REPORT
of the Expert Panel
on the

RE-ACCREDITATION OF
Faculty of Teacher Education, University of Zagreb

Date of the site visit:

March 17th and 18th 2014

Contents

INTRODUCTION

This report on the re-accreditation of the University of Zagreb Faculty of Teacher Education 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.

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 ENQA (European Association for Quality Assurance in Higher Education) full member, 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 programs.

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:

1. Professor Rudolf Egger, Karl-Franzens-Universität Graz, Institute of Education, Austria, head of the panel

2. Professor Elisabeth Regnault, Faculté des Sciences de l'Education, Université de Strassbourg, France

3. Professor Carmen Alba Pastor, Facultad de Educación, Universidad Complutense de Madrid, Spain

4. Professor Petar Bezinović, The Institute for Social Research in Zagreb, Croatia

5. Hana Grubišić, student, Faculty of Teacher Education, University of Rijeka, Croatia

In the analysis of the documentation and site visit, the Panel was supported by the ASHE staff:

- Mina Đorđević, coordinator
- Davorka Androić, support to the coordinator
- Đurđica Dragojević, translator

During the visit to the Institution the Expert Panel held meetings with the representatives of the following groups:
- The Management (Dean, Vice-Dean for Student and Academic affairs, Vice-dean for science, arts and international co-operation, Vice-dean for business and development and Secretary of the Faculty);
- The Working Group that compiled the Self-Evaluation;
- The students, i.e., a self-selected set of students present at the interview;

- Programme co-ordinators and teachers;
- Research projects' leaders;
- Heads of Institutes;
- Teaching assistants and junior researchers.

The Expert Panel also had a tour of the library, IT rooms, student service, and the classrooms at the Faculty of Teacher Education, University of Zagreb, where it held a brief question and answer session with a selection of students.

Upon completion of re-accreditation procedure, the Accreditation Council renders its opinion on the basis of the Re-accreditation Report, an Assessment of Quality of the higher education institution and the Report of Fulfilment of Quantitative Criteria which is acquired by 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** to the higher education institution which confirms that the higher education institution meets the requirements for performing the higher education activities or parts of activities, in case the Accreditation Recommendation is positive,

2. **deny a license** for performing the higher education activities or parts of activities to the higher education institution, in case the Accreditation Recommendation is negative, or

3. **issue a letter of recommendation** for the period up to three (3) years in which period the higher education institution should remove its deficiencies. For the higher education institution the letter of recommendation may include the 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 Teacher Education, University of Zagreb

ADDRESS:

Savska 77, 10000, Zagreb

NAME OF THE HEAD OF HIGHER EDUCATION INSTITUTION:

Prof.dr. Ivan Prskalo, Dean

ORGANISATIONAL STRUCTURE (e.g. chairs, departments, centres)

The *Faculty Council* is the supreme governing body of the Faculty which discusses, suggests and adopts the most important decisions.

Organizational units of the Faculty are: departments, chairs, centers, institutes, library, gallery, the Dean's Office, administration.

The Faculty has five *departments*, of which three are academic departments and two are branches:

- Čakovec Branch
- Petrinja Branch
- Department of Teacher Education Studies
- Department of Preschool Education Studies
- Department of Educational Studies.

The *chairs* at the Faculty are:

- Chair of Croatian Language and Literature, Drama and Media Culture
- Chair of English Language Teacher Education
- Chair of German Language Teacher Education
- Chair of Mathematics and Statistics
- Chair of Information Sciences
- Chair of Science, Geography and History
- Chair of Kinesiology Education
- Chair of Arts
- Chair of Philosophy and Sociology
- Chair of Pedagogy and Didactics
- Chair of Psychology
- Chair of Teaching Methodologies

The Faculty has the following centers:
- The Center for Lifelong Education
- The Publishing Center,
- The Center for European Education, which is a common binational center of the Faculty of Teacher Education of the University of Zagreb and the Institute for Educational Sciences of the University of Münster.

LIST OF STUDY PROGRAMMES (and levels)

- Undergraduate University Study for *Early childhood and Preschool Education* which lasts three years and the completion of which earns 180 ECTS points, and which is organized as a full-time

and part-time study programme conducted at three locations: the Central Branch in Zagreb, Čakovec Branch and Petrinja Branch;

- Graduate University Study for *Early childhood and Preschool Education* which lasts two years and the completion of which earns 120 ECTS points and which is organized as a part-time study programme;

- Integrated Undergraduate and Graduate University Study for *Primary Teacher Education* which lasts five years and the completion of which earns 300 ECTS points and which is organized as a full-time study programme (includes module programmes) and is conducted at three locations: the Central Branch in Zagreb, Branch in Čakovec and Branch in Petrinja;

- Integrated Undergraduate and Graduate University Study for *Primary Teacher Education* which lasts five years and the completion of which earns 300 ECTS points, and which is organized as a full-time study programme (includes foreign language studies) and is conducted in the Central Branch in Zagreb;

- Educational study programmes for acquiring teaching competences which are conducted by Departments of Educational Studies at teacher education faculties of the University of Zagreb;

- Joint International Graduate University Study *Management and Counselling for European Education* which lasts one year and the completion of which earns 60 ECTS points and which is conducted at the Faculty Central Branch in Zagreb and at the University of Münster;

- Programme of professional development in educational studies for teachers in various fields is being prepared;

NUMBER OF TEACHERS (full-time, external associates): 94

NUMBER OF SCIENTISTS (doctors of science, elected to grades, full-time): 57

TOTAL BUDGET (in kunas): 48,285,453,00 kn

FUNDING FROM STATE BUDGET: 38.651.025,00 KN

OWN ACTIVITY INCOME: 2.722.652,00 KN

INCOME UNDER SPECIAL REGULATIONS: 6.848.216,00 KN

OTHER (UNMENTIONED) INCOME: 38.532,00 KN

SHORT DESCRIPTION OF HIGHER EDUCATION INSTITUTION:

The Faculty of Teacher Education, the successor of Teacher Training College in Zagreb, Two-year Teacher Training College, Three-year Teacher Training College, Teachers' Academy, Faculty of Philosophy – Educational Sciences and Teacher Education Academy, was founded on February 2, 2006, as a constituent part of the University of Zagreb.

Following the decision of the Senate of the University of Zagreb of February 13, 2007, the Teacher Training College in Čakovec and the Teacher Training College in Petrinja merged with the Faculty of Teacher Education in Zagreb.

The Faculty of Teacher Education has 1.557 full-time and 520 part-time students

The institution is in a process of transformation, they are aware of this, and a number of problems they meet are a part of this transformation.

CONCLUSIONS OF THE EXPERT PANEL

ADVANTAGES OF THE INSTITUTION

1. Highly motivated, enthusiastic group of younger teaching/research assistants and junior researchers.
2. Some excellent teachers/researchers with international reputation.
3. Study programs are mostly in line with institutional mission.

The institution supports teachers and researchers to participate in external academic activities, conferences,

DISADVANTAGES OF THE INSTITUTION

1. Well established institutional strategy with clear strategic goals, operational plans and monitoring mechanisms is missing.
2. Institutional quality assurance system is not adequately developed. Evaluation data are not used for monitoring and improvement of teaching/learning and research.
3. Drastic differences in teachers' workload.
4. Students are not adequately involved in research activities.
5. Too many part-time students.
6. Counselling mentorship and professional orientation services need to be better developed and systematically organized.
7. Lack of a research agenda including monitoring system and performance indicators.
8. Lack of a sustainability plan.

FEATURES OF GOOD PRACTICE

1. Good communication between students and teaching staff, especially in Petrinja and Čakovec

2. Well organized internship programme in schools and kindergartens.

3. The institution maintains contacts with former students to collect data on their employment.

RECOMMENDATIONS FOR IMPROVEMENT

1. Management of the Higher Education Institution and Quality Assurance

- According to the interview with staff responsible for quality assurance, the quality management is carried out periodically at different levels, but the real activities are not visible enough. Use evaluation data regularly for monitoring and improvement of teaching and research quality.

- There is a need to develop a broader approach to quality assurance, and develop a clear quality assurance system for the realisation of the strategic aims.

- There is lack of adequately trained staff responsible for quality assurance at the faculty level. Develop clear evidence of a performance measuring system at the faculty level. In the absence of faculty-level quality aims it is problematic to assess the staff performance.

- Quality of teaching and research activities should be assured by quantitative measures. The ranking criteria should be based on key performance indicators established at the state level. However, the Process should be more focused on international and high-impact journals, involving students in research, application of research results, participation in international conferences and seminars, social engagement and academic output, application of new teaching methods, new approaches to learning, new methods of assessment, etc.).

- Give the quality assurance policy, strategy, and procedur.es a formal and more prominent status at the faculty level. Provide opportunities for further development of quality assurance and quality culture in close cooperation with staff and students.

- Students evaluate teachers' performance and the quality of study courses through regularly questionnaires, but it is not clear to the students what happens to the results afterwards: Make the results available to students.

- The mission-stated change of the faculty mission into becoming a research faculty cannot be really seen in its internal management. Develop result-oriented ranking of the staff, faculty departments and within the university.

- The procedure for dealing with consequences of low ranking among faculty and negative student feedback on courses and teaching should be discussed with the staff, and negative results should lead to consequences.

- Peer reviews of teaching should be used for .further improvement of teaching performance. It is instrumental in maintaining the quality of teaching and learning. It provides faculty members with an opportunity to receive and discuss feedback on their teaching. Such peer observations should be voluntary for experienced teachers, but obligatory for young teachers, who are also expected to attend lectures of leading professors.

- Develop a clear procedure for peer evaluations of teaching staff: Document the follow-up procedures: teachers visit each other's classes, exchange experience and ideas.

- Students are engaged in the organisation of activities for students and can talk to faculty representatives if there are issues to discuss. Students formally have the right to participate in

committees, but they are not fully involved in decision-making. Get students more involved in the evaluation procedures, in the self-evaluation process, internal audit panels, report preparation etc.

- The quality of the study programmes under review should be more assured through various quality assurance instruments, including performance rankings of faculty and staff, surveys among students, employers and alumni, peer evaluations, expert commission, methodological commission, collective discussions, etc.

- No clear guidelines have been provided for evaluating the outputs and outcomes of the study programmes. Quality review of study programmes should also be done through student feedback. Alumni and employer surveys should be carried out regularly.

- Evidence of periodical reviewing and updating the study programmes are missing. Make a clear policy for evaluation of student advancement and performance visible, as well as of the evaluation of departments and faculty by student outputs and achieved learning outcomes.

- The interaction with external stakeholders (employers) is not really established: Make their influence on decision-making clear.

- Place information policy and the system for the information provision to stakeholders and public at the faculty level.

- Provide students and staff with the information about support mechanisms in case of discrimination. Develop an institutional Code of Ethics to promote the highest standards of scientific and professional integrity.

2. Study Programmes

- The study programmes should be designed more in line with the defined student learning outcomes.

- For each course align intended learning outcomes with specific teaching strategies and formative/summative assessment; consider Constructive Alignment approach.

- Study programmes should be more coherent. Its components (courses) should have the same direction, systematic relations, and intelligible meaning, thus conveying a sense of purpose, order, and intellectual as well as practical control.

- Develop a clear strategy to establish the faculty on research activities, and make sure that these activities are sufficiently integrated into teaching.

- To become more research-based faculty boost up the statistics and scientific methodology classes.

- Involve more students in research activities, and take these activities into consideration for examinations.

- In order to develop as adequate research institution, a competitive research infrastructure, including labs, computers, programmes, etc. need to be developed.

- Increase the evidence of international scientific literature in the study programmes.

- Provide an online platform for innovative practices in teaching.

- Renew the very old-fashioned libraries in common. Fill up the lack of books and publications.

- Improve the English language skills among students and staff of the study programmes. Attract more international teachers and students.

- Make research projects of the students of students a part of curriculum.

3. Students

- Make the results of evaluation questionnaires and procedures available to students and staff through publishing the core (not personalised) results.
- Elaborate the methods of peer evaluations; provide student involvement in peer review.
- Develop qualitative evaluation methods such as feedback talks, group discussions.
- Make students more satisfied with the convenience of spending time at the Faculty outside the classes. There is a new area room for students, but the conditions must continue to improve. Let students propose what can be done for their more enjoyable stay at the premises (sitting area, facilities to prepare meals, adequate number of functional computers, bike rail…).

4. Teachers

- There are drastic differences in teaching workload between lecturers. Make more space and opportunities for teachers to improve their research abilities. The staff members should be committed to the development of the Faculty towards a research academic institution.
- Introduce support to early-stage researchers and senior lecturers in their career development as an essential part of the Faculty strategy, and provide better support to facilitate their research careers.
- Develop support measures for research and promoting good scientific practices.
- The staff members are mostly well qualified and motivated for their profession. Try to make the academic staff more international.
- Increase the number and qualifications of the scientific teaching staff to cover core disciplines in more international perspectives.

5. Scientific and Professional Activity

- A research agenda needs to be defined, based in the present situation and including plans, indicators and monitoring system.
- Develop action plans to improve collaborative research projects with other national and internationals institutions to improve resources for research.
- Clarify the recognition of research activity of teachers.
- Improve administrative support services to teachers for the development of national and international projects.
- The faculty aims at getting the status of a research faculty. Make this aim and related objectives clear in the workload of staff and on all levels of faculty and study programmes.
- At the individual level, academic staff members should receive clear objectives regarding research outputs through their individual performance agreements ("indicative plans" based on key performance indicators).
- Experienced academic staff members should have specific research objectives in connection to their established teaching processes. Everybody has to contribute to the overall performance of the departments and the faculty.
- There is no clear policy for the research faculty strategic aims. The faculty has to decide which disciplines are competitive, which are nationally recognised, and which are emerging research fields, after which strategic decisions are made concerning directions of research and their integration into a PhD programme.
- A clear and distinctive strategy has to be developed regarding student involvement at different levels of study programmes. It is also necessary to develop quality management tools for research and research infrastructure for different disciplines.

- There is insufficient evidence concerning the transfer of research outcomes into the educational processes. The documents provided do not illustrate the basic research results well, but rather reflect practice-oriented and applied research outcomes. For achieving excellence in research nationally and internationally, a deeper science base for professions needs to be developed; a special emphasis should be made on internationally recognised innovations.
- According to the information provided by the faculty and interviews during the site visit, the faculty has to establish long-term perspectives in participating Erasmus, Tempus and other programmes to support student and staff mobility.
- Staff members and students should be involved in a significant number of international co-operations. The curricula should have mobility windows foreseen.
- Develop a strategy for full-time foreign professors teaching in the study programmes, and for international students.

6. International Cooperation and Mobility

- Improve the English language usage and competences of the staff.
- Foster international mobility of students and staff.
- Develop a clear faculty and department-level strategy of international cooperation – memberships in professional associations, professional co-operations with international and national experts.
- Make international cooperation not only due to personal interest of the staff, but as a response to the needs of the study programmes. Membership in international organisations for the study programmes is needed to be in line with the global trends and achievements.
- Extend more bilateral relations with universities from Europe and other parts of the world.
- Consider the possibilities to extend the length of student and staff exchange programmes. In particular, academic mobility programmes should last at least a semester or more in order for students to get relevant international experience.
- Make sure that the courses passed abroad for the students are recognized as well as the teachers' hours abroad.
- Develop mechanisms for information sharing on international and internal mobility opportunities that would contribute to students' awareness of the mobility opportunities.
- Encourage staff to obtain membership and develop cooperation with the international professional associations.
- Consider ways to invite foreign teaching staff for longer periods to bring different international perspectives to the study programmes.
- Structure the faculty strategic objectives for national and international co-operations with regard to teaching/research staff involved, long-term perspective, etc.; the following categories may be used:
  - Research: including projects regarding the improvement of the scientific profile of the faculty; teaching and studies, including projects related to staff to student ratios, the development of programmes, increase in mobility and offers to develop didactic competences.
  - Early-stage researchers: including projects to support career development of young researchers (education, support for mobility).
  - Staff members: including projects to support the development of staff.
  - Student mobility

7. Resources, Administration, Space, Equipment and Finance

- A competitive research infrastructure, including labs, computers, programmes, etc., needs to be developed for all disciplines.

- The infrastructure of the study programmes for the current situation is in general appropriate, except the libraries and laboratories. Mextake the libraries more study-oriented, increase the number of materials necessary for students and teachers/researchers.

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

Institutional management and quality assurance

1.1. The institution has not developed a strategic plan with fully defined goals, operational plan and monitoring mechanisms. The mission and the vision are too general with no specific institutional values emphasized. The current Strategic Development Plan is just a starting point for more precise strategic orientation.

1.2. There are a lot of legal documents, at the faculty and university level, the organisational structure is there, but its effectiveness should be improved.

1.3. There are good links with the university strategies, and cooperation is good. However, university is research oriented, while the faculty is just in the process of becoming such.

1.4. Mission is a bit unclear on this point as it is vague and not really specific for the institution so it is difficult to say this is less than fully implemented.

1.5. There are a lot of documents and procedures, some data is collected, especially through the surveys, but all of this is barely used for quality improvement of study programs.

1.6. The data collected is not really used for quality improvement, some ideas for improvement were discussed and suggested, but there are no activity plans for improvements, no mechanisms for monitoring teaching quality apart from student surveys.

1.7. Research should be in the focus of this transforming institution, as it is well aware, but there is no career development system, no strategy for structured conference and project participation, no planning of free time for research.

1.8. There is an ethics committee, university code for research ethics, faculty mechanisms for checking plagiarism. All these mechanisms can be better disseminated towards all students and staff in order to make them more effective, not simply count eventual complaints.

Study programmes

2.1. The panel did not see any evidence of the existence of communication with external stakeholders, although they do have daily communication with schools, teachers. Students did express lack of satisfaction with aspects of study programmes which faculty was not aware of. Formal procedures of monitoring and improvement are not in place.

2.2. There is no evidence that enrolment quotas are aligned to the needs of society.

2.3. Enrolment quotas are not in line with the resources, the classes are too large in the first years to have quality teaching and teachers spend too much time teaching and have no time left for research. There are also no detailed analyses of workload of students and teachers, the institution is however aware that they should employ more teachers.

2.4. The panel is not convinced that students are well informed about the learning outcomes they should obtain upon the completion of study programme. The institution did have workshops on the topic; they have done a survey among alumni on their satisfaction with the outcomes achieved.

2.5. It seems that assessment is defined by each individual teacher, there are no institutional policies and there is insufficient data to fully assess this criterion. Analyses of assessment should be introduced.

2.6. No one was sure what ECTS were among the students. In conversation with the students, there were courses mentioned with unrealistic allocation, but not too many of them. We saw no evidence of systematic analysis of the real workload, or revisions in the past. A sheet should be developed informing students what ECTS are and asking for feedback.

2.7. The teachers give an impression of being engaged in their classes, but they do not really have time to be up to date with the most recent discoveries. The compulsory literature encompasses some not very recent books. Students feel that some courses are repetitive. Not all teaching arises from research, as teachers also teach classes not directly within their specialization. This is also left to individual teachers, there is no institutional strategy nor did we see evidence of analyses which should be used to improve the syllabi.

2.8. When working with small groups, teachers seem excellent and are very dedicated to their work. Independent student learning and research should be encouraged more.

2.9. Libraries provide access to databases, and there is some guidance for students on how to use them. However there is a lack of resources in the libraries regarding the number of books, especially the most recent literature. Laboratories can be much improved, while arts classrooms seem excellent. This is not fully dependent on the institution but also on the national circumstances, however, they could start using open access resources for teaching and learning science, etc.

2.10. There is a lot of work in and with schools and kindergartens as a part of the study program, plus community service with students volunteering in hospital and working with minorities, etc.

Students

3.1. There is no evidence that the admission criteria are aligned with the demands and expectations of the future careers as teachers or educational scientists. It is questionable whether the results of the state matura exams and secondary school academic success alone, are satisfactory criteria and good predictors of the future professional success.

3.2. There are sports facilities, choirs etc., but we have seen little additional activities, possibly as they have too much classes to really engage in those.

3.3. Students feel they can access individual teachers or their professional mentors at schools and kindergartens, but there is no mentor system established for this purpose nor a counselling centre at the faculty, or professional guidance.

3.4. We have no empirical data on what is published nor have we checked a representative sample of assessment procedures. Students do say that they can ask for another assessment if unhappy with the

result, but they do not know of a formal appeal procedure if not granted this, nor did we find appeal procedure in the documents.

3.5. The institution maintains contacts with its former students and collects data on their employment.

3.6. The website has been improved, but information on learning outcomes, qualifications and employment opportunities are still not available. We did not hear of open or information days for the public and similar efforts.

3.7. Students can express their opinions and give suggestions for improvement. Some teachers are available and responsive to student's suggestions.

3.8. Students receive feedback on the measures that have been taken in order to solve the problems that affect them. The communication is done via the student union primarily.

Teachers

4.1. The institution is in the process of improving, with new doctors of science being promoted, but there is still a problem with the number of teachers as new employment is made difficult by funding. There is no real strategy of staff development as noted above.

4.2. There is no real growth policy apart from striving for promotion of the PhD students who do seem excellent - mentors succeeded in engaging their doctoral students. We do understand the difficulty of the situation and lack of autonomy in the issue but we also failed to see any analyses of it. There are no points awarded for participation in international projects, excellent research and other activities which the faculty could introduce to reward staff. Career development system should be introduced - supporting conference participation is commendable, but insufficient.

4.3. The institution is not satisfied with the current number of teachers, who have overt workload. The university might encourage that faculties share professors, thus balancing workloads and avoiding this to be treated and paid as external cooperation.

4.4. As noted under 4.2, there are no real policies for the direction of individual research, no specific mission regarding research nor a real institutional strategy regarding research which could be operationalized at the individual level. Additionally, many teachers simply do not have sufficient time to do research.

4.5. The nationally prescribed quotas are used to the maximum, resulting in many teaching hours. This is allocated according to the regulations, but still very imbalanced among different teachers of the same rank.

4.6. HEI ensures that teaching and research activities of the employed teaching staff are not affected by their external commitments.

Scientific and professional activity

5.1. There is no strategy, as noted above. The institution does plan to develop it and they should take care that it is detailed, specific, and based on sound analysis.

5.2. There are some excellent researchers who are well connected with excellent institutions abroad. However this is not specifically rewarded by the institution nor systematically based on a strategy. The process should be brought from the individuals to the institution.

5.3. There is no strategic program as noted; it is not possible to assess teachers profile without a specific agenda. There are also no international projects which are primarily research-oriented.

5.4. There are good quality papers, but no institutional strategy for production of these. Individual efforts should be transformed to institutional efforts.

5.5. There is no institutional-level system of rewarding excellence apart from the national one, as noted above. Rewards could include additional research funds, awards, etc.

5.6. The number has to be satisfactory by law, but the national system should be adapted so they could publish more in teacher education studies, instead of asking of teachers to publish solely in their discipline if this is not education.

5.7. There is a number of projects, domestic and international. There could be more international research projects, and also efforts should be made to acquire new domestic funding as all their current projects have been completed and there are no projects at this very moment.

5.8. Not applicable regarding technology; there is a feeling that practitioners and public sector do not care enough for their work.

5.9. There are no examples of commercial activity; there is cooperation with teachers and schools, but we failed to see any specific policy for lifelong learning programs. However there is income from workshops for teachers, and graduate specialist courses for them.

5.10. The old program was completed, while new doctoral program was only submitted for accreditation. However, the pass rate at this old program indicates quality problems, and alumni are also not fully satisfied.

International cooperation and mobility

6.1. The program is integrated, and it is not even possible to move from programs in Petrinja to the one in Zagreb. This is due to lacking resources in part.

6.2. There are opportunities for mobility. There are differences in perception between students and the management regarding the opportunities to recognize the points gained abroad. Students in the dislocated parts of the faculty should have the opportunity of direct access to informed people and it is necessary to train staff located there to become ECTS coordinators and provide other types of support. More opportunities for language training should exist.

 6.3. There are promotional activities for staff and the management believes this is very useful for teachers, but there are no rewards for this. Hours done in service abroad should be recognized in work hours included in their service. There are also no analyses of implementation.

6.4. There are numerous individual memberships, but all comments above regarding policies and systems should be introduced in addition to increased institutional membership and international visibility.

6.5. Thanks to the program for teachers of English, there are non-Croatian speaking students, of course, more can be attracted.

6.6. There are a number of short visits, but there is no strategy of inviting people.

6.7. There is a joint program and a number of inter-institutional cooperation.

Resources: administration, space, equipment and finances

7.1. Classrooms are well equipped, but libraries and laboratories are insufficient, a building also hosts secondary and primary schools, and there is huge room for improvement. The situation is even worse in the dislocated institutions.

7.2. There is administrative staff, but more people should be employed to support teachers in applying for institutional projects and students in going to mobilities. More librarians would also be helpful.

7.3. We found no evidence of systematic staff development for administrative staff or mobility opportunities.

7.4. This is not applicable.

7.5. There are no real science laboratories nor have we seen laboratories for language, music studios etc. There is computer equipment but internet access can be improved.

7.6. The number of books and librarians is not satisfactory, while we do recognize current efforts to improve spatial capacities and involve students.

7.7. We heard that budget is distributed centrally and that this is done fairly and invested in improving the student experience. Much more funding is needed as noted.

7.8. The impression is that institution's own funds are used to raise the quality of teaching and scientific activity, but we have no evidence but site visit.