



**REPORT
OF THE EXPERT PANEL
ON THE
RE-ACCREDITATION OF
THE FACULTY OF DENTAL MEDICINE AND HEALTH OSIJEK OF
THE J. J. STROSSMAYER UNIVERSITY OF OSIJEK**

Date of preliminary site visit:

21 - 22 January 2021

Date of on-line re-accreditation:

26-28 January 2021

CONTENTS

INTRODUCTION	3
SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION.....	6
BRIEF ANALYSIS OF THE INSTITUTIONAL ADVANTAGES AND DISADVANTAGES	11
ADVANTAGES OF THE INSTITUTION.....	11
DISADVANTAGES OF THE INSTITUTION.....	11
LIST OF INSTITUTIONAL GOOD PRACTICES	12
EXAMPLES OF GOOD PRACTICE.....	12
ANALYSIS OF EACH ASSESSMENT AREA, RECOMMENDATIONS FOR IMPROVEMENT AND QUALITY GRADE FOR EACH ASSESSMENT AREA	13
I. Internal quality assurance and the social role of the higher education institution	13
II. Study programmes	17
III. Teaching process and student support.....	18
IV. Teaching and institutional capacities.....	23
V. Scientific/artistic activity	27
DETAILED ANALYSIS OF EACH STANDARD, RECOMMENDATIONS FOR IMPROVEMENT AND QUALITY GRADE FOR EACH STANDARD.....	30
I. Internal quality assurance and the social role of the higher education institution	30
II. Study programmes.....	39
III. Teaching process and student support.....	47
IV. Teaching and institutional capacities.....	63
V. Scientific/artistic activity	72
APPENDICES	84
SUMMARY	100

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 Dental Medicine and Health Osijek.

Members of the Expert Panel:

- Prof. dr. sc. Tomaž Marš, Faculty of Medicine, University of Ljubljana, Slovenia, chair of the Expert Panel
- doc. dr. sc. Čedomir Oblak, Faculty of Medicine, University of Ljubljana i Dental Clinic of University Medical Centre, Ljubljana, Slovenia
- Prof. dr. sc. Marinka Mravak-Stipetić, School of Dental Medicine, University of Zagreb, Croatia
- Prof. dr. sc. Daniela Malnar, Faculty of Health Studies, University of Rijeka, Croatia
- doc. dr. sc. Ana Poljičanin, University Department of Health Studies, University of Split and KBC Split, Croatia
- doc. dr. sc. Ivana Živoder, University North, Croatian Nursing Council, Croatia
- Laura Fel, student, University North, Croatia.

During the site visit, the Expert Panel held meetings with the following stakeholders:

- the Management
- The Committee for Monitoring and Ensuring the Quality of Higher Education
- representative of the Office for Quality Assurance, the Erasmus coordinator and the ECTS coordinator
- students
- heads of study programmes
- full-time and cumulatively employed teaching staff
- heads of departments
- assistants and postdoctoral researchers

- heads of research projects
- alumni
- external stakeholders (non-teaching)– representatives of professional associations, business community, employers, industry experts, organisations of civil society.

Croatian members of the Expert Panel did the preliminary HEI site-visit on the 21 – 22 January 2021, during which they visited the dislocated locations in Sveta Nedelja, Pregrada, Nova Gradiška, Slavonski Brod, Orahovica and the Faculty in Osijek. During the preliminary visit, the Expert Panel members had a tour of the work facilities, laboratories, library, IT classrooms, student administration office and classrooms, and attended a sample lecture, where they held a brief Q&A session with students.

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

The Expert Panel drafted this Report on the re-accreditation of the Faculty of Dental Medicine and Health Osijek on the basis of the Faculty of Dental Medicine and Health Osijek Self-evaluation report, other relevant documents, the 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 site protocol),
- Summary.

In the analysis of the documentation, preliminary site visit to the Faculty of Dental Medicine and Health Osijek, online meetings and writing of the Report, the Expert Panel was supported by:

- Ivana Borošić, coordinator, ASHE
- Davor Jurić, assistant coordinator, ASHE
- Lida Lamza, Report translator, 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 **Issue 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: The Faculty of Dental Medicine and Health Osijek of the J. J. STROSSMAYER University of Osijek

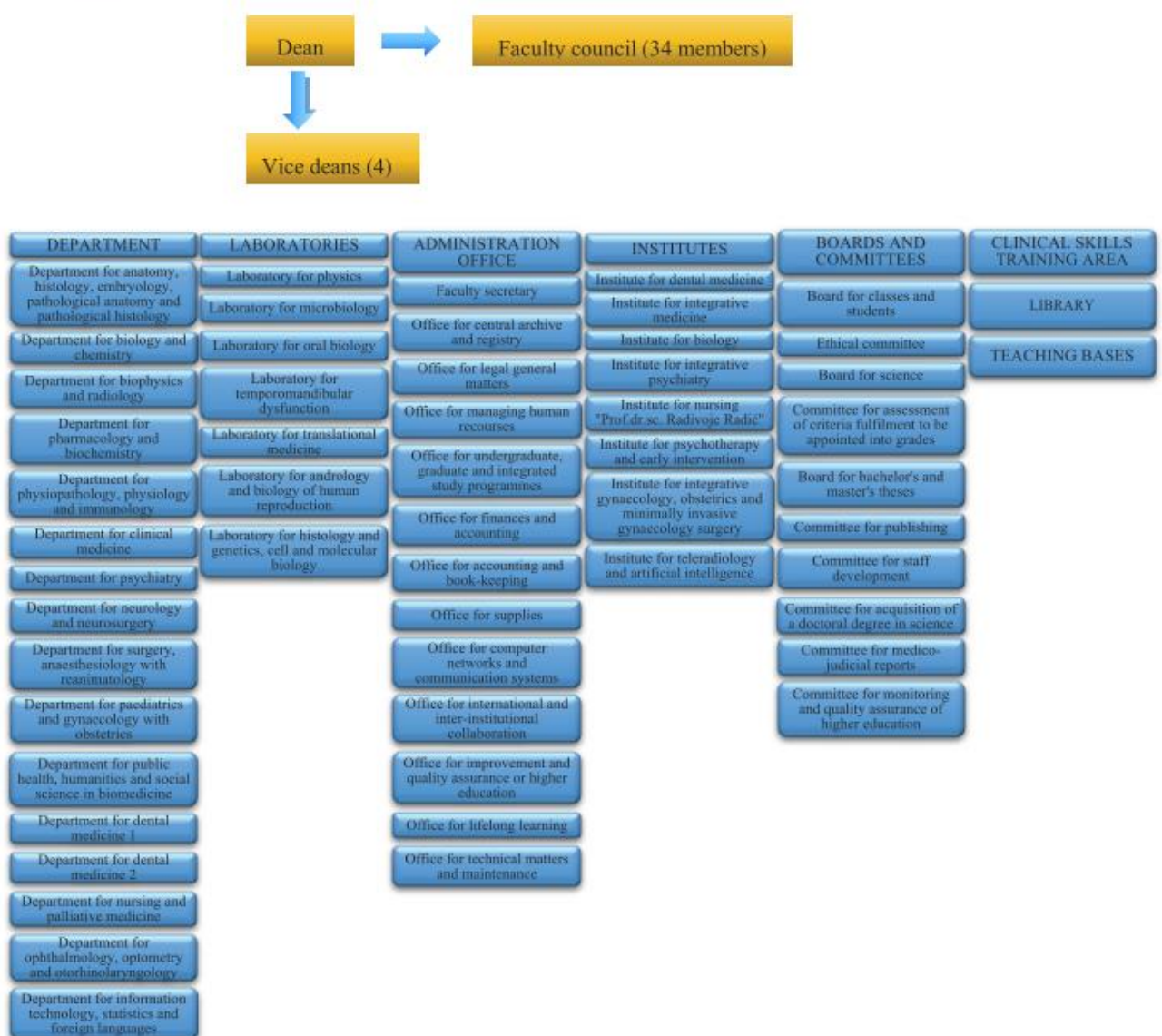
ADDRESS: Crkvena 21, 31000 Osijek

DEAN: Prof. dr. sc. Aleksandar Včev

ORGANISATIONAL STRUCTURE:

According to information from the Self-evaluation, p. 12 (Figure 1)

Picture 1: Organisational structure of the Faculty of Dental Medicine and Health Osijek



STUDY PROGRAMMES:

According to information from the Self-evaluation, p. 14

- 1 Undergraduate university study programme of **Nursing**
- 2 Undergraduate university study programme of **Nursing** (dislocated study programme in Pregrada)
- 3 Undergraduate university study programme of **Nursing** (dislocated study programme in Nova Gradiška)
- 4 Graduate university study programme of **Nursing**
- 5 Graduate university study programme of **Nursing** (dislocated study programme in Čakovec)¹
- 6 Graduate university study programme of **Nursing** (dislocated study programme in Sveta Nedelja)
- 7 Graduate university study programme of **Nursing** (dislocated study programme in Slavonski Brod)
- 8 Undergraduate university study programme of **Physiotherapy**¹
- 9 Undergraduate university study programme of **Physiotherapy** (dislocated study programme in Orahovica)
- 10 Graduate university study programme of **Physiotherapy** (dislocated study programme in Orahovica)
- 11 Undergraduate university study programme of **Dental Hygiene**
- 12 Integrated undergraduate and graduate university study programme in **Dental Medicine**
- 13 Postgraduate specialist study programme of **Ophthalmology with Optometry**
- 14 Postgraduate specialist study programme of **Neurology**²
- 15 Postgraduate specialist study programme of **Psychiatry**²

Note:

¹ In its letter from October 2020, the Faculty asked the Ministry of Science and Education to delete the graduate university study programme of **Nursing** (dislocated study in Čakovec) and the undergraduate study programme of **Physiotherapy** (Osijek) from the Register, because they were no longer conducted by the Faculty.

² The Faculty asked that two of its postgraduate specialist study programmes of **Neurology** and **Psychiatry** be exempted from the re-accreditation because they were not conducted in the observed period.

NUMBER OF STUDENTS:

According to information from the Analytic Supplement, the number of students per study programme for the evaluated academic year 2018/2019 (Table 3.1)

Study programme name	Full-time students	Part-time students
Nursing (864), undergraduate university study programme, Nova Gradiška	0	203
Nursing (865), undergraduate university study programme, Osijek	93	9
Nursing (866), undergraduate university study programme, Pregrada	0	178
Nursing (867), graduate university study programme, Osijek	72	3
Nursing (868), graduate university study programme, Slavonski Brod	0	138
Ophthalmology and Optometry (869), postgraduate specialist university study programme, Osijek	0	5
Physiotherapy (870), undergraduate university study programme, Osijek	32	0
Physiotherapy (871), undergraduate university study programme, Orahovica	81	0
Nursing (872), graduate university study programme, Čakovec	0	154
Dental Hygiene (873), undergraduate university study programme, Osijek	0	85
Dental Medicine (874), integrated undergraduate and graduate university study programme, Osijek	0	70
Physiotherapy (877), graduate university study programme, Orahovica	50	0
Total	328	845

NUMBER OF TEACHERS:

According to information from the Analytic Supplement, the structure of employees - FOR UNIVERSITIES for the evaluated academic year 2018/2019 (Table 4.1.a)

Staff*	Full-time staff		Cumulative employment		External associates	
	Number	Average age	Number	Average age	Number	Average age
Full professors with tenure	2	69,5	11	61,36	3	71
Full professors	1	56	10	56,6	8	59,5
Associate professors	1	61	13	52,92	18	57,78
Assistant professors	11	49	21	54,14	30	51,73
Scientific advisor (permanent/ with tenure)	-	-	-	-	-	-
Scientific advisor	-	-	-	-	-	-
Senior Research Associate	-	-	-	-	-	-
Research Associate	-	-	-	-	-	-
Teaching grades	4	44,5	11	52,18	6	44
Assistants	8	34	19	43,11	101	44,53
Postdoctoral researcher	2	39,5	6	43,83	9	50,89
Employees on projects	-	-	-	-	-	-
Expert assistants	1	57	-	-	-	-
Technical staff	4	36,25	-	-	-	-
Administrative staff	20	39,95	-	-	-	-
Support staff	9	43	-	-	-	-

SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION

The short description is based on information from the Self-evaluation, p. 9

The Senate of the J. J. Strossmayer University of Osijek decided on the 25 April 2017 to make some structural changes within the Faculty of Medicine Osijek which resulted in two teaching institutions from the area of biomedicine and health: The Faculty of Medicine Osijek and the Faculty of Dental Medicine and Health in Osijek. The Faculty of Medicine Osijek kept the integrated undergraduate university study programme and the graduate study programme of Medicine and undergraduate university study programme and the graduate study programme of Medical Laboratory Diagnostics, as well as the doctoral study programmes and a part of the postgraduate specialist study programmes. The Faculty of Dental Medicine and Health in Osijek conducts classes for the integrated undergraduate university study programme and the graduate study programme of Dental Medicine, for the undergraduate university study programme of Nursing and Physiotherapy, as well as the postgraduate specialist study programmes of Neurology, Psychiatry and Ophthalmology with optometry (in collaboration with the Faculty of Medicine Osijek). In this way, the development of the listed study programmes in the field of biomedicine and health has been ensured.

REGISTER OF SCIENTIFIC ORGANISATIONS:

The Faculty is listed in the Register of Scientific Organisations for conducting scientific work in the scientific field of biomedicine and health within the field of fundamental and clinical science.

BRIEF ANALYSIS OF THE INSTITUTIONAL ADVANTAGES AND DISADVANTAGES

ADVANTAGES OF THE INSTITUTION

1. Good financial situation.
2. Well-arranged and equipped space and infrastructure.
3. Fund and programme for supporting science and stimulating research.
4. Cooperation with the local community and stakeholders, involving external stakeholders in the Faculty activities.
5. Strong social role in the Faculty's local surroundings (e.g. Caritas patients) and the connection between scientific research and the economy (e.g. Belupo, IN2, Botis (Germany)).
6. Teaching staff is motivated, graduates included in teaching and mentoring careers.
7. Good organisation and the involvement of the Alumni club in teaching-research development, from which future teaching staff is recruited.
8. Modern and relevant study programme of dental medicine.
9. Development of lifelong learning programmes: palliative care, emergency medicine.

DISADVANTAGES OF THE INSTITUTION

1. The number of dislocated locations and study programmes is not aligned with the Faculty's capacity to ensure that study programmes are conducted at the same level of quality.
2. Insufficient number of employees with a Master's degrees in nursing and physiotherapy.
3. Insufficient international and inter-institutional student mobility and insufficient awareness of teaching and non-teaching staff of the possibilities for mobility.
4. Inadequate library management system at dislocated studies.
5. Insufficient involvement in research work of students of all studies, as well as teachers and associates on health studies.
6. Insufficient number of full-time teaching staff with regard to norm hours and dislocated studies.
7. Learning outcomes are not transparent, lecture implementation plans do not include learning outcomes and the names of associates.
8. There is a need for the revision of ECTS credits at graduate studies.
9. Unclear role of the Committee for Quality Assurance (Office for Quality), quality assurance system is not transparent nor elaborated.
10. The mentoring system should be more clearly defined in relation to the organisation, education and evaluation in clinical practice.

LIST OF INSTITUTIONAL GOOD PRACTICES

EXAMPLES OF GOOD PRACTICE

1. System for encouraging the advancement of assistants.
2. Excellently equipped cabinets for pre-clinical teaching and clinics for clinical practice in dental medicine.
3. Good cooperation with external stakeholders (such as the Red Cross and Caritas).
4. Active and engaged Alumni club.
5. The organisation and transparency of the Fund for co-funding scientific research.

ANALYSIS OF EACH ASSESSMENT AREA, RECOMMENDATIONS FOR IMPROVEMENT AND QUALITY GRADE FOR EACH ASSESSMENT AREA

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

Analysis

The Faculty of Dental Medicine and Health Osijek has established the Office for the Improvement and Quality Assurance of Higher Education. The Faculty did not present documents confirming the implementation of the above-mentioned activities before the end of re-accreditation, and the interviews conducted with Faculty staff and students also indicated that the Office does not fully perform all its activities. Employees as well as students were not familiar with the work, role, activities nor services provided by the Office.

The Faculty has established the Commission for Monitoring and Quality Assurance of Higher Education, which is an active participant in producing appropriate documents that regulate and support the quality assurance system. The basic documents have been adopted: the Rulebook on the Organization and Operation of the Quality Assurance System, the Quality Policy and the Rules of Procedure According to the Standard ISO 9001: 2015. The provisions of the above regulations have been incorporated into all general acts and procedures implemented in all Faculty processes, and there is a system of monitoring the implementation of quality assurance measures.

In accordance with the general acts of the Faculty, all HEI stakeholders are actively involved in creating and implementing the quality policy through their work in the Faculty committees and boards, thus ensuring full involvement of all stakeholders in all segments of quality assurance in higher education at the Faculty.

The strategic research plan is based on documents related to the Bologna Process and the creation of the European Higher Education Area, VI. Framework Programme of the European Union and the Strategy of Scientific-Research Activities, adopted by the Faculty in 2018 for the period 2018-2023, which includes the activities specified in standard 5.4 of this Report.

SWOT analysis was made as part of the self-evaluation procedure, and its results served as the basis for the Faculty's Development Strategy and the Strategy of Scientific-Research Activities. The management sets the quality objectives at the beginning of the calendar year, and the documented objectives are attached to the Management's assessment together with the realization of the objectives for the previous calendar year. In April 2018, the certified company Bureau veritas conducted an external certification of the Quality Management System according to the ISO 9001: 2015 standard for almost all programmes carried out by the Faculty (except Dental Hygiene and specialist studies). The Faculty conducts an internal audit of the quality system for all its processes, on the basis of which the management makes an assessment of the quality system in accordance with the international ISO 9001: 2015 standard. At the beginning of the academic year,

goals are set in accordance with the ISO 9001: 2015 standard and their implementation is planned. The implementation of the plans is evaluated at the beginning of the next academic year. The goals set in the period from 2018 to 2020 were related to the development of infrastructure. According to its Self-evaluation, the Faculty believes that the implementation of the set goals is being achieved at the desired dynamics. An internal assessment of the quality management system of the scientific-teaching and artistic-teaching components of the Josip Juraj Strossmayer University in Osijek for the academic years 2017/2018 and 2018/2019 was conducted with the purpose of monitoring and improving the quality of higher education. This assessment established that the Faculty of Dental Medicine and Health Osijek, as the youngest University constituent, has a well-established quality system, but requires improvements in career development and the mentoring system. The Faculty participates in the implementation of a student survey at the level of the University, which is conducted at the end of each academic year, and the completion of which is one of the prerequisites for enrolment in the next study year. The average grade for teachers and associates in the academic year 2017/2018 was 4.65. Based on the results of the survey, the Faculty took the following steps: continuous equipping of the Faculty Library with a reading room - increased activity in informing students about mobility opportunities during studies - considering the possibility of additional counselling and mentoring for students. In the academic year 2018/2019, the Faculty conducted an internal student survey of final year students, as well as a survey of employers on the topic of internship. Employers were satisfied with the demonstrated knowledge of students and emphasized the need for more hours of internship.

As stated in the Self-Analysis, the Faculty encourages the development of academic integrity, while its regulations ensure the implementation and respect of ethical principles at the Faculty. By adopting the Rules of Procedure of the Ethics Committee, the Faculty regulated the following principles: fairness, legality, honesty, equality, academic freedoms and excellence, scientific criticism, mutual respect, protection of human rights and dignity, and responsibility in science and higher education as well as in business and public relations. These Rules of Procedure are harmonized with the provisions of the Code of Ethics of the Josip Juraj Strossmayer University in Osijek and provide a legal mechanism and appropriate procedure in cases of the violation of academic integrity, freedoms and the work ethic. The protection of integrity at the Faculty of Dental Medicine and Health Osijek includes academic staff, administrative staff and students, all of whom are required to know the instruments for the protection of their rights. The Faculty management places special emphasis on the principle of integrity and takes care to encourage employees to perform their work conscientiously, diligently and responsibly. The mechanisms used by the Faculty to ensure the ethical behaviour of all employees are: 1. Ethical Code of the Josip Juraj Strossmayer University of Osijek, 2. Rulebook on Disciplinary Responsibility of Employees and Associates of the Josip Juraj Strossmayer University of Osijek, 3. Rules of Procedure of the Ethics Committee of the Faculty of Dental Medicine and Health Osijek, 4. Guidelines for writing the Bachelor's and Master's theses at the Faculty of Dental Medicine

and Health Osijek, 5. Student ombudsman of the Faculty of Dental Medicine and Health Osijek.

The Self-evaluation also points out that the Faculty's Ethics Committee, as the body responsible for conducting proceedings in cases of violation of ethical principles, has not conducted a single proceeding since the founding of the Faculty on April 25, 2017.

During the interviews with the teaching staff, administrative staff and students conducted during the process of accreditation, it became clear that none of the stakeholders were fully acquainted with the existing instruments and possibilities for the protection of their rights.

Although the Student Ombudsman of the Faculty was appointed on June 27, 2019, the conversations with students held during the accreditation revealed that they were not familiar with the role and work of the Student Ombudsman, and have not used his services so far. The Faculty did not submit reports on the work of the student ombudsman as evidence, so no concrete conclusion can be made on the effectiveness and functionality of the institution of the student ombudsman.

To prevent plagiarism of seminar, final and graduate theses, the Faculty uses the Turnitin program, which has been available at the University level for the last two years, and is used to check seminar, graduate and final theses. According to the annexed documentation, the Faculty has an effective Ethics Committee, which includes a student representative, which effectively resolves student requests for the approval of research for the purpose of preparing a final or master thesis. Also, the Faculty has clearly defined rules and instructions for the work of the Ethics Committee.

The development of a new website began in the academic year 2018/2019; a review of the webpage shows that some progress has been made in their modernization and the availability of information for the general public in the Croatian and English language. According to the photos posted on the Faculty's website under the sections Festival of Science, Events and Gallery, it is evident that the Faculty has participated in activities that promote its social role in the community, informing potential students about the benefits of studying at the Faculty and its lifelong learning programmes. It should be noted that most of the information not listed on the website can be found in the Dean's annual reports, which show the diverse and rich activity of the Faculty in different fields during the academic year.

The goal of establishing study programmes and dislocated studies is to encourage the development of Slavonia and Baranja in close cooperation with local authorities and local health institutions. It is believed that this will contribute to the creation of its own cadre of health workers, of which there is not enough (according to the county Employment Bureaus), and encourage the development of teaching and research staff in local hospitals. Insight into the analytical tables and the Dean's annual reports shows a high level of scientific and publishing production of the Faculty. Faculty staff are also involved in the work of numerous domestic and international societies. Numerous projects are being implemented at the Faculty, some of which in cooperation with local companies such as Saponija and Podravka, as well as volunteer organizations such as the Red Cross and the

therapeutic riding association. In order to popularize science, the Faculty staff and students of various specializations actively participated in the Science Festival every year with numerous activities such as lectures, round tables, workshops and poster presentations. The Faculty Council of the Faculty of Dental Medicine and Health Osijek has made the decision to initiate two lifelong learning programmes - "Specialist training of nurses / technicians in the field of emergency medicine" and "Palliative care" – whose implementation has not yet begun. We believe that both programmes are an extremely valuable contribution to the advancement of the profession and that they are focused on socially useful work.

Recommendations for improvement

- There is a need for an active, transparent and documented role of the Office for Improvement and Quality Assurance of Higher Education in carrying out its role.
- It is necessary to introduce different methods of checking the quality of work on all Faculty levels.
- Better connection of dislocated studies and defining the role of the head of dislocated studies.
- When drafting the document Management's assessment of the quality system for assessing student satisfaction and other issues, the recommendation is to use the results of the internal survey of final year students, which gives a better insight into the issues and the areas that need improvement.
- Continue to implement the good practice of internal evaluation.
- A more active role of the student ombudsman in presenting their work, advocating and solving student issues.
- Teaching staff, administrative staff and students need to be better informed about the available instruments and options for the protection of their rights.
- The Faculty needs to be more active in detecting and documenting, as well as resolving through the existing legal mechanisms the cases of the violation of academic integrity, freedoms and work ethics.
- Regular reviews of the effectiveness and implementation of existing legal mechanisms and procedures in resolving cases of violations of academic integrity, freedoms and work ethic are needed.
- The Ethics Committee should regularly and systematically monitor the implementation of the Code of Ethics at the Faculty, and plan activities to prevent the violation of rights of all its stakeholders.
- The Faculty should publish detailed programmes of each study on its website, with clear information on the learning outcomes, literature, teaching units, subject descriptions and the list of teachers and associates.
- English language information on study programmes should be improved.
- The Faculty should publish information on the enrolment quotas and the enrolment process, as well as survey results.

- The Faculty should post more regular and detailed information on its social activities.
- The development of lifelong learning programmes should be continued.

Quality grade

Satisfactory level of quality

II. Study programmes

Analysis

The Faculty of Dental Medicine and Health conducts 5 university undergraduate studies (of which 3 are dislocated), 4 university graduate studies (3 dislocated), one integrated university study and one postgraduate specialist study. Study programmes are clearly described and aligned with other programmes conducted at higher education institutions in the Republic of Croatia, and are in line with the EU Directive 2005/36/ EC, which is a key act for the education of regulated professions, including nursing, dentistry and physiotherapy (OG 120/08).

The status of holders of a Master of Nursing and Master of Physiotherapy qualifications is currently not regulated in the Republic of Croatia, and their coefficients are not recognized at their jobs. Therefore, the recommendation is to reduce the enrolment quotas for part-time students until their status is regulated, and jobs requiring such an education profile are defined. In addition, it is necessary to harmonize the criteria for differential exams that graduate students must pass during the first year if they enrolled in the study with a professional Bachelor's degree. In order to raise the level of quality of graduate studies, additional criteria should be introduced on top of the grade point average.

In undergraduate studies, learning outcomes are harmonized with the 6th level of the Croatian Qualifications Framework, while for graduate studies it is the 7th level of the CROQF, but learning outcomes need to be revised and more carefully linked to courses. Implementation plans need to include learning outcomes and the method of their assessment. It is also necessary to work on the quality of final and graduate theses, given that what was submitted as evidence was far below the expected level for final and graduate theses. Furthermore, it is necessary to clearly define the role of the Board for Classes and Students because, according to the minutes of the meeting, its role boils down to dealing with student transfers from other HEIs, but it has no role in changing study programmes nor solving teaching problems, even though the Self-evaluation states that the Board participates in the harmonization of ECTS credits (which is not supported by the submitted documents). The Faculty also did not conduct a survey on student workload, and the analysis of study programme curricula revealed a disbalance between student workload and ECTS credits.

The Self-evaluation is not clear on the number of hours of internship that must be completed by part-time students, and the catalogues of skill have not been prepared for

all study programmes. The Self-evaluation states that most employers are satisfied with the knowledge and competencies demonstrated by students during the internship, but there is no evidence of what the feedback really is and how satisfied employers are. There is also no evidence of the employers' need for graduate studies.

Recommendations for improvement

- Reduce enrolment quotas for part-time graduate studies.
- Conduct a detailed review of learning outcomes for all study programmes.
- Publish detailed implementation plans that contain learning outcomes and the manner of their implementation.
- Define a flowchart of changes in the study programmes.
- Define the role of the Board for Classes and Students.
- Analyse the real student workload.
- Revise ECTS credits with an emphasis on student workload on graduate studies.
- Prepare catalogues of skills for all study programmes.
- For the part-time university study of Nursing, clearly define who has an obligation to do clinical practice and for how long.

Quality grade

Minimum level of quality

III. Teaching process and student support

Analysis

The analysis of the teaching process and students at the HEI revealed that it reached a satisfactory level of quality in the majority of standards. However, key standards in this segment need to be further developed and improved. Admission criteria as well as criteria for the continuation and recognition of prior learning set by the Rulebook on Study Programmes and Studying at the Josip Juraj Strossmayer University of Osijek are general and require thorough revision and adjustment to specific study programmes. The ranking list for enrolment of registered applicants for any of the offered university studies is compiled according to the scoring system published on the Faculty's website. However, the category Enrolment 2020/2021, subcategory Rank lists / results / schedules on the Faculty's website does not contain the stated information. The provisions on learning outcomes for all courses listed on the Faculty's website are general and incomplete. The HEI gathers information on students' progress in studies on a satisfactory level of quality through the ISVU system. This system supports processes such as students' enrolment into the higher education institution, enrolment into the next academic year, and the evidence of data related to the end of study, while the model Exams enables evidence of data related to exams, such as application and check-out of exams, the creation of exam

schedule, record evidence, application forms, etc. The ISVU system also allows the collection and analysis for strategic decisions on the HEI level, based on the collected and integrated data on students, exams, teachers, etc. The higher education institution has provided evidence related to student progress, pass rates, completion rates, and analysis of drop off rates.

However, most students enrol part-time. According to the Analytic Supplement to the Self-evaluation, table 3.2. Structures of enrolled students and interest in the first-level study programmes in the evaluated and the two previous academic years, it was observed that the average success of students enrolled in the undergraduate university study of Nursing in Osijek in 2017 was 4.58, while in 2018 it fell to 3.88. The quality and desirability of studies are also reflected in the quality of those who come to the higher education institution.

The HEI ensures a satisfactory level of quality for student-centred learning. For all courses that are conducted in the Faculty's study programmes, the implementation plan is made with the required elements. In order to achieve the predicted results on the level of study programmes and courses, the lectures are held in the form of lectures, practical classes, and independent tasks such as seminars, professional practical classes, consultancy, supervisor ship and mentoring. Teaching methods used ensure and encourage interactive-based learning, research-based learning is to some extent limited, and the main reason for that is a high number of dislocated locations where study programme are running. This organization and providing of study programmes makes teaching methods' improvement and standardisation difficult and challenging. It is noticed that, beside theoretical lectures, practical ones include lectures in cabinets of clinical skills and clinics for health care, individual (so called study) student attendance in practical classes, and clinical practical classes in specific courses. The HEI emphasizes the importance of self-regulated learning as one of the most important procedures during the implementation of lectures, focusing the lecture process in health care to bigger capability and independence for skills conducting.

The HEI has developed mechanism of teaching method evaluation which include feedback on lectures through a survey, and on site talk with students. Teachers collect data, analyse and explain in which volume the student has achieved the learning result. Assessment includes special monitoring of how much the students have improved with the constant feedback.

Teaching methods are constantly adjusted in order to ensure equal availability to students with different needs and for students from diverse groups. This is especially

important since the HEI enrolled a high number part-time students.

Study programmes include a high number of hours of practical classes in a clinical environment, work with patients and numerous interactions with other health workers and associates, which is a dynamic process in unpredicted circumstances.

It was revealed that procedures including rules and regulation for students with disabilities, students with vulnerably, learning difficulties, and international students are not well set up and do not exist at the HEI level. Student feedback on the HEI student services and support is not available; these would be particularly relevant due to a high number of part-time students and dislocated locations.

The HEI provides basic information on the services and rights for students from vulnerable and under-represented groups in the beginning of the academic year.

The future students need to provide a doctor certificate on physical and psychological competence for work. It is questionable if it is correct and in accordance with legislation that students with disabilities are not admitted and able to enter studies.

Pursuant to Article 17, Paragraph 3 of the Physical Planning and Construction Act (Official Gazette 76/07, 38/09, 55/11, 90/11 and 50/12), which served as the basis for the Ordinance on Ensuring the Accessibility of Buildings for Persons with Disabilities and Reduced Mobility, almost none of the dislocated locations, as well as the headquarters in Osijek do not have elements of accessibility to overcome the height differences (elevator, ramp, vertically lifting and obliquely lifting folding platform).

The HEI informs students about the possibility of study exchange and student practice through mobility programmes via the International office of the Josip Juraj Strossmayer University of Osijek. However, it is noticed that information on the website are not updated, and students and staff are not well-informed about possibilities to be involved in mobility programmes. Overall, the internationalisation process is yet to be developed.

The HEI's strategy on internationalisation needs to be more ambitious. The lack of efforts in the field of internationalisation is reflected in a low outgoing as well as incoming mobility.

Systematic collection of information on student satisfaction and experiences with mobility and internationalisation is not implemented, at least at the Faculty level. To some extent, the HEI ensure students minimal competences required for their involvement in international environment through involvement of visiting academics in the study process.

The HEI invests its activity on the improvement and development of exchange of

teachers and guest teachers, scientific improvement of researchers, research as part of dissertations, of Master's and Bachelor's theses, practical classes for students, language courses, research on projects and other activities, but results not yet visible. Mobility number are very low and incoming students are from a limited list of countries, the majority through Erasmus+ programme.

The HEI ensures a satisfactory level of objectiveness and consistence of evaluation and assessment of student knowledge and achievements. According to the information provided by the HEI, students have two regular exam dates for passing their courses after the end of each semester, and two exam dates in the fall examination cycle. On student demand, the head of a course offers additional exam dates. Before the beginning of each academic year, teachers prepare executive plans of the course according to the teaching plan and course content that are published on the Faculty website. Exam dates are defined in the implementation plans for every course in the information system EVNAS, and these exam dates are entered into the Studomat at the beginning of the academic year to enable applications to exams.

The HEI claims that course implementation and knowledge assessment is adjusted to students with disabilities, but there is no evidence that these adjustments are implemented for all disabilities.

Students receive the adequate documents in the form of a diploma and diploma supplement in the Croatian and English language free of charge, with the required information on the completed study programme, description of qualification, transcript of records, competences achieved and other information related to study achievements. The HEI has submitted employability data of graduates for studies which were completed, and this data shows a relatively low rate of unemployed graduates. Data on employability of studies which were not yet completed were not shown. Additionally, the HEI has established communication with former undergraduate and graduate students who gave their consent for their personal data to be used.

The HEI analyses national and international labour market needs through different analysis: alumni club, economic indicators, especially the ones from the chambers and professional associations and local stakeholders (hospitals, health institutions, local community), and adjusts enrolment quotas on an annual level that are eventually adopted by the Senate of the University.

In the academic year 2019/2020, at the initiative of former students, the Faculty established the Alumni Club of the Faculty of Dental Medicine and Health Osijek. The Alumni Club is active and members show a strong and positive attitude towards the HEI, and actively participate in international scientific and expert exchange and maintain contact within the country and abroad.

Recommendations for improvement

- Criteria for the admission and continuation need to be clearly defined and applied.
- The recognition of prior learning needs to be defined specifically for all study programmes and published.
- Full learning outcomes for all courses should be timely publishes on the Faculty website.
- The HEI should review and update documents for each course with pass rates and completion rates.
- The HEI should consult and achieve better cooperation with student representatives with the aim of ensuring the continuity of studying and study completion.
- Due to a high number of dislocated locations, the HEI should ensure equal standards and quality of teaching methods, student assessment, and learning process.
- Teaching methods need to be adapted to part-time students.
- Students who participate in writing professional and scientific papers should be additionally encouraged via a transparent and stimulating system of awarding excellence.
- The HEI needs to set up procedures on studying for students with disabilities and international students.
- Student feedback on student services and support needs to be performed.
- Students should be better informed on the possibilities for using the services of the student ombudsman and the Student Union, so additional efforts should be invested in this regard.
- The HEI needs to review entrance requirements for students with disabilities and vulnerable and under-represented groups.
- The HEI should enable access for students with invalidity and reduced mobility on all locations, as well as means for overcoming the height differences (elevator, ramp, vertically lifting and obliquely lifting folding platform).

- The HEI should establish an International office and more actively promote, support and inform students, academic and administrative staff about mobility programmes.
- The HEI should invest more effort to establish a network of partner institutions; current agreements are set at the University level.
- The HEI should establish a quality system of collecting information on the student satisfaction and experience with mobility.
- The HEI is recommended to provide specific information on study opportunities for foreign students for study programmes at the Faculty level.
- An information package with all relevant information needs to be prepared and published on the website.
- The HEI should care for the standardization and reliability of knowledge assessment and examination procedures for study programmes provided among and between dislocated locations.
- In cooperation with the Student Union, the HEI should conduct an annual anonymous student survey on the issues of objectivity and consistency of assessment and grading of student achievements.
- The HEI should systematically follow the employability of graduates and, if necessary, adjust the entrance quotas for studies.
- The HEI should encourage students to strengthen competencies that are necessary for the labour market during their studies (e.g. learning foreign languages).

Quality grade

Minimum level of quality

IV. Teaching and institutional capacities

Analysis

The Faculty of Dental Medicine and Health was established in 2017 by separating from the Faculty of Medicine of the University of Osijek. It currently has 29 full-time teachers and 25 associates. There are 328 full-time and 845 part-time students, which means that the ratio of teachers to students is 1: 24.5. The table Analysis of Study Implementation shows that all study programmes are covered by more than 50% of their own staff. Although the Faculty strives to strengthen its scientific and teaching staff through the elections into teaching positions, the Analytical Supplement shows that most of the teachers employed at the Faculty have teaching hours that are above the allowed and

prescribed norm. As many as 50 of the 115 teachers listed in the Analytical Supplement have a standard that is many times higher than allowed, 11 teachers have a standard over 900 hours, 5 teachers over 800 hours, 12 teachers over 700 hours, and the rest are in the category between 400 and 700 hours. Teachers who are employed on 20% of working hours have a norm that does not correspond to the percentage of employment, e.g. 20% of cumulative employment means 381 hours of teaching load. Analysing the teaching load by studies, the Expert Panel noted that some teachers are listed as holders of a large number of courses. For example, in the university undergraduate and graduate study of Nursing (full-time and part-time studies), some teachers are listed as holders of 27 and 34 courses, but there are also teachers who teach 11 or slightly fewer courses. The Panel is of the opinion that, with this number of courses, the delivery of the entire course is questionable, especially because holders deliver courses in dislocated locations, which requires travel. Based on the presented evidence and insight into the available documentation (records of classes held), the Panel noticed that health care courses (lectures, seminars, exercises) were held by doctors; this was especially noticeable for the academic year 2017/2018. As this is a regulated profession whose education is regulated by the EU Directive that explicitly states that "the profession should teach the profession" The Panel does not think it appropriate for another profession to educate and teach students about health care, which belongs to the field of nursing. The available documentation (records of classes) also revealed that the exercises in the study of Physiotherapy are conducted exclusively by holders of Master of Kinesiology qualifications, which is not appropriate since they do not have the same competencies as holders of Master qualifications in physiotherapy; it is not in the area of biomedicine and health, so they should not participate in the teaching of professional courses.

Teacher recruitment procedures are connected with the Josip Juraj Strossmayer University in Osijek, which approves employment based on the approved MSE quotas that stem from the University's development goals and are in line with positive legal regulations and internal acts, as stated in the following evidence: the Statute of the Josip Juraj Strossmayer University in Osijek, the Statute of the Faculty, the Rulebook on the implementation of appointment / reappointment into grades and appropriate positions at the University of Josip Juraj Strossmayer in Osijek, and the regulations of the Rectors' Assembly of the Republic of Croatia. The sequence of steps in the procedures of employment, promotion and reappointment of teachers is transparent and objective, and clearly explained in relation to all the planned steps in the procedure, which the Faculty proved with presented rulebooks and decisions, employment contracts and examples of elections to individual teaching and scientific-teaching grades. Teachers are informed about opportunities for advancement.

The higher education institution provides the possibility of improving the competencies of teachers at the Faculty level and encourages the assessment and improvement of teaching competencies based on the results of student evaluation of teachers' work.

Support for the professional development of the teaching staff is also provided through the Science Fund, which is an example of good practice that provides funding for research and publication of scientific papers in journals indexed in the WOS database for the first author. There is a clear and transparent instruction for applying for support from the Science Fund, as well as the method for evaluating the received applications. The HEI also provides support to teachers in their professional development through the Erasmus + mobility programmes.

The HEI plans and improves the infrastructural development in accordance with its strategic goals. The space, equipment and the entire infrastructure (laboratories, IT services, work sites, etc.) are suitable for the implementation of study programmes and ensure the achievement of the planned learning outcomes and the realization of scientific/artistic and professional activities. The Panel's visit to dislocated locations and the home institution in Osijek revealed a significant investment in infrastructure in the field of dental medicine and physiotherapy. These laboratories and equipment represent the most modern infrastructure in the Republic of Croatia for the education of dentists and bachelors and masters of physiotherapy. Clinical skills cabinets in undergraduate nursing studies on all locations where classes are held (Pregrada, Nova Gradiška, Osijek) meet the basic needs for performing preclinical exercises.

The Faculty library is well-equipped and meets the spatial needs of the Faculty. The Faculty does not have its own subscription to bibliographic databases and databases with full texts, but access is provided at the national level to all members of the academic community with the AAI@EduHr identity. By visiting libraries at dislocated locations, the Panel noticed that the library in Orahovica was excellently equipped with new editions of literature in the field of physiotherapy. In the dislocated locations of Sveta Nedelja, Pregrada, Nova Gradiška and Slavonski Brod, the library is situated in same institutions where the teaching takes place. There is a lack of library material needed for the basic needs of nursing students. Providing access to the necessary literature is solved by filling a request for interlibrary loan of library materials from the home institution in Osijek. After inspecting the library space at the dislocated studies (Slavonski Brod, Nova Gradiška, Sveta Nedelja and Pregrada) and talking to the responsible persons at those locations, the Panel thinks that required literature should be provided in sufficient number of copies at those locations. At the dislocated locations of Sveta Nedelja and Pregrada, Slavonski Brod and Nova Gradiška, the Panel noticed a lack of IT equipment, which requires students to have and use their own computers.

The Panel praised the Faculty for managing its funds well, thus ensuring sustainability. The Faculty has demonstrated its ability to manage financial resources in a sustainable and transparent manner and, based on the presented evidence, the Panel believes that it will continue to do so in the future period that is covered by the current Strategy.

Recommendations for improvement

- Increase the number of full-time teachers in the scientific-teaching and teaching grades in order to regulate the workload of teaching staff in accordance with the relevant laws and bylaws and the collective agreement.
- Reduce the number of courses per teacher, in all study programmes.
- Match the skills and competencies of teachers with study programmes in order to ensure that course holders as well as associates have all the necessary competencies for the courses they teach. Special attention should be paid to professional courses in nursing and physiotherapy studies, where the teaching needs to be done by people from those professions.
- Involve holders of master's degrees from the appropriate profession in conducting clinical teaching, which is necessary for students of all studies to achieve learning outcomes and acquire skills and competencies, especially students of nursing and physiotherapy.
- Develop a plan for the professional development in line with the needs of study programmes.
- The Faculty needs to employ teaching staff (with master's degrees in the appropriate profession), especially in the studies of nursing and physiotherapy, using its own sources of income.
- It is necessary to use the Rulebook on Awards and Recognitions for Employees to organize rewards for the entire teaching staff, which would further encourage scientific research and the contribution of all employed teachers.
- Introduce additional criteria for the promotion of teachers to higher grades.
- Encourage further development of the Science Fund by providing sufficient financial support, and encourage teaching staff to do scientific research, especially doctoral students from the fields of nursing and physiotherapy.
- Encourage the involvement of teaching staff in mobility programmes.
- Modernize the Health Care Cabinet and complete it with the necessary equipment so that it would be in line with the existing infrastructure at other studies.
- Provide sufficient IT equipment at dislocated locations.
- Modernize library equipment at dislocated locations that are not currently equipped with a sufficient number of required literature / IT equipment available to students.
- Strengthen connections with the local community and other higher education institutions.
- Be more active in implementing projects, which would generate revenue and provide other sources of funding.

Quality grade

Minimum level of quality

V. Scientific/artistic activity

Analysis

The Faculty of Dental Medicine and Health Osijek has met the conditions for performing scientific activities in the scientific area of biomedicine and health, and participates in the organization of postgraduate interdisciplinary university doctoral study Molecular Bioscience together with the Faculty of Medicine in Osijek. The Faculty enables students and medical doctors to focus on scientific research and their scientific and teaching careers, and contributes to the development of eastern Croatia. The Faculty cooperates with the economy, thus contributing to the economic development, employment, the development of the health system and the health preservation and, consequently, the demographic structure of the population in this area.

In the last 5 years, the Faculty's teachers and associates have published independently or in co-authorship with colleagues from Croatia and abroad 300 papers, categorized in accordance with the Ordinance on the Conditions for Election to Scientific Grades. Out of the total number of papers, in 2017 the Faculty published 152 papers in journals of the highest category. According to the Web of Science, those papers were cited 908 times in 2020, and their total h-index was 13. The Faculty's scientific activity is also demonstrated by the doctoral theses of the Faculty employees. In the period 2017-2020, under the mentorship/co-mentorship of its teachers and associates, 39 candidates successfully defended their doctoral dissertations and obtained the academic degree of *Doktor znanosti*, of which 11 are Faculty employees.

In the last 5 years, the Faculty staff has participated in the organizing committees of 294 domestic and foreign conferences, published 99 peer-reviewed abstracts in proceedings of scientific and professional conferences and participated as invited speakers in many scientific conferences and workshops.

Since 2017, the Faculty teachers and associates have participated in 144 conferences, of which the Faculty was the organizer of 3 international and 4 domestic conferences. Teachers and associates participate in national and international conferences as invited lecturers.

The Faculty proves the social relevance of its scientific, professional and artistic research and knowledge transfer through cooperation with health institutions that participate in the teaching process, in drafting the curricula, organizing internship and clinical practice, proposing and implementing topics for graduate theses and providing opportunities for scientific research. The Faculty has well-established scientific and technological cooperation with domestic and foreign companies for the application of new technologies in the field of health and using new innovative materials in the field of biomedicine, as well as potential for the mobility of students, doctoral students, teachers and associates and their education in highly specialized laboratories in other countries.

It is evident that the Faculty has an effective system of support for scientific research and transfer of knowledge and technology to the economy, which is promising for scientific progress and mobility of students and teachers.

Faculty teachers are members of professional organizations, the Croatian Medical Chamber, the Croatian Dental Chamber, the Croatian Nursing Council and the Croatian Council of Physiotherapists, with whom they organize training courses, workshops and symposia as well as scientific conferences.

Faculty employees participate in over 100 different types of activities conducted by scientific and professional domestic and foreign associations, academies, societies, committees, and public and private sector advisory bodies as members, leaders, vice presidents or founders.

Faculty teachers and associates have won a number of national, international, university and faculty awards and recognitions in the last 5 years. Students of the Faculty also won awards for the best student papers and best presentation at international conferences, as well as awards for scientific excellence given by editorial boards of journals.

The Faculty is the holder of a large number of international and domestic scientific research projects and projects funded by university grants. In the last 5 years, a total of 36 projects have been implemented, of which 33 scientific and 3 professional. Since 2017, 18 projects have been implemented, six of which were managed by the Faculty.

Faculty teachers and associates participate as invited lecturers in national and international conferences, and have given many invited lectures at international conferences in Europe and the world. They are members of editorial boards of 9 journals cited by the Web of Science, 12 cited by Scopus and 8 cited by Google Scholar, and 4 teachers served as editor-in-chief of peer-reviewed journals.

The Faculty has launched a new scientific-professional journal *Nursing Education and Science* in the English language with an international review. It is intended for teachers, practitioners and experts involved in nursing education.

Evidence confirms that the Faculty improves its scientific activity by funding it on its own and raising research funds in cooperation with the economy on the regional, national and international level. The Faculty's Science Board monitors and informs researchers about international tenders of foreign research institutions and research funding agencies for all scientific fields. The Faculty also established a support fund for applying for international projects.

The Faculty actively participates in the scientific development of its employees and provides professional and financial support in the implementation of project proposals and doctoral dissertations. Faculty students are involved in scientific research and in co-authorship with teachers actively participate in international and domestic scientific conferences and student meetings.

The Faculty conducts activities to improve the scientific productivity of its teachers and associates. As an example of good practice, the Panel highlights the funding of scientific activities and awards for best scientific papers on an annual basis from the Faculty's own funds and from donations and other sources of funding in accordance with regulations.

Another example of good practice is the funding of project proposals of doctoral students, Faculty employees who are enrolled in postgraduate doctoral studies.

We estimate that the Faculty has satisfactory financial resources, spatial capacities and equipment for quality scientific activities.

Recommendations for improvement:

- Initiate more scientific research and projects in the scientific fields of dental medicine, nursing and physiotherapy, and connect and involve domestic and international companies in supporting research work of the Faculty.
- Make better use of potential cooperation with the economy and foreign and domestic business entities for the purpose of conducting education, internship, joint projects and greater mobility of students and teachers in the fields of dental medicine, nursing and physiotherapy.
- Encourage the mentoring of young researchers by research and teaching staff.
- Involve students of all study programmes and assistants in scientific research, and from these groups that are interested in scientific research recruit future young teachers and researchers.
- Provide and financially support access to databases and journals in the area of biomedicine and health.
- Supplement the library fund with indexed domestic journals and electronic journals with full texts and enabled access.

Quality grade

Satisfactory level of quality

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

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

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

Analysis

The Faculty of Dental Medicine and Health Osijek has established the Office for Improvement and Quality Assurance of Higher Education. The Office cooperates with the University Centre for the Improvement and Quality Assurance of Higher Education, and is responsible for assuring and improving the quality system at the Faculty. As stated in the Self-evaluation, the main activity of the Office is to initiate and implement development programmes, defined standards and criteria in cooperation with the University Centre for Quality. Together with the Committee for Monitoring and Quality Assurance of Higher Education, it coordinates and implements evaluation procedures, encourages professional development of teachers, associates, supervisors and administrative staff in the field of quality, for the purpose of continuous quality assurance and improvement.

The Faculty did not submit documents confirming the implementation of the above-listed activities before the end of the accreditation procedure, and the conducted interviews with Faculty staff and students also confirmed that the Office does not fully perform all its activities. Namely, neither employees nor students were familiar with the work, role, activities and services provided by the Office.

The Faculty has established a Committee for Monitoring and Quality Assurance of Higher Education, which is an active participant in the development of relevant documents that regulate and support the quality assurance system. Basic documents that have been adopted are: the Rulebook on the Organisation and Operation of the Quality Assurance System, the Quality Policy and the Rules of Procedure according to the ISO 9001: 2015 standard. The provisions of these regulations have been incorporated into all general acts and procedures that are implemented in all Faculty processes, and there is a system for monitoring the implementation of quality assurance measures.

Once a year, the Committee for Monitoring and Quality Assurance of Higher Education, in cooperation with the Office for Quality, submits to the Centre for Improvement and Quality Assurance of Higher Education of the Josip Juraj Strossmayer University a Report on the Internal Audit of the Quality Assurance System for the past academic year. As of 4th April 2018, the Faculty's quality management system is fully compliant with the requirements of the ISO 9001: 2015 standard, and has been certified by an independent and accredited certification institution for services provided in the area of higher education, scientific research and professional work, organisation and implementation

of scientific and professional seminars, counselling, courses and other forms of continuing education and training.

In accordance with the general acts of the Faculty, all HEI stakeholders are actively involved in creating and implementing the policy of quality by participating in the work of the Faculty committees and boards. Consequently, out of the 7 members of the Committee for Classes and Students, two are student representatives who equally participate in the work of the Committee and decisions on the transfer of students from other University constituents and other universities to the Faculty of Dental Medicine and Health Osijek; in making decisions on the proposed quota for the transfer of students from other HEIs for each academic year, in accordance with the opinions of the heads of those higher education institution; in considering the proposed implementation plans and their submission to the Faculty Council for adoption; resolving student requests; giving proposals to the Faculty Council on the adoption of new elective courses, etc. In the same way, the Ethics Committee has 5 members, one of which is a student, and deals with the implementation of the University Code of Ethics in accordance with their authority and the Rules of Procedure of the Faculty Ethical Committee.

In accordance with the Rulebook on the Organisation and Operation of the Quality Assurance System at the University and the Decision on Amendments to the Rulebook on the Organisation and Operation of the Quality Assurance System of the University and the General Acts of the Faculty, the Committee for Monitoring and Quality Assurance of Higher Education consists of 7 members, of which three (3) teacher representative, one (1) assistant representative, one (1) student representative and two (2) external stakeholders (employers, representatives of professional associations, civil society organisations / associations). The aforementioned composition of the Commission ensures the full involvement of all Faculty stakeholders in all segments of quality assurance of higher education at the Faculty.

The Strategic Research Plan is based on documents related to the Bologna process and the creation of the European Higher Education Area, VI. Framework Programme of the European Union.

The SWOT analysis has been made within the self-evaluation programme, and its results have served as the basis for the Faculty Strategy of Development and Scientific-Research Activities. The goal of the SWOT analysis was to evaluate the conducted scientific-research activities from the foundation of the Faculty in 2017, and to determine the internal and external causes that affect the achievement of goals and cause the setting of new goals. The quality goals are determined by Faculty management at the beginning of the calendar year; the documented goals and the realised goals from the previous year are attached to the Management's assessment. The methods for the attainment of quality goals have been determined by the Faculty management in several acts (Quality policy of the Faculty of Dental Medicine and Health Osijek, Rule on the Quality according to the standard ISO 9001:2015 of the Faculty of Dental Medicine and Health Osijek, and Rule on the organisation of quality system of higher education of the Faculty of Dental Medicine

and Health Osijek). The achievement of goals follows the desired dynamics, and the management monitors the implementation of business processes in order to remove the causes for potential quality reduction of services. The Faculty of Dental Medicine and Health Osijek has successfully achieved the majority of the goals, and the rate for goal achievement for the year 2018 was 90%, which is a positive trend that continued in 2019 when the rate for goal achievement was also 90%.

In order to ascertain the satisfaction of students with the quality of the lectures, teaching staff and general study experience at the Faculty, a University-wide student survey is conducted during the enrolment to higher years of study. The participation in the survey is obligatory for all students of the Faculty, and is one of the preconditions for the enrolment to higher study years, i.e. for graduation.

Recommendations for improvement

- There is a need for an active, transparent and documented role of the Office for Improvement and Quality Assurance of Higher Education in carrying out its role:
- Coordinate and implement evaluation procedures on different levels
- Encourage professional development of teachers, associates, supervisors and the administrative staff in the area of quality.
- It is necessary to introduce different methods of checking the quality of work on all Faculty levels.

Quality grade

Satisfactory level of quality

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

Analysis

Seeing how the Faculty of Dental Medicine and Health Osijek was founded in 2017, this is its first reaccreditation procedure.

In April 2018, the certification company Bureau veritas conducted an external certification of the quality assurance system according to the ISO 9001:2015 norm, and included almost all programmes performed by the Faculty (except Dental Hygiene and specialist study programmes). The certificate is valid for a three-year period, and there is also an audit performed once a year (ISO certificate from April 2018).

In February 2019, the certification company Bureau Veritas performed an audit, which did not find any inconsistency in the quality management system (Report on the annual audit by the certification company).

The Faculty conducts an internal audit of the quality system in all processes, on the basis of which the management's assessment of the quality system is made in accordance with

international standards ISO 9001: 2015 (Management's Assessment of the quality assurance system for 2019 and 2020).

At the beginning of the academic year, goals are set in accordance with the ISO 9001: 2015 standard and their implementation is planned. The implementation of the plans is evaluated at the beginning of the next academic year. The goals set in the period 2018-2020 referred to the development of infrastructure. According to its own Self-evaluation, the Faculty feels that its implementation of the set goals is conducted at the desired pace (Document on set goals and their realization for 2018, 2019 and 2020).

Internal assessment of the quality management system of the scientific-teaching and artistic-teaching components of the Josip Juraj Strossmayer University in Osijek for the academic years 2017/2018 and 2018/2019 was conducted with the purpose of monitoring and improving the quality of higher education. The internal assessment was conducted through a form completed by the Quality Committee in cooperation with the Faculty Quality Office. The Faculty of Dental Medicine and Health Osijek, as the youngest University constituent, has a well-established quality system, but needs improvements in the fields of career development and the mentoring system (The results of the internal assessment were published on the website of the University Centre for Quality Management as part of the Report on the activities and efficiency of the quality assurance system of the J. J. Strossmayer University of Osijek for the academic years 2017/2018 and 2018/2019).

The Faculty participates in the implementation of a University-wide student survey, which is conducted at the end of each academic year, and whose completion is one of the prerequisites for enrolment in a higher year of study. The average grade for teachers and associates in the ac. year 2017/2018 was 4.65, and in 2018/2019 4.73, which is slightly above the average for all teachers at the University of Osijek. Based on the survey results, the Faculty management makes an assessment of the quality system and plans the necessary actions for improvement. The Faculty thus took the following steps: continuous equipping of the Faculty Library with a reading room - intensified activity on informing students about mobility opportunities during studies - considering the possibility of additional counselling and mentoring (Report on the conducted University-wide student survey).

The Faculty conducted an internal student survey of final year students for the ac. year 2018/2019, in which 118 out of 220 respondents stated that the study they completed was their first choice, meaning what they wanted to study. Satisfaction with the Faculty services was assessed by students with grades from 1 (completely dissatisfied) to 5 (completely satisfied), with the best average grade being given to the IT service for students (3.79), the Student Office (3.69), the organization of the library (3.31), and the Administration Office (3.66), while the work of the Faculty administration from the student's perspective was rated with an average grade of 3.28. Respondents expressed satisfaction with the provided access to the ISVU system for students - Studomat - high average grade (4.3), with the Faculty website (average grade 3.49), general quality and arrangement of premises (average grade 3.57), and access to computers and the Internet

on the Faculty premises (3.25). The equipment and literature fund of the library were rated with a low average grade (2.9). To the question “If you were to choose again, would you again enrol in the same undergraduate study?” 78 respondents answered in the affirmative, while 71 respondents stated that they would recommend their undergraduate study to others (Report on the conducted internal survey for the academic year 2018/2019).

In the ac. year 2018/2019, the Faculty conducted a survey of employers on the topic of internship. Employers were satisfied with the students’ demonstrated knowledge and emphasized the need for more hours of internship (Survey and report on the conducted survey for employers on the topic of internship in the academic year 2018/2019).

Recommendations for improvement

- Continue to implement the good practice of internal evaluation.
- Based on the insight into the analytic tables and questionnaires, as well as on the visit to the HEI and the conducted interviews, the Panel thinks that the focus in the following period should be on:
 - Improve the implementation of clinical practice
 - Improve the mentoring system
 - Improve international and inter-institutional mobility of students as well as the teaching and the non-teaching staff
 - Improve the Faculty library, especially at dislocated locations
 - Improve connection between the dislocated studies and define the role of the heads of dislocated studies.
 - When drafting the document Management’s assessment of the quality system for assessing student satisfaction and other issues, the recommendation is to use the results of the internal survey of final year students, which gives a better insight into the issues and the areas that need improvement.

Quality grade

Satisfactory level of quality

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

Analysis

As stated in the Self-evaluation, the Faculty encourages the development of academic integrity and its regulations ensure the implementation of and adherence to ethical principles. By adopting the Rules of Procedure of the Ethics Committee, the Faculty regulated the following principles: fairness and justice, legality, honesty, equality, academic freedom and excellence, scientific criticism, mutual respect, protection of human rights and dignity, responsibility in science and higher education and responsibility in business and public relations. The Rules of Procedure are harmonized

with the provisions of the Code of Ethics of the Josip Juraj Strossmayer University in Osijek, and the Faculty established a legal mechanism and appropriate procedure for cases of violation of academic integrity, freedoms and work ethic. The protection of integrity at the Faculty of Dental Medicine and Health Osijek includes academic and administrative staff as well as students, and everyone has to be familiar with the instruments for the protection of their rights. The Faculty management places emphasis on the principle of integrity and pays special attention to encouraging employees to perform their work conscientiously, diligently and responsibly. The mechanisms used by the Faculty to ensure ethical behaviour of all employees are: 1. Rulebook on disciplinary responsibility of teachers and associates of Josip Juraj Strossmayer University of Osijek 3. Rules of procedure of the Ethics Committee of the Faculty of Dental Medicine and Health Osijek 4. Guidelines for writing the bachelor's and master's theses at the Faculty of Dental Medicine and Health Osijek 5. The student ombudsman of the Faculty of Dental Medicine and Health Osijek has been appointed.

The Self-evaluation further states that the Faculty Ethics Committee, as the body responsible for conducting proceedings in cases of violation of ethical principles, has not conducted any such proceedings since the establishment of the Faculty on April 25, 2017. During interviews with the academic and administrative staff and students in the reaccreditation process, it became clear that none of the stakeholders were fully aware of the existing instruments and possibilities for protecting their rights.

As stated in the Self-evaluation, the Faculty student ombudsman was appointed by the decision of the Assembly of the Student Union of the Faculty of Dental Medicine and Health Osijek on the 27th June 2019. This meant that the students of the Faculty of Dental Medicine and Health Osijek got a person who would receive the complaints that are related to their rights and are discussed with the competent authorities of the University. Also, the students were thus given the right to a counsel on all issues that are relevant to their rights and obligations during the studies. The student ombudsman also participates in disciplinary proceedings against students, in which he provides them with legal assistance. Based on the legal customs established at the Josip Juraj Strossmayer University in Osijek and the Rulebook on disciplinary responsibility of teachers and associates of the Josip Juraj Strossmayer University in Osijek, the student ombudsman was obliged to provide necessary legal assistance to all students of the constituent, and the possibility of engaging the student ombudsman of the University was left open only for those cases when adequate expert assistance could not be provided.

Conversation with students held during the accreditation revealed that they were not familiar with the role and work of the student ombudsman, and that they were not using his services. The Faculty did not submit reports on the work of the student ombudsman as evidence, and no concrete conclusion can be made on the effectiveness and functionality of the institution of the student ombudsman.

As stated in the Self-evaluation, the Faculty prevents plagiarism of seminar, bachelor's and master's theses by using the Turnitin programme, which has been available at the

University level for the last two years and is one of the two software available in higher education in the Republic of Croatia.

This programme is available to teachers and students of the Faculty through the website. Teachers and students can contact the Faculty library staff for help with using the programme.

In May 2020, the Faculty held a workshop on how to use the Turnitin programme, and a 55-minute PowerPoint presentation with instructions for using this programme was posted on the Faculty website.

The instructions for writing and defending a bachelor's or master's theses state that the certificate confirming the lack of plagiarism is one of the conditions for submitting the a paper: "Certificate of conformity of texts Turnitin (anti-plagiarism programme): 10 % no reaction from the mentor, 20% mentor gives an explanation, 40% mentor precisely defines the reason for such a percentage. The mentor is obliged to check papers through Turnitin, and if they do not have access to the programme, they can send it to the Faculty library and forward the obtained result to the student. When reviewing for plagiarism, the paper should be reviewed without the title page, content, acknowledgements, CV, references and attachments, so only from the introduction to the conclusion."

According to the submitted documentation, the Faculty has an effective Ethics Committee, which includes a student representative and effectively resolves student requests for approval of research for the purpose of preparing a bachelor's or master's thesis. The Faculty also has clearly defined regulations and instructions for the work of the Ethics Committee itself.

Recommendations for improvement

- A more active role of the student ombudsman in presenting their work, advocating and solving student issues.
- Teaching staff, administrative staff and students need to be better informed about the available instruments and options for the protection of their rights.
- External associates who take part in teaching should be more involved and familiar with the work of the Quality Board, and have a greater influence on the development and quality of study programmes.
- The Faculty needs to be more active in detecting and documenting, as well as resolving through the existing legal mechanisms the cases of the violation of academic integrity, freedoms and work ethics.
- Regular reviews of the effectiveness and implementation of existing legal mechanisms and procedures in resolving cases of violations of academic integrity, freedoms and work ethic are needed.
- The Ethics Committee should regularly and systematically monitor the implementation of the Code of Ethics at the Faculty, and plan activities to prevent the violation of rights of all its stakeholders.

Quality grade

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

Analysis

As stated in the Self-evaluation, during the academic year 2018/2019, the development of a new website has begun, and a review of the website shows that some progress has been made in updating the site and the availability of information for the general public in Croatian and English. The site has an accessibility menu, which allows people with disabilities to search it. Information is also available through the Faculty's Facebook page, although the frequency of publication is somewhat rarer.

A review of the Faculty's website (last performed on 28th January 2021) showed that detailed Croatian language information on study programmes for each course is not publicly available, which the Faculty is obliged to publish so that all participants in the teaching process are clearly informed of the detailed content and performance of study programmes. The Faculty's official website contains the information on the conditions for enrolment in each individual study and the competencies that each student will acquire upon the completion of that study. In this way, candidates for enrolment are fully acquainted with the process of acquiring the right to enrol. Information on the possibilities for vertical mobility of students within the Faculty have been made public. The possibilities for continuing education for every study programme in the field of biomedicine and health are also listed on the website.

The website lacks information on enrolment quotas for each individual study programme as well as the method of implementing the enrolment procedure. The site also does not include publicly available pass rates, nor the employment rate of graduates.

Although the Faculty's website contains a notice on the implementation of a student survey on the study quality, its results are not available to the general public.

The photos posted on the website in the sections Science Fair, Events and the Gallery show that the Faculty has participated in activities that promote its social role in the community, and inform potential students on the benefits of studying at the Faculty and lifelong learning programmes.

By reviewing the Faculty website, it is not possible to get an insight into the Faculty's media representation because the section Faculty in the media is still under construction. It should be noted that most of the information that is not listed on the website is included in the annual Dean's report, which shows the Faculty's diverse and rich activity in various fields during the academic year.

Recommendations for improvement

- The layout of the Faculty website should be improved so as to make it simpler to search and find the desired information, and supplemented with the necessary information on conducted activities and events that took place during the academic year.

- The Faculty should publish detailed programmes of each study on its website, with clear information on the learning outcomes, literature, teaching units, subject descriptions and the list of teachers and associates.
- Learning outcomes and implementation schedules should be displayed in an appropriate format.
- English language information on study programmes should be improved.
- The Faculty should publish information on the enrolment quotas and the enrolment process, as well as survey results.
- The Faculty should post more regular and detailed information on its social activities.

Quality grade

Minimum level of quality

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

Analysis

The goal of initiating study programmes and opening dislocated studies was to encourage the development of Slavonia and Baranja in close cooperation with local authorities and health institutions. It is believed that this will contribute to the creation of own healthcare staff, which according to the county employment bureaus is lacking, as well as encouraging the development of teaching and research staff in local hospitals. The analytical tables and annual Dean's reports show the high level of the Faculty's scientific and publishing production.

Faculty staff is also involved in the work of numerous domestic and international associations. The Faculty is implementing many projects, some of which in cooperation with local companies such as Saponija and Podravka, and volunteer organizations such as the Red Cross and the Therapeutic Riding Association.

With the aim of popularizing science, Faculty staff and students of various specializations have actively participated in all Science Festivals with numerous activities in the form of lectures, round tables, workshops and poster presentations.

Recommendations for improvement

The Faculty should focus on *pro bono* consultant work and continue to foster its social engagement.

Quality grade

High level of quality

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

Analysis

The Faculty Council has adopted decisions on the adoption of two lifelong learning programmes: "Specialist improvement of nurses/technicians in the field of emergency medicine" and "Palliative care". Both programmes are in line with the mission of the Faculty, but their implementation has not yet begun due to technical issues and the epidemiological situation. The Panel believes that both programmes are an extremely valuable contribution to the advancement of the profession and are focused on socially useful work.

Recommendations for improvement

The Faculty management is aware of the Faculty's professional and social needs, and should continue in its direction of developing lifelong learning programmes.

Quality grade

Satisfactory 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 strategic goals of the Faculty of Dental Medicine and Health are defined in the Development Strategy of the Faculty of Dental Medicine and Health Osijek, which envisages the organization of new studies in the field of medicine and health as well as the development of staff structure. Additionally, the strategic goals are defined by the Strategy of Scientific- Research Activities of the Faculty of Dental Medicine and Health Osijek in the period 2018-2023, which especially emphasizes the encouragement of international competitive research groups in priority areas such as biomedicine, health, dental medicine and genetics (The Development Strategy of the Faculty of Dental Medicine and Health Osijek, The Strategy of Scientific-Research Activities of the Faculty of Dental Medicine and Health Osijek in the period 2018 - 2023, Studies on Study Programmes).

The Faculty conducts the following programmes: integrated university undergraduate and graduate study of Dental Medicine, university undergraduate studies of Nursing, Physiotherapy and Dental Hygiene, university graduate studies of Nursing and Physiotherapy, and specialist postgraduate studies of Neurology, Psychiatry and Ophthalmology with Optometry. The justification for implementing these programmes

stems from the need for educational experts in Slavonia and Baranja. Study programmes are in line with social and economic needs, and most students find employment after graduation. Study programmes conducted at the Faculty have been harmonized with other programmes conducted at higher education institutions in the Republic of Croatia as well as with the EU Directive 2005/36/EC, which is a key act for the education of regulated professions including Nursing and Dental Medicine. The undergraduate study of Nursing in Croatia is unified and uniform because in 2012 the Agency for Science and Education conducted a thematic evaluation for all study programmes of regulated professions, and the working group developed a joint mandatory programme for the undergraduate study of Nursing that is fully compliant with the Directive. The graduate study of Nursing is conducted in accordance with EU programmes, with the completion of the programme enabling work in highly responsible jobs in the organization of health care in health care institutions and in the education of nurses. This programme also allows for the continuation of education in postgraduate studies. The aim of the graduate study at the Faculty is to create a sufficient number of experts who will be competent to teach health care, organize, analyse and research models of health care with a holistic approach to patients, and participate in clinical research (EU Directive 2005/36/EZ; List of regulated professions in the Republic of Croatia, The Act on Regulated Professions and Recognition of Foreign Professional Qualifications).

The status of the holders of Master of Nursing and Master of Physiotherapy qualifications is not regulated in the Republic of Croatia, nor are they recognized for the coefficient at their jobs, except sporadically in certain health care institutions such as one community health centre that employs three Master of Nursing graduates. Given that the Faculty enrolls a total of 30 full-time students (Osijek) and 120 part-time students (Slavonski Brod and Sveta Nedelja), as well as 30 students in Orahovica per academic year, it is recommended to reduce the enrolment quotas for part-time students until the status of Master of Nursing graduates is regulated and jobs that require such an education profile are defined. In addition, it is necessary to harmonize the criteria for differential exams that students in graduate studies must take during the first year if they enrol in the study with a previously acquired professional bachelor degrees. Namely, the information we received from teachers and students at dislocated locations differs. Also, the only criteria for enrolment in graduate studies is the average grade from undergraduate studies, so perhaps consideration should be given to giving points for additional achievements, especially for professional and scientific papers and active participation in conferences. In this way, the level of student quality would be raised, which would be appropriate for a university graduate study.

Recommendations for improvement

- Reduce enrolment quotas for part-time graduate studies.
- Unify the criteria for differential exams at dislocated graduate studies.
- Start giving points for additional achievements for graduate studies enrolment.

Quality grade

Satisfactory level of quality

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

Analysis

In undergraduate studies, learning outcomes are harmonized with level 6 of the Croatian Qualifications Framework, while for graduate studies it is level 7 of the CROQF. In addition to the CROQF, learning outcomes are aligned with the Dublin classification of learning outcomes and Bloom's taxonomy. Course learning outcomes are checked annually during the adopting of next academic year's Implementation plan. No evidence was submitted, but the website includes implementation plans for all courses of individual studies, which are also available in the Merlin e-learning system (<http://www.fdmz.hr/index.php/hr/studij/integrirani-preddiplomski-i-graduate-university-study-dental-medicine>). The Rulebook on Study Programmes and Studying at the Josip Juraj Strossmayer University in Osijek regulates the rules on the assessment of acquired learning outcomes as well as examination procedures, appeals against grades and other issues (Rulebook on Study Programmes and Studies at the Josip Juraj Strossmayer University in Osijek).

The learning outcomes available on the Faculty website for every study programme are represented in tables from the Analytic supplement to the Self-evaluation. The tables present 16 learning outcomes per programme, which are related to the courses from each individual study programme. However, learning outcomes should be revised and linked more carefully to courses, as there are a lot of illogicalities in these tables. For example, in the undergraduate study Nursing, the learning outcome under number 1 - Argue facts and theoretical knowledge in the field of health care - is linked to the course Anatomy, which is really not sustainable. At the graduate study, we have an example of a learning outcome number 11 - Assess the application of ethical principles and communication skills in health care practice - is related to the course Preparing a poster or an oral presentation. Then, in the undergraduate study of Physiotherapy, the learning outcomes under number 10 (Assess patient safety and ethical and social responsibility when conducting physiotherapy intervention in accordance with the rules of physiotherapy practice at the primary, secondary and tertiary level of health care), 11 (Properly carry out a physiotherapy programme using indicated physical agents, therapeutic exercises and manual techniques while respecting the patients' individual needs), and 12 (Demonstrate the use of various aids, orthoses, adoptive and protective aids) are related to the course Social and Health Legislation, with which they really have nothing in common. In the Dental Medicine study programme, we have an example that learning outcome no. 1 - Critically assess the main physiological processes at the level of the cell, organ systems and the human body as a whole - is related to Biophysics. These are just some of the

examples that show that learning outcomes are not well valorised and related to courses in study programmes. Therefore, it is necessary to make a detailed analysis and correctly link the learning outcomes and courses.

Recommendations for improvement

- A detailed revision of learning outcomes on all study programmes.

Quality grade

Minimum 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 Self-evaluation shows that learning outcomes and their assessment for each individual course should be defined in the form "Lecture implementation plan, obligations of teachers and students, and ways of assessment" which can be found on the Faculty's website for each study programme (example of an exam list; <http://www.fdmz.hr/index.php/hr/iii-godina-2/zdravstvena-njeg-kirurskih-bolesnika>).

Learning outcomes are checked through tests, colloquia, seminar papers, presentations and bachelor's and master's theses. The available documents and implementation plans do not specify the methods of assessing the learning outcomes nor grading methods. Also, the Panel was unable to see examples of exams or how the final exam results are evaluated. Therefore, it is recommended that the implementation plans clearly state how the learning outcomes are assessed and whether the test is written or oral, so that students would have that information in advance. In addition, it is not clear from the implementation plans whether the learning outcomes are also assessed during course implementation via, for example, colloquia and the like. The Faculty has established a Board for undergraduate and graduate theses, which approves the topics and theses of papers that were agreed upon at the meetings of institutes and departments. Quality assurance is defined by the Rulebook on undergraduate and graduate theses, and students have access to the Guidelines for application, writing and defence of undergraduate and graduate theses. The Rulebook is revised through continuous monitoring and analysis of students and their most common mistakes (Rulebook on undergraduate and graduate theses).

The website lacks detailed implementation plans that include learning outcomes and their assessment. Therefore, it is recommended that they be revised in accordance with the study programmes. It is also necessary to work on the quality of undergraduate and graduate theses, given that what was submitted as evidence was far below the expected level for undergraduate and graduate theses.

The Faculty did not provide any evidence of changes in study programmes (for example, decisions on new elective courses, changes in the schedule or in the number of ECTS

credits), so it is assumed that such changes did not occur. It is evident from the minutes of the Board for Classes and Students of the Faculty of Dental Medicine and Health that its role is related only to resolving the transfer of students from other higher education institutions. From the submitted minutes, it could be concluded that the Board does not deal with teaching problems at all, nor is it involved in possible changes of study programmes, i.e. the role of the Board is unclear (Minutes of the Board for Classes and Students, 21st January 2021).

Recommendations for improvement

- Publish detailed implementation plans that include learning outcomes.
- In implementation plans, clearly indicate the methods of learning outcomes' assessment.
- Improve the quality of undergraduate and graduate theses and make them primarily research-oriented, and only exceptionally review papers.
- Clearly define the role of the Board for Classes and Students.

Quality grade

Minimum 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

Study programmes are adapted to the contemporary needs of the profession, modern health care and health tourism. Feedback from the Employment Service of the Virovitica-Podravina and Požega-Slavonia counties (especially for the study of Physiotherapy) and Osijek-Baranja and Brod-Posavina counties (for the study of Nursing) is used for the analysis of study programmes. However, the evidence does not indicate what kind of feedback it is. Numerous activities in the study of Nursing result from cooperation with different society stakeholders (Association of Alcoholics, Association of Diabetics, Pink Ribbon Day). New study programmes developed by the Department of Nursing and Palliative Medicine are Emergency medicine, Palliative health care and Health care at home, and they are in line with the labour market, but their implementation has still not started.

It is not clear from the Self-evaluation whether these studies of Emergency medicine, Palliative health care and Health care at home are lifelong learning programmes, graduate studies or programmes of possible specializations in nursing. That is why the proposed programmes need to be more clearly defined.

Also not evident from the Self-evaluation is the procedure for changing the study programme or part of the programme, such as changing the number of ECTS credits or introducing new compulsory or elective courses, so this needs to be clearly and

comprehensively elaborated and clarified. Apart from the head of the Health Care department, who is also the chair of the Quality Committee, other participants stated that they were not familiar with the process of changing study programmes, especially not teachers and students in dislocated studies.

Recommendations for improvement

- Define the flowchart for changing study programmes.
- Involve the Faculty teachers from Osijek, but also the dislocated locations in potential changes of study programmes.
- Discuss student workload on individual courses with all students and thus include them in the necessary changes of the workload and schedule.

Quality grade

Minimum level of quality

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

Analysis

Study programmes are structured and assessed according to the principles of the Bologna declaration. An overview of the teaching load as well as a list of compulsory and elective courses with ECTS credits is available on the Faculty website (http://www.fdmz.hr/images/integrirani-preddiplomski-diplomski-sveucilisni-studij-dentalne-medicine/2020/izvedbeni-plan-2020-2021_dentalna-medicina_corr_jj1-5-god-.pdf; http://www.fdmz.hr/images/preddiplomski-sveucilisni-studij-sestrinstvo/2020/izvedbeni-plan-2020-2021_preddiplomski-sestrinstvo_osijek.pdf).

Decisions on the implemented changes are available through student representatives in the Faculty Council, the Board for Classes and Students, the Committee for Monitoring and Quality Assurance of Higher Education.

However, in practice, a survey on student workload has not been conducted, nor are all courses in line with the stated teaching workload, especially in graduate studies. The minutes of the Board for Classes and Students' meeting do not show any discussion on changes in study programmes nor the harmonization of ECTS credits, although this is stated in the Self-evaluation.

Curriculum analysis showed that there is a disparity between student workload and ECTS credits, especially in graduate studies. For example, in the university graduate study Nursing, a first-year course Introduction to Biomedicine and Health has 130 teaching hours (50 lectures, 20 exercises and 60 seminars) and carries 10 ECTS credits, which means that students are burdened with 6 ECTS credits, i.e. with 180 hours of independent work, if we take into account that 1 ECTS credit is 30 hours. If we take 1 ECTS credit to mean 25 hours, then the students' independent work amounts to 150 hours. Also, the course is oriented towards health care theories, which cannot be inferred from the title at all. Then, the course Curriculum Theory has 60 hours (30 lectures and 30 seminars) and

a load of 3 ECTS credits, while the course Pedagogy, Didactics and Methodology of Education also has 60 hours, but 30 hours of lectures and 30 hours of exercises, and a load of 6 ECTS credits. Almost none of courses in the study have a logical schedule of student workload expressed in ECTS credits.

At the undergraduate study of Physiotherapy, we also have deviations in the calculation of ECTS credits. For example, in the third year, the course Patokinesiology of Walking has 30 hours of lectures, 30 hours of exercises and 20 hours of seminars (a total of 80 contact hours) and 6 ECTS credits. The course Physiotherapy in Neurology and Psychiatry has 30 hours of lectures, 15 hours of exercises and 30 hours of seminars (a total of 75 contact hours) and 5 ECTS credits, even though it has more seminar hours that require greater student engagement compared to exercises.

The situation is similar at the university graduate study of Physiotherapy. For example, the compulsory course Kinesiology of Walking (25 hours of lectures, 25 hours of exercises and 10 hours of seminars) has a load of 5 ECTS credits, the same as an elective course that has 10 hours of lectures and 30 hours of seminars).

The integrated study of Dental Medicine also has a disparity in ECTS credits. For example, a fifth-year course Oral Surgery has 30 hours of lectures, 150 hours of exercises and 15 hours of seminars (a total of 195 hours) and its workload is 9 ECTS credits. On the other hand, the course Histology and Embryology in the first year of study has 30 hours of lectures, 35 hours of exercises and 20 hours of seminars, and its workload is 8 ECTS, which compared to Oral Surgery really makes no sense because both courses are equally demanding for students, and the number of contact hours has a difference of 4.5 ECTS credits in favour of Oral Surgery, which means that the number of ECTS credits for the course Histology with Embryology is too high.

Recommendations for improvement

- Analyse actual student workload.
- Revise ECTS credits with special emphasis on the student workload at graduate studies.
- Involve all stakeholders in changing ECTS credits.

Quality grade

Minimum level of quality

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

Analysis

Student practice is regulated by the Rulebook on professional-clinical practice of students, which is available on the Faculty website. It is clear from this Rulebook that students can organize the internship themselves (Article 4, paragraph 3), but it is not clear who controls the learning outcomes, i.e. monitors students (Rulebook on professional-clinical practice of students).

At the undergraduate study Nursing, clinical practice takes place at the end of the year and includes 550 hours per year, which amounts to a total of 1650 hours and is in line with the recommendations of the EU Directive. If students come from the practice or from a medical secondary school, this can be recognised as a part of practical training, but there is no clear definition of the rules for recognizing the learning outcomes of clinical skills and to what extent, nor how do students who work carry out their clinical practice. In conversation with students, it was said that they can do clinical practice at their workplaces, but this is not always possible (depending on the workplace - someone who works in visiting nursing services must do their internship for the Adult Health Care I at an appropriate worksite). It is also unclear how many hours of clinical practice a day should part-time students who work do, if they have to spend eight hours a day at their worksite to meet the prescribed number of hours. The Panel was unable to get a concrete answer to this question from either the teachers or the students. Students have a catalogue of skills in which all their mastered learning outcomes are recorded. Upon completion of work on a particular site, the mentor guarantees with his signature that the student has mastered the necessary learning outcomes. The catalogue of skills is used in all three years, and represents all courses that have practical teaching, not just the clinical practice that takes place at the end of the academic year. The catalogue of skills is well designed, contains the necessary learning outcomes and is very clear (Clinical Skills 1, 2, 3).

During three years of study, the university undergraduate study Dental Hygiene has 1465 hours of clinical teaching, of which 1200 hours belong to the Dental Medicine course, and 180 hours of clinical practice which include the final thesis. The internship diary is described, i.e. the mentor with whom the internship is performed enters the student's activities in the official form and gives their comment and grade. It is evident from the submitted diaries that the Faculty has excellent students who perform their internship very conscientiously and receive excellent grades (Dental Hygiene Professional Practice I and II).

In the integrated study of Dental Medicine, students have a total of 1746 hours of exercises during their studies (of which 1238 hours of clinical exercises only in dental medicine courses, including 200 hours of student practice that should take place in dental clinics under appointed mentors at the end or during the academic year). The learning outcomes are assessed by the mentor in the internship diary. However, unlike Nursing, internship diaries are not well conceived, the learning outcomes recommended by the EU Directive are not visible, so it is certainly recommended to create a skill catalogue modelled on the example of Nursing study programme. Also, it can be noted that students master all learning outcomes in clinical practice with an excellent grade, which calls into question the objectivity of mentoring (Integrated undergraduate and graduate study of Dental Medicine, Professional Practice 1, 2, 3 and 4).

At the university undergraduate study of Physiotherapy, students have 420 hours of clinical teaching included in the courses as part of exercises, and clinical practice that they perform in each year in the duration of 430 hours (90 hours during the first year, 180

hours during the second and 180 hours during the third year). They do not have a skills catalogue, but check the learning outcomes for each academic year in a separate form, which lists the outcomes together with the obligations of students and mentors (Monitoring and assessing achievements in clinical exercises in the course Clinical Practice I, II and III).

The Self-evaluation states that most employers are satisfied with the knowledge and competencies of students demonstrated during internship. An unfiled employer survey was attached as evidence, but based on this the Panel could not be sure what the feedback is and whether the employers were really satisfied. The most common recommendation given by employers is to increase the number of hours of clinical teaching, which certainly confirms our own thinking (Employers' survey on student practice) (Chapter 1.1).

Recommendations for improvement

- Prepare skills catalogues for all study programmes.
- For the part-time university study of Nursing, clearly define who has an obligation to do clinical practice and for how long.

Quality grade

Satisfactory level of quality

III. Teaching process and student support

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

Analysis

The university-wide Rulebook on Study Programmes and Studying at the Josip Juraj Strossmayer University of Osijek includes directives on the type and level of studies, study programmes, students, enrolment, application for and implementation of the enrolment procedure, students' rights and obligations, methods of teaching and knowledge assessment, provisions on enrolment in higher years of study, grading and the right to object to grades, completion of studies and other provisions that are in accordance with the Act on Scientific Activity and Higher Education. The ranking list for enrolment of registered applicants for any of the offered university studies is compiled according to the scoring system published on the Faculty's website, but that website, specifically the category Enrolment 2020/2021, subcategories - ranking lists / results / schedules does not provide the specified data. The provisions on learning outcomes for all courses that are available on the Faculty's website are general and incomplete. Also questionable is the transparency of the enrolment procedure in relation to the State Matura. Persons over the

age of 25 are not required to take the State Matura exam and are enrolled in studies through an enrolment procedure that is assessed through an "application of the applicant's skills, knowledge and abilities", i.e. a motivational interview. With regard to graduate study programme Dental Medicine, the ranking list for enrolment of applied candidates is defined by the system of points and published on the Faculty website. Teaching study plan by courses of the integrated undergraduate and graduate study programme of Dental medicine is available on the website of the Faculty of Dental Medicine and Health Osijek.

Recommendations for improvement

- Criteria for admission and continuation of study need to be clearly defined and applied.
- Criteria for admission need to be published for all studies, as well as the list of admitted candidates with clear explanation of cut-off.
- Prior learning recognition is to be defined specifically for all study programme provided and need to be published.
- Additional criteria for enrolment to graduate university studies (e.g. published papers).
- Learning outcomes for all courses should be fully and timely published on the Faculty website.

Quality grade

Minimum 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

The procedure for monitoring student study progress is available through the ISVU system. ISVU supports processes of the higher education institution, such as student enrolment into higher education institution, enrolment in the next academic year, and evidence of data related to graduation, while the model Exams enables evidence of data related to exams, such as the application and check-out of exams, exam schedule creation, record evidence, application forms, and similar. The system ISVU also allows collection and analysis for strategic decisions on the HEI level, based on collected and integrated data on students, exams, teachers, etc. Also supported are many possibilities for different statistical analysis, such as passing exams, graduation and drop-outs. However, most students enrol part-time. According to the table of the Analytical Supplement 3.2. Structures of enrolled students, and interest in first-level study programmes in the academic year of the re-accreditation and the two previous academic years, it was observed that the average success of students enrolled

in the undergraduate university study of Nursing in Osijek in 2017 was 4.58, while in 2018 it fell to 3.88. The quality and desirability of studies is also seen through the quality of those who enter the system of higher education. Collection and analysis of data on student study progress is regularly conducted through data on students' success on the state matriculation exam and through the achieved conditions for the Faculty's enrolment criteria, through the students' pass and success rates based on the acquired ECTS points, and data on students' enrolment in higher years of study.

The higher education institution has provided evidence related to student progress, pass rates, completion rates, and analysis of drop off rates.

Recommendations for improvement

- The HEI should review and update documents for each course provided with pass rates and completion rates.
- The HEI should set central rules for progressing and grading, as well as a grading scale.
- The HEI should consult and improve the cooperation with student representatives in order to ensure the continuity of study and graduation.

Quality grade

Satisfactory level of quality

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

Analysis

All the courses included in the Faculty study programmes have an Implementation plan that includes the name of the course holder and lecturer, number of students, learning outcomes on the course level, way of conducting lectures, obligatory and additional literature, implementation plan for each week in a semester (description of topics and course content) described in the implementation order, and criteria and methods of assessment and grading. In order to achieve the envisaged results at the level of study programmes and courses, teaching is held in the form of lectures, practical classes, and independent tasks such as seminars, professional practical classes, consultancy, supervisorship and mentoring. In order to acquire necessary knowledge and skills, or rather to acquire the necessary learning outcomes, verbal and visual methods are implemented and combined with each other.

Teaching methods ensure and encourage interactive-based learning, research-based learning is limited to some extent, mainly due to the high number of dislocated locations in which study programmes are performed. Such organisation and provision of study programmes makes it difficult and challenging to improve and standardise teaching methods. It was noticed that, besides theoretical, practical teaching include teaching in cabinets for clinical skills and health care, individual (so called study) student attendance of exercises, and clinical exercises for specific courses. The HEI emphasises the importance of self-regulated learning as one of the most important procedures in the implementation of teaching, which focuses the teaching process in health care on greater capability and independence in the implementation of skills.

The HEI has developed a mechanism for teaching method evaluation which includes a feedback on lectures through a survey, and on-site talk with students. Teachers collect data, analyse and explain in which volume the student has achieved the learning result. Assessment includes special monitor of how much the students have improved with the constant feedback.

Teaching methods are constantly adjusted in order to ensure equal availability for students with different needs and students from diverse groups. This is especially important since the HEI enrolls many part-time students. For part-time students, lectures and office hours of the administrative staff, as well as the Faculty library, are organised after 15:00 hours.

Lectures are held on Faculty premises and teaching bases, which are equipped with computers, projectors, and other informatic and pedagogic equipment and simulation models that give real feedback about patients. Teaching conducted on teaching bases gives students access and availability to modern technology for diagnostics and treatment (Polyclinic Bagatin, Clinic for cardiovascular diseases Magdalena, Thalassotherapy Opatija, Polyclinic for dentistry and face aesthetic Ars slutaris, Polyclinic Identalia, Radiochirurgia Zagreb). In cooperation with a private company "Spectre" from Valpovo, the EU project is applied, that is related to implementation method of virtual lecture broaden reality (Microsoft HoloLens) from preclinical courses that are currently evaluated. For the lecture quality assurance and choice of the most qualitative teachers, the implementation of theoretical lectures is remotely held in and outside of the Republic of Croatia.

Study programmes include high number of hours of practical classes in a clinical environment, working with patients and numerous interactions with other health workers and associates, which is a dynamic process in unpredictable circumstances. Therefore, students are taught to control, change and adjust to the task requirements and specific situations. Students have the task to be active and constructive participants in the learning process. Every mentor/teacher tries to mediate such self-regulating activities of students in practical classes, with personal and situational characteristics on one side, and achievements, intervention implementation and learning outcomes on the other side. During practical training and execution monitoring, mentors/associates try to follow every activity with full feedback towards student, i.e. to show them the justification for certain procedures/interventions.

Students are monitored and in cooperation with the teachers create professional and scientific papers, which are presented at domestic and foreign scientific and professional gatherings, conferences and symposiums, and participate in promotion and popularisation of health and science, prevention and early detection of diseases.

Recommendations for improvement

- Due to a high number of dislocated locations, the HEI should ensure equal standard and quality of teaching methods, student assessment, and learning process.
- Standardized student feedback for teachers need to be developed for all study programmes delivered.
- Research-based learning should be emphasized.
- Teaching methods need to be adapted for part-time students.
- Students who participate in writing professional and scientific papers should be additionally encouraged through a transparent and stimulating system of rewarding excellence.

Quality grade

Satisfactory level of quality

3.4. The higher education institution ensures adequate student support.

Analysis

The HEI organises educations and courses for students that stimulate the development of

additional skills necessary for future careers. Workshops are held by distinguished experts and allow students to directly acquire relevant knowledge and skills. Teachers of study courses organise and hold weekly consultations with students in order to help them understand the materials, help with seminar papers, bachelor's and master's thesis and other. Teachers of study courses inform students at the beginning of classes about the methods of communication, which usually involves personal communication, via the Faculty website or by e-mail.

The Faculty participated in activities organised as part of this year's University career week, where the Faculty held a workshop "How to present yourself to an employer", during which the career counsellor of the University Centre for Quality counselled students on how to prepare and efficiently present themselves at a job interview; all with the goal of helping students find employment after graduating. The workshop was attended by graduating students of the study programmes of Nursing.

Student support is established at the Faculty level and, in some segment, at the level of the University. At Faculty level, there is the Office for Students in the main campus and in dislocated location, but with limited office hours and days.

Additional support is offered by vice deans for classes and students, whom the students usually turn to, and there is also the Student Union and the student ombudsman, who also help the students in solving their inquiries and were chosen by the students. At the Faculty, there is the Student Union, the Sport association FDMZOS and the Croatian Association of Students of Nursing Osijek. The student ombudsman is one of the bodies of the Student Union of the Faculty, whose duties include the reception of student complaints which refer to their rights, and who discusses them with the Faculty authorities.

The Faculty's International Office is lacking, which is a handicap for students and staff in order to be more involved in mobility programmes.

Further support for students is offered at the University level, the International office, the Psychological student counselling centre, and the Office for students with disabilities.

It was revealed that procedures including rule and regulation for students with disabilities, students with vulnerabilities or learning difficulties, as well as for international students are not well set and do not exist at the HEI level.

Student feedback on HEI's student services and support is not available; these would be

particularly relevant due to high number of part-time students and dislocated locations. The Faculty currently employs 5 administrative staff members in the Office for students (3 in Osijek, 1 in Nova Gradiška, 1 in Orahovica) who are in charge of providing all information on applying, exams and enrolment at the Faculty; collection of the applications for enrolment into the Faculty, conducting the enrolment into the Faculty, issuing all the certificates on student status, transcript of records and other. They also provide all the information about studying at the Faculty, keep an official student record and enter and process the data in the ISVU system (Information system of higher education institutions in the Republic of Croatia). The Office for students is available to the students on workdays between 9:00 and 12:00, and on Tuesdays between 9:00 and 19:00. The Faculty also employs one person in the Office for computer networks and communication systems who is in charge of the digital support for students and classes.

Recommendations for improvement

- The HEI needs to set procedures on studying, students with disabilities, and international students.
- Student office services are not well presented, information should be clearly presented.
- Student feedback on student services and support needs to be performed.
- Students should be better informed on the possibilities for using the services of the student ombudsman and the Student Union, which is why more effort is needed in this regard.

Quality grade

Minimum level of quality

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

Analysis

The HEI provides basic information on services and rights for students from vulnerable and under-represented groups at the beginning of the academic year. In this introductory class, students get initial information and are immediately informed about the Psychological student counselling centre established at the Josip Juraj Strossmayer University of Osijek for individual needs of each student.

Future students need to provide a doctor's certificate on physical and psychological competence for work. It is questionable if it is correct and in accordance with legislation that students with disabilities are not admitted and able to enter studies.

However, there are no restrictions if a doctor estimates that a student has a health condition that will not endanger the student or his/her capability to fulfil duties regarding the patient, i.e. duties that the student is competent to do. The adjustment to individual needs of students from vulnerable and underrepresented groups is enabled upon student request (accompanied by documentation proving that the student in fact belongs to a vulnerable or underrepresented group). These are submitted to the Faculty Board for Classes and Students, which passes a Decision enabling the adjustment of the teaching process to students from vulnerable and underrepresented groups in a manner that is objectively possible and, if necessary, upon consultation with the University Office for students with disabilities. Pursuant to Article 17, Paragraph 3 of the Physical Planning and Construction Act (Official Gazette 76/07, 38/09, 55/11, 90/11 and 50/12), which served as the basis for the Ordinance on Ensuring the Accessibility of Buildings for Persons with Disabilities and Reduced Mobility, almost none of the dislocated locations, as well as the headquarters in Osijek do not have elements of accessibility to overcome the height differences (elevator, ramp, vertically- and obliquely-lifting folding platform).

Recommendations for improvement

- The HEI needs to review entrance requirements for students with disabilities and vulnerable and under-represented groups.
- The HEI needs to have clear information on the rights and adjustment provided for students with disabilities.
- The HEI should enable accessibility for students with disabilities and reduced mobility, as well as for users of services with disabilities and reduced mobility, on all locations, and make it possible for them to overcome height differences (elevator, ramp, vertically lifting and obliquely lifting folding platform).

Quality grade

Minimum level of quality

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

Analysis

The HEI inform students about the possibility of study exchange and student practice through mobility programmes via the International office of the Josip Juraj Strossmayer University of Osijek. The applications are posted on the website of the Josip Juraj Strossmayer University of Osijek and on the Faculty website. The process of outgoing exchange for students is defined by the Rulebook on the Erasmus+ programme for individual international mobility of outgoing and incoming students, teachers and other staff members within the key activities 1 (Art. 4 - 10).

The Faculty provides academic support to students who are applying and fulfilling the exchange programme through teachers who are ERASMUS coordinators and administrative staff who are ERASMUS administrative coordinators, in collaboration with the University Service for international and inter-university collaboration.

The Faculty motivates students and teachers to apply for mobility programmes and international networking. Since the establishment of the Faculty, there have been 6 outgoing exchanges through the ERASMUS+ programme (two students, two staff members and two teachers). For the academic year 2019/2020, three exchanges have been approved for three teachers and two staff members.

However, it is noticed that information on website is not updated, and students and staff are not well informed about the possibilities for taking part in mobility programmes. Overall, the internationalisation process is still to be developed. The HEIs strategy of internationalisation need to be more ambitious. The lack of efforts in the field of internationalisation is reflected in low outgoing mobility numbers.

The Faculty claims to ensure the recognition of ECTS points acquired at another faculty in accordance with the Rulebook on the Erasmus+ programme for individual international mobility of outgoing and incoming students, teachers and other staff members within the key activities 1 (Art. 10), and with Contract on studying or the Contract on internships, transcript of record and the Certificate on completed internship, as well as the Certificate on the duration of the student visit at the host institution. If a student fulfils all their obligations from the Contract on studying or the Contract on internships, the Faculty acknowledges their achievements on the study programme according to the listed documents. The acknowledgement of ECTS points acquired at another faculty is confirmed by the Board for classes and students (in collaboration with the ERASMUS coordinator), which passes a Decision on the acknowledgement of acquired ECTS points.

Systematic collection of information on student satisfaction and experiences with mobility and internationalisation is not implemented, at least at the Faculty level. To some extent, with involvement of visiting academics in the study process, the HEI ensures minimal student competences required for their involvement in the international environment.

Mobility programs are available for both full-time and part-time students. Almost all students are familiar with the possibilities of mobility programmes, but given that a large number of students study part-time and are also employed, they are denied such an opportunity. They state that they do not have time and that they would not be able to get permission to go on mobility from their employers, but they would like to participate in it. Full-time students find mobility programmes very useful, but do not seem to have any major interest in getting involved in such programmes. Students do not seem to be sufficiently informed about the possibilities of mobility programmes, especially when it comes to professional practice.

Recommendations for improvement

- The HEI should establish an International office and more actively promote, support and inform students and the academic and administrative staff about mobility programmes.
- The HEI should set Faculty-level rules and regulation related to the involvement in mobility programmes and the recognition of ECTS credits.
- The HEI should invest more effort to establish a network of partner institutions; current agreements are set at the University level.
- It is recommended that mobility programmes and internationalisation are run at all dislocated locations.
- The HEI should establish a quality system for collecting information on student satisfaction and experience upon their return from mobility.

Quality grade

Minimum level of quality

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

Analysis

The HEI provides information (general) on international collaboration through the Josip Juraj Strossmayer University of Osijek central website. The HEI website on international

collaboration and opportunities for foreign students is not updated and information is not to be found. The only way of providing information and communication is directly via e-mail with the Office for international collaboration and student mobility, which is not always efficient. The Faculty of Dental Medicine and Health Osijek has set up collaborations with many faculties and scientific-research institutions in the frame of the Josip Juraj Strossmayer University of Osijek. The HEI invests effort in the improvement and development of exchange of teachers and guest teachers, of scientific improvement of researchers, of research within dissertations, of master's and bachelor's theses, of practical classes for students, of language courses, of research on projects and other activities, but results are not yet visible. Mobility numbers are very low, and incoming students come from a limited list of countries, mostly through the Erasmus+ programme. Since its establishment, the Faculty had incoming students from Turkey, Finland, Slovenia and Portugal.

The HEI provides academic support to foreign students while applying and studying at the Faculty, as well as during their clinical practical classes by teachers who are ERASMUS coordinators and by administrative staff who are ERASMUS administrative coordinators. The Office for students issues a student card (X-card) to incoming students who stays at the Faculty as part of the ERASMUS+ programme, and enters their information into the ISVU system. The incoming students who stay at the Faculty as part of the ERASMUS+ programme have all the rights and obligations of regular students and they do not need to pay fees for the duration of their mobility. The process of incoming student mobility is defined in the Rulebook on the Erasmus+ programme for individual international mobility of outgoing and incoming students, teachers and other staff members within the key activities 1 (Art. 11). The HEI claimed that foreign students have the possibility to attend classes in a foreign language and have a list of all courses, but this is not visible on the website.

The Faculty claims that it regularly and continuously gathers feedback on satisfaction and needs of foreign students through an anonymous survey that the students fulfil after completing their mobility. Foreign students have expressed their satisfaction with the collaboration with teachers and administrative staff, as well as with the acquired knowledge and skills, which is why the average grade for their mobility at the Faculty is 4.94. Students said that the mobility at the Faculty of Dental Medicine and Health Osijek

completely fulfilled their expectations, and they particularly appreciated the communication with teachers and mentors that was pleasant and efficient. All the students who completed the survey noted that the knowledge and skills they acquired during their studies at the Faculty of Dental Medicine and Health Osijek would be extremely useful and applicable to their future training when they return to their home country. Information and proof of foreign students' satisfaction were not provided. Information on which classes and courses are provided in a foreign language (English) are not available in advance for interested incoming students.

Learning Croatian is made possible for all foreign students by the University as part of the programme "Learning Croatian and the Latin script for foreigners" at the Faculty of Philosophy Osijek.

The HEI provided key documents which are related to the University level, and not the Faculty level.

Recommendations for improvement

- The HEI is recommended to provide specific information on study opportunities for foreign students for study programmes at the Faculty level.
- Information package with all relevant information needs to be prepared and published on the website.
- Study programmes need to be published and visible on the website.
- List of courses in each study programme provided in foreign language needs to be set, and information on courses provided published on the website in advance.
- Incoming students should be informed on the possibilities for taking part in extracurricular activities and student organisations, and enable communication with student representatives.

Quality grade

Minimum level of quality

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

Analysis

The manner of conducting classes, grading, examining and receiving complaints about examination grades is defined in the Statute of the Josip Juraj Strossmayer University of

Osijek and the Rulebook on Study Programmes and Studying at the Josip Juraj Strossmayer University of Osijek.

At the first lecture, the teacher is obliged to familiarise students with the learning outcomes of the course, the course syllabus, manner of class conduction and the course literature. The students also have to be familiar with their obligations and way of following their achievements throughout the course and exam period, which includes information on how to gain the right to take the exam, how to pass the exam, and the manner of grading.

According to the information provided by the HEI, the students have two regular exam dates for passing their courses at the end of each semester, and two exam dates in the fall examination cycle – in accordance with the University Decision on the teaching calendar for the academic year 2019/2020. Upon student demand, the head of the course offers additional exam dates. Before the beginning of every academic year, the teachers prepare executive plans of the course according to the teaching plan and course content that are published on the Faculty website. The exam dates are defined in the executive plans for every course, available in the information system EVNAS, and these exam dates are entered into the Studomat (Module of the information system for students) at the beginning of the academic year to enable applications to exams.

The departments ensure objectivity and reliability of grading by naming several different examiners for one exam. The big percentage of written assessment of learning outcomes enables unbiased and objective grading of student knowledge. In one part of the grading, when the course carries a big amount of ECTS points and has many different forms and types of classes, the overall grade is a summary of factorised points, i.e. a prediction of points that are transformed into a grade in the end.

The HEI claims that course conduction and knowledge assessment is adjusted to students with disabilities, but this was not clear from the relevant submitted documents.

The teachers are obliged to inform students on the result of oral exams/oral parts immediately afterwards, and on the result of written exams/written parts within five workdays after the exam itself. After the head of the course notifies the students orally on the final positive grade achieved at the exam, the student can immediately demand to continue with the exam orally if the examination consists of an oral and a written part. The student can also request to continue the examination process after three days since

the announcement of the written exam results, with the aim of achieving a higher final exam grade. The exams are public and students have the right to see their examination documents. On those occasions, the teacher explains where the students went wrong and how to solve the exam questions correctly.

The process of submitting a request to retake an exam after an assessment of achieved learning outcomes in individual courses is determined by the Rulebook on study programmes and study system at the Josip Juraj Strossmayer University of Osijek.

Students finish their studies by defending their bachelor's/master's thesis according to the Rulebook on bachelor's and master's theses of the Faculty of Dental Medicine and Health Osijek. The Board for bachelor's and master's theses of the Faculty of Dental Medicine and Health Osijek collects, analyses and approves the topics of the bachelor's and master's theses.

The HEI provided evidences of key rules and regulations related to examination and knowledge assessment.

Recommendations for improvement

- The HEI should adjust examination methods to the learning outcomes for each course specifically.
- The HEI should care for standardising and reliability of knowledge assessment and examination procedures for study programmes provided among and between dislocated locations.
- Together with the Student Union, the HEI should conduct an annual anonymous student survey on the objectivity and consistency of evaluating and grading student achievements.

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 receive the adequate documents in the form of a diploma and diploma supplement in the Croatian and English language, free of charge, with required information on the completed study programme, description of qualifications, transcript of records, competences achieved and other information related to study achievement.

The Diploma and Diploma supplement on the study programme are issued in accordance with adequate regulations, i.e. in accordance with the Act on Science and Higher Education (“Official Gazette”, No. 123/03, 198/03, 105/04, 174/04, 02/07, Decision USRH 46/07, 45/09 and 63/11, Art. 84. pg. 5.), the Rulebook on study programmes and study system at the Josip Juraj Strossmayer University of Osijek (Art. 78) and in accordance with the Rulebook on content of diplomas and supplements on the study programme (“Official Gazette”, No. 77/08 and 149/11). The HEI submitted the required documents and examples of diploma and diploma supplement.

Recommendations for improvement

- The HEI is recommended to set standards for each study programme on what other information (student achievements, extracurricular activities, prizes and awards) will be included in the diploma supplement.
- Students who finish their studies with an excellent grade should be excused from paying the cost of issuing a diploma.

Quality grade

Satisfactory level of quality

3.10. The higher education institution is responsible for the employability of graduates.

Analysis

The HEI supported employability data of graduates for studies that were completed, and their data showed relatively low rate of unemployed graduates. Data of employability for studies that were not completed were not shown. Additionally, the HEI has established communication with former undergraduate and graduate students, who gave consent for their personal data to be used.

The HEI analyses national and international labour market needs through different analysis: alumni club, economic indicators, especially the ones from the chambers and vocational associations and local stakeholders (hospitals, health institutions, local community), and adjust enrolment quota on an annual level, which eventually is adopted and adjusted by the Senate of the University.

Survey on graduate student satisfaction was conducted in the academic year 2018/2019, upon the initiative of the Faculty Office for quality assurance, and showed that the

students were extremely satisfied with the studies, teachers and staff members as well as with the technical equipment of the Faculty. Also, a survey of employers was conducted to examine the satisfaction with the knowledge and skills of students who were sent to their practices for their internship. The survey proved that the employers were pleased with the knowledge, skills and independence of students, and resulted in useful feedback that can improve the Faculty's internship system.

The students can find information about the possibility to continue their education on the Faculty website, under study programmes. Throughout their studies, students get several opportunities to interact with the labour market: solving study cases and presenting problem solutions in seminar papers within courses; internship; participating in projects organised by the Faculty; field work; guest lecturers, who are practicing experts, within the classes; participating in scientific and expert meetings organised by the Faculty and/or at the Faculty; conducting their master thesis upon research done in the private or state sector, and other. Accordingly, the students get a better look at, and support for their future careers. The first University career week was organised in the academic year 2018/2019, and a staff member from the Faculty Office for quality took part in the organisation as a member of the organisation committee. During this manifestation, the students of the Faculty of Dental Medicine and Health Osijek had the chance to participate in workshops where they acquire skills like writing curriculum vitas and presenting themselves to employers in job interviews. The preparations for the second University career week, which will be held in the academic year 2019/2020, are ongoing and the Faculty has broadened its activities to students of all study programmes. The Faculty plans to form a constituent that will carry out activities around career planning and educate employees of the Faculty who will provide support to students on career planning.

In the academic year 2019/2020, upon the initiative of former students, the Faculty established the Alumni Club of the Faculty of Dental Medicine and Health Osijek. The Alumni Club is active, its members have shown a strong and positive attitude towards the HEI, they actively participate in international scientific and expert exchange and maintain contact within the country and abroad.

Recommendations for improvement

- Career opportunities for students of different studies should be provided to students.
- The HEI should systematically follow employability of graduates and if necessary adjust entrance quotas for studies.
- The HEI should encourage students during their studies to strengthen the competencies needed for the labour market (e.g. learning foreign languages).

Quality grade

Minimum level of quality

IV. Teaching and institutional capacities

4.1. The higher education institution ensures adequate teaching capacities.

Analysis

The Faculty of Dental Medicine and Health is a young institution that started operating in 2017, when it separated from the Faculty of Medicine, University of Osijek. They have 29 full-time teachers and 25 associates. There are 328 full-time students and 845 part-time students, so the ratio of teachers and students is 1: 24.5. From the table “Analysis of study implementation”, it can be seen that all study programmes are covered by teachers with more than 50% of their own staff. The ratio of students and teachers at higher education institutions is regulated by the Ordinance on the Content of Licence.

After reviewing all the necessary documentation, analysis of implementation lecture plans, register of classes held, and information obtained at meetings with the management, teachers and students, the Panel did a detailed analysis of the HEIs teaching capacities. Although the HEI strives to strengthen its scientific-teaching staff through elections into teaching grades, analysis of the Analytic Supplement shows that most teachers employed by the Faculty are burdened with a workload that is higher than the allowed and prescribed norm. Although the Self-evaluation stated that the workload of teachers was harmonized with the relevant laws and bylaws and the collective agreement, the Panel could not confirm this based on the available evidence. Namely, some of the teachers employed on a cumulative basis (in different percentages of working hours) have a norm of 400 to 994 hours per year, which is several times higher than the norm prescribed by both regulations and the collective agreement (such a large fund of hours would require teaching to be covered by two to three teachers). The large number of hours taught by teachers raise the question of the quality of teaching, considering that teachers are also employed in other institutions. As many as 50 of the 115 teachers listed in the Analytic Supplement have norma hours that are many times higher than allowed,

Eleven teachers have over 900 norma hours, five teachers have over 800 hours, 12 teachers over 700 hours, and the rest are in the category between 400 and 700 hours. It should also be noted that teachers who are employed on 20% of working time have a norm that does not correspond to the percentage of employment, for example a person with a cumulative employment of 20% has 381 hours of teaching load. Most teachers are in a cumulative employment relationship, which should mean that the norma hours are related to the percentage of working time, but reality deviates significantly from the prescribed. Analysing the teaching load according to individual studies, the Panel noticed that some teachers are listed as holders of a large number of courses. For example, in the university undergraduate and graduate study of Nursing (full-time and part-time studies), some teachers are listed as course holders on 27 and 34 courses, respectively, but there are also teachers who hold 11 or slightly fewer courses. The Panel is of the opinion that, with the stated number of courses per holder, the performance of the entire course is questionable, specifically because teachers have classes in dislocated locations, which requires travel. In the meeting with teachers, the Panel was informed that course holders are only formally lecturers and that they only give introductory lectures or a couple of lectures, especially in dislocated locations. Based on this information, one must question the teaching hours that are presented in the Analytic Supplement. By inspecting the register of classes held, the Panel noticed that course holders do not give all classes, which means that the information that the holders only teach a lower number of hours, which the Panel received from the teachers, is correct. In the conversation with students, the Panel was informed that course holders do the teaching for the entire course, which is in contrast to the information received from teachers.

Based on the evidence presented by the Faculty and insight into the available documentation (register of classes held), the Panel noticed that health care courses were held by doctors (lectures, seminars, exercises). This was especially prevalent in the academic year 2017/2018. As this is a regulated profession whose education is regulated by the EU Directive, which explicitly states that "the profession teaches the profession", the Panel is of the opinion that it is not appropriate for another profession to teach students health care, which belongs in the field of nursing. From all the above, it is clear that this is a young Faculty that has a problem with staffing, and therefore the Panel proposes that, in addition to the scientific-teaching grades that belong to doctors, holders of health care courses should be someone from the same profession, such as a master of nursing, unless the course holder is a EU nurse elected to the required scientific-teaching grade. It can be seen from the Self-evaluation that there are two assistant professors from the field of nursing, and two other PhDs who should, presumably, soon be elected into the required grades, and 15 teachers who are nearing the end of their doctoral studies. This will make it possible to train employees who will be the holders of health care courses in the future.

In the undergraduate and graduate study of Physiotherapy, the holder of 11 professional courses is a doctor, a retired professor, who is employed as a part-time teacher (employment contract). From the implementation plans and the tour of the premises in

Orahovica, the Panel noticed that this teacher also holds exercises from professional courses. Insight into the available documentation (register of classes held) further revealed that exercises in the study of Physiotherapy were held only by holders of Master of Kinesiology degrees, which is not appropriate because they do not have the same competencies as holders of Master of Physiotherapy degrees. Physiotherapy no longer belongs to the area of biomedicine and health, which means that kinesiology specialists cannot participate in the teaching of professional courses. The Panel thinks that clinical teaching in professional courses should, at the very least, be entrusted to holders of bachelor degrees in physiotherapy, although it is common for a teacher have a higher degree than the students they are teaching. The Panel is aware that future master's degree holders are still studying and that there is a shortage of staff, but we think that a Bachelor of Physiotherapy holder is a better choice than doctor of medicine in the clinical practice of physiotherapy students, because the latter's competencies and skills are not aligned with the study programme they teach.

Through the analysis of the curriculum, the Panel found that a large part of clinical teaching in the undergraduate study of Dental Hygiene is entrusted to teachers in cumulative employment or external teachers. However, their normal hours are many times higher than the allowed norm, which, in the opinion of the Panel, calls into question the quality of the teaching process.

By analysing the documentation for the integrated study of Dental Medicine, the Panel noticed a similar situation as in previously discussed study programmes. One teacher holds nine (regular / elective) courses with a total workload of 253 hours of lectures, 85 hours of exercises and 319 hours of seminars. It is assumed that these courses also have associates, but since the detailed implementation plans do not show this information, or do not specify who the associates are and how many normal hours they have, it is not possible to establish how many of these hours are actually taught by course holders.

Recommendations for improvement

- Increase the number of full-time teachers in scientific-teaching and teaching grades in order to regulate the workload of teaching staff in accordance with the relevant legislation and the collective agreement.
- Reduce the number of courses per course holder on all study programmes.
- Align the skills and competencies of teachers with study programmes in an effort to ensure that course holders, as well as associates, have the necessary competencies for the courses they teach. Special attention should be paid to professional courses in nursing and physiotherapy studies, where it is necessary for the profession to teach profession.
- Involve master degree holders in clinical teaching, which is necessary to achieve learning outcomes and acquire skills and competencies for students of all studies, but especially for nursing and physiotherapy.
- Develop a professional development plan based on the needs of study programmes.

Quality grade

Unsatisfactory 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 HEI is a developing Faculty that has been operating as an independent educational institution for only three years. Given the short time since its founding, it is clear that the Faculty has the incentive and motivation to employ a sufficient number of quality teaching staff. Teacher recruitment procedures are based on the Josip Juraj Strossmayer University of Osijek, which approves employment according to approved MSE quotas, which arise from the University's development goals and are in line with positive legal regulations and internal acts, as stated in the following evidence: Statute of the Josip Juraj Strossmayer University of Osijek, Statute of the Faculty, Ordinance on the implementation of the procedure of election / re-election into grades and appropriate positions of the Josip Juraj Strossmayer University of Osijek, and the regulations of the Rectors' Assembly of the Republic of Croatia that prescribes the necessary conditions for evaluating teaching and professional activities in the process of election into scientific-teaching, artistic-teaching and teaching grades, or rather positions. Tenders for employment are published in the Official Gazette and on appropriate portals. In the selection, employment and evaluation of teachers, the HEI takes into account their previous activities and experience, both academic and professional, as defined in the Decision on the conditions for the assessment of teaching and professional activities in the process of selection for teaching grades. The Statute of the University and the related ordinances on the implementation of the procedure of election / re-election to grades and the appropriate positions and on announcing and conducting public tenders prescribe the conditions and procedure for announcing and implementing public tenders for the election of teachers and associates at the Faculty. In the advancement of teachers to higher grades, the HEI takes into account their achievements and contribution to the teaching process as well as scientific research, such as: teaching, successful projects, mentoring of final papers, writing handbooks and textbooks, additional lectures. The procedure is well-defined and the decisions on promotion are made by the Faculty Council. The sequence of the procedures of employment, promotion and re-election of teachers is transparent and objective, and clearly explained according to all planned steps in the process, which the HEI proved to the Panel through the submitted rules and decisions, employment contracts and examples of elections to teaching and scientific-teaching grades. Every year, the HEI prepares a plan of promotions for teachers and substitute employment, which is submitted to the University and that predicts the needs of the Faculty for the employment of new teaching staff. Teachers are informed about the opportunities for advancement. Initiation of the procedure for election to scientific-teaching and teaching grades is proposed by the department where the employee whose 5 years since the previous election have passed

works, and who sends a personal request to initiate the procedure. In fulfilling the strategic goals of the Faculty, it is necessary to continuously encourage the excellence of the teaching staff. By inspecting the submitted documentation, The Panel found that the procedures for evaluating teacher excellence are based on the contributions to the teaching process and scientific research, which is done through monitoring the publication of professional / scientific papers, participation in national and international projects, etc. At the Faculty level, there is an Ordinance on rewarding employees that includes an award for excellent scientific work, an award for lifetime achievement and overall scientific-research work, an award for a young scientist up to 35 years of age, and an award for outstanding commitment for non-teaching staff. Teachers show high motivation for professional and personal development, which was noticed at the meeting with the teaching staff.

Recommendations for improvement

- It is necessary to employ teaching staff (master degree holders), especially in the studies of nursing and physiotherapy, using the HEIs own sources of income.
- Through the Ordinance on rewarding employees, it is necessary to organize the rewarding of the entire teaching staff, which would encourage more research work and the contribution of all employed teachers.
- Introduce additional criteria for the promotion of teachers to higher grades.

Quality grade

Satisfactory level of quality

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

Analysis

The HEI provides the possibility of improving the competencies of teachers at the Faculty level, and encourages the evaluation and improvement of teaching competencies based on the results of student assessment of teachers' work. The student survey is mandatory for all students and is conducted once a year, evaluating and assessing teachers and their competencies. Supporting teaching staff in professional development is also done through the Science Fund as an example of good practice, which allows the use of funding for research and publication of scientific papers published in journals indexed in the WoS database, on which a young researcher who is seeking financial support is the first author. The funds can also be used to pay membership fees for international associations, and hold incoming and outgoing invited lectures. The fund currently manages financial support in the amount of HRK 300,000, with the aim of increasing the monetary fund. There are clear and transparent instructions for applying for support from the Science Fund, as well as a way to evaluate the received applications. The minimum grant amount is HRK 15,000 for one research group. The maximum amount of support is not defined.

So far, all requests for the use of financial resources from the Science Fund have been resolved positively. Teachers receive information on tenders for the allocation of funds for scientific-research projects through the website and internal communication. The Panel noted that doctoral students in nursing and physiotherapy were underrepresented in research, which is why their involvement should be encouraged.

The HEI also provides support to teachers in their professional development through mobility programmes. In the period since the establishment of the Faculty in 2017, there have been 6 outgoing mobility cases through the ERASMUS+ programme (two students, two members of non-teaching staff, and two members of the teaching staff). On the Faculty's website, under the title "documents at the University level", there is a Rulebook on the Erasmus+ programme for individual international mobility of outgoing and incoming students, teachers and other staff members, adopted by the University Senate, which regulates issues related to the implementation of the Erasmus+ programmes. The mobility of teaching staff was reduced in 2020/2021 due to the SARS-CoV-2 pandemic. Encouraging the involvement of teaching staff in mobility programmes is of great interest for both the academic development of teachers and the development of the Faculty. This encourages the development of teaching and personal competencies of the teaching staff. The existing agreements on cooperation between domestic and foreign institutions enable the exchange of teaching staff in the implementation of education and scientific research, opportunities for cooperation in joint publication of books and learning materials, cooperation in organizing international conferences, meetings, symposia and seminars. Faculty teachers are allowed to use a free study year (sabbatical) in accordance with the Statute of the University, the Statute of the Faculty and the Faculty Rulebook on labour.

In order to improve the competencies of teachers, the Faculty participates in the organization and implementation of the postgraduate course of the I. category "Fundamental skills of educators in biomedicine and health and in interdisciplinary fields of science", with the aim of training staff to plan, implement and evaluate teaching units in the area of biomedicine and health and interdisciplinary fields of science, and improving the mentoring system. A successfully completed course is evaluated as part of the didactic-methodological programme during the first election to the scientific-teaching grade.

Recommendations for improvement

- Encourage the further development of the Science Fund by providing sufficient financial support.
- Encourage teaching staff in scientific research, especially doctoral students from the field of nursing and physiotherapy.
- Encourage the involvement of teaching staff in mobility programmes.

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 Panel's visit to dislocated locations and the parent institution in Osijek revealed a significant investment in infrastructure in the fields of dental medicine and physiotherapy. These laboratories and equipment represent the most modern infrastructure in the Republic of Croatia for the education of doctors of dental medicine and bachelors and masters of physiotherapy. The HEI plans and improves infrastructural development in accordance with its strategic goals. The space, equipment and the entire infrastructure (laboratories, IT service, work facilities, etc.) are suitable for the implementation of study programmes, and ensure the achievement of the envisaged learning outcomes and the realization of scientific/artistic and professional activities. The Faculty has more premises, at several locations in the Republic of Croatia, which are either its own premises or premises that it uses on the basis of cooperation agreements with teaching bases or institutions, which was proven by the Analytic Supplement to the Self-evaluation. At the dislocated teaching bases, the Faculty conducts the following study programmes - undergraduate study of Nursing in Nova Gradiška and Pregrada, and the graduate study of Nursing in Slavonski Brod and Sveta Nedelja. By visiting all the above-mentioned premises of dislocated studies and HEI's premises at the home location in Osijek, the Panel gained insights into the satisfactory equipment and functionality of the existing spatial capacities. The Faculty owns several top laboratories such as the Laboratory for physics, Laboratory for microbiology, Laboratory for oral biology, Laboratory for temporomandibular dysfunction, Laboratory for translational medicine, Laboratory for andrology and biology of human reproduction, Laboratory for histology and genetics, cell and molecular biology, Clinical skills room and the Training room with phantom heads - clinical skills room of dental medicine. At the home institution in Osijek, the Panel would like to mention the laboratories for pre-clinical teaching at the Integrated Undergraduate and Graduate University Study of Dental Medicine (Laboratory for oral biology, Laboratory for temporomandibular dysfunction, Training room with phantom heads) as examples of good practice, whose equipment makes the Faculty the best equipped HEI in Croatia for the education of students of dental medicine. For example, the training room with phantom heads is equipped with 17 state-of-the-art models for simulating clinical work in the oral cavity, as well as instruments and consumables needed for the students of the Integrated Undergraduate and Graduate University Study of Dental Medicine and Undergraduate University Study of Dental Hygiene to acquire manual skills. The Panel has assessed the clinical skills cabinets for the physiotherapy study in Orahovica as a modern combination of technology and accessibility to top education for undergraduate and graduate students of physiotherapy, as well as for recreational

purposes of students and the teaching staff. Clinical skills cabinets for undergraduate nursing studies at all locations where classes are held (Pregrada, Nova Gradiška, Osijek) meet the basic needs for preclinical exercises.

In a conversation with the head of physiotherapy studies in Orahovica, the Panel has praised the vision of establishing specialist studies of rehabilitation in physiotherapy, and the establishment of the centre for cardiovascular rehabilitation in the region, which encourages the development of this area. At dislocated locations in some areas (Slavonski Brod, Nova Gradiška), the Panel noticed a lack of sufficient IT equipment, which means that students have to use their own computers.

Recommendations for improvement

- Modernize the Health care cabinet and complete it with the necessary equipment in order to align it with the existing infrastructure for other Faculty studies.
- Provide sufficient IT equipment at dislocated locations.

Quality grade

Satisfactory level of quality

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

Analysis

The library and library equipment, including the additional resources, meet the requirements for a high quality of study and scientific-teaching / artistic-teaching activities. The Faculty library is well-equipped and it spatially meets the needs of the Faculty. The Faculty does not have its own subscription to bibliographic databases and databases with full text, but access is provided to all members of the academic community with the AAI@EduHr identity at the level of the Republic of Croatia. If they are not physically present in the Faculty building, students and the research-teaching staff can use those databases through the proxy of the National and University Library in Zagreb. Access to the databases has been provided to the Faculty since January 2020. The library space currently lacks a sufficient number of computers, which will be included in the next equipment purchase. In addition to the library, students of dislocated studies have at their disposal the book fund of the library at the teaching bases (General hospital Našice, General hospital Zabok, General hospital "Dr. Josip Benčević" Slavonski Brod, Psychiatric hospital "Sveti Ivan", General hospital Nova Gradiška). Data on the equipment of the library, the number of required literature, the availability of bibliographic databases and other relevant data on the Library in Osijek have been proved to the Panel by the Analytic Supplement, table 4.10. Touring the libraries at dislocated locations, the Panel noticed that the library in Orahovica was excellently equipped with new editions of literature in the field of physiotherapy. In dislocated locations of Sveta Nedelja, Pregrada, Nova

Gradiška and Slavonski Brod, the libraries are part of the premises of the institution where classes are held. There is a lack of library material necessary for the basic needs of nursing students. Providing access to the necessary literature is solved by filling in a request for interlibrary loan of library materials from the parent institution in Osijek. The application form is available on the Faculty website, and it enables students at dislocated locations to borrow the desired literature. By inspecting the library space at dislocated locations (Slavonski Brod, Nova Gradiška, Sveta Nedelja and Pregrada), and talking to the responsible persons at these locations, the Panel concluded that there are not enough copies of required literature for students at dislocated locations, and their needs are met by filling a request for borrowing library materials from the parent institution in Osijek. At the dislocated locations of Sveta Nedelja and Pregrada, Slavonski Brod and Nova Gradiška, the Panel noticed a lack of IT equipment, which requires students to own and use their own computers.

Recommendations for improvement

- Modernize library equipment at dislocated locations that are not currently equipped with a sufficient number of required literature / IT equipment available to students.
- Implement better computerization of premises so that students can satisfactorily access the use of library materials.

Quality grade

Minimum level of quality

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

Analysis

The Panel has praised the HEI for managing its funds well, and thus ensuring its sustainability. The Faculty has demonstrated its ability to manage financial resources in a sustainable and transparent manner, and the presented evidence proved to the Panel that it would continue to do so in the following period that is covered by the current Strategy. The financial sustainability and efficiency of the Faculty is visible in all aspects of work, which was proven by the analysis of financial revenues and expenditures for 2017 and 2018 that was conducted by the Panel, and the attached documents and tables 4.11 and 4.12. The HEI manages financial resources transparently, efficiently and appropriately. Additional sources of funding are used for the HEI's development and improvement. The Faculty has clearly defined regulations that govern its financial and accounting activities. The procurement plan is published publicly through the Electronic notice board RH-EOJN, as well as on the Faculty website. The financial operations of the Faculty are described in tables 4.11 and 4.12 off the Analytic Supplement, which show the revenues, expenditures and financial results of the Faculty for the period 2017 - 2018. Total income in 2018 amounted to HRK 26,522,542.76, of which tuition income amounted to HRK 11,972,505.06. Total expenditure in 2018 amounted to HRK 25,731,803.99. The data

proves that the Faculty currently has a positive balance. The revenue structure shows that the Faculty is financially viable by relying on the revenues from the Ministry of Science and Education and the Josip Juraj Strossmayer University in Osijek, or rather its own revenues, mostly from tuition fees, enrolment fees and the like, which amount to about 45% of the Faculty's total revenue.

Recommendations for improvement

- Strengthen connections with the local community and other higher education institutions
- Be more active in implementing more projects, which would generate revenue and provide other sources of funding.

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

According to the Self-evaluation of the Faculty of Dental Medicine and Health Osijek (hereinafter: the Faculty), the Faculty was established in April 2017 by the Decision of the Senate of the J. J. Strossmayer University in Osijek, based on structural change of the Faculty of Medicine Osijek and its division into two scientific-teaching components: Faculty of Medicine Osijek and the Faculty of Dental Medicine and Health Osijek.

With the 2017 licence of the Ministry of Science and Education, the Faculty has acquired the conditions for performing higher education activities, and thus met the conditions for enrolment in the Register of Higher Education Institutions. With the licence of the Ministry of Science and Education from 2019, the Faculty acquired the conditions for performing scientific activities in the scientific field of biomedicine and health, and thus met the conditions for enrolment in the Register of Scientific Organizations. Since 2019, the Faculty has been participating in the organization of the Postgraduate Interdisciplinary University Doctoral Study of Molecular Bioscience in cooperation with the Faculty of Medicine in Osijek.

According to the historical information from the Faculty's website (<http://www.fdmz.hr>), the tradition of scientific research in the field of biomedicine and health began in 1980 with the establishment of the scientific unit at the then dislocated study of medicine in Osijek of the Faculty of Medicine of the University of Zagreb, today's Faculty of Medicine in Osijek, a constituent of the J. J. Strossmayer University in Osijek.

The scientific unit became the core of scientific activities and the training of doctors in Slavonia and Baranja, laid the foundation for scientific research, and became part of the University of Osijek in early 1981. According to the data from the Self-evaluation and the Faculty documents, the tradition of scientific activity has been ongoing and developing continuously, and creating new values. One of these is the establishment of the Faculty of Dental Medicine and Health in 2017, which initiated the development of new and ensured the development of existing study programmes, such as the postgraduate doctoral studies conducted in cooperation with the Faculty of Medicine Osijek, research projects, cooperation with the economy and an expanded scientific bibliography. The structure of the new Faculty enables students and physicians (especially domestic ones) to focus on scientific-research work and scientific-teaching career, while contributing to the development of eastern Croatia, as demonstrated by the evidence. The Faculty cooperates with the economy, thus contributing to economic development, employment, health system development and health preservation, and consequently also to the demographic structure of the population in this area.

In the last 5 years, research and teaching staff and associates of the Faculty have published independently or in co-authorship with colleagues from the country and abroad 300 papers, categorized in accordance with the Ordinance on conditions for election to scientific grades in 163 high-ranking journals from the quartiles Q1 and Q2. Of this, 269 papers arose from collaborations with other higher education institutions and scientific institutions. Since the founding of the Faculty in 2017, teachers and associates have published a total of 152 papers of the highest category in accordance with the Ordinance on the conditions for election to scientific grades. Of these, according to the dean's annual report, 130 papers were published in 2020 alone in journals citing WoS, Scopus and PubMed databases, of which 56 papers were published in Q1, 30 in Q2 and 36 in Q3. According to the Web of Science, the total number of citations in 2020 was 908, and the total h-index was 13.

Data on scientific publications are published on the Faculty's website (<http://www.fdmz.hr/index.php/hr/znanost/bibliografija>) and documents attached to the Self-evaluation.

The scientific activity of the Faculty is visible in the doctoral theses of the Faculty employees. In the period 2017-2020, under the mentorship / co-mentorship of the Faculty teachers and associates, 39 candidates successfully defended their doctoral dissertations and obtained the academic degree of *doktor znanosti* (PhD), of which 11 are Faculty employees. The list of employees and doctoral students as well as the titles of defended doctoral dissertations are given in Table 5.6, which is attached to the Self-evaluation.

According to the evidence obtained by the Panel, the Faculty is undertaking activities to improve the scientific productivity of teachers and associates employed at the Faculty. As an example of good practice, the Panel evaluates the funding of scientific activities and the award for best scientific papers on an annual basis from the Faculty's own funds, based on the Rulebook of the Science Fund. The fund is financed by the Faculty to the

amount of HRK 300,000.00 per year, from funds for multi-year institutional funding of scientific activities (VIF 2018), and from donations and other sources of funding in accordance with regulations. The Rulebook clearly defines the purposes for which the Fund's resources may be used. The Rulebook is published and available on the Faculty's website.

(http://www.fdmz.hr/images/dokumenti/na-razini-fakulteta/pravilnik_fonda_za_znanost_fdmz)

Also, the Panel evaluated as an example of good practice the funding of project proposals of doctoral students who are employees of the Faculty and are enrolled in postgraduate university doctoral studies, to the amount of up to HRK 15,000.00 from VIF 2018 funds, based on the 2018 decision by the Faculty Council, which was submitted as evidence and mentioned to the Panel at the meeting by doctoral students and assistants.

According to information from the Analytic Supplement to the Self-evaluation (tables 5.1a, 5.4 and 5.6), in the last 5 years the Faculty staff participated in organizing committees of 294 domestic and foreign conferences (table 5.4), published 99 peer-reviewed abstracts in proceedings of scientific and professional conferences (table 5.1a), and participated as invited lecturers in a large number of scientific conferences and workshops (table 5.6). Data on attendance at conferences and published papers are entered in the system of the Croatian Scientific Bibliography - CROSKI (<https://www.bib.irb.hr/pregled/ustanove/356>).

Since 2017, the Faculty teachers and associates have participated in 144 conferences, with 3 international and 4 domestic conferences organised by the Faculty (table 5.4 of the Analytic Supplement to the Self-evaluation).

Recommendations for improvement

- The Panel recommends launching more scientific research activities and projects in the scientific field of dental medicine since, according to the data, the largest number of scientific papers is from the scientific field of clinical medical science.
- Encourage young employees (assistants, doctoral students and postdoctoral students) to apply for projects in the field of dental medicine, nursing and physiotherapy.
- Involve students of all study programmes in scientific research.
- It is recommended to employ a larger number of full-time teachers at the Faculty in order to enable greater availability of mentors for pedagogical and scientific work with younger researchers.

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

In conversation with employers during the visit to the Faculty, the Panel was informed that the Faculty has a very well established and developed cooperation with the economy and the public sector in the transfer of knowledge and technology. This is evidenced by agreements and contracts on cooperation, employers' interest in student internship and employment of graduates, as well as the initiated scientific, professional and development projects. The cooperation of the Faculty with the economy is based on the needs of the economy, the public administration (Croatian Employment Service) and other professional bodies (Croatian Medical Chamber, Croatian Chamber of Nurses, Croatian Chamber of Dental Medicine, Croatian Chamber of Physiotherapists).

From the information in the Self-evaluation and meeting with employers, the Panel learned that the Faculty has concluded agreements on cooperation with a number of health centres, clinics and hospitals in the Republic of Croatia (such as Polyclinic "Srčana", Clinic for Cardiovascular Diseases "Magdalena", Special Hospital for medical rehabilitation of patients with heart, respiratory and rheumatic diseases Thalassotherapy, Polyclinic Radiochirurgia Zagreb, Polyclinic Bagatin, Polyclinic Identalia, Polyclinic Ars Salutaris, etc.). Cooperation with these institutions has increased the capacity to conduct student internship and clinical practice, and provided employment after graduation. During the meeting, it was confirmed that cooperating health institutions participate in teaching and drafting the curricula through the organization of student internship, proposing topics and implementation final theses, providing opportunities for scientific research (mentoring, scholarships) according to the needs of the labour market, and the recognition of professional qualification. Businessmen and employers cited the example of the Croatian Chamber of Dental Medicine, which participated in the development of the Faculty curriculum, and the example of the recognition of professional qualifications and coefficients for holder of Master of Nursing degrees for 3 positions at the county level.

In conversation with the Faculty Administration, the Commission was acquainted with the Agreement on Cooperation between the Faculty and the Nova Gradiška Industrial Park, which opens a perspective for scientific and technological cooperation for the application of new technologies in healthcare and the development of new patents and new innovative materials in biomedicine.

In 2018, the Faculty signed a cooperation agreement with a private company Botiss GmbH (Berlin, Germany), which is engaged in the development, research and production of biomaterials for bone and soft tissue regeneration in dental medicine. The Faculty management assessed the cooperation with Botiss GmbH as promising for scientific cooperation of Faculty employees in the field of dental medicine, as well as for the mobility of students, doctoral students, teachers and associates and education in highly specialized laboratories of Charité Hospital in Berlin and the Julius Wolff Institut für Biomechanik und Muskuloskeletale Regeneration, Universitätsmedizin Berlin.

The Panel is also aware that the Faculty cooperates with the Croatian pharmaceutical company Belupo and the bioinformatics company IN2 as part of the implementation of a

research and development project (IRI project) in which the Faculty is a partner, and which was mentioned in conversation with project leaders.

The head of the Physiotherapy study programme pointed out that the Faculty actively participates in the implementation of an EU-funded project entitled "Development of socially useful learning through therapeutic activities with horses" in cooperation with the equestrian club Dunavski raj and the Association of Parents of Children with Developmental Difficulties "Vukovarski leptirići". The purpose of this project is to help children with developmental difficulties through professional activities. The project involves undergraduate students of Physiotherapy so that they would acquire skills and competencies needed for the labour market.

From conversations with employers, project leaders and heads of study programmes, it is evident that the Faculty has an effective system of support for scientific research and transfer of knowledge and technologies with the economy, which is promising for scientific advancement and mobility of students and teachers.

The Faculty is a partner on the project Effective Human Resources 2014-2020, part of the Operational Program that is funded by the European Social Fund (ESF), in cooperation with the City of Zagreb who is the project holder.

<http://www.fdmz.hr/index.php/hr/znanost/projekti/medunarodni-projekti>

According to the data from the Self-evaluation, the Faculty teachers are members of professional organizations, the Croatian Medical Chamber, the Croatian Chamber of Dental Medicine, the Croatian Nursing Council and the Croatian Chamber of Physiotherapists, with which they organize continuing education courses, workshops and symposia. In 2018, the Faculty held its first scientific conference "Modern nursing: history as foundation, theory as source, education as path, quality as obligation, science as truth." The co-organizers of the conference were the Croatian Nursing Council, the Croatian Trade Union of Nurses and Medical Technicians, and the Croatian Association of Nurses.

In 2019, the first postgraduate course of continuing medical education of the 1st category "Sport and the Heart" was held in the building of the Faculty in Orahovica, organized by the Croatian Cardiac Society - Working group for e-cardiology, Working group for the prevention and rehabilitation in cardiology, and the Working group for the cardiology of labour and sports. Together with the Croatian Cardiac Society, Working group for the prevention and rehabilitation of cardiovascular diseases, Working group for e-cardiology, Thalassotherapy Opatija / Polyclinic Srčana / SB Krapinske Toplice, the Faculty organised a course of continuing medical training of the 1st category: Rehabilitation in Clinical Medicine - Cardiovascular Rehabilitation.

During the visit to the Faculty, the Panel visited the Polyclinic for Dental Medicine "Mursa", which was established and is run as part of the Faculty. Clinical teaching for students and their work with patients take place in the Polyclinic, which is equipped with the most modern dental units and diagnostic equipment for clinical work and teaching.

The Mursa Polyclinic cooperates with the Red Cross in providing free dental care to users of Red Cross services, which the Panel considers to be an example of good practice.

According to the information from the Self-evaluation, the Faculty staff participates in over 100 different forms of activities in scientific and professional domestic and foreign associations, academies, societies, committees, and advisory bodies of the public and private sector as members, leaders, vice presidents or founders –the Red Cross, National Committee for the Fight against Viral Hepatitis, Croatian Academy of Medical Sciences, European Academy of Sciences and Arts, Croatian Society for Embryology and Assisted Reproduction, Croatian Periodontal Society of the Croatian Medical Association, Committee for Private Practices and Contractual Outpatient Activities of the Croatian Medical Chamber, American Society of Plastic Surgeons (ASPS), Croatian Society for Public Health Care, European Society for Public Health Care, Rotary Club Osijek, UNESCO Department for Bioethics at the University of Haifa, Israel, Reference Center of the Ministry of Health for Urolithiasis, Croatian Society for Regional Anaesthesia and Analgesia of the Croatian Medical Association, Croatian Chamber of Dental Medicine, Croatian Society for precise (personalized) medicine, Croatian Institute for Transfusion Medicine, Ministry of Health of the Republic of Croatia, Committee for Nursing at the Ministry of Health, Croatian league against epilepsy, ILAE - Europe (International League against Epilepsy - European Region), Croatian Neurological Society, National Committee for Dental Medicine of the Croatian Ministry of Health, etc. A complete list of scientific and professional associations in which teachers of the Faculty participate can be found in table 5.6 attached to Self-evaluation.

Recommendations for improvement

- The Panel recommends making greater use of the potential of cooperation with the economy and foreign and domestic businessmen in order to conduct education, internship, joint projects and greater mobility of students and teachers in the field of dental medicine, nursing and physiotherapy.
- In research work in the scientific field of dental medicine, we recommend connecting and involving domestic and foreign international companies in support of research done at the Faculty.
- The Panel also recommends the introduction of clinical-research studies in all areas of study programmes.

Quality grade

Satisfactory 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

Faculty teachers and associates have won a number of national, international, university and faculty awards and recognitions in the last 5 years. A complete list of awards and recognitions is given in table 5.6 that is attached to the Self-evaluation and on the Faculty's website. Also, awards are given for the best student work and the best presentation at an international conference, as well as for scientific excellence by the editors of the journal.

<http://www.fdmz.hr/index.php/hr/znanost/znanstvena-izvrsnost/nagrade-drzavne-medunarodne>

The Faculty awards prizes for special achievements as part of its programme of fostering scientific productivity. At the annual level, the Dean's Award is given in three categories - for the best student work and for the best work of young scientists (assistants or postdoctoral students) and senior scientists. The list of awards and winners by award categories is published on the Faculty's website.

<http://www.fdmz.hr/index.php/hr/znanost/znanstvena-izvrsnost/nagrade-fakulteta>).

In conversation with project leaders and based on the evidence from the Analytic Supplement to the Self-evaluation, the Panel learned that the Faculty is the holder of a large number of international and domestic scientific research projects and university grant projects. In the last 5 years, a total of 36 projects have been implemented, of which 33 were scientific and 3 professional. Since 2017, 18 projects have been implemented, of which the Faculty was the holder of 6. The Faculty has implemented 3 projects funded by research grants from the University of Osijek. During 2019 and 2020, 10 projects were funded from the multi-year funding dedicated to science through the VIF 2018 funds (projects of doctoral assistants of Faculty employees),

<http://www.fdmz.hr/index.php/hr/znanost/projekti/projekti-za-doktorande>)

and 9 institutional projects (IP).

<http://www.fdmz.hr/index.php/hr/znanost/projekti/institucijski-projekti>)

Support for employees in the planning and implementation of scientific and professional projects is provided by the Faculty's Science Committee. Within the purview of the Science Committee, the establishment of 6 research groups at the Faculty was encouraged, led by teachers of the Faculty (<http://www.fdmz.hr/index.php/hr/znanost/istrazivacke-skupine>). In the field of nursing, there is a research group thanks to which the Faculty was the holder of a 2017-2018 project funded from EU funds "Training of mentors for nurses and midwives in the health system in Croatia and the implementation of educational curriculum in line with Directive 2005/36/EC". <http://www.fdmz.hr/index.php/hr/znanost/istrazivacke-skupine>)

The Faculty has launched a new scientific-professional nursing journal *Nursing Education and Science* (NES) (<http://www.nes.fdmz.hr/>), in the English language and with an international review. The journal will publish high quality articles in the professional and scientific field of nursing, and is intended for nursing teachers, nurses, and professionals involved in nursing education.

Faculty teachers and associates participate as invited lecturers at national and international conferences. The Faculty Self-evaluation provides data on 1350 invited lectures of teachers and associates in the last 5 years at international conferences in Europe and abroad (USA, UAE, Japan, Morocco, etc.).

According to the data from the Analytic Supplement (table 5.5), between 2017-2019 faculty members and associates were members of editorial boards in 9 journals cited by the Web of Science, 12 cited by Scopus and 8 cited by Google Scholar, and 4 teachers served as editor-in-chief in the *Journal of Neurology and Stroke* (USA), *Nova bolnica* (magazine of the General hospital Zabok and the Hospital for Croatian War Veterans) (RH), *Psychiatria Danubina* (RH) and the journal *Vizija* (RS).

Recommendations for improvement

- Intensify international cooperation and increase the number of collaborative international research projects.

Quality grade

Satisfactory level of quality

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

Analysis

The Strategy of Scientific-Research Work for the period between 2018 and 2023, adopted by the Faculty in 2018, includes: 1) the purpose of establishing the Faculty (*education of future health care workers, encouraging and implementing scientific research, lifelong education and the education of teaching and research staff*); 2) SWOT analysis, based on the Self-evaluation, of the period since the establishment of the Faculty in 2017, which serves as the basis for new strategic goals; 3) strategic goals (*increase the utilization of existing human and research capacities, continuously support applications for international and national scientific research projects, encourage international cooperation, encourage scientific and professional development of young scientists, encourage the development of study programmes based on scientific research projects and activities of the Faculty*); 4) expected outcomes of the strategic programme of scientific research (*shape the Faculty into an institution with a strong research profile, quality higher education, excellence in scientific research, commitment to health work and the strengthening of the Croatian economy*); 5) scientific topics of interest for further research (*translational medicine*); 6) organizational development plan (*promoting student research, connecting research groups within the institution, better connection with other University constituents within the related areas of research, focus on applied research in cooperation with the economy, investing own funds in scientific research, encouraging*

incoming mobility, encouraging and rewarding project applications and lightening the teaching load of successful researchers, strengthening research networks).

During the visit to the Faculty, the Panel was acquainted with the human and infrastructural resources for conducting scientific activities.

At the meeting with the Faculty management, the Panel was informed that the Faculty improves its scientific activity with funding from its own resources, and raising funds for research in cooperation with the economy at the regional, national and international level. The Faculty's Science Committee follows and informs researchers about international calls from the EU, NIH (National Institutes of Health, USA), ESF (European Science Foundation) and similar research funding agencies for all scientific fields. It informs researchers about the possibilities of applying for projects, and organizes courses for writing projects for young researchers. The Faculty has also established a support fund for applications for international projects.

According to the information from the Analytic Supplement to the Self-evaluation (table 4.1a), the Faculty employs 29 full-time teachers, of whom 15 are elected to scientific-teaching grades.

Teaching activity takes place in 7 lecture halls that are equipped with IT equipment (computers and projectors) and have the total capacity of 299 seats. As part of its institutes, the Faculty established 9 laboratories that are used for teaching at the undergraduate, graduate and postgraduate level, and for preparing bachelor's, master's and doctoral theses. These are the Laboratory for Physics, Laboratory for Microbiology, Laboratory for Oral Biology, Laboratory for Temporomandibular Dysfunction, Laboratory for Translational Medicine, Laboratory for Andrology and Biology of Human Reproduction, Laboratory for Histology and Genetics, Cell and Molecular Biology, Clinical skills room, and the clinical skills room for dental medicine. Lecture rooms cover 4,476 m², teaching workshops 1221 m², laboratories 423 m², while the total area of working spaces is 8,121 m².

The Faculty's financial plan of revenues and expenditures for the previous period is presented in the Analytic Supplement to the Self-evaluation (table 4.11. Financial evaluation). The Faculty has operated with a positive balance sheet.

Based on interviews with the Faculty management, heads of study programmes, project leaders and students, the Panel evaluates the Faculty's financial resources and spatial capacities for scientific activities as satisfactory.

The Faculty recognizes and rewards scientific achievements of its employees by giving an annual prize for scientific work. In the academic year 2019, 5 awards were given - 1 for best student work, 2 for best work of young scientists (assistants/postdoctoral students) and 2 for best scientific work of senior scientists. Also, the Faculty Rulebook on publishing activities prescribes a financial award for the authorship of textbooks and books. From the dean's report, 6 textbooks written by Faculty teachers are being prepared for publication <http://www.fdmz.hr/index.php/hr/znanost/znanstvena-izvrsnost/nagrade-fakulteta>).

The plan is to increase the employment of assistants and young teachers, and to lighten the teaching load of staff with international projects by 10%.

Recommendations for improvement

- It is recommended to provide and financially support the access to databases and journals in the field of biomedicine and health in order to facilitate access to data needed for teaching and research activities.
- It is recommended to supplement the library fund with indexed domestic journals and electronic journals with full text to which the institution would provide access, and which are currently missing.

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

Every year, the Faculty hosts a Science Festival in which students of all study programmes participate in the popularization of science and profession, as well as in the promotion of health. In April 2019, the 17th Science Festival on the topic of "Colours" was held in the dislocated teaching base of Orahovica and on the premises of the Faculty in Osijek. Faculty teachers and students of undergraduate study of Physiotherapy prepared 3 lectures, 4 workshops and 11 poster presentations for citizens, other students and especially for primary school students on the topic of colour and psychophysical health (available at <http://www.fdmz.hr/index.php/hr/znanost/festival-znanosti>).

The Faculty participates in the implementation of the university postgraduate interdisciplinary doctoral study of Molecular Biosciences, which is also attended by the Faculty's assistants, with its teaching staff taking part in teaching and scientific-research activities. The laboratory for postgraduate interdisciplinary university study of molecular biosciences has been established on the Faculty premises, equipped with modern instruments for molecular biological research that are used by assistants and doctoral students for conducting their research in three areas of interest: biotechnical, biomedical and natural sciences. During the visit to the Faculty, the Panel talked to doctoral students who were conducting their research and found out that one doctoral dissertation was being developed in cooperation with a US university where the doctoral student had been on a study visit.

The Faculty actively participates in the scientific development of its employees, and provides professional and financial support in the implementation of project proposals and the preparation of doctoral dissertations. This is confirmed by the 2018 Decision of the Faculty Council on determining the criteria for the allocation of funds from multi-year dedicated funding of science via the VIF 2018.

The Faculty financially supports the participation of young scientists in symposia and workshops, and also organizes education on how to prepare and write scientific papers and select journals for publishing research results. For this purpose, the Faculty organized a symposium "How to express yourself as a health employee on scientific and expert meetings", which was held on the 10th May, 2019.

<http://www.fdmz.hr/index.php/hr/tecajevi-simpoziji/prvi-znanstveno-strucni-simpozij-fakulteta-za-dentalnu-medicinu-i-zdravstvo-osijek-izrazavanje-zdravstvenih-djelatnika-na-znanstveno-strucnim-skupovima-i-u-publikacijama>

Faculty students are involved in scientific research and, in co-authorship with teachers, actively participate in international and domestic scientific conferences and student meetings. Students have participated in the following conferences: the 1st International Translational Medicine Congress of Students and Young Physicians (OSCON); Croatian Days of Paediatric Dentistry; Montenegrin International Medical Summit (MIMS 2019); International Hippocrates Congress on Medical and Health Sciences. At the Montenegrin International Medical Summit (MIMS 2019), a student of the Faculty of Dental Medicine was awarded for the best poster presentation. In 2019, the Faculty was the organizer of the 1st symposium for research papers in nursing with international participation "Challenges of research in nursing".

<http://www.fdmz.hr/index.php/hr/fakultet/galerije-fotografija?simpozij-izazovi-istrzivanja-u-sestrinstvu>

In conversation with students, the Panel heard that they were actively involved in the activities for the popularization of science and consulting the public. They participate in the organization of the Science Festival, and nursing students celebrate Diabetes Days and Breastfeeding Week, where they participate in breastfeeding support groups as part of the Community Health Care course. As part of the dislocated study of Nursing in Slavonski Brod, nursing students counsel women who have undergone surgery for breast cancer. As part of the Health Promotion course, students organize the education of general public through the "Healthy Cities" campaign. On the occasion of the Month of Oral Health and the World Day of Oral Health, students of Dental Medicine and Dental Hygiene organize activities for citizens and vulnerable groups (children, youth, people with special needs) to raise awareness of the importance of oral health.

<http://www.fdmz.hr/index.php/hr/znanost/festival-znanosti>

Undergraduate, graduate and postgraduate students are co-authors of 68 published professional and scientific papers together with faculty members. The list of papers, authors, title of the paper, title of the journal and year of publication are listed in Table 5.6 attached to the Self-evaluation. Students also participate in workshops on anti-plagiarism programme "Turnitin" that are organized by the University.

Recommendations for improvement

- Although students of all study programmes take part in scientific activities, full-time students should be more involved in applied research and projects.

- Encourage students to publish papers within projects so that information on papers published from project is visible and accessible.
- Recruit potential future young teachers and scientists from the group of students interested in scientific work.

Quality grade

Satisfactory 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	

Quality grade by standard

<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 responsible for the employability of graduates.			X	

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

Quality grade by standard

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

2. Site visit protocol

Reakreditacija
Fakultet za dentalnu medicinu i zdravstvo Osijek
Sveučilišta J.J. Strossmayera u Osijeku

Crkvena 21, Osijek

Re-accreditation of the
Faculty of Dental Medicine and Health Osijek
University J.J. Strossmayera Osijek

Crkvena 21, Osijek

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

	Srijeda, 30. prosinca 2020.	Wednesday, 30 December 2020
10:50 - 11:00	Spajanje na poveznicu ZOOM	Joining ZOOM meeting
11:00 - 12:30	<ul style="list-style-type: none"> • Predstavljanje AZVO-a • Predstavljanje sustava visokog obrazovanja u RH • Postupak reakreditacije • Standardi za vrednovanje kvalitete • Kako napisati Završno izvješće 	<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
12:30 - 13:00	<i>Pauza</i>	<i>Break</i>
13:00 - 15:00	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 dislociranim lokacijama – Sveta Nedjelja, Pregrada, Nova Gradiška, Slavonski Brod i Orahovica i visokom učilištu u Osijeku* /Preliminary site-visit of Expert Panel members to the dislocated locations in Sveta Nedjelja, Pregrada, Nova Gradiška, Slavonski Brod and Orahovica and HEI in Osijek*

Prvi dan preliminarnog posjeta*/First day of the preliminary site visit*

**Jedan dio povjerenstva obilazi Svetu Nedjelju i Pregradu/One part of the panel members*
Drugi dio povjerenstva obilazi Novu Gradišku, Slavonski Brod i Orahovicu/One part of the panel members***

*Samo hrvatski članovi povjerenstva/Only Croatian members of the Expert panel

1. GRUPA/FIRST GROUP*

Posjet stručnog povjerenstva Svetoj Nedjelji i Pregradi/Site visit to Sveta Nedjelja and Pregrada

1. Sveta Nedjelja, Lokacija: Psihijatrijska bolnica Sveti Ivan, Jankomir 11, Zagreb

	Četvrtak, 21. siječnja 2021.	Thursday, 21 January 2021
9:00 – 9:30	Sastanak s voditeljem studijskog programa <i>Sestrinstvo</i> u Svetoj Nedjelji	Meeting with the head of study program <i>Nursing</i> in Sveta Nedjelja
9:30 – 9:35	<i>Pauza</i>	<i>Break</i>
9:35 – 10:05	Sastanak sa studentima	Meeting with the students
10:10 – 10:30	Obilazak prostora	Tour of the facilities

1. Pregrada, Lokacija: Srednja škola Pregrada, Stjepana Škreblina bb

	Četvrtak, 21. siječnja 2021.	Thursday, 21 January 2021
12:10 – 12:40	Sastanak s voditeljem studijskog programa <i>Sestrinstvo</i> u Pregradi	Meeting with the head of study program <i>Nursing</i> in Pregrada
12:40 – 12:45	<i>Pauza</i>	<i>Break</i>
12:45 – 13:15	Sastanak sa studentima	Meeting with the students
13:15 – 13:35	Obilazak prostora	Tour of the facilities

Nakon obilaska dislociranih lokacija u Svetoj Nedjelji i Pregradi, stručno povjerenstvo odlazi za Osijek/After visits to the dislocated locations in Sveta Nedjelja and Pregrada, panel members are leaving to Osijek

2. GRUPA/SECOND GROUP*

Posjet stručnog povjerenstva Novoj Gradiški, Slavonskom Brodu i Orahovici/Site visit to Nova Gradiška, Slavonski Brod and Orahovica

1. Nova Gradiška, Lokacija: Dom kulture, Matije Antuna Relkovića 4

	Četvrtak, 21. siječnja 2021.	Thursday, 21 January 2021
9:40 – 10:10	Sastanak s voditeljem studijskog programa <i>Sestrinstvo</i> u Novoj Gradiški	Meeting with the head of study program <i>Nursing</i> in Nova Gradiška
10:10 – 10:15	<i>Pauza</i>	<i>Break</i>
10:15 – 10:45	Sastanak sa studentima	Meeting with students
10:45 – 11:05	Obilazak prostora	Tour of the facilities

2. Slavonski Brod, Lokacija: Opća bolnica "Dr. Josip Benčević, Andrije Štampara 42

	Četvrtak, 21. siječnja 2021.	Thursday, 21 January 2021
12:30 – 13:00	Sastanak s voditeljem studijskog programa <i>Sestrinstvo</i> u Slavonskom Brodu	Meeting with the head of study program <i>Nursing</i> in Slavonski Brod
13:00 – 13:05	<i>Pauza</i>	<i>Break</i>
13:05 – 13:35	Sastanak sa studentima	Meeting with students
13:35 – 13:55	Obilazak prostora	Tour of the facilities

3. Orahovica, Lokacija: Ulica bana Josipa Jelačića 19A

	Četvrtak, 21. siječnja 2021.	Thursday, 21 January 2021
16:55 – 17:25	Sastanak s voditeljem studijskog programa <i>Fizioterapija</i> u Orahovici	Meeting with the head of study program <i>Physiotherapy</i> in Orahovica
17:25 – 17:30	<i>Pauza</i>	<i>Break</i>
17:30 – 18:00	Sastanak sa studentima	Meeting with students
18:00 – 19:00	Obilazak prostora	Tour of the facilities

Nakon obilaska dislociranih lokacija u Novoj Gradiški, Slavanskom Brodu i Orahovici, stručno povjerenstvo odlazi za Osijek/After visits to the dislocated locations in Nova Gradiška, Slavonski Brod and Orahovica, panel members are leaving to Osijek

*Samo hrvatski članovi povjerenstva/Only Croatian members of the Expert panel

Preliminarni posjet Stručnog povjerenstva visokom učilištu u Osijeku* / Preliminary site-visit of Expert Panel members to HEI in Osijek*

Drugi dan preliminarnog posjeta*/Second day of the preliminary site visit*ž

Fakultet za dentalnu medicine i zdravstvo Osijek, Lokacija: Crkvena 21

	Petak, 22. siječnja 2021.	Friday, 22 January 2021
8:50 – 9:00	Spajanje dijela članova Povjerenstva na poveznicu ZOOM	Joining the part of the Expert Panel members to the ZOOM meeting
9:00 – 10:00	Sastanak članova stručnog povjerenstva, diskusija o zapažanjima s posjeta dislociranim lokacijama, pripreme za sastanke s dionicima visokog učilišta	Meeting of members of the expert panel, discussion of observations and impressions from the visits to the dislocated locations, preparation for meetings with stakeholders of the higher education institution
10:20 – 10:30	Spajanje dijela članova Povjerenstva na poveznicu ZOOM	Joining the part of the Expert Panel members to the ZOOM meeting
10:30 – 11:30	Sastanak članova stručnog povjerenstva s dekanom, prodekanima i tajnicom	Meeting of Expert Panel members with the Dean, Vice-Deans and Secretary
11:30– 11:50	<i>Pauza</i>	<i>Break</i>
11:50 – 12:30	Sastanak članova stručnog povjerenstva s Povjerenstvom za praćenje i osiguravanje kvalitete visokog obrazovanja	Meeting of Expert Panel members with the Committee for monitoring and quality assurance of higher education

12:30 - 14:00	Analiza dokumenata	Document analysis
14:00 - 15:30	Obilazak fakulteta (predavaonice, informatičke učionice, knjižnica, studentske službe) i prisustvovanje nastavi	Tour of the Faculty (classrooms, computer classrooms, library, student services) and participation in teaching classes
16:00 -	<i>Radni ručak, povratak domaćih članova povjerenstva u Zagreb</i>	<i>Working Lunch, return of Croatian Expert Panel members to Zagreb</i>

*Samo hrvatski članovi povjerenstva/Only Croatian members of the Expert panel

Virtualni sastanak članova stručnog povjerenstva, diskusija o zapažanjima i impresija s preliminarnog posjeta/Virtual meeting of members of the panel members, discussion of observations and impressions from the preliminary visit

	Ponedjeljak, 25. siječnja 2021.	Monday, 25 January 2021
10:50 - 11:00	Spajanje na poveznicu ZOOM	Joining ZOOM meeting
11:00 - 15:00	Sastanak članova stručnog povjerenstva, diskusija o zapažanjima i impresijama s preliminarnog posjeta, pripreme za sastanke s dionicima visokog učilišta	Meeting of members of the expert panel, discussion of observations and impressions from the preliminary visit, preparation for meetings with stakeholders of the higher education institution

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

	Utorak, 26. siječnja 2021.	Tuesday, 26 January 2021
8:50 – 9:00	Spajanje na poveznicu ZOOM	Joining ZOOM meeting
9:00 – 9:30	Sastanak članova stručnog povjerenstva s dekanom, prodekanima i tajnicom	Meeting of Expert Panel members with the Dean, Vice-Deans and Secretary
9:30 – 9:45	<i>Pauza</i>	<i>Break</i>
9:45 – 10:15	Sastanak s: <ul style="list-style-type: none"> • Predstavnikom Ureda za kvalitetu • ERASMUS koordinatorom • ECTS koordinatorom 	Meeting with: <ul style="list-style-type: none"> • Representative of Office for Quality Assurance • ERASMUS coordinator • ECTS coordinator
10:15 – 10:30	<i>Pauza</i>	<i>Break</i>
10:30 – 11:30	Sastanak sa studentima svih studijskih programa – otvoreno za sve studente	Meeting with the students - open meeting for all students
11:30 – 12:30	<i>Pauza, Interni sastanak članova stručnog povjerenstava</i>	<i>Break, Internal meeting of the panel members</i>
12:30- 13:00	Sastanak s alumnijima (bivši studenti koji nisu zaposlenici visokog učilišta)	Meeting with the alumni (former students who are not employed by HEI)
13:00 – 13:15	<i>Pauza</i>	<i>Break</i>
13:15 - 14:00	Sastanak s vanjskim dionicima (nenačasnim) s kojim VU surađuje - predstavnici strukovnih i profesionalnih udruženja, poslovna zajednica, poslodavci, stručnjaci iz prakse, organizacije civilnog društva	Meeting with external stakeholders – representatives of professional organisations, business sector/industry sector, employers, professional experts, NGOs

14:00 – 14:30	Organizacija dodatnog sastanka o otvorenim pitanjima – prema potrebi	Organisation of an additional meeting on open questions, if needed
14:30 – 15:30	<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

	Srijeda, 27. siječnja 2021.	Wednesday, 27 January 2021
9:00 – 9:30	<i>Spajanje na poveznicu ZOOM i kratki interni sastanak stručnog povjerenstva</i>	<i>Joining ZOOM meeting and a short internal meeting of the Expert Panel members</i>
9:30 – 10:20	Sastanak s nastavnicima u stalnom i kumulativnom radnom odnosu (nisu na rukovodećim mjestima)	Meeting with full-time and cumulative employed teachers who do not have managerial positions
10:20 – 10:30	<i>Pauza</i>	<i>Break</i>
10:30 – 11:00	Sastanak sa voditeljima studijskih programa	Meeting with Heads of study programs
11:00 – 11:15	<i>Pauza</i>	<i>Break</i>
11:15 – 11:45	Sastanak s prodekanom za nastavu i studente	Meeting with vice dean for classes and students
11:45 – 12:00	<i>Pauza</i>	<i>Break</i>
12:00 – 12:30	Sastanak s voditeljima katedri	Meeting with Heads of Departments
12:30 – 13:30	<i>Pauza, Interni sastanak članova stručnog povjerenstava</i>	<i>Break, Internal meeting of the panel members</i>
13:30 – 14:00	Organizacija dodatnog sastanka o otvorenim pitanjima – prema potrebi	Organisation of an additional meeting on open questions, if needed

14:00 – 15:00	<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>
----------------------	--	---

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

	Četvrtak, 28. siječnja 2021.	Thursday, 28 January 2021
9:00 – 9:30	<i>Spajanje na poveznicu ZOOM i kratki interni sastanak stručnog povjerenstva</i>	<i>Joining ZOOM meeting and a short internal meeting of the Expert Panel</i>
9:30 – 10:00	Sastanak članova stručnog povjerenstava s prodekanom za znanost i poslijediplomske studije	Meeting with the Vice-Dean for science and postgraduate study programs
10:00 – 10:15	<i>Pauza</i>	<i>Break</i>
10:15 – 10:45	Sastanak s asistentima i poslijedoktorandima	Meeting with teaching assistants and postdoctoral researchers
10:45 – 11:00	<i>Pauza</i>	<i>Break</i>
11:00 – 11:30	Sastanak s voditeljima znanstvenih projekata	Meeting with the Heads of research projects
11:30 – 11:45	<i>Pauza</i>	<i>Break</i>
11:45 – 12:15	Organizacija dodatnog sastanka o otvorenim pitanjima: <ul style="list-style-type: none"> • Predsjednicom Povjerenstva za praćenje i osiguravanje kvalitete visokog obrazovanja i • Predstavnicom Ureda za kvalitetu 	Organisation of an additional meeting on open questions: <ul style="list-style-type: none"> • President of the Committee for monitoring and quality assurance of higher education and • Representative of Office for Quality Assurance

12:15 - 13:00	<i>Interni sastanak članova stručnog povjerenstva</i>	<i>Internal meeting of the Expert Panel members</i>
13:00 - 13:15	Završni sastanak s dekanom, prodekanima i tajnicom	Meeting of Expert Panel members with the Dean, Vice-Deans and Secretary
13: 15 -	<i>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 procedure of re-accreditation of the J. J. Strossmayer University of Osijek, the Faculty of Dental Medicine and Health was completed in three stages. The Expert Panel that was appointed by ASHE and consisted of seven members - two foreign and five Croatian members - carefully reviewed documents submitted by the HEI, conducted further preliminary on-site observations of the HEI premises on the main campus and dislocated locations, and finally held virtual meetings with main internal and external stakeholders between the 26th and 28th January 2021. Members of the Expert Panel had several rounds of thorough discussions before completing the final re-accreditation report, or rather evaluating the level of the HEI's fulfilment of key standards with the elements of quality in higher education.

ASHE and the members of the Expert Panel would like to express their satisfaction with the high level of documents that were delivered and submitted. We found the Self-evaluation of the Faculty of Dental Medicine and Health Osijek to be a highly comprehensive document that enabled a thorough overview of the HEI. Welcome and discussion upon on-site visit was constructive and cooperative. Leadership of the HEI was extremely cooperative and, in the round of meetings performed, the members of the Expert Panel obtained all information needed and required for an independent evaluation of quality assurance standards. We would like to express our thankfulness to the Office for Quality Assurance and the HEI coordinator for immediate responsiveness and professional approach.

Expert Panel members unanimously agreed that the HEI fulfils satisfactory to high level of quality of several key elements of standards, while in some standards we evaluated fulfilments to be at a minimal level of quality and recommend further improvements in order to raise the quality of the higher education process. We highly recommend that the HEI review and adjust the expansion of study programmes and dislocated locations to its teaching capacity.

It is to be emphasized that the HEI is a young institution that was established in 2017. In this short period of functioning, it has reached impressive growth and development, particularly in infrastructure and equipment, which gives it a solid background for further development. The potential of the HEI lies in its dedicated, highly motivated and professional staff.

In conclusion, the HEI is aware of the importance of quality assurance and dedicated to ensuring the required standards. However, it should take recommendations for improvement into careful consideration, and take required measurements for implementing improvements in the Institution's organization and teaching process.