfactorily high dropout rate and a reduction in the first year intake should be seriously considered.

2.3   For the TTE programmes the available resources to accommodate the current student quota in terms of teaching, class sizes for different types of courses and teaching workload are adequate. However, the TFD programmes are under-staffed and some class sizes in the TFD programme are too large.

2.4 The specific learning outcomes of the different study programmes and modules are available but could be made clearer and disseminated to students and staff.

2.5 There are functioning mechanisms for the assessment of student learning in relation to learning outcomes and students have the opportunity to discuss their assessment with staff.

2.6 Students are satisfied with their study workload and ECTS reflect a realistic estimate of student learning. Some optional courses may have too many ECTS in order to fulfill the quota of 30 ECTS per semester.

2.7 The content and quality of the study programmes is appropriate, particularly for the TTE programmes, but because of under-resourcing in the TFD programmes, the students do not have the opportunity to fully develop practical skills that are essential for employment. For example, the fashion students are given insufficient opportunity to manufacture their own garments and to use equipment. Design students do not have sufficient opportunity to engage in practical work until the end of their undergraduate studies, and when they do have the opportunity it is only for their final exam. The total number of modules offered by the Faculty is too large and should be rationalised and reduced. It needs to be made clearer how research conducted in the Faculty is informing the development and improvement of study programmes.

2.8 There is an appropriate use of different teaching methods relevant to the subject matter. A good e-learning system is available that encourages independent student learning.

2.9 The Faculty has its own library and access to electronic publication databases. Students also have access to the wider library facilities of the University of Zagreb.

2.10 Students have opportunities to apply their learning in practical applications and in industry, via mechanisms such as internships or similar arrangements, but this can often depend on their own initiative. Students have to find internships and other arrangements on their own, but the Faculty supports those arrangements. The procedures that the Faculty uses to monitor the quality of student experience during internships should be more clearly documented.

3. Students

3.1. Particularly in the TTE study programme, the dropout rate remains too high and there is a mismatch between the high number of students enrolled in the first year and prospective employment and career opportunities. The admission criteria

should be reviewed to assist in recruiting only the most suitable candidates and to help reduce the dropout. It was noted that the passing/graduation rate for TFD was higher than for TTE.

3.2. Student participation in sports and a variety of other activities is high and the Faculty constructively supports students to participate in extracurricular activities. Students agree that teachers are supportive in providing access to extracurricular activities and sporting success is openly disseminated to all students and staff via display cabinets and in the student newspaper, which is excellent.

3.3. Students are allocated mentors during their studies. It is apparent that teaching staff maintain excellent relationships with students, providing a supportive learning environment. However, there is a lack of a formal professional orientation services to oversee the personal and professional development of students.

3.4. According to student comments, they understand what is expected of them and are mostly satisfied with the feedback received for their exams and coursework. Various methods of knowledge assessment are used, and there is adequate staff feedback aimed at improving student learning. Some students are not aware that they have the opportunity to appeal against decisions relating to their assessment.

3.5. The Faculty maintains its own alumni organization and there is an alumni newspaper that is used for communication. It would be valuable to develop mecahnisms to encourage more active participation of alumni, to assist the Faculty in developing its teaching and research strategy, as well as to assist students with finding internships, employment, etc., as appropriate.

3.6. The Faculty disseminates its activity to the public via participation in a variety of different events including open days, workshops, fashion shows and conferences. Development of the Faculty's website is required to increase national and international awareness of developments in teaching and research.

3.7. Students participate in the work of the Faculty Council and have a dedicated suggestion box in to which they are able to make suggestions for improvement. They also complete questionnaires in accordance with University procedure, although it would be better if internal questionnaires were completed more frequently (e.g. annually) about individual modules as well as study programmes.

3.8. Students have the opportunity to provide suggestions about their study programmes and there is evidence of action being taken based on this feedback, e.g. new learning spaces for students were created after students requested it. However, a transparent review process should be introduced so that students understand how the results of their evaluations and complaints are acted upon.

4. Teachers

4.1. Staff in the Faculty is appropriately qualified and have relevant expertise to support the study programmes. Whilst the number of staff allocated in the TTE area is relatively high, the TFD area is understaffed. This is evidenced by some very large class sizes in the latter. Strategic planning is required to address the staffing issues in design to ensure teaching quality is not compromised.

4.2. Introduction of rewards for research excellence should be considered to provide incentives for staff to improve their research performance and outputs, alongside their teaching and administrative duties. Clear pathways and criteria for career progression need to be developed and communicated to all staff that reflects performance in research as well as teaching.

4.3. Certain classes in the TFD area are overcrowded and smaller student groups are required. A review of appropriate full-time staffing allocation is required to address this. This should also consider the need for TFD students to have the opportunity to engage in more practical work to enhance their learning experience.

4.4 Teaching provision is in line with staff competences and research experiences and well-developed policies for scientific-teaching staff exist that ensure their professional development. Resources are allocated for early-career researchers, but further consideration should be given to assisting them in their professional development, e.g. assisting with their attendance at appropriate international conferences or supporting their participation in international research secondments.

4.5. Unequal distribution of teaching hours exists among some staff, which risks negatively impacting the quality of teaching and the development of research. It is suggested that a formal workload model is introduced by the Faculty, to assist with transparency and effective monitoring of individual staff workloads as well as to aid planning across the Faculty's full range of activities in teaching, research and administrative duties.

4.6 The Faculty is aware of the importance, but formal mechanisms for monitoring the degree to which teaching and research activites are affected by the external commitments of staff are not yet fully developed.

5. Scientific and Professional Activity

5.1. The Faculty has developed and implemented a research strategy for 2014-2020 and there is evidence of substantive progress, for example, a number of sizable research project applications have been made to external funding agencies. The KPIs (Key Performance Indicators) against which progress will be monitored should be more quantitative. Greater consideration should be given to the Faculty's research impact, i.e. how have the results of research conducted by the Faculty impacted society, industry and commerce or the policies of external agencies? Thought should be given to documenting case studies that demonstrate the Faculty's success in this regard. Research impact is important, not only the generation of high quality publications.

5.2. Satisfactory evidence of research collaboration exists within Croatia and with other universities in Europe, but there is scope to develop external collaboration further nationally and internationally, both with academic and industrial organisations.

5.3. An established research profile exists amongst staff in the textile engineering field, with some very strong performing individuals, but the research profile of staff in the design field is still developing.

5.4. The volume of papers is satisfactory, but given the number of staff and resources in the Faculty there is scope to increase the number of peer reviewed papers. In addition to journals, alternative high quality research outputs for staff in the design area should be better defined and documented, e.g. ISBN-registered books, international exhibitions, etc.

5.5. A Dean's Award is available for rewarding excellence in research work however there are insufficient mechanisms for incentivising or for recognizing excellence in research.

5.6. The number of peer-reviewed scientific publications is adequate, but given the levels of staffing and resources in the Faculty, there is scope to increase the total.

5.7. There is participation in domestic projects as well as some European projects and the outcome of a considerable number of new applications is awaited. Given the size and research resources in the Faculty it is surprising that there is not greater collaboration in externally funded research with industry.

5.8. The Faculty has introduced mechanisms for encouraging technology transfer, and cooperation with industry and public sector, via conferences and other external events, however, the impact of these activities on industry and external society should be better defined. For example, has this led to any new commercial products, industrial collaborations, consultancies, new test methods, changes in industrial

practice, spinout companies or new policies or procedures adopted by external organisations?

5.9.   Life-long learning programmes have been introduced and there is interaction with external organisations. Most of the externally generated revenue assists with research-related activity. The degree to which staff is encouraged to engage with other professional activities (e.g. Editorships, Editorial Boards of Journals, external consultancies, external appointments, international conference organising committees, etc.) by the Faculty needs to be better documented.

5.10.   The Faculty runs a postgraduate (doctoral) study programme with an adequate number and profile of supervisors. Doctoral students are actively involved in research at the institution, and the institution ensures that they complete their doctoral studies within a set time period, equipped with necessary skills. Appropriate internal policies are in place to ensure the quality of research and training for all participants in this process. Regulations about quality assurance of the doctoral programs (plagiarism checks, ethical research) should be better defined. There is no PhD program in the TFD area and this should be addressed to enable the area to develop satisfactorily in the future and to provide students with a similar education pathway as the TTE area.

6. International Cooperation and Mobility

6.1.   There is evidence of mobility of students from other higher education institutions in relation to the TTE area, but less so in TFD. An English language website could potentially help to increase the numbers of students wishing to engage with the Faculty from abroad. There are clear rules for admitting students from other institutions or programmes wishing to enrol. Organised support is provided, including orientation activities and recognition of courses completed and passed.

6.2.   The Faculty is supportive of students who wish to complete part of their study programme abroad, and is facilitated mainly via the Erasmus and CEEPUS schemes.

6.3.   International exchange of researchers is encouraged, but relatively few staff have participated in activities involving secondments/sabbaticals or substantial overseas placements in foreign Universities. Analysis of the implementation of international exchange activities, and the benefits that have been accrued need to monitored and documented more effectively.

6.4.   The Faculty is a member of the Association of Universities for Textiles (AUTEX) and participates in conference organisation.

6.5. The Faculty accommodates students from abroad already, and is planning to establish a study programme in English in the near future, which is likely to improve opportunities for increasing the intake of international students. At present, overseas students, for example from France, are accommodated in the Faculty and these classes are taken in English.

6.6. International researchers have visited the faculty, partly as a result of participation in in joint research projects and networks, however for an institution of its size, the number of visiting researchers or overseas researchers who are members of Faculty is modest and mechanisms to increase the number should be developed.

6.7. Evidence of inter-institutional cooperation and engagement exists via ERASMUS and similar schemes as well as part of EU research programmes. Bilateral agreements are in place relating mostly to student exchange, but less so to support staff exchange.

7. Resources: Administration, Space, Equipment and Finances

7.1 In general the learning resources are appropriate. There is an issue with dislocated laboratories in Savska with some students having to rush from classes in Črnomerec to Savska, at the other end of the city to make it in time. Also, teaching groups in some courses are too large – notably in the TFD study programme. For quite large number of students it is surprising there is no large laboratory, sewing room or dedicated area for printing or other design activities.

7.2 The ratio of teaching and non-teaching staff is adequate. The number of support staff required in specific areas of provision across all area of provision should be reviewed to ensure it remains appropriate. Some staff requested additional administrative support.

7.3 The process for managing the professional development of non-teaching staff needs to be improved and better documented. It is not sufficiently clear how the progress of non-teaching staff in their professional development is reviewed/monitored or rewarded.

7.4 Excellent facilities are available particularly in technology.

7.5 Equipment is in many cases state-of-the-art, particularly in the area of technology. Investment is required in TFD to ensure teaching activities in that area are supported by sufficient equipment that is accessible to all students. This includes IT and software appropriate to fashion and design as well as TFD studies.

7.6 The Faculty has its own library, with access to online journal databases, but the amount of study space available is arguably too small. There are also the wider library facilities of the University of Zagreb to support student learning.

7.7 There is a clear financial model in which the Faculty operates and given healthy student numbers, effective financial management, and transparency, the sustainability of the institution appears to be in accordance with the overall mission.

7.8 The Faculty has a limited revenue from non-core sources, and these funds are used to support research and teaching.