



**REPORT  
OF THE EXPERT PANEL  
ON THE  
RE-ACCREDITATION OF  
FACULTY OF LAW  
UNIVERSITY OF SPLIT**

**Date of preliminary site visit: 5 December 2022**  
**Date of on-line re-accreditation: 7-9 December 2022**

January 2023

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## INTRODUCTION

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

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

The Agency's Accreditation Council appointed an independent Expert Panel for the evaluation of the Faculty of Law, University of Split.

Members of the Expert Panel:

1. Univ-Prof. Dr. LL.M. Gregor Christandl, Institute for Civil Law, Foreign and International Private Law, Universität Graz, Republic of Austria, Chair,
2. Assoc. Prof. Igor Vuletić, Ph.D., the Faculty of Law, Josip Juraj Strossmayer University of Osijek, Republic of Croatia,
3. Lea Paulić, Law firm David Jakovljević, business representative, Republic of Croatia,
4. Prof. Marko Šikić, Ph.D., the Faculty of Law, University of Zagreb, the Republic of Croatia,
5. Izv. prof. dr. Luka Tičar, univ. dipl. prav., Pravna fakulteta Univerza v Ljubljani, Republic of Slovenia,
6. Viviana Andreani, student, the Faculty of Law, University of Rijeka, Republic of Croatia.

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

- Dean and vice deans,
- Quality Assurance and Improvement Committee,
- ERASMUS coordinator,
- ECTS coordinator,
- Director for Center for Lifelong Learning,
- Students,

- Alumni,
- External stakeholders,
- Head of the Accounting Department,
- Full-time teachers who do not have managerial positions,
- Vice-dean for education and students,
- External associates,
- Heads of Chairs,
- Vice-dean for Science and Postgraduate Studies and Vice-dean for International Cooperation,
- Teaching assistants,
- Heads of research projects.

Croatian Expert Panel members went to the preliminary site visit on 5 December 2022 during which they had a tour of the work facilities, library, IT classrooms, student administration office and classrooms, and attended sample lectures, where they held a brief Q&A session with students.

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

The Expert Panel drafted this Report on the re-accreditation of the Faculty of Law, University of Split, on the basis of the Faculty of Law, University of Split Self-Evaluation Report, other relevant documents, preliminary site visit and on-line meetings.

The Report contains the following elements:

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

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

- Iva Žabarović, coordinator, ASHE,
- Davor Jurić, assistant coordinator, ASHE,
- Igor Opić, interpreter at the preliminary site visit and during online meetings,
- Ivana Rončević and Vedrana Vojković Estatiev, translators of the Report, ASHE.

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

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

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

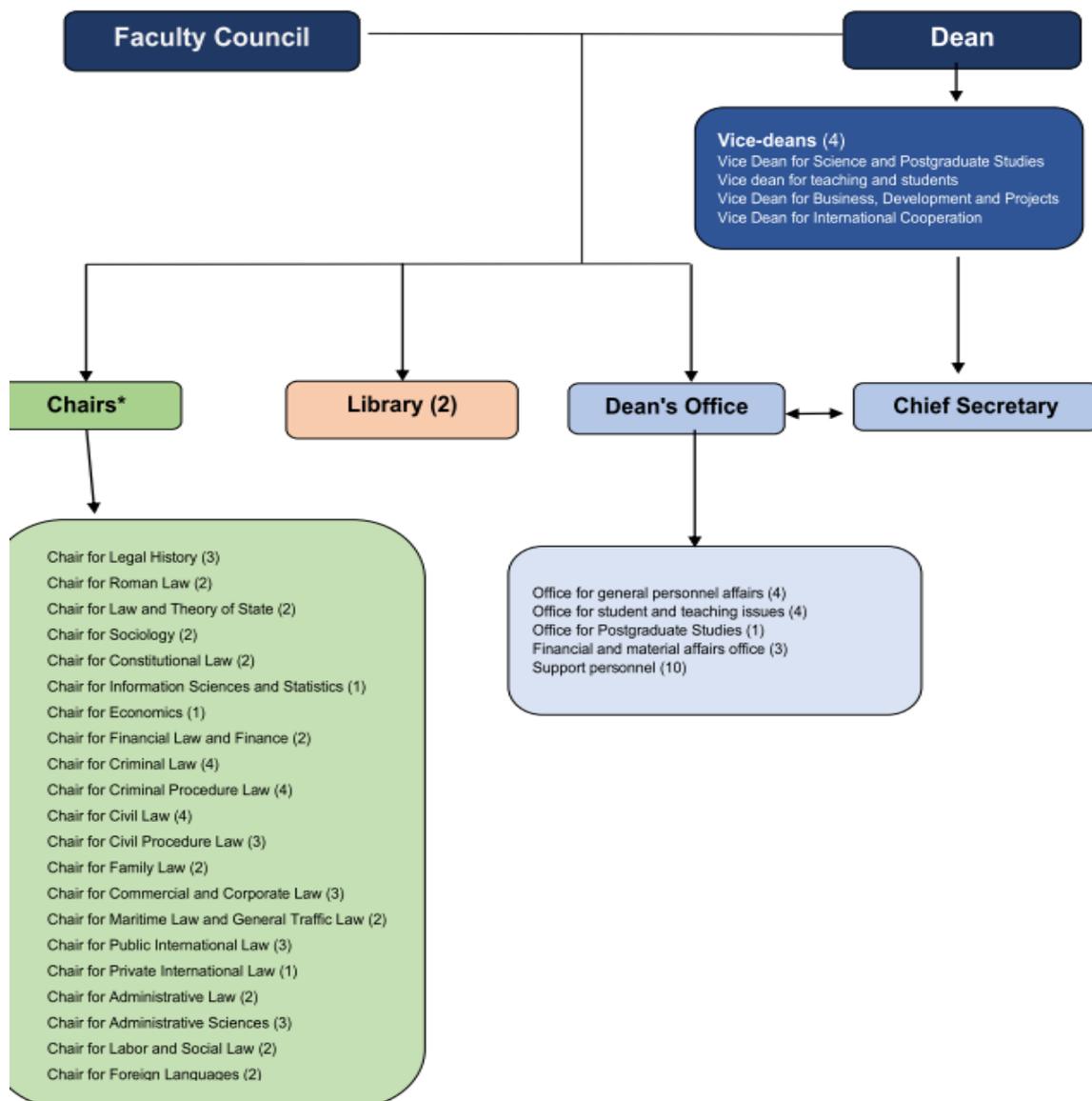
# SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION

**NAME OF HIGHER EDUCATION INSTITUTION: FACULTY OF LAW, UNIVERSITY OF SPLIT**

**ADDRESS: Domovinskog rata 8, 21000 Split**

**DEAN: Assoc. prof. Ratko Brnabić PhD**

## ORGANISATIONAL STRUCTURE:



**Table 1. – Graphic representation of the Faculty's structure**

## STUDY PROGRAMMES:

- Integrated undergraduate and graduate university study programme of Law
- Postgraduate (doctoral) university study programme Legal Studies
- Postgraduate specialist university study programme Medical Law\*
- Postgraduate specialist university study programme Sport Law\*
- Professional undergraduate study programme Administrative Studies
- Specialist graduate professional study programme Administration Studies

\* The programmes are excluded from the evaluation because there were no enrollments in the past period and no classes were held.

## NUMBER OF STUDENTS:

**Table 3.1. Number of students per study programme for the evaluated academic year**

<b>Study programme name</b>	<b>Full-time students</b>	<b>Part-time students</b>
Law (1560), integrated undergraduate and graduate university study programme, Split	608	749
Administrative Studies (1561), professional undergraduate study programme, Split	249	348
Administration Studies (1565), specialist graduate professional study programme, Split	0	166
Legal Studies (1567), postgraduate (doctoral) university study programme, Split	0	7
Total	857	1.270

**NUMBER OF TEACHERS:**

<i>Staff</i>	<i>Full-time staff</i>	<i>Cumulative employment</i>	<i>External associates</i>
<i>Full professors with tenure</i>	7	-	1
<i>Full professors</i>	10	-	5
<i>Associate professors</i>	11	-	1
<i>Assistant professors</i>	7	-	4
<i>Scientific advisor (permanent/with tenure)</i>	-	-	-
<i>Scientific advisor</i>	-	-	-
<i>Senior Research Associate</i>	-	-	1
<i>Research Associate</i>	-	-	-
<i>Teaching grade</i>	4	-	1
<i>Assistants</i>	12	-	-
<i>Postdoctoral researcher</i>	-	-	-
<i>Employees on projects</i>	-	-	-
<i>Expert assistants</i>	-	-	1
<i>Technical staff</i>	3	-	-
<i>Administrative staff</i>	14	-	-
<i>Support staff</i>	6	-	-

**SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION**

The Faculty of Law in Split (further: Faculty) is a higher education scientific-teaching institution that organizes and conducts university and professional studies and develops scientific and professional work in the field of law, as part of the University of Split. The Faculty began its work in 1960 as a Law School - a branch of the Faculty of Law in Zagreb. The start of the legal study in Split was conditioned by the needs of the growing economy and social services in Split and Dalmatia, as well as in a wider gravitational area that included a part of Lika, Herzegovina and southwestern Bosnia. It was also a contribution to the decentralization and more even development of Croatia in the former Yugoslavia, and to the affirmation of the city of Split as a cultural and educational center. Already in 1961, the Faculty was emancipated from the Faculty of Law in Zagreb and since then has been operating as an independent higher education institution under the name Faculty of Law - Split. From 1965 to 1974, it belonged to the University of Zagreb, and from 1974 to the present, it is part of the University of Split. From the beginning, the main task of the Faculty was the education for the legal profession. For the first fifteen years, the four-year

undergraduate law program was the only course of study offered by the Faculty. Initially, the study model was applied, in which students were directed to specific specialties in the last year of study, and since 1966 the model of a single law degree program for the legal profession has prevailed. Since 1976, a two-year part-time course of study in administrative law has been introduced, designed to train specialists for work in public administration. Postgraduate courses have also been conducted at the Faculty since 1976. The first postgraduate course "Maritime Economics", which produced 24 specialized masters, was carried out in co-production with the Faculty of Economics in Split. In 1978, the postgraduate study "Law of the Sea" was launched (since 2001 it has been called "Maritime Law and the Law of the Sea"). The mission and vision of the Faculty are defined in the Development Strategy of the Faculty of Law of the University of Split for the period from 2020 to 2025. The fundamental mission of the faculty is the effective and efficient delivery of services: Higher education in all three cycles, scientific research and lifelong learning, acquisition and dissemination of knowledge for business and the broader social community at a high level of excellence, ethics and morality. The mission of the Faculty is to achieve excellence and recognition in research and teaching, with the aim of improving the education of future lawyers, developing legal science and practice, building a society based on the principles of the rule of law, and developing research careers. The Faculty's vision is focused on sustainable development, providing quality and effective education based on learning outcomes and the concept of lifelong learning. The vision of the Faculty is that through recognized study programs and scientific research activities, with the help of distinguished teachers and modern teaching methods, it will become as quickly as possible an engine of development in the area and a recognized leader in the education of competent and competitive human resources for modern scientific research work, business and the broader community. The mission and vision are realized through continuous work toward the fulfillment of strategic goals. The basic strategic goals are to achieve greater recognition of the Faculty in its environment, to increase the quality of study programs, the efficiency of study and the quality of student standards, to promote scientific research and projects, to optimize human potential and material and infrastructural conditions for the work of the Faculty.

## **BRIEF ANALYSIS OF THE INSTITUTIONAL ADVANTAGES AND DISADVANTAGES**

### **ADVANTAGES OF THE INSTITUTION**

1. The Management of the Faculty shows a sincere intention to improve the overall quality of the HEI.
2. Important steps towards introducing more practical aspects in the programme have already been made.
3. The Faculty disposes of a well-equipped library which allows both students and faculty to work on their research projects.
4. The Faculty has been able to increase incoming student mobility.
5. The Faculty has been able to improve the infrastructure substantially and create technically well-equipped lecture halls.
6. The Faculty has a well-established international cooperation with Université de Paris II, the French Conseil d'Etat in the area of administrative law and offers an International Summer School on Equality and Diversity.
7. The Faculty offers attractive extracurricular activities such as a sports club and a gym membership.

### **DISADVANTAGES OF THE INSTITUTION**

1. The structure of the Faculty is too complex and consequently inefficient.
2. A substantial number of the recommendations of the previous external evaluation have not yet been implemented.
3. The student-teacher ratio of 1:30 has not been achieved.
4. The Faculty has not yet gained any considerable international visibility, except for very limited areas/activities.
5. The average research output at the Faculty is unsatisfactory and there is no funding from nationally or internationally competitive funding sources.
6. Student surveys do not lead to any substantial response from the management.
7. The ECTS distribution does not reflect student workload.

8. The separation of theory and practice in the law curriculum (theory in lectures, practice in seminars and exercises) is unsatisfactory.
9. There is an extremely uneven distribution of teaching hours at the Faculty with considerable overload for an important number of professors.
10. Monetary incentives for teaching extra hours disincentivize research and are thus contrary to the strategic goals of the Faculty. These incentives are not transparent.
11. Lacking incentives for high quality teaching.
12. There is no relevant outgoing mobility neither of students nor of teaching staff.
13. The website of the Faculty is not well organized and lacks important information and the English version is incomplete.
14. The system of promotion of teachers to higher ranks is not entirely based on merit.

## **LIST OF INSTITUTIONAL GOOD PRACTICES**

### **EXAMPLES OF GOOD PRACTICE**

1. The Law Clinic and professional internships provide practical skills to students.
2. The Faculty integrates practicing lawyers and judges into the program of instruction.
3. Teachers apply multiple methods of instruction.
4. Adjustments are made to help persons with disabilities.
5. Excellence of Research Award was introduced.
6. Lifelong learning programs have been introduced.

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

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

#### **Analysis**

The Faculty has adopted a Development Strategy of the Faculty of Law of the University of Split for the period 2020-2025, as well as a Scientific Strategy of the Faculty for the period 2021-2025 and established quality assurance system. However, this system is not yet functioning sufficiently well. Most of the recommendations from the previous evaluation panel during the re-accreditation conducted in 2015 have not been or have not been fully implemented. There is still no functioning system for ensuring academic integrity and for preventing all types of unethical behavior. The Faculty disposes of a website in both Croatian and English with ample information on its study programmes and their structure, but much more needs to be done to ensure the availability of information on important aspects of its activities. The Faculty understands the development of its social role and has taken important initiatives in this regard, but needs to further foster and promote its activities that reach out to the community and the public at large. The Lifelong Learning programme is not yet aligned with the strategic goals and the mission of the Faculty, since it has not yet started any programme of workshops/seminars designed specifically for members of the legal professions.

#### **Recommendations for improvement**

1. On the basis of a SWOT analysis and the Development and Research Strategies, the Management of the Faculty shall work on a detailed and concrete action plan with specific goals to be achieved within periods of one year, with new action plans for each following year. The Quality Assessment and Improvement Committee (QAIC) shall closely monitor the implementation and receive periodic reports on the status of the implementation of particular goals. Reporting should ideally not be limited to only one annual report, in order to allow the QAIC to closely monitor the single actions taken by the management and to report to the Faculty Council.
2. The Management of the Faculty shall systematically collect and analyze data on its processes, resources and results and shall on the basis of this determine new goals for improvement and further development.
3. The Management of the Faculty shall actively involve all stakeholders, including external stakeholders such as employers, alumni and representatives of professional organizations and civil society in its quality assurance system. This includes collecting data from external stakeholders and granting them a seat in the QAIC.

4. The Management of the Faculty shall use various methods of collecting data on quality, involving not only students, but also peers, employers, associates, graduates, etc.
5. The Management of the Faculty shall introduce an efficient system for monitoring the quality of research by designating external experts to evaluate the quality of the research output.
6. Course offers at the Lifelong Learning Center for continuous professional development need to be expanded on the basis of the needs which are to be determined in consideration of the results of surveys among employees and students but also external stakeholders. The continuous training programme shall actively involve the training of administrative staff since its work is crucial for a functioning HEI.
7. The organizational structure of the Faculty needs a fundamental reform by abolishing the various parallel structures and merging them into meaningful units. Each unit has to contribute to the development and improvement of the Faculty within the framework of the overall Faculty goals.
8. The Management of the Faculty should again read carefully the expert panel's recommendations of 2015 and urgently take measures for their implementation.
9. A functioning system that supports and ensures ethical work and preserves academic integrity and freedom needs to be established. Members of the Ethics Committee must be able to work independently, free from directives and external influence.
10. The Code of Ethics at the level of the Faculty must set limits of acceptable conduct and set the standard of professional integrity.
11. A functioning system to counter plagiarism is to be introduced. This can be done by imposing effectively the application of PlagScan for any written seminar paper or master thesis.
12. Anti-nepotism policies need to be applied strictly.
13. A functioning Student Ombudsman shall be established at the Faculty.
14. The website should contain specific information on single organizational units (institutes, departments, centers, chairs) and it must contain information on each member of the scientific staff with transparent information both on scientific curricula, as well as publications and other activities.
15. The website should contain a publicly available course catalogue of all courses offered in the course of one academic year with the possibility of regular updates (pdf documents are inappropriate for this purpose).

16. The website should contain information on pass rates, employment statistics, drop-out rates, results of previous evaluations, etc.
17. The Faculty should be active on social media (Instagram, Twitter, TikTok, LinkedIn ...) and post news regularly (also on research output or projects) and reach out to students, graduates/alumni and the interested public at large.
18. The Faculty should put more effort in public relations in order to promote its image in the region and among stakeholders.
19. The Faculty should try to actively involve companies and other stakeholders of the local community in its future research projects in order to promote the development of the local economy.
20. The Faculty should continue to organize workshops and round tables and reach out to the general public with specific conferences and other events.
21. The Faculty should, with the support of external stakeholders, develop a new programme for the Lifelong Learning Center that achieves the goals according to the Development Strategy and reaches out to the legal profession and the public at large.
22. The Faculty should offer courses for professional development both for scientific and administrative staff of the Faculty.

### Quality grade

Minimum level of quality

## II. Study programmes

### Analysis

Learning outcomes are clearly defined and aligned with the Faculty's mission and goals, but the Faculty has not developed mechanisms to continuously check and monitor the expected learning outcomes.

The general goals of all study programmes are in line with the mission and strategic goals expressed in the Development Strategy and in the Scientific Strategy of the Faculty, but no detailed analysis is provided that the study programmes are justified with regard to social and economic needs.

There is a lack of systematic and concrete monitoring of the employability of students who have completed one of the study programmes delivered by the Faculty.

The Faculty should evaluate the intended learning outcomes by combining written and oral exams. Also, the exams should be on concrete cases that students need to solve.

Mid-term exams should be a standard way of monitoring the work and checking the learning outcomes of students.

The Faculty implemented significant changes to all five study programmes.

The Committee for quality assurance in its current composition does not have an external member. No system is in place to guarantee continuing input from stakeholders.

The Faculty has not allocated ECTS credits in accordance with the actual student workload.

Student practice is an integral part of study programmes, and students in all programmes are allowed to participate in practical courses. The basic form of practical teaching is exercises and seminars on particular subjects. There is an excessively sharp division into the practical and theoretical part of teaching.

It is very commendable that the Faculty has a Legal Clinic.

There is no adequate inclusion of student practice in the overall allocation of ECTS credits.

### Recommendations for improvement

1. Systematically and concretely monitor the employability of students who have completed one of the study programmes delivered by the Faculty.
2. Continuously survey students about study programmes and learning outcomes.
3. Widely introduce mid-term exams as a way of monitoring and checking the achievement of learning outcomes.
4. Involve an external stakeholder in the work of the Committee for Quality Assurance and Improvement.
5. Create a detailed and comprehensive analysis of the actual student workload in each subject.
6. The Faculty management must take the initiative and lead in all procedures that must be carried out in order to finally allocate ECTS credits in accordance with the actual student workload.
7. In the process of analysis of the allocation of ECTS credits, great attention should also be paid to student practice.
8. Legal practitioners (judges, lawyers, etc.) should be included more often in exercises, seminars and regular lectures.

### Quality grade

Minimum level of quality

## III. Teaching process and student support

### Analysis

The HEI ensures objective criteria for the enrolment and continuation of studies, as well as an objective selection of candidates with appropriate knowledge and has set in place the criteria for the recognition of prior learning. However, the re-accreditation process

has shown that upon enrolment, a minimum effort is given towards students' progress and student-centred learning, since there are no effective procedures and mechanisms for monitoring, collecting and analysing students' progress, student performance, as well as student support. A more proactive approach should be taken by the HEI in all areas for the purpose of greater inclusion of all students and for better tailoring of the student support to a diverse student population. The HEI should take measures to encourage students to participate in the ERASMUS program and should take measures to make it easier for incoming students to study, increase their interest and familiarize them with the education system. It is necessary to direct as much attention as possible to the Erasmus program in order to encourage students to participate. The evaluation and assessment criteria and methods are clear and regulated by the HEI's acts, which are published and available on the HEI's website. There is a lot of room for improvement in grading criteria, holding classes, and exams.

### Recommendations for improvement

1. The HEI should establish clear and objective criteria when allowing transfer in justified cases, so any potential misuse of said clause is disabled.
2. The HEI needs to establish an appropriate system for continuous collection of student progress with clearly defined procedures for monitoring student progress, collection of data and analysis of student progress, as well as student performance and regulate the role of each body included in the procedure for monitoring student progress and student performance and enable their cooperation.
3. Student support must be improved by defining the roles of bodies intended for student support, informing the students and teachers on said bodies, as well as by additionally adjusting student support for part-time students, strengthening the role of demonstrators as student mentors or by establishing a functioning student mentor system (establish and develop the role of the institutional mentor).
4. More practical methods must be included in programme delivery to improve students' engagement and motivation, as well as the establishment of an appropriate system for the evaluation of teaching methods. The HEI needs to establish and strengthen a continuous system of cooperation with external stakeholders and alumni for further development of the practical aspect of studying.
5. The HEI needs to establish new programmes that would allow the inclusion of average students and conduct internal programmes that would provide students with information on career opportunities.
6. The HEI should generally take a more proactive approach to introducing the students with the counselling centres available at the university level and take a

more proactive approach to students from vulnerable and under-represented groups (more advertising about the bodies they can contact and where) so they are provided with help on time.

7. The efficiency of the Student Office and accuracy of the information they provide to the students must be improved, as well as the organization of the HEI's website to ensure students have easier access to relevant and needed information. More activity on the HEI's social networks should be encouraged.
8. Students should be acquainted with foreign language courses and international aspects of law very early in their studies.
9. The Faculty should hold Erasmus days at the Faculty by inviting students who have been on the programme in order to attract other students and recount their experience.
10. The Faculty should invite colleagues from abroad to hold lectures in English and organize summer schools which are attended by foreign professors and students in order to increase the students' interest in studies abroad.
11. It is recommended to improve the Faculty's website for Erasmus incoming students so that all information is available to them directly by linking to the page of the Faculty, not the university.
12. It is recommended to introduce exercises for collecting points, solving tasks and writing essays for additional points.
13. It is recommended to introduce problem tasks in all positive legal subjects into the exam, not only essay types of questions.
14. Align enrollment quotas with social and labor market needs and higher education resources.
15. Acquaint all students, professors, and alumni with the PROVIS system.

### Quality grade

Minimum level of quality

## IV. Teaching and institutional capacities

### Analysis

Teaching and institutional capacities have been identified in the 2015 reaccreditation report as one of the areas in need of further improvement. However, most of the identified issues still need to be resolved. The HEI is to be complimented for hiring a significant number of teaching assistants in the last three years, for continuing investments to

maintain the HEI with sufficient ICT equipment and other facilities necessary for teaching and research, and for keeping good library services up to date. Some of the crucial challenges for the HEI is a high student/teacher ratio, inability to attract candidates from outside the Faculty in the recruitment process, uneven distribution of workload, and related little or no opportunities for the academic staff to take up mid-term and long-term mobility, unsustainable and non-transparent financial governance and large tuition fees as opposed to extremely low income from research projects, and a missed opportunity to introduce competitive institutional research funding.

### Recommendations for improvement

1. The HEI must conduct measures or the reduction of the workload of the faculty whose norm exceeds 120% of the prescribed maximum. In this sense, measures must be taken, such as the redistribution of hours to faculty members with a smaller workload (particularly whose norm is below 300), the engagement of more external associates and the adjustment of the number of classes, practicums and seminars for courses that are particularly burdened.
2. The HEI must develop a clear dynamic for the promotion of assistants into assistant professors, which has to follow the dynamic for retirement. It is necessary to significantly reduce student/teacher ratio.
3. A system for encouraging outward mobility of academic and non-academic staff should be established. In this sense, the Faculty workload should be reduced in order to create space for the use of the opportunities for outward mobility. It is advisable to adopt an annual plan of professional development of the faculty, especially assistants. Also, non-academic staff should be encouraged to engage in outward mobility and additional training in fields important for their work, such as the physiology of working with clients and communication skills.
4. It is recommended that the HEI stops the practice of making additional payments for the classes exceeding the 300-hour norm at the undergraduate, graduate and professional studies. An annual savings plan should be adopted to reduce the expenditures and balance the income and expenditures. The annual expenditures for salaries from the HEI budget should be reduced. At the same time, new ways to generate income should be considered, especially through cooperation with the real sector.
5. The HEI should establish stimulating measures to increase the funding from research projects, in order to counterbalance the current state of finances that are predominantly dependent on the state budget.

### Quality grade

Satisfactory level of quality

## V. Scientific/artistic activity

### Analysis

Scientific activity presents a special challenge to any faculty, which is usually primarily a pedagogical institution. It is extremely important for the appropriate development of teachers and thus the pedagogical process in all respects. The Faculty has significant shortcomings in this area, but they are of such a nature that they cannot be rectified in the short term. It requires a special strategy and the necessary resources for this. The key shortcoming of the Faculty is certainly the number of teachers who, due to pedagogical overload, fail to conduct research to a sufficient extent. They are particularly weak in the field of international visibility, as teachers fail to publish in major foreign scientific journals, and the Faculty is not involved in major international scientific projects. In terms of presence in the country and region, the Faculty is more successful, its professors are more active in publishing at home and participating in conferences at home and abroad. The conditions for teaching work and studies are otherwise good, students, especially doctoral students, are increasingly involved in the teaching process and in scientific work in co-authorship with professors. Students can also be specially awarded by the dean.

### Recommendations for improvement

1. Decrease the teaching hours of teachers and associates in order to free up time for research.
2. Adopt effective incentives for teachers and associates to spend more time researching, such as sabbaticals, short-term research visits at home or/and foreign institutions.
3. Promote its own PhD studies of the faculty in order to increase the number of PhD students and consequently the number of PhD theses.
4. The Faculty should adopt effective measures to incentivize research activity of teachers and associates, especially in the international context (for instance by lowering the teaching hours, by increasing the international mobility of the teachers and associates). That will improve scientific excellence, which will consequently also have a positive impact on competitiveness of the faculty applying for new projects.
5. A more active role of the Faculty in the analysis of the labour market, its characteristics and needs, and as a result, adopt appropriate adjustments to curricula and teaching processes, all with the objective of offering the labour market lawyers good and useful knowledge.

### Quality grade

Minimum level of quality

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

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

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

##### **Analysis**

The Faculty has adopted a Development Strategy of the Faculty of Law of the University of Split for the period 2020-2025, as well as a Scientific Strategy of the Faculty for the period 2021-2025. According to the development strategy the strategic goals of the Faculty are 1) increasing the quality and efficiency of legal education, 2) creating an open and attractive environment for studying law and 3) using funds optimally for legal education and research. By achieving these goals, the Faculty wants to be an institution with a clear focus on research, which provides quality and effective education based on learning outcomes and lifelong learning. Moreover, the Faculty wants to actively engage in cooperation with the economy, being involved in the European research area and the European area of higher education. As a result, it strives to become “an engine of development in the environment” and a “recognized leader in the education of competent and competitive staff”.

Yet, there is still a long way to go in order to achieve these goals. The Development Strategy was not adopted until 2020, five years after the last evaluation by the expert panel in 2015. Even though the Faculty has worked on an Action Plan for the Implementation of the Development Strategy, the expert panel has gained the impression that substantial steps towards an implementation of a functioning quality assessment system have not yet been taken for most of the period that passed since the last external evaluation report.

The Quality Assurance and Improvement Committee seems to have started its work in 2022 with the new management of the Faculty, while in the last years it has existed on paper but has not effectively contributed to increasing the quality of the entire operations and activities of the Faculty. This is confirmed by the yearly reports of activities that the Quality Assurance and Improvement Committee submitted to the Faculty Council and have been presented to the expert panel (reports of 2018-19, 2019-20, 2020-21). They show that the Committee has not played any substantial role in the implementation of a functional internal quality assurance system. Moreover, an action plan for the implementation of the development strategy of 2020 was not adopted until 2022 and its content appears for most goals extremely vague, with absolutely no time limit for achieving specific goals.

The Faculty of Split, therefore, does not yet dispose of a functioning quality assurance system that includes and evaluates all its activities. There is also no evidence that there

has been an involvement of external stakeholders in the development and the implementation of the quality assurance system of the Faculty. The quality assurance policy of the Faculty was adopted as late as in February 2022. Moreover, there is no evidence of a SWOT or a similar analysis and the action plan for implementation of 2022 is not specific enough as to provide for an operational plan and proper monitoring mechanisms.

The Faculty of Split collects some data, but there is no systematic collection and there is no apparent use of the collected data to effectively manage and improve the activities of the Faculty or for its further development. An example for this is the student survey that was done by the Faculty but its important results have not had any substantial impact, even though they would have called for action by the management and the quality assurance committee of the Faculty. Rather, the Faculty will repeat the survey in 2023, hoping that the results will improve, even though no substantial measures have been adopted so far to tackle the problems described by the students in the survey. The management has only reacted in specific cases upon complaints by students of very low passing rates (p 42 Self-Evaluation Report), but has not yet taken general measures to improve the situation for students at the Faculty as a result of the student survey of the Faculty of 2021/22.

The Faculty of Split has taken initiatives to establish a system of continuous professional development through the Lifelong Learning Center for employees of the Faculty and has therefore, offered courses and workshops on the role and competences of mentors at postgraduate doctoral studies, the use of online teaching tools, English and German legal language courses as well as a workshop on the specific rights and needs of students with disabilities and other health conditions. So far, no specific courses for the professional development of administrative staff have been offered. There is no systematic work performance monitoring system in place, nor is there a related rewarding system for all employees depending on their work performance, except for an award of excellence in research which has been awarded twice to two members of the scientific staff since its introduction.

The quality assurance system must also assess the efficiency of the current organizational structure of the Faculty with parallel units such as institutes, departments, chairs and centers. The expert panel is convinced that the complexity of the organizational structure of the Faculty can be substantially reduced and that there is a high potential for increasing efficiency at the organizational level with immediate impact on the management of resources and the output of the institution.

### Recommendations for improvement

1. On the basis of a SWOT analysis and the Development and Research Strategies, the Management of the Faculty shall work on a detailed and concrete action plan with specific goals to be achieved within the periods of one year, with new action plans for each following year. The Quality Assessment and Improvement Committee

(QAIC) shall closely monitor the implementation and receive periodic reports on the status of the implementation of the single goals. Reporting should ideally not be limited to only one annual report, in order to allow the QAIC to closely monitor the single actions taken by the management and to report to the Faculty Council.

2. The Management of the Faculty shall systematically collect and analyze data on its processes, resources and results and shall on the basis of this determine new goals for improvement and further development.
3. The Management of the Faculty shall actively involve all stakeholders, including external stakeholders such as employers, alumni and representatives of professional organizations, civil society, in its quality assurance system. This includes collecting data from external stakeholders and granting them a seat in the QAIC.
4. The Management of the Faculty shall use various methods of collecting data on quality, involving not only students, but also peers, employers, associates, graduates, etc.
5. The Management of the Faculty shall introduce an efficient system for monitoring the quality of research by designating external experts to evaluate the quality of the research output.
6. Course offers at the Lifelong Learning Center for continuous professional development need to be expanded on the basis of the needs which are to be determined in consideration of the results of surveys among employees and students but also external stakeholders. The continuous training programme shall actively involve the training of administrative staff since its work is crucial for a functioning HEI.
7. The organizational structure of the Faculty needs a fundamental reform by abolishing the various parallel structures and merging them into meaningful units. Each unit has to contribute to the development and improvement of the Faculty within the framework of the overall Faculty goals.

### Quality grade

Minimum level of quality

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

### Analysis

The last evaluation for the re-accreditation of the Faculty of Law, University of Split, took place in November 2015. Only a few of the recommendations of the last evaluation have

been implemented by the Faculty: As requested by the previous expert panel, the Faculty adopted the Development and Scientific Strategy in 2020 (four years after the evaluation at the end of 2015). According to the previous evaluation, the overall regulation of the Faculty left a great deal to be desired, since there had been a strong reliance on informal procedures which derogated the letter of the law. It was thus recommended to improve institutional rules and regulations and set clear and formal criteria. It is unclear to which degree this recommendation has been implemented by the Management of the Faculty, since notwithstanding the existence of a considerable number of rulebooks and statutes, there is no system in place that guarantees the application of these rules instead of informal procedures. The expert panel recommended a systematic collection of feedback from alumni which has never been done. The monitoring system of teaching quality has not been improved and the results of such surveys done by the Faculty are still not published or made available to the student body. No incentives for improving the teaching and research quality have been taken, except for the introduction of an award for excellence in research. The expert panel stated that there was no efficient system of assuring ethical standards at the Faculty, because the Faculty was without a strategy for the improvement of ethics and the Ethics Committee had no power to compel sanctions. Apparently, nothing has changed with regard to this and since 2015 no procedures have taken place in front of the Ethics Committee, which shows that it apparently exists only formally.

With regard to study programmes the previous expert panel recommended an “immediate and drastic reduction of student enrollment quotas”, a “substantial reduction of the number of student transfers from other Croatian law faculties”, an immediate amendment of ECTS to reflect the actual workload for each subject and the adoption of internationally recognized standards. It is true that the number of students at the Faculty of Law dropped in the last years from 3600 in 2015/2016 to a total number of 1875 students in November 2022. Yet, this trend of decrease in student numbers is primarily due to external factors (demographic, social, economic) and is not so much a consequence of any specific action taken by the management of the Faculty. The enrollment quotas were lowered, yet this measure appears not to have been decisive for the following reduction of student numbers.

The quota of transfer students was officially lowered to 70 per year. This measure along with other external factors has been effective, since the number of transfer students per year has been reduced from 100 per year in 2015 and previous years to an average number below 20 in the last years, with 31 in 2017/18 and 8 in 2020/21.

The Panel recommended an immediate amendment of ECTS to reflect the actual effort necessary to master the subject. Yet, so far, nothing has been done to implement this recommendation.

The Panel recommended to increase the average grade at secondary school of accepted students. Yet, no such measure has ever been taken. In addition, it recommended to focus more on solving cases at exams. The documents provided by the Faculty do not confirm that cases are given at exams. A more active cooperation with alumni was solicited, yet

there has not been any interaction at all between the Faculty of Law and alumni in general, except for those alumni who because of their professional functions teach at the Faculty. It appears that the Alumni Association basically exists only on paper. Finally, the expert panel suggested publishing the results of student surveys in order to make them available to students. Yet, there is no evidence that this has been done.

With regard to teachers, it was suggested to reduce the high teaching workload, which clearly did not happen. Incentives for good teaching and good research should have been introduced, but except for an award for excellence in research nothing has been done. Long-term mobility should have been supported by the Faculty, but no measures to that effect have been taken, so that there is basically no long-term mobility at all (neither outgoing nor incoming – see table 4.5 of the Annex).

With regard to scientific and professional activities, it was suggested to draft and adopt a research strategy, which was adopted for the period of 2021-2025. Yet, it seems that the research projects described therein have been formulated exclusively for the purpose of the paper with no further connection to the actual activity of the members of the Faculty. There is no system in place to monitor the implementation of the research strategy, nor is there any system to evaluate the quality of research. The Faculty was asked to focus on increasing research output, especially publications in internationally recognized journals and publishers. Publications in internationally recognized journals and with internationally recognized publishers are still rare, even though it needs to be praised that there is a certain number of publications available on Web of Science, Scopus and HeinOnline between 2017-2021 (68 Web of Science, 18 Scopus, 169 HeinOnline).

The Panel recommended establishing formalized mechanisms recognizing and improving research excellence, yet except for the award for research excellence nothing has been done in this regard. Also, there has only been very limited participation in the national and international projects in recent years.

With regard to international cooperation and mobility, the Faculty has improved incoming mobility, by introducing courses taught in English and has achieved a number of 15 incoming students in 2022. There has not been any active and substantial encouragement of the teaching staff to take part in international conferences (beyond the level this happened before) and to participate more in teaching mobility.

The Faculty should have taken attempts to attract staff from outside the Faculty. Yet, such attempts have not been taken.

Finally, with regard to resources, the panel recommended improving the teaching/non-teaching staff ratio which has fallen from 35% in 2015 to 31% in 2022. A comprehensive policy for professional development of non-teaching staff should have been introduced, but is still missing. The panel also suggested providing more space for the library, which was done.

It can thus be concluded that after seven years, only a few of the recommendations of the previous expert panel have been implemented.

### Recommendations for improvement

The Management of the Faculty should again read carefully the expert panels' recommendations of 2015 and urgently take measures for their implementation.

### Quality grade

Minimum level of quality

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

#### Analysis

There is a University's Code of Ethics and a Code of Ethics at the level of the Faculty. Yet, so far, the Ethics Committee has never conducted any proceeding, which shows that the system may well exist, but is obviously not working. Considering that all kinds of unethical behavior should be sanctioned by the Faculty, it seems surprising that criminal charges against members of the Faculty have never led to any consequences, neither on an ethical nor on disciplinary level. The massive number of related negative news on the local newspaper on criminal charges against members of the Faculty of Law is staggering and the Management of the Faculty of the past has completely failed to restore the institution's poor image. The fact that a professor, according to a document presented to this expert panel, after being acquitted by the criminal court because of the statute of limitations, is now eligible for an extension of his employment after his regular retirement age clearly shows that no mechanisms exist to deal with such cases appropriately. The Faculty needs to take immediate action in order to ensure ethical behavior of its members which is a task that goes far beyond what criminal courts can do. The Faculty of Law needs to set high standards as to the conduct of its members in order to ensure the integrity of its image, so that the level of unacceptable conduct must be set below the criminal level. Given that no disciplinary proceedings have taken place in recent years, it is obvious that the Faculty does not have a functioning disciplinary system. This is truly appalling given the outrageous incidents that have occurred in the past.

In the absence of any proceedings, the Expert Panel has serious doubts that there is a functioning system for preventing unethical behavior at the Faculty of Law in Split.

With regard to plagiarism, the Faculty has bought the "PlagScan" software, but whether it is used by students or teachers is not monitored at all and there is no requirement to have a master thesis scanned for plagiarism before it can be presented for evaluation. Hence, there is still no functioning routine mechanism to address the problem of plagiarism. The previous Expert Panel recommended that the Ethics Committee receives additional powers with regard to plagiarism and that procedures to counter plagiarism are implemented in the future. Simply buying the software "PlagScan" is not sufficient, which is why this Panel reaches the conclusion that no substantial measures have been taken in this regard.

Also, according to the last Expert Panel there were signs of nepotism at the Faculty, which are still present and, according to the management, shall be solved in view of a future retirement. The management of the Faculty appears determined to counter nepotism at all levels. This needs to be part of a basic policy according to which close relatives of acting professors at the Faculty must not be hired.

The website of the Faculty displays the name of the Student Ombudsman of the Faculty. Yet, the Vice Dean said that complaints by students are filed with the Student Council and then presented to him and most of the times problems can be solved informally. It is unclear, therefore, whether the student ombudsman plays an active role at the Faculty. An active ombudsman reviews the concerns which students bring to him/her, looks for solutions and mediates in individual cases between the student(s) and the organs and/or members of the HEI, helps the HEI in detecting structural deficiencies and cooperates with advocacy groups and ombuds offices in higher education. Unlike now, the Student ombudsman should be completely independent and not be a member of the Quality Assurance and Improvement Committee. Instead, he/she should report to the Committee on their activities and issues encountered in their office.

### Recommendations for improvement

1. A functioning system that supports and ensures ethical work and preserves academic integrity and freedom needs to be established. Members of the Ethics Committee must be able to work independently, free from directives, and without outside influence.
2. The Code of Ethics at the level of the Faculty must set limits of acceptable conduct and set the standard of professional integrity.
3. A functioning system to counter plagiarism is to be introduced. This can be done by imposing effectively the application of PlagScan for any written seminar paper or master thesis.
4. Anti-nepotism policies need to be applied strictly.
5. The Student Ombudsman shall take an active role in helping to solve issues brought by students.

### Quality grade

Unsatisfactory level of quality

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

### Analysis

The Faculty's website contains information on the organization, on the study programmes offered at the Faculty, on issues regarding current students, on news, forms, the library

and has a section dedicated to the Journal of the Faculty. It is publicly available in Croatian and a very limited version of it is available also in English. There is information on enrollment criteria for the undergraduate and graduate study programmes, as well as on enrollment quotas and there is ample information on study programmes, contents, learning outcomes and qualifications. Some of this information is somewhere hidden in PDF files which are opened by clicking on the links published on the website. Essential information should always be published on the website and pdf documents should be used only for details.

Generally, it is rather difficult to find the information one is looking for. Hence, the Faculty should rethink the system of the website in order to organize the information in a way that allows the user to immediately find what he/she is looking for.

The Faculty website does not contain any information on single institutes, departments, centers, chairs, nor does it contain any information on the members of the scientific staff. This is lamentable, since international cooperation often starts with looking up colleagues with expertise in similar fields at the foreign university. This is impossible in Split, since professors have no homepage and there is generally no transparency at all with regard to their research output and their scientific curricula. This contributes to making the Faculty unattractive when looking for a partner in international projects.

There is no publicly available course catalogue with schedules and professors for each semester. A course catalogue software should be introduced in order to allow transparent information on the courses taught at the Faculty. Such a catalogue would also be of help for foreign students who consider Split as a receiving institution for their Erasmus stay abroad.

The website does not contain information on the social role of the institution, nor does it contain specific information relevant for alumni or external stakeholders in general.

The website does not display correctly if consulted on a smartphone.

The Faculty is present on Facebook, but has basically not posted anything since 2017. Yet, a website is not enough for informing students, alumni and the interested public on important news/events, which is why social media are a core aspect of PR and need full attention by the management of the Faculty.

It is to be praised that the Faculty organizes open door days (last open door day on May 18, 2022) and reaches out to high schools and prospective students.

### Recommendations for improvement

1. The website should contain specific information on single organizational units (institutes, departments, centers, chairs) and it must contain information on each member of the scientific staff with transparent information both on scientific curricula, as well as publications and other activities.
2. The website should contain a publicly available course catalogue of all courses offered in the course of one academic year with the possibility of regular updates (pdf documents are inappropriate for this purpose).

3. The website should contain information on passing rates, employment statistics, drop-out rates, results of previous evaluations, etc.
4. The Faculty should be active on social media (Instagram, Twitter, LinkedIn TikTok, ...) and post news regularly (also on research output or projects) and reach out to students, graduates/alumni and the interested public at large.
5. The Faculty should put more effort in public relations in order to promote its image in the region and among stakeholders.

#### Quality grade

Satisfactory level of quality

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

#### Analysis

The Faculty aims to promote its social role as part of its core mission. There are some important activities which show that the Faculty understands and encourages the development of its social role. The most important example is the Law Clinic where free legal assistance is provided to those in need. Another example is the Croatian Medical Law Congress organized in cooperation with the Croatian Medical Chamber. Also, a series of roundtables and workshops were organized, especially in cooperation with the Alumni Club in 2022. The Faculty also participates at the annual Science Festival of the University of Split. There is (only) one example of research-related activity with a national business entity (Zaklada Adris).

It is important that these activities to reach out to the public and to promote the social role continue and are fostered in the future.

#### Recommendations for improvement

1. The Faculty should try to actively involve companies and other stakeholders of the local community in its future research projects in order to promote the development of the local economy.
2. The Faculty should continue to organize workshops and roundtables and reach out to the public in general with specific conferences and other events.

#### Quality grade

Satisfactory level of quality

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

**Analysis**

The Faculty founded the Lifelong Learning Center in 2007 with the aim of creating a continuous educational offer for lawyers from the public administration, judiciary, legal profession and business in order to continuously update their knowledge of the law. Yet, this aim has not been achieved so far. Since 2017, only six different seminars/workshops and a summer school on Environmental Protection Issues have been organized. The seminars/workshops offered were either for students (legal and economic aspects of management of trading companies) or for members of the staff of the Faculty (mentoring workshop, educational workshop for the use of online teaching tools; English and German courses, workshop with regard to needs of students with disabilities and special health conditions), but not for members of the legal professions.

The Development Strategy of the Faculty of Law contains a detailed description of how the program of the Center should develop over the period of five years (p 45). However, up to now, the lifelong learning center has not introduced any programs for members of the legal professions which according to the Development Strategy of the Faculty should be part of the core mission of the Center.

Thus, the Center appears to exist more on paper, because its program seems to consist of a variety of seminars/workshops thrown together that have been taken elsewhere and would have been offered even in the absence of such a center. A new start is required here with a program that can really achieve the goals of the center described in the Development Strategy.

The Lifelong Learning Center should not offer courses for students, but should focus on alumni, members of the legal professions, etc., as pointed out on p 45 of the Development Strategy.

According to the goals of the Center described in the Development Strategy, continuous development of scientific and administrative staff should not be part of the program. However, according to Art 9 of the Rulebook on the organization and work of the Center for Lifelong Education, the Center proposes and implements programs for the training and development of teachers and employees of the Faculty regarding their teaching competencies and strengthening of basic skills (Art 9 no 3 of the Rulebook). As a consequence, if these activities of human resources development need to take place within the Lifelong Learning Center, they should be separate, but they cannot hide the fact that an attractive program for external participants from the legal professions still needs to be established. External stakeholders should be involved in planning and drafting this new program designed for them.

Finally, with regard to the human resources development it is necessary to mention that there have been almost no initiatives within the Lifelong Learning Center for

administrative staff of the Faculty, even though such initiatives would be needed as the previous expert panel had already pointed out.

### Recommendations for improvement

1. The Faculty should, with the support of external stakeholders, develop a new program for the Lifelong Learning Center that achieves the goals according to the Development Strategy and reaches out to legal profession and the public at large.
2. The Faculty should offer courses for professional development both for scientific and administrative staff of the Faculty.

### Quality grade

Minimum level of quality

## II. Study programmes

### **2.1. The general objectives of all study programmes are in line with the mission and strategic goals of the higher education institution and the needs of the society.**

#### Analysis

At the formal level, the general goals of all study programmes are in line with the mission and strategic goals expressed in the Development Strategy of the Faculty of Law of the University of Split from the period 2020-2025 and in the Scientific Strategy of the Faculty of Law of the University of Split from the period 2021 to 2025.

In the study programmes and the Self-Evaluation, the Faculty only states that the study programmes are justified with regard to social and economic needs, but no detailed analysis of such justification is evident.

Also, in the study programmes and the Self-Evaluation, it is stated that recommendations of the professional associations that follow the licensing of regulated professions have been respected, however, there is no solid evidence for this claim either.

The Faculty generally monitors the situation on the labour market and analyses data on the employability of the Croatian Employment Service, however, there is a lack of systematic and concrete monitoring of the employability of students who have completed one of the study programmes delivered by the Faculty.

#### Recommendations for improvement

1. Create a detailed analysis of the economic and social justification of each study programme, as well as analysis of resources of the Faculty required for delivering study programmes.
2. Obtain recommendations of the professional associations that follow the licensing of regulated professions.

3. Systematically and concretely monitor the employability of students who have completed one of the study programmes conducted by the Faculty.

#### Quality grade

Satisfactory level of quality

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

#### Analysis

Learning outcomes are clearly defined and aligned with the Faculty's mission and goals. The learning outcomes of individual study programme courses are aligned with the learning outcomes of the study programmes. Learning outcomes achieved in the study programmes are aligned with the CroQF and EQF level descriptors. In defining learning outcomes, the Faculty acted in accordance with the requirements of the profession and internationally recognized standards.

The study programmes are not listed in the Register of the Croatian Qualifications Framework.

The Faculty has not developed mechanisms to continuously check and monitor the expected learning outcomes. The Faculty does not survey students on learning outcomes. Also, although there is cooperation between the Faculty and various external stakeholders, there is no evidence that there is feedback from external stakeholders on learning outcomes.

#### Recommendations for improvement

1. Continuously survey students about study programmes and learning outcomes.
2. Constantly obtain feedback from external stakeholders on study programmes and learning outcomes.
3. Register study programmes in the Register of the Croatian Qualifications Framework.

#### Quality grade

Minimum level of quality

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

#### Analysis

The Faculty evaluates the intended learning outcomes mainly in the „classic“ way – by written and/or oral exams. From the examples of written exams available to the expert panel members, it is evident that tests with open-end questions are mostly used (the students formulate answers of varying difficulty and complexity). Furthermore, it is evident from the Regulations on studies and the study regime of the Faculty that the exams are taken in writing or orally, in writing and orally, and that practical tests of knowledge can also be held. We think that the best evaluation of the expected learning outcomes will be achieved by combining written and oral exams, so we recommend that the Faculty use this combination of testing as widely as possible. Also, the exams should contain concrete cases that students need to solve.

It is definitely recommended that teachers include methods of monitoring student activities and progress. For this purpose, surveys can be used in which students can express their opinion on courses they are attending, but in which they can also evaluate their own understanding of the material.

From conversation with students, it is evident that the Faculty does not sufficiently use periodic mid-term exams as a way of testing. In any case, mid-term exams should be a standard way of monitoring the work and checking the learning outcomes of students.

The committee had a look at student final and diploma theses, and they can be evaluated as very successful and of high quality.

The Faculty periodically conducts student surveys about study programmes, but it seems that conducting surveys lacks continuity and systematicity.

It also seems that the Faculty takes very little into account the feedback on the achievement of the intended learning outcomes from external stakeholders.

### Recommendations for improvement

1. Widely introduce a combination of written and oral exams, as a way of checking the achievement of learning outcomes. Also, the exams should be on concrete cases that students need to solve.
2. Widely introduce mid-term exams as a way of monitoring and checking the achievement of learning outcomes.
3. Ensure as much feedback as possible from students and external participants about the learning outcomes of study programmes.

### Quality grade

Minimum level of quality

**2.4. The HEI uses feedback from students, employers, professional organisations and alumni in the procedures of planning, proposing and approving new programmes, and revising or closing the existing programmes.**

### Analysis

The Faculty states in the Self-Evaluation Report that it did not introduce new programmes in the relevant period. Concerning study programmes, the Faculty implemented significant changes to all five study programmes. These amendments of the study programmes were done immediately before the re-accreditation process, so it is very likely that they were done only in view of the upcoming re-accreditation process.

In its Self-Evaluation, the Faculty also states that the Committee for study programme and implementation plan and the Committee for quality assurance and improvement have the task to monitor the study programmes. Based on the data available to this expert panel, we cannot determine how often the aforementioned bodies meet and what they decide on, but in any case, the mere existence of bodies indicates a certain systematicity and stability.

It is also stated in the Self-Evaluation Report that in the work of Committee for quality assurance and improvement an external stakeholder is also very important and that he is chosen from among respected experts and former students of the Faculty. We agree with the above statement. Yet, in its current composition published on the website, the Committee for quality assurance does not have an external member, nor does the rulebook on the Committee provide for such a possibility to designate external members to the committee.

Furthermore, the Faculty states in its Self-Evaluation Report that it „involves various stakeholders in the development activities of the degree programs to ensure that the outcomes of these activities are as high quality as possible and meet the needs of the profession and the labor market.“ As an example of the above the Jurisprudentia project is cited („Jurisprudentia project enabled intensive cooperation with over fifty external stakeholders from the legal profession (judges, lawyers, lawyers in business and state administration) at the level of the whole of Croatia“). Although the mentioned fact is creditable, it does not indicate systematicity and stability because it is an ad hoc project. Hence, no system is in place to guarantee continuing input from stakeholders.

The Faculty study programmes are the only ones of their kind at the University of Split. It is highlighted, in a very general manner, in all study programmes, that they are connected with the local community (economy, entrepreneurship, civil society, etc.) and in compliance with the requirements of professional associations, but there is no solid evidence for these claims.

Changes and additions to study programmes are published on the Faculty's website.

### Recommendations for improvement

1. The Faculty would have to involve an external stakeholder in the work of Committee for quality assurance and improvement,
2. Fully and permanently involve the widest possible circle of external stakeholders in the discussion, revision and creation of study programmes, and
3. Actively involve students in the same procedures.

## Quality grade

Minimum level of quality

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

#### Analysis

In the evaluation procedure 2015, the Expert Panel recommended to immediately revise the ECTS allocation in order to reflect the actual effort necessary to master a subject. So far, the Faculty has not allocated ECTS credits in accordance with the actual student workload. We can conclude the above even from a cursory look at the elaborates on the study programmes, which clearly show, in fact, that the only criterion for the allocation of ECTS credits is the division of courses into mandatory and elective.

For example, ECTS points at the Integrated undergraduate and graduate university study of law are allocated in such a way that almost all mandatory subjects are allocated eight ECTS credits, while all electoral courses are allocated six points.

The only study programme in which all compulsory subjects are not allocated equal credits is the professional administrative study. However, even in that study programme, all elective subjects are allocated the same number of credits.

Since it is evident from the elaborates that the subjects differ greatly in terms of the number of scheduled teaching hours, as well as the scope of compulsory and supplementary literature, it is clear that the student workload was not a criterion for the allocation of ECTS points.

It is commendable that the Faculty recognizes that ECTS credits are not allocated in accordance with the actual student workload in its Self-Evaluation Report („The Faculty is aware that the current distribution of ECTS credits does not fully correspond to the actual workload of the students.“).

Also, it is very encouraging that the Faculty shows its willingness to start procedures in the future that will lead to a better allocation of ECTS credits („However, in creating the new learning outcomes adopted in 2022 at the individual program and course level, it was considered that the distribution of ECTS credits must more accurately reflect the actual workload of students“).

#### Recommendations for improvement

1. The Faculty must create a detailed and comprehensive analysis of the actual student workload in each subject.
2. When preparing the analysis, associates and teachers in individual subjects should be consulted, but certainly also students. Also, the role of the Faculty's ECTS coordinator should be significant.

3. The Faculty management must take the initiative and lead in the analysis, but also in all procedures that must be carried out in order to finally allocate ECTS credits in accordance with the actual student workload.

### Quality grade

Unsatisfactory level of quality

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

### Analysis

In general, student practice is an integral part of study programmes (where applicable), and students in all programmes are allowed to participate in practical courses.

The basic form of practical teaching is exercises and seminars on particular subjects. There, practical classes are often held by assistants and teachers, and less often by experts from practice.

Even less often, practical classes are held in courts, public administration bodies, or law and notary offices.

From conversation with students, it is noticed that less attention is paid to legal practice and practical work in regular lectures. There is, therefore, an excessively sharp division into the practical and theoretical part of teaching.

It is very commendable that the Faculty has an organized Legal Clinic.

The general impression is that the quality and organization of student practice depends too much on the engagement of individual teachers, and less on the Faculty policy and systematic monitoring.

There is no adequate inclusion of student practice in the overall allocation of ECTS credits.

### Recommendations for improvement

1. In the process of analysis of the allocation of ECTS credits, great attention should also be paid to student practice.
2. The Faculty management must ensure systematic monitoring of student practice, and collection of data on student practice from external stakeholders.
3. Practical forms of teaching should also be included in regular lectures.
4. Legal practitioners (judges, lawyers, etc.) should be included more often in regular lectures.

### Quality grade

Satisfactory level of quality

### III. Teaching process and student support

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

##### **Analysis**

The criteria for enrolment or continuation of studies, as well as the procedure for enrolment and/or continuation of studies for each of the studies offered by the HEI, are published on its website and are provided to the Central Registration Office of the Agency for Science and Higher Education, which then enters and publishes them in the national information system "Become a student".

The HEI also publishes on its website the Competition for enrolling students in the first year of undergraduate and graduate university legal and administrative studies (adopted on 21 May 2020), as a document which stipulates objective application criteria, grading process and the rank of the candidates upon receipt of the results in the State matura.

The HEI lowered the enrolment quota to 220 for full-time students (215, with additional 5 foreign students). Admission outside the approved enrollment quota is granted to the children of particularly vulnerable and protected groups (Croatian veterans from the Homeland War, Croatian war invalids, children of civilian invalids, children of peacetime military and civilian survivors of the first group, persons with more than 60% physical invalidity, persons with 2nd-4th degree of severity of disability).

Panel commends the HEI for publishing a Glossary on its website, with the purpose of attracting students and their understanding of studying at the HEI, information on the AAI identity that a student receives upon enrollment, clearly defined basic terms that students undeniably use in their studies, as well as information on the protective bodies for the rights and interests of students at the HEI, such as the Student Union and the Student Ombudsman.

Relying on the national State matura system, the HEI does not conduct additional evaluations of the candidates before enrolling them in the first year of the Integrated undergraduate and graduate studies. Hence, there is no entrance exam. However, the candidates who have not studied and passed Latin during their high school education are required by the HEI to take the Latin language exam after the enrollment at the HEI. Students enrolled in the professional administrative studies are not subject to this requirement.

Even though elective exams taken at the State matura are not a requirement for the enrolment, it is recommended that the HEI also evaluates these additional elective exams and takes into account the additionally achieved points at the State matura.

Candidates who graduated from high school before the introduction of the State matura, as well as those, who have reached the age of 25, are not obliged to take the State matura, so the HEI takes into account their grades achieved during their high school education.

The HEI, adopted the Regulation on study and regime of study adopted on 6 June 2022 (hereinafter: "Regulation on study"), based on the Decision of the University of Split adopted on 24 September 2020, as well as the Decision on the enrollment of students in higher years of study and on the amount of participation in study costs, adopted on 13<sup>th</sup> July 2022; entered into 10 December 2022), that elaborate in more detail the continuation of studies, enrollment conditions and clear and transparent participation fee amounts and the enrollment into higher years of studies, depending on the achieved ECTS points.

In relation to the transfer of students of other law faculties in the Republic of Croatia, based on the Decision on transfer and enrollment of students to the Faculty of Law of the University of Split for the academic year 2021/2022, adopted on 14 May 2021, the HEI allows their transfer on the condition that students fulfil the conditions for enrollment at the home faculty or the Faculty of Split, in the year for which they request the transfer, as well as that they have at least 3,0 or 3,5 grade average. Exercising the right to transfer in the first and last year at the HEI is excluded and the number of transfer students per year is limited to a quota of 70 students in the academic year 2022/23. Thus, in 2022, 26 students out of a possible 70 were approved a transfer.

For students who wish to realize the right to transfer to the HEI, the HEI will recognize the corresponding years of study spent at a home education institution, while for the recognition of passed exams for the relevant year, the dean's approval is needed which is then based on the previously obtained opinion of the corresponding chairs at the HEI. In cases where more students apply than the established quota (70) of transfer students, preference is given to students with an achieved higher average grade at their home education institution.

However, it is stated that the Dean may approve the transfer without fulfilling objective conditions in justified cases. According to the HEI, such justified cases are approved on a case-by-case basis, which, however, may enable a misuse of said approval, since no objective criteria regulate such cases.

In addition to transfers from other law faculties or higher education institutions, the HEI allows transfers from its legal studies to administrative studies and vice versa.

Finally, for students who are participants in international student mobility (within the ERASMUS program) and who have acquired ECTS points by taking exams at foreign universities, the HEI ensures the recognition of ECTS points thus acquired by issuing a certificate for the subjects taken as part of international mobility, based on the Regulations on International Mobility of the University of Split.

The Panel appreciates the HEI's approach to new students, who are welcomed at the ceremonial opening of classes where first-year students are introduced to the HEI's organization, study regime, ways of using the library and reading room, extracurricular student activities and the use of the information system, as well as the HEI's proactive approach to attracting high school students from the Split-Dalmatia County as potential new students, in the form of an Open Day and by holding lectures on the possibilities of the HEI's study programmes for students of the School of Economics and Administration.

#### Recommendations for improvement

1. For the purpose of enrolment, the HEI should take into account additional points achieved at the State matura for elective exams.
2. The HEI should establish clear and objective criteria when allowing transfer in justified cases, so any potential misuse of said clause is disabled.

#### Quality grade

Satisfactory level of quality

### **3.2. The higher education institution gathers and analyses information on student progress and uses it to ensure the continuity and completion of study.**

#### Analysis

According to the Self-Evaluation Report (page 47), the monitoring of student progress during their studies is the responsibility of the Student Office, the vice-dean for teaching and the Board of the HEI. However, the Self-Evaluation Report does not provide clarification of their roles and the intended procedures for said monitoring, nor was it possible to determine them through the re-accreditation process.

Namely, the HEI previously stated in the Self-Evaluation Report (page 40) that in fact the Quality Committee and the vice-deans are responsible for taking appropriate measures and necessary actions for students' progress. However, the conversations with the Board of the HEI and teaching staff, had shown that such mechanisms are not conducted by afore mentioned bodies, but are in fact conducted by the teachers, who based on their previous experience (results of previous exams), either by simplifying the study material or by introducing further activities (such as repetitoriums) aim to increase the student pass rates.

Moreover, by reviewing the data provided in the Analytic Supplement (table 3.4. and 3.5.), certain numbers could not be objectively explained by the Board of the HEI (a remarkably high increase in student pass rates between 2019 and 2020), the numbers in regards to students who have lost their study rights did not correspond to factual numbers later provided by the HEI (when specifically asked by the Panel). Additionally, the document provided by the HEI on exams pass rates (1/10/2019-30/09/2022), has shown that for three consecutive academic years no student has failed more than 70 subjects, which is objectively impossible, even more so with the establishment of the ISVU system.

So, even though the HEI gathers data on the student progress (the Analytic Supplement does indeed provide needed data), there is a strong impression that such data is collected only when needed and not systematically and continuously. Namely, since the roles and tasks of the bodies in charge of the monitoring are either not determined or are not effectively implemented, such ambiguity only contributes to the impossibility of the implementation of any of the intended monitoring procedures and consequently, allow the transition of such responsibility to the non-responsible bodies for it (for example teachers) and, therefore, do not provide an appropriate basis for continuous collection and analysis of the information on student progress.

In support of all the above, even the internal HEI survey (comprehensive research entitled "Internal student evaluation of the quality of teaching and teaching work, the work of professional-administrative services and the overall level of studies at the Faculty"; hereinafter: "Internal HEI survey"; page 25) additionally emphasizes the students dissatisfaction of the Student Office, as a body responsible for monitoring of students' progress. Namely, the students emphasize and describe the Student's Office as inaccessible (both in their relation to the students and in regards to its working hours), inefficient and its inaccuracy in the information provided to the students.

The HEI further mentions the Student Relations Office, as a specially established body (on the basis of the Rulebook on the Quality System of the Faculty of Law in Split, adopted on 29/01/2008), responsible for discussing and solving all identified problems, and for which purposes the Student Relations Office holds occasional meetings with student representatives of all years of study and at least once a semester and meetings with all professors, as well as student representatives of all years of study. However, it should be noted that it is not clearly defined what should be and is considered as a problem in the domain of the Student Relations Office, and most importantly, students are not aware of the existence of such body, which further leads to the conclusion that the Student Relations Office cannot be an effective mechanism (or tool) available to students for the resolution of said problems.

Moreover, even though the HEI, according to the Development Strategy of the Faculty of Law of the University of Split for the period from 2020 to 2025 (adopted on February

2020), has the intention to introduce the practice of annual Council meetings, such would only avail further development of the monitoring system, but only if the HEI establishes clear and objective procedures and mechanisms for monitoring, collection and analysis of students' progress. In addition, the role of the so-called institutional mentors could not be explained to the Panel by the Board of the HEI, nor are the students or professors aware of them, which leads to the conclusion that such body is, at the very least, only in its conceptual beginnings.

As a further and important mechanism of monitoring students' progress (collecting and analyzing data), the HEI strongly emphasizes surveys. Student surveys are conducted uniquely at the University level, the result of which is then the basis for the HEI to propose changes in the study plan. By reviewing the results of such surveys, the Panel is of the opinion that they cannot be accepted as an adequate mechanism for monitoring the progress of students or for the analysis of student performance and pass rates, primarily since the number of students involved is low and the results do not provide a basis for a clear conclusion.

However, the Internal HEI survey, if conducted regularly, would represent additional quality means of collecting and analyzing data on the progress and satisfaction of students. Also, it is recommended that the HEI conducts surveys more frequently in all courses and subjects, in a crucial period (for example, after conducting student evaluations) to have a more objective and clearer conclusion of the state of students' progress and their satisfaction.

Following the afore mentioned, it is crucial that the HEI primarily establishes clear and objective procedures and mechanisms for monitoring, collecting and analyzing students' progress that can then provide an appropriate basis for improvements and reforms.

### **Recommendations for improvement**

1. It is crucial that the HEI establishes an appropriate system for continuous collection of student progress with clearly defined procedures for monitoring student progress, collection of data and analysis of students' progress.
2. The HEI further needs to regulate and define the role of each body included in the procedure for monitoring student progress and must enable their cooperation and coordination.
3. An adequate mechanism for the analysis of student performance must be established (the HEI must not rely solely on surveys and actions of teachers) and enable the bodies involved to take appropriate actions on the basis of collected data.

4. Students must be informed about the Student Relations Office, in order to effectively fulfil its role, and about the so-called institutional mentors, whose role primarily must be defined by the HEI.

#### Quality grade

Unsatisfactory level of quality

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

#### Analysis

The HEI conducts classes in the manner prescribed by the elaborates of the studies of the study programmes (publicly published on the Faculty's website; entered on 12/12/2022), which is determined in accordance with the Regulation on studies. Students have confirmed that they are informed about the teaching methods of each individual subject at the beginning of each first lesson.

Therefore, programme delivery can be conducted by the following various methods: lectures, seminars and workshops, exercises, consultations, fully online, mixed e-learning, field teaching, independent assignments, multimedia, mentor work, laboratory and others (choice depends on the teacher or Chair).

Based on the evidence gathered during the site visit, it is evident that a significant part of teaching is carried out in the form of lectures, which are not compulsory for students (even though the Regulation on studies states otherwise) and to seminars and exercises (which are compulsory for students). Teaching is adjusted to different student groups by organizing the lectures for part-time students in the afternoon hours and allowing them to have consultations with teachers in person or via electronic communication (e-mail, MS Teams, Zoom, etc.).

Teachers point out that through different teaching methods, they try to bring the teaching material closer to students and thereby increase the engagement and motivation of students by incorporating hypothetical cases, as well as by analyzing legal regulations. Additionally, some of the teachers organize students into smaller groups (2-3 students per group) or simulate the process of a trial by organizing students into three process subjects (plaintiff, defendant and court) or include external stakeholders and alumni in the teaching process at seminars and exercises (upon the HEI's invitation). In regards to students with disabilities, teaching methods are adjusted on a case-by-case basis. Basic adjustments are prescribed by the Regulation on studies, whereby the students with disabilities can ask for adaptation of the exam materials and the exam process itself, the infrastructure conditions make it easier for them to access and find their way around the HEI, etc. Also, the HEI provides them with an option of paying tuition fees in instalments, i.e. exemption from paying them.

However, Internal HEI survey (page 27-29) has shown that in fact most of the teaching methods are non-interactive, teachers are unapproachable, the lectures are not interesting and are mainly intended for the individual work of the student (without teamwork) and they mostly still lack a practical aspect, which consequently reduces students' motivation and engagement. Moreover, teachers do tend to change the schedule of the lectures and their consultation hours at the very last minute and some of the teachers are often not accessible to students via their e-mails (Internal survey, table 23., page 29- 30). In addition, part-time students are dissatisfied with the organization of the practices only in the morning hours, since due to their work commitments, they are unable to participate.

Teaching methods are evaluated through the University survey, as an important element of teaching method evaluation, according to the Rulebook for insurance of quality of the Faculty of Law of the University of Split adopted in 2013. Such a survey, as stated previously in 3.2. Standard analysis, cannot be accepted as an adequate mechanism neither for monitoring the progress of students nor for the analysis of student performance, as it does not give results that would provide clear and precise conclusions. Additionally, even though the HEI emphasizes in the Self-Evaluation Report (page 50) that teachers also independently conduct different evaluation surveys with students (as needed), the teachers have confirmed they factually do not conduct them.

Therefore, the reasonable conclusion is that the HEI has no effective mechanism that would provide continuous evaluation or the basis for the adaptation of the teaching methods or inclusion of other different modes of programme delivery. In any case, the Panel recommends that the results of the Internal HEI survey, at the very least, be taken as a starting basis for evaluation and adaptation of teaching methods.

In relation to the use of advanced technologies, the HEI provides the students only with an access to different forms of teaching through online platforms, such as MS Teams and Merlin.

The independence and responsibility of students is encouraged through the awarding of the Dean's Award for the best student scientific or research work, as well as the awarding of the Dean's Award for Excellence to students. The awarding procedure itself, as well as the selection criteria, are governed by the Regulations on the Dean's Award for the best student scientific or professional work for students of the Faculty of Law at the University of Split and the Regulations on the Dean's Award for Excellence for students at the Faculty of Law at the University of Split, both adopted on 17 December 2014. Additionally, teachers are available for students to publish scientific papers in co-authorship with teachers, however, based on feedback from teachers and students, the student's response to writing and publishing scientific papers is very low.

The Rulebook on the Selection of Demonstrators regulates the method of selection, rights and obligations of the most successful students, chosen as demonstrators, who help teachers, and who can exercise the right to a symbolic compensation for their involvement. Successful students are allowed to participate in mock trial competitions (moot court), as well as in the Law Clinic, which has three teams and is based on providing free legal assistance from the students themselves, with the help and mentoring of teachers and external associates (alumni), from areas of civil and administrative and labor law. The HEI also provides support to students through workshops of the Split Debate Union and summer school in cooperation with ELSA.

However, since Dean`s awards, Moot Courts, the Law Clinic and the position of demonstrators are intended solely for the encouragement of autonomy and responsibility of excellent students, the HEI should develop other programs that would enable other (average) students to participate in programs provided by the HEI.

With aforementioned in mind, even though various modes of programme delivery are used, such should be used in most subjects to provide a full student-centered learning by incorporating a more practical aspect that would contribute to the motivation of students and their engagement. This is particularly true for lectures, which are apparently not considered useful by the students and therefore need to be changed completely. In addition, an adequate basis for evaluation of teaching methods should be established, which would allow the students to participate and suggest the introduction of new interesting ways of teaching, especially practical. Finally, the HEI should establish a way to include other (average) students in their programmes and thus at the same time try to encourage their autonomy and responsibility.

### Recommendations for improvement

1. More practical teaching methods must be included in the programme delivery to ensure and to improve students' engagement and motivation.
2. The HEI must establish an appropriate system for the evaluation of teaching methods and take appropriate action based on the results of such evaluation.
3. Continuous system of cooperation with external stakeholders and alumni must be established and strengthened for further development of the practical aspect of studying.
4. The HEI needs to establish new programmes that would allow the inclusion and promotion of average students.
5. Teachers must be more approachable for students and implement more interactive teaching methods to improve students' engagement and motivation.

## Quality grade

Minimum level of quality

### **3.4. The higher education institution ensures adequate student support.**

#### Analysis

As mentioned in the analysis of standard 3.1, the HEI publishes a Glossary on its website, with the purpose of attracting new students, that provides clearly defined basic terms that students undeniably use in their studies, information on the AAI identity that a student receives after being enrolled at the Faculty, as well as other information such as the Student Union and the Student Ombudsman. Additionally, the HEI organizes the ceremonial opening of classes, at which first-year students are introduced to the HEI's organization, study regime, ways of using the library and the reading room, extracurricular student activities and the use of the information system.

In relation to the provision of counseling regarding career opportunities, the University of Split organized the Career and Teaching Base Days 2021: "Careers through challenges and adaptation"; entered on 22 December 2022). At the level of the Faculty of Law, however, the Panel has not observed any continuous and functional mechanisms for student career guidance.

Since in its Self-Evaluation Report, the HEI highlights institutional mentors as a body responsible for student study and career guidance, it is again necessary to point out that neither teachers nor students are familiar with the role of the institutional mentors. As a result, the role of such a body cannot be taken as an appropriate form of counseling, since institutional mentors – if they exist at all – are not yet defined and developed at a sufficient level.

In the absence of an established and developed counseling mechanism, which would be available to students regarding their studies, it is still necessary to highlight the role of the demonstrator, who according to the students stands out as an important body for students. Namely, the demonstrators actually take on the role of mentors and try to help students master the material and are available for all questions and problems that students encounter.

To support vulnerable groups, and in accordance with the provisions of the Regulation on studies, the Faculty Council appoints a Commissioner for students with disabilities, who participates in his activities with the Office for students with disabilities. On the basis of their cooperation, support is then provided to vulnerable groups in order to improve study and accommodation conditions and provide other types of assistance (legal assistance, psychological assistance, assistance in performing daily activities). At the level of the University of Split, according to the Self-Evaluation Report (page 53), there is also

a Psychological Counseling Center available to students, where through various counseling activities they can get help and support in solving personal difficulties, but also in increasing their study efficiency. However, based on the feedback from students, they are not familiar with this type of help and support nor with the Psychological Counseling Center.

Moreover, even though the HEI has the intention to tailor the student support to a diverse student population, by organizing lectures in morning and afternoon hours, organizing consultation via electronic communication (e-mail, MS Teams, Zoom, etc.), there is a tendency from the teachers to change the schedule of the lectures and their consultation hours at the very last minute, as well as that some of the teachers are often not accessible to students (Internal survey - table 23., page 30) and practices are usually held in the morning hours disabling part-time students to participate in them due to work commitments.

Four people are employed in the Dean's office of the Faculty and the Secretariat, one with an academic degree of Doctor of Science, two with a university degree and one with a higher professional degree, while the department for student and teaching issues employs five people, four of whom have a university degree and one has a higher professional degree. In addition, the Library staff participated in courses, whereby they gained additional qualifications appropriate for working with students with disabilities. However, the Student's Office is described by the students as inaccessible (both in relation to students and in regards to its working hours), inefficient and students complain because of the inaccuracy of information provided to the students.

It should be mentioned that according to Internal HEI survey, students are dissatisfied with the HEI's website, because it is vast, which makes it difficult to access the required and relevant information and social networks of the HEI are not as active as they should be.

### Recommendations for improvement

1. Student support must be improved primarily by defining the roles of bodies intended for student support, and informing the students and teachers on said bodies.
2. Student support for part-time students needs to be additionally adjusted.
3. The HEI needs to strengthen the role of demonstrators, as student mentors, and establish a well-functioning student mentor system – the HEI should establish and develop the role of the institutional mentor and acquaint the students and teachers with it.

4. The HEI should, generally, take a more proactive approach in introducing the students with the counselling centres available at the university level and with students from vulnerable and under-represented groups so they are provided with help on time (more advertising about bodies that could provide them with necessary help).
5. Efficiency of the Student Office and accuracy of the information it provides to students must be improved.
6. The HEI needs to take a more proactive approach and conduct internal programmes that would provide the students with information on career opportunities.
7. The HEI's website needs to be organized better, so the students have easier access to relevant and needed information. More activity on the HEI's social networks should also be encouraged.

### Quality grade

Minimum level of quality

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

#### Analysis

The Faculty emphasizes its support to vulnerable and protected groups (Croatian veterans from the Homeland War, Croatian war invalids, children of civilian invalids, children of peacetime military and civilian survivors of the first group), persons with more than 60% physical damage, persons with 2.-4. degree of severity of disability) by giving the priority for their enrollment to the HEI outside the approved enrolment quota.

Additionally, for the purpose of supporting vulnerable groups, and in accordance with the provisions of the Rulebook on studies, the Faculty Council appoints a Commissioner for students with disabilities, who participates in his activities with the Office for students with disabilities. Cooperation of the two aforementioned bodies ensures support is provided to vulnerable groups in order to improve study and accommodation (direct approval of accommodation in student housing) conditions and provide other types of assistance (legal assistance, psychological assistance, assistance in performing daily activities).

In the last couple of years, the number of students from vulnerable groups seeking help in their study from the HEI has increased, although students often decided to seek the Faculty's help later in the course of their studies. Help to such students is provided taking

into account the peculiarities of each individual case (case-by-case basis), which the Panel commends.

The HEI also has invested funds for the purpose of improving infrastructural and technical conditions, thus installing an elevator and moving ramps, making it easier for students with disabilities to access the HEI's building and facilities, as well as funds to facilitate studying. The HEI, therefore, strives to ensure a sufficient number of copies necessary literature and procurement of necessary equipment at the HEI. It should be mentioned that the Library staff participated in courses, whereby they gained additional qualifications appropriate for working with students with disabilities.

#### Recommendations for improvement

- A more proactive approach with students from vulnerable and under-represented groups (more advertising about the bodies they can contact and where) must be taken, so they are provided with help on time.

#### Quality grade

Satisfactory level of quality

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

#### Analysis

Important information about student mobility is regularly published on the notice board of the Faculty, and students can contact the Vice-dean for International Cooperation, the Erasmus coordinator or the ECTS coordinator of the Faculty directly during a special consultation period, i.e. by email or phone, in order to get the necessary information. On the website of the Faculty, you can find all the information about ERASMUS, along with the phone numbers and e-mail addresses of almost every staff member. Something like that is just as commendable as the fact that they held an online Erasmus+ info day for all students on the occasion of the published Competition for Student Mobility. Therefore, students have easy access to the necessary information related to ERASMUS in order to attend part of their studies abroad. The HEI also announced that the City of Split has published a public call for the allocation of compensation for part of the travel expenses for students from the ERASMUS+ program.

The expert panel members could not assess how much support was provided to the students during the application and implementation of the ERASMUS program, since there was only one Erasmus student at the meeting who said that the Faculty helped him during the application. At the meeting with the students during their visit to Split, they all said that they were indeed informed about the possibility of attending part of their studies abroad. Everyone is familiar with the ERASMUS program, but they are not familiar with any other way of gaining international experience. While talking to the students, expert

panel members got the impression that they are not adequately familiar with the financing of the ERASMUS project. At the meeting with Panel, the Erasmus coordinator said that the number of faculties with which the Faculty cooperates has tripled since 2007. Since that year, they have significantly increased cooperation, but the vice-deans, the Dean and the ERASMUS coordinators themselves have said that there is room for improvement. Looking at the year 2015, an improvement can be seen, but only slightly. After reviewing the Rulebook on international mobility of the University of Split, the expert panel members found that the higher education institution ensures the recognition of ECTS points obtained at another higher education institution. The vice-dean for international cooperation explained at the meeting that he is the one who issues the certificate showing the number of ECTS points that are awarded to a student at the Faculty.

Also, the Faculty conducts a survey of outgoing students since 2021. Since they have just started conducting such a survey and also because of the newly appointed Quality Assurance and Improvement Committee, the expert panel members were not able to assess how much the Faculty actually managed to collect data on student satisfaction with the quality of support. During the discussion with the students, the expert panel members were able to establish that the students do not show much interest in going to ERASMUS. The question arises whether this is due to insufficient information and what the Faculty can do to change this. Considering the rather large number of students and the satisfactory number of bilateral contracts concluded by the Faculty itself, it is hard to believe that students are not sufficiently interested in ERASMUS, but the problem lies somewhere else. For a reason, the number of outgoing students per year is on average only 5. The Faculty needs to find out the reasons for this and act appropriately. One of the reasons may be that the study programme concentrates all the elective subjects in the fifth year which means that students may go abroad mainly in the final year which for a variety of reasons is not ideal. Also, the fact that most courses with an international focus are offered as electives in the final year, is a problem, since students should become familiar with international aspects of law much earlier in order to trigger their interest in studies abroad. Except for the course Foreign Language I and II in the fourth and fifth semester, the Expert Panel is not aware whether students are put in contact with foreign literature and foreign experiences, practices and foreign professors. Also, for applying for an Erasmus stay abroad, students have to write a letter of motivation in English and show evidence of foreign language courses. In the Self-Evaluation Report, the Faculty stated that it encourages the mobility of its students in other frameworks of partnership cooperation, but these other forms have not been explained in detail. Also, learning foreign languages is provided only at the university level, but not at the Faculty level (except for the obligatory foreign language course in the fourth and fifth semester). The Faculty has an office in the library for the Erasmus coordinator, however, the coordinator does not work every day, but only at certain times of the week or by appointment.

### Recommendations for improvement

1. Students should be acquainted with foreign language courses and international aspects of law very early in their studies.
2. Electives should not be concentrated in the last year of studies in order to allow students an earlier stay abroad.
3. The Faculty should hold Erasmus days at the Faculty by inviting students who have been on the programme in order to attract other students and recount their experience.
4. The Faculty should invite colleagues from abroad to hold lectures in English and organize summer schools which are also attended by foreign professors and students in order to increase the students' interest in the studies abroad.

### Quality grade

Minimum level of quality

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

#### Analysis

At the beginning of each semester, a meeting (Welcome day for incoming Erasmus students) is organized with incoming students both at the level of the University of Split and by the Faculty of Law. The problem is that the Faculty website still lacks a lot of information to help incoming students. Almost everything that students can find out about ERASMUS, they find out at the University level rather than at the Faculty level. Also, the website of the Faculty has some information available in Croatian but not in English. During the conversation with the incoming Erasmus student, the expert panel members came to the conclusion that he was sufficiently informed by the Faculty about his rights and obligations, but some details were not clear to him. The same student praised the "Buddy system", which helps him find his way around the Faculty. Only in the current academic year the HEI has begun to collect feedback on the satisfaction and needs of foreign students through a survey, therefore it could not be given to the expert panel members.

The ERASMUS student said that he takes courses in English, but the language is such that it is very demanding and he has difficulty understanding some legal terms. He also said that the vast majority of his study programme is conducted in a foreign language. The Faculty published a list of courses available for Erasmus students in the academic year 2021/22, but not for the current year 2022/23. It is not clear from the list which of these courses are actually offered ("some courses are available only in one semester") and the language of instruction is "generally both Croatian and English, though some courses are held in Croatian or English only". On the basis of this list, Erasmus students have therefore

no chance to find out which courses are available to them, which is why they need to contact the coordinator of the Faculty and ask for guidance in every single case. How many courses are actually taught in English cannot be established on the basis of the data available to the Expert Panel. As has been stated by one Erasmus student, the courses he attends are taught in English. According to table 3.6 of the Analytical Supplement, the number of incoming students during the last five years was 83 which equals to not even 15 incoming students per year. This is still a very low number which is why there is still much room for improvement. Incoming students are offered the possibility to learn the Croatian language at the level of the University of Split which allow them to acquire 10 ECTS points. All information for incoming students in a foreign language is provided only at the level of the University.

### Recommendations for improvement

1. It is recommended to publish the Rulebook on International Mobility of the University of Split in English so that the incoming student can get the necessary information in the universal language via the Internet.
2. It is recommended to publish the results of the survey of incoming and outgoing students so that these results are available to students.
3. It is recommended to improve the Faculty website for Erasmus incoming students so that all information is available to them directly by linking to the page of the Faculty, not the University.
4. It is recommended to update the list of courses taught in English (and only those) each academic year on the website of the Faculty in order to allow foreign students to have a clearer picture of the course offerings.
5. Croatian students should be encouraged to participate in courses in which Erasmus students participate (or courses in English) in order create interaction between these students.

### Quality grade

Minimum level of quality

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

#### Analysis

At the Faculty, the evaluation and assessment criteria and methods are clear and regulated by the Faculty's acts, which are published on the Faculty's website. The Rulebook on studies and study regime is clear and detailed. The students said at the meeting that everything related to evaluation and assessment was known to them right

from the first lecture, and if something is not clear to them, they email the professors and get feedback the same day or go to a consultation to get the necessary information. Thus, it seems that the evaluation criteria and methods are clear and published before the start of individual courses.

Students said that the professors never deviate from the methods they had announced at the beginning, that they did not notice any discrimination during the evaluation, but they emphasized to us the problem with part-time students. Namely, it is very difficult for part-time students to balance their work and studies because it often happens that they have exercises in some subjects in the morning when they are at work. Because of this, part-time students have less favorable conditions than regular students. They praised that the professors are never late with the exam results, but publish them within 5 working days. The problem that can occur is that students have two exams in different subjects on the same day. Such a thing should not happen because every subject at the Faculty of Law is really extensive and requires maximum concentration. Such concentration of exam dates on the same day should be avoided in order to grant students enough time to prepare for each exam appropriately. The students only referred the fact that the professors postpone the exam for the second hour of the day if the exam timetable for one subject coincides with the exam timetable for another subject, but this is something that is understood and expected from professors. Thus it seems that there is a need of improvement with regard to the organization of exams.

The expert panel members did not get the impression that the Faculty provides great support in the development of the skills of professors and assistants and everyone who values students. During the visit, the students mentioned that some professors are too strict and think that they are the only ones who know everything, while not accepting the answers of students that are not in accordance with the professor's opinion. Upon the expert panel members query, the Vice Dean for education and students said that students often contact him if they have any problem. If the problem is easily solvable, the Vice Dean immediately helps with advice, and if it is a more complex problem, he asks the student to write the same problem in the form of a complaint or similar in order to send the complaint to the Dean. When asked, the Dean himself said that very often they receive complaints from students related to the result of an exam or the final grade. He considers this as a big problem at the Faculty. Likewise, many students complained about some professors, and such a problem was solved by talking to these professors. One student himself experienced changes in some professor's methods after the appeal process to the Vice Deans. By reviewing the exams themselves, the expert panel members established that the exams were mostly of the essay type. However, expert panel members noticed that very few professors put problem tasks in their exams. If professors hold exercises in which they solve problem tasks, there are no obstacles for them to use the same exam principle. It was hard not to notice how much students praise their Faculty, but on the other hand, they behave the opposite. For example, during the extraordinary circumstances caused by the COVID-19 pandemic, students expressed great dissatisfaction. The same students who said that the Faculty reacts appropriately and

timely to extraordinary circumstances, participated in the protest against the Faculty itself. Then, the students expressed great dissatisfaction with mid-term exams. They complained that they would have liked to have mid-term exams and pass the subject that way, rather than wait for the exams at the end of the semester to pass the subject. Likewise, they do not like the fact that there is no possibility to collect points before the exam, they do not receive points for activities, exercises, or assignments.

As far as the objectivity of the assessment is concerned, the expert panel members did not get any insight into the possibility of double assessment, nor did the Faculty inform them of such a possibility. But, when asked, the students confirmed that they believe that there is no subjectivity on the part of the professor in grading the exam.

It should be praised that the Faculty takes into account special circumstances of studying for certain groups of students. For example, for one deaf student, the professor would remove the mask from her face so that the student could read her lips. Also, students with disabilities were provided with adequate support and suitable ways of testing their knowledge, and the Faculty building was made in such a way that it was functional for students with disabilities. The results of the student survey are analysed by the Quality Assurance and Improvement Committee, but there is no evidence of the availability of survey results to the students.

The expert panel members were given the same polls and results of it during the visit.

Note: According to what the Panel was told by students of the second and third year, they are satisfied with the professors' availability, quick responses to emails and advice on literature and studying methods but it was pointed out that the problem is that professors do not evaluate and test students' knowledge before the actual exam. In addition, the professors do not hold any repetitions before the exam to determine the material, which the students themselves directly complained about.

### Recommendations for improvement

1. It is recommended that professors introduce exercises and repetition for the exam, which would guide them and make it easier for them to prepare the material for the exam.
2. It is recommended to introduce exercises for collecting points, solving tasks and writing essays for additional points.
3. It is recommended to introduce problem tasks in all positive legal subjects into the exam, not only essay types of questions.
4. An official system should be introduced that allows students to file a complaint because of their grade in order to guarantee an efficient protection of their interests and the objectivity of the assessment system at the Faculty.

### Quality grade

Minimum level of quality

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

#### **Analysis**

Upon completion of graduate, postgraduate and postgraduate specialist studies, the Faculty issues a diploma confirming that the student has completed a specific course of study and acquired the right to a specific academic title. After reviewing the diploma itself, the expert panel members concluded that it was compiled and issued in conformity with the relevant regulations. The diploma is issued in the Croatian language. In addition, the Vice Dean for education said that it is also issued in one of the world's languages at the student's request and at his or her expense.

#### **Recommendations for improvement**

The diploma should generally be issued in both Croatian and English with no further expenses for students.

#### **Quality grade**

High level of quality

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

#### **Analysis**

By reviewing the table 3.7 from the Analytical Supplement, the expert panel members came to the conclusion that the number of unemployed graduates has been high in the last three years. The Faculty does not seem to take into account, on a sufficient level, such data to ensure the employability of graduates by reducing enrollment quotas which reflects the needs of the labor market and the resources of the Faculty.

Compared to 2015, enrollment quotas were certainly reduced, but these quotas need to be further reduced to ensure employability of all of its graduates. However, it should be mentioned that during the meeting with the Dean and vice deans, the expert panel members were told that enrollment quotas will continue to be reduced in the course of the future years.

According to the opinion of the expert panel members, it was hard to estimate if the Faculty informs future students about the possibilities of continuing their education or employment after completing their studies, because the expert panel members did not get that impression during the meeting with students. When asked, none of the students answered that they thought of continuing their employment at the Faculty. It seemed like most students knew what they were going to do in the future because of a family business or their ambitions, not because of the Faculty's help and guidance, especially during

enrolment. When asked, the students said that they did not know about any kind of support services for students for career development at the Faculty or university level. The Faculty maintains contacts with former students and also invites them to visit within the Clinic. Alumni are available for inquiries, and the Faculty also holds career days attended by alumni. When asked by the expert panel members during the meeting with the alumni, they said that they did not know about the PROVIS program, which is very important because it includes alumni and employers. The expert panel members got the impression that the Faculty maintains contacts with alumni, but it all boils down to participation in the practical part of classes and participation in “round tables” that benefit alumni more than students. It looks like alumni exist, but they don't exist as a community that functions and has its own role. Alumni themselves said that their purpose is to guide students in what they can do and that is all they do. The Faculty should be praised for establishing an alumni system, they have the desire to initiate a PROVIS project and have contacts, but that is all they have done regarding the concern about the employability of students after graduation. The expert panel members did not receive any information about student support services for career development at the level of the Faculty or university. It should also be noted that the only way students got to know the PROVIS system was through the posters at the Faculty.

### Recommendations for improvement

1. Align enrollment quotas with social and labor market needs and higher education resources.
2. To establish a system that would continuously monitor the employment of the HEI graduates and gather data on market needs.
3. Acquaint all students, professors, and alumni with the PROVIS system and enable its development within the Faculty.
4. Come up with other ways in which alumni can participate in the work of the Faculty, not only through “round tables”.
5. To establish an Alumni club that would have an effective role at the Faculty and that would provide additional support to students.
6. Inform the students about the possibility of postgraduating their studies abroad.
7. To work on increasing contacts between the employers and students.
8. Increase the number of student activities, such as clinics and moot courts, in which alumni would participate by mentoring the students and encourage them to participate in such activities to gain practical experience.
9. To start holding activities like “Career days”.

10. Encourage students to find part-time jobs during their studies or encourage volunteering to gain experience.
11. Inform students about open job vacancies advertised through the student center, for example in lawyers' or notaries' offices.
12. To take a more pro-active approach and ensure continuous collaboration with alumni through their participation in classes at the Faculty as guest lecturers.
13. To start with awarding additional ECTS points to students who are participating in "round tables" with alumni in order to encourage their participation.

#### Quality grade

Unsatisfactory level of quality

### IV. Teaching and institutional capacities

#### 4.1. The higher education institution ensures adequate teaching capacities.

##### Analysis

This chapter was recognized as problematic in the previous reaccreditation report which stated that the higher education institution (hereinafter: HEI) does not employ a sufficient number of faculty (2015 Re-Accreditation Report). The HEI currently employs 35 faculty members with academic titles, 17 of whom are full professors, 11 are associate professors, and 7 are assistant professors (Self-evaluation Report, p. 9). This number corresponds to the situation reported in 2015, which means that the HEI has not increased the number of their academic staff since then. Therefore, faculty-student ratio remains unfavorable. In its Self-evaluation Report, the HEI notes that this ratio is 1:34,5 (p. 64). However, if only faculty in scientific academic titles are considered, this ratio is still a very high 1:43,88. If the assistants are also considered, the ratio is 1:37. Therefore, it can be concluded that the ratio is still not at a satisfactory level.

It is positive that the HEI has employed nine assistants in the examined time period, with an additional three assistants hired in 2022 (Self-evaluation Report, pp. 63 – 64). However, the age structure of the full-time tenured professors (Analytic Supplement, Table 4.1a) indicates a possibility of problems with the number of faculty members in the next few years. Namely, by 30. 9. 2024 the HEI will retire six professors, and it is unclear if their positions will be filled with assistant professors, since there is no clear plan for the promotion of assistants into assistant professors. The interviews with the assistants who have obtained their PhD, or are about to attain that degree, revealed that they have not had discussions on this topic. From the interview with the HEI management, there are no indications that they have dealt with this issue systematically.

At this moment, the number of qualified faculty is still appropriate for the delivery of study programmes that the HEI offers and for the achievement of intended learning outcomes. The interviews with the faculty, assistants and the students, as well as the presented course schedule, revealed that the HEI takes care to entrust the teaching exclusively to faculty with the scientific academic titles, while the assistants conduct seminars and practicums. Along with them, the practicums also include experienced practitioners as external associates engaged by the HEI (judges, state attorneys, ministry and tax administration officials, attorneys, etc.). Most of the external associates have gone through some form of pedagogical and didactical training. Therefore, it can be concluded that the faculty and staff are qualified for the courses they are teaching. However, the criteria for the selection of the external associates are unclear.

The workload of the faculty members is unevenly distributed and in some instances is four times higher than allowed, while in other cases it is below this threshold. It is particularly negative that the allocation of the mandatory hours is uneven within a department. It is notable that 13 of the 17 full-time professors exceed the mandatory hours (Analytic Supplement, Table 4.3). The HEI provides additional financial incentives for the time over the 300 mandatory hours, whereby the hourly rate is the highest for full-time professors. At the same time, certain assistant professors are only assigned with seminars and practicums, but not lectures in mandatory classes, which is why they do not achieve the full number of mandatory hours. The management of the HEI reported that they have identified this problem and discussed the issue with the heads of the departments who are responsible for the allocation to classes within the department where such problems exist. However, they were told that the intention was to allow the assistant professors to dedicate more time to scholarly work. The management did not take further steps to address this issue. While it is commendable that the management of the HEI respects the autonomy of the departments, it should be noted that this autonomy is not absolute and that the management is responsible for legal operations, which requires the undertaking of certain measures. It can be concluded that this allocation of the mandatory hours is inefficient and non-transparent, and that additional monetary incentives of additional work ultimately has a negative effect on the increase of the scope of work.

As a general matter, it can be noted that a significant number of faculty members teach a considerable number of mandatory classes during the year. Although the faculty did not complain of overload in the interviews, the recorded number of classes clearly indicates the fact that the quality of the classes and the scholarly work of the faculty are affected, which is visible from the relatively low academic productivity (Analytic Supplement, Table 4.4). In addition, a fairly small number of faculty members use the possibility of outgoing Erasmus mobility because they say they do not have enough time due to obligations throughout two semesters. None of the faculty members have used their right to a sabbatical. In addition to teaching, the faculty members also have some administrative duties (compilation of the exam documentation, membership in the bodies of the HEI, etc.) which additionally increases their scope of work.

It can be noted that some faculty, mostly among the full professors, participate in the work of multiple bodies outside of the HEI (for example, parliamentary committees, working groups for legislative action, advisory bodies of the government, etc.) which additionally increases their workload and inevitably affects the quality of their performance (see for example: Self-evaluation Report, p. 23). Furthermore, it is concerning that the assistants are also significantly burdened with teaching activities as the available data shows that six assistants significantly exceed the mandatory 150 hours (Analytic Supplement, Table 4.3).

The previously described facts show that the HEI has made almost no progress in this standard in comparison to the previous re-accreditation process. It is encouraging that the HEI has recently employed additional assistants and that the management plans to continue with new recruitments in the long-term. At the same time, it is questionable if the assistants will manage to obtain the status of assistant professors in order to replace the faculty members who are retiring during the next three years.

### Recommendations for improvement

1. The HEI must undertake measures for the even allocation of mandatory classes within departments and at the level of the entire institution. The allocation of classes for each department must be subject to final control by the HEI management (especially the vice dean for courses and students) and the management must intervene in cases of uneven distribution. It is recommended that the HEI introduces a time limit for the position of the heads of departments, in order to establish a more equitable rotation system.
2. The HEI must conduct measures or the reduction of the workload of the faculty whose norm exceeds 120% of the prescribed maximum. In this sense, measures must be taken, such as the redistribution of hours to faculty members with a smaller workload (particularly whose norm is below 300), the engagement of more external associates and the adjustment of the number of classes, practicums and seminars for courses that are particularly burdened.
3. The HEI must develop a clear dynamic for the promotion of assistants into assistant professors, which has to follow the dynamic for retirement. In this sense, there should be regular meetings with assistants to encourage them to acquire the title of assistant professor within the set deadlines. The workload of the assistants should be reduced in accordance with the regulation to enable their post-graduate professional development. All faculty members should be provided time for capacity development abroad and outgoing mobility, and such practices should be encouraged.

### Quality grade

Minimum level of quality

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

### **Analysis**

The HEI hires assistants in line with the statutory procedures, based on a public tender which is published in the Official Gazette of the Republic of Croatia, the website of the HEI and the EURAXESS portal. During the hiring process of new assistants, their academic excellence during their studies and other competencies (for example published work, foreign languages, etc.) is taken into consideration, in line with the legal requirements. The hiring process unfolds through three stages in accordance with the law. If two candidates have an equal score, the additional competencies are scored (certificates on the advanced knowledge of foreign languages, professional examinations, etc.). The assessment is done by a three-member board of faculty members with the scientific academic titles in the fields for which the assistants are selected, or from related fields. Based on their scores, the committee proposes a decision on the selection of candidates to the faculty council. Based on the decision of the faculty council, the Dean concludes a fixed term contract with the selected candidate, in accordance with the law. The results of the tender are publicly available and subject to administrative appeal.

In previous selection procedures, most of the hired assistants were locals, former students of the HEI, i.e., graduates of the University in Split. In this sense, the HEI should consider opening positions for courses that are taught exclusively in English, which could attract candidates from outside Croatia and from other law schools in Croatia, which could have a positive effect on increasing the visibility of the HEI and increase incoming mobility.

When it comes to the promotions to higher academic titles, it should be noted that the applicants for such positions are mostly candidates who are already employed by the HEI and that there are no other candidates. This practice is common in Croatian universities, and the situation is not likely to change in the near future since the new legislation provides that the tenders for promotions will no longer be public, but only internal. This system lacks competitiveness and thus creates the risk that not always the best candidates are promoted.

With regard to the selection criteria, the excellence of the candidates is not weighed sufficiently. According to the statements of the HEI, the key criteria for the establishment of the priority list for promotions is the number of hours, i.e., the workload of the particular faculty member, and the hour fund of the entire department. The other criteria, such as academic excellence, project engagement, awards and acknowledgments, student evaluations, etc. are not considered at all. It should be noted that the HEI has established a system of annual financial awards for faculty members for excellence in science (publishing work in renowned publications) and excellence in project management, but there is no award system for excellence in teaching, based on student evaluations and the overall workload.

If there are several employees in line for promotions, but there is only one position, the candidate with the higher workload will be selected, which is a criterium that does not always stimulate excellence. However, it is commendable that, in such situations, the HEI is willing to finance the promotion of the additional faculty member from its own budget, if such situations arise.

Finally, it should be added that the HEI has still not resolved the issue of nepotism, and there are situations where several family members are employed in the same department. Furthermore, the system for determining disciplinary responsibility, while in place, does not properly function, since there are media reports about certain professors continued to work without any restraints, and even held some management positions, despite the fact that they were subject to criminal proceedings over an extended period of time.

### Recommendations for improvement

1. Introduce additional criteria for promotions to higher titles, which will be in line with the strategic goals of the institutions and equally value excellence in academic and faculty work.
2. Consider employing faculty members who could teach courses exclusively in English to attract candidates from other countries, enhance international visibility and generally utilize the international potential that the HEI possesses due to its excellent geographical location.
3. Implement the mechanisms for disciplinary and ethical responsibility in cases where it is necessary to protect the reputation of the institution.

### Quality grade:

Minimum level of quality

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

#### Analysis

The Self-evaluation Report notes that the HEI provides the faculty members different possibilities for additional education on the development of curricula and learning outcomes, the implementation of the Croatian qualification framework, methodology, ethics in science and teaching, the development of e-courses and legal linguistics. This education is conducted in the Center for lifelong learning within the HEI, as well as other branches of the University of Split and the competent ministry.

Furthermore, the faculty members can access financial support for additional professional development within other institutions in the country and participation in domestic and international expert and scientific gatherings. In order to facilitate access to these resources the HEI has established a system for administrative support for the applications, selection and implementation of outward mobility. Support for the

professional development of the faculty is one of the key strategic development goals of the HEI for the next five years. However, there is no organized professional development plan for faculty members and staff within the HEI, and such activities are left to their own initiative.

During the observed time period, the faculty members have participated in 27 outward mobilities, which is a low number considering the fact that the HEI has signed over 40 Erasmus+ partnership agreements. In their interviews, the faculty members stated that they are prevented from taking advantage of more outward mobility due to their workload during both semesters.

The number of outward mobilities of non-academic staff was very low in the observed period, with only three employees using this opportunity (Self-evaluation Report, p. 70). Such low rates of outward mobility are not satisfactory, and they have a negative effect of stagnation in the development of their professional competencies. This is visible from the fact that the students are very dissatisfied with their treatment by the staff of the student affairs office, which they often describe as rude in surveys (Report on the Internal Audit) and in interviews. Therefore, it would be good to encourage non-academic staff, and particularly the staff of the student affairs office to engage in outward mobility and additional professional development to enhance their communication skills.

Although the HEI conducts an annual survey of student satisfaction with the courses and faculty, and the HEI has also established an internal survey organized and monitored by the Quality Assurance Board, it can be noted that the results of these surveys are not sufficiently considered. Thus, there are no awards for excellence in teaching, nor are there any concrete consequences for faculty members who receive low grades in the survey, and the outcome of the survey is not considered in the promotion to higher academic titles.

In terms of methodology, the internal survey is conducted anonymously and the results are processed in the SPSS system, based on the descriptive statistical method (Report on the Internal Audit). Participation in the survey is not mandatory for the students and the response rate is relatively low (taking into account the total number of students enrolled in the HEI), which brings into question the representativeness of the sample and the relevance of the results of the survey. Furthermore, there is no evidence that the HEI conducts peer-review practices among colleagues, which would represent a significant supporting mechanism of quality enhancement and professional development. Therefore, there is a significant lack of peer feedback on this matter.

### **Recommendations for improvement**

1. A system for encouraging outward mobility of academic and non-academic staff should be established. In this sense, the faculty workload should be reduced in order to create space for the use of the opportunities for outward mobility. It is advisable to adopt an annual plan of professional development for faculty, especially assistants.

2. Non-academic staff should be encouraged to engage in outward mobility and additional training in fields important for their work, such as the physiology of working with clients and communication skills.
3. It is advisable to establish an excellence award for teaching and acknowledge faculty members who receive the highest grades in the student surveys. The rulebook on the award for excellence in teaching should be updated in this sense. On the other hand, there should be a mechanism to deal with faculty members whose grades are below the required minimum.

### Quality grade

Minimum level of quality

**4.4. The space, equipment and the entire infrastructure (laboratories, IT services, work facilities etc.) are appropriate for the delivery of study programmes, ensuring the achievement of the intended learning outcomes and the implementation of scientific/artistic activity.**

### Analysis

The HEI operates in one building on a total of 3.627 m<sup>2</sup>. It is commendable that the HEI is able to fulfill all of its need on one location because the full educational process is concentrated in one place, which makes it logistically simpler for the students. Classrooms take up 967 m<sup>2</sup> of the overall building, with 721 seating places. In addition, the students have at their disposal a computer lab of 54 m<sup>2</sup> with 42 seating places and 17 computers. The HEI provides the space for the work of the student assembly and student associations. The rest of the space is dedicated to the library, faculty offices, the dean's office and the assembly room.

The HEI continuously invests significant finances into the maintenance and modernization of the building (which was built in 1950). During the site visit, it was noted that there were routes and ramps for persons with disabilities, as well as an elevator. The classrooms are equipped with electronic canvasses, projectors, web cameras and other computer equipment for teaching. The electrical and telecommunication installations were renewed, and a new parking was constructed with a new video surveillance system. The sanitary knots were also rebuilt, and they are orderly and clean.

The computers are equipped with modern office and program packages, and they are regularly updated, or replaced with new computers, according to the procurement plan for IT equipment. The assembly room is equipped with a videoconferencing system which can be used in the teaching process, in addition to regular meetings. Fast and high-quality wireless internet is available in the entire building. Users can also access two web kiosks through which they can access the Studomat application, as well as two computers placed in the entrance hall of the HEI. Computers are also available in the library.

The number of cabinets largely satisfies the existing needs of the faculty members and most of them have cabinets to themselves. The cabinets are also well equipped from the

IT perspective. It is possible that the HEI will face issues with the lack of space with the increased number of faculty members, and there may be a need to expansions. However, for now this is not an issue. The cabinets are of an appropriate size to allow consultations and oral exams.

It can be concluded that the investments into space and equipment are regular, and they significantly contribute to the realization of the planned learning outcomes and the academic and development strategies of the institution. Unfortunately, the HEI does not have a student canteen offering students food and beverages, which could also be a place of gathering, socialization and exchange of experiences for students.

#### Recommendations for improvement

1. There is a need to consider the increase of the number of the faculty cabinets in the longer term, which will definitely be necessary as the HEI increases the number of professors in the academic titles.
2. It is advisable to consider adding a student canteen or other suitable spaces for student gatherings and socialization.

#### Quality grade:

High level of quality

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

#### Analysis

The library covers 1050 m<sup>2</sup> of space with 36 workspaces and three computers. It is open to users between 07.30 AM and 8 PM, from Monday to Friday. The library has 3 professional staff members permanently employed (Analytic Supplement, Table 4.10). During the site visit, the library staff complained of the small number of employees, even though they had 4 staff members until recently.

It seems that the number of workspaces is sufficient. During the site visit, there was only one student working in the library. In the student survey, the majority of the students (52%) answered that they never use library capacities for studying.

In the university student survey, the students graded the library with 4,3 on average. In the internal survey, the students noted the need to modernize the library space. It should also be noted that the workspaces for faculty members are not separated from workspaces for students. The HEI is aware of this problem and plans to extend the space (Self-evaluation Report, p. 76).

The library holdings contain around 118.000 volumes of monographic and serial publications. The structure of the library holdings is as follows: 60% of the material is on law, while the rest is mainly on political science, philosophy, history, sociology and reference works. The library has approximately 1,000 titles of domestic and foreign

journals in its collection. In the internal survey, some of the students expressed the need for more literature sources, but it was not specified what kind of literature is needed. The library manager stated in the interview that the library disposes of a sufficient number of sources, especially when it comes to mandatory literature (such as textbooks) and that there were no instances when a certain source was unavailable to students for a significant period of time. The data shows that the library holdings consist of 840 compulsory textbook titles and volumes in total (Analytic Supplement, Table 4.10). The databases which can be used in the library are Hein Online, Westlaw and IUS-INFO. The full electronic editions of 12.260 journals are available (Analytic Supplement). The examples of good practice within the library include offering titles of various non-conventional academic literature and the involvement in inter-library exchange.

### Recommendations for improvement

1. The expansion of the library space with additional workspaces for students and additional computers is recommended. It is also advisable to separate the faculty workspaces from the students, as well as the preparation of a special space for guest lecturers.
2. Different activities could be organized on a monthly basis (such as book promotions, guest lectures, different projects, etc.) which would include student participation. This could indirectly attract a larger number of students into the library and create the habit of spending time at the library.

### Quality grade:

High level of quality

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

### Analysis

The HEI has two main sources of income – the state budget funds and the income from its own operations. The submitted financial documentation (Analytic Supplement, Tables 4.11 and 4.12) shows that the HEI operated at a loss, since costs were higher than the income. The HEI operated with loss in 2020, as well as in 2021.

The salaries of the employees make up the majority of the expenditures, and it is notable that the HEI pays a significant number of salaries from its own budget. Provided financial documentation shows that most of the income is spent on the faculty salaries and not for the improvement of the institutional development.

At the same time, there is a notable decline of HEI income from tuitions in 2020 as well as in 2021. This is not surprising considering the continuous decrease of the number of students enrolling into the programs offered by the HEI. Despite this fact, there is no clear savings plan for the forthcoming period, nor is there a plan for possible other income generation methods from the HEI operations or from additional financing (for example, by intensifying the lifelong learning program, strengthening the engagement on the

promotion of PhD studies, applying for domestic or international projects with significant financing, seeking donations or other forms of collaborations from real sector, strengthening the cooperation with the local community, etc.).

During the site visit, additional documentation regarding salaries was requested and it was provided by the HEI only in part, after several days of delay. Namely, additional documentation was requested that would show the highest amount paid to individual faculty members, but this information was not provided by the HEI. The available documentation shows that the HEI paid teachers from its own budget for additional lectures held in the undergraduate and professional administrative studies. The hourly rate depended on the title of the faculty member in question, and the HEI paid the highest rates to full and associate professors. The documentation also shows that full and associate professors most frequently took advantage of overtime compensation. From the interviews with some younger faculty members, it emerged that some of them were not even aware of the fact that additional hours are compensated, or if they were aware, they did not know how these rights are exercised, what is the hourly rate, etc. The younger faculty members seem reluctant to talk about this topic. This leads to the conclusion that the entire system of compensating overtime work is not transparent or equitable for younger researchers and faculty members. It is also counterproductive because it stimulates faculty members to take excessive workloads. The whole system should either be abolished or fully reformed, with the aim of enhancing the equality of treatment and the rationalization of work. Although the account balance of the HEI is currently positive (because of the significant accumulation of funds), the described operations do not guarantee financial sustainability and effectiveness.

It should be noted that the HEI has been managed by the previous management and that the new dean emphasized that the overall expenditures for salaries will be reduced by 4% on an annual basis. This move is a positive development, but it is not sufficient, considering the size of the salary expenditures and operating at a loss. Another positive development is the dean's willingness to self-finance the promotions of assistants into assistant professors if there is a temporary lack of adjunct positions. In conclusion the financial operations of the HEI in the observed period did not fulfill any of the standard elements.

### Recommendations for improvement

1. It is recommended that the HEI stops the practice of making additional payments for the classes exceeding the 300-hour norm at the undergraduate, graduate and professional studies, especially because the employees are already paid a 25% linear addition to the salary. As an alternative, it is recommended to establish a maximum 10% overtime which can be compensated to the faculty members. In addition, the payments, amounts and conditions for eligibility must be transparent and available to all faculty members.
2. An annual savings plan should be adopted to reduce the expenditures and balance the income and expenditures. The annual expenditures for salaries from the HEI

budget should be reduced. At the same time, new ways to generate income should be considered, especially through cooperation with the real sector.

3. The HEI should aim to establish a new scheme for institutional stimulation of excellence in teaching and academic work because the existing system does not contribute to the motivation in this respect. There should be a system for additional financing of teaching and academic activities of the faculty members that would be based on competition, with external (independent) evaluators.

### Quality grade

Unsatisfactory level of quality

## V. Scientific/artistic activity

### 5.1. Teachers and associates employed at the higher education institution are committed to the achievement of high quality and quantity of scientific research.

#### Analysis

Within the framework of the faculty's scientific activity, the activity of the entire teaching staff, teachers and assistants, in the field of scientific research is assessed as the first key standard. The latter is of vital importance for every faculty, at least in light of the appropriate positioning of the faculty in the international scientific and research environment, as well as a key factor in the high level of pedagogical processes at the faculty. All findings in the field of scientific research, as a rule, strongly determine the content and, consequently, the quality of the pedagogical process. This key standard is achieved and demonstrated in several ways.

Firstly, an appropriate number of quality scientific works by teachers and colleagues is important. Table 5.1. of an analytical supplement indicates a relatively weak scientific involvement of faculty stakeholders. The number of the highest categorized publications in the last five years is 122, which means that each individual faculty stakeholder published less than one work per year (0.64). In SER faculty explains that taking into account other indicators, such as HeinOnline or Scopus, results show greater activity of teachers and associates. Regardless of the estimated relatively weak scientific activity, which should be significantly stronger, it can be concluded that compared to the previous evaluation period, i.e. until 2017, the situation has improved. The trends have been positive despite the current lack of results, but nevertheless some more noticeable progress can be expected in the next five-year period.

Secondly, the faculty should encourage teachers and associates to scientific publication with effective procedures. Unfortunately, the Faculty does not specifically encourage its teachers and associates to engage in scientific work and research, nor does it yet have specific procedures or measures for this. In our opinion, the most important reason for

such a situation is primarily the pronounced overload of most teachers with pedagogical work. In order to encourage research work the Faculty must adopt measures towards lowering teaching hours of teachers and associates. Adequate teaching work burden is one of the first and of most important prerequisite for scientific work. Thirdly, the Faculty must keep records of scientific activities of teachers and associates. From the SER it can be seen that the Faculty maintains a satisfactory record of the publications of its employees, which can also be attributed to the nationally determined and established system of recording publications and, at the same time, their scientific impact.

Fourthly, the scientific activity of the Faculty is visible in a number of doctoral theses. According to available data, 79 doctoral theses have been defended since the establishment of the Faculty, which can be considered as a very low number. So, on average, it is a little more than one dissertation per year. This element of the evaluated standard should also be improved, since concern for the development of the pedagogical process at the doctoral level is an important indicator of the scientific excellence of the faculty itself. Since the faculty started doctoral studies, as it is currently being conducted, in 2019, we believe that the conditions for more intensive involvement of doctoral students have been met and that this study should be intensively promoted and constantly developed. This will also lead to better results and a greater number of successfully completed doctoral theses. Lastly, teachers and associates promote their research achievements at events at home and abroad; according to data from SER, teachers were actively involved as speakers at numerous domestic and foreign conferences, 274, of which 58 were invited lectures. Considering the other elements of this criterion, which are not at an enviable level, the participation of teachers in conferences at home and around the world might be considered satisfactory.

### Recommendations for improvement

1. Decrease the teaching hours of teachers and associates in order to provide space for research,
2. Adopt effective incentives for teachers and associates to spend more time researching, like for instance sabbaticals, short term research visits at home or/and foreign institutions,
3. Promote its own PhD studies of the faculty in order to increase the number of PhD students and as a consequence the number of PhD thesis.

### Quality grade

Minimum level of quality

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

### Analysis

According to SER the Faculty in general takes care of the visibility of the faculty and its staff in the social environment in various ways. They are involved in numerous activities and projects dedicated to, for example: i) monitoring professional standards in law and their impact on the development of study programmes, ii) familiarization with EU law in the »Knowledge to Law« project, iii) active participation in the establishment of the University of Split Competence Center. In addition, the societal role of the Faculty and its staff is also reflected in numerous activities, memberships in various professional organizations and associations, such as the Croatian Academy of Legal Sciences, the Croatian Association for Maritime Law, the Croatian Association for Criminal Sciences and Practice, the Croatian Association for European Criminal Law, the Croatian Society for Sports Law, the Croatian Association for Constitutional Law, etc. On the other hand, there is no visible more serious and active role of the Faculty in the analysis of the labour market and its needs or characteristics. At the same time, the activities of the Faculty in establishing the Competence Center of the University of Split and the Technology Transfer Office and Academic Entrepreneurship which will have the role as an innovation incubator should be praised.

### Recommendations for improvement

- A more active role of the Faculty in the analysis of the labour market, its characteristics and needs, and as a result adopt appropriate adjustments to curricula and teaching processes, all with the objective of offering the labour market lawyers with good and useful knowledge.

### Quality grade:

Satisfactory level of quality

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

### Analysis

This standard shows the scientific activity and excellence of the Faculty's teachers and associates in the domestic and foreign areas. As far as special scientific awards are concerned, it follows from the SER that there is only one faculty professor, whose scientific activity has been recognized also internationally or, to be precise, regionally; there has been cooperation with the Faculty of Law in Maribor (Slovenia) and Mostar (Bosnia and Herzegovina). We consider the fact that the scientific activity of the rest of the teaching staff is not adequately recognized, as a weakness, so it would be useful to direct the Faculty's activities and incentives to this area as well. Finally, yet importantly, the Rector's Award for contribution to the introduction of socially useful learning at the University of Split, in 2021 received by a professor from the Faculty of Law, should also be mentioned as a positive achievement.

Table 5.3. of the Analytical Supplement shows the number of projects for the period of the last five years. As a partner, less often as a leading institution, the Faculty was involved in 10 projects, of which only one is still active, namely MELE (Modernising European Legal Education, funded by the European Commission). Most of the projects were national, but no significant positive trends can be detected for the future period in this regard. The relatively weak situation in this area as well is the result of otherwise insufficient, especially international scientific and research activity of teachers. The latter is generally a prerequisite or guarantee for the successful acquisition of a multi-year international project. The other two elements of this standard are less problematic, as teachers and associates are reasonably active both at domestic and, to a lesser extent, foreign conferences. They are also members of the editorial boards of scientific journals, mostly domestic ones. In the editorial boards abroad, teachers are active in two magazines in Slovenia, and one each in North Macedonia and Germany.

#### Recommendations for improvement

- The Faculty should adopt effective measures to incentivize research activity of teachers and associates, especially in an international context (for instance by lowering the teaching hours, by increasing the international mobility of teachers and associates). That will improve scientific excellence which will, as a consequence, positively impact the competitiveness of the faculty applying for new projects.

#### Quality grade

Minimum level of quality

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

#### Analysis

This standard and its elements represent an assessment of the professional and strategic foundations for sustainable and developmental scientific operation of the Faculty in the future. As it follows from the SER there are the two key documents, the Development Strategy of the Faculty of Law of the University of Split and the Scientific Strategy of the Faculty of Law of the University of Split, both for the period until the end of 2025. From both documents originate commitments or goals and some measures and directions for their achievement. In general, both documents could be evaluated with a positive grade. Especially in the field of research projects, we would like to explicitly highlight the efforts of the Faculty to establish effective technical and administrative support mechanisms for both, applicants and project holders as well. In this way, the burden of applying and implementing already acquired projects should be reduced, and researchers should be able to conduct better and more extensive research. Such an approach is certainly

appropriate, but unfortunately insufficient. Since at least the previous reaccreditation period, the lack of teaching/research staff has been a constant and serious problem. The staff, as we have mentioned several times in this report, is markedly pedagogically overburdened. In all the documents taken into account in this reaccreditation process, we miss a sincere and clear commitment to do everything in the power of the management of the faculty and university, to do two things in the human resource field. Firstly, to employ new researchers and secondly, to significantly relieve them pedagogically with reduce the number of direct teaching hours. Without at least one, or even better, both measures, the technical and administrative relief of researchers cannot in any way be sufficient to achieve bold plans and goals in the field of sustainable and developmental research activities.

#### Recommendations for improvement

- Leading a sustainable human resource policy in combination with a significant reduction in the teaching load of currently employed teachers.

#### Quality grade:

Minimum level of quality

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

#### Analysis

Within this standard, the influence of research instrumentation and research infrastructure on the pedagogical process is assessed. In this light, it is considered positive to point out the Faculty infrastructure, such as premises (library...), software and hardware computer equipment, which is accessible to everyone, both pedagogues and researchers, as well as students of all courses and levels of study. The participation of students in the moot court competition and the legal clinic is commendable, but less so their absence or non-involvement in research projects. One of the commitments of the Faculty is that the latter will change, i.e. improve, in the future. Even if the lack of faculty and its staff in scientific and research work was identified, it is certainly commendable that research achievements are nevertheless included in the pedagogical process and thus enrich it. With more scientific and research work in the future, the pedagogical process will be able to improve even more. It is known that the Faculty is traditionally more active and recognizable in the field of medical and sports law, where better scientific results are also achieved. The preparation of scientific articles and debates co-authored by professors and doctoral students is certainly a suitable way to influence the content and quality of pedagogical work at all levels of study. A suitable incentive for students to write scientific works is also the possibility of receiving a special dean's award.

#### Recommendations for improvement

No recommendations

**Quality grade:** Satisfactory level of quality

## **APPENDICES**

**1. Quality assessment summary - tables**

**2. Site visit protocol**

### *Quality grade by assessment area*

<i>Assessment area</i>	Unsatisfactory level of quality	Minimum level of quality	Satisfactory level of quality	High level of quality
<i>I. Internal quality assurance and the social role of the higher education institution</i>		<b>X</b>		
<i>II. Study programmes</i>		<b>X</b>		
<i>III. Teaching process and student support</i>		<b>X</b>		
<i>IV. Teaching and institutional capacities</i>			<b>X</b>	
<i>V. Scientific/artistic activity</i>		<b>X</b>		

## Quality grade by standard

<i>I. Internal quality assurance and the social role of the higher education institution</i>	<i>Unsatisfactory level of quality</i>	<i>Minimum level of quality</i>	<i>Satisfactory level of quality</i>	<i>High level of quality</i>
1.1. The higher education institution has established a functional internal quality assurance system.		X		
1.2. The higher education institution implements recommendations for quality improvement from previous evaluations.		X		
1.3. The higher education institution supports academic integrity and freedom, prevents all types of unethical behaviour, intolerance and discrimination.	X			
1.4. The higher education institution ensures the availability of information on important aspects of its activities (teaching, scientific/artistic and social).			X	
1.5. The higher education institution understands and encourages the development of its social role.			X	
1.6. Lifelong learning programmes delivered by the higher education institution are aligned with the strategic goals and the mission of the higher education institution, and social needs.		X		

## *Quality grade by standard*

<i>II. Study programmes</i>	<i>Unsatisfactory level of quality</i>	<i>Minimum level of quality</i>	<i>Satisfactory level of quality</i>	<i>High level of quality</i>
2.1. The general objectives of all study programmes are in line with the mission and strategic goals of the higher education institution and the needs of the society.			<b>X</b>	
2.2. The intended learning outcomes at the level of study programmes delivered by the higher education institution are aligned with the level and profile of qualifications gained.		<b>X</b>		
2.3. The higher education institution provides evidence of the achievement of intended learning outcomes of the study programmes it delivers.		<b>X</b>		
2.4. The HEI uses feedback from students, employers, professional organisations and alumni in the procedures of planning, proposing and approving new programmes, and revising or closing the existing programmes.		<b>X</b>		
2.5. The higher education institution ensures that ECTS allocation is adequate.	<b>X</b>			
2.6. Student practice is an integral part of study programmes (where applicable).			<b>X</b>	

### *Quality grade by standard*

<i>III. Teaching process and student support</i>	<i>Unsatisfactory level of quality</i>	<i>Minimum level of quality</i>	<i>Satisfactory level of quality</i>	<i>High level of quality</i>
3.1. Admission criteria or criteria for the continuation of studies are in line with the requirements of the study programme, clearly defined, published and consistently applied.			<b>X</b>	
3.2. The higher education institution gathers and analyses information on student progress and uses it to ensure the continuity and completion of study.	<b>X</b>			
3.3. The higher education institution ensures student-centred learning.		<b>X</b>		
3.4. The higher education institution ensures adequate student support.		<b>X</b>		
3.5. The higher education institution ensures support to students from vulnerable and under-represented groups.			<b>X</b>	
3.6. The higher education institution allows students to gain international experience.		<b>X</b>		
3.7. The higher education institution ensures adequate study conditions for foreign students.		<b>X</b>		
3.8. The higher education institution ensures an objective and consistent evaluation and assessment of student achievements.		<b>X</b>		
3.9. The higher education institution issues diplomas and Diploma Supplements in accordance with the relevant regulations.				<b>X</b>
3.10. The higher education institution is committed to the employability of graduates.	<b>X</b>			

### *Quality grade by standard*

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

### *Quality grade by standard*

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

## 2. Site visit protocol

**Reakreditacija  
Pravnog fakulteta Sveučilišta u  
Splitu**

**Re-accreditation of the  
Faculty of Law University of  
Split**

***Edukacija članova stručnog povjerenstva /  
Education of panel members***

	<b>Ponedjeljak 21. studenog 2022.</b>	<b>Monday 21 November 2022</b>
<b>14:55 - 15:00 CET</b>	Spajanje na poveznicu ZOOM	Joining ZOOM meeting
<b>15:00 - CET</b>	<ul style="list-style-type: none"><li>• Predstavljanje AZVO-a</li><li>• Predstavljanje sustava visokog obrazovanja u RH</li><li>• Postupak reakreditacije</li><li>• Standardi za vrednovanje kvalitete</li><li>• Kako napisati završno izvješće</li><li>• Priprema povjerenstva za sastanke s visokim učilištem (rasprava o samoanalizi i popratnim dokumentima)</li></ul>	<ul style="list-style-type: none"><li>• Presentation of ASHE</li><li>• Overview of the higher education system in Croatia</li><li>• Re-accreditation procedure</li><li>• Standards for the evaluation of quality</li><li>• How to write the final report</li><li>• Preparation of the expert panel members for the meetings with HEI (discussion on the self-evaluation report and supporting documents)</li></ul>

**Preliminarni posjet stručnog povjerenstva visokom/  
Preliminary site-visit of expert panel members to HEI**

**Pravni fakultet Split, lokacija: Domovinskog rata 8, 21000 Split**

	<b>Ponedjeljak, 5. prosinca 2022.</b>	<b>Monday, 5 December 2022</b>
<b>09:00 – 09:15 CET</b>	Spajanje dijela članova povjerenstva na poveznicu ZOOM	Joining the part of the expert panel members to the ZOOM meeting
<b>09:15 – 10:15 CET</b>	Sastanak s dekanom i prodekanima	Meeting with the Dean and Vice Deans
<b>10:15– 11:15 CET</b>	Sastanak s Odborom za osiguravanje i unaprjeđivanje kvalitete	Meeting with the Quality Assurance and Improvement Committee
<b>11:15 – 12:15 CET</b>	<b>Obilazak fakulteta</b> (predavaonice, informatičke učionice, knjižnica, studentske službe) <b>i prisustvovanje nastavi</b>	<b>Tour of the Faculty</b> (classrooms, computer classrooms, library, student services) <b>and participation in teaching classes</b>
<b>12:15 – 13:30 CET</b>	<b>Analiza dokumenata</b>	<b>Document analysis</b>

***Sastanak članova stručnog povjerenstva /  
Meeting of expert panel members***

	<b>Utorak, 6. prosinca 2022.</b>	<b>Tuesday, 6 December 2022</b>
<b>12:00 – 12:05 CET</b>	Spajanje na poveznicu ZOOM	Joining ZOOM meeting
<b>12:05 – 14:00 CET</b>	<b><i>Interni sastanak članova stručnog povjerenstva, diskusija o zapažanjima i impresijama, pripreme za sastanke s dionicima visokog učilišta</i></b>	<b><i>Internal meeting of members of the expert panel, discussion of observations and impressions, preparation for meetings with stakeholders of the higher education institution</i></b>

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

	<b>Srijeda, 7. prosinca 2022</b>	<b>Wednesday, 7 December 2022</b>
<b>8:50 – 9:00 CET</b>	Spajanje na poveznicu ZOOM	Joining ZOOM meeting
<b>9:00 – 9:30 CET</b>	Sastanak s dekanom i prodekanima	Meeting with the Dean and Vice Deans
<b>9:30 – 9:45 CET</b>	<i>Pauza</i>	<i>Break</i>
<b>9:45 – 10:30 CET</b>	Sastanak sa: <ul style="list-style-type: none"> <li>• ERASMUS koordinatoricom</li> <li>• ECTS koordinatorom</li> <li>• Ravnateljicom centra za Cjeloživotno obrazovanje</li> </ul>	Meeting with: <ul style="list-style-type: none"> <li>• ERASMUS coordinator</li> <li>• ECTS coordinator</li> <li>• Director for Center for Lifelong learning</li> </ul>
<b>10:30 – 10:45 CET</b>	<i>Pauza</i>	<i>Break</i>
<b>10:45 – 11:45 CET</b>	Sastanak sa studentima svih studijskih programa – otvoreno za sve studente	Meeting with the students - open meeting for all students
<b>11:45 – 12:30 CET</b>	<i>Pauza</i>	<i>Break</i>
<b>12:30– 13:00 CET</b>	Sastanak s alumnijima (bivši studenti koji nisu zaposlenici visokog učilišta)	Meeting with the alumni (former students who are not employed by HEI)
<b>13:00 – 13:15 CET</b>	<i>Pauza</i>	<i>Break</i>
<b>13:15 - 14:00 CET</b>	Sastanak s vanjskim dionicima (nenastavnim) s kojim visoko učilište surađuje	Meeting with external stakeholders
<b>14:00 – 14:30 CET</b>	Organizacija dodatnog sastanka o otvorenim pitanjima – <b>prema potrebi</b>	Organisation of an additional meeting on open questions, <b>if needed</b>
<b>14:30 – 15:30 CET</b>	<b><i>Interni sastanak članova stručnog povjerenstva – osvrtna na prvi dan i priprema za drugi dan</i></b>	<b><i>Internal meeting of the expert panel members – comment on the first day and preparation for the second day</i></b>

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

	<b>Četvrtak, 8. prosinca 2022</b>	<b>Thursday, 8 December 2022</b>
<b>9:30 – 10:00</b> <b>CET</b>	<i>Spajanje na poveznicu ZOOM i kratki interni sastanak stručnog povjerenstva</i>	<i>Joining ZOOM meeting and a short internal meeting of the expert panel members</i>
<b>10:00 – 11:00</b> <b>CET</b>	Sastanak s nastavnicima u stalnom radnom odnosu (nisu na rukovodećim mjestima)	Meeting with full-time teachers who do not have managerial positions
<b>11:00 – 11:15</b> <b>CET</b>	<i>Pauza</i>	<i>Break</i>
<b>11:15 – 12:15</b> <b>CET</b>	Sastanak s prodekanom za nastavu i studente	Meeting with vice dean for education and students
<b>12:15 – 12:30</b> <b>CET</b>	<i>Pauza</i>	<i>Break</i>
<b>12:30 – 13:15</b> <b>CET</b>	Sastanak s vanjskim suradnicima	Meeting with external associates
<b>13:15 – 13:30</b> <b>CET</b>	<i>Pauza</i>	<i>Break</i>
<b>13:30 – 14:00</b> <b>CET</b>	Sastanak s voditeljima katedri	Meeting with Heads of Chairs
<b>14:00 – 14:30</b> <b>CET</b>	Organizacija dodatnog sastanka o otvorenim pitanjima – <b>prema potrebi</b>	Organisation of an additional meeting on open questions, <b>if needed</b>
<b>14:30 – 15:30</b> <b>CET</b>	<i>Interni sastanak članova stručnog povjerenstva – osvrt na drugi dan i priprema za treći dan</i>	<i>Internal meeting of the expert panel members – comment on the second day and preparation for the third day</i>

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

	Petak, 9. prosinca 2022	Friday, 9 December 2022
<b>9:00 – 9:30 CET</b>	<i>Spajanje na poveznicu ZOOM i kratki interni sastanak stručnog povjerenstva</i>	<i>Joining ZOOM meeting and a short internal meeting of the expert panel</i>
<b>9:30 – 10:30 CET</b>	Sastanak s prodekanom za znanost i poslijediplomske studije i prodekanom za međunarodnu suradnju	Meeting with the Vice Dean for Science and Postgraduate Studies and Vice Dean for International Cooperation
<b>10:30 – 10:45 CET</b>	<i>Pauza</i>	<i>Break</i>
<b>10:45 – 11:15 CET</b>	Sastanak s asistentima	Meeting with teaching assistants
<b>11:15 – 11:30 CET</b>	<i>Pauza</i>	<i>Break</i>
<b>11:30 – 12:00 CET</b>	Sastanak s voditeljima znanstvenih projekata	Meeting with the heads of research projects
<b>12:00 – 12:15 CET</b>	<i>Pauza</i>	<i>Break</i>
<b>12:15 – 12:45 CET</b>	Organizacija dodatnog sastanka o otvorenim pitanjima – <b>prema potrebi</b>	Organisation of an additional meeting on open questions, <b>if needed</b>
<b>12:45 – 13:45 CET</b>	<i>Interni sastanak članova stručnog povjerenstva</i>	<i>Internal meeting of the expert panel members</i>
<b>13:45 – 14:00 CET</b>	Završni sastanak članova stručnog povjerenstva s dekanom i prodekanima	Exit meeting with the Dean and Vice Deans
<b>14:00 – CET</b>	<i>Interni sastanak članova stručnog povjerenstva – ocjenjivanje prema standardima kvalitete</i>	<i>Internal meeting of the expert panel members – assessment according to quality standards</i>

## SUMMARY

The Faculty of Law, University of Split, has made considerable progress since its last evaluation in 2015. The Faculty has adopted both a Development Strategy for the period 2020-2025 as well as a Scientific Strategy for the period 2021-2025. The Management of the Faculty shows a sincere intention to improve the overall quality of the Faculty. Very important steps towards improving the quality of the Faculty have already been taken. Numerous practical aspects have been introduced in the study programmes, such as a law clinic, professional internships, the integration of practicing lawyers and judges into the program of instruction, the application of a multitude of different teaching methods, the adoption of tailor-made measures to help persons with disabilities and an Excellence of Research Award, which was introduced some years ago. The Faculty has been able to attract more international incoming students. It has improved its infrastructure substantially and has created technically well-equipped lecture halls. It also has a well-equipped library which allows both students and the Faculty members to work on their research projects. The Faculty also continues to have a well-established international cooperation with Université de Paris II and the French Conseil d'État in the area of administrative law and offers an International Summer School on Equality and Diversity. Within its two core areas of medical law and sports law, the Faculty offers two specialized postgraduate study programs and has implemented a program of doctoral studies in 2019.

The Panel recognizes the important efforts which the current Management is taking to further improve the overall quality of the output of the Institution and acknowledges the determination of the Management to learn from mistakes made in the past. There is, indeed, ample space for improvement in all assessment areas. The Panel is aware that important structural changes need their time to be implemented. Yet, it is disappointing to see that many of the recommendations of the previous evaluation panel have not been implemented and that it took the Faculty until 2020 to adopt a new Development Strategy and until 2021 to adopt a Scientific Strategy, which both still need to be properly implemented with detailed yearly action plans. The Panel is convinced that by closely following the recommendations of this and the previous panel, the Faculty will considerably improve the quality of its output in the near future.

Finally, the Panel would like to express its gratitude for the hospitality shown during the re-accreditation process and for the efforts in preparing and supporting its work.