



**REPORT
OF THE EXPERT PANEL
IN THE PROCEDURE OF INITIAL ACCREDITATION OF THE
STUDY PROGRAMME
UNDERGRADUATE UNIVERSITY STUDY PROGRAMME
OF SPEECH AND LANGUAGE THERAPY
Faculty of Education
Josip Juraj Strossmayer University of Osijek**

Date of accreditation: 11 April 2024

May, 2024



CONTENTS

INTRODUCTION	3
BASIC INFORMATION ON THE STUDY PROGRAMME	5
DETAILED ANALYSIS OF EACH STANDARD, RECOMMENDATIONS FOR IMPROVEMENT AND QUALITY GRADE	6
I. Internal Quality Assurance	6
II. Study programme	10
III. Teaching process and student support	14
IV. Teaching resources and infrastructure	17
ANNEXES	23



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 the European Association for Quality Assurance in Higher Education (ENQA).

All study programmes delivered by public and private higher education institutions are subject to the initial accreditation of study programmes, a procedure conducted by the Agency in accordance with the Act on Quality Assurance in Higher Education and Science (Official Gazette 151/22) and by following *the Standards and Guidelines for Quality Assurance in the European Higher Education Area* (ESG) and good international practice in quality assurance of science and higher education.

The Agency's Accreditation Council appointed an independent expert panel for the evaluation of the Undergraduate University Study Programme of *Speech and Language Therapy*, Faculty of Education, Josip Juraj Strossmayer University of Osijek.

Members of the Expert Panel:

- Assoc. Prof. Maria da Assunção Coelho de Matos, PhD, Universidade de Aveiro, School of Health Sciences, Portuguese Republic, Chair,
- Asst. Prof. Ines Carović, PhD, University of Zagreb, Faculty of Humanities and Social Sciences, Republic of Croatia,
- Prof. Nataša Vlah, PhD, University of Rijeka, Faculty of Teacher Education, Republic of Croatia,
- Assoc. Prof. Jaana Kolu, PhD, University of Eastern Finland, School of Humanities, Republic of Finland,
- Mirela Cvitković, student, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Republic of Croatia.

The Expert Panel held meetings with the following groups:

- Management,
- Head of the study programme,
- Full-time teaching staff that will participate in the delivery of the study programme,
- External associates that will participate in the delivery of the study programme,
- Representatives of the business sector, potential employers.



The Expert Panel visited the laboratories, the library, the student administration office and the classrooms.

The Expert Panel drafted this Report on the initial accreditation of the study programme Undergraduate University Study Programme of *Speech and Language Therapy*, Faculty of Education, Josip Juraj Strossmayer University of Osijek, based on the Proposal of the Study Programme Undergraduate University Study Programme of *Speech and Language Therapy*, Faculty of Education, Josip Juraj Strossmayer University of Osijek, other relevant documents and the site visit.

The Report contains the following elements:

- Basic information on the study programme,
- Detailed analysis of each quality standard, recommendations for improvement and quality grade for each standard,
- Final recommendation of the Expert Panel,
- Appendices (quality grade summary by each assessment area and standard and the site visit protocol).

In the analysis of the documents, site visit and meetings held at the higher education institution Faculty of Education, Josip Juraj Strossmayer University of Osijek, and writing of the Report, the Expert Panel was supported by:

- Iva Žabarović, coordinator, ASHE,
- Maja Šegvić, assistant coordinator, ASHE,
- Ivana Rončević, translator of the report, ASHE.



BASIC INFORMATION ON THE STUDY PROGRAMME

Name, seat and OIB (Personal Identification Number) of higher education institution:
Faculty of Education Josip Juraj Strossmayer of Osijek, Cara Hadrijana 10, 31000 Osijek
PIN: 28082679513

Name and type of study programme: Undergraduate university study programme of
Speech and Language Therapy

CroQF/EQF/QF-EHEA level: CroQF Level 6, EQF 6, QF-EHEA1

Scientific or artistic area and field of study programme:

Scientific area 5. Social sciences

Scientific field 5.10. Logopaedics

ISCED FoET classification: 09Health and welfare, level 6

Programme duration: VI semesters

Number of ECTS points acquired on completion of study programme: 180 ECTS

Academic or professional degree / qualification obtained upon the completion of the study programme (if the study programme has several specializations, the issued degree/qualification cannot be named according to the specialization, but at the level of the study programme): University bachelor (baccalaureus/baccalaurea) of Speech and Language Therapy (univ. bacc. logoped.)

Language of delivery: Croatian

Place of delivery of the study programme (at the head office or outside the head office of the higher education institution): Osijek, Faculty of Education, Cara Hadrijana 10, 31000 Osijek

Method of delivery of the study programme: in-person

Admissions quota (for full-time and part-time students): For full-time students, the quota is set at 40 students, while for part-time students there is no quota required (0)



Academic year in which the study programme delivery is to commence: 2024/2025

In case of joint programmes delivered by Croatian higher education institutions, please include a list co-providers/partners: Not Applicable.

THE EXPERT PANEL'S RECOMMENDATION TO ASHE'S ACCREDITATION COUNCIL

1. To issue a licence.

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

I. Internal Quality Assurance

1.1. Clear justification for the introduction of the new study programme has been provided with regard to the mission and strategic goals of the higher education institution, as well as economic and societal needs.

Analysis:

In the application to initiate the procedure for accreditation of the first-degree programme, the Faculty compared the proposed programme with the existing university undergraduate programmes in Speech and Language Therapy, which are conducted at the University of Zagreb - Faculty of Education and Rehabilitation, University of Rijeka, University of Tuzla in Bosnia and Herzegovina - Faculty of Education and Rehabilitation, University of Tampere - Finland, University in Warsaw - Poland. In the comparison with the aforementioned programmes, it is clear that the proposed programme is comparable with similar programmes in Croatia, neighbouring countries and the European Union (EU). The mentioned comparability and conformity may mean employability and recognition of the diploma of the future bachelor graduates educated according to the proposed programme in Osijek. It can be confirmed that the minimum institutional requirements of the proposed study are comparable to similar accredited studies in Croatia and the EU.

The proposed programme is based on the Faculty's mission and vision. The elements of the proposed programme are complementary to the values propagated by the Faculty in the same document in which the mission and vision are set out, i.e. the development strategy of the Faculty of Education 2022-2026. It is clear in the development strategy of



the Faculty of Education 2022-2026, the value of research and training in Rehabilitation and Treatment (intervention) Sciences is present with values: "academic excellence, inclusiveness, focus on students and commitment to pedagogical ideas". At the same time, among the existing research projects of the Faculty, there is lack of all areas of research in Speech and Language Therapy, rehabilitation and diagnostics.

The proposed study is tailored to the needs of the labour market. It can be confirmed that the opinion of the Croatian Employment Service on the compatibility of the proposed study programme with the needs of the labour market was submitted when the study programme was proposed.

The provision of therapy (intervention) under the supervision and control of a speech and language therapist (SLT) trained at graduate level is the only possible expected outcome of a bachelor's degree in Speech and Language Therapy at the 6th level of learning outcomes according to the general classification of the Croatian Qualifications Framework. During the meeting, the representatives of the employers, i.e. the local social community, unanimously expressed their willingness to hire a bachelor's degree in Speech and Language Therapy, which refers exclusively to the provision of therapy (intervention) under the supervision and control of a SLT trained at graduate level. So, it is expected the completed bachelor's degree will be potentially useful in the labour market.

Furthermore, in order to be able to independently perform diagnostics with therapy (intervention), i.e. independent Speech and Language Therapy work without supervision, it is necessary to offer an adequate graduate degree programme at the 7th level. Employers and representatives of the social community have also unanimously expressed their willingness to support the Faculty, in the future, in the inclusion and implementation of such a degree programme at the 7th level, which ensures the independent work of the master of Speech and Language Therapy.

The enrolment quotas are aligned with the capacities of the higher education institution, as it is assumed that the high-quality methodical exercises in the vocational subjects as well as the practice centred on 1:1 work in a mentor-student relationship in this profession can be carried out. In its programme proposal, the Faculty has expressed its intention to employ a sufficient number of speech and language therapists (SLTs) from the field as external collaborators who will support the qualitative implementation of the methodological exercises and practice.

As far as the capacity of the higher education institution is concerned, there are deficits at the level of human resources, as stated by the management of the Faculty. In order to



realise the expected results of the study programme, it is necessary to employ at least two assistants from the field of Social Sciences, the field of Speech and Language Therapy, 5.10. The above-mentioned appointments and the mentioned recruitment of external SLT employees must be made in the shortest possible time.

Recommendations:

Regarding the capacity of the higher education institution, it is necessary to recruit at least two assistants from the field of Social Sciences, area of Speech and Language Therapy, 5.10 but also to engage external SLTs with experience of working in institutions in the local community for the implementation of the study programme.

The Faculty should plan a graduate degree programme at the 7th level, which ensures the independent work of the master of Speech and Language Therapy.

It is also recommended that the Faculty's strategic programme of scientific research should comprehensively include all areas of research in Speech and Language Therapy, rehabilitation and diagnostics through collaboration with national and international universities and institutes.

Quality grade:

Fulfilled.

1.2. The study programme has undergone an appropriate internal quality assurance process and has been formally approved by the higher education institution.

Analysis:

The Faculty has published a quality assurance policy, which is publicly available and can be viewed on its website.

The development of the new degree programme is strongly supported by prospective employers in the local community. However, there is no evidence of support for the proposed programme from the relevant professional organisation in Croatia or the EU to confirm the expected minimum quality of the programme.

It can be confirmed that the Faculty has collected and analysed the local relevant data on the basis of which the decision to start a new study programme was made and that the new study programme was approved by the competent authority.

Recommendations:

None

Quality grade:

Fulfilled.



1.3. The higher education institution will collect, analyse and use relevant data for the effective management and continuous enhancement of the study programme in accordance with the published quality assurance policy.

Analysis:

It has been established that the Faculty will ensure the management and continuous improvement of studies based on the published quality assurance policy.

Processes and key indicators for monitoring study quality are defined, for which the Head of Studies for Speech and Language Therapy, Office of Quality Assurance at Faculty level and the University Quality Committee are presented as responsible parties. The planned methodology will include semester-long monitoring of student evaluations of teaching, using an anonymous survey organised by the university and regular self-assessments by teaching staff.

At the meeting with the administration and the Quality Committee, it was confirmed that the question of whether the distribution of ECTS credits, the defined learning outcomes and the estimated teaching load are realistic and applicable, as well as whether the mechanisms for reviewing and adjusting the way teaching methods are carried out and the methods of review and examination are continuously monitored.

Recommendations:

None.

Quality grade:

Fulfilled.

1.4. The higher education institution informs the public about the study programmes it offers, as well as plans to offer new programmes, i.e. change made to existing ones.

Analysis:

The higher education institution publishes clear, well-organized, up-to date, easily searchable and publicly available information, admission requirements, intended learning outcomes, teaching and assessment methods, and qualifications which may be gained.

It is clear how the higher education institution publishes information on the opportunities students have to continue their studies or find employment on completion of their studies.

Recommendations:

None.



Quality grade:
Fulfilled.

II. Study programme

2.1. The proposed study programme is compatible with the qualification standard entered in the Croatian Qualifications Framework Register.

Analysis:
Not applicable.

Recommendations:
None

Quality grade:
Not applicable

2.2. The intended learning outcomes at the level of the study programme are aligned with the competences a student should gain by completing the study programme, as well as with the CroQF and EQF level.

Analysis:
The proposed study programme reflects most of the competences required to a SLT to participate in the labour market according to ESLA (<https://eslaeurope.eu/>) as well as with CroQF and EQF level.

The proposed study is comparable with similar programmes in Croatia and some other EU countries and the document that proves this is available and was presented to the Panel members.

The proposed courses address the most important topics related to the child and the adult population and its intended learning outcomes are clearly defined and aligned with the requirements of the profession and internationally recognised standards competences needed for the level of the study programme (Bachelor level).

The intended learning outcomes also include the development of generic (general, key, transferable) and profession-specific competences and are aligned with the descriptor of the relevant CroQf and EQF.

Recommendations:



None

Quality grade:

Fulfilled.

2.3. The intended course outcomes are aligned with the intended learning outcomes at the level of the study programme.

Analysis:

The higher education institution has clearly defined the intended learning outcomes for all elements of the study programme (courses, modules, practicals, seminars, student practice, projects, etc.).

The list of learning outcomes for each element of the study programme is extensive and detailed and includes everything the student needs to master on successful completion of the work and study involved in each element.

The intended course outcomes also include the development of generic (general/key/transferable) and profession-specific competences.

Outcomes of the proposed specific courses are aligned with the intended learning outcomes of the programme level, considering that these students, at the end of the programme, will acquire a bachelor's degree and are only able to work in practice under the supervision of a SLT with a master's degree.

Recommendations:

None

Quality grade:

Fulfilled.

2.4. The study programme content allows students to achieve all the intended learning outcomes.

Analysis:

The higher education institution offers appropriate courses that align with profession-specific knowledge and ensures that these courses are offered in an appropriate sequence and with the intended course outcomes. Additionally, the programme includes courses designed to foster broader academic and generic competencies, complementing the professional curriculum.



The Faculty has also clearly defined the prerequisites for enrolment on each course.

The study programme content ensures horizontal and vertical student mobility in the national and European education area.

Recommendations:

None

Quality grade:

Fulfilled.

2.5. ECTS distribution is aligned with the anticipated actual student workload.

Analysis:

ECTS distribution is aligned with the anticipated actual student workload and are allocated in accordance with rules and recommendations applicable in the European Higher Education Area.

ECTS credits are allocated for every element of the study programme based on total student workload, which includes all planned activities and an appropriate number of ECTS is allocated in accordance with the actual student workload for every student obligation.

The higher education institution has appropriate mechanisms to ensure ECTS allocation is aligned with the actual student workload.

Recommendations:

None

Quality grade:

Fulfilled.

2.6. Student/professional practice is an integral part of the study programme (if applicable).

Analysis:

The opportunity to learn and acquire practical skills is planned. Student practice is an integral part of the proposed study programme, with 13 ECTS credits allocated to specific



courses (Student Practice I, II and III). This allocation reflects an optimal workload, ensuring students acquire the requisite skills commensurate with their educational level.

Student/professional practice is an integral part of study programmes and is organised outside the higher education institution, in cooperation with the labour market, where this is applicable.

Mechanisms are ensured to allow student/professional practice to be carried out in a systematic and responsible manner which will ensure the achievement of intended learning outcomes connected with their practice. SLTs with practical experience are responsible for supervising students' practice.

Recommendations:

None

Quality grade:

Fulfilled.

2.7. If the completion of the study programme allows students access to a regulated profession, the programme is aligned with national and European regulations and the recommendations of national and international professional associations.

Analysis:

Not applicable.

Recommendations:

None

Quality grade:

Not applicable.



III. Teaching process and student support

3.1. Admission requirements and criteria as well as the admissions procedure are clearly defined and transparent and guarantee that students will possess the necessary prior knowledge.

Analysis:

According to the documents, the admission requirements are clearly defined by law. In the study programme proposal and curriculum, the criteria for admission and/or continuation of studies are defined, as well as criteria for student mobility from other equivalent study programmes in the Republic of Croatia (transfers).

In addition, the envisaged criteria for admission and continuation of studies ensure the selection of candidates with appropriate knowledge, which is aligned with the requirements of the study programme, according to the curriculum and in the answers given to us in the interviews. The criteria for enrolment or continuation of studies are clearly defined on the website (Ordinance of studies and studying of Josip Juraj Strossmayer University of Osijek).

In the curriculum and the answers in the interviews, the study programme has defined and explained the manner of evidence which will be required for admission. The admission requirements will be publicly accessible through the "Postani student" portal as well as the Faculty's website.

According to proposal, the proposed enrolment quota is 40 students for full-time students.

Except for the grades in high school and results in Matura exam, every candidate must attend elimination interview. The interview must be held by a SLT, who must check if there are certain communication, language (spoken and written) or speech impairments with the candidate. Speaking of other criteria, grades from high school and Matura, the details about their valuation were not presented to us.

Recommendations:

None

Quality grade:

Fulfilled.



3.2. The planned teaching methods guarantee student-centred teaching and the achievement of all intended learning outcomes.

Analysis:

Various modes of programme delivery have been planned in accordance with the intended learning outcomes. The proposed study programme provides a very interdisciplinary theoretical basis for students and various teaching methods in the courses, e.g., project-based learning and collaborative learning. The curriculum includes more practical teaching methods in the classroom, jointly provided by the academic teachers and SLTs with clinical practice.

The quality of the teaching process is monitored through the University Student Survey, which is conducted annually by Josip Juraj Strossmayer University of Osijek, and the Internal Student Survey (Internal Student Survey), which is conducted every other year at the Faculty of Education.

Recommendations:

None

Quality grade:

Fulfilled.

3.3. The higher education institution has provided evidence that adequate support will be ensured for future students.

Analysis:

The proposed study programme ensures that future students will have the opportunity to receive enough mentoring from experienced supervisors, that is, SLTs, on their future practical work and observation and training periods in various workplaces. According to the evidence of the new study programme proposal, the education institution has already employed an adequate number of qualified professionals, namely experienced SLTs. The study programme has a very multidisciplinary and ambitious team, with teachers with Speech and Language Therapy education or experience.

The higher education institution has planned how they will support students. The students will get support and mentoring from SLTs throughout their training and in the theoretical courses, to give them practical knowledge and experience in Speech and Language Therapy. A system of student mentoring has also been devised (senior students offer advisory support to junior students as needed).



Different brochures and guides are available to students and counselling for students with any disabilities or need for psychological help.

Recommendations:

None

Quality grade:

Fulfilled.

3.4. Objective and consistent evaluation and assessment of student achievements are planned so as to ensure the achievement of all intended learning outcomes.

Analysis:

According to the study programme proposal, the curriculum and criteria and methods for evaluation and grading, the learning objectives and outcomes are adequate to the BA level. Thus, the criteria and methods for evaluation and grading are satisfactory clearly aligned with the intended learning outcomes.

Additionally, the criteria and methods for evaluation and grading are planned in the curriculum and explained in detail in the context of courses. The criteria and methods for evaluation and grading are aligned with the planned teaching methods.

Planned evaluation procedures do consider special circumstances of certain groups of students.

Recommendations:

None

Quality grade:

Fulfilled.



IV. Teaching resources and infrastructure

4.1. The higher education institution has ensured adequate teaching capacities to deliver the study programme and achieve the intended learning outcomes.

Analysis:

At the time of submitting the application, the higher education institution employs teachers who deliver courses amounting to 73.17% of direct instruction. There are sufficient teachers available for practical courses and those related to Speech and Language Therapy.

The university currently possesses enough qualified teachers to fulfil the study programme requirements and attain the expected learning outcomes. However, it is advisable to consider in the future hiring additional external associates (SLTs) with PhD without compromising the existing relationships with teachers on full contracts.

The ratio between the total number of enrolled students and the total number of full-time teachers and those with nominal teaching title is 1: 14.04. Total annual teaching load of all teachers does not exceed 20% of the total annual standards, but it does exceed of an individual teacher. In this phase of planning and conducting the study programme, the teachers are sufficiently qualified to deliver the course(s) they are assigned to at the beginning of the programme. Additionally, the lead course instructors are qualified for the courses in which they hold this role.

It is evident that the institution encourages and supports teachers in their scientific research and teaching endeavours. This became even more apparent after our meeting on site.

Recommendations:

None

Quality grade:

Fulfilled.

4.2. The qualifications and professional experience of external associates are appropriate for the delivery of the study programme and the achievement of the intended learning outcomes.

Analysis:

The teachers who will be teaching the study programme are qualified to teach Speech and Language Therapy courses, and more external experts (SLTs with practical



experience) for each course were invited to enhance the students' skills. This will ensure high-quality education and prepare them for real-world situations.

The external experts have and bring valuable work experience and incorporate the latest research and expertise from the job market into the teaching process. The Faculty offers the opportunity for external associates to participate in supervising final theses. The Panel has a very positive opinion about organizing student practice at the institution where the external associate is employed. It's a great opportunity for hands-on learning. For now, the external associate come with some experience in higher education sphere, so they are informed about regulations and practices.

Recommendations:

None

Quality grade:

Fulfilled.

4.3. The premises, equipment and entire infrastructure (classrooms, laboratories, library, etc.) are appropriate for the delivery of the study programme and ensure the achievement of the intended learning outcomes.

Analysis:

The Faculty of Education in Osijek conducts university teaching in its buildings equipped with suitable didactic materials and resources. Besides the standard board and project screen, each classroom is equipped with modern teaching equipment, including internet access, a projector, a computer, speakers, billboards, etc. Classrooms are adequately lit (natural and artificial light sources, curtains). The higher education institution provides enough space for each student. By comparing the total number of students to the size of the usable space, there are 2.01 square meters of space per student. The premises, equipment and entire infrastructure (classrooms, laboratories, library, etc.) are appropriate for the delivery of the study programme and ensure the achievement of the intended learning outcomes as well as realization of professional and scientific research. The Faculty is equipped with enough computer equipment, mostly new, with the latest operating systems installed on laptops and desktops, necessary for students' work and training on computers.

Recommendations:

None.

Quality grade:

Fulfilled.



4.4. The library premises and resources, as well as access to additional services ensure the availability of literature and library services for the delivery of the study programme.

Analysis:

We give very positive assessment to organizing the Reading Corner, which was acquired and equipped, containing communicators, an interactive board, a PECS communication system, a Teacch system, work materials (books, notebooks, worksheets, graphomotor sheets, etc.), all suitable for use by students in the proposed Speech and Language Therapy study programme. The library premises and resources, as well as access to additional services ensure the availability of literature and library services for the delivery of the study programme.

The library is actively involved in the procurement of databases according to the areas it deems most necessary, and Faculty believes that a national license meets the needs of all library users. Access to databases with complete text from the following fields is continuously ensured: biomedicine and health, biotechnical sciences, social sciences, humanities, natural sciences, technical sciences, and arts. All spaces are covered by Wi-Fi signal, students can use e-learning systems, and digital materials, and access online testing in all classrooms.

Recommendations:

None.

Quality grade:

Fulfilled.

4.5. The higher education institution ensures the availability of the necessary financial resources to organise the activities and provide a high quality of delivery of the proposed study programme.

Analysis:

The study programme has ensured financial resources for its delivery and achieving the intended learning outcomes. The higher education institution has provided evidence of financial sustainability and efficiency. When we asked about potential cost increases for external associates, the management gave a satisfactory answer. The institution has also shown evidence of sufficient funds through a programme contract or income projections from tuition and other sources. They're making great efforts to secure funding from various sources. The Faculty is actively developing lifelong education programmes, applying for EU funds projects, and working on scientific and professional projects.



They're really dedicated to providing a comprehensive and well-funded learning experience.

Recommendations:

None.

Quality grade:

Fulfilled.



AMEND THE STUDY PROGRAMME

OPINION OF THE EXPERT PANEL AFTER PROGRAMME AMENDMENTS

Most of the amendments suggested in the initial programme evaluation have been considered and integrated into the new version of the study proposal.

This revised edition of the Speech and Language Therapy study programme proposed by the Faculty is now, in general, more suitable in terms of the goals and content of each course, as well as the allocation of ECTS credits for practical courses.

A lot of effort was made in order to increase the number of SLTs directly collaborating with the course, in practical classes and in Clinical practice.

Additional comparison between the proposed programme and other courses in Croatia and surrounding countries and the EU has been made.

The strategy of the Faculty was broadened according to the goals of the new programme as suggested.

Additionally, the initial process of student selection and the outcomes of the study programme, particularly the necessity for supervision by a Master SLT upon integration into the job market, are now more clearly defined.

FINAL RECOMMENDATION OF THE EXPERT PANEL MEMBERS:

a. ☒ ISSUE A LICENSE, rationale

Most of the suggested amendments have been considered and integrated into the new version of the study proposal.

However, we still have some suggestions for the future:

- **Practical Hours/ECTS:** Considering the importance of practical experience in the training of SLTs and comparing it with other EU-level courses, an effort should be made to increase the number of ECTS credits of practical courses in the future. This adjustment will provide future students with more contact hours, allowing them to work with various populations under supervision. The Faculty should also try to guarantee, especially in the 2nd semester



of the 3rd year, that every student will get a supervisor (1-1) with at least 5 years of experience (if possible).

- **Courses content:** It is important to include, in the future, some content related to more holistic therapeutic approaches, considering a biopsychosocial model of intervention, in the most SLT-specific courses of the programme. This suggestion is aligned with the WHO ICF classification in 2001 (<https://www.who.int/standards/classifications/international-classification-of-functioning-disability-and-health>).
- **Master Degree:** the Faculty should plan a graduate degree programme at the 7th level, which ensures the independent work of the master of Speech and Language Therapy.
- **Expand Network:** Until the next accreditation by this body, it is strongly recommended to network with Croatian and international scientific SLP communities, to carry out scientific projects and to be recognized in existing prestigious SLP professional associations with confirmed authority and international character.

b. ☐ **DENY THE REQUEST FOR ISSUING A LICENSE, rationale:**



ANNEXES

1. Quality grade summary - tables

<i>Quality grade by assessment area</i>			
<i>Assessment area</i>	Not fulfilled	Partially fulfilled	Fulfilled
<i>I. Internal Quality Assurance</i>			X
<i>II. Study programme</i>			X
<i>III. Teaching process and student support</i>			X
<i>IV. Teaching resources and infrastructure</i>			X



<i>Quality grade by standard</i>			
<i>I. Internal Quality Assurance</i>	Not fulfilled	Partially fulfilled	Fulfilled
1.1. Clear justification for the introduction of the new study programme has been provided with regard to the mission and strategic goals of the higher education institution, as well as economic and societal needs.			X
1.2. The study programme has undergone an appropriate internal quality assurance process and has been formally approved by the higher education institution.			X
1.3. The higher education institution will collect, analyse and use relevant data for the effective management and continuous enhancement of the study programme in accordance with the published quality assurance policy.			X
1.4. The higher education institution informs the public about the study programmes it offers, as well as plans to launch new programmes, i.e. changes made to existing ones.			X



<i>Quality grade by standard</i>			
<i>II. Study programme</i>	Not fulfilled	Partially fulfilled	Fulfilled
2.1. The proposed study programme is compatible with the qualification standard in the Croatian Qualifications Framework Register.	N/A		
2.2. The intended learning outcomes at the level of the study programme are aligned with the competences a student should gain by completing the study programme, as well as with the CroQF and EQF level.			X
2.3. The intended course outcomes are aligned with the intended learning outcomes at the level of the study programme.			X
2.4. The study programme content allows students to achieve all the intended learning outcomes.			X
2.5. ECTS distribution is aligned with the anticipated actual student workload.			X
2.6. Student/professional practice is an integral part of the study programme (if applicable).			X
2.7. If the completion of the study programme allows students access to a regulated profession, the programme is aligned with national and European regulations and the recommendations of national and international professional associations.	N/A		



<i>Quality grade by standard</i>			
<i>III. Teaching process and student support</i>	Not fulfilled	Partially fulfilled	Fulfilled
3.1. Admission requirements and criteria as well as the admissions procedure are clearly defined and transparent and guarantee that students will possess the necessary prior knowledge.			X
3.2. The planned teaching methods guarantee student-centred teaching and the achievement of all intended learning outcomes.			X
3.3. The higher education institution has provided evidence that adequate support will be ensured for future students.			X
3.4. Objective and consistent evaluation and assessment of student achievements are planned so as to ensure the achievement of all intended learning outcomes.			X



<i>Quality grade by standard</i>			
<i>IV. Teaching resources and infrastructure</i>	Not fulfilled	Partially fulfilled	Fulfilled
4.1. The higher education institution has ensured adequate teaching capacities to deliver the study programme and achieve the intended learning outcomes.			X
4.2. The qualifications and professional experience of external associates are appropriate for the delivery of the study programme and the achievement of the intended learning outcomes.			X
4.3. The premises, equipment and entire infrastructure (classrooms, laboratories, library, etc.) are appropriate for the delivery of the study programme and ensure the achievement of the intended learning outcomes.			X
4.4. The library premises and resources, as well as access to additional services ensure the availability of literature and library services for the delivery of the study programme.			X
4.5. The higher education institution ensures the availability of the necessary financial resources to organise the activities and provide a high quality of delivery of the proposed study programme.			X



2. Site-visit Protocol

**Inicijalna akreditacija
sveučilišnog prijediplomskog studija
Logopedija
Fakultet za odgojne i obrazovne znanosti
Sveučilišta Josipa Jurja Strossmayera u
Osijeku**

**Initial accreditation
of professional
Undergraduate University Study
Programme of Speech and Language
Pathology
Faculty of Education
Josip Juraj Strossmayer University of
Osijek**

	Četvrtak 11. travanj 2024.	Thursday 11 April 2024
9:00 – 9:30	Sastanak s Upravom visokog učilišta (<i>bez prezentacije</i>)	Meeting with the Management of HEI (<i>no presentation</i>)
9:30 – 10:15	Sastanak s voditeljem studijskog programa	Meeting with the head of the study programme
10:15 – 10:30	<i>Pauza i interni sastanak članova Stručnog povjerenstva</i>	<i>Break and internal meeting of the panel members</i>
10:30 – 11:15	Sastanak s nastavnicima koji će biti angažirani na studijskom programu (<i>u stalnom radnom odnosu – bez prisustva uprave</i>)	Meeting with teachers (<i>full time employed – without management of HEI</i>)
11:15 – 12:00	Sastanak s vanjskim suradnicima koji će biti angažirani na studijskom programu	Meeting with external associates
12:00 – 13:00	Obilazak visokog učilišta (<i>knjižnica, nastavni kabineti, informatička učionica, ured za studente, predavaonice</i>)	Tour of the HEI (<i>library, teaching offices, computer classrooms, office for students, classrooms</i>)



13:00 – 14:30	<i>Radni ručak Stručnog povjerenstva</i>	<i>Working lunch</i>
14:30 – 15:15	Sastanak s vanjskim dionicima (<i>predstavnicima strukovnih i profesionalnih udruženja, poslovna zajednica, poslodavci, stručnjaci iz prakse, organizacijama civilnog društva</i>)	Meeting with external stakeholders (<i>representatives of professional organisations, business sector/industry sector, professional experts, non-governmental organisations, external lecturers</i>)
15:15 – 15:45	<i>Organizacija dodatnog sastanka o otvorenim pitanjima, prema potrebi</i>	<i>Organisation of additional meeting on open questions, if needed</i>
15:45 – 16:15	Interni sastanak članova Stručnog povjerenstva (<i>priprema za završni sastanak</i>)	Internal meeting of the panel members (<i>preparation for the exit meeting</i>)
16:15 – 16:30	Završni sastanak s upravom	Exit meeting with the Management of HEI