



**REPORT  
OF THE EXPERT PANEL  
ON THE  
RE-ACCREDITATION OF  
Faculty of Education and Rehabilitation Sciences  
University of Zagreb**

**Date of preliminary site visit:**

**11 January 2021**

**Date of on-line re-accreditation:**

**13 -15 January 2021**

February 2021

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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 Faculty of Education and Rehabilitation Sciences University of Zagreb.

Members of the Expert Panel:

- Prof. Mike McLinden, PhD, School of Education, University of Birmingham, United Kingdom of Great Britain and Northern Ireland (Expert Panel Chair)
- Prof. Jesper Dammeyer, PhD., University of Copenhagen, Kingdom of Denmark
- Prof. Dr. phil. Birgit Herz, Faculty of Humanities, Leibniz Universität Hannover, Federal Republic of Germany
- Prof. Kerttu Huttunen, PhD, Faculty of Humanities, University of Oulu, Finland
- Boris Hudina, prof., HD PRO d.o.o, expert from the business sector, Republic of Croatia
- Martina Podobnik, student, Social Work Study Centre, Faculty of Law, University of Zagreb, Republic of Croatia.

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

- Management,
- Committee for Quality Assurance
- Coordinator of International Cooperation and Projects and ECTS coordinator
- Students
- Alumni
- External stakeholders - representatives of professional organisations, business sector/industry sector, professional experts, non-governmental organisations, external lecturers
- Full-time teaching staff
- Meeting with the Vice-Dean for Study programmes and Students
- Heads of Departments
- Teaching Assistants and Postdoctoral researchers
- Meeting with the Vice Dean for Science and International Cooperation
- Heads of research projects

Croatian Expert Panel members attended the preliminary site-visit on 11 January 2021 during which they had a tour of the work facilities, laboratories, library, IT classrooms, student administration office and classrooms, and attended sample lectures, where they held a brief Q&A session with students.

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

The Expert Panel drafted this Report on the re-accreditation of Faculty of Education and Rehabilitation Sciences University of Zagreb on the basis of the Faculty's 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 site visit protocol),
- Summary.

In the analysis of the documentation, preliminary site visits to the Faculty of Education and Rehabilitation Sciences University of Zagreb, online meetings and writing of the Report, the Expert Panel was supported by:

- Iva Žabarović, coordinator, ASHE,
- Mina Đorđević, assistant coordinator, ASHE,
- Irena Škarica, interpreter at the preliminary site visit and during the online meetings,
- Anna Maria Perović, translator 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 Education and Rehabilitation Sciences University of Zagreb

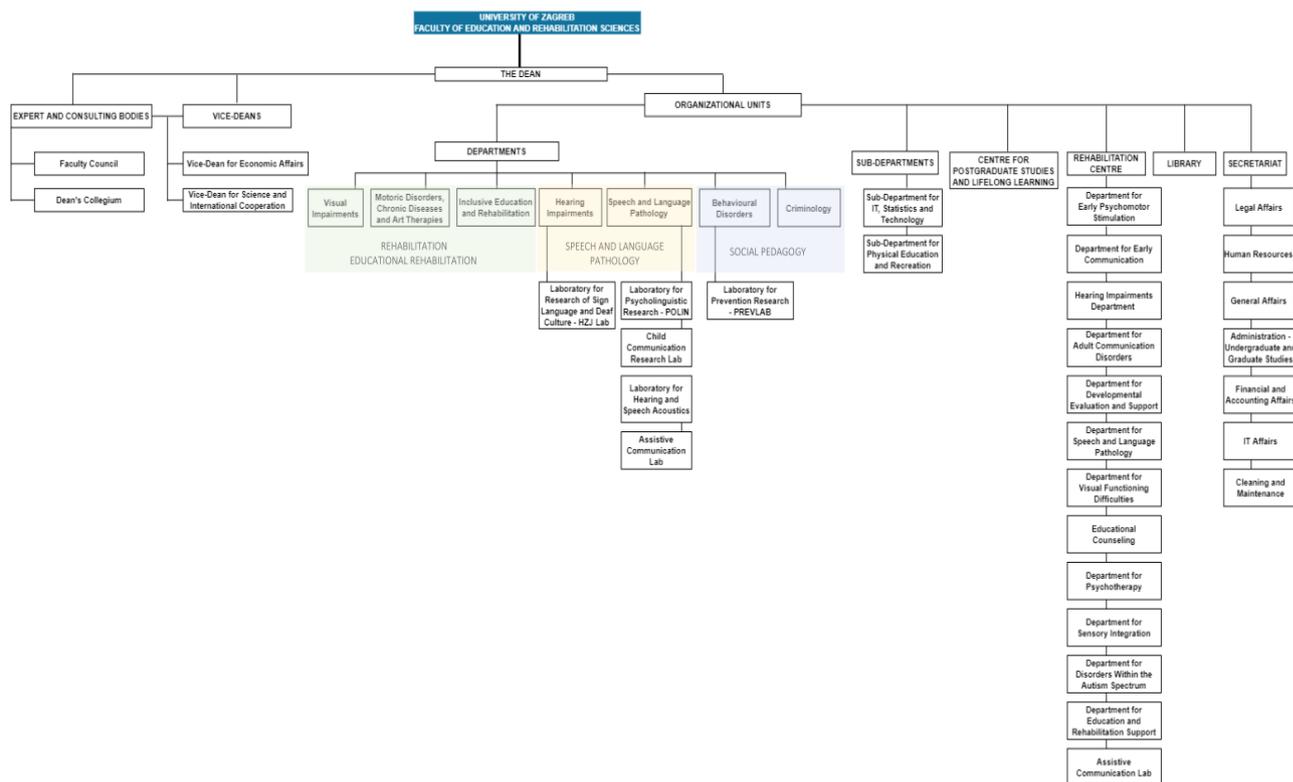
**ADDRESS:** University Campus "Borongaj", Borongajska cesta 83f, 10000 Zagreb

**DEAN:** Assoc. prof. Snježana Sekušak Galešev, PhD

### **ORGANISATIONAL STRUCTURE:**

The Statute of the Faculty of Education and Educational Rehabilitation consists of detailed information about the organisation, activities and business operations of the Faculty. The Faculty organizes and conducts university programs in Speech and Language Pathology, Rehabilitation / Educational Rehabilitation and Social Pedagogy. As described in the Statute of the Faculty of Education and Rehabilitation Sciences, the organizational units of the Faculty are: 1. departments (7 of them: Visual Impairments; Motoric Disorders, Chronic Diseases and Art Therapies; Inclusive Education and Rehabilitation; Hearing Impairments; Speech and Language Pathology; Behavioural Disorders; Criminology), 2. sub-departments (2 of them: Sub-department of Information Technology, Statistics and Technology, Sub-department of Physical Education and Recreation), 3. the Centre for Postgraduate Studies and Lifelong Learning, 4. the Rehabilitation Centre, 5. the Library and 6. the Secretariat. Managing bodies of the Faculty are Dean and the Faculty Council. The Dean is assisted by two Vice-Deans (Vice-Dean for Study Programmes and Students and Vice-Dean Science and International Cooperation).

Diagram 1. Diagram of the Internal Organizational Structure of the Faculty of Education and Rehabilitation Sciences



**STUDY PROGRAMMES:**

The Faculty organizes and conducts three undergraduate study programs - Rehabilitation, Speech and Language Pathology and Social Pedagogy; three graduate study programs - Educational Rehabilitation, Speech and Language Pathology and Social Pedagogy), postgraduate specialist study Early Intervention in Educational Rehabilitation and two postgraduate doctoral university studies: Prevention Science and Disability Study; Speech, Language and Hearing Disorders. A list of study programme is given in Table 0.1. in the Self-evaluation report and presented below.

| Study Program Title                              | Study Level             | Study Regime | Type of Studies                            |
|--|-------------------------|--------------|--|
| Speech and Language Pathology                    | undergraduate           | full-time    | undergraduate university program           |
| Rehabilitation                                   | undergraduate           | full-time    | undergraduate university program           |
| Social Pedagogy                                  | undergraduate           | full-time    | undergraduate university program           |
| Speech and Language Pathology                    | graduate                | full-time    | graduate university program                |
| Educational Rehabilitation                       | graduate                | full-time    | graduate university program                |
| Social Pedagogy                                  | graduate                | full-time    | graduate university program                |
| Prevention Science and Disability Study          | postgraduate doctoral   | part-time    | postgraduate university doctoral program   |
| Speech, Language and Hearing Disorders           | postgraduate doctoral   | part-time    | postgraduate university doctoral program   |
| Early Intervention in Educational Rehabilitation | postgraduate specialist | part-time    | postgraduate university specialist program |

**NUMBER OF STUDENTS:**

- **Full time: 811**
- **Part Time: 116**

**NUMBER OF TEACHERS:**

The structure of teachers is given in Table 4.1.a in the Analytic supplement to the Self-evaluation report and presented below.

| <i>Staff</i>                                      | <i>Full-time staff</i> | <i>Cumulative employment</i> | <i>External associates</i> |
|---|------------------------|------------------------------|----------------------------|
| <i>Full professors with tenure</i>                | 12                     | -                            | 7                          |
| <i>Full professors</i>                            | 7                      | -                            | 14                         |
| <i>Associate professors</i>                       | 16                     | -                            | 8                          |
| <i>Assistant professors</i>                       | 22                     | -                            | 18                         |
| <i>Scientific advisor (permanent/with tenure)</i> | -                      | -                            | -                          |
| <i>Scientific advisor</i>                         | -                      | -                            | -                          |
| <i>Senior Research Associate</i>                  | -                      | -                            | 1                          |
| <i>Research Associate</i>                         | -                      | -                            | 1                          |
| <i>Teaching grade</i>                             | 1                      | -                            | 4                          |
| <i>Assistants</i>                                 | 16                     | -                            | -                          |
| <i>Postdoctoral researcher</i>                    | 1                      | -                            | -                          |
| <i>Employees on projects</i>                      | 3                      | -                            | -                          |
| <i>Expert assistants</i>                          | -                      | -                            | -                          |
| <i>Technical staff</i>                            | -                      | -                            | -                          |
| <i>Administrative staff</i>                       | 23                     | -                            | -                          |
| <i>Support staff</i>                              | 7                      | -                            | -                          |

**REGISTER OF SCIENTIFIC ORGANISATIONS**

Area of Social Sciences

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

The fundamental act defining the current organizational structure of the Faculty is the Statute of the Faculty of Education and Rehabilitation Sciences, adopted by the Faculty Council at its sessions on 10 March 2014, 30 November 2015 and 25 April 2016. The Senate of the University of Zagreb ratified the Statute on 14 June 2016.

The Faculty constitutes a public higher education institution and research and teaching component of the University of Zagreb. The founder of the Faculty is the University of Zagreb. The seat of the Faculty is in Zagreb, at Borongajska cesta 83f. Based on the Decision of the Ministry of Science and Technology of the Republic of Croatia of 24 September 2002, the Faculty was registered into the Register of Higher Education Institutions under No. 0013. Based on the Decision of the Commercial Court of Zagreb of 19 June 1998, the Faculty was registered into the court register under the Registration Number ("MBS") 080237688.

The Faculty organizes and conducts university programs in Speech and Language Pathology, Rehabilitation / Educational Rehabilitation and Social Pedagogy, as well as research and professional activities in these fields. More specifically, the activity of the Faculty is the organization and implementation of university undergraduate and graduate studies, postgraduate university doctoral and specialist studies, scientific research, organization and implementation of lifelong learning programs, organization and holding of scientific and professional conferences and symposia, professional counselling and other forms of public scientific engagements, publishing, preparation of professional studies, reports and programs, as well as conducting research for different institutions and organizations, prevention, assessment and diagnosis, rehabilitation, treatment and support for children with developmental difficulties, persons with disabilities, people with speech and language disorders as well as people with social integration challenges and their social environment.

The organizational units of the Faculty are: (1) departments, (2) sub-departments, (3) the Centre for Postgraduate Studies and Lifelong Learning, (4) the Rehabilitation Centre, (5) the Library and (6) the Secretariat. The composition and function of individual organizational units is described in the Statute of the Faculty of Education and Rehabilitation Sciences.

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

## **ADVANTAGES OF THE INSTITUTION**

### **Standard 1: Internal Quality Assurance and Social Role of HEI**

- Clear evidence of continuous development of the Faculty and its staff, especially in the last 12 years, in the professional and scientific field, quality assurance and management as well as increased domestic and international recognition.

### **Standard 2: Study Programmes**

- Evidence of effective student learning that seeks to connect theory with practice.

### **Standard 3: Teaching Process and Student Support**

- Evidence of developed support systems and a positive study environment for students including those students from vulnerable groups (e.g. students with disabilities, parents).

### **Standard 4: Teaching and Institutional Capacities**

- Access to large databases of electronic full-text journals and e-books is available through the university library to serve both teaching and research.

### **Standard 5: Scientific activity**

- Evidence that the Faculty has made efforts to strengthen the high quality and quantity of scientific research in its study programmes in line with its mission. This includes a renowned Rehabilitation Centre which has extensive connections with other institutions and which provides students with opportunities for clinical training.

## **DISADVANTAGES OF THE INSTITUTION**

### **Standard 1: Internal Quality Assurance and Social Role of HEI**

- The number of departments and differences between them with respect to size, outcome, focus on internationalisation and student's experiences.
- A management culture which is partly shaped by a local/national mindset instead of a leadership culture that has a greater focus on internationalisation of the Faculty.

### **Standard 2: Study Programmes**

- Inconsistency in quality and resources between study programmes within the Faculty including, size, student experience, outcomes, degree of internationalisation.

### **Standard 3: Teaching Process and Student Support**

- There is a need to increasingly emphasize student-centered learning approaches which should be viewed by the Faculty as a priority going forward. These approaches should have an explicit focus on students being viewed as being active co-constructors of their knowledge and supported for example through: enquiry/problem-based learning, flipped classroom/flipped learning, case studies, individual data collection for student projects etc.

### **Standard 4: Teaching and Institutional Capacities**

- There was evidence that students need more working space in the premises of the Faculty as well as access to a greater number of computers, course literature and licenses for statistical software.
- The uneven spread of workload for some academic staff members with respect to teaching reduces the opportunities they have to be involved in research activities.

### **Standard 5: Scientific activity**

- A greater emphasis is needed to strengthen the international visibility of research activities. For example, this might include restructuring the administrative system to promote more international research and exchange

cooperation and provide support for applications that have a focus on international research funding.

## **LIST OF INSTITUTIONAL GOOD PRACTICES**

### **EXAMPLES OF GOOD PRACTICE**

1. Effective dissemination of knowledge with society at large and cooperation with a wide range of other institutions.
2. The Faculty publishes three scientific journals.
3. Large and enthusiastic Quality Management Committee which has broad representation from within the Faculty.
4. Student feedback is actively collected with evidence of implemented evaluation and feedback procedures.
5. Opportunities for students to have access to a range of clinical practice.
6. Strong connections with other institutions, schools and hospitals in the wider community, as well as with professional associations.
7. Support of student's social activities at the campus (sport, music, volunteer commitment).

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

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

### Analysis

The Faculty of Education and Rehabilitation Sciences fulfills the overall requirements for Standard I at a *high* level of quality. The Faculty is in the process of developing increasingly effective quality policy and procedures that include regular collection and analyses of relevant data with the purpose of ensuring and improving the quality of all institutional activities, especially student participation. These procedures include students and stakeholders from private and public sectors, and civil society organisations that actively participate in designing public policies.

### Recommendations for improvement

- Whilst the Faculty has an organizational structure in place, this was viewed by the panel as being unnecessarily complicated and includes too many small organizational units i.e., Departments and Sub-Departments, which make the management of the Faculty less efficient than it might be. It is recommended therefore that the Faculty hires an external consultant with expertise in the field of human resources and management structures to assist the Faculty in developing and implementing a more rational, efficient, responsible, and simpler management/accountability structure.
- It is recommended that the Faculty seeks to obtain an ISO quality management standard for this purpose which is common in other HEIs. ISO 9001:2015 specifies requirements for a quality management system when an organization needs to demonstrate its ability to consistently provide services that meet user needs. The application of the ISO 9001: 2015 standard would enable the Faculty to successfully respond to the challenges of the changing HE landscape and ensure a higher level of quality of their services.

**Quality grade:** High level of quality

## II. Study programmes

### Analysis

The Faculty of Education and Rehabilitation Sciences fulfills the overall requirements for standard II at a *high* level of quality. The Faculty offers good study programmes relevant for society's social needs and produces competitive professionals for the national labour market. The goals of the study programs are broadly in line with the mission and strategic goals of the Faculty. In general, the students express satisfaction with their study programs. The Rehabilitation Centre and practice institutions/centres outside the Faculty play an important and clearly positive role in developing the study programmes. The students have excellent opportunities to learn clinical and practical skills and there is a strong focus on student practice. Most of the study programs are updated and at an international level, however, a few seem not to have been updated to date. The teaching and study programmes are organized in a number of departments and some of these are small and seem to struggle particularly with managing work-load, finding time for planning and updating teaching programs.

### Recommendations for improvement

- Implement procedures to ensure that all study programs and courses are updated and are offered at an international level.
- Continue the development and implementation of procedures for ensuring the high quality of study programs including clear study descriptions, alignment of ECTS, feedback from and to stakeholders and students, optimal use of resources and close alignment with society's needs.

**Quality grade:** High level of quality

## III. Teaching process and student support

### Analysis

The Faculty of Education and Rehabilitation Sciences fulfills the overall requirements for standard III at a *high* level of quality. There is evidence that the conditions for enrolment and continuation of studies are in line with the study programs, that they are clear, published and that they are applied consistently. The Faculty recognizes the results of prior learning, regularly monitors and analyzes data on student progress, their pass rate and overall performance. Learning outcomes are harmonized with different ways of

teaching and creative and critical thinking is encouraged. Teaching is adapted to different student populations, encouraging students' independence and responsibility. Students are provided with effective study support and guidance on career opportunities. This is especially true for vulnerable and underrepresented groups.

There is outgoing and incoming mobility about which necessary information is transparent, including direct support and assistance in the implementation, harmonization of programs and ECTS credits. Student satisfaction with the quality of participation in mobility is monitored and analyzed. Information is also available in a foreign language. Evaluations are known about in advance, including the criteria and methods that will be used and the ways to ensure their objectivity and reliability. Appropriate assessment procedures are carried out with effective feedback provided to students. All necessary documents and additional documents are provided to students, which adequately prove their status upon completion of studies. The Faculty takes care of the employability of graduates, harmonizes enrolment quotas with market needs, and provides support in terms of professional career planning. It also maintains good and effective contacts with graduates.

### **Recommendations for improvement**

- To reduce the administrative burden on professional (teaching) staff, it is necessary to employ additional administrative and technical staff, who could support professional staff in applying for project proposals, promoting international student activities and developing procedures and mechanisms to improve the quality of study at the faculty. Within the teacher's schedule, time should be provided for planning of teaching and teaching in a foreign language and/or financial compensation for that work.
- It is necessary to raise the use of Rehabilitation Centre resources to a higher level in the context of its use for student learning. Given the existing ratio of teachers and students, the existence of clinical practice through the Centre for Rehabilitation and Laboratories, and the need to strengthen international cooperation and mobility, it is recommended to approve the employment of more teachers in all programs and clinical work.
- The Faculty should more clearly define in which ways underrepresented and vulnerable groups of students will receive targeted support throughout their learning journey.
- The Faculty should seek to collaborate with The UNIC University (unic.eu - European alliance of eight universities based on post-industrial cities) which the

University of Zagreb is a member. It may boost both student and staff mobility, widen the course offer and increase the number of courses provided in English.

**Quality grade:** High level of quality

#### **IV. Teaching and institutional capacities**

##### **Analysis**

The Faculty of Education and Rehabilitation Sciences fulfills the overall requirements for standard IV at a *satisfactory* level of quality. Although the Faculty strives for recruiting sufficient number of teachers it can do this only if coefficients allow it. The current situation with regards unequal workload between teachers and the high administrative load requires action to be taken. Teaching staff are provided with ample opportunities for continuous learning and have actively taken part in different courses. Pedagogic skills and training for them are needed to promote a more modern mindset of student-oriented learning and increase teaching that draws on e-learning. The Faculty serves its country well. It has very active connections with a large set of different stakeholders, trains professionals for the field and has also developed doctoral programmes to increase the volume and level of scientific activities. Internationalization in teaching and research is still in its early stages, but has potential as mastery of English by staff members and students is, generally, very good. The Faculty needs more space, modernization of equipment, software, library collections and related services.

##### **Recommendations for improvement**

- There is a need to develop greater equity of workload between teachers working in different or within the same departments/study programmes, through expecting greater research work and administrative duties from those with better human resources in the department/study programme and/or less teaching hours.
- The staff members should be prompted to combine activities at the Faculty to alleviate overlapping duties in administration, with more administrative help given to the departments so that the work time of teachers can be allocated in a more appropriate way towards teaching and research.
- Hiring another librarian and a larger volume of course books is needed, with library opening hours expanded.

**Quality grade:** Satisfactory level of quality

## **V. Scientific/artistic activity**

### **Analysis**

The Faculty of Education and Rehabilitation Sciences fulfills the overall requirements for standard V at a *satisfactory* level of quality. The Faculty has no action plan to develop specific research areas or clusters of research in Education and Rehabilitation. The unbalanced organization of workloads is a barrier for successfully organized research working groups. Postgraduate and graduate staff and young researchers should spend less time on administrative work and more time undertaking their research activities. Interdisciplinarity or collaboration between the young researchers should take into account the heterogeneity and complexity of innovative research strategies in a global perspective.

### **Recommendation for improvement**

- The Faculty should promote its international activities to a greater extent and enhance its international visibility.
- The scientific staff should reduce their commitments in teaching at neighbouring Universities in order to intensify their research and applications for research funding at the Faculty.
- Within the next five years, the Faculty should develop a coherent postgraduate and graduate programme with clear research objectives and criteria based on international standards.

**Quality grade:** Satisfactory level of quality

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

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

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

##### **Analysis**

The Faculty of Education and Rehabilitation Sciences fulfills the requirements for the elements of standard 1.1 at a *satisfactory* level of quality. There is evidence that internal quality assurance system developed by the Faculty includes and evaluates relevant activities, provides underlying documentation and seeks to involve key stakeholders. The Faculty has adopted a quality assurance policy, which is a part of its strategic management and is achieved through the implementation of the strategy. The implementation of the strategy includes a SWOT with responsibilities for implementation, monitoring mechanisms and the report on its implementation, and with evidence that the Faculty recognizes the strategy as an effective tool for improvement. The Faculty collects and analyses data on its processes, resources and results, and uses them to manage and improve its activities, as well as for further development and draws on a range of methods for collecting data on quality, including student satisfaction surveys. There is also evidence that the Faculty is committed to the development and implementation of human resource management policies in accordance with professional principles and standards.

The importance of quality assurance is explicitly recognized in the new Strategic Development Plan of the Faculty of Education and Rehabilitation Sciences 2019–2023, where one of the seven strategic objectives is to improve the quality management system. However, as recommended under standard 5.2 to comply with the the minimum criteria of the 'Ordinance on Conditions for Issuing Licence for Scientific Activity, Conditions for Re-accreditation of Scientific Organisations and Content of Licence' the Faculty should have a strategic research programme for the minimum period of 5 years as a separate document. There is evidence of a shift in strategic positioning with respect to quality improvement with the most recent Strategic Development Plan focusing on the overall development of the quality system with respect to the Faculty as a whole rather than only on the teaching process. This focus is also reflected in the increased involvement of non-teaching staff, students and external stakeholders in key processes and activities. The attitude towards quality and its improvement in all parts of the work of the Faculty is evaluated. This can be seen through

all the necessary documents, strategic plans, and through the involvement of all employees, students and external stakeholders in these processes. There is explicit acknowledgement in the Self Evaluation Report (SER) that some significant issues still need addressing. As an example, a 'weakness' was identified in the SWOT analysis undertaken for the Strategic Development Plan 2019-2023 about staff not being adequately informed about the quality management system and its importance. Further, an identified threat was 'excessive obligations placed on teachers' suggesting a need to ensure that management of quality assurance is built in as an expectation of roles. The QA focused research activities and visits to external HEIs are commended by the Panel and these appear to have had a positive influence on Faculty developments with respect to this standard since the last review.

The main body for monitoring and promoting quality assurance is the Quality Management Committee, with all documents of the Committee available on the Faculty website. The Expert Review Panel was impressed by the enthusiasm demonstrated by this Committee who appear to have a shared view of their work and a collective vision for what is required in seeking to establish a more effective internal QA system and ensure this is more closely embedded and aligned with strategic goals.

### **Recommendations for improvement**

- The Review Panel supports the recommendations made in the Faculty's Strategic Development Plan 2019-2023 plan. As part of its goal of advancement in quality management (Goal 3 of the Strategic Development Plan), there should be a continuing focus on developing a more holistic and systematic approach in planning, implementation and evaluation of quality assurance in all areas to reflect the complex and distinctive nature of the activities undertaken in the Faculty (i.e. teaching, research, professional work, international collaboration, information system, administrative activities and management of all processes, including the Faculty as a whole).
- To accomplish this, the Panel supports the Faculty's proposal (outlined in its Development Plan) to appoint a Vice Dean for Quality and a create an on-line platform through which all data for annual reporting and monitoring of quality development can be collected and shared. As noted in the Development Plan, these steps would create the foundations for more effective and efficient internal quality evaluation that will help to advance quality management within the Faculty.

**Quality grade:** Satisfactory level of quality

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

### **Analysis**

The Faculty of Education and Rehabilitation Sciences fulfills the requirements for the elements of standard 1.2 at a *high* level of quality. There is evidence that the Faculty has analysed the recommendations for improvement, undertakes activities on the basis of previous internal and external evaluations, and analyses improvements and plans further development accordingly.

The Faculty has been on a continuing and evidence-based journey since 2014 in developing a more functional internal quality assurance system. As noted in the 2014 report the institution had only partly developed effective organizational structure and processes formalized in legal documents, and it was recommended that there was a need to ‘plan more integrally and monitor, organise and implement activities more intensively, especially in the area of internal quality assurance, improvement of teaching, more active student participation, mobility and international cooperation, information system, more visibility of the institutional public and research participation, as well as administrative activities.’ A detailed evidence trail is provided in the Self-Evaluation Report (2015-19) to show how the Faculty has *analysed the recommendations for improvement, undertakes activities on the basis of the previous evaluation and plans further development accordingly. As an example, with respect to this standard, there is evidence of more effective structural processes that address the concerns raised in the 2014 review thereby providing a more functional quality assurance system that seeks to address quality assurance issues at a Faculty level rather than only in relation to teaching per se.*

### **Recommendations for improvement**

- There is evidence that the Faculty has made significant progress since the last review and the Review Panel was impressed with the enthusiasm demonstrated by the QA Management Committee, its vision for the future including plans to develop and promote more integrated QA systems. It should therefore continue to share key milestones on this QA management journey with stakeholders so they are aware of the planned developments and how these align with the overall strategic plan for the Faculty.

**Quality grade:** High level of quality

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

**Analysis**

The Faculty of Education and Rehabilitation Sciences fulfills the requirements for the elements of standard 1.3 at a *high* level of quality. There is evidence that the Faculty supports academic integrity and freedom, upholds the ethical standards, preserves academic integrity and freedom, and uses mechanisms for preventing unethical behaviour, intolerance and discrimination. Further, it carries out activities related to the sanctioning of unethical behaviour, intolerance and discrimination and the system for managing conflicts is functional. The work of employees of the Faculty, its students and external stakeholders, is based on ethical standards in higher education and it is seeking to systematically address issues of academic dishonesty (e.g. plagiarism, cheating etc.). The Faculty ensures ethical work in its various activities through adherence to the Code of Ethics of the University of Zagreb. This Code of Ethics contains moral principles and the principles of professional ethics by which teachers, scientists, artists and other employees of the University of Zagreb should abide in their professional and public activities. The Quality Policy of the Faculty includes respect for and promotion of academic integrity and freedoms through investment in quality in all areas of activity of the Faculty, the employees and students, which is contained in the strategic documents and legal acts of the Faculty.

The Rules of Procedure of the Ethics Committee (2013) regulate the manner of work and rules of operation of the Ethics Committee, as well as other issues important for the performance of tasks within the scope of the Ethics Committee. However, it was noted in the 2014 report that the institution had only partly implemented effective mechanisms for monitoring unethical behaviour in teaching and research, especially mechanisms for detecting plagiarism, even though there was an Ethics Committee that harmonises its work with the Rules of Procedure for the Ethics Committee Work and a Code of Ethics. Further, it was reported that the implementation and efficiency of the Rules of Procedure was not known and implemented by all of the employees and students, and should become mandatory for all stakeholders, both faculty and students considering their research, scientific and professional prominence and responsibility. There is evidence that the Faculty through the Ethics Committee has progressed in significant ways since the 2014 report in line with the elements of this standard. As an example, it is reported in the SER that during the last five years, particular emphasis has been placed on the

transparency and availability of information about the Ethics Committee and improvement of ethical aspects of scientific activities (in accordance with Point 1.8 of the Action Plan for Improving the Quality of the Faculty of Education and Rehabilitation Sciences of the University of Zagreb for the Period from 1 July 2015 to 31 December 2017).

It is reported in the SER that the staff, students and external stakeholders of the Faculty base their work on the principles of 'academic ethics', which is emphasised as being a fundamental principle of higher education. The importance of respecting this principle is included in all the relevant documents that regulate the activities of teachers, teaching, relationships between employees of the Faculty and students, relationships between students, relationships between employees, as well as relationships of employees and students with external stakeholders. Issues of plagiarism, cheating at exams and falsification of results are defined by the Code of Ethics of the University of Zagreb and the Rules of Procedure of the Ethics Committee for the Faculty. It is reported that teachers instruct students about plagiarism, cheating and falsification of results at all levels of study within the instructions provided for the drafting of seminar papers. It was confirmed through the meeting with the QA management committee that Turnitin software is used to monitor student assessment thereby systematically addressing potential issues of plagiarism.

### **Recommendations for improvement**

- Ensure appropriate procedures are in place going forward so that the assessed work of *all* students, regardless of stage and level of study, is checked for plagiarism through the use of Turnitin or similarly robust software.

**Quality grade:** High 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 of Education and Rehabilitation Sciences fulfills the requirements for the elements of standard 1.4 at a *high* level of quality. There is evidence that information on study programmes and other activities of the higher education institution is publicly available in Croatian and English on the website. Information on the activities of the Faculty is also available on social networks. The Faculty website informs stakeholders on the admission criteria, enrolment quotas, study programmes, learning outcomes and

qualifications and forms of support available to students. Information on the social role of the Faculty is available to stakeholders and its Mission was clearly impressed upon the panel in the meetings with the senior management. It is not clear from the SER to what extent the Faculty informs stakeholders about other indicators including for example, pass rate analyses, graduate employment, drop-out rates and outcomes of previous evaluations although it is reported that information regarding the work of the Faculty may be requested in writing, in accordance with the Act on the Right to Access Information. An annual report can be sent to stakeholders on request to ensure that they are updated on study programs, learning qualifications and other key information and a summary of information regarding the exercise of the right of access to information and annual reports is available on the Faculty's website.

### **Recommendations for improvement**

No recommendations are presented for standard 1.4.

**Quality grade:** High level of quality

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

#### **Analysis**

The Faculty of Education and Rehabilitation Sciences fulfills the requirements for standard 1.5 at a *high* level of quality. The Faculty constitutes a public higher education institution and research and teaching component of the University of Zagreb. The mission of the Faculty is 'to provide education based on scientific knowledge of educational rehabilitation, speech and language pathology as well as social pedagogy with the aim of including vulnerable/at-risk groups in the community by taking actions directed at individuals and the social environment and by influencing public policies and social welfare, while respecting the principles of professional ethics and responsibility'. The nature of the Faculty's mission and its alignment with the University itself was reinforced in meetings with senior management where examples were presented of how the Faculty actively contributes to the mission and goals of the university and has explicitly aligned strategies, statutes and all relevant regulations.

There is evidence that in line with its distinctive mission the Faculty makes a significant contribution to the economic and technological mission of the University itself as well as to the development of the local community. Further, in line with its vision, of leaving 'its professional mark on its environment through the participation of teachers in the work

of professional bodies that create social policies in the field of educational rehabilitation, speech and language pathology and social pedagogy' it makes a meaningful contribution to the foundations of the academic profession with respect to its core disciplines and has a distinctive social role which clearly aligns with University's mission.

A wealth of evidence is also presented to show how academic staff in the Faculty contribute to the development of society and the local and academic community by transferring current scientific and professional knowledge in the field of Speech and language pathology, Social Pedagogy and Educational Rehabilitation to society in a range of forms: including through publishing professional outputs for professionals and parents, textbooks for students, educational and rehabilitation programs and applications, professional papers, running training for professionals and parents of children with disabilities and people with disabilities themselves; through holding numerous invited lectures and by actively participating in professional conferences, public forums and round tables. Particularly significant are the Rehabilitation Centre and Laboratories in which clinical work and student practice takes place. These also play a key role in promoting the Faculty in the social context. The activities include early diagnosis, counselling, treatment and therapy, clinical training of students, student practice, voluntary contribution of students, organization of professional events and cooperation with other service providers.

### **Recommendations for improvement**

- It is recommended that the Faculty provides additional resources (staff, material and financial support) to the Rehabilitation Centre and thus expand the range and quality of its services. In particular, the activities should be strongly aligned with international research activities and cooperation.
- Whilst there is a wealth of evidence in support of the Faculty's social role this could be captured and promoted further to ensure it is clearly articulated for all stakeholders. As an example, little mention is made on the website about impact, and knowledge exchange. It is recommended therefore that promotion of the mission and vision of the Faculty is reviewed to determine how they can be more effectively understood by key stakeholders. This might include a more holistic framing of these activities to promote its social role rather than a long list of related activities.

**Quality grade:** High level of quality

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

**Analysis**

The Faculty of Education and Rehabilitation Sciences fulfills the requirements for the elements of standard 1.6 at a *high* level of quality. There is evidence that general goals of the lifelong learning programmes organised and run through the *Centre for Lifelong Learning*, are in line with the mission and strategic goals of the Faculty and that the general goals of these programmes are in line with social needs.

*The Centre for Lifelong Learning* is an organizational unit of the Faculty that organizes and implements postgraduate education as well as lifelong learning programmes, in the form of education, seminars, training and other forms of professional development. It was established in 2008, with the mission of establishing a special organizational unit for the planning, development and implementation of a lifelong professional training program for professionals who work in the prevention, diagnosis and rehabilitation or treatment of persons with special needs. Through the organization of education, seminars, workshops, professional events and other appropriate forms of training, the Centre enables practicing professionals to acquire additional competencies and modern scientific and professional knowledge for better practical work. By the end of 2019, a total of 2,765 people had completed various lifelong learning programs within the Centre for Lifelong Learning.

**Recommendations for improvement**

- The *Centre for Lifelong Learning* is an important hub for promoting continuing professional development, improvement of competencies, not only for home professions, but also other related psychosocial profiles, and professionals who meet people with social integration difficulties. It is recommended that additional staffing and resource is provided to further strengthen this important aspect of the Faculty's work.
- Consideration should also be given to the possibility of providing certification of all training conducted through the Centre and to explore whether this can be undertaken in cooperation with the Croatian Employment Service.

**Quality grade:** High level of quality

## II. Study programmes

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

#### **Analysis**

The Faculty of Education and Rehabilitation Sciences fulfills the requirements for the elements of standard 2.1 at a *high* level of quality. There is evidence that the general objectives of the study programmes are in line with the mission and strategy goals of the Faculty of Education and Rehabilitation Sciences and the need of the society. This is clear from reading the documentation and the SER and was repeatedly reported in meetings during the visit. There is a close and continuous exchange with wider society, which includes feedback practices, clinical activities and research collaboration. The high level of exchange with wider society also ensures that the society recognises the objectives and goals of the Faculty. There is a long and strong tradition for including stakeholders' feedback.

The justification for delivering study programmes, with regards to social and economic needs, is provided and includes an analysis of required resources for delivering study programmes. The Faculty delivers study programmes leading to degrees in regulated professions, it accepts the recommendations of professional organisations that govern their licencing. Further, the Faculty produces competitive professionals for national labour markets. This is clear from the employment rate statistics provided in the SER. However, while these elements are met to a high degree for most of the study programs, including graduate programme of Speech Pathology, there seems to be ongoing issues with low employment rate for others (e.g. Social Pedagogy). There is less evidence of which study programmes at the Faculty produce competitive professionals with regards to the international labour market.

#### **Recommendations for improvement**

- In developing and improving its study programs, the Faculty should take into account the needs of the Education, Social Welfare, Health, Justice and other sectors, as well as ensure harmonization with the European Higher Education Area. Analyses show that the labour market does not recognize bachelors (the problem was also noticed in other components of the University). This is especially evident in the Social Pedagogy programs. Almost all students continue Faculty graduate studies, and Faculty masters do not have a problem with employment. The panel supports the efforts of Faculty to consolidate the study programmes into

a single one lasting 5 years, on all three programmes, which could partially also rationalize the problem of teacher workload.

**Quality grade:** High 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**

The Faculty of Education and Rehabilitation Sciences fulfills the requirements for the elements of standard 2.2 at a *satisfactory* level of quality. The Faculty is clearly committed to deliver candidates with qualifications required in society. It has defined the learning outcomes of the study programmes, and they are aligned with its mission and goals. There is evidence that broadly, there is a good link between the intended learning outcomes and the profile of qualifications gained. The Faculty checks and ensures that the learning outcomes at the level of courses are aligned with the learning outcomes at the programme level. There is evidence that the learning outcomes achieved in the study programme are aligned with the CroQF and EQF level descriptors. In defining learning outcomes, the Faculty acts in line with professional requirements and internationally recognized professional standards, ensuring that the programmes are broadly up to date. The intended learning outcomes reflect the competencies required for employment, continuing education or other individual/society needs.

### **Recommendations for improvement**

- Intended learning outcomes for each study program and individual courses could be specified further, for example, by providing a list of specified learning outcomes for each course. This list will be helpful for the students and further support the teachers in ensuring stronger alignment between the intended learning outcomes and the course content.

**Quality grade:** Satisfactory

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

#### **Analysis**

The Faculty of Education and Rehabilitation Sciences fulfills the requirements for the elements of standard 2.3 at a *high* level of quality. The Faculty provides clear evidence in the Self Evaluation Report for the achievement of the intended learning outcomes of the study programmes it delivers. It revises and improves the teaching process on the basis of evidence on the achievement of the intended learning outcomes. There is evidence that the Faculty has implemented relevant procedures that monitor the requirements. This is also reflected in the feedback from students and teachers, and further, that students are completing the study programs within time and that the unemployment rates in general are low.

#### **Recommendations for improvement**

- To develop and promote a more transparent process and to implement procedures which ensure that the evidence of student achievement is used systematically in all study programs to ensure the highest quality in each subject. The panel recommends independent literature reviews to ensure the reading lists are up to date. In addition, we recommend implementation of quality standards, for example that 50% of reading lists should be international peer reviewed scientific literature.

**Quality grade:** High 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 of Education and Rehabilitation Sciences fulfills the requirements for the elements of standard 2.4 at a *high level* of quality. There is clear evidence that development activities related to study programmes are carried out systematically and regularly, involving various stakeholders. The Faculty has a strong and continuous collaboration with key stakeholders including for the development of the study programs. There is also evidence that the Faculty in planning and proposing new study programmes includes justification for its delivery, the required resources as well as how it is aligned with strategic goals and other needs of society. Further, the Faculty provides evidence on

the justification for delivering same or similar study programmes within the HEI and publishes up-to-date versions of study programmes. In general, the Faculty has implemented good practice in drawing on feedback from students, employers, professional organisations and others in the process of revising existing programmes. Students and teachers report that they feel that they are able to provide feedback and that the feedback is used to improve existing programmes. There is also evidence that the Faculty has developed and implemented effective procedures for how to record the changes to study programmes and analyse their fitness for purpose.

### **Recommendations for improvement**

- To continue the good practice of using feedback in the development/approval of new programmes, it is recommended that the Faculty reviews its structures for feedback to ensure that these draw on quantitative and qualitative analysis of current and former student feedback, as well as input from other key stakeholders for the programme through, for example, the use of surveys and focus-group interviews.

**Quality grade:** High level of quality

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

### **Analysis**

The Faculty of Education and Rehabilitation Sciences fulfills the requirements for the elements of standard 2.5 at a *satisfactory* level of quality. Overall, there is clear evidence that the Faculty ensures an adequate ECTS allocation. However, the students report that ECTS allocation is not always adequate or balanced. There is also evidence that the students are provided with feedback on the results of the analysis of gathered information and the implemented changes and that the Faculty has a clear focus and strategy for implementing this.

### **Recommendations for improvement**

- Explore the possibility of creating expectations for ECTS points, for example how much 'student effort' equates to one ECTS point. This will make the ECTS allocation more transparent for both students and teachers.

- Continue to improve the feedback procedures to students based on the results of the analysis of gathered information and the implemented changes.

**Quality grade:** Satisfactory level of quality

## **2.6. Student practice is an integral part of study programmes**

### **Analysis**

The Faculty of Education and Rehabilitation Sciences fulfills the requirements for the elements of standard 2.6 at a *high level* of quality. There is evidence that the Faculty allows for learning and obtaining new skills through student practice, as applicable. Student practice is clearly an integrated part of the study programmes and is a clear strength. The panel members were impressed by the volume and resources allocated for student practice and the degree of engagement and involvement by teachers, managers, and students. The Faculty allows for learning through student practice in many of the study programmes. The student practice is carried out in a systematic and responsible manner and where applicable, student practice is clearly an integral part of the study programmes and is organised outside the higher education institution, in cooperation with the labour market and relevant stakeholders. There is clear evidence from the Self Evaluation Report and the visit that the Faculty strives to establish and maintain cooperation with associates and mentors in institutions outside the Faculty. Student internship offers experience and learning relevant for practice at a high level. The students acquire complex clinical experiences and skills including the ability to plan, monitor, analysis and evaluate practice.

### **Recommendations for improvement**

- To continue the good practice in this area but to note that the focus on promoting high level of student practice activities might risk taking time and resource from other important student activities including research activities and internationalisation.
- Contracts with institutions are negotiated and renewed every year. Given the large number of students, we recommend reviewing this process to determine if less time-consuming procedures could be implemented.
- Additional practical and financial support for the teachers and others who organise the student practice might be needed. In addition, we suggest that the the Faculty negotiates better conditions for the student practice activities. One of the ways is to conclude agreements with these institutions in order to expand and

develop joint work in the field of scientific research, teaching and professional activities in the implementation of undergraduate, graduate and postgraduate teaching and student education. Employees in these institutions, if they meet the scientific criteria, can also be part-time external associates at the faculty.

**Quality grade:** High 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 Faculty of Education and Rehabilitation Sciences fulfills the requirements for the elements of standard 3.1 at a *high* level of quality. The criteria for admission and continuation of all study programmes are clearly defined and published on the Faculty website and on the website of the National Center for External Evaluation of Education. Every year, the latest information on the conditions of enrolment in study programs is published in a timely manner. Criteria for the continuation of studies is clearly defined and published on the Faculty website, STUDOMAT - ISVU (student module of higher education information system) and on faculty bulletin boards, and is posted in a timely manner by student office staff.

Consistency of application of criteria for admission or continuation of studies are controlled at the university level through information systems (STUDOMAT) that record all student progress data and provide information on the possibilities of continuing studies at a higher level (e.g. on meeting the criteria for enrolment in higher years of study). The criteria for admission or continuation of studies ensure the selection of candidates with appropriate prior knowledge, which is aligned with the requirements of the study programme. For enrolment in study programs conducted by this faculty, success in high school is scored, subjects passed at the state matura (Croatian language - higher level; foreign language - higher level; biology or psychology or sociology (if the applicant passes, for example, sociology and psychology, the subject from which better success was achieved is scored) and additional testing of functional abilities and skills required for the study – an excluding criterion, oral assessment of information, propensity to motivate to study. It can be seen that the faculty management and teaching, administrative and technical staff make additional efforts to promote the study programs

they organize. The development of effective mechanisms for attracting quality students is reflected in the presentation of the faculty at the University of Zagreb Fair, where the faculty has won awards for the most original presentation (2018) and recognition for special contribution to education and visitor information (2019).

The Faculty has effective mechanisms for recognising prior learning. In addition to the positive aspects of the evaluation of prior learning, an example of good practice is the fact that when enrolling candidates for enrolment in undergraduate studies in rehabilitation and social pedagogy, an oral assessment of information, aptitude and motivation for study is performed. For candidates enrolling in Speech and Language Pathology study, an assessment of language-speech-voice status is performed (an exclusion criterion): the exclusion factor is the presence of language-speech-voice difficulties. Also, the faculty has introduced as one of the exclusion criteria for enrolment in one of the study programs that perform a doctor's certificate of health criteria, which is important in terms of job characteristics that students will perform in the labour market after graduation. All these criteria ensure selection of the best candidates. Based on the candidate's additional achievements, candidates for enrolment in the study programs of this faculty cannot earn additional points that can be improved by, for example, additionally scoring volunteer experiences (e.g. longer than 6 months) in the practice areas of the study program for which candidates apply. It has been, also, recognized that the Faculty enables the connection of students from other HEIs from the Republic of Croatia or other countries (for example, Bosnia and Herzegovina) to the graduate studies of the study programs it conducts, where it is necessary to take differential exams.

### **Recommendations for improvement**

No recommendations are presented for standard 3.1.

**Quality grade:** High level of quality

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

#### **Analysis**

The Faculty of Education and Rehabilitation Sciences fulfills the requirements for the elements of standard 3.2 at a *high* level of quality. There is evidence that procedures for monitoring student progress are clearly defined and available. Student progress is monitored by the administrative staff of the faculty and the number of ECTS credits for each student can be checked through the STUDOMAT system (Students communicate

with the faculty administration electronically using the ISVU module STUDOMAT - information system of higher education institutions), and for each course the lecturers keep records of class attendance (minimum 70% - if attendance is mandatory) and records of student assignments. All employees and students are familiar with the above procedures. The information on student progress in the study programme is regularly collected and analysed. There is evidence that data on student pass rates, completion and drop-out rates as well as (un)employment rates of graduate/alumni of each study programme and each level of study is gathered and analysed.

The Faculty ensures adequate mechanisms for analysing student performance and pass rates, and initiates necessary actions accordingly. The statistics show a very high (almost 100%) level of successful completion of study programs. In addition, it is evident from the documentation made available by the faculty and from interviews with faculty and student representatives that the Faculty staff care about individual students and their overall experience. On the other hand, a relatively high level of unemployment of graduates of the Social Pedagogy programme in the last 3 years is noticeable with a slight increase in the last academic year (2017 = 29, 2018 = 20, 2019 = 32). Further, the unemployment of graduates of the Speech therapy programme in the last 3 years is noticeable, with a small increase in the last academic year (2017 = 21, 2018 = 11, 2019 = 14).

### **Recommendations for improvement**

- It is recommended that the Faculty monitors the unemployment indicators of graduates and takes them into account in the future planning of enrolment quotas. The extension of enrolment quotas should correspond to realistic statistical indicators.

**Quality grade:** High level of quality

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

#### **Analysis**

The Faculty of Education and Rehabilitation Sciences fulfills the requirements for the elements of standard 3.3 at a *satisfactory* level of quality. There is evidence that the Faculty continually evaluates and adapts teaching methods and different modes of programme delivery. Further, the Faculty and the University of Zagreb conduct regular evaluations of the quality of teaching, teaching methods and teaching staff. Students report that teachers present the results of the last year's student evaluations at the

beginning of the following academic year and, based on these, introduce changes in the performance of teaching and the curriculum.

The Faculty encourages various modes of programme delivery, in accordance with the intended learning outcomes. It is also noticeable that the Faculty enables students to learn through lectures, seminars, exercises (laboratories) and participation in the work of the Rehabilitation Centre where they have the opportunity to observe specific clinical work with clients. Within the Centre, students have the opportunity to develop clinical skills through use of "role play". In this manner, there is space for progress in delivering various modes of programme delivery as it provides great possibilities for practical learning.

Available and committed teachers contribute to the motivation of students and their engagement is at a very high level. Students report good quality communication with professors and high motivation of professors to teach and encourage collaboration and open exchange of views. It is precisely the accessibility and motivation of the teaching staff, according to student reports, that is one of the main motivators for students for perseverance in studying. In addition, the Faculty encourages autonomy and responsibility of students. This is reflected in the activities of three student associations within the faculty, student projects, research, organizing an international student conference and encouraging volunteerism (activism) among students from the first year of study.

Regarding the use of teaching methods that encourage interactive and research-based learning, problem solving and creative and critical thinking, it is noticeable that the teaching staff in the research and clinical activities in the Rehabilitation Centre make additional efforts to develop new techniques and methods of clinical work and to introduce students to the newly developed techniques and methods. An example, includes use of ICT based augmentative and alternative communication (AAC) approaches which are intended for adults with complex communication needs including people with aphasia. In this context, the Centre offers excellent opportunities for learning through research, observations, case studies, development of critical reflection on the application of theory in practice. Although a number of courses, especially rehabilitation and speech therapy studies, link learning outcomes with activities in the Centre, there is still room for even greater use of its resources through other courses and study fields.

With respect to the ways in which that teaching methods are adapted to a diverse student population (non-traditional student population, part-time students, senior students, under-represented and vulnerable groups etc.), it is evident that the schedule of lectures and the way of teaching (in physical form) are adjusted to the needs of part-time (and

older) students and the content within the Faculty is adapted to ensure it is accessible to students with vision impairment.

The Faculty ensures the use of state-of-the-art technologies to modernise teaching, but not all the teachers offer the same level of digital or other technologies improvements and information in their teaching. A notable aspect is that the Faculty has an active e-learning coordinator who supports digitalization of learning across all the programmes.

### **Recommendations for improvement**

- It is recommended that teachers in the Faculty encourage students to think critically about the possibilities of applying theory in practice and to pay more attention to learning about treatment work (using direct examples from practice, problem-based learning, etc.). This need is indicated by external stakeholders, some of whom are involved in conducting elective courses at the faculty, and the students themselves, emphasizing that they learn most effectively about theory through practical examples.
- Promote the use of Rehabilitation Centre resources to a higher level in the context of its relevance to student learning. It is also recommended to include “case learning” and research work (group or individual research assignments) in a greater number of courses.
- The strategy for ensuring student-centred learning should be more targeted and include specific examples through offering courses for teachers in how to plan, deliver and evaluate these approaches. The use of student-centred learning through group discussions, written assignments, video material etc. also needs to be undertaken in remote teaching using the various functions provided by different applications used in teaching.
- To secure more efficient transfer of information and better utilization of digital resources and e-learning which is independent from time and physical place, more efficient use of the University’s e-learning platform Merlin should be drawn upon. The Faculty is expected to prompt and expect all teachers to have more information about their courses in Merlin than just the minimum which only covers for example, information about the learning outcomes, scheduling of the course etc. Multifaceted sets of course content need to be uploaded into the digital learning platform, and its different functions should always be utilized when appropriate to enhance the quick flow of information, group discussions, written assignments, exams, assessment etc.

**Quality grade:** Satisfactory level of quality

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

#### **Analysis**

The Faculty of Education and Rehabilitation Sciences fulfills the requirements for the elements of standard 3.4 at a *high* level of quality. There is evidence that the Faculty has established functional procedures for student career guidance, psychological and legal counselling, support to students with disabilities, support in outgoing and incoming mobility, and library and student administration services, at university and faculty level and students are informed about them. There is also evidence that in each year of the undergraduate and graduate levels of each study group, the mentors of the year are available to students for the purpose of supporting their studies, which is recognized as a particularly good side of the faculty.

There is a good practice in the use of introductory lectures for new students in all three study programmes with the aim of better acquainting them with the faculty and facilitating their coping and connecting the faculty with student associations (3 student associations in total) and encouraging student activities (e.g. research, projects, conferences). There is also a student council in the Faculty, and a student ombudsman has been appointed to communicate directly with the administration team about student challenges and the possibilities of overcoming them. Although the Faculty library is open to students for almost the whole working day (up to 6 pm most often), it employs only one person who participates in teaching during part of his working hours. It is evident that the librarian is making additional efforts to ensure that the faculty library meets the modern requirements of librarianship. Further, he is also making additional efforts in his professional development, and is evident that the library is adapted to blind and partially sighted people.

In addition to the above, it is evident that student support is tailored to a diverse student population (e.g. students from under-represented and vulnerable groups, students with disabilities, etc.). Student support is also provided within the university, but also at the faculty itself. Within the Faculty, there is a psychological counseling center, a coordinator for people with disabilities, mentors of the year for each individual study program to support students in their studies in a specific year of study. For example, there is a customized lecture schedule for part-time students; all faculty rooms are adapted for people with disabilities as well as access to the building; the premises of the faculty are also marked with inscriptions in Braille so that people with visual impairments can find

their way more easily; support for students with disabilities is also provided at the university level. It is, also, noticeable that students show a high level of support from the teaching staff and administration towards students who are currently coping with certain life difficulties (e.g. students from earthquake-affected areas). It is especially good that in this regard that the Faculty adjusts the exam deadlines and deadlines for submitting assignments. The Faculty employs an adequate number of qualified and committed professional, administrative and technical staff with exception of library and administrative support staff (especially in terms of large project documentation administration needs) that is insufficient.

### **Recommendations for improvement**

- It is important to make additional efforts to promote the acquisition of international experience among students, especially the low level of student participation in Erasmus programs in the past 5 years is taken into account. Some possible examples of how this can be promoted include, recording videos with good stories of students who have participated in Erasmus programs, publishing student stories from Erasmus exchanges and other professional practices on the faculty website.
- In order to reduce the administrative burden on professional (teaching) staff, it is necessary to employ additional administrative and technical staff, which could support academic staff in applying for project proposals, promoting international student activities and developing procedures and mechanisms to improve the quality of study at this faculty.
- Support for foreign students is not as developed as it might be. This is reflected in the limited number of lectures in English as well as the lack of a coordinator for foreign students who would help them navigate the Faculty and university. It is recommended that this area be reviewed as part of the Strategic Development Plan going forward.

**Quality grade:** High level of quality

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

#### **Analysis**

The Faculty of Education and Rehabilitation Sciences fulfills the requirements for the elements of standard 3.5 at a high level of quality. There is evidence that the Faculty monitors the various needs of students from vulnerable and under-represented groups. Within the Rehabilitation Centre there is a psychological counselling centre which provides counselling services to students, access to the faculty building is adapted for people with disabilities, and in all areas of the faculty all information necessary for smooth navigation is written in Braille. The Faculty has appointed an Educational Rehabilitation Faculty (ERF) Disability Coordinator to whom students can turn to in order to exercise their rights related to the adjustment of teaching and exams, and other issues related to the rights of students with disabilities. This is recognized as an excellent contribution to support this group of students.

The Faculty invests resources in the support to students from vulnerable and under-represented groups. In addition to the positive aspects noted above, in the context of listening and responding to student needs (e.g. need of mature students, part-time, students parents, etc.) a feature of good practice is the installation of a mailbox for complaints/recommendations to which students can anonymously post their messages (or present these in an online format). A further positive feature is the fact that within the Tempus project "Education for equal opportunities at Croatian universities - EduQuality" manuals were developed by a team that included members of the Faculty, about the adaptation of academic activities to meet the needs of students with disabilities.

The Faculty's website enables the increase of fonts and the adjustment of the visibility of the content, which is especially important from the perspective of people with disabilities. The teaching process is adjusted to the individual needs of students from vulnerable and under-represented groups. Students who feel that some of their rights have been violated can turn for support to the Student Ombudsman or representatives of the student body operating within the faculty. Although male students are in the minority, no form of their negative discrimination was noticeable, and the activism of male students is reflected especially through the student sports association.

Overall, whilst there is evidence of a positive emphasis being placed on support for students with disabilities, from the attached documents and interviews with faculty and students it was not clear what forms of targeted support were provided for students with children/part-time students/national minority students or foreign students. Also, among the student representatives in the meetings with the panel, students from

underrepresented and vulnerable groups were not present, which with the lack of specific physical (documentary) support can be a potential indicator of the existence of room for improvement on the part of the faculty.

### **Recommendations for improvement**

- Greater emphasis should be given to the voice of underrepresented students in the documents and functioning of the faculty. The Faculty should more clearly define in which ways underrepresented and vulnerable groups of students can receive support within the Faculty and in what way they are enabled to adapt the learning process.

**Quality grade:** High level of quality

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

#### **Analysis**

The Faculty of Education and Rehabilitation Sciences fulfils the requirements for the elements of standard 3.6., at a *satisfactory* level of quality. There is evidence that students have been informed about the possibilities of attending part of their studies abroad, that they have been provided with support during the application and implementation of the program, that partial recognition of acquired ECTS credits has been ensured. The Faculty collects data on students' experience and satisfaction with the quality of support in practical mobility issues. Students acquire competencies to work in an international environment through outgoing mobility.

The Faculty is committed to providing the conditions for gaining international experience. It actively encourages the mobility of students and employees through bilateral agreements (about 30 agreements) for attending classes, professional practice, and international projects. Most of them are through Erasmus+ programs for students at 16 universities from 10 European countries (Portugal, Poland, Finland, Bulgaria, Belgium, Slovenia, Macedonia, the Czech Republic, the Netherlands, and Romania). It strives to provide an international level of teaching and professional development for employees. At HEI in the Office for International Cooperation, there is a highly accepted Expert's Associate for International Cooperation, as well as ECTS Coordinator, as a support in all phases of mobility, both for outgoing and incoming mobility. Besides, all information on mobility is transparent and online, including the harmonization of courses and ECTS

credits. According to the feedback from students and teachers used to evaluate their work, the evaluation of their activity is high.

Access to mobility is provided through mobility competitions and scholarships. In the past 5 years, 80 students were mobile for up to 3 months, another 55 for more than 3 months. It should be emphasized that the University of Zagreb determines the number of students for mobility through quotas. As HEI is a relatively small and content-specific Faculty, the approved quota or number of students who can compete is less than the needs and desires and is beyond the influence of HEI. The problem needs to be solved both at the university level and through possible cooperation with other HEIs.

An additional problem is the harmonization of subjects in outgoing mobility, primarily due to the low flexibility of HEI teachers in solving the problem of compatibility with programs at foreign universities. At a foreign Faculty, students receive the corresponding number of ECTS credits. This number of ECTS credits is, as a rule, higher than the recognized credits at the home Faculty (due to the alleged incompatibility with the courses of the home Faculty). The HEI, therefore, performs the so-called adjustment and prescribes the necessary compensation for differences. Students are aware of this situation and their obligations and fees (through a previous internal compliance request), but this discourages them from mobility. Therefore, there is a growing interest in doing internships abroad through Erasmus + programs, and interest in short exchange programs through projects.

Student feedback after the mobility indicates student satisfaction with building an international network of contacts, improving the English language, and a new experience in general due to a different view of the profession. At some foreign Faculties, they are less satisfied with the organization of classes, some professors, insufficient teaching in English, similar to the incoming mobility problems at HEI. Student experiences are included in informing and motivating students to apply for mobility, through the Mobility Questionnaire after the end of the stay, and part of it is published on the website with the consent of the student. But all this together does not contribute enough to increase students' interest in gaining international experience.

### **Recommendations for improvement**

- The Faculty is urged to collaborate with The UNIC University (unic.eu - European alliance of eight universities based on post-industrial cities) of which the University of Zagreb is a member. It could potentially boost both student and staff mobility, widen the course offer and increase the number of courses provided in English.

- Teachers should make efforts to find common parts of the content of their subject with similar subjects in cooperation with faculties in other national contexts. It would be good for them to incorporate common content into their own subject. This particularly refers to the harmonization of ECTS credits at international universities that are not sufficiently recognized.
- Education on international regulations and policy in this area for staff is also recommended, which is likely to contribute to a more coherent outbound and inbound mobility policy.
- Regarding the increase in the number of students on mobility, it is recommended to intensify efforts to prove to the University the need for a higher quota due to the specifics of the professions that are educated at HEI.
- Perhaps a collaboration with other HEIs in Croatia potentially to increase their quota in the areas of the respective disciplines.

**Quality grade:** Satisfactory level of quality

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

#### **Analysis**

The Faculty of Education and Rehabilitation Sciences fulfils the requirements for the elements of standard 3.7. at a *satisfactory* level of quality. There is evidence that information on enrolment and study opportunities in English is available to international students, and that Faculty provides them with support in applying and studying. The Faculty collects information on the needs and satisfaction of international students. Foreign students have the opportunity to follow part of the classes in English, and learning the Croatian language is organized at the university level.

Incoming mobility suffers from the same problems as outgoing, affecting a relatively small number of incoming students. In the past 5 years, there were 59 foreign students studying for up to 3 months, and 42 studying for more than 3 months. Each foreign student, in cooperation with an expert for international cooperation, prepares the content of the so-called own study contract, selects courses and solves other administrative procedures. As with outbound mobility, the problem is the diversity of the Faculty study programs, i.e. their inconsistency with other international HEIs. The problem cited by the Faculty is also the lack of flexibility of subject teachers to adapt to it. It is not clear what the real reason for this is and why the Faculty is not able to solve the problem of insufficient flexibility of

teachers regarding the content of their courses. The specifics of study programs and individual courses at the Faculty and its organizational structure as well as the way of leading and managing, are some of the possible reasons. Due to the small number of foreign students in some courses, as with outgoing mobility at foreign universities, teaching takes place through individual consultations, sometimes with translation into regular classes in Croatian, and with participation in the practical part of teaching. Croatian language learning is not organized at the Faculty level, but programs are offered at the university level. The Catalogue of subjects taught in English is published together with the curriculum on the Faculty website.

In the last few years, the number of subjects offered in a foreign language has decreased. The reason is that the work of teachers with foreign students does not appear to be valued either through workload planning or resource, so teachers who offer and conduct classes in a foreign language can be overburdened with additional work. The small number of subjects also affects the reduced interest of foreign students, who therefore cannot achieve the appropriate number of ECTS credits.

### **Recommendations for improvement**

- The problem of harmonization of subjects and motivation of teachers should be solved primarily through the Central Office for International Cooperation of the University, and only after that at the level of Faculty. Within the teacher's schedule, time should be provided for teaching in a foreign language and/or financial compensation for that work.
- Through the agreements with University, the number of programs and courses in English should be increased. ECTS and study programs have to be aligned with other university programs so students can follow exchange programs. It is recommended that members of the Faculty visit other HEIs who have successfully implemented these changes.

**Quality grade:** Satisfactory level of quality

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

#### **Analysis**

The Faculty of Education and Rehabilitation Sciences fulfils the requirements for the elements of standard 3.8. at a *high* level of quality. There is evidence that the criteria and methods for evaluating learning outcomes at the Faculty are known in advance and

harmonized with the teaching methods. Through Faculty funded workshops and literature, support is provided to teachers to improve the skills of evaluating student learning outcomes. This increases the objectivity and reliability of assessment, and adaptation to needs when it comes to students with disabilities. Students are also provided with consultations with teachers regarding learning and mastering student obligations. By the procedures and documents governing the area, students are allowed to complain about the way they are graded.

Criteria for evaluating and grading student achievements are transparent and up-to-date for each year and each subject, for most and in the e-course variant, through which full information on subject content and performance plan, and ways of testing knowledge are available. The results of written tests are public as well as oral exams, which are usually attended by several students at the same time.

Monitoring and evaluation of learning outcomes is through colloquia, seminar papers, project assignments, and project defence, various presentations, oral and written examinations. The manner of taking the exam, exam deadlines, and test criteria are known in advance. This ensures impartiality and objectivity. The student is provided with insight into a written test or exam. Students have the opportunity to complain, and if necessary, adjust the method of taking the exam, which applies to students with disabilities and other difficulties. The analysis of student surveys as an indicator of potential problems in comparison with the analysis of student complaints is performed. Teachers have access to relevant literature in the area of programme design including guidance on how to achieve the desired outcomes in student learning.

### **Recommendations for improvement**

- The transparency of evaluation and grading criteria should be further improved. It is necessary to continue with the activities of strengthening the competencies of teachers in that area.

**Quality grade:** High level of quality

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

#### **Analysis**

The Faculty of Education and Rehabilitation Sciences fulfils the requirements for the elements of standard 3.9. at a *high* level of quality. There is evidence that the Faculty provides appropriate documents, diplomas, diploma supplements, and relevant

information on the qualification of graduates by existing regulations. Diplomas contain information about the holder of the diploma, the acquired qualification, and the level of qualification, data on the content, and the results of the obtained qualification. Information on employment or further education opportunities, as well as additional information, is also available. Certification data, as well as data on the higher education system in the Republic of Croatia, are also available.

### **Recommendations for improvement**

No recommendations are presented for standard 3.9.

**Quality grade:** High level of quality

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

#### **Analysis**

The Faculty of Education and Rehabilitation Sciences fulfils the requirements for the elements of standard 3.10 at a *satisfactory* level of quality. There is evidence that Faculty analyzes the employability of graduates and harmonizes enrolment quotas with the needs of the labour market and also with its resources. Students are kept up to date on employment opportunities and/or continuing their education. Further, the Faculty helps students plan a professional career and they are assisted by former students with whom it maintains regular contacts.

For the analysis of employability, the data of the Croatian Employment Service on the movement of staffing needs as a whole and by individual regions are used. The number of unemployed college students in all fields is relatively small. Thus, for example, in the past 3 years, 150 students graduated from the study of speech therapy, and 14 of them are currently unemployed. It is similar in other fields. 112 social pedagogues graduated, of which 32 were unemployed last year, 154 rehabilitators, of which 29 were unemployed, which is about 18% for all three programs. Waiting for employment after graduation is usually about a year. Social pedagogues are somewhat less employable than other majors. A bigger problem seems to be the non-recognition of a three-year study in the labour market, so most students automatically enrol at the graduate level, where there is no significant problem of redundancy in the market, but it depends on different needs of individual counties and reluctance of people to change residence.

Speech therapists and rehabilitators are especially in demand. Due to the small space and personnel capacities of the Faculty, it encouraged the establishment of speech therapy

studies at another HEI in Rijeka, but also in the region (BIH) and encourages and supports their work and development. This also compensates for the low regional mobility of the population within the Republic of Croatia in its professional field.

The ratio of the number of students to the number of teachers is satisfactory (14-15) to the legal maximum of 30. It is still higher than the average at the University of Zagreb (12) and especially higher than the national average (9). Of course, such a ratio can have negative consequences on the quality of teaching. A lecture attended by 150 students is not uncommon. Modern teaching methodology emphasises individualization of teaching, i.e. working and collaborating in small groups. Such an approach is not feasible with 150 people present. Further, the methodology lacks sufficient research content and tasks for students. Care should be taken that teaching is based on research and this should be incorporated into every subject from the first day of study. However, such an approach requires a larger number of teachers, i.e. a smaller ratio of teachers and students, especially in studies where clinical work is also taught.

There are career counsellors in the Faculty who help students with career development. The panel was impressed to see that there is a course entitled "Planning and development of professional identity", but this is currently only in the program of Social Pedagogy and could be extended to other programs as well as to content related to the professional identity of all clients with whom he will work in clinical practice. The panel was also impressed to see that the LOSPER project (Project for improving the quality of speech therapy, social pedagogy and educational rehabilitation studies supported by the European Social Fund) is active, which in cooperation with the labour market makes a list of key jobs in each of the three basic occupations and the necessary competencies for these occupations.

The Faculty nurtures contacts with alumni, has a database of contacts of its alumni, teachers actively participate in the work of associations (speech therapists, social pedagogues, rehabilitators) and it is a co-organizer of scientific conferences. There is a Croatian Association of Graduate Students of the Faculty of Education and Rehabilitation which nurtures the tradition and reputation of Faculty.

### **Recommendations for improvement**

- The strategic goal of reducing the deficit of speech therapists, rehabilitators and social pedagogues outlined in the Faculty's Strategic Development plan (2019-2023) is fully supported. Based on the analysis of student employability, within the strategic plan and the specific goal to change the statute as a fundamental act of

the faculty, the proposal for Faculty to work on merging undergraduate and graduate studies into a single one lasting 5 years is supported.

- Given the existing ratio of teachers and students, the existence of clinical practice through the Centre for Rehabilitation and Laboratories, and the need to strengthen international cooperation and mobility, it is recommended to approve the employment of more teachers in all programs and clinical work. This is a prerequisite for the smooth running of the teaching process, scientific work and project research, improvement of teaching methodology, development of practical teaching, and greater recognition of the Faculty and the profession in the country and internationally.

**Quality grade:** Satisfactory level of quality

## IV. Teaching and institutional capacities

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

#### Analysis

The Faculty of Education and Rehabilitation Sciences fulfills the requirements for the elements of standard 4.1 at a *satisfactory level* of quality. All teachers are qualified for the course(s) they teach. Since the last re-accreditation in 2014, the number of teachers has increased by 15 persons from 46 to the current 61. Most teachers teach courses representing or being close to topics they have doctorated on, and conduct research in the respective fields.

There is not a sufficient number of teachers in all study programmes although, overall, the teacher-student ratio has been 1:14 to 1:16 during the last years, depending on if doctoral students and postgraduate specialist students are counted. According to the MOZVAG database, the teacher-student ratio of the Faculty is 15.25 which is clearly better than the minimum criterium 'at least one teacher for 30 students'. As teaching in Speech and language pathology study programme, for instance, requires a lot of individual instruction and supervision, teacher-student ratio cannot be high to secure adequate quality of teaching. In both the undergraduate and graduate study programmes of Social Pedagogics, the teacher-student ratio approximates to 0.5 (but does not quite reach it) with teachers who are staff members of the Faculty. The requirement of 'own staff' is therefore not met in those two programmes: according to the MOZVAG database, in undergraduate study programme of Social Pedagogics, a coverage with their own staff of 0.47 is attained with 'own staff' when teachers in scientific teaching grades are counted, a coverage with their own staff of 0.49 is attained with 'own staff' when scientific teaching grades and teaching grades are counted, and a coverage with their own staff of 0.55 is attained with own teachers when scientific teaching grades, teaching grades and language instructors and teaching associates are counted. In the graduate study programme of Social Pedagogics the respective coverage with their own staff are 0.46, 0.46 and 0.49.

The situation with the number of teachers in each subject or study programme widely varies causing inequity of workload between staff members. Restrictive policy of both Ministry and University of Zagreb in giving permission to recruit new staff, probably being beyond the Faculty's possibilities to affect the situation, has led to this. Partly depending on, e.g., time allocated to research, there are clear differences in teaching hours of teachers even within the same professional category; the number of standardised teaching hours

even range from 0 to 732. Large variation in teaching hours per teacher may also take place within a single study programme. In different study programmes, the number of courses per teacher ranges from one to 6 (Speech and Language Pathology), 10 (Rehabilitation) or even 11 (Social Pedagogy) with, additionally, some teachers giving courses in more than one discipline. At the end of each year, extra hours are, however, financially compensated - but it does not give more time for research. Teacher workload aimed to be allocated to teaching, research and administration is, in general, in line with the target (45%, 45%, and 10%, respectively), but at the level of individual teachers the situation widely varies. In interviews, some teachers voiced inequity to exist and Faculty not to have taken sufficient actions to tackle the problem. In the case of individual teachers, research assignments diminish the allocation of work time to teaching but, among staff members, a feeling of inequity does exist, and time used for teaching and administration clearly reduces working time left for research. In its Strategic Plan for 2019–2023, Faculty strives to ensure a balanced workload between the members of the teaching staff.

Overall, teachers feel that they are supported by the Faculty, and Faculty has tried to help the situation of shortage of teachers, e.g., engaged external mentors to give demonstration classes and take care of clinical exercises in different clinical institutions. There are close connections of the Faculty not only with the Rehabilitation Centre but also with other institutions, schools and hospitals in the wider community, and with professional associations and alike. It supports quality of teaching. However, lack of administrative staff has not yet been adequately addressed but plans exist at the Faculty to hire one person for administrative work for each study programme.

### **Recommendations for improvement**

- The Faculty has not been able to employ a sufficient number of teachers, which has caused an overload of teaching in some study programmes. The problem is that the existing regulations practically prevent new employments, which makes it difficult to solve the issue of uneven workload of teachers. When a staff member, such as a full professor, retires and there is high teaching load in the programme, we suggest that increase of teaching resources would be gained by recruiting more than one person representing a lower academic title (and, compared to full professors, having smaller salary). It is strongly recommended to try to influence the University of Zagreb and the Ministry to approve coefficients that enable the recruitment of new teaching staff members needed.
- There is a need to gain greater equity of workload between teachers working at different or even within the same departments or study programmes. With some

teachers working up to 30% of their working time at other Universities and institutions, the total working time allocated to the Faculty needs to be taken into account and form the basis for expectations set for time allocation to teaching, research and administration. It is therefore recommended that the Faculty takes care of the well-being of its personnel and is cautious in making teaching contracts related to study programmes with limited teaching capacity with other universities, especially in case where the contracts are not bilateral. Those with better teacher resources at the department or study programme and/or less teaching hours need to be expected to do more research, to publish more and to be more involved with sub-department, department or even Faculty-level development projects and administrative duties than those with higher teaching load.

- When launching new study programmes, as those described as an aim in the Strategic Plan 2019–2023, sufficient coefficients need to be negotiated to secure sufficient number of teachers and high-quality teaching.
- Teaching assistants, mostly PhD students, have a more focused research and teaching profile which relates to their own subject. To ease a heavy work load of some teachers at some departments or in some study programmes, at least in the case of generic lectures (research methodology etc.), the work assignments of teachers in teaching should, however, be offered to not only the students of their own department or sub-department but, even more than today, to other departments, too. The same applies to (personal) assistants now working for, e.g., only one professor. Their support would be needed by other teachers, too.
- More cross-disciplinary cooperation is needed between staff members at different departments and sub-departments. Staff members should be prompted to combine activities at the Faculty to alleviate overlapping duties in administration and to get rid of sectorial thinking and working. For instance, to reduce course-related administration and planning work, more collaboration in organizing of practise and exercises of different study programmes is needed.
- More administrative help should be given to the departments to alleviate overlapping duties so that the work time of teachers could be allocated in a more appropriate way into teaching and research.

**Quality grade:** Satisfactory 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 Faculty of Education and Rehabilitation Sciences fulfills the requirements for the elements of standard 4.2 at a *satisfactory* level of quality. There is evidence that teacher recruitment procedures are in line with the needs, vision and developmental goals of the Faculty. However, recruitment and promotion to scientific teaching positions at the Faculty can only be carried out when the coefficients allow it or when the university approval has been obtained. This model does not allow for promotions that result from the actual dedication and effort of an individual teacher. Instead, in order to progress in one's own career path someone may need to leave the Faculty. This is extremely demotivating.

Teacher recruitment procedures align with relevant regulations and procedures with, e.g., public tenders of open positions and external evaluation of applicants. Both scientific, teaching, and professional skills of the applicants are assessed with scientific merits seemingly having a bit less emphasis as the number of publications per teacher is mostly rather low or very low.

Promoting after every five years is based on multifaceted assessment of teaching activities, number and quality of scientific publications, student feedback and so forth. Recruitment procedure is transparent, and open positions are widely advertised. Recruiting takes place after a four-step protocol (Expert Committee, body assigning the scientific title, Faculty Council, and university). Based on official regulations (internal acts) applied, there is a detailed description on the criteria of assessment in promoting both teachers, researchers, and clinical supervisors in their career path. Indicators of excellence are described. Assumably, assessment of all teachers after each period of employment of five years helps to maintain the high level of teaching and develop it further. Award system for both teachers, researchers and other personnel exists for promoting and rewarding high-quality work. Career development is possible: working for the faculty for five years gives the right to apply for a higher scientific-teaching title or, if coefficients do not allow it, for a higher scientific title.

Recruitment of foreign teachers is limited as there is requirement of mastery of Croatian language. Additionally, a certain research area to support Faculty's research profile, and active societal relations are required. However, with active seeking of research partners and good mastery of English of the students of the Faculty, there seems to be possibilities for at least periodic recruitment of both international researchers and teachers.

## Recommendations for improvement

- In order to support the internationalization process, the Faculty should recruit international researchers for short periods to start with. Accordingly, teaching in some courses of the study programmes should be done in English. Collaboration with other European UNIC Universities in providing and obtaining courses in English is also strongly recommended to support internationalization.
- It is recommended that publishing in international peer reviewed journals becomes a stronger criterium for promotion into higher grades.
- The age range of the teachers is currently focused on the higher age bands. Continuity of teaching and research needs to be secured: it needs to be taken care of that the domestic pool of PhD students out of which recruiting new staff mostly takes place is large enough and that the level of PhD studies is sufficiently high.

**Quality grade:** Satisfactory level of quality

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

#### **Analysis**

The Faculty of Education and Rehabilitation Sciences fulfills the requirements for the elements of standard 4.3 at a *satisfactory* level of quality. Teachers are encouraged to improve their teaching competencies. Peer review of quality of teaching is not described in the self-evaluation report. Training in scientific, teaching, mentoring, and professional work is provided and financially supported. Special focus has been on e-learning through providing courses and self-study materials for teachers to learn to provide e-learning. An Expert Associate has been recruited by the Faculty to support research and international cooperation but has a heavy workload already with student exchange.

Teaching seems fairly much to be focused on traditional teacher-led type activities which indicates that not yet enough support has been given to or adopted by teachers to promote provision of course contents requiring critical thinking and problem solving by students.

Access to large databases of electronic full-text journals and e-books is available through the university library to serve both teaching and research. Financial and professional help is provided to staff for congress participation, organizing of conferences, submission of

grant applications, publicising, mobility and other forms of internationalization, and project management (financial administration). Financial support is annually allocated to each teacher for training and congresses. Every six years of work teachers belonging to certain professor categories have a right to a paid sabbatical year, annually simultaneously three at maximum. However, no replacement teachers are hired, the teachers themselves need to teach their courses within a shorter period of time to reserve time for research. In- and out-directed teacher mobility (typically one-week visits) is active especially through the Erasmus+ programme with, for time periods of three months or less, 42 teachers and five professionals as outgoing and 28 as incoming teachers and, additionally, 25 professionals (five representing outgoing and 20 incoming mobility). During the five last years, ten non-teaching staff members have also been able to visit HEIs abroad. In researcher exchange, there has been only one researcher to either direction.

### **Recommendations for improvement**

- More courses on university pedagogics/didactics are needed to give teachers greater support in developing their courses and teaching methods.
- Teachers and PhD students should be provided with instruction on the use of (more advanced) statistical programmes and or methods and, always when needed, more licenses of statistical programmes than the current very low number available for staff members (now approximately one license for every seven teachers is available).
- To build the bridge between theoretical studies and applying of theories and to promote research-based rehabilitation practices, a two-way strategy is needed. In teaching at the Faculty, stronger connection between theory and practical work needs to be built. Additionally, to support acquisition of research-based mindset and to better integrate theory with practise among clinicians on the field, external mentors and supervisors of students' practise need to be provided in continuous education with information about research evidence on the efficacy of e.g., different intervention methods.
- More resource needs to be allocated to the Expert Associate for International Cooperation to support staff mobility.

**Quality grade:** Satisfactory level of quality

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

### **Analysis**

The Faculty of Education and Rehabilitation Sciences fulfills the requirements for the elements of standard 4.4 at a *satisfactory* level of quality. Campus buildings are renovated former military facilities and used for more than 10 years now are in relatively good condition. There are too few classrooms and they are rather basic ones with only chairs on the floor and thereby probably not creating a very inspiring learning environment or providing a good student experience. Students also use facilities of the Rehabilitation Centre where many clinical courses and practise take place. There are 12 therapy rooms of which four has one-way-windows for facilitating observation. The main building will have 900 square metres more space in the future (new floor). The Rehabilitation Centre will soon be equipped with a new video-recording system.

Laboratories seem to be inspiring environments for both research and theses. Three out of six are planned to be upgraded in the future. According to some staff members, sometimes supervision of students distracts concentration on research as supervision and research take place in the same facilities. Up-to-date assessment materials and a selection of standardized tests are available.

Scientific and clinical work can be combined with teaching both at the Rehabilitation Centre and different laboratories. Updating of equipment of the teacher's offices, assessment instruments and literature is taking place. Each year a fair sum is invested on computers and software. Situation with upgrading of equipment is evolving, although it does not yet represent the optimal level.

### **Recommendations for improvement**

- Resource development (finances, staff, space and equipment) is the primary direction of Faculty development and a strategic determinant in the plans for the period ending in 2023. It is especially important to complete the planned and approved upgrade of the main building as soon as possible, and to equip other resources with the necessary equipment and techniques as planned.

- Considering the number of full-time and part-time students and the staff members, there is a need for more space both in the main building and in the Rehabilitation Centre. Students need more space for studying and group work. Facilities where the computers for students are placed need to have more space and tranquil environment allowing better concentration obtained with for example, room dividers.

**Quality grade:** Satisfactory level of quality

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

### **Analysis**

The Faculty of Education and Rehabilitation Sciences fulfills the requirements for the elements of standard 4.5 at a *satisfactory* level of quality. University of Zagreb provides the students and the staff of the Faculty with a large selection of international electronic journals, e-books and information databases. Currently, number of computers for the students and staff members is very limited, and there also is very limited space for studying in the library facilities. Currently, there is only one librarian employed, who is helped by students working in the library which has opening hours Mo-Fri 8-18. The availability of mandatory course books is not optimal and the current volume of books (1,255) with respect to the mandatory study titles (549) does not currently suffice.

### **Recommendations for improvement**

- Another librarian, as included in the Strategic Development Plan 2019–2023, is needed and the role of the new librarian needs to be thought through as to what kind of work content would serve the staff and the students in the best possible way.
- The opening hours of the library should be expanded to allow at least some hours on Saturday to better serve especially part-time doctoral students.
- Improvement of the access to online resources and relevant software for data analysis are strongly recommended.

- The number of computers for the students and staff members needs to be increased, and more space provided for group work and studying in, e.g., the library facilities.
- The availability of mandatory course books needs to be improved by increasing the volume of titles. Increase in the use of e-books is recommended, whenever relevant literature can be found.

**Quality grade:** Satisfactory level of quality

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

##### **Analysis**

The Faculty of Education and Rehabilitation Sciences fulfills the requirements for the elements of standard 4.6 at a *satisfactory* level of quality. The Faculty is a non-profit organization of which the main funding comes from the state, but external financing is received as income from research and professional projects, international and commercial projects, publishing, registration fees, life-long learning courses, economic partnerships and tuition fees (student enrollment, specialist studies, doctoral studies). Rehabilitation Centre gets funding related to patient appointment fees from families and from referring institutions. External research funding is used to increase the quality and quantity of research.

The Strategic Plan for 2019-2023 includes reference to improving the effective use of existing resources and to increase the use of information technology for reducing teachers' administrative load. With university's financing, staff of administrative personnel is going to be increased by three persons, one for each study programme. Financial operations comply with the relevant acts, laws and regulations. Financial management is sufficiently efficient and transparent with all departments participating in preparation and planning, and account unit of the university controlling the operations performed. Allocation of financial resources can be influenced not only by the departments but also by the needs of the surrounding society. Faculty aims to increase its own revenues to gain more independence and flexibility in the use of financial resources. External state accounting units are used to audit financial operations. Financial sustainability is at a realistic level in relation to the size of the Faculty and its operations. The Strategic Plan for 2019–2023 includes an action plan to protect nature by improving waste management. Software is planned to be adopted to ease administrative burden in collecting annual report data for the university and the state on different functions of the Faculty.

### **Recommendations for improvement**

- The Faculty is organized in many departments. In the short term, greater collaboration between departments is urged to maximize the economic use of time and to reduce overlapping administrative and teaching duties of the staff members. In the longer term a review of the departmental structure is recommended to address the issues some of the smaller departments experience with lack of resources and high workload.
- The teachers often teach small classes (sometimes 15-20 students). This might support high-quality teaching and might also be reflected by the students' positive experiences that the teachers are supportive and helpful. However, sometimes it would be better to use teaching resources more efficiently by teaching large groups of students which would give more time for research and international collaboration.
- It is necessary to make additional efforts to develop a system of permanent source of income from own activities (tuition fees, own projects, services of the Rehabilitation Centre and the Centre for Lifelong Learning and Laboratories), and to expand the range of services and certified programs can provide in terms of training or specialist programs for interdisciplinary work involving all related professions.
- The difference between management and leadership needs to be crystallized, the latter always needs to have vision and mission formed and continuously/from time to time re-assessed. Because not enough help is obtained, at department level too much work is sometimes allocated to daily management (e.g., project administration and coordination) instead of trying to form better situational awareness and to make broader, strategic plans for the future.
- National, particularly the Croatian Science Foundation, and international research funding is recommended to be continuously applied to support research activities.

**Quality grade:** Satisfactory 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**

The Faculty of Education and Rehabilitation Sciences fulfills the requirements for the elements of standard 5.1 at a *satisfactory* level of quality. There is evidence that the Faculty has made various efforts to strengthen the quality and quantity of their scientific research and professional activities. The Faculty documents their research publications in accordance with the Ordinance on the Conditions of Appointment to Scientific Grades. Furthermore, a list of 9 defended PhD theses is available and visibly established. 70 teachers and Associates are successfully active and committed in scientific and professional conferences: The Faculty provides lists of their contributions as speaker as well as members in the conference committee or as reviewer for contributions. The Faculty's reinforcement of their social role in society is well documented. The Faculty regularly keeps records of publications and other direct transfers of their scientific knowledge - local, nationally and internationally. Research projects are pursued in all three study programmes with a visible and prominent amount of research funding under restrictive working conditions due to the unstuffed and therefore inadequate administrative support. Teacher and associates are encouraged to increase their international reputation with different profiles of scientific contributions. In correlation with the heterogeneous scientific, professional and institutional needs of Education and Rehabilitation in Croatia, teachers and associates are stressed by the complexity of their different positions and commitments.

#### **Recommendation for improvement**

- The obvious lack of qualified and motivated administrative staff and the financial limitations for their employment continuously is a limitation for research applications as well as for international mobility or for a prominent visibility on the larger screen of international cooperation.
- The Faculty should – with a sufficient financial support by the ministry - intensify their efforts to restructure first of all their administration and secondly their general organisational concept concerning the workloads of teachers and

associates and the different insufficiencies concerning leadership. The important potencies of the Faculty should be more prominently profiled.

- It is recommended that the Faculty more clearly communicates that internationalisation is a priority of the HEI.

**Quality Grade:** Satisfactory level of quality

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

### **Analysis**

The Faculty of Education and Rehabilitation Sciences fulfills the requirements for the elements of standard 5.2 at a *satisfactory* level of quality. There is evidence that the Faculty's activities are closely related to the societal needs in education and rehabilitation in Croatia and in the neighbour countries. The Faculty clearly takes into account the needs of the society as well as of the labour market in Croatia with evidence that it has monitored the employment of the undergraduate and graduate students over the last three years. Due to the labour market for professionals in the area of education and rehabilitation in Croatia, a slight underemployment up to 50% in 2019 within the three study programmes is a critical fact.

The scientific and/or professional projects act respectfully and with transparent activities to make good and sustainable contributions to their important social role in the society. The Faculty represent a meaningful role model for the democratic fundament and the international standards like the UN-Convention for the Right of Peoples with Disabilities. Staff and students are engaged in the requirements of an appropriate knowledge transfer with a high amount of volunteer and practical work. Teacher and associates have conducted 60-70 trainings per year; they are visibly involved in scientific, arts or professional organisation like the Croatian Chamber of Social Pedagogues or the Croatian Chamber of Rehabilitation. To take into account this very seriously efforts and important but unpaid contributions to the society, the impact of that commitment is partly covering the insufficient social infrastructure. At the same time, this important involvement in positive and adequate changes in an inappropriate practice is a burden for concentrated research activities. Those contributions are significantly time-consuming and have a negative effect on the successful application of research funds. Records of organised workshops, public lecturers and other contributions to local institutions are well documented. The Faculty actually counts 105 projects in the last 5

years. Here it is evident that the main source of funding is the European Commission. A total of 25 projects were funded by the EU in that period.

The Faculty publishes three scientific journals, partly in English, partly in Croatian language, which is a very good way to boost the publication volume of the professional papers of students, the staff and clinicians and, using the Croatian language, to disseminate results of research. Its vision includes raising of the quality of scientific journals published within the Faculty.

### **Recommendations for improvement**

- To comply with the the minimum criteria of the 'Ordinance on Conditions for Issuing Licence for Scientific Activity, Conditions for Re-accreditation of Scientific Organisations and Content of Licence' the Faculty should have a strategic research programme for the minimum period of 5 years as a separate document.
- The Faculty should develop a clear, well-structured as well as a coherent, organisational plan for their different scientific and professional activities. The quality and quantity of their activities, which contributes precisely to research, should be to intensify and increase their international activities and thus, visibility. The evidence for the social relevance of research and transfer of knowledge seems to be misunderstood as a kind of unpaid community-based work – a contradiction to the scientific responsibilities of a University Faculty.
- The number of published scientific and professional papers is lower (0.8 to 1.56 per teacher) than expected and planned. One of the reasons is the work overload of teachers due to lack of staff, so that the planned part intended for research and project work and publishing the results is realized to a lesser extent. The planned change from the previous plan was not achieved (45% - 45% - 10%). The problem of work overload should be permanently solved either through changes in the organization and structure of the Faculty, or through persistent proof of staffing needs to the competent University.

**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**

The Faculty of Education and Rehabilitation Sciences fulfills the requirements for the elements of standard 5.3 at a *satisfactory* level of quality. 12 Teachers and Associates are in editorial boards and 3 are chief editors in scientific journals. ERF teachers published 20 international scientific papers with the highest impact factors. Researchers at The Faculty received 27 national awards over the period of the last 5 years. The Faculty has established a well recommended inhouse award for young researchers. Staff and students of the Faculty are dedicated and committed to the fundamental democratic demands of an inclusive society. Their overall positive involvement in different activity areas like research, professional work, knowledge transfer in practical and institutional systems of education and rehabilitation as well as their participation in social changes are enormously. The Faculty has developed professional research assistance and cooperative contributions to other Universities in Croatia, Slovenia, Montenegro and Bosnia and Hercegovina. The overall achievement of the Faculty is proofed by their local stakeholders and their alumni on the one side and by the importance of innovative research projects in different scientific fields of the Faculty. Within the framework of the research laboratories of the Faculty, 24 research projects have taken place.

#### **Recommendations for improvement**

- The large and very important recognition of the Faculty in the regional and national context should be more prominent promoted in political debates with political stakeholders and consequently more valued in political decisions. The low amount of internationally recognized reputation is the severe result of the all-over understaffing working conditions due to financial and space limitations.
- The involvement of teachers and associates in administrative management and their responsible work in different practical areas sets limits to their research activities for new applications for funding or international cooperation.

**Quality grade:** Satisfactory level of quality

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

##### **Analysis**

The Faculty of Education and Rehabilitation Sciences fulfills the requirements for the elements of standard 5.4 at a *satisfactory* level of quality. There is evidence that the Faculty's overall activities are in line with the vision of the development of higher education institution in Croatia. Teachers and associates are invited to make contributions to local, national and international conferences. Some researchers are members of national - and few of international - editorial boards of scientific journals. The Faculty published three research journals: The Croatian Review of Rehabilitation Research, Criminology and Social Integration, whereas only Logopaedics is indexed. The Croatian Scientific Bibliography (CROSBY) listed 334 different types of publications over the last four years in over 50 different places. In the last five years, a total of 183 scientific papers have been published in the Faculty's own journals, 76 written in English. In that period researchers of the Faculty published 7 books in Croatia. The average productivity of the staff ranged from 0.8 to 1.56 papers per teacher and is visibly low. The mean h-index based on the number of citations is 12 (Scopus).

The Faculty has developed a clear financial plan and contributes with its own activities to cover an immense part of the day-to-day costs, so they are also able to pay the fees for proofreading, conference fees or the electronic use of international scientific journals as well as the charges for open access publishing. The Faculty held regularly the international conference ERFCON. The financial plan of income and expenditures for the last years (2018, 2019) seriously documented the income, funding sources of the Faculty and their expenses for necessary work. Slight differences are visibly listened concerning the salaries of the staff. Available resources are depending from teaching activities, and research funding. About 50% of his own revenues come from tuition fees. It is to high lighten that the Faculty has co-founded in 2018 the new construction of building to offer adequate space for students and staff. The evidence of an underfinance by the government in comparison with the different and complex needs of the Faculty is evident and a hindrance for innovative (but cost intense) strategies. Additionally, the lack of well trained and therefore well-paid employees for administrative and technical work is a hindrance to reorganize the research capacities. In recognition of the overall misbalance in the public financial support it is very important to honour the commitment of the Faculty by managing their financial structures. In the development plan for 2019-2023 the Faculty highlighted 7 goals for their future activities, thus providing a clear vision for innovative (and senseful) changes.

## Recommendations for improvement

- The Faculty should take into account the time-consuming work required for research applications by new researchers, especially when these are in English. Their involvement in administrative recommendations for the management of national and international projects should be reduced significantly. The Faculty should seriously change the deficiencies in their administrative capacities. Additionally, the timetable for teaching should be reconsidered. The limited self-financing possibilities have negative effects for the international profile in general and of the different potencies within the study programmes.
- It is recommended to strengthen the services that provide administrative implementation of projects to ensure unhindered monitoring of international research and project cooperation.
- There is a need to continue with efforts to obtain continuous publication of the journal and to raise their scientific level and to get the rest of the Faculty's journals indexed in international databases.

**Quality grade:** Satisfactory level of quality

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

#### **Analysis**

The Faculty of Education and Rehabilitation Sciences fulfills the requirements for the elements of standard 5.5 at a *satisfactory* level of quality. The manifold activities of the Faculty's staff in research, scientific knowledge transfer and practical work improve the quality of the teaching process and mobilize the vital and dynamic energy of the whole community working at the Faculty. Undergraduate, graduate and doctoral students participate seriously in research and professional activities under the umbrella of well-established staff. Autonomous initiatives or independent research working groups are not common or supported. Young researchers are involved in small interagency collaboration, discussed methodological questions and cover many demands of the societal situation. More than hundred scientific and professional publications are co-authored by students. 105 graduate thesis and 9 doctoral dissertations resulted from scientific projects in the past years.

The outcome of doctoral dissertation is not satisfactory and low in comparison with the documented research activities. Between 2015 and 2019 space and equipment for scientific and professional activities are not yet satisfactory. Scientific media as well as appropriate space for Staff and students are not sufficiently available in comparison with international standards. The Faculty cultivate an important variety of essential and fruitful cooperation in different fields of Education and Rehabilitation especially in Croatia. Undergraduate, graduate and doctoral students feel supported in a very positive and dialogue-oriented environment, but are strongly dependent from experienced staff. The Rehabilitation Centre with its manifold links to stakeholders, local authorities and alumni connect theory and practise. Their potential as a gateway for the data-gathering process and methodological questions should be more promoted, developed and used. The teaching and researching process suffer from inadequate structures and services in the library, thus reducing once again the research potentials (quantity of computers, textbooks, working space etc. Is not sufficient).

### **Recommendations for improvement**

- The Faculty should offer an autonomous circle for graduates and postgraduate researchers to reduce the dependency from well-established teachers and associates, visibly established with their own space and equipment.
- The Faculty should develop a consistent and coherent action plan for intersectoral teaching activities in polyvalent issues/subjects in their study programmes to reduce the workloads of young researcher.
- The Faculty should clearly priorities their strategic goals in the Strategic Development Plan for 2019-2023: Advancement in Scientific Research (first goal) and Advancement in International Collaboration (sixth goal) should be the important one.
- Research results are implemented in the teaching process by introducing elective courses, using research content within existing courses, using research in the form of required and additional literature, or using developed applications, tests or technology in clinical work. It is recommended that such practices continue to be nurtured and supported in a way that ensures the preconditions for their application.
- Resources of the Rehabilitation Centre need to be utilized more effectively to support research (data collection and conducting of intervention studies).

**Quality grade:** Satisfactory level of quality

## APPENDICES

### 1. Quality assessment summary - tables

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

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

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

### *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. |  |                                 |                                      | X                            |
| 3.2. The higher education institution gathers and analyses information on student progress and uses it to ensure the continuity and completion of study.                           |  |                                 |                                      | X                            |
| 3.3. The higher education institution ensures student-centred learning.  |  |                                 | X                                    |                              |
| 3.4. The higher education institution ensures adequate student support.  |  |                                 |                                      | X                            |
| 3.5. The higher education institution ensures support to students from vulnerable and under-represented groups.  |  |                                 |                                      | X                            |
| 3.6. The higher education institution allows students to gain international experience.  |  |                                 | X                                    |                              |
| 3.7. The higher education institution ensures adequate study conditions for foreign students.  |  |                                 | X                                    |                              |
| 3.8. The higher education institution ensures an objective and consistent evaluation and assessment of student achievements.   |  |                                 |                                      | X                            |
| 3.9. The higher education institution issues diplomas and Diploma Supplements in accordance with the relevant regulations.   |  |                                 |                                      | X                            |
| 3.10. The higher education institution is committed to the employability of graduates.   |  |                                 | X                                    |                              |

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

### *Quality grade by standard*

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

## 2. Site visit protocol

|  |  |
|--|--|
| <p><b>Reakreditacija</b><br/><i>Edukacijsko – rehabilitacijskog fakulteta Sveučilišta u Zagrebu</i></p> <p><i>Znanstveno učilišni kampus Borongaj<br/>Borongajska cesta 83f<br/>10000 Zagreb</i></p> | <p><b>Re-accreditation of the Faculty of Education and Rehabilitation Sciences</b></p> <p><i>University Campus Borongaj<br/>Borongajska cesta 83f<br/>10000 Zagreb</i></p> |
|--|--|

### *Edukacija članova stručnog povjerenstva u virtualnom okruženju/Education of panel members in virtual form*

|                      | <b>Ponedjeljak, 4. siječnja 2021.</b>   | <b>Monday, 4 January 2021</b>  |
|----------------------|---|--|
| <b>11:45 - 12:00</b> | <ul style="list-style-type: none"> <li>• Spajanje na ZOOM poveznicu</li> </ul>  | <ul style="list-style-type: none"> <li>• Joining the ZOOM meeting via the</li> </ul>   |
| <b>12:00 –</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> </ul> <p><i>Pauza</i></p> <ul style="list-style-type: none"> <li>• Kako napisati Završno izvješće</li> <li>• Priprema povjerenstva za posjet visokom učilištu (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> </ul> <p><i>Break</i></p> <ul style="list-style-type: none"> <li>• How to write the Final report</li> <li>• Preparation of the Expert Panel members for the site visit (discussion on the Self-evaluation report and supporting documents )</li> </ul> |

*Ponedjeljak, 11. siječnja 2021.*

*Monday, 11 January 2021*

*09:00 Polazak za Fakultet edukacijsko –  
rehabilitacijskih znanosti ispred Agencije*

*09:00 Departure for Faculty of  
Education and Rehabilitation  
Sciences in front of the Agency*

*Preliminarni posjet Stručnog  
povjerenstva visokom učilištu*

*Preliminary site-visit of  
Expert Panel members to  
the HEI*

|                      | <i>Ponedjeljak, 11. siječnja 2021.</i>  | <i>Monday, 11 January 2021</i>  |
|----------------------|---|---|
| <b>9:50-10:00</b>    | Spajanje na poveznicu ZOOM i kratki interni sastanak stručnog povjerenstva  | Joining ZOOM meeting via the link and a short internal meeting of the Expert Panel  |
| <b>10:00 – 11:00</b> | Sastanak članova stručnog povjerenstava s dekanicom i prodekanima   | Meeting with the Dean and Vice-Deans  |
| <b>11:00 – 12:00</b> | Sastanak s Povjerenstvom za upravljenje kvalitetom  | Meeting with the Committee for Quality Assurance  |
| <b>12:00 – 13:30</b> | <i>Radni ručak</i>  | <i>Working Lunch</i>  |
| <b>13:30 – 15:00</b> | <b>Obilazak fakulteta</b> (predavaonice, informatičke učionice, knjižnica, prostorije za studente, nastavnički kabineti, knjižnica) <b>i prisustvovanje nastavi</b> | <b>Tour of the Faculty</b> (classrooms, computer classrooms, library, student services, rooms for student activities,) <b>and participation in teaching classes</b> |
| <b>15:00-17:00</b>   | <i>Analiza dokumenata</i>   | <i>Document analysis</i>  |

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

|                      | <b>Utorak, 12. siječnja 2021.</b>   | <b>Tuesday, 12 January 2021</b>  |
|----------------------|---|--|
| <b>12:00 – 14:00</b> | Sastanak članova stručnog povjerenstava, diskusija o zapažanjima i impresijama s preliminarnog posjeta, pripreme za sastanke s dionicima visokog učilišta | Meeting of Expert Panel members, discussion on observations and impressions from the preliminary site-visit, preparation for the meetings with stakeholders of the HEI |

**Prvi dan reakreditacije u virtualnom okruženju**

**First day of re-accreditation in virtual form**

|                    | <b>Srijeda, 13. siječnja 2021.</b>  | <b>Wednesday, 13 January 2021</b>  |
|--------------------|---|--|
| <b>8:50 – 8:50</b> | Spajanje na ZOOM i kratki interni sastanak stručnog povjerenstva  | Joining ZOOM and a short internal meeting of the Expert Panel  |
| <b>8:50 – 9:00</b> | Spajanje na poveznicu ZOOM s upravom Visokog učilišta   | Joining ZOOM meeting with the Management Board of the higher education institution   |
| <b>9:00 – 9:30</b> | Sastanak članova stručnog povjerenstava s dekanicom i prodekanima   | Meeting with the Dean and Vice-Deans   |
| <b>9:30 – 9:45</b> | <i>Interni sastanak članova stručnog povjerenstava</i>  | <i>Internal meeting of the panel members</i>   |
| <b>9:45– 10:15</b> | Sastanak s: <ul style="list-style-type: none"> <li>• Stručnom suradnicom za međunarodnu suradnju i projekte and</li> <li>• ECTS koordinatorom.</li> </ul> | Meeting with: <ul style="list-style-type: none"> <li>• Coordinator of International Cooperation and Projects and</li> <li>• ECTS coordinator.</li> </ul> |

|                      |  |   |
|----------------------|--|---|
| <b>10:15 – 10:30</b> | <i>Pauza</i>   | <i>Break</i>  |
| <b>10:30 – 11:30</b> | Sastanak sa studentima (otvoreni sastanak za sve studente)   | Meeting with students (open meeting)  |
| <b>11:30 – 12:30</b> | <i>Pauza za osvježenje i interni sastanak članova stručnog povjerenstva a ručak</i>  | <i>Lunch Break and internal meeting of panel members</i>  |
| <b>12:30 – 13:15</b> | Sastanak s alumnijima (bivši studenti koji nisu zaposlenici visokog učilišta)  | Meeting with Alumni (former students who are not employed by the HEI)   |
| <b>13:15 – 13:30</b> | <i>Pauza</i>   | <i>Break</i>  |
| <b>13:30 – 14:15</b> | Sastanak s vanjskim dionicima - predstavnicima strukovnih i profesionalnih udruženja, poslovna zajednica, poslodavci, stručnjaci iz prakse, organizacijama civilnog društva, vanjski predavači | Meeting with external stakeholders - representatives of professional organisations, business sector/industry sector, professional experts, non-governmental organisations, external lecturers |
| <b>14:15 – 14:30</b> | <i>Pauza</i>   | <i>Break</i>  |
| <b>14:30- 15:00</b>  | <b>Organizacija dodatnog sastanka o otvorenim pitanjima – prema potrebi</b>  | <b>Organisation of an additional meeting on open questions, if needed</b>   |
| <b>15:00 -</b>       | Interni sastanak članova stručnog povjerenstva – osvrt na prvi dan i priprema za drugi dan   | Internal meeting of the Expert Panel members – comment on the first day and preparation for the second day  |

**Drugi dan reakreditacije  
u virtualnom okruženju**

**Second day of re-accréditation  
in virtual form**

|                          | <b>Četvrtak, 14. siječnja 2021.</b>   | <b>Thursday, 14 January 2021</b>   |
|--------------------------|---|--|
| <b>9:30 –<br/>9:50</b>   | Spajanje na poveznicu ZOOM i kratki interni sastanak stručnog povjerenstva                  | Joining ZOOM meeting and a short internal meeting of the Expert Panel                                      |
| <b>9:50 –<br/>10:00</b>  | Spajanje na poveznicu ZOOM – VISOKO UČILIŠTE  | Joining the Zoom meeting– HIGHER EDUCATION INSTITUTION   |
| <b>10:00 –<br/>11:00</b> | Sastanak s nastavnicima, u stalnom radnom odnosu, osim onih na rukovodećim mjestima         | Meeting with full-time employed teachers, except those in managerial positions                             |
| <b>11:00 –<br/>11:20</b> | <i>Pauza</i>  | <i>Break</i>   |
| <b>11:20 –<br/>12:00</b> | Sastanak s prodekanom za studije i studente   | Meeting with the Vice-Dean for Study programmes and Students   |
| <b>12:00 –<br/>12:20</b> | <i>Pauza</i>  | <i>Break</i>   |
| <b>12:20 –<br/>13:00</b> | Sastanak s pročelnicima Odsjeka   | Meeting with Heads of Departments  |
| <b>13:00 –<br/>14:00</b> | <b><i>Pauza za osvježenje i interni sastanak članova stručnog povjerenstva</i></b>          | <b><i>Lunch Break and internal meeting of panel members break</i></b>                                      |
| <b>14:00 –<br/>14:45</b> | Sastanak s asistentima i poslijedoktorandima  | Meeting with Teaching Assistants and Postdoctoral Researchers  |
| <b>14:45 –<br/>15:15</b> | <b>Organizacija dodatnog sastanka o otvorenim pitanjima – prema potrebi</b>                 | <b>Organisation of an additional meeting on open questions, if needed</b>                                  |
| <b>15:30 -</b>           | Interni sastanak članova stručnog povjerenstva – osvrt na drugi dan i priprema za treći dan | Internal meeting of the Expert Panel members – comment on the second day and preparation for the third day |

**Treći dan reakreditacije  
u virtualnom okruženju**

**Third day of re-accréditation  
in virtual form**

|                       | <b>Petak, 15. siječnja 2021.</b>   | <b>Friday, 15 January 2021</b>  |
|-----------------------|--|---|
| <b>9:30 – 9:50</b>    | Spajanje na poveznicu ZOOM i kratki interni sastanak stručnog povjerenstva               | Joining ZOOM meeting and a short internal meeting of the Expert Panel                           |
| <b>9:50 – 10:00</b>   | Spajanje na poveznicu ZOOM – VISOKO UČILIŠTE   | Joining the Zoom meeting – HIGHER EDUCATION INSTITUTION   |
| <b>10:00 – 10:40</b>  | Sastanak članova stručnog povjerenstava s prodekanicom za znanost i međunarodnu suradnju | Meeting with the Vice Dean for Science and International Cooperation                            |
| <b>10:40 – 11:00</b>  | <i>Pauza</i>   | <i>Break</i>  |
| <b>11:00 – 11:45</b>  | Sastanak s voditeljima znanstvenih projekata   | Meeting with the Heads of research projects   |
| <b>11:45 – 12:00</b>  | <i>Pauza</i>   | <i>Break</i>  |
| <b>12:00 – 13:30</b>  | <b><i>Interni sastanak članova stručnog povjerenstva</i></b>                             | <b><i>Internal meeting of the Expert Panel members</i></b>                                      |
| <b>13:30 – 13:45</b>  | <b>Završni sastanak s dekanicom i prodekanima</b>  | <b>Exit meeting with the Dean and Vice-Deans</b>  |
| <b>13: 45 – 15:00</b> | Sastanak članova stručnog povjerenstva – ocjenjivanje prema standardima kvalitete        | <b>Internal meeting of the Expert Panel members – assessment according to quality standards</b> |

## SUMMARY

The Faculty of Education and Rehabilitation Sciences constitutes a public higher education institution and research and teaching component of the University of Zagreb. The Faculty organizes and conducts university programs in Speech and Language Pathology, Rehabilitation / Educational Rehabilitation and Social Pedagogy, as well as research and professional activities in these fields.

The considered view of the expert panel following the review, is that Faculty fulfills the overall requirements for Standard 1 (**Internal quality assurance and the social role of the higher education institution**) at a *high* level of quality. The Faculty is in the process of developing increasingly effective quality policy and procedures that include regular collection and analyses of relevant data with the purpose of ensuring and improving the quality of all institutional activities, especially student participation. With respect to Standard II (**Study programmes**) the Faculty fulfills the overall requirements at a *high* level of quality. It offers good study programmes relevant for society's social needs and produces competitive professionals for the national labour market. The Faculty fulfills the overall requirements for Standard III (**Teaching process and student support**) at a *high* level of quality. There is evidence that the conditions for enrolment and continuation of studies are in line with the study programs, that they are clear, published and that they are applied consistently. Teaching is adapted to different student populations, encouraging students' independence and responsibility. With respect to standard IV (**Teaching and institutional capacities**), the Faculty fulfills the overall requirements at a *satisfactory* level of quality. Although the Faculty strives for recruiting sufficient number of teachers it can do it only if coefficients allow it. The current situation with regards unequal workload between teachers and the high administrative load requires action to be taken. Finally, the Faculty fulfills the overall requirements for standard V (**Scientific Activity**) at a *satisfactory* level of quality. It has as yet, no action plan to develop specific research areas or clusters of research in Education and Rehabilitation and the unbalanced organization of workloads is a barrier for successfully organized research working groups. Also, the Faculty has not yet been successful in implementing an international research strategy

Overall, the Panel was very impressed with the activities of the Faculty including the enthusiasm and commitment displayed by the staff. It's distinctive teaching and research portfolio serves the nation well – it has active connections with a large set of stakeholders, trains professionals effectively for the field and has developed doctoral programmes to increase the volume and level of scientific activities. A series of recommendations are outlined in relation to each standard to further enhance the work of the Faculty going forward.