agency for science and higher education

REPORT
OF THE EXPERT PANEL
ON THE
RE-ACCREDITATION OF
Arts Academy University in Split

Date of preliminary site visit:
Monday, 7th November 2022

Date of on-line re-accreditation:
Tuesday, 8th to Friday, 11th November 2022

December 2022

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INTRODUCTION

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

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

The Agency's Accreditation Council appointed an independent Expert Panel for the evaluation of Arts Academy University in Split.

Members of the Expert Panel:
- David Quin, Lecturer in Animation, Dún Laoghaire Institute of Art, Design and Technology (IADT), Ireland, Panel chair,
- MgA, Assist. prof. Linda Duškova, PhD, The Academy of Performing Arts in Prague, Theatre Faculty (DAMU), Czech Republic
- Assoc. prof. Sonja Vuk, PhD, the Academy of Fine Arts of the University of Zagreb, the Republic of Croatia
- Assoc. prof. dr. sc. Antoaneta Radočaj-Jerković, the Academy of Arts and Culture of the Josip Juraj Strossmayer University of Osijek, the Republic of Croatia
- Antonio Špernjak, student, the Academy of Fine Arts of the University of Zagreb, the Republic of Croatia.

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

- Management,
- Self-evaluation Report Committee,
- Students,
- Heads of study programmes,
- Full-time teaching staff,
- External teachers

- Assistants,
- Heads of artistic research and professional projects,
- Alumni,
- Representatives of the business sector, potential employers.

Croatian Expert Panel members went to the preliminary site-visit on November 7th 2022 during which they had a tour of the work facilities, laboratories, library, IT classrooms, student administration office and classrooms, and attended sample lectures, where they held a brief Q&A session with students.

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

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

The Report contains the following elements:

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

In the analysis of the documentation, preliminary site visit to the Arts Academy University in Split, online meetings and writing of the Report, the Expert Panel was supported by:

- Marina Grubišić, coordinator, ASHE,
- Sanja Peulić, assistant coordinator, ASHE,
- Ivana Rončević, interpreter at the preliminary site visit and during the online meetings, ASHE,
- Igor Opić, translator of the Report.

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

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

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

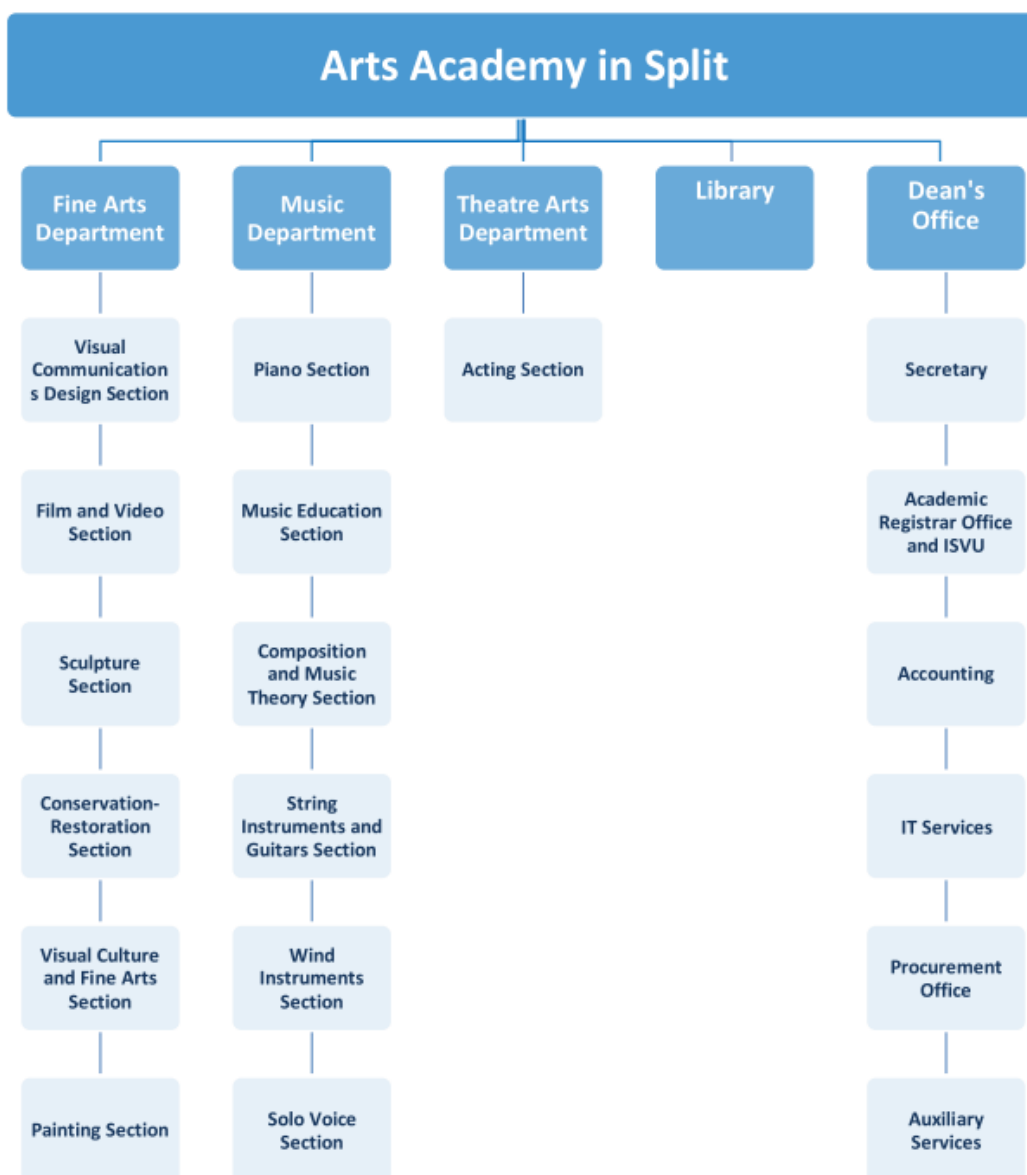# SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION

NAME OF HIGHER EDUCATION INSTITUTION: Arts Academy University in Split

ADDRESS: Zagrebačka 3, 21000 Split

DEAN: red. prof. art. Edvin Dragičević

ORGANISATIONAL STRUCTURE:
According to information from the Self-evaluation, p. 3, Academy's organisational structure

STUDY PROGRAMMES:
According to information from Self-evaluation and Mozvag

Undergraduate university study programme:
- Acting
- Composition
- Film and Media Art
- Guitar
- Music Pedagogy
- Musical Theory
- Painting
- Piano
- Sculpting
- Solo Singing
- String Instruments: Violin, Viola, Cello
- Visual Communication Design
- Visual Culture and Visual Arts
- Wind Instruments: Flute, Clarinet, Saxophone

Graduate university study programme:
- Acting
- Composition[1]
- Film, New Media Art and Animation
- Guitar
- Music Culture
- Music Theory
- Painting
- Piano
- Sculpting
- Solo Singing
- String Instruments: Violin, Viola, Cello
- Visual Communication Design
- Visual Culture and Visual Arts
- Wind Instruments: Flute, Clarinet, Saxophone

Integrated undergraduate and graduate university study programme:
- Conservation and Restoration

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[1]*The Academy asked for exemption of the graduate university study programme Composition from the re-accreditation, because this study programme had no students enrolled in 2021/2022.*

NUMBER OF STUDENTS:

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

Study programme name	Full-time students	Part-time students
Conservation and Restoration (1720), integrated undergraduate and graduate university study programme, Split	54	0
Composition (1745), undergraduate university study programme, Split	2	0
Piano (1746), undergraduate university study programme, Split	10	0
String Instruments: Violin, Viola, Cello (1747), undergraduate university study programme, Split	11	0
Wind Instruments: Flute, Clarinet, Saxophone (1748), undergraduate university study programme, Split	18	0
Solo Singing (1749), undergraduate university study programme, Split	10	0
Guitar (1750), undergraduate university study programme, Split	6	0
Visual Communication Design (1751), undergraduate university study programme, Split	35	0
Painting (1752), undergraduate university study programme, Split	27	0
Sculpting (1753), undergraduate university study programme, Split	13	0
Film and Media Art (1754), undergraduate university study programme, Split	31	0
Visual Culture and Visual Arts (1755), undergraduate university study programme, Split	21	0
Piano (1757), graduate university study programme, Split	4	0
String Instruments: Violin, Viola, Cello (1758), graduate university study programme, Split	8	0
Wind Instruments: Flute, Clarinet, Saxophone (1759), graduate university study programme, Split	6	0
Solo Singing (1760), graduate university study programme, Split	3	0
Guitar (1761), graduate university study programme, Split	2	0
Visual Communication Design (1762), graduate university study programme, Split	16	0
Visual Culture and Visual Arts (1763), graduate university study programme, Split	19	0
Painting (1764), graduate university study programme, Split	18	0
Sculpting (1765), graduate university study programme, Split	15	0
Music Pedagogy (1767), undergraduate university study programme, Split	25	0
Musical Theory (1768), undergraduate university study programme, Split	12	0
Music Culture (1770), graduate university study programme, Split	14	0
Music Theory (1771), graduate university study programme, Split	1	0
Acting (1773), undergraduate university study programme, Split	18	0
Acting (1774), graduate university study programme, Split	8	0
Film, New Media Art and Animation (1775), graduate university study programme, Split	15	0
Total	422	0

NUMBER OF TEACHERS:

According to information from the Analytic Supplement, structure of staff (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	10	64,7	-	-	1	69
Full professors	14	57,71	-	-	6	65,5
Associate professors	22	52,86	-	-	13	58,54
Assistant professors	24	46,33	-	-	34	49,21
Scientific advisor (permanent/ with tenure)	-	-	-	-	-	-
Scientific advisor	-	-	-	-	-	-
Senior Research Associate	-	-	-	-	-	-
Research Associate	-	-	-	-	-	-
Teaching grades	16	47,94	1	34	30	51,7
Assistants	4	34,25	-	-	20	35,9
Postdoctoral researcher	2	37	-	-	-	-
Employees on projects	-	-	-	-	-	-
Expert assistants	-	-	-	-	15	39,27
Technical staff	1	53	-	-	-	-
Administrative staff	11	46	-	-	-	-
Support staff	10	56,8	-	-	-	-

* Classification according to the Act on Scientific Activity and Higher Education

ENROLLMENT IN REGISTER OF SCIENTIFIC ORGANISATIONS:

Arts Academy University in Split is registered in the fields of Humanities and Social sciences.

SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION
The short description is based on information from the Self-evaluation, p. 1 and 5

The Arts Academy of the University of Split 1 is a public higher education institution, a component of the University of Split, which carries out higher education activities in the field of fine, musical and dramatic arts and art history. The basic activity of the Academy is the education of students. The Academy currently offers 18 university undergraduate study programmes, 18 university graduate study programmes and one integrated undergraduate and graduate university study programme.

The Academy's mission as a public higher education artistic and scientific institution is to encourage and actively contribute to the development of music, fine arts, theatre and film arts by offering the complete vertical range of university study programmes while uncompromisingly promoting high-level artistic and scientific work. Acting in the direction of the general social interest, the Academy nurtures the pluralism of artistic, educational, professional and scientific values in its work. Its overall activity is aimed at preserving and developing academic freedoms and principles as fundamental assumptions for the independent, unconditional and autonomous development of artistic and scientific creativity and research.

The Academy's vision is to expand its regional influence with the content and quality of its programmes. The diversity of the Academy's offering of study programmes and its individualized approach will provide all students, in accordance with their interests, a wide spectrum of knowledge and skills. In the teaching process, they will strive to connect the traditional way of teaching and the rich experience of independent artistic, professional and scientific work with a modern approach and teaching methods. The Academy will actively encourage student contributions to artistic and scientificprojects with the aim of developing a high level of ability for future professional activity, and also participation in the creation of a humane, creative and tolerant society. The Academy will systematically encourage the artistic, scientific and professional work of its employees and work continuously on improving the quality of all segments of its activity.

BRIEF ANALYSIS OF THE INSTITUTIONAL ADVANTAGES AND DISADVANTAGES

ADVANTAGES OF THE INSTITUTION

1. The SER was a very good effort, nicely presented with a good range of hyperlinked documents etc well done on this. We know what a big effort this was for you, with little or no administrative support. The website, though needing further develoment is presenting a lot of useful information. The SER and the website really did help panel to do its work.
2. The atmosphere in Academy is very positive. The motivation of students and teachers is extremely encouraging.

3. The recommendsations from the previous accreditation have been seriously taken on board and Academy has made the changes it could make, given the constraints under which it is working.

4. Quality Assurance procedures at Academy seem to be functioning adequately, with a number of key policies and procedures in place and a good understanding amongst staff and students. This has been a good reposne to reommmendations made in the previous reaccreditation, but a lot more work remains to be done.

5. Academy does have a very strong understanding of its cultural importance in Split, in Dalmatia and across Croatia. Academy must be commended on the 'outreach' exhibitions in Osijek, Zagreb, Helsinki etc which should continue in the future. Such exhibition activity is a valuable way for academy to represent itself more widely.

6. Academy does have many very strong and distinctive study programmes, with highly engaged and talented professors and teaching teams. As applicant demographics change however, Academy must clearly differentiate its future programme offerings, to make it attractive to future applicants from across Croatia and from abroad.

7. Students seemed to have a strong grasp of learning outcomes, workloads and ECTS and many of their suggestions for programme change, adjustment and modification are accepted and acted upon very reasonably by the programme teams.

DISADVANTAGES OF THE INSTITUTION

1. The Academy's relationship with the university is seriously problematic. The academy is under-resourced. Staffing appointments in the teaching area and in administration seem to be completely restricted. The University of Split seems to have too little understanding of academy or of art practice.

2. When asked who is responsible for QA at Academy, teaching staff almost univerally responded 'the Quality Board and its President'. Clearly, Academy teaching staff need to understand that everyone is responsible, every day for the maintenance of Quality at an academy.

3. The situation where some academy study programmes are forced to continue to operate with less than 50% teaching cover (forcing those programmes to rely on external teachers) is a serious ongoing problem. Also there seem to be persistent problems with delays in payment for external teachers, meaning externals are often forced to wait for or to defer their payments.

4. Teacher understanding of learning outcomes ECTS and modern student centred learning is limited and will need urgent future work. Such pedagogical development and improvement will present an exciting opportunity for Academy staff and students.

5. The multi building campus poses serious problems for both students and staff, but both are 'coping' with the situation, despite the fact that even teachers struggle to meet teachers from other departments. This continues to result in an ongoing 'fragmentation' of academy which was clearly identified in the 2015 reaacredditation.

6. The Academy has identified clear gaps in terms of programme development (most notably in areas like Production for Theatre), and in the developement of essential offices such as Student Career Centre, International Office etc. Academy is completely constrained because of a lack of opportunity for recruitment and appointments (because the University of Split does not see staff appointments at Academy as an urgent priority). Functionally, these constraints mean that the academy is not allowed to create important new study programmes or to adequately expand and develop activity such as student support and internationalisation.

7. Student counselling service seems to be inadequate, with academy students seemingly relying on the university counselling service and with no clear idea of whether the university counsellors have any awareness of the specific counselling needs and requirements of art students. In general, there seems to be a very low awareness of disability and student mental health at Academy – this needs urgent attention to avoid the development of very real difficulties for students and for staff.

LIST OF INSTITUTIONAL GOOD PRACTICES

EXAMPLES OF GOOD PRACTICE

1. Academy strongly understands and encourages the development of its social role, in the city of Split, in the Dalmatian region and across Croatia. This exhibits commendable confidence as a leading institution in Croatian arts.
2. Academy student must be commended for their enthusiastic proactivity in their efforts to improve the Academy's study programmes.
3. A commendable number of formailised agreements with teaching bases and external stakeholders.

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 SER provides strong evidence that the Academy has responded to the previous (2015) review recommendations and has worked hard to establish the working components of a functional quality assurance system for the institution. Key documents, including a short 'Quality Policy statement, 'Regulations of the Quality System, the Mission, Vision and the Development Strategy of the Arts Academy in Split for the period from 2019 to 2024. (EN)' and the 'Strategy for the Development of Scientific Research Activities of the Arts Academy in Split 2022-2027 are all in place, along with an institutional Quality Improvement Board.

Academy students are members of the Ethics Committee, the Internal Evaluation Committee of the Quality Control, the Committee for Protection from Discrimination, Harassment and Sexual Harassment and the Committee for Student Disciplinary Responsibility.

Academy staff interviewed as part of the reaccreditation process were unanimous in their confidence that The Quality Board and its President were solely responsible for quality assurance at the academy.

Academy students did seem quite confident that their voice was being heard and acted upon on important matters (including on their suggestions related to study programme design, workloads and professors' interpretation of ECTS and Learning Outcomes). Students also seemed commendably confident in their ability to 'go up the stairs' to seek assistance with more serious matters.

Academy strongly understands and encourages the development of its social role, in the city of Split, in the Dalmatian region and across Croatia. SER document provides a structured breakdown of Academy's 'Annual Activity Reports'.

Most importantly, Academy staff are also deeply conscious of the importance of the institution's social-role significance for the University of Split. However Academy staff bemoan the fact that the University does not understand the reputational enhancement resulting from the Academy's strong cultural activities.

Academy staff need to understand that everyone (students and all staff) are responsible for the maintenance and development of Quality Assurance at the academy.

The University of Split must urgently review staff appointments at the Academy. Academy urgently needs additional administrative staff, more fulltime teaching staff and additional systems engineers for ICT.

Academy needs more effective mechanisms to gather useful anonymised feedback from students. Focus groups and the mechanism by students from Conservation Restoration may be more reliable and effective ways to gather useful information.

Academy needs to seriously examine how students' scepticism about the 'belief in change' can be improved. Academy students do seem genuinely confident that their voice can be heard when necessary, but it's extremely worrying to see standard mechanisms (like The Student Council) apparently failing to function. The position of Student Ombudsman may be relatively new, but it clearly had not been explained adequately to staff and to students.

Increased internationalisation at Academy is to be strongly encouraged, but without additional administrative and teaching support (especially in the provision of classes in English etc), this will likely prove impossible to achieve.

Academy needs additional ICT systems engineers and dedicated administrative staff to further develop and to modernise the institutional website.

Academy needs to reimagine its Lifelong Learning activity, with a greater involvement of all Departments. Lifelong learning programmes can be an important bridge between the academy and society and can even generate modest income streams, especially over holiday periods in the academic calendar.

Academy should consider more modern Lifelong Learning programme offerings, such as up to date, modern reskilling and retraining for professionals already working in cultural industries (Art, Design and Media), short fully accredited postgraduate courses and microcredentials.

Academy must continue to develop and enhance its important social role in the city, in the region and across Croatia.

The University of Split must start to understand the immense value of the reputational enhancement resulting from the Academy's strong social and cultural activities.

Quality grade; Satisfactory

II. Study programmes

The goals of the study programs are aligned with the mission of the higher education institution, which can be concluded on the basis of the document Mission, Vision and development strategy of The Art Academy in Split 2019.-2024.: "to encourage and actively contribute to the development of musical, visual, theatrical and film arts by performing a complete vertical of study programmes". The document lists the ways of collecting proposals for the improvement of the program and teaching: meeting with students - representatives of undergraduate and graduate studies (2017) and employees of all departments (2018), on the basis of which a SWOT analysis was made according to which Strategic Goal 1: a contemporary student-centered teaching process, was written.

In relation to the Report of the expert panel on the re-accreditation of The Art Academy in Split from 2015 there has been a progress in modernizing the student-focused teaching process, but there is still a lot of space in the full realization of the Strategic goal 1. The Vision stated that the teaching process will aim to "connect the traditional teaching method and rich experience of independent artistic, professional and scientific work with the contemporary approach and methods of teaching".

The outcomes of study programmes are aligned with the mission and objectives of the academy and reflect the competences needed to enter the labour market, however, there are some irregularities in the writing of outcomes.

One of the biggest difficulties at Academy is that any (even minor) modification to Learning Outcomes is now classed (by Academy and University regulations) as a Major Change To A Study Programme and requires protracted layers of approval from Academy and University committees (including Senat meetings) in order to implement any modifications. We do understand that this is quite a usual practice in the Croatian context, but from an international perspective, this is not an administrative situation which is conducive to the ongoing development of modern learning outcomes or to the necessary, ongoing enhancement of modern study programmes. Study programme lecturing teams should be allowed to modify and improve their own Learning Outcomes

each year with the minimum of administrative interference, and with a relatively 'light touch' guidance from Academy Quality Assurance. It would be desirable for Academy to have a degree of Quality Assurance autonomy in the area of learning outcome improvement, programme development and enhancement.

Of course, in order to adequately improve and develop learning outcomes, Academy staff (Management and Teachers) need ongoing access to modern pedagogical training in Art, Design and Media education.

A new alignment of outcomes is planned for 2022/23, some programs have not yet managed to introduce generic outcomes.

The Academy does ensure the achievement of the envisaged learning outcomes in the study programmes it conducts, which can be inferred from the following activities described in Self-analysis and from interviews with students, teachers, alumni and external stakeholders.

Developmental activities related to study programmes are systematic and regular and involve different stakeholders, as confirmed by data from Self-analysis.

Higher education institution does harmonise ECTS credits with real student workload based on stakeholder feedback analysis in the teaching process or other procedures and does implement procedures to check the compatibility of the actual student load and defined ECTS credits.

In general however, Academy students seemed to have a better grasp of ECTS than Academy staff. Students regularly made recommendations to change credit allocations – some of these were implemented. Other, clearly anomalous ECTS allocations are allowed to illogically persist, undermining belief in the fairness of the ECTS system. This situation needs to change and all study programme activity needs to be reviewed in order to fairly allocate credits (and in order to have a fair expectation of student workload).

Student practice is an integral part of almost all study programs. It is organized by contracts with teaching bases. The list of teaching bases can be found on the Academy's website, as well as contracts with employers or external stakeholders.
No rules on professional practice were found, as well as examples of professional practice Diaries. There was also no evaluation questionnaire for the practice programme.

Student practice is carried out in a systematic and responsible way that enables the achievement of the envisaged learning outcomes associated with the student practice.

Recommendations for improvement

Personalised learning and formative evaluation should be developed more extensively in the course programmes and modern approaches to learning and teaching be even more involved.

In direct teaching of theoretical courses, the organization of the lecture rooms (arrangement of furniture) should be modernized in accordance with modern approaches to learning and teaching.

On the basis of student surveys, it is recommended that the possibility of a larger number of elective courses from all departments would contribute to a greater networking of students.

A uniform approach to student absences is recommended, as well as monitoring and equalizing the quality of teacher work.

Changes to Learning Outcomes should be permitted as Minor Changes to a study programme and should be possible for Academy programme teams to make when they see fit (subject of course to a level of Academy Quality Assurance scrutiny). We do understand that this is quite a usual practice in the Croatian context, but from an international perspective, modern Learning Outcomes need regular, ongoing refinement and improvement (not a change every seven years).

In order to adequately improve and develop learning outcomes, Academy staff (Management and Teachers) need ongoing access to modern pedagogical training in Art, Design and Media education.

In general, Academy Management and Teaching staff need modern and ongoing training in ECTS, student workloads and ethical and sustainable 21st century work practices.

The rule on the number of outcomes per study programme should be observed: from 15 to 30 outcomes, measurable active verbs should be used, for many outcomes two to three active verbs are written instead of one, and active verbs are repeated, higher level verbs should be used, multiple outcomes should contain a generic component, and outcomes should be graded towards the end of the study from simpler to more complex.

The expert panel recommends the further education of teachers and assistants on formative feedback and on summative assessment and evaluation, especially on the necessity to connect assessment with learning outcomes and on the use of criteria for assessment and rubrics.

Job shadowing in comparable Art, Design and Media institutions in Croatia and across Europe could greatly help in modernising the awareness of Academy teaching staff in relation to up to date pedagogical trends.

Academy needs to gather more accurate information from students, perhaps through the implementation of student-led focus groups to discuss and collate any difficulties (and praise for particular professors) which can then be passed onto lecturers for quality assurance development.

The anomalous allocation of ECTS in some Academy courses needs to change. All study programme activity needs to be reviewed in order to fairly allocate credits (and in order to have a fair expectation of student workload).

A Regulation on professional practice should be developed and a Diary Of Professional Practice should be defined.

Quality grade: Minimum

III. Teaching process and student support

Analysis
Applications to Academy are 'are made via the central system www.studij.hr and www.postani-student.hr. Admissions for undergraduate studies are carried out in two terms for the following academic year; in July and September, and for graduate studies only in September.'

Academy organizes Open Days for all interested prospective students. Candidates can listen to classes, and they can also come for personal consultations about what awaits them in the entrance exam and in their studies. Notice of the Open Days is published on the Academy's website, and additionally, it is sent to music, art and other high schools, all very commendable.

Tables with an annual presentation of the success of studies are prepared by the Academic Registrar Office and are published by the Quality Board. The analysis of study success for each academic year is prepared by the Centre for Quality in cooperation with

the Quality Boards of the University. Data on the success of studying at the Arts Academy and the Analysis of the success of studying at the University of Split, which also includes data for the Academy, are available on the Academy's website.

The 2015 panel made strong recommendations about the need for the introduction and implementation of Student Centred Learning. Though progress has since been made, this should still be considered as a 'work in progress' at Academy. Management admit that many Academy teaching staff still have very old-fashioned views about modern Student Centred Learning, Learning Outcomes, ECTS and student workloads.

Management and teaching staff point to the distinct lack of appetite for continuous professional development or for structured longterm training on modern learning, teaching and assessment. Though students are now more involved in the formal aspects of Academy's decision making processes, student surveys are not working at Academy and students are having to find their own mechanisms to get useful feedback to their professors. The Student Council doesn't appear to function adequately and there is a great deal of student scepticism about their ability to affect change. This will never help the development of a truly student-centred learning environment.

Academy professors generally seem to be very committed to their work, and students seemed content with teaching, learning and assessment at Academy. There is still some space for improvement. When it comes to learning outcomes and an understanding of ECTS, in some cases it seems the student are better informed about ECTS then some professors, finding it necessary to point out obvious errors in workload calculations and requesting adjustments in the allocation of ECTS? In other cases, professors shrug their shoulders and admit that important courses are allocated too few credits, whilst unimportant parts of the curriculum retain a lot of ECTS credits.

Professors should also pay more attention to learning outcomes; they should be more involved in writing and revising learning outcomes and there is a lot of work to be done to tie learning outcomes to assessment. This would all require access to modern pedagogical training and sadly, this doesn't seem to be a priority for most Academy teaching staff.

Academy students seem very content with the direct support available from their teachers. One stakeholder observed 'you cannot have a bad relationship with your professors and have a good educational experience.' Many students described their professors as their main 'go-to' person. This is understandable in a learning environment where class sizes are very small.

Students also seemed confident that, in the event of a serious problem arising, they knew where and how to get help. The Academy has also introduced more modern policies and procedures around mutual respect and the protection of students.

Psychological counselling isn't available at the academy, instead student psychological counselling and help is available at the University of Split. When asked about this, Academy staff seemed unclear about whether University counsellors would be aware of the specific difficulties associated with learning in the Arts, Design and Media. Academy seemed to have no data on student mental health and had very little awareness that, in any modern institution of Art, Design and Media, presentations with such issues would be seen as quite common and mental health difficulties would consistently impact on student progression rates. Clearly, Academy students and staff need to develop more awareness around student mental health. This is a key learning for students, if they're to be allowed to develop healthy and sustainable professional pathways after graduation.

In SER it is obsered that 'By analysing data on several undergraduate study programmes, a higher percentage of dropping out of studies has been observed. For the purpose of detecting the reasons for dropout, i.e. withdrawal from studies, the Board, in cooperation with the Academic Registrar office, Vice Dean of Academic Affairs and the president of the Student Council, created a Questionnaire to define reasons for withdrawal from the Academy and a Procedure for investigating the reasons for withdrawal from the Academy. The questionnaire is in use from the academic year 2022/2023. Two years after the questionnaire would be in usage, by the end of October 2024, it is planned to create an Analysis of the reasons for withdrawal from the Academy.' Even without the completion of a formal survey, Academy staff should have a good idea of the reasons for student dropout and should be taking corrective action now.

The Academy has appointed a Commissioner for students with disabilities.

The atmosphere at the academy is generally very positive between students and professors; the biggest problem is the dislocation and fragmentation of the departments around many buildings in the city.

The academy doesn't have a lift for students (and visitors) with disabilities, because of the complicated situation with the building (the main building is in the old city core and it is under protection – cultural heritage).

Academy does what it can to support students with disabilities although Management admitted that no students with disabilities were registered at the moment. All Academy

staff need a greater understanding of modern approaches around Universal Design and disability.

In relation to internationalisation, one person is in charge of too many different positions (Vice Dean for Art, Science, International Relations and ECTS). Both of the Vice Deans for that field are working hard but it is impossible for them to commit to all obligations. Because the current staff are now operating beyond their capacity and without adequate administrative support, internationalisation efforts at Academy have probably reached their limit.

As mentioned before, in order to attract foreign students the Academy needs to work more on its international visibility and even more important solve the problem with the foreign students/international cooperation office: all those tasks can't be performed by one person (Vice Dean for Art, Science, International Relations and ECTS). There are too many individual consultations via e-mail (for only one person to perform all those tasks) for supporting students who apply for exchange.

Students seemed generally content with assessment at Academy. Professors explain what's required for assessment at the start of each semester and Exam Commissions and Group Critiques are used for important assessments. Some students did grumble about professors sometimes grading too generously and about some discrepancies in assessment of student work.

The diploma certificate and diploma supplement are issued in accordance with the relevant regulations; upon completion of their studies students are issued a diploma certificate and diploma supplement (in Croatian and English, free of charge).

In relation to the employability of graduates, a great improvement here would be the long awaited Career Management Office that would connect students with potential employers and monitoring their path from student desks to the labour market. The Academy simply doesn't have enough of its own funds to establish such office.

Recommendations for improvement

Academy must make sure that all Departments have clear applicant information available through the website. All Departments should be encouraged to actively participate in Open Days and in reaching out to music, art and other high schools.

In order to cope with the challenges of the present and in order to develop study programmes fit the demands of the future, Academy teaching staff need to engage with

up to date, modern pedagogical training, tailored to education in the cultural domain (Arts, Design and Media).

Academy needs increased funding from The University to modernise buildings and equipment and to provide adequate Academy staffing.

Academy staff should be encouraged to use international mobilities to jobshadow in leading and progressive art institutions across Europe.

Academy needs to gather accurate data on student mental health and needs to properly assess the demand for mental health awareness, information and support.

If high undergraduate student dropout is being observed, Academy Management and staff need to take some corrective action immediately, without waiting for the October 2024 completion of a Procedure for investigating the reasons for withdrawal from the Academy.

Academy staff need a greater understanding of modern approaches around Universal Design and disability.

Academy urgently needs to provide improved and innovative access for students, staff and visitors with physical disabilities. This will require resourcing from the University.

The University of Split needs to recognise the urgent need to allow the appointment of more administrative and teaching staff at Academy in order to facilitate the essential development of internationalisation efforts at Academy.

The establishment of a dedicated Academy Career Management Office would greatly enhance the connection of students with the cultural industries labour market and would allow for the gathering of invaluable data on career development, employment pathways and the changing needs of the Croatian cultural industries.

Academy alumni clubs should be more encouraged to to cooperate with the Academy and they should be welcomed in regularly to form focus groups and advisory groups when matters of programme development, relationships with industry and the labour market and up to date trends are being researched.

Quality grade: Satisfactory

IV. Teaching and institutional capacities

Analysis
Most subjects in the courses of study are taught by tenured lecturers at the Academy, with the exception of three courses of studies that do not meet the requirement of 50% class coverage by tenured lecturers in teaching artist or teaching and research positions. This applies to the following courses of study: the undergraduate university course in acting (24% coverage), music pedagogy (36% coverage), and film and media arts (47%). In case of these courses, a serious lack of lecturer capacities has been identified, which reflects on the performance of classes, and undermines study outcomes. This is the area that the Academy needs to focus on the most.

The University of Split does not provide sufficient support for the hiring of new lecturers and administrative staff at the Academy. In cooperation with its departments, the Academy drafted the Criteria for Job Prioritisation, a document that transparently regulates the priorities in the employment of new lecturers in accordance with the requirements of the classes and the students. The criteria for job prioritisation are publicly available on the Academy's website. According to the Academy's staff, they constantly request approvals for new positions, in line with the recommendations provided during the last accreditation cycle, but "lecturer staffing at the courses of study in the art sector is not the University's priority, considering that the last new positions were approved in 2019".

One suggestion from Academy staff is that Split University should consider the appointment of a legally binding position of ProRector For The Arts, a person who would work closely with the University Rector and Management Team in order to explain the needs, requirements and the value of the important work being done at Arts Academy. The University leadership need to clearly understand that Academy is a small but incredibly important component of the University, already bringing great reputational enhancement to the University, to the city of Split, to Dalmatia and across Croatia.

The Academy does provide the following forms of professional development support to its lecturers: communication of information on professional development and academic mobility programmes, and annual grants for research and art work.

It is highly challenging to provide adequate conditions for science, art and research work and the implementation of courses of study, and to ensure that the planned learning outcomes are achieved. The Management and the lecturers have demonstrated that they do their absolute best to compensate for some of the shortcomings in terms of space and material, and ensure the best possible quality of classes for their students, by adapting

schedules, collaborating with external associates in so-called teaching bases, and investing their own personal time. As commendable as this approach is, it is not sustainable, and the Academy should invest additional efforts in overcoming the shortcomings in terms of space and infrastructure.

The Academy's library occupies a space of 60 m2, of which 30 m2 is taken up by the reading room with a capacity of 18 seats. Eight computers, headphones, a scanner, and a printer are available for use. Two graduate librarians are employed at the library, and the library manager has senior librarian status. The librarians seem highly competent and dedicated to their work. The library is open 12 hours a day. The library has a total of 620 members, including all of the Academy's students, professors, and external associates.

The Academy has demonstrated transparent and sound management of its available financial resources. The Academy's funding is solely based on budgetary resources. Additional sources of funding have a very small share in the total revenue, forcing the management to rationally manage the Academy's finances. Financial plans divided by funding sources, financial reports, and the public procurement plan are transparent and are made available on the Academy's website following their adoption by the Council.

Recommendations for improvement
It is essential that the Academy hires new lecturers in the courses of study where a reduced quality of classes was identified, resulting from the insufficient number of employed lecturers in adequate positions (Acting, Music Pedagogy, Film and Media Arts).

It is essential that the Academy hires lecturers and associates in the courses of study where the number of hours put in by employed lecturers significantly exceeds the norm defined by the collective bargaining agreements and other regulations and laws.

Split University should consider the appointment of a legally binding position of ProRector For The Arts, a person who would work closely with the University Rector and Management Team in order to explain the needs, requirements and the value of the important work being done at Arts Academy.

The Academy should encourage its lecturers to pursue formal postgraduate studies, and provide them with continual financial support in the process.
Lecturer staffing at the courses of study in the art sector must become a priority for Split University, considering that the last new positions were approved in 2019.

Even though the Academy does its best to hire competent lecturers, we recommend attracting, recruiting and hiring top-level, internationally acclaimed artists and scientists.

The Academy needs to work some more on the financial, material and advisory support it provides to its associates and lecturers in teaching positions when they seek to continue their education in postgraduate courses of study, or pursue other forms of professional development.

The Academy needs to reinforce its efforts to support and encourage the lecturers in the teaching artist and teaching and research positions in pursuing life-long learning and excellence in their work as researchers, artists and as teachers.

Encourage peer review evaluations of the lecturers' competences and any other form of professional development in modern and innovative knowledge and skills related to pedagogy, psychology, didactics and methodology.

It is highly commendable that the lecturers invest their own grants to overcome equipment shortages, but this approach is not sustainable, and the Academy should invest additional efforts in overcoming the shortcomings in terms of space and infrastructure.

Wireless internet access should be provided in all the Academy's spaces.

It is essential that the Academy invests substantial funds in the reconstruction and modernisation of the existing equipment, and acquisition of new equipment, especially information and communication equipment, and continually invests in equipment and spaces to maintain the high education standards it strives for.

Promote, develop and improve the existing publishing activity, which is very modest.

It is essential to refresh and modernise the library stock with more recent national and international editions in the fields of all the courses of study available at the Academy.

The library and the reading room spaces need to be expanded, and the amenities improved so that the users would have better working conditions in the fields of science, arts and research on the library's premises. Likewise, access to digital sources dealing with arts, science and specialist topics needs to be continually improved.

The Academy should strategically explore alternative sources of funding such as the good practice examples of collaborations with the HAVC, the Ministry of Culture and the Media, the local community, and local businesses.

The Academy has not utilised the potentials of European funds to a sufficient extent and is generally insufficiently project oriented.

The Academy should explore the potentials of internationalisation with a view to opening new or existing courses of study or shorter trainings in foreign languages, which might attract foreign students.

Considering its attractive geographic position and the quality of its lecturers, the Academy has the potential to generate additional revenue from international activities such as summer schools, courses of study in foreign languages, collaborative projects with the tourism sector, and more.

Quality grade: Minimum

V. Scientific/artistic activity

Analysis

The Academy of Arts in Split has scientific licensees for two fields; Humanities and Social sciences. The Academy has in the field of Humanities 7 employed teachers in scientific teaching positions, as well as publications. In the field of Social sciences, the Academy has no employed teachers in scientific teaching positions or publications.

Over the past five years (2017-2021) teachers at the Academy have authored 10 books published in Croatia and no books published abroad. Only one of these books has been published in the Social Sciences research area, the others are in the Humanities. The Academy teachers have published 76 publications of the highest category according to the Ordinance on Appointment of Scientific Grades. The publication ratio is quite low, running at 0.18 publications per teacher per 5 years. Other publications according to the Ordinance on Appointment of Scientific Grades: 6, 0.01 per teacher per 5 years. The Academy teachers have published 24 peer-reviewed publications, the ratio is quite low here as well: 0.06 per teacher in 5 years. The Academy does keep clear records of all relevant staff publications.
The Academy students, teachers and graduates seem to be very active within the local community. The Academy has developed numerous collaborations with stakeholders in Split (Split City Puppet Theatre, Croatian National Theatre, Loggia gallery, Zlatna vrata, etc.) and other Croatian cities. The Academy definitely understands the labour market in the local area and in the Croatian context. Based on the meeting with alumni, the careers of some of the graduates prove as well that the academy adequately prepares students for further studies and work cooperation abroad.
Academy teachers are members of many Croatian professional associations.

Based on the Self Evaluation Report, between 2017-2021, 4 teachers were awarded for their scientific research work and over 160 teachers and students have received awards for their artistic work, on national and international level.

The Academy does not have a specific strategy document focused on development of artistic work. However, main strategic points are mentioned in the Mission, Vision and Development strategy document.

Despite the recommendation of the Expert panel during the re-accreditation in 2015, the Academy has not established an own system of recognizing excellence and rewarding employees for high-quality scientific research work. The teachers can compete for the annual Science Prize awarded by the University of Split, however, this award concerns the scientific achievements only. There is no reward system for excellence in artistic research work.

One of the great advantages of the Academy is the composition of the cooperating teachers, their diverse profiles, experience and contacts. The Academy is very active in conducting artistic projects in collaboration with external organisations, thus effectively involving students in the work process. Based on meetings with external stakeholders, students and graduates are very often involved in professional art projects.

In terms of student involvement in scientific collaboration, the Conservation-restoration sector seems to be the most active. In past five years, according to the Self Evaluation Report, conservation-restoration students participated at several international conferences and published numerous works in co-authorship with their teachers.

Recommendations for improvement
The teachers and associate seem to be fully committed to the production of high quality artworks. But raising the number of high quality scientific publications remains a challenge. During discussions with teachers and heads of departments, the expert panel noted a lack of motivation for scientific research and interdisciplinary artistic-scientific collaboration on the part of some teachers in artistic fields. The Academy should encourage the teachers to produce more publications of the highest category quality according to the Ordinance on Appointment of Scientific Grades and should motivate teachers in artistic field in contributing in scientific research as well.

The Expert panel would recommend a reconsideration of the workload of teachers who want to contribute to scientific research. The implementation of a system of rewards for teachers with excellent scientific results could be also very useful.

The teachers of the Academy seem to be very occupied with daily teaching and a considerable amount of administrative tasks. For the further development of the Academy in the field of scientific research, interdisciplinary cooperation and internationalization, it seems essential that the teachers have someone to work with in

managing the administrative and organisational processes related to artistic or scientific projects.

The Academy transfers knowledge of art quite actively in the local area. Through numerous artistic events the Academy promotes sensitivity to the arts in the general audience. The Academy maintains a lot of interesting cooperations with local stakeholders, however, we would recommend to establish more cooperation also in the field of new technologies and ICT sector. Such cooperation could be a great opportunity for mutual enrichment and development.

The Academy teachers take part in Croatian professional associations and are members of some international organisations as well. This is certainly an approach that should be maintained and developed, however, the Academy should strive for greater visibility abroad and promote membership in other major international associations.

The Academy teachers have participated in many international conferences. However, the total number of scientific gatherings that the Academy has organised or co-organised over the last five years is quite low, even taking into account the complications associated with the COVID-19 pandemic. The Expert panel suggests to Academy to be more active in initiating science-focused events and gatherings.

In terms of projects and awards, the Academy's arts teachers are very active on national and international level. The Expert Panel commends the Academy for this practice and encourages its maintenance.

Teachers of the Academy are members of editorial boards of several major national scientific journals. However, contact with foreign or international scientific journals is mainly maintained by the sub-departments Visual Communications Design and Conservation-Restoration. It is recommended to establish contact with other international journals in other disciplines and fields.

The Academy must find a way to strengthen human resources in the area of administration. Opening up new positions through the University is one way, but the partial shortage could also be compensated for through the international multi-year project grants that the Academy receives. It is common practice that each such project directly budgets for external administrative position for the duration of the project. Academy staff have demonstrated a good ability to obtain external financial resources, but these resources seem not to be sufficiently used in the workforce.

Involving students in professional life through projects is a good practice at the Academy that needs to be maintained and further developed. However, all departments should be equally involved in engaging students in research projects.

The creation of the student magazine Allegro is a commendable initiative that can serve as an example of good practice for other departments. The Academy lacks platforms or tools for students and teachers from different departments and disciplines to meet together. The creation of a joint interdisciplinary scientific journal could be one opportunity for interdisciplinary collaboration.

Quality grade: Minimum

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 SER provides strong evidence that the Academy has responded to previous review recommendations and has worked hard to establish the working components of a functional quality assurance system for the institution. In the SER it is explained how key documents, a short 'Quality Policy statement, 'Regulations of the Quality System, the Mission, Vision and the Development Strategy of the Arts Academy in Split for the period from 2019 to 2024. (EN)' and the 'Strategy for the Development of Scientific Research Activities of the Arts Academy in Split 2022-2027' are all in place, along with an institutional Quality Improvement Board.

The Institutional Quality Improvement Board consists of the Vice Dean of Development and Growth (ex officio) who is at the same time the Head of the Quality Board, one member of the teaching staff from each of the other two Departments of the Academy, a member of the non-teaching staff and a student member – the president of the Student Council (ex officio).

However, Academy staff interviewed as part of the reaccreditation process were unanimous in their confidence that The Quality Board and its President were solely responsible for quality assurance at the academy. Clearly, ownership of the Quality Culture at Academy needs to be broadened to include all staff.

The SER details that the new document Mission, Vision and the Development Strategy of the Arts Academy of in Split for the period from 2019 – 2024 defined 6 new strategic goals, including Strategic objective 6: Quality management system. According to the SER, the quality management system has three sub-objectives, including the development of a system focused on student support and care.

Departments are required to submit Annual Reports on the artistic, scientific and teaching activities of teachers and students to the Vice Deans of Academic Affairs, which are then combined into an Annual Activity Report.

Academy students did seem quite confident that their voice was being heard and acted upon on important matters (including on their suggestions related to study programme

design, workloads and professors' interpretation of ECTS and Learning Outcomes). Students also seemed commendably confident in their ability to 'go up the stairs' to seek assistance with more serious matters.

The Academy has the usual difficulties with student surveys and with the gathering of anonymised data from students. Some students (especially in Conservation Restoration) are already moving towards a more collective 'focus group' process to gather useful anonymised feedback. In their meeting with the panel of experts, students from Conservation Restoration explained 'We usually deal with problems internally. We pick a professor and the whole year makes a list of the problems and the praise to give to professors. All anonymous. List goes to all in department, sent by email.' Such proactive approaches could be extended across Academy. The SER bemoans the fact that 'the evaluation survey of the entire level of study, accessed by students who have completed undergraduate, graduate or integrated studies' has an 'extremely low' turnout percentage', despite the encouragement of academy staff, the provision of computers on which to complete the survey etc...

The review panel welcomes the establishment of a Student Ombudsperson for the Academy, 'taking care of the development and implementation of student rights and student standards, pointing out current and possible problems, discussing them with the competent bodies of the Academy, and can participating in disciplinary proceedings against students'. Students of the Academy can also consult with the student Ombudsperson who works within the Student Council of the University.

However, when asked, most staff and the vast majority of Academy students were wholly unfamiliar with the Student Ombudsperson role. Students also pointed out that the Student Council (which should have 14 student members), currently had a membership of 1 student, because 'students' belief in change is pessimistic. They are sceptical.'

Academy students are members of the Ethics Committee, the Internal Evaluation Committee of the Quality Control, the Committee for Protection from Discrimination, Harassment and Sexual Harassment and the Committee for Student Disciplinary Responsibility.

Recommendations for improvement

Academy staff need to understand that everyone (students and all staff) are responsible for the maintenance and development of Quality Assurance at the Academy, if a 'Complete Quality Culture' is to be established.

Academy needs more effective mechanisms to gather useful anonymised feedback from students. Focus groups and the mechanism suggested above by students from Conservation Restoration may be more reliable and effective ways to gather useful information.

Academy needs to seriously examine how students' scepticism about the 'belief in change' can be improved. Academy students do seem genuinely confident that their voice can be heard when necessary, but it's extremely worrying to see standard mechanisms (like The Student Council) apparently failing to function. The position of Student Ombudsman may be relatively new, but it clearly had not been explained adequately to staff and to students.

Quality grade: Satisfactory

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

Analysis

The 2015 accreditation report made five main recommendations.

1. It identified a distinct lack of formal structures in place at the Academy.

2. It pointed out that there was no real procedure for supporting a cohesive, institutional strategic vision.

3. The panel also recommended a need for the introduction and implementation of Student Centred Learning, not just about student support but about making students active participants in all aspects of the Academy's decision making process.

4. The report also recommended a greater structuring of the Academy's internationalisation policy particularly in terms of Erasmus documentation and dissemination, especially around what it termed 'valuable international experience'.

5. Finally the Panel highlighted how Academy's assistants and junior researchers (a valuable young group of professionals) were being overlooked in the overall structure of the Academy.

The SER details Academy's assessment of the 2015 accreditation report. 'The seventh standard, Resources: professional services, space, equipment and finances, was rated

Partially implemented. The administration, employees and students of the Academy have to accept the fact that informality, which they considered their advantage in teaching, activities and work, did not contribute to the achievement of the required quality level in context of contemporary higher education standards.'

Academy has obviously worked very hard to formalise many aspects of its institutional structures, its operations. Important procedures, policies and guidance documents have since been put in place. All documentation relating to the work of Academy are commendably available through the website. 'Interviews with professors that are not assessed so well in surveys' happen when necessary and the Dean also expressed pride in cutting many aspects of spending on external services.

However, the Academy institutional structures and the staff team are now stretched to the limit. Many Academy staff cannot work any harder and, in fact, will not be able to sustain their current workloads for any length of time. Because of national employment restrictions and because of a distinct lack of support from its parent University, the Academy finds itself with an unsustainably low percentage of administrators, too few teaching staff, inadequate investment in buildings and modern resources. ICT at Academy has one systems engineer. No additional administrative appointments have been made at Academy for over 15 years. Most of the Academy's petitions to the university for new staff are completely ignored or are declined, whilst new appointments at the university seemingly continue apace.

Key Academy positions such as 'Vice Dean for Art, Science, International Relations and ECTS' demonstrate that individual members of staff are expected to cover multiple crucial and complex roles. 'There is a division of work, but untimately, the vice dean is always responsible for the supervision of everything.' As the Dean told the expert panel 'We want all these things career office, international office. We do not have administration to take care of that.'

On the 2015 Report's recommendations around institutional strategy, an ambitious new Mission, Vision and Development Strategy has been put in place and Academy seems to better understand the necessity for strategic planning.

On the 2015 panel's recommendation about the need for the introduction and implementation of Student Centred Learning, this should be considered as a 'work in progress'. Many Academy teaching staff have very old-fashioned views about modern Student Centred Learning, Learning Outcomes, ECTS and student workloads and there is a distinct lack of appetite for continuous professional development or for structured longterm training on modern learning, teaching and assessment. Though students are now more involved in the formal aspects of Academy's decision making processes, student surveys are not working at Academy and students are having to find their own

mechanisms to get useful feedback to their professors. The Student Council doesn't appear to function properly and there is a great deal of student scepticism about their ability to affect change.

The Panel still strongly recommends that all staff are directed to the EU document The Student Centred Learning Toolkit which is available online at http://www.esu-online.org/resources/6068/Student-Centred-Learning-Toolkit/ This expert panel would also recommend the provision of a range of modern Quality Assurance training for all Academy Management staff, as well as the provision of learning, teaching and assessment training for all teaching staff.

On Internationalisation, Academy staff are rightly proud that activity has increased 'by 150%'. However, the pandemic has had a big impact on international activity and the numbers of incoming and outgoing students are still very small. Academy teachers are already turning away incoming international students because they've reached the capacity limits within their classrooms. Without any administrative support, the 'Vice Dean for Art, Science, International Relations and ECTS' is responsible for the preparation and oversight of all student learning agreements and has already reached or exceeded the capacity limit for one person. Increased internationalisation at Academy is to be strongly encouraged, but without additional administrative and teaching support (especially in the provision of classes in English etc), this will likely prove impossible to achieve.

Recommendations for improvement
The University of Split must urgently review staff appointments at the Academy. Academy urgently needs additional administrative staff, more fulltime teaching staff and additional systems engineers for ICT.

Increased internationalisation at Academy is to be strongly encouraged, but without additional administrative and teaching support (especially in the provision of classes in English etc), this will likely prove impossible to achieve.

Quality grade: Satisfactory

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

Analysis

The SER states that a Quality Policy, an Ethics Committee and a Code of Ethicss have now been established at Academy. 'From the last re-accreditation process until today, the Ethics Committee of the Academy has received five complaints about violations of ethical principles.' 'The Arts Academy in Split strives to recognize and suppress any form of discrimination, harassment, violence or retaliation among students and employees and advocates for the inclusiveness of everyone regardless of race, age, gender, religion, national and ethical affiliation, gender identity, sexual orientation, marital status, disability, etc.'

Since the establishment of the 'Committee for Students' Disciplinary Responsibility' in June 2022, no disciplinary proceedings have been initiated at the Academy.

In order to detect and prevent plagiarism, copying and forgery, the Academy has access to the computer software Turnitin, which was acquired at the initiative of the University Computing Centre (Srce) and the Ministry of Science and Education. The link to the programme Turnitin is published on the Academy's website, along with instructions for use and important terms related to academic integrity.

The promotion of originality and ethics in the preparation of the final and graduate theses is also prescribed by the Regulations on Final and Graduate Theses. In the Article 8 of the Regulations, it is stated: The student is obliged to write their final or graduate/ master's thesis personally and independently. The student bears full and exclusive responsibility for their own authorship and originality of the work. Students are required to submit a signed Statement of Academic Integrity – attachment 3 of the aforementioned Regulations, along with the submitted final or graduate thesis.

Recommendations for improvement
Turnitin is an effective text matching software, but does not, in itself 'detect academic plagiarism'. Tools like Turnitin must be supported by ongoing training and plagiarism awareness for Academy teaching and administrative staff, as well as a strong student understanding of 'issues of academic integrity' and time management in relation to the creation of their own student work.

Quality grade: Satisfactory

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

Analysis

The Academy website is functional rather than stylish, but with a lot of useful information available. The SER says 'There are links to essential documents and the Quality Assurance System, as well as all the information needed to make it easier for candidates who take entrance exams at the Academy to manage the process.' A lot of study programmes have published almost full curricular information (including learning outcomes) in Croatian and in English, all very commendable for an Academy with inadequate administrators and with only one ICT systems engineer.

Academy does open up to the public through the organization of various events: plays, concerts, lectures, exhibitions, workshops, Academy's Departments' and Sections' Open Days, through conversations with students and teachers, all those interested, primarily high school students who are thinking about choosing one of the Academy's study programmes. All interested parties can familiarize themselves with the study programmes offered by the Academy and information needed to make it easier for candidates to take entrance exams at the Academy is available on the website. The Academy regularly participates in the Night of the Museum event with the Night of the Arts Academy event.

Alumni clubs have now been established in all Academy Departments, but alumni are not yet being viewed as a valuable resource for the development and enhancement of the institution or the study programmes. Alumni would gladly participate in structured focus groups, masterclasses and in regular work with Academy students.

Recommendations for improvement
Academy needs additional ICT systems engineers and dedicated administrative staff to further develop and to modernise the institutional website.

Quality grade: Satisfactory

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

Analysis
Academy strongly understands and encourages the development of its social role, in the city of Split, in the Dalmatian region and across Croatia. The SER document provides a structured breakdown of Academy's 'Annual Activity Reports'.

Most importantly, Academy staff are also deeply conscious of the importance of the institution's social-role significance for the University of Split. However Academy staff

bemoan the fact that the University does not understand the reputational enhancement resulting from the Academy's strong cultural activities.

Academy must continue to develop and enhance its important social role in the city, in the region and across Croatia.
The University of Split must start to understand the immense value of the reputational enhancement resulting from the Academy's strong social and cultural activities.

Quality grade: High

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
According to the SER, most of the Academy's Lifelong Learning programmes have, since 2016, been focused around the Split Summer Schools, in cooperation with the University of Split.

'The programmes of the Academy are held as a set of separate subjects that deal with topics from different areas of art. By attracting foreign students, the International School encourages internationalization, mobility and cooperation, which is also one of the strategic determinants of the Academy.
Lifelong learning programmes are evaluated according to the Regulations on Evaluation of Programmes of Lifelong Learning of the University of Split.'
The SER states 'through its students, the Academy participates in lifelong programmes of other cultural institutions and organizations. Students work or volunteer in summer schools, studios for children or amateurs, lead workshops. See: Reports on the realization of strategic goals.
A commendable Table is presented– however, it does show the impact of the pandemic on the Lifelong Learning programme numbers over the past few years, as well as the extremely small student numbers involved in many of the music-related lifelong learning programmes.
One notable exception is the 'Interactions – Speculative Design' programme. 'So far, over 250 students of visual communication design, design in new media, interactive design, product design, applied art, architecture, computing and informatics, video and film, and sociology from the regional Universities and the EU have participated in the workshops Interactions – Speculative Design. Most of the workshop participants come from partner institutions in the region.'

Not all of Academy's departments are involved in Lifelong Learning initiatives. 'Theatre doesn't have a summer school but we cooperate with drama in the city, children, adults, high school children in at least five studios in the city.' There seems to be great opportunity for the reimagination of the Academy's offerings in this Lifelong Learning area over the coming years. As with any 21st century educational institution, Academy should be considering more modern offerings, such as up to date, modern reskilling and retraining for professionals already working in cultural industries (Art, Design and Media), short fully accredited postgraduate courses and microcredentials.

Recommendations for improvement
Academy needs to reimagine its Lifelong Learning activity, with a greater involvement of all Departments. Lifelong learning programmes can be an important bridge between the academy and society and can even generate modest income streams, especially over holiday periods in the academic calendar.

Academy should consider more modern Lifelong Learning programme offerings, such as up to date, modern reskilling and retraining for professionals already working in cultural industries (Art, Design and Media), short fully accredited postgraduate courses and microcredentials.

Academy should, in time, consider the establishment of a Speculative Design Batchelor study programme. Any such programme would need to be properly researched (especially in terms of applicant appetite, staffing and resourcing) but it could be a distinctive and valuable modern study programme offering for Croatia.

Quality grade: Minimum

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 goals of the study programs are aligned with the mission of the higher education institution, which can be concluded on the basis of the document Mission, Vision and development strategy of The Art Academy in Split 2019.-2024.: "to encourage and actively contribute to the development of musical, visual, theatrical and film arts by performing a complete vertical of study programmes". The document lists the ways of collecting

proposals for the improvement of the program and teaching: meeting with students - representatives of undergraduate and graduate studies (2017) and employees of all departments (2018), on the basis of which a SWOT analysis was made according to which Strategic Goal 1: a contemporary student-centered teaching process, was written.

In relation to the Report of the expert panel on the re-accreditation of The Art Academy in Split from 2015 there has been a progress in modernizing the student-focused teaching process, but there is still a lot of space in the full realization of the Strategic goal 1. The Vision stated that the teaching process will aim to "connect the traditional teaching method and rich experience of independent artistic, professional and scientific work with the contemporary approach and methods of teaching". Improvements are recorded:

- in multiple modernizations of study programs (since 2017.g.), what is published on the website of the Academy (additions/addendums to the programs);

- by developing study programs in accordance with the needs of students, the narrow and wider community: based on the study programs and the professional practice of students, the list of extracurricular projects and activities and communication with teachers, students and alumni, it was concluded that positive steps have been made. Some study programmes in learning outcomes include links with the local community, e.g. Fine Arts culture and Fine Arts, and Conservation-restoration include outcomes related to the preservation of cultural heritage, the Music theory program includes outcomes that deal with collaboration in the field of musical creation in art institutions, media, libraries and music publishing, etc.; the importance of student practice in real life context is recognized, so many programs have student practice in city institutions such as galleries and museums (LKLU, Conservation-Restoration), specialized institutions for children (LKLU, Music department), theaters (Theater department, Music department), etc., and projects that enable students to participate in private entrepreneurship and the cultural industry (Visual Communication Design, Film and video). It is necessary to emphasize the recognition of the current need for specialized education in working with children and young people and responding to this need in the program of LKLU with subjects Creative therapy and Art expression therapy in education and rehabilitation. It is certainly necessary to emphasize the sensitivity of the academy to student requests regarding changes of the programs, e.g. due to the appreciation of Flute students ' objections that the study is focused on the main instrument, so the hours and ECTS credits of flute teaching are increased and adjusted to the hours and workload of clarinet and saxophone.

- in the inclusion of tradition and cultural heritage in the study programs (Conservation-restoration, Music Culture), meeting the needs of the local

environment (new Mandolin study program, Klapa singing module, performing contents of the Study Program acting) and active shaping of the critical attitude of the public towards the environment and urban living in educational extracurricular programs of Visual Communication Design, Speculative Edu.

- in fostering and developing multidisciplinarity and interdisciplinarity, which is observed in common subjects and projects. The Acting Department cooperates with the Department of Film and video, the Department of directing at the Zagreb Academy of Dramatic Art, etc. Art department students ' exhibitions are curated by Art History students from the Faculty of Humanities and Social Sciences in Split, etc. Departments and sub-departments at the Academy network and cooperate in various interdisciplinary projects, which are sometimes an integral part of teaching, but are mostly extracurricular. In Self-analysis writes:" a significant part of the outcomes of each study program also relates to collaborative competences, communication skills with associates from different fields and participation in interdisciplinary projects", however, the analysis of the outcomes shows that this could be more included in outcomes so that would contain a generic component. In Self-analysis also confirmed the multidisciplinarity in the Annexes of the annual activities of the department and the reports on the implementation of strategic objectives, which recorded regular cooperation between departments, and between sub-departments, inter-institutional cooperation and projects with other domestic and foreign higher education institutions, institutions and organizations in culture and schools.

– in the development of the lifelong learning system envisaged by Strategic goal 1, not all the potentials offered by a wide range of professional staff and study programmes have been used in practice. Lifelong learning relies on participation in the International Summer School of the University of Split, with programs of visual arts (Classical Graphic Techniques; Computer 3D Graphics; Generative Photography / the Image of Reality and the Reality of Image; Short Summer Film; Conservation of Cultural Heritage - Diocletian's Palace in Split; Special Design Workshop) and music (Saxophone Music in the Works of Contemporary Croatian Composers; Viola: Individual Approach to the Selected Concert Repertoire; Piano: Individual Approach to the Selected Concert Repertoire; Piano: Piano Repertoire From Solo Pieces To Piano Duo; Chamber Music with Piano; Piano – for Pupil of Elementary and High Music Schools) 60 hours or 2 ECTS: https://www.unist.hr/en/education/split-summer-school/courses. In addition to participating in the summer school, the Academy has launched a Design beginner, a program of creative workshops for children and young people under the guidance of professional designers from various fields of activity. In the Self-analysis, as a form of lifelong learning, there is also an enhanced program of Klapa singing (since 2020), that is possible to enroll within the existing study programs of Music pedagogy/Music Culture and Music theory. It also mentions the

participation of students (work or volunteering) in lifelong programs of other cultural institutions and organizations. However, the Academy could exploit the potential for lifelong learning by launching systematic education throughout the academic year.

- in introducing digital technology into teaching, especially after the experience of distance learning caused by the pandemic. All departments noted positive experiences that continued to be applied during the return to contact classes (Teams, Zoom). Segments of some subjects are adapted so that they can be performed remotely (painting, etc.); computer literacy has progressed; Music Art records the autodidactic moment of its own performance recordings of students, and soon they start a subject dealing with computer in music. The Acting got space for student theoretical research etc.

– in the monitoring of contemporary trends in art and science and their inclusion in teaching programs, as can be seen from the Strategy of development of scientific research work of the Academy of Arts in Split 2022.-2027. in which there is a list of research topics that the Academy's employees deal with, and are closely related to the content of study programs. Then, from the annual reports on the implementation of the strategy it is evident that workshops and other educational programs are organized under the guidance of visiting professors and experts. Within the framework of the Alliance European University of the Sea project, the teachers of the Academy were also given the opportunity to improve their teaching and communication competences.

- The justification of conducting study programs is confirmed by a high percentage of graduates in a relative expected period (the average length of study at undergraduate studies is 3.86 g.; graduate 2 years, and an integrated 5.86 g.), as can be seen from the University's analysis on studying success in 2020./21. There were 402 students at UMAS, out of which 8 dropped out, 8 of them were at rest, and a total of 132 students completed the study (42M and 90W). From the analysis of the number of students who dropped out of study in 2021./22. of the 409 enrolled, 9 dropped out, and from the report on the success of studying at the Academy since 2017./18. by 2021./22. in total, 38 students from all programs dropped out.
Then, in the Survey on students' evaluation of the overall level of study for the academic year 2021./22. g., the overall rating of the studies was 4, although the turnout was extremely low.

In Self-analysis the biggest emphasis is on the social role of all departments (educational programs for different social groups, social engagement, voluntary contribution to the community, social relevance of artistic, scientific and professional research in national and international frameworks, awards and recognitions, etc.), relatively low enrolment quotas, teaching capacity (staff and guests) and the opinion of external stakeholders (e.g. for doctorate in Music

theory). Annexes 2.1.5 to 2.1.8. document the awards of students and teachers and the employment of former students.

- Compliance with CES recommendations for educational enrolment policy is entrusted in CES Recommendations for educational enrolment policy and scholarship policy from December 2021. g. for area XVII.I: cities Trogir, Kaštela, Solin, Split, Omiš and Makarska, in which occupations acquired at UMAS are not on the list of either deficit or suficit occupations. According to the Manual of the quality system of The Art Academy in Split, the harmonization of learning outcomes achieved by the completion of study programs with the descriptions of the HKO and EKO has started. It is commendable that in the Self-analysis it was pointed out that the study programs of the Academy are focused on the market potential of the professions and educate the personnel leading to regulated professions.

Recommendations for improvement

Personalised learning and formative evaluation should be developed more extensively in the course programmes and modern approaches to learning and teaching be even more involved.

In direct teaching of theoretical courses, the organization of the lecture rooms (arrangement of furniture) should be modernized in accordance with modern approaches to learning and teaching.

It is proposed to revise the course program in terms of self-sustainability and earnings (to this end, action has already been initiated in terms of launching the Production studies), and it is also recommended to launch a lifelong learning program that will last the entire academic year and be interesting to different target groups.

On the basis of student surveys, it is recommended that the possibility of a larger number of elective courses from all departments would contribute to a greater networking of students.

A uniform approach to student absences is recommended, as well as monitoring and equalizing the quality of teacher work.

Quality grade: Satisfactory

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

Analysis

The necessary documents are defined by which transparent teaching process and verification of acquired competences are carried out:

– Study regulations
– Regulations on final and diploma/master's theses
– The rulebook on the study of underrepresented and vulnerable students
– Study Regulations of the Arts Academy in Split
– Diploma Supplement (in the visit to the library are presented the additions to the diplomas in Fine Arts culture and Music culture)
– Manual on learning outcomes, elements and criteria, assessment and teaching methods (Music department)
– Evaluation form (Art department)
– General form for evaluation
– The evaluation form, a general form of the Academy adapted by the Theatre department for acting purposes

The outcomes of study programmes are aligned with the mission and objectives of the academy and reflect the competences needed to enter the labour market, however, there are some irregularities in the writing of outcomes (more in the Recommendations for improvement).

There are aggravating circumstances in changing outcomes that have not been harmonised since 2015 because of Ministry of Science and Education rules that slow down change.

One of the biggest difficulties at Academy is that any (even minor) modification to Learning Outcomes is now classed (by Academy and University regulations) as a Major Change to a Study Programme and requires protracted layers of approval from Academy AND University committees and Senat meetings in order to be implemented. Though the Panel of Experts does understand that this is quite a usual practice in the Croatian context, but from an international perspective, this is not an administrative situation which is conducive to the ongoing development of modern learning outcomes or to the necessary, ongoing modification and enhancement of modern study programmes.

Study programme lecturing teams should be allowed to modify and improve their own Learning Outcomes each year with the minimum of administrative interference, and with a relatively 'light touch' guidance from Academy Quality Assurance. Changes to everyday Academy Learning Outcomes should not be dependent on the scrutiny of University Quality Assurance – such a situation is a waste of time for the Academy and for the University. Academy needs a degree of Quality Assurance autonomy in the area of programme development and enhancement.

Of course, in order to adequately modernise, improve and develop learning outcomes, Academy staff (Management and Teachers) would need ongoing access to modern pedagogical training in Art, Design and Media education.

A new alignment of outcomes is planned for 2022/23, some programs have not yet managed to introduce generic outcomes. In order to harmonize the writing of outcomes, Music culture has written a Manual on learning outcomes, and Fine Arts culture has written a form. Although in Self-analysis (P. 34) states that in achieving the outcome, special attention is focused on constructive alignment, this is not immediately apparent from a review of the subject programs.

In general, in order to adequately improve and develop learning outcomes, Academy staff (Management and Teachers) need ongoing access to modern pedagogical training in Art, Design and Media education. Job shadowing in comparable Art, Design and Media institutions in Croatia and across Europe could greatly help in modernising the awareness of teaching staff in relation to up to date pedagogical trends.

An encouraging example of such efforts saw the Academy Painting department participate in the project Academy in Walk, the European Social Fund, which dealt with the harmonization of outcomes with the Croatian Qualification Framework standards. It would be very encouraging if the learning from such a project could be shared and implemented in the promised development and refinement of Academy Learnin Outcomes.

The Self-analysis pointed out that there was a lack of credible official data on the employability rate of graduates, however, certain data on the employability of graduates were still attached. The data obtained from the employment office do not provide a complete insight into the number of employed or unemployed graduates, but the state of the end of June is attached (30.VI.) 2022. g. from which it can be seen that a total of 88 unemployed graduates of The Art Academy of the University of Split are registered, of which 16 have no work experience.

In order to gather more complete data, alumni clubs of all three departments of the Academy were established. Direct contact revealed that the vast majority of Visual Communication Design alumni are employed or self-employed in the profession (94%) through various design agencies and studies. Alumni of Fine Arts and culture are employed in educational institutions (70.33%), museums, galleries, restoration associations and professional institutions (25.28%). The Music department also has a very high rate of employability, so, as it says in the Self-analysis, there are almost no graduated musicians at the Croatian employment service. There are also a large number of graduates, 60% of graduates, permanently employed in theaters, other cultural

institutions or their own artistic organizations, 12% are self-employed, and the rest act as independent artists (self-analysis, 2.1.8.).

Recommendations for improvement
Though the Panel of Experts does understand that this is quite a usual practice in the Croatian context, from an international perspective, changes to Learning Outcomes should be permitted as Minor Changes to a study programme and should be possible for Academy teachers to make when they need (subject of course to a level of Academy Quality Assurance scrutiny). Modern Learning outcomes need regular, ongoing refinement and improvement (not a change every seven years).

In order to adequately improve and develop learning outcomes, Academy staff (Management and Teachers) need ongoing access to **modern** pedagogical training in Art, Design and Media education.

The rule on the number of outcomes per study programme should be observed: from 15 to 30 outcomes, measurable active verbs should be used, for many outcomes two to three active verbs are written instead of one, and active verbs are repeated, higher level verbs should be used, multiple outcomes should contain a generic component, and outcomes should be graded towards the end of the study from simpler to more complex.

Perhaps the teacher who deals with outcomes in her scientific work, might be facilitated to conduct an internal project through which she could educate other teachers about Learning Outcomes for the Arts, Design and Media, and perhaps devise an Academy manual for staff and for students.

Quality grade: Minimum

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

Analysis
The Academy does ensure the achievement of the envisaged learning outcomes in the study programmes it conducts, which can be inferred from the following activities described in Self-analysis and from interviews with students, teachers, alumni and external stakeholders:

- collecting feedback from students, graduates and their employers and external stakeholders (mentioned in the description of standard 2.2. and based on annex to the Self-analysis of 2.1.3. to 2.1.8.)
- project assignments, graduate thesis (viewed in the library)

- public performances in front of the audience: concerts, performances, exhibitions and other public events (data in annexes in Self-analysis)
- awards of students and professors (data in contributions in Self-analysis)
- the list of the most wanted studies of the University of Split often ranks study programs Visual Communication Design and Acting (contribution to Self-analysis 2.1.2.)
- checking of the achieved learning outcomes during and after studies

Self-analysis includes written papers, seminars, presentations, group analyses, in some cases and formative evaluation, art works, theater and video Productions, recordings of concerts, compositions, following students throughout semesters etc.)

- through the online platforms, external associates are also involved in the assessment of the exams, so more teachers participate in the evaluation (source: Self-analysis)

The Academy, on the basis of evidence of achieving the predicted learning outcomes, continuously reviews and improves the teaching process, as stated in the Self-analysis:

- by different methods of verification, learning outcomes are checked, and on the base of practice, study programmes are refined or corrected, new courses are introduced or the work overload is changed. A good example is the modified Flute program.
- teachers claim that international experience (Erasmus exchange) has helped them improve teaching, however, they believe that they need further education, which is not considered by assistants.

Recommendations for improvement
The expert panel recommends the further education of teachers and assistants on formative feedback and on summative assessment and evaluation, especially on the necessity to connect assessment with learning outcomes and on the use of criteria for assessment and rubrics.

Development of Learning Outcomes should be permitted as Minor Changes to a study programme and should be possible for Academy teachers to make when they see fit (subject of course to a level of Academy Quality Assurance scrutiny). Modern Learning outcomes need regular, ongoing refinement and improvement (not a change every seven years).

Small changes to learning outcomes and to Academy study programmes should not have to wait for the approval of the University Senat and University Quality Assurance committees (who have very little expertise in the area of Art, Design and Media education). Though the Panel of Experts does understand that this is quite a usual practice

in the Croatian context, from an international perspective, such administrative restrictions and not conducive to rapid and responsive study programme development.
In order to adequately improve and develop learning outcomes, Academy staff (Management and Teachers) need ongoing access to modern pedagogical training in Art, Design and Media education.
Job shadowing in comparable Art, Design and Media institutions in Croatia and across Europe could greatly help in modernising the awareness of Academy teaching staff in relation to up to date pedagogical trends.

Quality grade: Minimum

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

Academy is struggling to gather accurate information from students, because of the small class sizes and the usual difficulties with anonymity. Students from Conservation Restoration have commendably taken things into their own hands, organising student-led focus groups to discuss and collate any difficulties (and praise for particular professors) which can then be passed onto all of their lecturers – a commendable initiative which might be established across the different departments.

Alumni clubs have now been established for all Aacdemy Departments, but alumni are not yet being invited into Academy to discuss (in more structured focus groups) programme development or the current needs, requirements and trends in the labour market. This needs to happen. Alumni and local stakeholders are keen to help with the strategic development of the Academy. Alumni have participated in Academy surveys (see below) – this is very encouraging.

- Developmental activities related to study programmes are systematic and regular and involve different stakeholders, as confirmed by data from Self-analysis:
- communication with students, alumni and external stakeholders: new production courses have been introduced in the Study Program of acting at the initiative of students and alumni, and the introduction of a pedagogical course is in preparation; acting plans to check the advantages and disadvantages of the program with external stakeholders; Art Culture and art collaborates with former students in the incubator, thus getting useful information about the possibilities of changing study programs in order to better prepare students for entering the labor market, continuation of artistic production and active presentation, etc. The

Association of students of Visual Communication Design is active in improving the program; The music department is in the summer semester of 2022. initiated interviews with the principals of the largest music schools in the county; Visual Communication Design confirmed that 58% of the respondents were partially satisfied with the study, and 19% were completely satisfied with the results of the questionnaire for students; visual culture and Fine Arts learned at the meeting with the students that they wanted courses that include media literacy, methodology of preparation of seminar and scientific papers and work in computer programs, etc.

– cooperation with teaching bases (cooperation agreements can be found on the Academy's web site) and many cultural institutions

- Academy publishes current versions of study programs on the Academy's web site, and earlier versions of study programs.

- Based on the recommendations from previously conducted evaluations (Report of the expert committee on re-accreditation, 2015) and by examining the study programs published on the web, it can be concluded that:
– The published Learning Outcomes are relatively uniform
– in the subject programs, the content is broken down by teaching topics
– the elements of evaluation and monitoring of students are listed.

- Planning and proposing new study programs includes analysis of justification, capacity and compliance with strategic objectives at local and national level and other needs in society.
Considering the need to function in the labor market after the completion of the study and the great interest of students, an interdisciplinary study of Production is being prepared in cooperation with the Faculty of Economics.

- Examples of improvement of study programmes based on feedback from students and external stakeholders (employers, CES, professional associations and alumni, civil society organizations / associations)

- Academy does face serious capacity constraints when it comes to new programme development. It already has insufficient administrative and teaching staff and the new staff required for new programmes are, given the University's apparent lack of interest in supporting any new staff appointments at Academy.

– In Self-analysis is evidence of recommendations of professional associations and alumni that UMAS collects in order to improve the program, i.e. analysis of the quality of study programs and employability. According to Self-analysis, the suggestions made by HULU Split regarding the lack of studies at the art department

were taken into account, so an attempt was made to introduce a course of Cultural management that did not come to life. HULU's suggestion that students should have education in the written articulation of their own work is applied by the Department of Painting in the graduate thesis whose theoretical part is mentored by a contemporary art teacher. Other proposals, such as learning to write proposals for presentation and funding, are to a lesser extent included in some extracurricular activities of the Fine arts department. HULU's proposal to establish more intensive cooperation with students of Art history was introduced at the level of writing the foreword to the exhibitions of students of the Fine Arts department, but the proposal to form interdisciplinary collectives dealing with cooperation on projects was not implemented in practice. ULUPUH Zagreb has proposed networking of universities in order to disseminate information related to the possibilities of freelancers, but there are no data on implementation.

Alumni have mostly confirmed in the survey and online meeting that the study has prepared them for future work. In the survey, they proposed the introduction of education that primarily includes generic competencies and knowlledge on business life after graduation.

Recommendations for improvement
Academy needs to gather more accurate information from students, perhaps through the implementation of student-led focus groups to discuss and collate any difficulties (and praise for particular professors) which can then be passed onto lecturers for quality assurance development.

Alumni need to be invited into Academy to discuss (in more structured focus groups) programme development or the current needs, requirements and trends in the labour market. Alumni and local stakeholders are keen to help with the strategic development of the Academy.

Academy should be guided by proposals from existing alumni surveys:
- education on applications for funding, successful running of exhibition career, sales of works, making a portfolio, etc.
- education on the artistic process and production outside the institution of the academy or after graduation
- reference to available training for employment in the creative digital work sectors
- the launch of doctoral programs for art studies.

Quality grade: Satisfactory

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

- Higher education institution harmonizes ECTS credits with real student workload based on stakeholder feedback analysis in the teaching process or other procedures.
- − procedures to check the compatibility of the actual student load and defined ECTS credits (examples):

  Survey - completed by students of Music theory, it was concluded that there are no significant deviations in their own assessment of the load and the distribution of ECTS;
  Consultations with students - based on these consultations, the Department of wind instruments (clarinet, flute, saxophone) conducted in 2022. changes to their programmes (up to 40 %) related to load sharing (ECTS) and to enhancing the content related to playing practice, etc.
- − examples of improvement and revision of student load expressed by ECTS credits: Department of film and video - in the third semester of graduate study, students had too many ECTS credits in extracurricular activities and independent work, so that was changed;
  Acting - the subjects Art History 1 and 2 were added 1 ECTS points, and the number of ECTS points was reduced to the subject in the field of Sociology, etc.
- Feedback on the results of the analysis of collected data and implemented changes is available to students.
- − Study programs and earlier versions have been published on the Academy's website so that students can see changes in the distribution of ECTS.
- − Students' feedback on workload is quite accurate. They consider that the load on ECTS points is disproportionate in some subjects, they have given examples for the study of Composition in which they do not receive enough assignments and teachers do not ask much from students. Then, several students highlighted the elective course Graphics, in which there is too much student load in relation to the number of ECTS credits.

- − The subject of Contemporary Art is also highlighted, which also has too few ECTS credits.
- − In general, Academy students seemed to have a better understanding of ECTS than some Academy staff. Students regularly made recommendations to change credit allocations – some of these were implemented. Other, clearly anomalous ECTS allocations are allowed to illogically persist, undermining belief in the fairness of the ECTS system. This situation needs to change and all study programme activity

needs to be reviewed in order to fairly allocate credits (and in order to have a fair expectation of student workload).

– A final point on this – in the meetings with the expert panel, some Academy staff did express a disbelief in the possibility to measure workload in the arts. *'You can not measure the individual workload of the arts. It's very difficult to calculate an average for ECTS. Students differ in this respect.'* This is a complete myth. The reality is that typical workload does differ from study programme to study programme, and from student to student, but in is generally measurable and can be accurately estimated or averaged. ECTS attempts to establish a fair expectation of student workload.

– Please refer to page 10 of ECTS Users' Guide 2015 (vodič za korisnike ects-a-NC0514068HRN.pdf) *'Workload is an estimation of the time the individual typically needs to complete all learning activities such as lectures, seminars, projects, practical work, work placements and individual study required to achieve the defined learning outcomes in formal learning environments. The correspondence of the full-time workload of an academic year to 60 credits is often formalised by national legal provisions. In most cases, workload ranges from 1,500 to 1,800 hours for an academic year, which means that one credit corresponds to 25 to 30 hours of work. It should be recognised that this represents the typical workload and that for individual students the actual time to achieve the learning outcomes will vary.'*

– Academy students (and staff) expressed the view more than once that workloads in the arts (especially in Croatia) are traditionally excessive. This may be the reality but it is an unprofessional, unsustainable and deeply unhealthy attitude to impart to impressionable students. Graduate careers will be threatened by the persistence of such unrealistic and old fashioned, exploitative attitudes to work.

Recommendations for improvement

It is proposed to revise the student load on the mentioned subjects and to align the number of ECTS with the average load. A personalized approach is recommended for each student so that there is no feeling of underload in students.

The anomalous allocation of ECTS in some Academy courses needs to change. All study programme activity needs to be reviewed in order to fairly allocate credits (and in order to have a fair expectation of student workload).

In general, Academy Management and Teaching staff need modern training in ECTS, student workloads and ethical and sustainable 21st century work practices.

Quality grade: Minimum

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

Higher education institution enables learning and acquisition of skills through student practice, where applicable.

– the number of ECTS for the practice it is visible for the methodical practice of all study programs (Self-analysis, P.42) of undergraduate and graduate level of the Music department and for the studies of Music theory, Music pedagogy and Piano, and it is 6 ECTS credits, and in programs of Strings, Guitar, Blowers and Solo singing is 3 ECTS, and is realized in cooperation with music and elementary schools, and covers the pedagogical part of professional orientation. Professional methodical practice is an integral part of teaching in Fine Arts Culture. At the graduate study program Film and video, there is a course of professional practice, which amounts to 6 ECTS credits; Conservation-Restoration students, during the course of practical courses, continuously work on subjects (artifacts) that are given for professional and scientific processing through projects or cooperation with teaching bases. At the undergraduate study programme in Visual Communication Design, there is also a professional practice course worth 3 ECTS credits, etc.

Students' practice form part of study programmes and are organised outside higher education institutions in cooperation with the labour market, where applicable.

Student practice is an integral part of almost all study programs. It is organized by contracts with teaching bases. The list of teaching bases can be found on the Academy's website, as well as contracts with employers or external stakeholders. No rules on professional practice were found, as well as examples of professional practice Diaries. There was also no evaluation questionnaire for the practice programme.

– From the feedback of students and employers, one should highlight the example of Visual Communication Design, which, when planning changes to study programs, ccollect the experiences of alumni and students themselves, and their comments are good feedback on the results of the practice.

Student practice is carried out in a systematic and responsible way that enables the achievement of the envisaged learning outcomes associated with the student practice.

– verifying the achievement of learning outcomes related to student practice can be seen in the course Methodology of Fine Arts Culture II.

A Regulation on professional practice should be developed and a Diary Of Professional Practice should be defined.

In the interview with alumni, a proposal of one Visual Communication Design alumni was: in order to fully direct students to the business sector, as a practice, student has to spend one day with the designer at work.

Quality grade: Satisfactory

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 SER details the Academy's admission procedures. Applications are 'are made via the central system www.studij.hr and www.postani-student.hr. Admissions for undergraduate studies are carried out in two terms for the following academic year; in July and September, and for graduate studies only in September.'

Academy organizes Open Days for all interested prospective students. Candidates can listen to classes, and they can also come for personal consultations about what awaits them in the entrance exam and in their studies. Notice of the Open Days is published on the Academy's website, and additionally, it is actively sent to music, art and other high schools, all very commendable.

Though a lot of information is available on the website, some important information still seems to be missing (only the Department of Theater Arts info package has information about enrollment conditions – passed state matriculation exam: Croatian language and Foreign language level A, Mathematics level B.

The info package for the Additional tests of knowledge, skills and abilities is well explained for the Music, Art and Theater Department.

The SER points out that during the 2015 re-accreditation of the Academy, the Expert Committee remarked that the Academy did not have clear or transparent procedures for admissions of students coming from other higher education institutions. Significant progress has been made in the last five years: in March 2018, the 'Regulations on the academic recognition of foreign higher education qualifications and periods of study for the purpose of continuing studies and on enrolment by transfer from another higher education institution in the Republic of Croatia' was adopted. In July 2019, an amended and supplemented version of the aforementioned act was adopted: 'Regulations on

academic recognition of foreign higher education qualifications and periods of study for the purpose of continuing studies, enrolment by transfer from another higher education institution in the Republic of Croatia', giving expert opinion on foreign professional qualifications and courses recognition.

These Regulations provide clear and precise instructions on the course of action for each procedure, the persons and services involved in resolving the request, and the content of the expert opinion.

Recommendations for improvement
Academy must make sure that all Departments have clear applicant information available through the website. All Departments should be encouraged to actively participate in Open Days and in reaching out to music, art and other high schools.

Quality grade: Satisfactory

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 SER states 'Tables with an annual presentation of the success of studies are prepared by the Academic Registrar Office and are published by the Quality Board. The analysis of study success for each academic year is prepared by the Centre for Quality in cooperation with the Quality Boards of the University. Data on the success of studying at the Arts Academy and the Analysis of the success of studying at the University of Split, which also includes data for the Academy, are available on the Academy's website. See: Analyses of the study success| Art Academy in Split
Given the continuous monitoring during the teaching process and the small number of students, statistics alone are not the most important indicator of study success.

The SER states 'Due to the fact that the Departments are relatively small, all progress evaluation are done verbally and personally.'

However, the SER states 'By analysing data on several undergraduate study programmes, a higher percentage of dropping out of studies has been observed. For the purpose of detecting the reasons for dropout, i.e. withdrawal from studies, the Board, in cooperation with the Academic Registrar office, Vice Dean of Academic Affairs and the president of the Student Council, created a Questionnaire to define reasons for withdrawal from the Academy and a Procedure for investigating the reasons for withdrawal from the Academy. The questionnaire is in use from the academic year

2022/2023. Two years after the questionnaire would be in usage, by the end of October 2024, it is planned to create an Analysis of the reasons for withdrawal from the Academy.' Even without the completion of a formal survey, Academy staff should have a good idea of the reasons for student dropout and should be taking corrective action now.

Recommendations for improvement
If high undergraduate student dropout is being observed, Academy Management and staff need to take some corrective action immediately, without waiting for the October 2024 completion of a Procedure for investigating the reasons for withdrawal from the Academy.

Quality grade: Satisfactory

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

Analysis
The 2015 panel made strong recommendations about the need for the introduction and implementation of Student Centred Learning. Though progress has since been made, this should still be considered as a 'work in progress' at Academy. Management admit that many Academy teaching staff still have very old-fashioned views about modern Student Centred Learning, Learning Outcomes, ECTS and student workloads.

Management and teaching staff point to the distinct lack of appetite for continuous professional development or for structured longterm training on modern learning, teaching and assessment. Though students are now more involved in the formal aspects of Academy's decision making processes, student surveys are not working at Academy and students are having to find their own mechanisms to get useful feedback to their professors. The Student Council doesn't appear to function and there is a great deal of scepticism about students' ability to affect change. This will never help the development of a truly student-centred learning environment.

This situation must improve. The Panel still strongly recommends that all staff are directed to the EU document The Student Centred Learning Toolkit which is available online at http://www.esu-online.org/resources/6068/Student-Centred-Learning-Toolkit/ This expert panel would also recommend the provision of a range of modern Quality Assurance training for all Academy Management staff, as well as the provision of learning, teaching and assessment training for all teaching staff. Consistent mechanisms need to be established to gather and to act upon genuine student voice. Conservation Restoration students have already pointed towards such a student-led focus group mechanism.

Academy professors generally seem to be very committed to their work, and students seemed content with teaching, learning and assessment at Academy. There is still some space for improvement. When it comes to learning outcomes and an understanding of ECTS, in some cases it seems the student are better informed about ECTS then some professors, finding it necessary to point out obvious errors in workload calculations and requesting adjustments in the allocation of ECTS? In other cases, professors shrug their shoulders and admit that important courses are allocated too few credits, whilst unimportant parts of the curriculum retain a lot of ECTS credits.

Professors should also pay more attention to learning outcomes; they should be more involved in writing and revising learning outcomes and there is a lot of work to be done to tie learning outcomes to assessment. This would all require access to modern pedagogical training and this doesn't seem to be a priority for most Academy teaching staff.

Because of financial and resourcing restrictions, it is noticeable that many of the Academy teaching spaces are organised in old fashioned ways, lacking modern equipment and facilities. 'You saw OUR buildings. They are old buildings. They were not built for the work we do. In the past 5 years, the university opened new study programmes and new buildings. While the academy with good track record, is unsupported.'

The Academy's multi-building campus doesn't help the situation, with wifi unavailable in some spaces and staff and students having to move between buildings, often withn very little travel time allowances built into the timetabling. The Academy library is a commendable effort, but it is too small, has too few books and too few computers.

Recommendations for improvement

In order to cope with the challenges of the present and in order to develop study programmes fit the demands of the future, Academy teaching staff need to engage with up to date, modern pedagogical training, tailored to education in the cultural domain (Arts, Design and Media).

Academy needs increased funding from The University to modernise buildings and equipment and to provide adequate Academy staffing.

Academy staff should be encouraged to use international mobilities to jobshadow in leading and progressive art institutions across Europe.

Quality grade; Satisfactory

3.4. The higher education institution ensures adequate student support.

Academy students seem very content with the direct support available from their teachers. One stakeholder observed 'you cannot have a bad relationship with your professors and have a good educational experience.' Many students described their professors as their main 'go-to' person. This is understandable in a learning environment where class sizes are very small.

Students also seemed confident that, in the event of a serious problem arising, they knew where and how to get help. The Academy has also introduced more modern policies and procedures around mutual respect and the protection of students.

Psychological counselling isn't available at the academy, instead student psychological counselling and help is available at the University of Split. When asked about this, Academy staff seemed unclear about whether University counsellors would be aware of the specific difficulties associated with learning in the Arts, Design and Media. Academy seemed to have no data on student mental health and had very little awareness that, in any modern institution of Art, Design and Media, presentations with such issues would be seen as quite common and mental health difficulties would consistently impact on student dropout and progression numbers (perhaps this relates to the dropout observation in the SER?). Clearly, Academy students and staff need to develop more awareness around student mental health. This is a key learning for students, if they're to be allowed to develop healthy and sustainable professional pathways after graduation.

Some students at the meeting with the panel of experts said that they are well prepared for the labor market, something that changed since past generations; former students (now alumni) said the situation is better now – knowing how to apply for work, exibitions and internetional projects is much easier now. In generally, the Academy does listen to some student propositions, although some students seem to be pesimistic about the changes the Academy promised to them.

Students do have a library, which is good by Croatian standards, but it is simply too small; the students didn't have problems with the library at all. The library needs more computers. The library is equipped with the professional literature students need for study, exams and research, but there aren't many titles available. A bigger library is available nearby for additional literature, though it's unclear whether Academy has any strong or supportive relationship with the University library.

Recommendations for improvement

Academy needs to gather accurate data on student mental health and needs to properly assess the demand for mental health awareness, information and support.

Quality grade: Minimum

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

The SER states 'At the beginning of each academic year, systematic health examinations are organized for all students enrolled in the first year of studies. The responsible doctor keeps records of students with difficulties and reports this to the Commissioner and the Vice Dean of Academic Affairs.' This seems to be an unusual procedure with student medical details being 'reported' to a Vice Dean? It is questionable whether such a 'systematic' procedure is allowable under European law? The normal procedure for educational institutions is to 'encourage and to seek permission for' controlled and limited student disclosure of health issues and learning difficulties?
The Academy has appointed a Commissioner for students with disabilities.
The atmosphere at the academy is generally very positive between students and professors; the biggest problem is the dislocation and fragmentation of the departments around many buildings in the city.
The academy doesn't have a lift for students (and visitors) with disabilities, because of the complicated situation with the building (the main building is in the old city core and it is under protection – cultural heritage). The Dean pointed out that Academy Management 'insisted' on the provision of a lift, but nothing could be done. This is a serious problem, which does not appear to have a clear solution. In order to access all departments you need to walk up the stairs (most the departments are on steep terrain), lots of spaces seem small and old - fashioned.

Academy does what it can to support students with dissabilities although Management admitted that no students with disabilities were registered at the moment. When asked about student disability, Managers replied 'regarding disabilities, we have a new website, adjusted for people with sight impairment. We appointed a person responsible who can help. Our colleagues are familiar with such things.' Clearly, all Academy staff need a greater understanding of modern approaches around Universal Design and disability.

Still, the current location and finanicial support from the University of Split isn't sufficient and there are certain changes that have to made in the future.

Academy staff need a greater understanding of modern approaches around Universal Design and disability.
It is questionable whether a 'systematic' procedure for examining all first year students and reporting their health information directly to a Vice Dean is allowable under

European law? The normal procedure for educational institutions is to 'encourage and to seek permission for' controlled and limited student disclosure of health issues and learning difficulties? This systematic procedure should be reviewed (it may be the expert panel's misunderstanding of the information in the SER)?

Academy urgently needs to provide improved and innovative access for students, staff and visitors with physical disabilities. This will require resourcing from the University.

Quality grade: Minimum

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

Analysis

The main problem here is that one person is in charge for to many different positions (Vice Dean for Art, Science, International Relations and ECTS). Both of the Vice Deans for that field are working hard but it is impossible for them to commit to all obligations. Because the current staff are now operating beyond their capacity and without adequate administrative support, internationalisation efforts at Academy have probably reached their limit.

Also, the Academy needs to work on international visibility (they don't seem to have problems with local students) in order to attract foreign students to Split. The Academy should be collecting data on student satisfaction with the quality of the higher education institution's support in practical matters of student mobillity (they don't do that at the moment). In order to prepare their students for work in an international environment the Academy should participate on more international projects (they are more locally orientated).

The Dean also mentioned the big problem with student accommodation in the city of Split; accommodation is expensive because Split is a famous tourist center in Croatia.

The Academy has numerous international contracts with many foreign universities (97). since the last Re-accreditation. These are enormous improvements.

As ever, the University of Split needs to recognise the urgent need to allow the appointment of more administrative and teaching staff at Academy.

Recommendations for improvement

The University of Split needs to recognise the urgent need to allow the appointment of more administrative and teaching staff at Academy in order to facilitate the essential development of internationalisation efforts at Academy.

The conflated role of Vice Dean for Art, Science, International Relations and ECTS needs to be broken up into several different roles, for different people. Heads of Departments too should be administratively supported to take on more responsibility for some of the internationalisation work.

Quality grade: Satisfactory

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

Analysis

As mentioned before, in order to attract foreign students the Academy needs to work more on its international visibility and even more important solve the problem with the foreign students/international cooperation office: all those tasks can't be performed by one person (Vice Dean for Art, Science, International Relations and ECTS). There are too many individual consultations via e-mail (for only one person to perform all those tasks) for supporting students who apply for exchange.

The website does contain important informations in English. The Self-Evaluation states 'a website was created in English where informations related mobility exchange is available to foreign students (International cooperation > Student exchange). The fact that the number of incoming exchange students is regularly higher than the number of outgoing exchange students can be explained by the fact that the financial situation in Croatia is worse than that of most European Union countries, and the financial support that students receive for exchange is not sufficient to cover all costs (students therefore have to rely on other sources of financing, such as parental help).'

Incoming Erasmus+ students can attend free Croatian language courses; The Centre for Croatian Studies Abroad at the Faculty of Humanities and Social Sciences in Split offers two courses – Croatian Language for Foreigners (CLF) and Croatian Culture and Civilzation for Foreigners (CCC).

Despite all of these positive initiatives, increased internationalisation (and supports for foreign students) will struggle to develop at Academy without the provision of more administrative and teaching staff. In their discussions with the panel of experts, some teachers admitted that they'd already been forced to turn away foreign students because of capacity constraints in their classrooms. Though regrettable, this admission demonstrates great professional awareness and a determination amongst Academy staff to protect the learning experiences of incoming students.

Recommendations for improvement

Increased internationalisation (and supports for foreign students) will struggle to develop at Academy without the provision of more administrative and teaching staff.

The conflated role of Vice Dean for Art, Science, International Relations and ECTS needs to be broken up into several different roles, for different people. Heads of Departments too should be administratively supported to take on more responsibility for some of the internationalisation work.

Quality grade: Minimum

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

Analysis

The SER explains that assessment proceduees are covered by various documents and regulations: Manual on the Academy's quality assurance and improvement system: http://umas.unist.hr/wp-content/uploads/2013/05/PRIRUCNIKkvalitetaUMAS.pdf

This manual elaborates, among other things, the area of evaluation of student work, learning outcomes and student evaluation.

The Study Regulations of the Arts Academy in Split define the methods of registration for the exams, the method and time of the exam deadline announcements, the methods of grading and the procedure for rejecting the grade are defined.

Students seemed generally content with assessment at Academy. Professors explain what's required for assessment at the start of each semester and Exam Commissions and Group Critiques are used for important assessments. Some students did grumble about professors sometimes grading too generously and about some discrepancies in assessment of student work.

However, learning, teaching, assessment and programme design needs constant modernisation and Academy Management and teaching staff need access to regular, modern pedagogical training if all aspects of their study programmes are to remain relevant as student needs and requirements evolve over the coming years.

Recommendations for improvement

Academy Management and teaching staff need access to regular, modern pedagogical training if all aspects of their study programmes are to remain relevant as student needs and requirements evolve over the coming years.

Quality grade: Minimum

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

The diploma certificate and diploma supplement are issued in accordance with the relevant regulations; upon completion of their studies students are issued a diploma certificate and diploma supplement (in Croatian and English, free of charge). *As part of the SEA-EU alliance (European University of the Seas - Erasmus+ project) with five European universities, the Academy, as a component of the University of Split, participates in the pilot project of digitalizing diploma certificates and diploma supplements (Self-Evaluation).*

None

: Satisfactory

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

A great improvement here would be the long awaited Career Management Office that would connect students with potential employers and monitoring their path from student desks to the labour market. The Academy simply doesn't have enough of its own funds to establish such office. The SER states 'The Academy does not have enough of its own funds to establish a new office and hire new administrative staff, and the relevant Ministry and the University not approved new hires for some time. In order to overcome this problem, students use the services of the Career Management Office of the University of Split.' This is regrettable, because the cultural industries are vitally important to the city of Split and to the Dalmatian region and the University Careers Office is unlikely to have much specific expertise in the cultural industries field.

The Alumni clubs (some well-established and some very recently established) are a precious source of information for the Academy staff and the students; the Alumni club should be more encouraged to to cooperate with the Academy. They weren't consulted during the creation of the Self Evaluation Report, a missed opportunity. Alumni Clubs should be welcomed in to form focus groups and advisory groups when matters of programme development, relationships with industry and the labour market and up to date trends are being researched.

The establishment of a dedicated Academy Career Management Office would greatly enhance the connection of students with the cultural industries labour market and would allow for the gathering of invaluable data on career development, employment pathways and the changing needs of the Croatian cultural industries.

Academy alumni clubs should be more encouraged to to cooperate with the Academy and they should be welcomed in regularly to form focus groups and advisory groups when matters of programme development, relationships with industry and the labour market and up to date trends are being researched.

Quality grade: Satisfactory

IV. Teaching and institutional capacities

4.1. The higher education institution ensures adequate teaching capacities.

Analysis

Most subjects in the courses of study are taught by tenured lecturers at the Academy, with the exception of three courses of studies that do not meet the requirement of 50% class coverage by tenured lecturers in teaching artist or teaching and research positions. This applies to the following courses of study: the undergraduate university course in acting (24% coverage), music pedagogy (36% coverage), and film and media arts (47%). In case of these courses, a serious lack of lecturer capacities has been identified, which reflects on the performance of classes, and undermines study outcomes. This is the area that the Academy needs to focus on the most.

The structure of tenured lecturers in the Analytic Annex shows that the Arts Academy in Split employs 70 lecturers in teaching artist and teaching and research positions at the moment. Ten have permanent tenures as full professors, 14 have full professorships, 22 are associate professors, and 24 are assistant professors. The Academy has 16 tenured lecturers who have been appointed to teaching positions at the moment, and a total of six who have been appointed to associate positions, of which four assistant lecturers, and two postdoctoral lecturers. The Academy works with a number of part-time external associates, of whom as many as 54 hold teaching artist positions and teaching and research positions, 30 hold teaching positions, 20 hold associate positions as assistant lecturers, and 15 have teaching assistant status. A comparison of the number of tenured

lecturers and external associates reveals that the Academy has 92 tenured lecturers, and 119 external associates.

According to Table in the Analytic Annex, the Academy was able to hire 19 new lecturers and two associates (a total of 21 new staff members) since 2017. In the same period, the employment of 15 lecturers ended.

Comparing the number of lecturers appointed to teaching artist positions with the number appointed to teaching and research positions, Table 4.3 shows that the Academy has 72 lecturers appointed to artist positions, 16 lecturers in research positions in humanities, and one lecturer appointed to an interdisciplinary research position (a total of 89). This indicates that there is a substantial difference in the number of lecturers employed in teaching artist positions and lecturers employed in teaching and research positions in favour of the former: lecturers in teaching artist positions account for 81% of the Academy's staff, and lecturers in teaching and research positions for only 19%.

Among the Academy's lecturers, 21 have PhDs (19 in science, and two in arts). Ten lecturers have completed postgraduate master's courses in science or arts, of which four in science, and six in arts. It follows that 31 lecturers, or 35% of the total number of lecturers in the Academy's employ, have completed some form of postgraduate course, whereas 58 lecturers, or 65% of the total number, have completed no form of postgraduate course. Even though Croatian laws do not require artists to complete a postgraduate course in order to be licensed and appointed to a teaching artist position, university lecturers can be expected to pursue additional postgraduate education and training, and the number of lecturers at art academies holding a PhD in science and arts can be expected to increase in the future.

The lecturers employed at the Academy are qualified in the subjects they teach. The student to tenured lecturer ratio of 6.12 is consistent with the usual ratios in art faculties and is sufficient to ensure an adequate quality of studies. Given its relatively small number of students (422), the Academy is able to give classes adequately, taking into consideration the individualised needs of every student.

In general, the workload of most lecturers exceeds the limitations set by collective bargaining agreements and other regulations. Table 4.3 in the Analytic Annex indicates that the teaching hours put in by some lecturers exceed these limitations two or three times, or even more than that (this is the case with the lecturers at the Department of Music in particular). Even though this is the customary practice in higher education institutions in the art sector in Croatia, this is not a good thing, because the lecturers are overburdened and have no time for professional development and for work in the fields of research, arts, specialist subjects, or administration.

At their meetings with the Committee, the lecturers have not stated that they are overly displeased with this situation. They are all very passionate about their students and their work as teachers, and they accept the increased teaching workload as a temporary

solution until new staff can be hired. The problem is that a handful of new lecturer and associate positions will not fully solve the problem of the seriously too high number of hours put in by most of the currently employed lecturers. The Academy needs to address this problem strategically by means of further reorganisation and rationalisation of the classes, study groups, and existing lecturer capacities.

Recommendations for improvement
- It is essential that the Academy hires new lecturers in the courses of study where a reduced quality of classes was identified, resulting from the insufficient number of employed lecturers in adequate positions (Acting, Music Pedagogy, Film and Media Arts).
- It is essential that the Academy hires lecturers and associates in the courses of study where the number of hours put in by employed lecturers significantly exceeds the norm defined by the collective bargaining agreements and other regulations and laws.
- The Academy should encourage its lecturers to pursue formal postgraduate studies, and provide them with continual financial support in the process.

Quality grade Minimum

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

Analysis
In the Self-Analysis and at the meetings with the Committee, several sources underlined that the University of Split does not provide sufficient support for the hiring of new lecturers and administrative staff at the Academy. In cooperation with its departments, the Academy drafted the Criteria for Job Prioritisation, a document that transparently regulates the priorities in the employment of new lecturers in accordance with the requirements of the classes and the students. The criteria for job prioritisation are publicly available on the Academy's website. The Management drafts an annual human resources management plan, based on the requirements submitted by the departments, which includes all planned promotions and requirements for new employments in the following academic year, and sends it to the Management of the University. The Academy can advertise an opening for the employment, promotion or reappointment of lecturers only after it has obtained approval from the University and the Ministry of Science and Education. According to the Academy's staff, they constantly request approvals for new positions, in line with the recommendations provided during the last accreditation cycle, but "lecturer staffing at the courses of study in the art sector is not the University's priority, considering that the last new positions were approved in 2019".

The enclosed data prove that the Academy conducts lecturer employment, promotion and reappointment procedures transparently and in compliance with applicable laws and regulations. These procedures are conducted on several levels and include an evaluation of excellence in accordance with appointment and reappointment criteria. The procedures for the promotion of lecturers to senior positions are based on the evaluation of excellence, and take into account the lecturers' achievements in arts, research, and teaching, evaluated in accordance with the Criteria for the Evaluation of Teaching, Research, Artistic and Specialist Activities, Criteria for Teaching Contribution, Criteria for Research, Artistic and Specialist Contribution, and Criteria for Institutional Contribution.

In 2021, the Academy adopted its own Regulations on Conducting the Procedure of Appointment to Positions at the Arts Academy in Split, which provides, among other things, for the possibility of additional specific types of examinations of the candidates' motivation, knowledge, skills and competences (Articles 10, ad 3 and ad 4) for the purposes of evaluating the excellence of candidates, such as:

a) testing (written test, interview...)
b) audition (playing an instrument, singing, acting...)
c) examination of teaching competences
d) examination of motor skills
e) other.

Recommendations for improvement

- Lecturer staffing at the courses of study in the art sector must become a priority for Split University, considering that the last new positions were approved in 2019.
- Even though the Academy does its best to hire competent lecturers, we recommend attracting, recruiting and hiring top-level, internationally acclaimed artists and scientists.
- The Academy needs to work some more on the financial, material and advisory support it provides to its associates and lecturers in teaching positions when they seek to continue their education in postgraduate courses of study, or pursue other forms of professional development.
- The Academy needs to reinforce its efforts to support and encourage the lecturers in the teaching artist and teaching and research positions in pursuing life-long learning and excellence in their work as researchers, artists and as teachers.

Quality grade: Satisfactory

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

Information obtained from the Self-Analysis and the interviews with the lecturers and associates points to the conclusion that the Academy provides the following forms of professional development support to its lecturers: communication of information on professional development and academic mobility programmes, and annual grants for research and art work.

Lecturers have told us that grants are available to the lecturers in teaching and research and teaching artist positions, but not to associates and teachers. The panel of experts understands that the Academy faces continuous financial difficulties, but believes that withholding funds for professional development in the fields of research and arts and in specialist fields to a segment of its staff is not a good practice. The Academy provides no co-funding for postgraduate studies to its lecturers or even to its associates, which could not possibly be considered a good practice.

Lecturers have told us that they spend the annual funds granted to them for research and art work to attend conferences and finance various other forms of professional development. They realise that some lecturers need additional training in pedagogy, psychology, didactics and methodology, and they believe that the Academy needs to introduce a system for gaining and improving lecturer competences, especially for lecturers who are at the beginning of their careers. However, such programmes are not organised because the lecturers are overloaded with the work they do in classes. It is commendable that the Academy understands the need for improvements in this area, and has included the matter of professional development of lecturers into its Strategy of Science and Research Development 2022-2027, which plans the following activities: regular communication of information to lecturers about available training and development programmes in pedagogy outside of the institution; formation of a team of lecturers interested in pedagogy and didactics in art classes; design, launch and implementation of a scientific project aimed at improving classes at the institution; motivation of lecturers to actively participate in this project. The Academy encourages the professional development of its administrative staff as well.

The Academy takes a satisfactory approach to the analysis of student poll results, and presents the collective and comparative results with respect to the University to the Council. The Management has a good practice of holding interviews with the lecturers who have received lower scores, because evidence that has been delivered suggests that such interviews have led to changes and improvements.

Other significant ways of providing professional development support to lecturers and administrative staff include: a) providing, for their use, various software products such as *Turnitin*, a software designed to verify the authenticity of papers, which is available to

lecturers and students for their use, *TeamViewer* for remote use of the Academy's computers, *Panda Antivirus* software, *Sibelius* music notation software for the Department of Music, which has also been installed on several computers at the Academy's library, and the *Adobe* package for the Department of Visual Arts; b) approval of shorter visits to international institutions for professional development purposes in research, arts or specialist subjects; c) approval of a one-year sabbatical (which has been approved to five lecturers in the period in question); d) gaining international teaching experience through the Erasmus+ programme (35 lecturers have taken advantage of this possibility in the period in question). Even though these forms of support are satisfactory, the number of activities that have been implemented is relatively minor. The Academy needs to expand and individualise the array of models of professional development support that it offers its lecturers, e.g. for the development of teaching competences, skills and knowledge of modern information, communication and digital technologies, knowledge of foreign languages, knowledge related to the application of competitive national and international projects, the use of modern research strategies and procedures in science and arts, and so on.

The Academy has invested a substantial effort in the development of international cooperation in comparison with the previous accreditation cycle. Vice-Dean of Arts, Science, International Cooperation and ECTS developed a sound documentation and instruction system with a view to improving incoming and outgoing international mobility. However, in spite of the marked increase in international cooperation in comparison with the previous accreditation period, the number of persons who take advantage of the opportunities provided by mobility programmes is still low, and the system that rests on a single person (in this case, the Vice-Dean of Arts, Science, International Cooperation and ECTS) is unsustainable. The Academy needs to establish an international cooperation office to systematically manage all activities related to promotion, implementation, evaluation and advancement of the international visibility of the Academy and its courses of study.

Recommendations for improvement
- Encourage all lecturers equally to pursue professional development, including in arts, research and modern pedagogical development.
- Encourage and motivate all lecturers, and especially the associates and lecturers who have not completed postgraduate studies, to pursue professional development.
- The Academy should find a way to co-finance the postgraduate studies for its lecturers, in particular the associates.
- Encourage peer review evaluations of the lecturers' competences and any other form of professional development in modern and innovative knowledge and skills related to pedagogy, psychology, didactics and methodology.

- The Academy needs to expand and individualise the array of models of professional development support that it offers its lecturers, e.g. for the development of teaching competences, skills and knowledge of modern information, communication and digital technologies, knowledge of foreign languages, knowledge related to the application of competitive national and international projects, the use of modern research strategies and procedures in science and arts, and so on.
- The Academy needs to establish an international cooperation office to systematically manage all activities related to promotion, implementation, evaluation and advancement of the international visibility of the Academy and its courses of study.

Quality grade: Minimum

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 Academy runs courses of study in three different art domains: music, visual arts, and drama. It is highly challenging to provide adequate conditions for science, art and research work and the implementation of courses of study, and to ensure that the planned learning outcomes are achieved. The Management and the lecturers have demonstrated that they do their absolute best to compensate for some of the shortcomings in terms of space and material, and ensure the best possible quality of classes for their students, by adapting schedules, collaborating with external associates in so-called teaching bases, and investing their own personal time. As commendable as this approach is, it is not sustainable, and the Academy should invest additional efforts in overcoming the shortcomings in terms of space and infrastructure. As stated in the Self-Analysis, the development of the Academy is reflected in the increased number of courses of study and increased number of buildings that are used to give classes. The number of these buildings has now reached eight, which impedes the communication of the lecturers and students between locations, the establishment of better cooperation between departments, and even mutual acquaintanceships between lecturers working in the same institution. This also results in high maintenance costs for spaces, overhead costs, and the like. Some of the buildings have not been designed with their present purpose in mind, and since they are under the protection of the Croatian Ministry of Culture, their full conversion is not possible.

The Academy has told us that they have sought for years to commission a new building, or convert an existing one, to obtain a building whose size and infrastructure would accommodate the needs of the Academy's complex activities as a higher education institution. However, these efforts have been unsuccessful. The Academy currently operates in eight separate locations and in buildings of varied ages and qualities of construction. These buildings are used by individual departments to hold their classes, but they are also used by students for individual work, and by the lecturers for research work. The multifunctional halls are used by all three departments in accordance with the requirements of their classes or special projects, and their use is governed by internal regulations.

The Academy owns a vehicle, purchased with the funds of the Conservation and Restoration Department, and has put regulations in place governing the use of the Academy's car. This example of project investment in infrastructure at the Academy is highly commendable and should be followed by the other departments.

Some of the classes and activities related to arts and research take place on the premises of 33 so-called teaching bases that the Academy has signed cooperation agreements with. The Academy's spaces have a total surface area of 5,722.45 m^2 and a usable area of 4,749.47 m^2, which translates to an acceptable 14 m^2 per student, especially considering that the courses differ, and not all of them require the same amount of space. Annex 4.4.2 indicates that the Academy has at its disposal three large halls, 14 classrooms, 50 laboratories and practicum rooms, five student rooms, a library, two computer classrooms, 26 offices for lecturers and 11 offices for the administrative and technical staff, and 18 storage spaces. Detailed list of classrooms and equipment.

The equipment in the classrooms is basic and relatively modest. Not all areas of the Academy have wireless internet access. Still, the lecturers and the students are satisfied with the Academy's equipment. The Academy's specific nature, which results from the diverse needs of its departments and divisions, is reflected in varied levels of equipment on the Academy's premises, some of which are better equipped than others. The Academy has an audio and video editing studio, cinema, photographic studio, graphic workshops, multimedia workroom, etching room, multifunctional hall, Ctrl-Z exhibition space, specialist workshops for the conservation and restoration of stone; easel paintings and polychrome wood sculptures; and wall paintings and mosaics, laboratory for scientific research in conservation and restoration, conservation and restoration of archaeological heritage and metals, a radiographic examination lab, practice rooms, a computer music workroom, a hall equipped with two Yamaha grand pianos, rooms equipped with grand pianos used for individual piano classes, and screen printing, multimedia, plaster and metal workshops.

The Academy's Management is aware that more investments are needed to adequately equip its spaces, and the Academy finances such investments with its own funds to the best of its ability. Lecturers often use the funds that are granted to them for professional development in arts and research to improve the working conditions. Even though the Academy continually invests funds and efforts in equipment and improvement of conditions for the classes and the lecturers' working conditions, the Academy's premises, equipment, and infrastructure in general do not fully meet the standards of modern higher education. It is essential that the Academy invests substantial funds in the reconstruction and modernisation of the existing equipment, and acquisition of new equipment, especially information and communication equipment, and continually invests in equipment and spaces to maintain the high education standards it strives for.

Recommendations for improvement
- It is highly commendable that the lecturers invest their own grants to overcome equipment shortages, but this approach is not sustainable, and the Academy should invest additional efforts in overcoming the shortcomings in terms of space and infrastructure. This includes efforts to resolve the problems relating to the communication of lecturers and students between locations, strengthening interdepartmental cooperation, introducing lecturers employed at the same institution to one another and helping them establish cooperation, and the like.
- Wireless internet access should also be provided in all the Academy's spaces.
- It is essential that the Academy invests substantial funds in the reconstruction and modernisation of the existing equipment, and acquisition of new equipment, especially information and communication equipment, and continually invests in equipment and spaces to maintain the high education standards it strives for.

Quality grade: Minimum

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

Analysis
The Academy's library occupies a space of 60 m², of which 30 m² is taken up by the reading room with a capacity of 18 seats. Eight computers, headphones, a scanner, and a printer are available for use. Two graduate librarians are employed at the library, and the library manager has senior librarian status. The librarians seem highly competent and dedicated to their work. The library is open 12 hours a day. The library has a total of

620 members, including all of the Academy's students, professors, and external associates.

According to the data presented in Table 4.10 and the Self-Analysis, the library has 11,000 books, of which 2,320 are required reading titles, 4000 music sheets, more than 1250 Croatian and international magazines, and 406 CDs. The *Dabar* digital repository stores 447 graded written papers, six doctoral dissertations, and other scientific and professional papers, books, teaching materials, images, video and audio recordings, presentations, and digitalised materials produced at the Academy. Students and professors are also free to use the Split University Library's materials and the services of interlibrary and international loans. The library's materials mostly belong to the fields of drama, music and visual arts, and the rest belongs to social and natural sciences and humanities. Free access is provided to the books, and users are allowed to peruse them on their own. Due to the lack of space, some of the editions (periodicals and old and rare books) are kept in cabinets in the hallway in front of the library.

The library also participates in the Academy's publishing activity. In the past five years, the Academy published three university textbooks, nine research books, eight sheet music editions, proceedings from an international conference, and two electronic book editions in the *Dabar* repository. The Academy publishes several magazines as well: the regular ethnomusicology magazine *Baščinski glasi*, which is available in print form and in electronic form on the *Hrčak* portal, and the *Allegro* magazine, prepared by students from the Department of Music. The Academy's publishing activity is undeveloped, and substantial improvements are needed in this respect. Only three textbooks published in five years constitute a very modest scope of publishing activity, which should be promoted and developed to a greater extent. The library uses the access to e-magazines and bases, purchased via a national subscription, and to whole text databases that provide occasional free access. Information about the Library's new editions and events are communicated on social media and the Academy's website. The Library and its equipment only partially meet the requirements needed for a high quality of studying. Given that many of its books have been donated, the Library needs to refresh and modernise its stock with more recent editions, expand its space, and acquire better equipment for the library and reading room.

Recommendations for improvement
- Promote, develop and improve the existing publishing activity, which is very modest.
- It is essential to refresh and modernise the library stock with more recent national and international editions in the fields of all the courses of study available at the Academy.

- The library's and the reading room's space needs to be expanded, and the amenities improved so that the users would have better working conditions in the fields of science, arts and research on the library's premises. Likewise, access to digital sources dealing with arts, science and specialist topics needs to be continually improved.

Quality grade: Minimum

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

Analysis

The Academy has demonstrated transparent and sound management of its available financial resources. The Academy's funding is solely based on budgetary resources. Additional sources of funding have a very small share in the total revenue, forcing the management to rationally manage the Academy's finances. Financial plans divided by funding sources, financial reports, and the public procurement plan are transparent and are made available on the Academy's website following their adoption by the Council. Funding for field trips, international cooperation, teaching materials, investments and maintenance is planned at the beginning of the year, based on the number of enrolled students per department, and the spending of these funds is monitored for each individual department. The costs of external associates have been cut across departments in the past five years. Programming and science funds are used to finance the lecturers' research and art work, and the funds are distributed in accordance with the number of researchers/artists in individual departments. It is worth noting that a substantial portion of the funds is invested in equipment and professional development of lecturers. Fees paid out to external associates are a considerable expense for the Academy, which was impossible to cut down due to the Academy's inability to hire new staff. The Management therefore reduced the costs of external associates by rationalising their hours, amending the courses of study, reducing the lecturers' workload, and capping the amount of the hourly fee to assistant professor level. Reports by the State Audit Office (2016) and periodic internal audits performed by the Split University (2018 and 2022) confirmed that the Academy is managing its financial resources rationally and lawfully.

The Academy adopted a number of procedures governing its financial operations to ensure transparent and sustainable operation. All these documents are publicly available on the Academy's website. The Academy invests funds in equipment and investment maintenance, and supports the students' activities as well, particularly field trips and

various extracurricular activities, such as drama and music performances, exhibitions, and the like.

Cooperation with the Croatian Audio-visual Centre (HAVC) is a good example: in two years, the HAVC financed the preparation of graduation and diploma theses at the Department of Film and Video with HRK 461,950.00, which substantially improved the quality of classes at this course of study.

Cooperation with the Ministry of Culture and the Media is another good example: the Ministry supported the Academy's programmes with HRK 917,008.00 (the largest sums were granted to the Department of Visual Culture and Arts, the Department of Conservation and Restoration, and the Department of Visual Communication Design). The cooperation with the City of Split and the Split-Dalmatia County is also worth noting. The good example of development of high-quality programmes that will ensure additional project finance for science, art and research activities should be followed by the other departments as well.

Recommendations for improvement

- The Academy should strategically explore alternative sources of funding such as the good practice examples of collaborations with the HAVC, the Ministry of Culture and the Media, the local community, and local businesses.
- The Academy has not utilised the potentials of European funds to a sufficient extent and is generally insufficiently project oriented.
- The Academy should explore the potentials of internationalisation with a view to opening new or existing courses of study or shorter trainings in foreign languages, which might attract foreign students.
- Considering its attractive geographic position and the quality of its lecturers, the Academy has the potential to generate additional revenue from international activities such as summer schools, courses of study in foreign languages, collaborative projects with the tourism sector, and more.

Quality grade: Satisfactory

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.

Based on the Analytic supplement, over the past five years (2017-2021) teachers at the Academy have authored 10 books published in Croatia and no books published abroad. Only one of these books has been published in the Social Sciences research area, the others are in the Humanities. The Academy teachers have published 76 publications of the highest category according to the Ordinance on Appointment of Scientific Grades. The publication ratio is quite low, running at 0.18 publications per teacher per 5 years. Other publications according to the Ordinance on Appointment of Scientific Grades: 6, 0.01 per teacher per 5 years. The Academy teachers have published 24 peer-reviewed publications, the ratio is quite low here as well: 0.06 per teacher in 5 years. The Academy does keep clear records of all relevant staff publications.

According to the Analytic supplement, the number of complex artworks done by teachers defined as extraordinary achievements with international merit is 296, with national merit 116. Teachers in artistic fields seem to be very active in promoting achievements at national (and some of them at international) events.
The Academy has its own Publishing Fund and gives also a possibility to pay costs related to scientific and artistic activities via multi-year financial funds. The Academy currently has no reward system for teachers with a high number of high quality publications.

Since the re-accreditation in 2015, the Academy have augmented the number of teachers with PhD degree: currently 20 doctors of science and 3 doctors of arts are employed at the institution. The institution does not pay the tuition fees for teachers who enrol on doctoral study programmes.
In the last five years, 6 doctoral theses have been defended at the Academy in connection within the previous doctoral programme in Ethnomusicology. At the moment, the Academy does not have its own doctoral programme. However, based on the Self Evaluation Report and discussions with department heads, launching of a doctoral study programme in Music Theory is in process.

Recommendations for improvement:
The teachers and associate seem to be fully committed to the production of high quality artworks. But raising the number of high quality scientific publications seem to be one of the future challenges. During discussions with teachers and heads of departments, the expert panel noted a lack of motivation for scientific research and interdisciplinary artistic-scientific collaboration on the part of some teachers in artistic fields. The Academy should encourage the teachers to produce more publications of the highest category quality according to the Ordinance on Appointment of Scientific Grades and should motivate teachers in artistic field in contributing in scientific research as well.

The Expert panel would recommend a reconsideration of the workload of teachers who want to contribute to scientific research. The implementation of a system of rewards for teachers with excellent scientific results could be also very useful.

The teachers of the Academy seem to be very occupied with daily teaching and a considerable amount of administrative tasks. For the further development of the Academy in the field of scientific research, interdisciplinary cooperation and internationalization, it seems essential that the teachers have someone to work with in managing the administrative and organisational processes related to artistic or scientific projects.

Quality grade: Minimum

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

Analysis

The Academy students, teachers and graduates seem to be very active within the local community. The Academy has developed numerous collaborations with stakeholders in Split (Split City Puppet Theatre, Croatian National Theatre, Loggia gallery, Zlatna vrata, etc.) and other Croatian cities. The Academy definitely understands the labour market in the local area and in the Croatian context. Based on the meeting with alumni, the careers of some of the graduates prove as well that the academy adequately prepares students for further studies and work cooperation abroad.

Academy teachers are members of many Croatian professional associations including for instance the Split Society of Architects, Croatian Society of Art Historians, Croatian ITI Centre – International Theatre Institute, Croatian Centre for Drama Education, Croatian Designers Association, Croatian Society of Drama Artists, Croatian Association of Music Theorists, Croatian Association of Film Directors, Croatian Association of Theatre Critics and Theatre Scholars, Croatian Musicological Society, Croatian Conservation-Restoration Association, Croatian Cinematographers Society, Croatian Association of Visual Artists Split, Croatian Association of Artists of Applied Arts, Literary circle Split, Matica hrvatska, Association for culture of SpLiter, etc. Some of the teachers are members of international organisations: International Council on Monuments and Sites – International Scientific Committee on Heritage Documentation, International Council on Monuments and Sites – International Scientific Committee on Education and Training, International Institute for Conservation of Historic and Artistic Works, International Network for the Conservation of Contemporary Art, International Society for Education through Art, International Theatre Institute.

The Academy organizes more than a hundred artistic events at the local, national and international level every year. Concerning the transfer of knowledge and technology, the Academy mostly cooperates (according to the Self Evaluation Report) with the public and private sector at the national level. However, not all departments are equally involved in this process. The main initiators of these activities are the Conservation-Restoration Section and Visual Communications Design Section.

The management of the Academy, and most specifically the Vice Dean of Art, Science, International Relations and ECTS actively inform teachers about publishing opportunities, international organisations, initiatives in scientific and artistic fields and support them in memberships in those organisations.

Recommendations for improvement
The Academy transfers knowledge of art quite actively in the local area. Through numerous artistic events the Academy promotes sensitivity to the arts in the general audience.
The Academy maintains a lot of interesting cooperations with local stakeholders, however, we would recommend to establish more cooperation also in the field of new technologies and ICT sector. Such cooperation could be a great opportunity for mutual enrichment and development.
The Academy teachers take part in Croatian professional associations and are members of some international organisations as well. This is certainly an approach that should be maintained and developed, however, the Academy should strive for greater visibility abroad and promote membership in other major international associations.

Quality grade: Satisfactory

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

Analysis
Based on the Self Evaluation Report, between 2017-2021, 4 teachers were awarded for their scientific research work and over 160 teachers and students have received awards for their artistic work, on national and international level.
Teachers of the Academy have participated in 135 conferences (in Croatia and abroad, for instance: International Conference of Conservation-Restoration Studies, Final Conference of the Conservation of Art in Public Spaces Project, CRUA-Conservation restoration of Underwater Archaeology) and have organised or co-organised 5 scientific

conferences (all of them international: International Meeting on Retouching of Cultural Heritage/ RECH4, Simposium 'Školovanje konzervatora-restauratora: jučer, danas, sutra, International Conference of the Conservation-Restoration, International scientific-artistic Symposium 'Ivan Lukačić, kapelnik splitske prvostolnice', International Scientific Symposium of Early Career Researchers in Music).

In past 5 years period, 4 multi-year scientific research projects were realized (1 national, 2 European, 1 bilateral). Both of the European projects were financed from the Erasmus+ programme: Conservation of Art in Public Spaces – CAPuS and Speculative Design – Educational Resource Toolkit – SpeculativeEdu. According to discussions with students and teachers, both of the above-mentioned projects have been a success and the teachers involved should be encouraged to follow up.

In the period 2017-2021, based on the Analytic supplement, the Academy teachers were members of editorial boards of 12 scientific journals, two of which are international (*ICAR - International Journal of Young Conservators and Restorers of Works of Art, Warsaw* and *xD&A - Interaction Design and Architecture(s) Journal, Rome*). Large number of Academy teachers work on committees in the field of science and art (for example: Kuzma Kovačić and Kažimir Hraste from Sculpture Section are members of the Croatian Academy of Sciences and three other teachers from Visual Communications Design Section are members of the Regional Art Councils).

Recommendations for improvement
The Academy teachers have participated in many international conferences. However, the total number of scientific gatherings that the Academy has organised or co-organised over the last five years is quite low, even taking into account the complications associated with the COVID-19 pandemic. The Expert panel suggests to Academy to be more active in initiating science-focused events and gatherings.

In terms of projects and awards, the Academy's arts teachers are very active on national and international level. The Expert Panel commends the Academy for this practice and encourages its maintenance.

Teachers of the Academy are members of editorial boards of several major national scientific journals. However, contact with foreign or international scientific journals is mainly maintained by the sub-departments Visual Communications Design and Conservation-Restoration. It is recommended to establish contact with other international journals in other disciplines and fields.

Quality grade: Minimum

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

The Academy has edited the document *Strategy for the Development of Scientific Research of the Arts Academy in Split 2022 – 2027*, which could serve as a basis for the further development of the school's scientific activities. The Strategy for the Development of Scientific Research mentions four research topics: *Contemporary perspectives in learning and teaching in artistic fields, Croatian artistic heritage: from research to (re)interpretations, Theoretical and practical aspects of the research of art works and History and philosophy of artistic fields and media.*

The Academy does not have a specific strategy document focused on development of artistic work. However, main strategic points are mentioned in the Mission, Vision and Development strategy document.

Despite the recommendation of the Expert panel during the re-accreditation in 2015, the Academy has not established an own system of recognizing excellence and rewarding employees for high-quality scientific research work. The teachers can compete for the annual Science Prize awarded by the University of Split, however, this award concerns the scientific achievements only. There is no reward system for excellence in artistic research work.

Vice Dean of Art, Science, International Relations and ECTS informs teachers about current competitions and calls for financial support for national and international projects, etc. The staff of the Academy has demonstrated a good ability to raise funds for artistic and scientific projects from external sources (through cooperation with local organisations, tenders, international grants). However, during the meeting some teachers mentioned that the administration associated with this type of funding is so demanding that they are hesitant to engage in international projects again.

The Academy must find a way to strengthen human resources in the area of administration. Opening up new positions through the University is one way, but the partial shortage could also be compensated for through the international multi-year project grants that the Academy receives. It is common practice that each such project directly budgets for external administrative position for the duration of the project. Academy staff have demonstrated a good ability to obtain external financial resources, but these resources seem not to be sufficiently used in the workforce.

The document *Strategy for the Development of Scientific Research of the Arts Academy in Split 2022 – 2027* has all necessary formal parts, but the selection of scientific topics is not done according to Ordinance. In the SWOT analysis, the Academy state that the fragmentation of topics is one of the weaknesses of the strategy. Each of the selected topics has subtopics, but it is not clear who are the leaders of the topics or who works on them out of the scientific-teaching or artistic-teaching staff. According to Ordinance, scientific topics should have clearly indicated leaders. In general, for the number of people in positions (scientific-teaching 7, artistic-teaching 6) the selection of topics is too wide. The Academy should deepen the scientific strategy by specifying the objectives as well as each thematic section.

The Academy is recommended to establish an own system of recognizing excellence and rewarding employees for high-quality scientific research work.

The creation of an international centre (of the necessity of which the management of the Academy is aware) to provide teachers with sufficient administrative support can be a significant help in further scientific and artistic development.

Quality grade: Minimum

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

Analysis
One of the great advantages of the Academy is the composition of the cooperating teachers, their diverse profiles, experience and contacts. The Academy is very active in conducting artistic projects in collaboration with external organisations, thus effectively involving students in the work process. Based on meetings with external stakeholders, students and graduates are very often involved in professional art projects.

In terms of student involvement in scientific collaboration, the Conservation-restoration sector seems to be the most active. In past five years, according to the Self Evaluation Report, conservation-restoration students participated at several international conferences and published numerous works in co-authorship with their teachers.

The Academy publishes a student journal, *Allegro* (two issues between 2017 and 2021), in which students from the Department of Musical Arts contribute.

The problem of lack of space was mentioned several times during meetings with the Academy management and teachers. Students have at their disposal a stage with light

and sound equipment, rehearsal rooms, musical instruments, computer equipment, equipment for recording and photography, hand and electric tools, laboratory equipment, etc. However, the Academy does not have its own exhibition space and theatrical black-box for advanced work with projection and light. Teachers effectively compensate this lack of spaces through numerous collaborations with external stakeholders in Split.

Recommendations for improvement:
Involving students in professional life through projects is a good practice at the Academy that needs to be maintained and further developed. However, all departments should be equally involved in engaging students in research projects.

The creation of the student magazine *Allegro* is a commendable initiative that can serve as an example of good practice for other departments. The Academy lacks platforms or tools for students and teachers from different departments and disciplines to meet together. The creation of a joint interdisciplinary scientific journal could be one opportunity for interdisciplinary collaboration.

Quality grade: Satisfactory

APPENDICES

1. Quality assessment summary - tables

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

Quality grade by standard				
I. Internal quality assurance and the social role of the higher education institution	*Unsatisfactory level of quality*	*Minimum level of quality*	*Satisfactory level of quality*	*High level of quality*
1.1. The higher education institution has established a functional internal quality assurance system.			+	
1.2. The higher education institution implements recommendations for quality improvement from previous evaluations.			+	
1.3. The higher education institution supports academic integrity and freedom, prevents all types of unethical behaviour, intolerance and discrimination.			+	
1.4. The higher education institution ensures the availability of information on important aspects of its activities (teaching, scientific/artistic and social).			+	
1.5. The higher education institution understands and encourages the development of its social role.				+
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.		+		

Quality grade by standard				
II. Study programmes	Unsatisfactory level of quality	Minimum level of quality	Satisfactory level of quality	High level of quality
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.			+	
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.		+		
2.3. The higher education institution provides evidence of the achievement of intended learning outcomes of the study programmes it delivers.		+		
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.			+	
2.5. The higher education institution ensures that ECTS allocation is adequate.		+		
2.6. Student practice is an integral part of study programmes (where applicable).			+	

Quality grade by standard				
III. Teaching process and student support	Unsatisfactory level of quality	Minimum level of quality	Satisfactory level of quality	High level of quality
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.			+	
3.2. The higher education institution gathers and analyses information on student progress and uses it to ensure the continuity and completion of study.			+	
3.3. The higher education institution ensures student-centred learning.			+	
3.4. The higher education institution ensures adequate student support.		+		
3.5. The higher education institution ensures support to students from vulnerable and under-represented groups.		+		
3.6. The higher education institution allows students to gain international experience.			+	
3.7. The higher education institution ensures adequate study conditions for foreign students.		+		
3.8. The higher education institution ensures an objective and consistent evaluation and assessment of student achievements.		+		
3.9. The higher education institution issues diplomas and Diploma Supplements in accordance with the relevant regulations.			+	
3.10. The higher education institution is committed to the employability of graduates.			+	

Quality grade by standard				
IV. Teaching and institutional capacities	*Unsatisfactory level of quality*	*Minimum level of quality*	*Satisfactory level of quality*	*High level of quality*
4.1. The higher education institution ensures adequate teaching capacities.		+		
4.2. Teacher recruitment, advancement and re-appointment is based on objective and transparent procedures which include the evaluation of exellence.			+	
4.3. The higher education institution provides support to teachers in their professional development.		+		
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.		+		
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.		+		
4.6. The higher education institution rationally manages its financial resources.			+	

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

2. Site visit protocol

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

	Četvrtak, 20. listopada 2022.	Tuesday 20th October 2022
9:50 - 10:00 **CET**	Spajanje na poveznicu ZOOM	Joining ZOOM meeting
10:00	- Predstavljanje AZVO-a - Predstavljanje sustava visokog obrazovanja u RH - Postupak reakreditacije - Standardi za vrednovanje kvalitete - Kako napisati završno izvješće - Priprema povjerenstva za sastanke s visokim učilištem (rasprava o Samoanalizi i popratnim dokumentima)	- Presentation of ASHE - Overview of the higher education system in Croatia - Re-accreditation procedure - Standards for the evaluation of quality - How to write the final report - Preparation of the expert panel members for the meetings with HEI (discussion on the Self-evaluation report and supporting documents)

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

	Ponedjeljak, 31. listopad 2022.	Monday, 31st October 2022
10:00 –10:05	Spajanje na poveznicu (link) ZOOM recenzenata	Joining the ZOOM meeting
10:05 –	Interni sastanak Stručnog povjerenstva	Internal meeting of the Expert panel

	Četvrtak, 3. studenog 2022.	Tuesday, 3rd November 2022
10:00 –10:05	Spajanje na poveznicu (link) ZOOM recenzenata	Joining the ZOOM meeting
10:05 –	Interni sastanak Stručnog povjerenstva	Internal meeting of the Expert panel

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

Umjetnička akdemija, Lokacija: Split

	Ponedjeljak, 7. Studenoga 2022.	**Monday, 7th November 2022**
9:15 – 9:30	Spajanje dijela članova povjerenstva na poveznicu ZOOM	Joining the part of the expert panel members to the ZOOM meeting
9:30 – 10:40	Sastanak s dekanom, prodekanima i tajnikom	Meeting with the Dean, Vice-Deans and Secretary
10:40 – 11:30	Sastanak s predstavnicima Povjerenstva za izradu samoanalize + predstavnici Povjerenstva za kvalitetu	Meeting with representatives of the Committee for the preparation of self-evaluation document + representatives of the Committee for Quality Assurance
11:30 – 12:20	Analiza dokumenata	Document analysis
12:30 – 13:45	*Ručak*	*Lunch*
13:45 – 17:30	Obilazak akademije (predavaonice, informatičke učionice, prostorije za studente, nastavnički kabineti, knjižnica, obilazak popratnih objekata) i prisustvovanje nastavi	Tour of the Academy (classrooms, computer classrooms, library, student services) and participation in teaching classes

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

	Utorak, 8. studenoga 2022.	**Tuesday, 8th November 2022**
9:55 – 10:00	Spajanje na poveznicu (link) ZOOM	Joining ZOOM meeting
10:00 –	Interni sastanak Stručnog povjerenstva	Internal meeting of the Expert panel

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

	Srijeda, 9. studenoga 2022.	Wednesday, 9th November 2022
9:00 – 9:15	Spajanje na poveznicu (link) ZOOM	Joining ZOOM meeting via the link
9:15 – 10:15	Sastanak s Prodekan za nastavu Odjela za glazbenu umjetnost Prodekan za nastavu Odjela za likovne umjetnosti	Vice Dean of Academic Affairs for the Music Department Vice Dean of Academic Affairs for the Fine Arts Department
10:15 –10:20	*Pauza*	*Break*
10:20 –11:20	Sastanak s voditeljima studijskih programa i/ili voditeljima odsjeka	Meeting with study programme coordinators / heads of departments
11:20 –11:30	*Pauza*	*Break*
11:30 –12:30	Sastanak sa studentima	Meeting with students
12:35– 13:35	Sastanak s nastavnicima (u stalnom radnom odnosu, osim onih na rukovodećim mjestima)	Meeting with full-time employed teachers, except those in managerial positions
13:40 –14:30	*Pauza za ručak*	*Lunch break*
14:30 –15:30	Sastanak s asistentima	Meeting with teaching assistants
15:30 –	Interni sastanak članova stručnog povjerenstva –	Internal meeting of the Expert Panel members

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

	Četvrtak, 10. studenog 2022.	Thursday, 10th November 2022
9:00 – 9:15	*Spajanje na poveznicu ZOOM*	*Joining ZOOM meeting*
9:15 – 10:15	Sastanak s Prodekan za umjetnost, znanost, međunarodnu suradnju i ECTS	Meeting with Vice Dean for Art, Science, International Relations and ECTS

10:15– 10:20	*Pauza*	*Break*
10:20 - 11:20	Sastanak s voditeljima umjetničko znanstvenih i stručnih projekata	Meeting with the heads of artistic research and professional projects
11:20 – 11:30	*Pauza*	*Break*
11:30 – 12:25	Sastanak s prodekanom za izgradnju i razvoj i predstavnicima pratećim službama na Akademiji	Meeting with the vice dean Development and Growth and administrative offices
12:25– 13:25	*Pauza za ručak*	*Lunch break*
13:30– 14:15	Sastanak s vanjskim nastavnicima (honorarci)	Meeting with external teachers
14:20 –15:05	Sastanak s alumnijima	Meeting with alumni
15:10 – 15:50	Sastanak s vanjskim dionicima (nenastavnim) s kojima visoko učilište surađuje	Meeting with external stakeholders (non-teaching) with which the institution cooperates
16:00 –	*Interni sastanak članova stručnog povjerenstva*	*Internal meeting of the Expert Panel members*

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

	Petak, 11. studenog 2022.	**Friday, 11th November 2022**
9:30 – 11:30	Interni sastanak Stručnog povjerenstva (izrada nacrta završnog izvješća)	Internal meeting of the Expert panel (drafting the final report)
11:30 –11:45	Završni sastanak s Upravom visokog učilišta	Exit meeting with the Management (dean and vice-deans)
11:45 –13:30	Interni sastanak Stručnog povjerenstva (izrada nacrta završnog izvješća)	Internal meeting of the Expert panel (drafting the final report)

SUMMARY

The Academy's relationship with its parent university is seriously problematic. The academy is under-resourced and modern equipment and facilities are lacking. Staffing appointments in the teaching area and in administration seem to be completely restricted. The University of Split seems to have too little understanding of academy or of art practice. Because of national employment restrictions and because of a distinct lack of support from the parent University, the Academy finds itself with an unfair and unsustainably low percentage of administrators, too few teaching staff, inadequate investment in buildings and modern resources. ICT at Academy has one systems engineer. No additional administrative appointments have been made at Academy for over 15 years. Most of the Academy's petitions to the university for new staff are completely ignored or are declined, whilst new appointments at the university seemingly continue apace.

When asked who is responsible for QA at Academy, teaching staff almost univerally responded 'the Quality Board and its President'. Clearly, Academy teaching staff need to understand that everyone is responsible, every day for the maintenance of Quality at any Academy.

The situation where some Academy study programmes are forced to continue to operate with less than 50% teaching cover (forcing those programmes to rely on external teachers) is a serious ongoing problem. There seem to be persistent problems with delays in payment for external teachers, meaning externals are often forced to wait for or to defer their payments. Once again, it's incumbent on Split University to address the lecturing staff shortages at Academy.

Academy staff need to engage a lot more with structures and modern pedagogical training in Art, Design and Media education. Both Teaching and Management staff need up to date information on Learning Outcomes, Student Centred Learning, Study Programme Development and ECTS.

Academy students and staff seem to have a very good working relationship and the learning atmosphere at the institution is generally positive. However, too many staff are seriously overworked and students too feel a 'scepticism' about their abaility to improve conditions at Academy. Academy urgently needs a fair share of additional resourcing, modern facilities and equipment, staff appointments and building investment. The University needs to recognise that Academy is a small but incredibly important component of the University of Split, already bringing great reputational enhancement to the University, to the city of Split, to Dalmatia and to Croatia.