



**REPORT
OF THE EXPERT PANEL
IN THE PROCEDURE OF INITIAL ACCREDITATION OF THE
UNDERGRADUATE UNIVERSITY STUDY PROGRAMME
MULTIMEDIA AND VISUAL COMMUNICATIONS
UNIVERSITY OF ZAGREB
FACULTY OF GRAPHIC ARTS**

**Date of accreditation:
13 May 2025**

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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 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 procedure of initial accreditation of study programmes 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 Multimedia and Visual Communications, University of Zagreb, Faculty of Graphic Arts.

Members of the Expert Panel (in the same order as in the Decision to appoint the expert panel):

- Prof. Domagoj Lanc, PhD, University of Rijeka, Faculty of Engineering, Republic of Croatia,
- Assist. Prof. Petra Bagavac, PhD, University of Split, Faculty of Electrical Engineering, Mechanical Engineering and Naval Architecture, Republic of Croatia,
- Prof. Ana Maria Neves de Almeida Baptista Figueiredo, PhD, Instituto Superior de Engenharia do Instituto Politécnico do Porto, Portuguese Republic, Panel Chair,
- Prof. Narvika Bovcon, PhD, Faculty of Computer and Information Science, University of Ljubljana, Republic of Slovenia,
- Iva Krezo, student, University of Split, Faculty of Science, Republic of Croatia.

The Expert Panel held meetings with the following groups:

- Management,
- Curriculum Committee,
- Full-time teaching staff that will participate in the delivery of the study programme,
- External stakeholders.

The Expert Panel visited the laboratories, the library, the Student Administration Office, computer classroom, and the classrooms.



The Expert Panel drafted this Report on the initial accreditation of the university study programme Multimedia and Visual Communications, University of Zagreb, Faculty of Graphic Arts, based on the Study Programme Proposal of the Undergraduate University Study Programme Multimedia and Visual Communications, University of Zagreb, Faculty of Graphic Arts, other relevant documents, and the site visit.

The Report contains the following elements:

- Basic information about 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 the meetings held at the higher education institution Faculty of Graphic Arts, and in the writing of the Report, the Expert Panel was supported by:

- Iva Žabarović, coordinator, ASHE,
- Maja Mrsin, interpreter,
- Marija Omazić, translator of the report.



BASIC INFORMATION ABOUT THE STUDY PROGRAMME

Name, seat and PIN (Personal Identification Number) of higher education institution:
University of Zagreb Faculty of Graphic Arts, Getaldićeva 2, Zagreb, PIN: 25564990903

Title and type of study programme:
Undergraduate University Study Programme Multimedia and Visual Communications

CroQF/EQF/QF-EHEA level: Level 6 / First cycle

Scientific or artistic area and field of study programme: Area: 2. Technical Sciences, Field: 2.06. Graphic Technology (according to the Ordinance on Scientific and Interdisciplinary Areas, Fields and Branches and Artistic Areas, Fields and Branches)

ISCED FoET classification: 071 – Engineering and engineering trades

Programme duration: 6 semesters (3 years)

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

Academic or professional degree / qualification obtained upon the completion of the study programme (if the study programme has several specialisations, the issued degree/qualification cannot be named according to the specialisation, but at the level of the study programme): University Bachelor (baccalaureus/baccalaurea) Engineer in Multimedia and Visual Communications

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): Zagreb

Method of delivery of the study programme: classic

Admissions quota (for full-time and part-time students): 115 full-time students

Academic year in which the study programme delivery is to commence: 2025/2026

In case of joint programmes delivered by Croatian higher education institutions, please include a list co-providers/partners: /





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:

The proposed *Undergraduate University Study Programme Multimedia and Visual Communications* at the University of Zagreb Faculty of Graphic Arts was developed as a response to the growing societal, educational, and economic demand for professionals skilled in visual media, user experience design, multimedia content creation, and digital communication. It represents a strategic diversification and modernisation of the Faculty's previous Graphic Technology curriculum, specifically targeting the expanding creative and digital industries.

The development of this programme is closely aligned with the Faculty's **Development Strategy (2023–2028)**, which prioritises interdisciplinary education, digital transformation, and the advancement of the creative sector. It also reflects broader national and European priorities, as outlined in the *National Development Strategy of the Republic of Croatia 2030*, the *European Green Deal*, and the *European Digital Education Strategy*. These frameworks call for the integration of sustainable practices, digital competencies, and critical thinking into higher education curricula.

The programme structure is based on a qualification standard that was formally approved by the **Agency for Science and Higher Education in December 2024**. It was developed in close cooperation with stakeholders from the media industry, public sector, cultural institutions, and creative enterprises. Their feedback, gathered through workshops, consultations, and project-based collaboration, highlighted the need for graduates who combine technical proficiency with creativity, adaptability, and communication skills.

Industry partners particularly emphasised the urgent need for a workforce that understands multimedia production, social media strategy, and user experience design, i.e. fields in which the availability of formally trained professionals in Croatia remains





limited. Several stakeholders noted that current personnel in these roles are often self-taught, underscoring the relevance and timeliness of this study programme.

The programme addresses this gap by offering an interdisciplinary curriculum grounded in theory and practice, including real-world projects, professional practice placements, and courses in digital media, video production, interactive design, and visual communication. Graduates will be prepared for employment across various sectors, including digital marketing, creative industries, public relations, publishing, television, and government communication services.

The study programme has been designed with student interest in mind. During recent enrolment cycles, a significant number of students expressed preference for media- and communication-related specialisations. By formalising this focus through a standalone programme, the Faculty ensures both academic depth and market relevance.

The study programme of *Multimedia and Visual Communications* received a positive opinion of the Croatian Employment Service.

Recommendations:

The Faculty should continue formalising cooperation with industry through a structured Industry Advisory Board, with regular annual meetings and documented outcomes. The Faculty should emphasise the unique interdisciplinary and creative positioning of this programme in its promotional materials. Alumni success stories and real-world project outcomes could be highlighted to help future students understand the dynamic career paths available in multimedia and visual communications.

Quality standard: 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 development of the new study programme was conducted in line with the Faculty's internal quality assurance policy, which is publicly available and aligned with the University of Zagreb's framework. The process involved internal quality management structures, continuous consultation with external stakeholders, and adherence to national procedures.



Data collection was conducted through consultations, surveys, and collaboration with employers, alumni, and representatives of the creative industry. The Faculty reviewed trends in student enrolments, labour market data, and future skill projections to justify the launch of the new programme.

A dedicated Curriculum Committee was formed, including academic staff, external experts, and student representatives. Several working sessions and workshops were held to define the learning outcomes, structure the curriculum, and ensure alignment with the Croatian Qualifications Framework. The final proposal was adopted by the Faculty Council at its 11th regular meeting on **30 September 2024**.

Recommendations:

Ensure that records of stakeholder participation, meeting minutes, and feedback analysis remain systematically archived. This will provide traceable documentation in future audits and help monitor continuous alignment with evolving industry demands.

Quality standard: 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:

The programme is subject to systematic monitoring as defined in the Faculty's quality assurance policy. Key indicators for monitoring include:

- **Programme outcomes:** student satisfaction, ECTS feasibility, workload balance, and alignment with learning outcomes,
- **Completion statistics:** enrolment rates, graduation rates, drop-out rates, and time-to-degree data,
- **Course effectiveness:** regular evaluations by students and teaching staff, including anonymous feedback mechanisms,
- **Labour market relevance:** employer feedback and alumni career tracking to assess real-world applicability.

Data will be collected annually through ISVU, internal surveys, and focus groups. The Faculty Quality Assurance Committee will analyse these inputs in biennial reports. Adjustments to course delivery, assessment methods, and workload will be implemented through structured curriculum reviews.





Student representatives and external stakeholders will be included in these evaluation processes, and action plans based on findings will be made publicly available on the Faculty website.

Recommendations:

The Faculty should establish clear benchmarks for programme completion and satisfaction rates and provide visual summaries in publicly accessible reports to communicate progress and accountability. Additionally, it is recommended that at least one external evaluation of programme effectiveness be conducted within the first four years.

External stakeholders have emphasised that the lifecycle of technologies and software used in the industry is significantly shorter than academic cycles, typically two versus five years, underscoring the need for graduates with strong critical thinking skills, adaptability, and foundational knowledge rather than narrow tool-specific expertise. The Faculty should consider further enhancing the curriculum with components that develop students' agility, independent thinking, and readiness for lifelong learning, rather than focusing primarily on specific software tools.

Additionally, the Expert Panel recommends conducting regular staff satisfaction surveys and incorporating the findings into the annual quality reports. This would enhance staff engagement, strengthen institutional belonging, and support early identification of workflow bottlenecks or relationship gaps between management and staff.

Quality standard: partially 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. changes made to existing ones.

Analysis:

The Faculty of Graphic Arts maintains a well-structured and user-friendly website that provides comprehensive information about its study programmes. Details available to the public include:

- Programme structure and course content,
- Learning outcomes and qualification title,
- Teaching and assessment methods,
- Career opportunities and paths for further study.



The Faculty communicates actively through digital channels, student presentations, and printed brochures. It also promotes its programmes during Open Days, high school visits, and public events such as Zagreb Design Week.

To increase awareness of the new Multimedia and Visual Communications programme, a set of promotional videos, alumni interviews, and testimonials from industry partners is planned. Special attention is also given to accessibility and multilingual presentation, as the programme aims to attract both domestic and international students.

Recommendations:

As the programme is new, the Faculty should invest in targeted promotional campaigns emphasising career outcomes and interdisciplinary competencies.

The Faculty could enhance career transparency and student engagement by posting publicly accessible listings of current job openings, as well as by organising “Career Speed Dating” events that briefly introduce companies to students and facilitate direct connections with potential employers.

Quality standard: fulfilled





II. Study programme

2.1. The proposed study programme is compatible with the qualification standard in the Croatian Qualifications Framework Register. – (Table 1)

Analysis:

Based on the registered occupational standards, which include competencies crucial for the professions of Multimedia Systems Engineer and Visual Communications Engineer, the Faculty of Graphic Arts has submitted a request to register the corresponding qualification standard: University Bachelor Engineer in Multimedia and Visual Communications. This qualification standard describes the key learning outcomes that any program leading to this qualification must include. The request is currently under evaluation.

(These occupational standards were developed through activities conducted within the project “Implementation of CroQF in the Field of Graphic Engineering, Multimedia, and Visual Communication, UP.03.1.1.03.0031,” which was implemented at the Faculty of Graphic Arts from 22 March 2019 to 22 March 2022, and was funded by the European Union from the European Social Fund in March 2022.)

Recommendations:

None

Quality standard: fulfilled

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 20 intended learning outcomes at the level of the study programme have been clearly defined (good practice examples, such as the ECTS Users’ Guide 2015, were used to define them), they are presented in the Request and matched with the study courses in Table 2. Learning outcomes at the programme level.

The concept and structure of the proposed study programme are the result of analyses of future labour market needs and three projects financed by the European Social Fund (ESF) that were aimed at improving study programmes for a comprehensive integration with industry needs (i.e. “Implementation of CroQF in the Field of Graphic Engineering,





Multimedia, and Visual Communication”, “Improvement and Implementation of Professional Practice in Graphic Technology”, and “Leaps of Knowledge – Engaged Community”), which were conducted by the Faculty. These analyses confirm that the expected learning outcomes of the study programme are aligned with industry requirements.

The intended learning outcomes are aligned with the requirements of the profession and internationally recognised professional standards, and they ensure that the programme is contemporary, which is demonstrated in the Request by the analysis of the alignment of learning outcomes with Level 6.sv of CroQF and level 6 of EQF requirements. Table 1. Matrix of alignment of learning outcome sets (OSIU) from qualification standards with the learning outcomes of the study programme is not filled out, since the qualification standard is currently under evaluation in the Register of the Croatian Qualifications Framework.

From the list of expected learning outcomes, it is evident that they foster the development of both generic (transferable) and profession-specific competencies, thus connecting the general and fundamental theoretical knowledge with practical skills that students acquire.

The expected learning outcomes of the study programme are aligned with industry requirements and internationally recognised standards, thus ensuring the programme’s relevance for contemporary labour market and society’s needs. The strategy of the Faculty of Graphic Arts aligns with the key priorities of the national strategy (National Development Strategy of the Republic of Croatia 2030) and focuses on the areas of creative industries, digital transformation, and sustainable development, which are addressed in the learning outcomes of the proposed study programme. The Faculty aims to develop experts capable of adapting to rapid technological changes and being competitive in the global market.

Further scientific explorations and individual education of students is promoted in the proposed study programme by focusing on critical and analytical thinking, innovation, creativity, problem solving, and interdisciplinarity. The importance of personal development and the use of resources for lifelong learning is stressed as students are encouraged to recognise their own needs for further training and to adapt to the dynamic labour market.

The intended learning outcomes fully align with the descriptor of Level 6.sv of the CroQF and level 6 of the EQF, ensuring the recognition of acquired competencies in a broader European context. The intended learning outcomes cover a wide range of competencies,



from fundamental theoretical knowledge and practical and technical skills to professional and entrepreneurial competencies.

Level 6.sv of the CroQF and level 6 of the EQF require a deep understanding of theoretical and practical knowledge within the professional field, critical thinking and the ability to link knowledge to various contexts (addressed in e.g. LO 1 “Identify the theoretical and historical foundations of visual communications and their application in business practice”); the ability to apply theoretical knowledge to problem-solving and the use of professional methods and tools (visible in e.g. LO 4 “Apply mathematical methods and fundamental principles of technical sciences to solve engineering problems”); independent decision-making, taking responsibility for one’s work, and team projects (reflected in e.g. LO 18 “Effectively collaborate in teams and develop interpersonal skills”); creativity and problem-solving skills in design (visible in e.g. LO 9 “Design accessible, inclusive, and usable user experiences”); entrepreneurial and professional skills (evident in e.g. LO 17 “Apply basic entrepreneurial skills and management strategies necessary for running one’s own business” and LO 15 “Apply socially responsible and ethically proactive behaviour in professional work”).

The intended learning outcomes of the proposed study programme Multimedia and Visual Communications are comparable with the intended learning outcomes of other similar study programmes in the Republic of Croatia and EU member states.

An analysis of comparable study programmes in Croatia is provided in the Request and shows that the study programme Multimedia and Visual Communications shares the core values and key competencies with studies at the University North, the University of Split Academy of Arts, and the University of Zagreb School of Design. On the other hand, it offers a stronger emphasis on technology, entrepreneurship, and digital media. Students who complete the programme Multimedia and Visual Communications will have the opportunity to continue their education in graduate studies in the field of multimedia, visual communications, graphic design, and media production.

A comparison with similar European study programmes, such as those at the Media University of Applied Sciences, the Information and Communication Design at Rhine-Waal University in Germany, or programmes at the Mykolas Romeris University in Lithuania, shows that the proposed study programme Multimedia and Visual Communications provides knowledge and skills that are comparable and enable a continued education in an international context. Although each of the programmes emphasises a different aspect of this interdisciplinary profession, the analysis of these study programmes clearly identifies and connects the courses that are comparable or interchangeable.



Recommendations:

None

Quality standard: fulfilled

2.3. The intended course outcomes are aligned with the intended learning outcomes at the level of the study programme. – (Table 2)

Analysis:

The Faculty has clearly defined the intended learning outcomes for all elements of the study programme Multimedia and Visual Communications, i.e. the courses (mandatory and elective), student practice, and the final project.

The list of learning outcomes for each element is presented in detail in the course description in section 1.3 Expected learning outcomes, which refers to section 1.1 Course objectives. The list in section 1.3 includes everything the student needs to master upon successful completion of the course. These expected learning outcomes further elaborate on the learning outcomes at the study programme level. Each course has four to six learning outcomes, which include both the generic and profession-specific competences. Each course contributes to the programme's learning outcomes with at least two outcomes.

The higher education institution checks and ensures that course outcomes are aligned with programme level outcomes, and the mapping of this alignment is presented in Table 2. Each of the 20 learning outcomes is covered in seven and up to 20 courses.

The Faculty has mechanisms in place to ensure the achievement of learning outcomes defined in each course description, such as various teaching methods, specified student obligations and requirements for enrolment, student work monitoring, assessment and evaluation methods, reading list (mandatory literature is available in the library), methods for monitoring the quality of acquired knowledge, skills, and competencies, alongside the course objectives, contents and learning outcomes, which are all published on the Faculty website and explained to the students. The learning outcomes of the entire study programme are manifested in final theses, for which various topics that students can choose from are specified.

Recommendations:

None



Quality standard: fulfilled

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

Analysis:

The study programme Multimedia and Visual Communications anticipates the acquisition of generic competences as well as profession-specific knowledge, as seen in the list and descriptions of courses. The stakeholders at the meeting stressed the importance of critical thinking and interdisciplinary knowledge for the formation of an expert who masters all aspects, i.e. has a broad and flexible knowledge of multimedia content creation (journalism, data analysis, visual images, communication, programming, video, typography). The proposed study programme adequately addresses this need by providing a broad spectrum of interdisciplinary knowledge and skills, both on the level of general, key, and transferable competences, and on the level of profession-specific competences. Moreover, it develops critical thinking and problem-solving capacities and educates for a sustainable and socially responsible professional behaviour.

The analyses of comparable study programmes in Croatia and EU member states show that the contents of the proposed study programme, as found in the course descriptions in section 1.4 Course content, ensure both horizontal (within the University of Zagreb at the same level) and vertical mobility (for further graduate and doctoral studies) in the national and European education area. The analyses also show which contents are emphasised in each programme.

Each course description provides clearly defined lists in sections 1.3 Expected learning outcomes and 1.4 Course content, which can be compared and show that the content of each course is aligned with the intended course outcomes. The forms for all courses in the Request are adequately prepared.

The Faculty ensures that the courses are offered in an appropriate sequence, which is evident from the list of courses that specifies in which semester each course takes place. The prerequisites for enrolment in each course are clearly defined in the course description in section 1.2 Enrolment conditions. If this field is empty in the course description, it means there are no prerequisites for that course.

The list of courses and course descriptions show that the core disciplines for the acquisition of all professional competences (technological, artistic, generic) are well-



represented in the proposed study programme and the interdisciplinary nature of this study programme is properly taken into account.

Recommendations:

None

Quality standard: fulfilled

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

Analysis:

ECTS credits are allocated in accordance with the rules and recommendations applicable in the European Higher Education Area. The Study Regulations of the University of Zagreb Faculty of Graphic Arts comply with the provisions of the Statute of the University of Zagreb regarding ECTS credits and have been considered in the proposed study programme.

The list of courses shows the number of ECTS credits and the number of hours and exercises for each course (mandatory and elective). ECTS credits are allocated to each course and are based on the total student workload, which includes all planned activities (such as attending classes, seminar papers, projects, practical work, experimental work, and similar activities, as specified in section 1.7 Student work monitoring).

For each student obligation, an appropriate number of ECTS credits is allocated in accordance with the actual student workload. The numerical value of ECTS credits has been calculated for each course (considering the learning outcomes, assessment methods, and activities) and is determined by the student's work required to fulfil all the prescribed obligations, including taking exams.

The Faculty has appropriate mechanisms to ensure ECTS allocation is aligned with the actual student workload (e.g. ECTS calculator). The compliance of the distribution of ECTS credits with the actual student workload is planned to be verified after two years of the study programme by the Quality Assurance Committee, based on student surveys and an analysis of exam pass rates.

Recommendations:

None

Quality standard: fulfilled



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

Analysis:

Student practice is an integral part of the study programme and is organised outside the Faculty, in cooperation with the labour market.

The outcomes of the project “Improvement and Implementation of Professional Practice in Graphic Technology, UP.03.1.1.04.0046”, carried out by the Faculty, included the following: development of new Regulations on Professional Practice, connections with companies, a digital web platform for practice, and the Career Management Centre, through which the employers are connected with students and internship is assessed and evaluated. The Professional Practice Administrator at the Faculty further ensures the correct management of professional practice as part of a course.

The opportunity to learn and acquire practical skills is planned in several courses that include invited lectures, visits to the multimedia production studios, newly equipped laboratories (with computers, software, photographic and video equipment, VR and AR platforms, 3D scanners, and printers), and workshops conducted in collaboration with potential employers. Students participate in design competitions and work on real-life projects that involve all the steps in the production of multimedia and visual communications design on various digital content platforms.

Recommendations:

Professional practice is strongly supported by the stakeholders. However, they pointed out the need for better alignment of professional practice with the students’ schedule, which would allow them to participate more. In fact, at the meeting, many stakeholders expressed their willingness and capacity to take more students on professional practice, since there is a great demand for multimedia and visual communications designers on the growing market of digital content creation. Therefore, the Panel suggests considering the inclusion of professional practice in the students’ schedule in a way that would allow greater student participation, without intervening with their other study obligations.

Also, teachers should have a certain number of days allocated to their further practical training, which is regularly organised by the stakeholders. At the moment, they lack the motivation to participate in these activities, as doing so requires them to use their leave days.

Professional Practice has an adequate course description that ensures its systematic and responsible implementation, directed towards the intended learning outcomes. However,



it is allocated only 2 ECTS credits. The Panel suggests allocating additional credits to ensure a deeper integration of professional practice in the study programme.

Quality standard: partially 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.

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:

There are clear and transparent admission requirements and procedures that ensure all enrolled students possess the necessary prior knowledge to succeed in the undergraduate programme Multimedia and Visual Communications.

The admission criteria are explicitly published on the Faculty website, based on the guidelines issued by the University of Zagreb regarding quotas and eligibility. These criteria are established considering an analysis of past enrolment trends, teaching capacity, and market needs.

Admission is conducted through a public competition initiated annually by the University. Applicants submit their applications via the national NISpVU system (www.postani-student.hr), which standardises the procedure for all higher education institutions in Croatia. This ensures equal opportunity and clarity for all candidates nationwide.

Eligibility to enrol in the first academic year requires completion of a four-year secondary school education, establishing a baseline academic qualification. The specific selection elements, including academic performance in secondary school, results of state matriculation exams, and achievements in academic competitions, are defined. These criteria ensure that only students with appropriate prior knowledge aligned with the study programme requirements are selected.

Procedures for transfer students and enrolment in higher years of studies are clearly defined and include recognition of prior learning through ECTS credit evaluation and course equivalency checks.

Recommendations:

None

Quality standard: fulfilled





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

Analysis:

The planned teaching methods are mainly student-centred and directed to support the achievement of all intended learning outcomes.

The programme employs a variety of teaching forms tailored to course specifics, including lectures, seminars, laboratory and tutorial exercises, workshops, fieldwork, mentoring work, and e-learning. There is also practical training through real-world fieldwork and professional internships with several industry partners. It is worth noting that this good practice is welcomed by the stakeholders; however, they have expressed a strong interest in extending the duration of these internships.

Courses such as Professional Practice emphasise real-world engagement, allowing students to apply academic concepts practically, bridging the gap between theory and professional environments. There are small-scale projects presented by industry representatives and implemented by students under the mentorship of teachers within the course.

This practice of project-based learning integrates professional practice and fieldwork, offering real-world experience and skill development, mainly through the development of projects in the form of collaborative teamwork with other faculties. They greatly improve critical thinking, communication, and teamwork skills. Teachers' testimonials reveal an improvement not only in students' motivation but also in their own motivation, although that is a more demanding job in terms of workload and time commitment.

All courses are available in a Moodle-based system, i.e. on the Merlin platform that supports interactive and flexible learning, which can promote asynchronous learning opportunities and personalised learning paths.

Although the Faculty has not yet adopted any regulations on AI tools, the teaching staff was very open-minded when asked about their introduction. In fact, one teacher shared his own experience which aligns with good, recommended practices. Also, final theses are reviewed with the Turnitin software.

A special mention should be made of the adaptation of teaching methods for students with disabilities. There is a dedicated coordinator for students with disabilities. Each student



is considered individually and receives personalised support, taking into account adapted teaching methods.

All courses are described in detail in the “Course Description” form, which specifies learning outcomes, teaching methods, and assessment criteria, promoting the alignment between learning outcomes and teaching/assessment strategies. This information is available on the Faculty website.

The effectiveness of teaching methods in achieving the intended learning outcomes is evaluated through questionnaires. The Quality Assurance Committee gives the teachers self-assessment questionnaires, and the teachers also provide students with forms in which they can make suggestions on how to improve teaching, teaching materials, and teaching methods. Students also estimate how much time they spent on a course with regard to the workload.

Recommendations:

Stakeholders offer certain full-time internships, but they report that it is very difficult for a student to both attend classes and work at the organisation because their schedules overlap. This was also referred to in section 2.6.

A semester with reduced class hours should be organised to allow the students to spend more time in a professional environment.

Regarding teacher training and development, there are several workshops available at the Faculty, which is a very good practice. However, there is no formal plan for the teachers to attend these workshops. They attend them out of their own interest in improving their preparedness. It would be useful to make a formal training plan for every teacher according to their interests and/or needs.

There are also some workshops arranged by stakeholders, but they reported that teachers only attend them during their vacation. The Panel suggests considering the allocation of a certain number of hours in teachers’ schedules so they can attend these workshops more often.

Quality standard: partially fulfilled



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

Analysis:

All students can benefit from weekly teachers' office hours and access to personal mentors, ensuring they are provided with academic support with their doubts and difficulties.

Students with disabilities benefit from a dedicated coordinator, as previously mentioned, as well as from tailored accommodations for teaching and examination aligned with university guidelines. The most difficult issue to deal with is the building architecture, where classrooms and labs are spread across several floors. However, there is a lift to facilitate access.

The Career and Student Support Centre offers guidance in academic, personal, and professional development. Initiatives such as Career Day and mandatory professional practice with over 200 industry partners enhance students' employability and real world readiness. A wide range of workshops and international programmes further develop students' technical and soft skills.

Additional support includes assistance with Erasmus+ and other mobility programmes, facilitated by the Office for International Cooperation and ECTS Coordinator. Students are also encouraged to engage in lifelong learning, extracurricular activities, and Faculty governance.

The administrative staff provides continuous support to students by email when services, namely the office, are closed.

There is a well-stocked library, with a librarian who assists students in researching books physically and/or scientific papers virtually. The Faculty library closes at 8 p.m., but students have access to the National and University Library in Zagreb which is also open in the evenings, from 9 PM to midnight, but advance notice is required.

Regarding Faculty staff, another technician may be needed to support the labs. The labs are open to students whenever they need them.

In conclusion, overall, there is evidence that adequate support will be ensured for future students enrolled in the undergraduate programme Multimedia and Visual Communications.





Recommendations:

It was observed that there is a lack of formal protocols with industry partners. Although the relationship between the industry and the Faculty is good, it is recommended to establish formal protocols with industry partners. The protocols should regulate certain conditions, such as the nature of cooperation between both parties, as well as their obligations and rights.

Formal protocols with industry partners should be established despite the good relationship between them and the Faculty.

Quality standard: 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:

Assessment methods are clearly outlined in the description of each course, including clear links between teaching methods, learning outcomes, and grading criteria.

All assessment procedures are regulated, with defined exam schedules, timely result publication, and formal appeal mechanisms.

Student performance is evaluated through a combination of revision tests, project work, practical assignments, and class participation, allowing for continuous and diverse assessment during the semester. Some assessments also include presentations of seminar or practical work, promoting applied learning. Final exams are used to consolidate the evaluation, with clearly defined criteria and formats.

There is a regulated exam procedure and exams are scheduled in winter, summer, and autumn periods. The exam schedule is published in advance on the Faculty website, ensuring equal access to information for all students. Students are given access to their results via the ISVU system. They are informed of oral exam results immediately and of written exam results within two working days, in compliance with data protection rules.

Students have the right to review their exam results and appeal their grades within 24 hours of the publication of results. Appeals are handled by a formal examination committee appointed by the Dean to ensure a fair and impartial review process.



The grading scale is standardised and based on achievement levels, ensuring fairness and consistency.

Regular training is provided to teachers in outcome-based assessment and inclusive practices.

To conclude, the University of Zagreb Faculty of Graphic Arts implemented certain mechanisms to ensure objective and consistent evaluation of student achievement in the Multimedia and Visual Communications programme.

Recommendations:

None

Quality standard: 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. – (Table 3, Table 4, Table 5)

Analysis:

As at the time of submitting the application, the Faculty of Graphic Arts employs a sufficient number of full-time academic staff, who are responsible for delivering over 50% of all direct teaching across the current study programs. The total number of teaching staff is 60, which is deemed appropriate. Among them, 44 teachers hold academic-scientific titles, two are appointed to teaching positions, and 11 have associate titles, in addition to three other full-time instructors.

Considering the current enrolment of 884 students at the University of Zagreb Faculty of Graphic Arts, and the planned intake of 115 first-year students in the newly proposed Multimedia and Visual Communications programme, the current staffing levels would result in a teacher-to-student ratio of approximately 1:15. This ratio significantly surpasses the minimum required standard of 1:30.

As indicated in Tables 4 and 5 of the Request, the cumulative annual teaching load of all academic staff remains below 20% of the institution's total annual teaching capacity.

Faculty members who will be delivering the courses in the new programme are already engaged in teaching comparable subjects within the existing curricula, demonstrating their qualifications and readiness for the new academic programme.

In conclusion, both the quantity and qualifications of the academic staff are fully aligned with the requirements for implementing the proposed study programme.

Furthermore, the Faculty actively supports the scientific, academic, and professional development of its staff, encouraging participation in scholarly conferences and international mobility programmes such as Erasmus.

Recommendations:

None

Quality standard: 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. – (Table 5)

Analysis:

The Faculty's internal teaching staff is sufficient to meet almost all the requirements of the study programme Multimedia and Visual Communications.

As indicated in Tables 4 and 5 of the Request, only one external collaborator is scheduled to take part in the delivery of the programme. Of the total of 6,993 contact hours planned for the programme, this external teacher will be responsible for only 43 hours.

This limited yet focused involvement reflects the external associate's specialised knowledge, which adds value to the overall quality of the programme. The associate is also qualified to act as a supervisor for final theses.

Apart from this individual, who is the only external course teacher, the institution maintains ongoing collaboration with numerous external partner companies. These partners contribute to the educational process through their partial involvement in teaching and by offering professional internships. Their industry expertise and practical experience further enhance the study programme.

Recommendations:

Consider including more external associates from the business sector as course coordinators.

Quality standard: 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. – (Table 6)

Analysis:

As indicated in the Request, the Faculty of Graphic Arts has adequate space, providing 1.61 m² per student, which exceeds the minimum requirement of 1 m².

The Faculty comprises four lecture rooms (total area: 383 m²), 17 laboratories/practicums (589 m²), 47 academic staff offices (455 m²), and five IT classrooms (221 m²). In addition, dedicated exhibition areas for student work, such as the aula and a walk-through gallery, support creativity and the development of artistic skills.





With these facilities and resources, lectures and practical classes can be effectively organised for the planned number of students, ensuring the achievement of expected learning outcomes and support for research activities.

During the site visit, the Panel confirmed that the premises, equipment, and infrastructure are appropriate and well-maintained.

The Faculty maintains a computer-to-student ratio of 1:4 and provides wireless internet access in all student areas. Computer labs are regularly updated with new equipment on a five-year cycle.

Recommendations:

None

Quality standard: 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. – (Table 7)

Analysis:

The Library of the Faculty of Graphic Arts supports the Faculty's scientific, research, and educational activities. It occupies a total area of 95 m², including a 42 m² reading room.

The library collection comprises 10,950 books, 90 printed international journals, 70 printed domestic journals, and electronic access to the full texts of eight journals (available via <https://baze.nsk.hr/>), funded either by the Faculty or the University. The collection is continuously updated and expanded, with most materials falling under the field of engineering sciences. It is accessible to both staff and students and aligned with the Faculty's study programs.

Library operations and the use of its resources are governed by the Ordinance on the Operation of the Library of the Faculty of Graphic Arts.

The Library is also responsible for publishing final, graduate, and doctoral theses in open access through the DABAR repository. In addition, it provides bibliometric services to the Faculty's academic and research staff.

According to the Request for the new study programme, the Faculty meets the requirements outlined in the Standard for Higher Education, University, and Scientific Libraries (Official Gazette 81/22).





Recommendations:

None

Quality standard: fulfilled

4.5. The higher education institution ensures the availability of the necessary financial resources to organise the activities and quality delivery of the proposed study programme. – (Table 8)

Analysis:

As shown in Table 8 of the Request, total operating income exceeds total operating expenses for 2024, as well as in the projections for the following two years. This indicates operational stability and financial sustainability.

The Faculty generates revenue from various sources, including tuition fees, state budget allocations, and its own activities, such as scientific and professional projects, postgraduate tuition fees, the organisation of seminars and conferences, publishing activities, and other related initiatives.

Based on the projected expenses, these revenue streams will be sufficient to cover the costs of the proposed study programme.

Recommendations:

None

Quality standard: fulfilled





☐ **AMEND THE STUDY PROGRAMME**

Rationale:

OPINION OF THE EXPERT PANEL AFTER PROGRAMME AMENDMENTS

FINAL RECOMMENDATION OF THE EXPERT PANEL MEMBERS:

a. ☒ **ISSUE A LICENSE to the Undergraduate University Study Programme Multimedia and Visual Communication**

This conclusion has been drawn upon a thorough critical analysis previously detailed and carried out based on the documents provided and other sources, as mentioned in the first chapter, namely the information obtained during the site visit.

During the visit, the Panel observed a clear institutional commitment to quality education and to supporting the development of study programmes in Graphic Technology and Multimedia and Visual Communication.

The teaching staff is dedicated, student engagement appears to be strong, and the Panel could observe that there were meaningful efforts to align the programmes with industry and societal needs.

The stakeholders highlighted their relationship with the Faculty, mainly with its staff, and above all, they strongly emphasised the market demand for professionals graduating in both programmes. The Panel truly believes that the greatest strength of the HEI lies in its people and their personal connections with the expert community. The Panel has noted some areas that deserve further attention. These may include ensuring stronger mechanisms for curriculum revision and innovation; enhancing the integration of feedback from external stakeholders; and providing the teachers with opportunities to visit other organisations and acquire actual, up-to-date information about the clients of the students they are training. It is also important to facilitate class attendance for students undertaking internships because their schedules are not compatible. For these reasons, there are three standards that are considered to be partially fulfilled. These include standard 1.3, related to collecting, analysing and using relevant data for the effective management and continuous enhancement of the study programme in accordance with the published quality assurance policy; standard 2.6, related to student/professional practice as an integral part of the study programme;



and standard 3.2, related to planned teaching methods guaranteeing student-centred teaching and the achievement of all intended learning outcomes.

The Expert Panel advises to pay particular attention to these items so they could be fulfilled in the next evaluation procedure.

A particular mention should be made of the positive atmosphere among students, faculty, and stakeholders.

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 offer 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 quality delivery of the proposed study programme.			X

**2. Site-visit Protocol**

	Utorak, 13. svibnja 2025.	Tuesday, 13 May 2025
09:00 – 09:45	Sastanak s Upravom visokog učilišta	Meeting with the Management of HEI
09:45 – 10:00	<i>Pauza</i>	<i>Break</i>
10:00 – 11:00	Sastanak s Povjerenstvom za nastavni plan i program	Meeting with the Curriculum Committee
11:00 – 11:10	<i>Pauza i interni sastanak članova Stručnog povjerenstva</i>	<i>Break and internal meeting of the Expert Panel members</i>
11:10– 12:10	Sastanak s nastavnicima i vanjskim suradnicima koji će biti angažirani na predloženim studijima Grafička tehnologija i Multimedija i vizualne komunikacije (bez prisustva uprave)	Meeting with full-time teachers and external associates who will be engaged in the new study programmes Graphic Technology and Multimedia and Visual Communications (without the management of HEI)
12:10 – 13:40	<i>Radni ručak</i>	<i>Working lunch</i>
13:40– 14:40	Obilazak visokog učilišta (knjižnica, nastavni kabineti, informatička učionica, ured za studente, predavaonice)	Tour of the HEI (library, teaching offices, computer classroom, Student Administration Office, classrooms)
14:40– 15:30	Sastanak s vanjskim dionicima (predstavnicima strukovnih i profesionalnih udruženja, poslovna zajednica, poslodavci, stručnjaci iz prakse)	Meeting with external stakeholders (representatives of professional organisations, business sector/industry sector, professional experts)
15:30 – 15:45	Organizacija dodatnog sastanka o otvorenim pitanjima, prema potrebi	Organisation of additional meeting on open questions, if needed
15:45 – 16:00	<i>Interni sastanak članova Stručnog povjerenstva</i>	<i>Internal meeting of the Expert Panel members</i>





16:00 – 16:15	Završni sastanak s Upravom visokog učilišta	Exit meeting with the Management of HEI
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