



University of Zagreb
Faculty of Education and Rehabilitation Sciences

Self-Evaluation

**SELF-EVALUATION
UNIVERSITY OF ZAGREB
FACULTY OF EDUCATION AND REHABILITATION SCIENCES**

2008. – 2013.

Zagreb, January, 2014.



Self-evaluation report of the Faculty of Education and Rehabilitation Sciences, 2008. - 2013. was prepared by Working group for self-evaluation appointed by Faculty Council on its 1. session that took place on October 28th 2013.

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Working group was organized in 4 teams responsible for different fields of self-evaluation: 1) Updating information system MOZVAG; 2) High education institution management and quality assurance; Resources: administrative and support services, space, equipment and finances; 3) Study programmes, Students and Teaching staff; 4) Scientific and professional activity; Mobility and international cooperation.

Self-evaluation report was verified on 4th Faculty Council session that took place on January 27th 2014. Opinions and assessments given in the self-evaluation reflect the opinion of the management of the Faculty of Education and Rehabilitation Sciences with the dean at the head.

Zagreb, January, 2014.



Self-Evaluation

Name of higher education institution: Faculty of Education and Rehabilitation Sciences

Name of university of which the institution is a constituent: University of Zagreb

Year of establishment: 1962.

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1. Higher education institution management and quality assurance

a) State a short description of development of your HE institution and important events in the past 10 years (organisational changes, relocations, significant problems in operation).

The Faculty of Education and Rehabilitation Sciences has acted as an institution of higher education for 51 years, 48 of which as a constituent unit of the University of Zagreb.

Today, the Faculty of Education and Rehabilitation Sciences of the University of Zagreb is the only higher education institution in Croatia that establishes and offers programmes in the fields of speech and language pathology, rehabilitation/educational rehabilitation and social pedagogy, along with developing high-quality research work in scientific fields of educational and rehabilitation sciences and speech and language pathology.

Many endeavours undertaken by various movements, institutions and governments in areas today known as the Republic of Croatia from the beginning of the 19th to the middle of 20th century preceded the foundation of the Faculty. They are closely linked with the development of „mass education”, thus, comprising efforts to find the answers to the issues regarding care and education of “handicapped” children in Croatia. However, those early efforts did not always manage to undergo the entire path from an idea to realisation, so starting from 1838 until the end of the 19th century Croatian educators received their first “specialist diplomas” for educational work with blind-deaf and blind children in Vienna. Despite legal solutions (e.g. Act on Organisation of Elementary and Teacher Schools in Croatia and Slavonia, 1874) which created the background for organised approach to education of teachers/educators for work with persons with disabilities, this issue was not systematically resolved until 1947. In 1947, the Committee for Education and Science of the Government of the Federative People's Republic of Yugoslavia adopted „Framework guidelines for organisation and work of the *Department of Defectology at Higher Pedagogical School*” in Zagreb. The academic year 1947/48 marked the beginning of the establishment of higher education system through the organisation of (study groups) modules for education of teachers for children and adults with hearing impairments („group for surdopedagogy“) and children with intellectual disabilities („group for oligofrenopedagogy“). Those studies were organised as two-year programmes (and during one period even as three-year) until 1962. They enabled students to enrol in a program with two majors: one of a defectological profession and the other one being a teaching subject. Since they prepared teachers for work with only a part of the population of persons with developmental difficulties, disabilities and problems related to social inclusion, those programmes were proven inadequate, both in terms of their organisational structure and contents, for fulfilling the needs recognized in everyday practice. This was especially emphasized in the survey prepared through an interdisciplinary approach by Tomislav Špoljar and Angelina Borić in 1961. Based on that survey and with the support of distinguished scientists and teachers of the University of Zagreb, the lack of study programmes that would educate experts for work with persons with visual impairments, communication and language disorders, motor coordination disorders and behavioural disorders was recognized and the need to establish the College of Defectology as an independent higher education institution was emphasized. Only a year after, on July 10, 1962 the Parliament of the People's Republic of Croatia adopted a Decision on Establishment of the *College of Defectology in Zagreb*. Today's Faculty of Education and Rehabilitation Sciences of the



University of Zagreb is a direct successor of that higher education institution, and it has been active since academic year 1962/63. Based on the above mentioned parliamentary decision, the College of Defectology was authorised to „educate experts, awarding them professional qualification of higher and high level education, to work in educational institutions as well as social services that provide care and education, protection and rehabilitation of children, youth and adults with difficulties in psychosomatic development“.

The College of Defectology was thoroughly included in the system of university level higher education in May 1965 and thus became one of the constituent units of the University of Zagreb. Thanks to the inclusion of postgraduate study for the area of hearing and speech impairments in the University Centre for Postgraduate Studies and existing legal framework, human resource and other developmental prerequisites have enabled research/teaching academic advancement of a significant number of employees of the College of Defectology. Therefore, the Science and Education Council of the University of Zagreb adopted the Decision by which the College of Defectology changed its name into the *Faculty of Defectology of the University of Zagreb* in 1973. This Decision was confirmed by the Parliament of the Republic of Croatia and Republic Council in the same year. Further development in social and biomedical science and humanities had significant impact on the relationship of society and vulnerable groups, and subsequently this change was obvious in the professional terminology whose objective was to avoid stigmatisation of those groups. Due to the stigmatising name of the Faculty, as well as professional and scientific discipline that developed through its activities, and due to the aforementioned development, the name was changed. The new name – Faculty of Education and Rehabilitation Sciences, was first proposed at the Faculty Council Session of 18th July 1996 and approved at the session of the Managing Board of the University of Zagreb of 14th April 1998. Following the adoption of the Decision, the Faculty Council proclaimed 14th April as the Faculty Day.

Changes in the level of education and the name of the Faculty reflected on the names of programmes and academic titles of graduates. During fifty-year long development of the Faculty, academic titles of graduates for all three study programmes have changed five or more times. On one hand, this was due to frequent amendments of legal solutions that regulated academic titles and degrees (title of a B.A. or a teacher). Those titles have changed almost regularly every five years, and these graduates were awarded titles of either a teacher or a B.A. (speech therapist, rehabilitator, social pedagogue). On the other hand, changes were closely related with progress in the realm of human rights and accompanying scientific disciplines leading to the abandonment of stigmatising names for the population of persons with developmental difficulties, disabilities or social inclusion problems as well as for experts working with them. The term “defectologist“ was completely abandoned in the academic year 1997/98. It is also important to underline that terms speech and language pathology and social pedagogy appear in academic titles on diplomas from 1983 (programmes starting in academic year 1979/80), whilst rehabilitator appears in academic titles on diplomas from 1988 (programmes starting in academic year 1984/85).

From 1973 onwards, one scientific field enabling academic advancements in research was developed, and as of 2009 there are two scientific fields and six branches: field of educational-rehabilitation science (branches: inclusive education and rehabilitation, behavioural disorders) and field of speech and language pathology (branches: communication and language disorders, specific learning difficulties; hearing impairments and dysphagia).

Significant positive shifts have happened in the last 10 years in the development of all activities. Based on the Act on Scientific Activity and Higher Education (2003) and through the creation of new undergraduate and graduate programmes between 2003 and 2005, the Faculty intensively participated in the process of harmonisation of Croatian higher education system with European standards,



primarily with Bologna Declaration. Three new undergraduate programmes (Speech and Language Pathology, Rehabilitation and Social Pedagogy) obtained accreditation permits in June 2005, whilst classes at the Faculty according to the Bologna model of undergraduate studying started in the academic year 2005/06. Accreditation permits for three university programs were issued to the Faculty by the Ministry of Science, Education and Sport of the Republic of Croatia in the period from 2005 to 2007 (Social pedagogy 2005; Speech and Language Pathology 2006; Educational Rehabilitation 2007). The Faculty was one of the first institutions in Croatia to start informatisation of programmes according to the ISVU model as of academic year 2002/03. This was one of favourable circumstances in the process of transfer to the new program regime.

Research work has a long tradition at the Faculty. Significant number of research projects headed by the employees of the Faculty is dominated by national, domestic projects. Also, a significant number of short term i.e. non-competitive projects were implemented. Thorough involvement of Croatia in the European Research Area will require scientists at the Faculty to rethink and change their scientific engagement in national and international projects as well as in competitive vs. non-competitive projects. Professional engagement of research staff at the Faculty also has a long tradition, and as such it has been recognized on many levels ranging from engagements in the creation of professional policies, the creation of new (scientifically based) intervention programmes for target populations and direct professional work with clients (children, youth and adults in need of such services) in the Centre for Rehabilitation of the Faculty of Education and Rehabilitation Sciences and/or other partner institutions and services. During the past ten years, the Centre for Rehabilitation has become, both locally and nationally, a relevant professional site, quite unique in terms of interventions and programmes it develops and provides for persons with developmental difficulties, disabilities or social inclusion problems.

Moving to new premises is definitely one of the factors that have tremendously helped development of the Faculty in the past seven years. Namely, during its first 45 years of existence, the Faculty was placed in Zagreb, at the address Kušlanova street 59a, in a crowded space (818 m²) and confining conditions for any kind of development. Since academic year 2007/08 better spatial solution exists as the Faculty uses a total of 3.275 m² of space in two buildings (main building – 2.500 m²; building of the Centre for Rehabilitation - 775 m²) at the address: Borongaj University Campus, Borongajska 83f, Zagreb. The needs for additional premises have been recognised because they are constantly present in all activities of the Faculty – scientific, educational and professional.

Based on the SWOT analysis conducted during 2013, as part of creation of the Strategic Development Plan of the Faculty of Education and Rehabilitation Sciences for the period from 2014 to 2018, and based on the analyses conducted during the creation of this document (in academic year 2013/14), it was possible to recognize key weaknesses in all areas of Faculty activities.

In terms of programmes and students, the following weaknesses have been recognized as crucial:

- programmes do not achieve the necessary level of quality (obvious varied degree of learning outcomes definition both at the level of certain courses and at the level of programmes, linking learning outcomes and teaching methods, awarding ECTS credits as well as the scope, type and quality of mandatory and recommended literature),
- teaching process as a whole is not organised, standardised enough or well documented,
- lack of university textbooks (over half of mandatory subjects in certain programmes are not covered by university textbooks),
- system of quality monitoring of external experts' teaching is not entirely defined (including mentors/ practice teachers),

- low number of recognised similar programmes abroad which could serve as an impetus to raise quality of programmes and international visibility,
- due to a number of changes, increased demands related with the transfer to Bologna model, teachers are often not motivated enough to improve their programmes and teaching process,
- all potential areas (those arising from the interests of practice, specific professional disciplines or scientific branches) are not covered by programmes at postgraduate specialist and doctoral level,
- students are not sufficiently and systematically included in the process of internal quality assurance of teaching and research work.

In terms of research work there are following weaknesses:

- number of (contracted) competitive research projects does not enable visibility of the Faculty as a relevant national and international research base,
- number of scientists who are Faculty employees, experienced in managing competitive (international) projects, is too small,
- number of scientific papers published in international scientific journals is not satisfactory, and it does not guarantee individual and institutional visibility,
- coordination of research work at the level of the Faculty has no tradition and necessary (promotional, motivating) effects,
- potential of team networking through joint research work within the Faculty have not been recognised, acknowledged and encouraged enough,
- lack of spatial capacities for specialist laboratories, where research work comprising two components – professional and teaching, could take place.

In terms of professional work, recognised weaknesses include:

- varied degree of interest of scientific-teaching employees for participation in professional work,
- unresolved issue of the status of Centre for Rehabilitation as a teaching base site of the Faculty,
- unfinished issues of sustainability (increase of excellence) of the Centre for Rehabilitation due to impossibility to employ professional employees,
- workload of teaching staff (quantity of teaching, number of students, number of subjects),
- lack of spatial capacities for specialist laboratories where innovative, professional project activities could be performed .

In terms of organisational development of the Faculty, weaknesses connected with the following have been recognized:

- unclear organisational structure and management (individual and organisational responsibilities are not clearly defined, insufficient functional linkage of constituent units),
- unfavourable organisational climate,
- insufficient personal engagement for a collective (Faculty) cause,
- insufficiently functional administrative infrastructure.

Upon the analysis of internal weaknesses, it needs to be pointed out that significant number of problems the Faculty is faced with arises from the state of “incompleteness” in terms of strategic and legal framework of higher education and science in Croatia.



- b) **Make a diagram of the internal organisational structure of your HE institution (council, departments, chairs and other). State the number of full-time employees per each organisational unit. Describe as an addendum the composition and function of individual elements of the structure. Specify which elements of the management structure involve other stakeholders (students, employers and other) and comment on their role and contribution.**

Organisation, activities and business operations of the Faculty of Education and Rehabilitation Sciences are regulated by the Statute (2005) which has served as a basic document for the creation of diagram of internal organisational structure of the Faculty (Picture 1). Special constituent units of the Faculty are: various departments, Unit for Physical Education and Recreation, Institute for Education-Rehabilitation Research, Centre for Rehabilitation, the Faculty Library and Secretariat. One of the key features of the organisational structure of the Faculty of Education and Rehabilitation Sciences is its size. At the moment of the creation of Self-evaluation document (October/November, 2013) there was a total of 90 employees (69 in research and associate positions and 21 in non-teaching positions; out of which one professor is in cumulative work relation at the Faculty, three employees from own (Faculty's) funds and two employees working half time). Based on these features the Faculty belongs to the category of small higher education institutions that, however, need to organise and implement all activities within their competence. That being said, all constituent units of the Faculty are very small to medium sized.

Faculty Council is not a constituent unit, but as the biggest and unique expert body of the Faculty, it holds a central role in its development, organisation and work. It comprises professors, associate professors, assistant professors and teachers appointed to teaching ranks, associates appointed to associate ranks and teaching work positions, representatives of junior researchers appointed to associate ranks (1) and representatives of students (4).

Faculty Council has the following competencies:

- adopts the Statute of the Faculty by majority votes of the total number of members,
- selects Dean and Vice Deans,
- selects the head of the Centre for Rehabilitation, Heads of Departments and Secretary of the Faculty,
- conducts elections of Field science council members and University Senate,
- accepts Dean's annual report,
- adopts budget and final account of the Faculty,
- initiates the procedure of adoption, and takes care of the implementation of programmes, studies and scientific projects,
- appoints mentors for postgraduate students,
- motions and conducts the procedures of appointment of research and teaching ranks,
- suggests to the University Senate candidates for appointment of the *professor emeritus* rank,
- adopts the plan and approves the use of sabbaticals,
- adopts general acts of the Faculty,
- performs other tasks determined by law, the University Statute and Faculty Statute.

Departments are fundamental constituent units of the Faculty that develop research, teaching and professional activities within discipline they were founded in. The Faculty has seven Departments and they are all different with regard to the contents of their activities, modes of work and size. In terms of scientific and professional activities, departments are independent, and join forces when needed for



planning and implementation of scientific and expert projects. By the same token, they join forces in order to conduct teaching activities for certain programmes. This form of joining forces and working together is not entirely regulated by the Statute or other Faculty Acts so this was one of the reasons why we have started preparing new Statute during the past two years. Every **study programme** (undergraduate and graduate) is carried out by at least two departments. In this way, programmes are mostly equal in terms of number of full time employees working at research/teaching and associate positions. Linkage of programmes is also achieved through carrying out common mandatory and elective courses that can be enrolled by students of all programmes.

Unit for Physical Education and Recreation is a small, one-teacher constituent unit whose objective is to carry out syllabus and programmes of physical education and recreation, physical exams of students and organise recreation activities.

According to the existing Statute, the **Institute for Education-Rehabilitation Research** is a constituent unit of the Faculty that unifies research and professional activities, as well as lifelong learning. During the past period, the Institute faced challenges in terms of its organisation, and it developed in the direction which inevitably led to many discussions regarding its purpose and role, i.e. it led to the suggestion that connection of research work at the level of Faculty in terms of content and methodology needs to be organised differently.

Centre for rehabilitation serves as a teaching base for exercises and student practice as well as a place where clinical rehabilitation (prevention, counselling, assessment, diagnostics, treatment and therapy), education and research work take place. Within the Centre, there are currently two employees, both at the position of expert associates.

The **Library** is a constituent unit of the Faculty that serves as an intermediary for scientific and expert publications and all other information to students, employees and interested professional public. Library Committee streamlines and manages library activities through definition of policies regarding procurement and use of books, journals and other publications.

The **Secretariat** is a constituent unit of the Faculty with a wide scope of activities including records keeping, preparation and coordination of implementation of undergraduate, graduate and postgraduate programs, IT, legal, accounting and general tasks and activities like cleaning, maintenance and safekeeping of faculty premises, property and equipment.

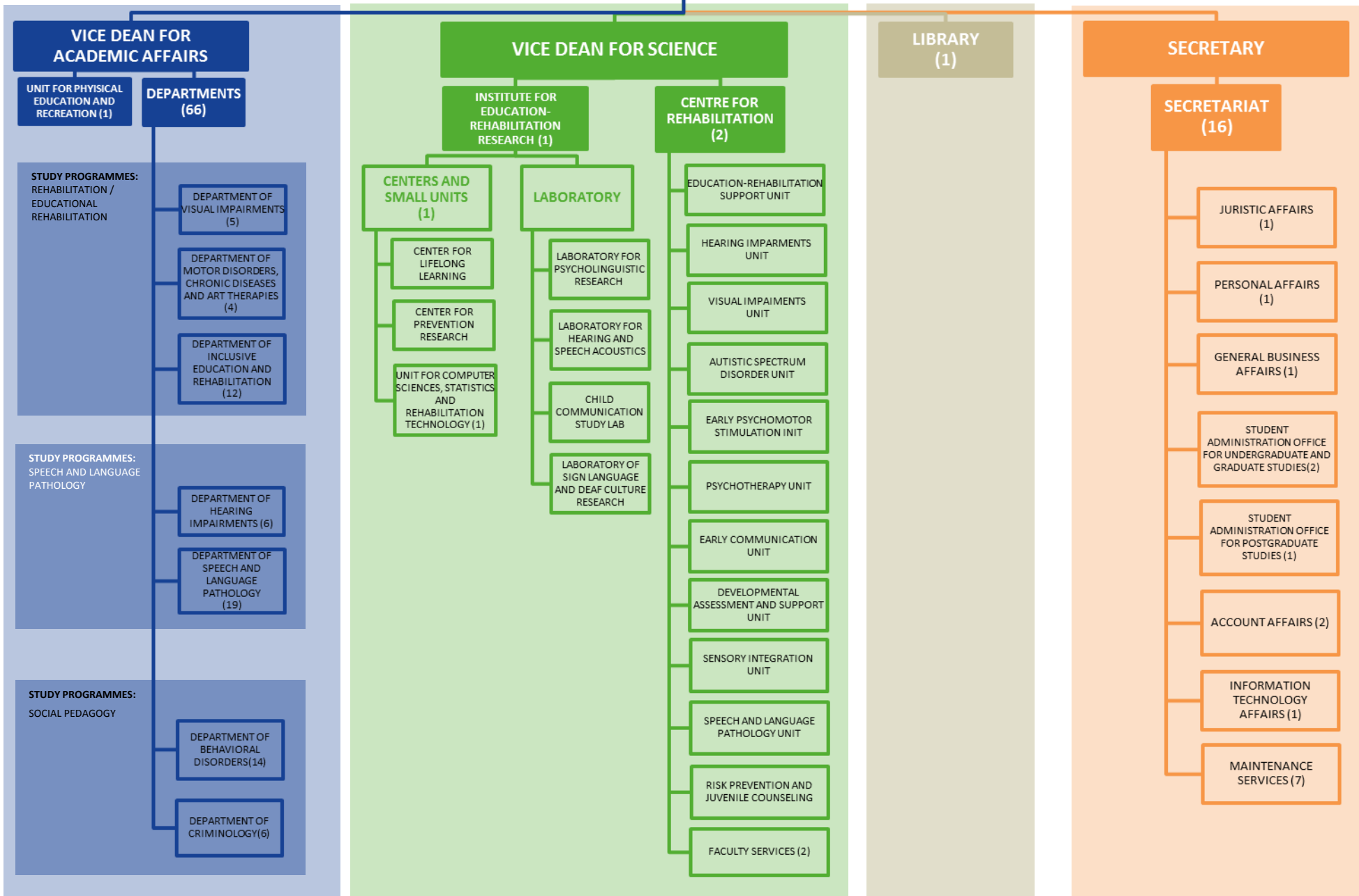
Diagram 1. Diagram of internal organisational structure of the Faculty of Education and Rehabilitation Sciences

UNIVERSITY OF ZAGREB
FACULTY OF EDUCATION AND REHABILITATION SCIENCES

FACULTY COUNCIL

DEAN

DEAN'S COLLEGIUM



c) Specify the structure of your institution's management (Dean, vice-Deans, heads of departments and other) and briefly describe their roles and election procedure.

Faculty Statute stipulates that Dean, two Vice Deans and a Secretary are responsible for the management of the Faculty. **Dean** is the head of the Faculty with authorities regulated by the Statute. Dean:

- presents and represents the Faculty,
- presides over the Faculty Council and suggests the measures for the improvement of the Faculty's functioning,
- implements decisions of the Faculty Council, Senate and Council of the Social and Humanistic Discipline,
- coordinates entire teaching and research activities of the Faculty,
- approves business trips in Croatia and abroad,
- adopts decisions regarding commencement and termination of employment of administrative staff,
- conducts other tasks in line with the law, University and Faculty Statute.

Dean has the right to make business decisions on behalf and for the account of the Faculty amounting up to HRK 1,000,000.00. Dean needs the approval of the Faculty Council for legal actions amounting up to HRK 3,000,000.00, and from the Senate for activities exceeding that amount. For his work, Dean is accountable to the Faculty Council and Rector. At least once a year, Dean submits a report on work and business activities of the Faculty as well as a report about his/her work which includes a report on proposal and execution of the Faculty budget. A teacher at the Faculty who is appointed to research and teaching rank of the associate or full professor can become the Dean. The Dean serves a two-year term, and the same individual can be appointed Dean for a maximum of two consecutive terms.

Vice Dean for Academic Affairs manages, coordinates and monitors all teaching activities at undergraduate and graduate programs.

Vice Dean for Science manages, coordinates and monitors teaching at postgraduate studies of the Faculty, entire research work and expert activities as well as international cooperation. Vice Deans help the Dean in coordination of Faculty activities within their area as well as other Faculty activities, and they are directly accountable to the Dean for their realisation. Vice Deans are chosen by public voting upon the proposal of the newly appointed Dean. A person appointed to scientific-teaching rank may be chosen as Vice Dean. Vice Dean's mandate is as long as the mandate of the Dean upon whose proposal Vice Dean was chosen, and the same person can be appointed the Vice Dean for a maximum of two consecutive terms.

Secretary of the Faculty is chosen by the Faculty Council upon the proposal of the Dean. Secretary manages work of the Secretariat and helps Deans, Vice Deans and other employees on senior level work positions. For his/her work, Secretary is accountable to the Faculty Dean and Faculty Council.

Dean's Collegium, comprising the Dean, Vice Dean for Academic Affairs, Vice Dean for Science and Secretary, helps Dean in managing the Faculty. Moreover, Dean may appoint counselling collegium comprising employees as well as permanent and temporary committees.

Department Heads and Heads of the Centre for Rehabilitation play an important role in managing specific teaching and expert activities and their coordination with entire activities of the Faculty.

Upon the proposal of a Department, Faculty Council appoints **Department Heads** for a period of two years, and their authorities include:

- presenting and representing their departments within Faculty, and to third parties with the approval of the Dean,
- organising and managing teaching, research and professional activities of the department,
- coordinating development of the scientific branch represented by the department,
- responsibility for the implementation of decisions of the Faculty Council and Dean related to the department,
- taking care of teaching and research staff at the department,
- coordinating scientific and professional development of department employees.

Upon the proposal of the Department and Dean, the Faculty Council appoints **Head of the Centre for Rehabilitation** for a period of two years. The Head manages the activities of the Centre and coordinates them with other activities of the Faculty. For his/her work, Head is accountable to the Dean and the Faculty Council.

d) If your institution is a constituent of a university, list the integrated elements.

As a constituent of the University of Zagreb, the Faculty of Education and Rehabilitation sciences actively contributes to University's integration aspects through participation of Faculty employees in:

- work groups and University bodies,
- implementation of projects in cooperation with other constituents of the University,
- teaching at all educational levels,
- student mobility.

Participation in work groups and bodies of the University

During the last five-year period, fourteen teachers (21%)¹ were active in working groups and bodies of the University: University Senate (2), University Council of Social and Humanistic Discipline (8), Committee for Instituting Student Support Services (1), Centre for Student Counselling and Support Services 2), Student Support Service (2), Working Group for the Creation of Strategy for Development of Support to Students of the University of Zagreb (1), Committee for Students with Disabilities (1), Committee for the Establishment of Criteria and Verification of Appointment to Titles of the University Council of Social and Humanistic Discipline, (1), Committee for the Creation of Criteria for Appointment to title of Junior Researchers of the University Council of Social and Humanistic Discipline, (1), Working group for the Creation of Ordinance on the Procedure of Evaluation of programmes of University's undergraduate, graduate, integrated undergraduate and graduate as well as specialist studies of the University of Zagreb (1), Work Group for Study Programmes (1), Ethical Committee of the University of Zagreb (1), Association of PE Teachers (1). Some of the teachers participated (or they still do) in two or more bodies/work groups of the University. Teachers of the Faculty were (and still are) heads of the Committee for Students with Disabilities and Working Group for Study Programmes. A total of 14 teachers from the Faculty participated in working groups/bodies of the University. In addition, prof. Melita Kovačević, PhD, the Vice Dean for Science and Technology of the University of Zagreb in two terms (as of 2006), is a teacher at the Faculty of Education and Rehabilitation Science.

¹ Percentage calculated based on the number of 66 teachers working for the Faculty as of October 1, 2013 (including assistants and junior researchers). During that period, the Faculty employed a total of 68 teachers, however, one teacher also holds the position of Vice Dean for Science and Technology, whilst the other is in cumulative work relationship (20% Faculty, 80% University Hospital Dubrava).



Implementation of projects in cooperation with other constituents of the University

Contribution to integration is visible via a large number of projects realised at University level and/or in cooperation with other University constituents. In the last five-year period, Faculty teachers (17 of them or 26%) were included in 19 such projects, as heads of projects or members. Out of that number, three projects were led at University level (project holder was the University), whilst the Faculty or one of the constituents of the University led 16 joint projects. Cooperation in projects was also accomplished with 9 constituents of the University (the Faculty of Electrical Engineering and Computing, the Faculty of Graphic Arts, the Faculty of Organisation and Informatics, the Faculty of Political Sciences, the Faculty of Traffic Sciences, the Faculty of Humanities and Social Sciences, the University of Zagreb School of Medicine, the Faculty of Law and the Faculty of Teacher Education).

Teaching at all educational levels

Teachers from the Faculty of Education and Rehabilitation Sciences teach at other constituents of the University and/or at university postgraduate programmes (17.26% of them). Seven teachers (around 10%) teach at undergraduate programs at 4 constituents of the University (the Catholic Faculty of Theology, the Faculty of Political Sciences, the Faculty of Humanities and Social Sciences, the Faculty of Teacher Education), and five (around 6%) teach at graduate studies at two constituents (Faculty of Humanities and Social Sciences, Faculty of Kinesiology). Eleven teachers (around 17%) teach at postgraduate doctoral programs (9) and postgraduate specialist programs (2) at 3 University constituents (University of Zagreb School of Medicine, the Faculty of Law, the Faculty of Humanities and Social Sciences). One teacher also teaches at the integrated undergraduate and graduate programs offered by the Catholic Faculty of Theology. In addition, teachers (3) also participate in teaching at University postgraduate doctoral (Language and cognitive neuroscience, 2 teachers) and specialist programmes (City management, 1 teacher).

Teachers from other University constituents also teach at study programmes of the Faculty of Education and Rehabilitation Sciences, and so for the past five years a total of 19 external associates from constituents of the University of Zagreb (the University of Zagreb School of Medicine, the Faculty of Humanities and Social Sciences, the Faculty of Science, the Faculty of Teacher Education, the Faculty of Law, the Academy of Fine Arts and the Catholic Faculty of Theology) held classes at all undergraduate and graduate programmes of the Faculty. Teachers from the Faculty of Economy, the Faculty of Law, the Faculty of Organisation and Informatics, the University of Zagreb School of Medicine, the Centre for Croatian Studies and the Faculty of Political Sciences participated or still participate in the implementation of teaching as officially appointed teachers or lecturers of courses at the postgraduate doctoral programme. That being said, teachers of the Faculty are also members of committees for the creation of doctoral dissertation topics and doctoral dissertation defense committees at other University constituents or they act as reviewers of other programmes.

Additionally, a great number of teachers from other University constituents (the University of Zagreb School of Medicine, the Centre for Croatian Studies, the Faculty of Teacher Education, the University of Zagreb School of Dental Medicine, the Faculty of Law and the Faculty of Humanities and Social Sciences) were guest teachers in specific courses in undergraduate and graduate programmes.

Student mobility

Mobility of students from the Faculty of Education and Rehabilitation Sciences who enrol in courses at other University constituents also contributes to University integration. During the last five-year period there a total of 55 students (51 students at undergraduate level of study and 4 at graduate level) enrolled in courses at the following constituents: the Centre for Croatian Studies (47 students), the Faculty of Humanities and Social Sciences (4 students) and the University of Zagreb Music Academy (4 students).

Students from other constituents take courses in undergraduate and graduate programmes implemented at the Faculty; however, since there was no obligation to systematically monitor enrolment of students from other constituents, it is not possible to determine their exact number. As of academic year 2013/2014, a system of monitoring the number of students from other constituents who take courses at the Faculty will be established. Integration is visible through mobility at the level of graduate level enrolment at the Faculty. A number of students who have finished undergraduate programs at other faculties and then continued their graduate education at the Faculty increases every year (2008/2009 – 0; 2009/2010 – 5; 2010/2011 – 7; 2011/2012 – 11; 2012/2013 – 12).

e) Specify core values and methods of monitoring ethical behaviour in your activities related to research, teaching and student relations.

Starting from 2008, the Faculty of Education and Rehabilitation Sciences biennially appoints Ethics Committee which harmonises its work with the Rules of Procedure for the Ethics Committee Work (2013). Ethics Committee comprises three members and three deputy members, one of them being the president. The Committee uses Code of Ethics of the University of Zagreb as the basic document in their work (2009). Committee is a counseling body in issues regarding the realisation of the Code of Ethics of the University of Zagreb and application of ethical standards in scientific and teaching areas developed at the Faculty. In a nutshell, the Committee:

- 1) monitors the implementation of the Code of Ethics for the purpose of development and implementation of ethical standards. Committee acts as counseling body whose aim is to promote ethical behaviour and values; it monitors the preparation of implementation and implementation of fundamental principles and ethical rules in teaching, scientific and professional work of the Faculty employees upon the request of the Dean and with approval and encouragement of the Faculty Council.
- 2) carries out the procedure for establishing the violation of the Code of Ethics. The Dean motions the procedure for opinion on compliance of certain action or behaviour with the principles and ethical rules in teaching, scientific and professional work based on elaborated and written requests submitted to the Dean and/or bodies of the Faculty responsible for activities within which violation of the Code occurred. Any of the employees and students may point out violation of the Code.
- 3) issues opinion on compliance of the written materials with the Code of Ethics in procedures of application of scientific projects, doctoral, specialist, graduate and seminar papers. In procedures of issuing opinion for the purpose of application of research projects, conducting surveys or other activities involving people, the Committee acts as a reviewer for the ethical aspect of research paper. The Rules of Procedure contain detailed description of conditions that need to be met in case a research/project plans to include people as participants.
- 4) performs other activities from their scope of competence.

Lately, Ethics Committee mostly dealt with the adoption of opinions regarding doctoral thesis drafts and research proposal of junior researchers, students and teachers of the Faculty.

Fundamental values nurtured at the Faculty are ethics, responsibility, respect, team work and excellence. Stated values are defined and described in the Strategic Development Plan of the Faculty of Education and Rehabilitation Sciences 2014 – 2018. In the past period, different bodies and committees monitored the respect of fundamental values (the Faculty Council, Dean's Collegium, Committee for Disciplinary Proceedings). Special attention was devoted to the responsibility of teachers in terms of regular and high quality fulfilment of teaching obligations, including relations with students as well as

mentorship and providing assistants and junior researchers progress reports. Still, modes of monitoring fundamental values and supervision of ethical behaviour within all activities of the Faculty were not clear and unified so this is an issue that demands a better approach.

f) Briefly describe mission and vision in line with the strategy of your HE institution and evaluate its implementation in activities carried out by your institution (study programmes, employment policy, international dimension, scientific and artistic activity, students, quality assurance, business activities, etc.).

The Strategic Development Plan of the Faculty of Education and Rehabilitation Sciences (2014 – 2018) was adopted on the 3rd regular session of the Faculty Council on the 23rd December 2013.

The mission of the Faculty of Education and Rehabilitation Sciences is education founded on scientific results in areas of educational rehabilitation, speech and language pathology and social pedagogy with the aim of including vulnerable groups and groups at risks into the community, by influencing individuals and social environment and affecting policy making and social benefits in compliance with principles of professional ethics and responsibility.

Vision: the Faculty of Education and Rehabilitation Sciences aims to become an internationally visible institution of higher education known for its excellence in educational activities and research and professional influence on the environment in which it operates. Through the pursuit of its vision, in the area of teaching and research activities, the Faculty is primarily focused on the improvement of its programmes, technological infrastructure, student support and research support system and raising the quality of scientific journals. In terms of professional impact on its environment, the Faculty tries to achieve this through participation of teachers in work of expert bodies that create social policies within the area of educational rehabilitation, speech and language pathology and social pedagogy as well as organisation and implementation of professional educations and projects, and creation and implementation of new intervention programmes.

For the past five years, the Faculty was not managed based on strategic plans; instead, Dean's programmes that varied significantly were used as the basis for development. From the standpoint of the accepted vision of the Faculty, it is possible to recognize developmental elements for the upcoming period that support its accomplishment in the future because they enable the continuity of development. For example, there were regular reviews of the programmes that mostly referred to the appropriate allocation of ECTS points (balancing student workload with the subject requirements), rearrangement of teaching implementation and changing course titles (smaller changes and amendments to the programme, changes up to do 20%). From the student feedback with regard to the Bologna model at the Faculty (survey conducted in 2012 by an independent organisation) it is possible to conclude that students see both positive and negative sides of the teaching process. In general, results show students are satisfied with the implementation of the Bologna model (especially in terms of quality of lectures). Results also reveal the areas that need further improvement and they are: informing students of the key elements of the Bologna model, work of the administrative staff responsible for student affairs, student mobility, student evaluation of teachers and its meaning, availability of literature in Croatian and encouraging students to engage in research work. Moreover, the Faculty continuously confirms and advances its research identity on national and international level through: 1) relevant, though, mostly national research projects; 2) publication of scientific papers; 3) regular publication of scientific journals indexed in a number of international bibliographic databases; 4) organization and participation at scientific conferences; 5) organization of research-based

postgraduate programmes; 6) active participation in international scientific organizations and editorial boards and other scientific activities.

g) Explain why is your institution important and unique when compared to other institutions in Croatia working in your scientific field.

The Faculty of Education and Rehabilitation Sciences is the only higher education institution in the Republic of Croatia that educates inclusive education teachers, speech and language therapists and social pedagogues, whilst developing scientific field of educational rehabilitation sciences and speech and language pathology. Unique feature of the Faculty is the establishment of interdisciplinary bio-psycho-social-pedagogical paradigm as a starting point for development of three new, special scientific and professional disciplines and programmes. Scientific disciplines of educational rehabilitation, speech and language pathology and social pedagogy act within social sciences, they are established interdisciplinary and as such present the basis for:

- Unique undergraduate, graduate and postgraduate programmes,
- Studying interdisciplinary defined problems – developmental difficulties, disabilities, social integration and psychosocial functioning of individuals,
- Transfer of academic knowledge into practice and contribution to the community,
- Particular approach to students and higher education process that unifies scientific, theoretic, empirical, practical and user beneficiary (participative) standpoint.

Programmes of speech and language pathology (undergraduate and graduate) have a 50 year old tradition. Programmes are based on the guidelines for education of speech and language therapists defined by the European Association of Speech Therapists and Logopedists (CPLOL), International Association of Logopedics and Phoniatics (IALP) and American Speech-Language-Hearing Association (ASHA). These programs educate professionals for work on prevention, detection, diagnosis and treatment of human communication disorders which include the processes and functions connected with speech production, perception and production of oral and written language and forms of non-verbal communication. A person that has gained the title of Master of Arts in speech and language pathology is trained for screening, diagnosing and rehabilitation of verbal and non-verbal communication disorders in persons with different kind and degree of disability (intellectual difficulties, cerebral paralysis and chronic illnesses, blindness and visual impairment, autism); work on rehabilitation of listening and speech of persons with hearing impairment, work on the prevention, diagnosis and rehabilitation of oral-laryngeal functions disorders (swallowing), work in therapy of maintenance of communication in persons with cerebral disorders that accompany aging as well as work on choice and development of augmentative and alternative communication systems. The programme of speech and language pathology integrates contents that enable detailed understanding of all forms of human communications and provides competencies for clinical work on support of habilitation and rehabilitation activities surpassing specific communication dimensions. Concept of the program ensures training of speech therapists for professional work and for further scientific development. The uniqueness of speech and language pathology programme is primarily visible in its interdisciplinary organisation which connects the science of speech and language pathology with areas of biomedical sciences (biological principles of speech and language, anatomy and human physiology, physics, neurology, othorynolaringology, audiology...), language science and behavioural science (psychology, psycholinguistics, education, sociology). This type of connection ensures speech and language therapy program authenticity incomparable to any other university programme in Croatia.



Programmes of rehabilitation/educational rehabilitation are directed to inclusive education and rehabilitation based on contemporary approach to disability in the context of human rights, and development of understanding disability as a consequence of interaction of impairment and influence of social context. The programme consists of three mutually connected thematic areas that study phenomenology, developmental characteristics and functioning of persons with developmental difficulties within different environments, covering all age groups, from children and youth to adults with: motor coordination disorders and chronic illnesses, persons with visual perception disorders, intellectual disabilities, learning difficulties, attention deficit/hyperactive disorder (ADHD), autistic spectrum disorders and multiple difficulties. Within this programme, students acquire knowledge of diagnostic, educational, rehabilitation and therapeutic procedures, models and programmes in the community of established support, team work, professional ethics and interdisciplinary communication. Masters of education rehabilitation are competent to select and apply appropriate evaluation techniques as well as to understand, connect and interpret data from various assessment sources based on which they independently create individual programmes of educational-rehabilitation support relevant for specific needs of individuals. They also acquire competencies for: professional interdisciplinary cooperation (in education, rehabilitation and clinical practice), empowering people for self-advocacy and their natural circle of support, immediate educational-teaching work and work within professional support services in the community, counselling other experts and parents as well as supervision of work of those who finished the undergraduate program of Rehabilitation. The importance and uniqueness of this Faculty programme lies in the fact that it supercedes the traditional medical model and model of deficit in rehabilitation (still present in similar institutions in Croatia). The programme finds its stronghold in modern social model and model of human rights in relation to children with developmental difficulties and persons with disabilities, and sees an individual as bio-psycho-social structure. Nonetheless, aforementioned importance is also obvious in the fact that the programme promotes accessibility, equalisation of possibilities and active participation of children with developmental difficulties and persons with disabilities as well as individually planned support with the aim of developing quality of support and accomplishing quality of life of children with developmental difficulties, persons with disabilities and their families.

Programmes of social pedagogy are aimed at the study of bio-psycho-social-pedagogical characteristics of persons with behavioural disorders (including risky behaviours, behavioural difficulties and disorders) and psychosocial interventions directed towards them as well as social sanctions. Programmes are based on specifically chosen and mutually related interdisciplinary knowledge and skills (professional competencies) necessary for work with persons who have different behavioural disorders such as aggressive/violent behaviour, different types of addictions, delinquent/criminal behaviour, with the goal of improving their general psycho-social functioning and increasing personal/social responsibility and integration. They are based on contemporary social values and ethics in addition to national and international legal framework of work with children and adults. Programmes promote empirically founded interventions, adoption of knowledge and skills for individual and group work, professional responsibility and ethics, understanding of concepts of human rights and application of participative approach. Output competencies are in line with those adopted in 2005 by the European office of the International Association of Social Educators (AIEJI) in a document titled *The Professional Competences of Social Educators: A Conceptual Framework (AIEJI)*. Basic characteristic of the programme is a multi-causal and trans-disciplinary orientation in understanding development, prevention and treatment of behavioural disorders. Social-pedagogical theory and scientific achievements are integrated with other scientific disciplines, primarily sociology and social work, medicine, law and criminology, as well as pedagogy. Behavioural disorders are understood as a continuum. Therefore interventional approaches are also studied as a continuum, from universal prevention of risk behaviour in children and investment in healthy development, to specialised treatment interventions of adults, mostly felons and person with problems of social integration. Program, together with the acquisition of theoretical and scientific knowledge, place emphasise on the

experience of knowing oneself as an instrument of interpersonal actions, immediate work with clients and principles of lifelong learning, professional ethics and responsibility.

h) Comment on potential overlaps of your work with the work of similar institutions within the same university.

The Faculty of Education and Rehabilitation Sciences is the only constituent of the University of Zagreb that implements its activities in the scientific fields of educational-rehabilitation science and speech and language pathology through:

- Organisation and implementation of university undergraduate programs,
- Organisation and implementation of university graduate programs,
- Organisation and implementation of university postgraduate doctoral and specialist programs ,
- Research,
- Organisation and implementation of lifelong learning programmes,
- Organisation and implementation of scientific and professional congresses and symposia, professional counselling and other forms of scientific and professional appearances in public,
- Publishing,
- Creation of expert surveys, expertise and professional programme designs for the needs of institutions and other organisations,
- Implementation of prevention, counselling, assessment, diagnostics, education, rehabilitation and therapy/treatments for persons with developmental difficulties, disabilities and social inclusion problems and their environment.

With regard to research activities, the Faculty is unique due to the fact it is the only institution in the Republic of Croatia with the right to provide academic advancements/ to appointments to research ranks in the area of social sciences, fields of educational-rehabilitation science and speech and language pathology. Apart from the appointment to research ranks within those scientific fields, the Faculty also implements university postgraduate doctoral and specialist programmes, applies and conducts research projects, publishes two scientific and one research-professional journal as well as other types of publications, and regularly organises (national and international) scientific conferences.

With regard to the organisation and implementation of programmes, analyses show partial overlaps in terms of contents and smaller overlaps in terms of competences. In general, a part of the overlap is a result of the need to acquire fundamental knowledge and skills (generic competences) in the area of social sciences and accompanying professions which reflects on the titles, topics and contents of specific courses. For example, there are general courses that deal with educational theories, principles of sociology, basic communication skills, methodology of scientific work and research in social sciences etc. A part of the overlap results from the starting philosophy of the programmes as having an interdisciplinary based curricula within bio-psycho-social-pedagogical paradigm.

Speech and language pathology programme overlaps with Phonetics programmes implemented at the Faculty of Humanities and Social Sciences of the University of Zagreb. Those overlaps especially refer to the graduate level program of educational specialisation of hearing and speech rehabilitation - phonetician-rehabilitator which corresponds to the graduate level of speech and language pathology programme, in terms level of competences, however, the contents of this programme and learning outcomes are not satisfactory and are visibly lesser in scope than speech and language pathology programme. Within certain programmes of the University of Zagreb (as at some other Croatian

universities) there are certain courses that partly include professional contents studied at programmes of *Rehabilitation/educational rehabilitation*. Nonetheless, none of these other programmes (the Faculty of Teacher Education, Pedagogy at the Faculty of Humanities and Social Sciences) develop competences for direct work with children with developmental difficulties and persons with disabilities; instead, they are kept at the level of general knowledge unlike rehabilitation/educational rehabilitation programmes whose objective is the creation of professional competences in that area. Overlaps of the study programme *social pedagogy* with other studies at the University results from its interdisciplinary foundations. During the program of social pedagogy, students have certain courses in psychology (such as developmental psychology), medicine (such as principles of genetics, psycho-pathology, forensic psychiatry), law (such as principles of criminal law and criminal procedure). Moreover, programmes of social work and psychology also educate experts for work with individuals and groups in the social context (counseling, group work, risk and delinquent behaviour etc.). Still, none of them are aimed at competences needed for prevention, assessment, treatment and rehabilitation of persons with behavioural disorders.

i) Attach the document on strategy and procedures for quality assurance of scientific and teaching activities at your HE institution, assess the level of its implementation and comment on the annual reporting procedures.

Faculty's aspiration to achieve excellence in teaching, research and professional work has been described in recently adopted vision – a part of the Strategic Development Plan of the Faculty. However, an integral system of quality assurance that would be based on the policy of quality has not yet been established. This is visible in annual reports on Faculty's work in the period from 2008 to 2012 where, on one hand, limited manoeuvring space was pointed out, whilst on the other, it is quite obvious that quality related issues were addressed mostly through the reports on the work of Vice Dean for Academic Affairs, Committees for Quality Management and Committee for Improvement and Monitoring of Teaching. This has been continuously limiting reports regarding quality assurance procedures to mostly repetitive topics within the area of supervision and periodic evaluation of the programmes, quality assurance of teachers, evaluation of student work and grading of students as well as resources for studying and student support. Hence, development and efficiency of the Faculty's quality assurance system were constantly kept in preparatory phase.

The following documents served as the basis for quality assurance of scientific, teaching and expert work at the Faculty within the past period:

- Statute of the Faculty of Education and Rehabilitation Sciences of the University of Zagreb (2005),
- Ordinance on Quality Assurance System of the Faculty of Education and Rehabilitation Sciences of the University of Zagreb (2013),
- Ordinance on Undergraduate Programs (2006),
- Ordinance on Postgraduate University Doctoral Program - Prevention Studies and Disabilities Studies (2011),
- Ordinance on Postgraduate Specialist Program - Early Intervention in Educational Rehabilitation (2012),
- Ordinance on the Work of the Faculty of Education and Rehabilitation Sciences (2010)
- Ordinance on the Work of the Centre for Rehabilitation of the Faculty of Education and Rehabilitation Sciences (2007),
- Ordinance on the Work of the Centre for Lifelong Learning (2009),



- Ordinance on Criteria and the Method of Distributing Revenues Generated on the Market from Conducting own activities (2008),
- Ordinance on Publishing Activities (2001),
- Rules of Procedure of the Faculty Council (2001),
- Rules of Procedure of the Ethics Committee (2013).

In addition, a series of the Faculty Council's decisions was relevant e.g. Decision on General Conditions of Graduate Program Enrolment, Decision on Application and Cancellation of Exams, Decision on Student's Grade Dissatisfaction and Grade Refusal, Decision on the Choice of Mentor for Thesis Preparation etc.

Culture of quality and excellence is being built slowly and there are indications that its importance will increase in the forthcoming period. The work on changes and amendments of the Statute and proposal of the Ordinance on Additional Conditions in the Procedure for Appointment to Ranks and Corresponding Work Posts has started in the past academic year and, the creation of the Ordinance on Graduate Programs needs to be dealt with urgently. In this academic year these efforts, together with the Committee for quality management working plan, will by all means enable easier access to the phenomenon of quality assurance as one of the key objectives at all levels.

j) List the bodies which continuously work in the field of quality assurance. Assess their work in the past 5 years.

The management of the Faculty i.e. the Dean's Collegium, the Faculty Council, permanent bodies of the Faculty Council (Committee for undergraduate and graduate teaching and student affairs, Committee for publishing activities, Committee for Library, Ethics Committee and Committee for disciplinary proceedings), occasional working groups of the Faculty Council (e.g. working group for the creation of the proposal of Ordinance on additional procedural conditions for academic advancement and appropriate work positions at the Faculty of Education and Rehabilitation Sciences) and Committee for quality management deal with the area of quality assurance. At the level of postgraduate programmes, Heads of the doctoral programmes and Professional collegiums of the specialist programme continuously engage in quality assurance.

Committee for quality management was appointed for the first time in 2007, and has been led by several coordinators. The Committee now acts in line with the Ordinance on Quality Assurance System of the Faculty of Education and Rehabilitation Sciences, adopted on the 6th regular session of the Faculty Council held on 25th March 2013. The Committee regularly submits annual work reports and annual plans of activities to the Faculty Council. In the previous period, majority of Committee's activities was aimed at the area of teaching quality (participation in the work of the Committee for monitoring and improvement of teaching, organisation, implementation and analysis of student surveys for teachers evaluation). The need for the Committee to plan more integrally and monitor, organise and implement activities more intensively in all areas of internal quality assurance and improvement (teaching, scientific, research and professional activities, mobility and international cooperation, information system, visibility of activities, administrative activities) has been recognized.

Due to that reason, the plan of Committee's work for the upcoming year includes activities within all of the 11 areas of internal quality assurance and improvement with the aim to promote efficiency of quality assurance system from initial to more advanced developmental stage. New activities, such as the creation of the Faculty's Quality Assurance Manual, giving opinions with regard to suggestions for the



programmes' reviews, analyses of achievements of students at undergraduate and graduate programs, conducting procedures of self-evaluation of syllabi, analyses of student access to IT equipment and quantity of IT equipment in classrooms, analyses of time availability of student administration offices to students, monitoring of information availability on the Faculty's website (especially with regard to programmes and documents that regulate operations of the Faculty). Everything aforementioned, with present and continuous activities of the Committee, will contribute to greater harmonisation of Faculty's actions with the Standards and Guidelines for Quality Assurance in the European Higher Education Area.

k) Specify and briefly explain the main strategic goals which the management plans to achieve in its current mandate and any difficulties it encounters in their realisation (in relation to study programmes, employment policy, international dimension, scientific and artistic activity, students, quality assurance, business activities, etc.)

The Strategic Development Plan of the Faculty of Education and Rehabilitation Sciences for the period from 2014 to 2018, adopted on the 3rd regular session of the Faculty Council held on the 23rd December 2013 defines the areas of Faculty's planned development for the following five year period. Those areas include: international visibility, teaching process, research work and professional impact on the surrounding environment. Within those developmental areas, there are seven strategic objectives. For each area and every strategic objective, SWOT analysis (identification of strengths and weaknesses of the institution as well as opportunities and threats from the environment) has been outlined. That was the basis for definition of strategies for achievement of each strategic objective. Strategies are defined according to the determined strengths within the institution that can be used to influence institution's weaknesses or threats from the environment. Each strategy then becomes operational through an activity, outcome of the activity, name of the measure that will be applied and the way activity's outcomes will be measured as well as responsible person(s). As of 1st October 2013 i.e. the beginning of new Faculty management's mandate, preparations for self-evaluation within the re-accreditation process have begun. Management and functioning of the Faculty is streamlined based on the Dean's Programme for the period of academic years 2013/14 and 2014/15. Having said that, it is worth noting that one of the primary goals of the Dean's programme is preparation and adoption of Strategic Development Plan of the Faculty, so, in line with that, the work on that strategic document has been finished during the past three months. The creation of Action Plan for the period from 2014 to 2016, which will render strategic objectives of the Faculty entirely operational, is expected to be adopted by the Faculty Council in February 2014 at the latest.

As an answer to this self-analysis question, crucial goals of the Faculty management and difficulties in their implementation are presented according to the Dean's Programme:

Study programmes and care of students

In this area we plan the continuation of the work on the adoption of curriculum aimed at competencies and learning outcomes and their harmonisation with the Croatian Qualifications Framework; establishment of formal mechanisms of regulation and monitoring of programmes' quality and systematic promotion of international/European dimension of education through networking with similar faculties/programmes on regional and/or wider European level with a purpose of comparing and increasing visibility. In terms of student care, creation of students informational package in English is planned as is the increase of the number of courses taught in English (each academic year one new course in one of the programmes), as well as the improvement of student support system. Expected



difficulties are connected with acquisition of teaching staff competences for the creation of curriculum based on learning outcomes.

Employment policy

Employment policy is almost entirely defined by current policy of the Ministry of Science, Education and Sport which is very restrictive. Due to expressed needs, arising from the programmes' requirements and increased volume of work in non-teaching aspects of business operations, during the past two years the Faculty has started employing associates from own funds. During this academic year the Faculty has hired three teachers (assistant professors) and one non-teaching employee. In academic year 2012/13 there were 54 permanent employees at the Faculty of Education and Rehabilitation Sciences, out of which 47 in research/teaching ranks and 7 in associate ranks, out of which 23 in the rank of full professor. There are 17 junior researchers participating in teaching, out of which 10 (who hold a PhD degree) are in the associate rank of a senior assistant. Significant number of external associates participated in the implementation of 20% to 25% of teaching. The only possibility of employment of new research-teaching (and other) staff is based on the decrease of the number of external associates in teaching. With regard to that, the Faculty has started a procedure of ensuring one new research-teaching position in this academic year.

International cooperation

In order to improve the quality of international cooperation in the upcoming period, the Faculty plans to design mechanisms for the encouragement of: application and partaking in international projects; networking with similar faculties (emphasis on regional cooperation where the Faculty has been recognised as the leading institution); research staff to use various possibilities for mobility and professional development abroad, especially postdoctoral studies; students to participate in programmes coordinated by the national Agency for Mobility and EU programmes and to improve existing programmes with systematic analysis of their experiences. Possible difficulties are connected with low motivation of research/teaching staff in the part referring to mobility and relatively modest experience of participating in international projects.

Research

In terms of strengthening the quality of research at the Faculty in the following two year period, the plan is to set clear objectives regarding: research in general, support to development of young scientists, especially those attending post-doctoral programmes, policy of encouraging scientific excellence, development of postgraduate doctoral and specialist studies, development of scientific journals published by the Faculty; organisation of internationally recognised scientific conferences every two to three years with the aim to increase international visibility of the Faculty; encouragement of application of international projects; encouragement of new ways of forming research teams through networking of teachers from different scientific fields/branches within the Faculty. Expected difficulties are reflected in outside restrictive mechanism in the area of science and harmonisation of diverse criteria of different departments/ programmes regarding mutual understanding of standards of excellence in research.

Quality assurance

The establishment of integral system for internal quality assurance through definition of quality policies, areas and indicators of quality as well as procedures for monitoring (self-evaluation) and quality improvement is needed. Due to long-term ignoring of the quality culture, difficulties are expected in this area, and it will require additional intensive work. It has started with the appointment of new Committee for quality management and adoption of work plan for academic year 2013/2014.

Business activities

In terms of day to day functioning, Faculty will put effort into: ensuring clear and timely electronic exchange of information, putting up *share-portal* and building communication paths from management towards employees and vice a versa through direct communication, Dean's and extended Dean's Collegium and appropriate committees; greater efficiency of the Faculty Council through beforehand preparation of materials and sessions; significant shortening of the process of creating minutes and introduction of the possibility of Faculty Council members' feedback to the Dean's Collegium with regard to quality and efficiency of sessions; formalised procedures of annual planning of employees' work and Faculty constituent units with the aim of establishing standards for the future evaluation of achievements (at the end of the year); increase of Faculty's visibility, with an informative web site to begin with.

1) State your opinion about main advantages and disadvantages of the programme, staff and material potentials of your HE institution.

The self-evaluation process has been used to discuss key advantages and disadvantages, related to teaching, research and professional work as well as human resource and financial potentials of the Faculty within its programmes. Advantages and disadvantages all teachers from all programmes agree with, which can be seen as common characteristic of the Faculty, are presented in table 1.1. Specificities of certain programmes are left for further discussion within the programme itself.

Chart 1.1. Advantages and disadvantages of programmes, staff and material potentials

	TEACHING
Advantages	<ul style="list-style-type: none">• Interested and highly motivated students; optimal number of students for different types of teaching; participation of students in smaller projects; support to students with disabilities.• Teacher competence in connecting theory, research and practice as well as modern pedagogical approach (interactive classes, active teaching, e-learning).• Unique contents and topics not present at other higher education institutions.• Different ways of participation of expert professionals (exercises, practice, guest lecturers) and scientists (scientific, international, interdisciplinary perspective) in teaching process.
Disadvantages	<ul style="list-style-type: none">• Varied degree of teachers' workload.• Lack of teaching materials, especially university textbooks in all programmes.• Need to review ECTS credits due to harmonisation with true students' workload.• Difficulties in organisation of practical exercises (poorly compensated practice supervisors ; students/supervisors ratio).• Unnecessary overlap of contents in courses within, and also between programmes.• Insufficient and unsystematic recording of all teaching obligations.
	RESEARCH WORK
Advantages	<ul style="list-style-type: none">• Interested, competent researchers; competent young researches; interested students.• High number of applied projects with direct benefits for the practice.• Cooperation with scientists of other constituent units, international cooperation; contribution of doctoral program to international visibility.



Disadvantages	<ul style="list-style-type: none"> • Low and varied degree of research productivity and international visibility of Faculty's employees. • Insufficiently coordinated research activities at the level of the Faculty; lack of strategic approach for the application of projects. • Insufficient level of equipment (laboratory); insufficient investments in research methodology; low support (financial, administrative, technical).
PROFESSIONAL WORK	
Advantages	<ul style="list-style-type: none"> • Possibility of professional/clinical work in the Centre for Rehabilitation. • Good cooperation with institutions of various competencies; University constituents; NGOs; local community. • Professional projects, educations, publications (translations, tests, books).
Disadvantages	<ul style="list-style-type: none"> • Inadequately used potentials of the Centre for Rehabilitation and Centre for Lifelong Learning. • Unclear criteria for the evaluation of professional work (too few professional associates; overload of employees with other obligations; discouraging financial compensation). • Problem of the status and sustainable activities of the Centre for Rehabilitation.
STAFF	
Advantages	<ul style="list-style-type: none"> • Research staff is satisfactory in terms of number and quality and their devotion to professional development and improvement. • Adaptable staff, good interpersonal relationships.
Disadvantages	<ul style="list-style-type: none"> • Uncertainty of research/teaching positions for current assistants and junior researchers. • Inadequate educational structure of administrative and technical staff; lack of administrative staff; inadequate competencies for administration of international projects.
FINANCES	
Advantages	<ul style="list-style-type: none"> • Stable, prudent business operations. • Possibilities for the acquisition of own revenues. • Financial support of the Faculty in professional/research development.
Disadvantages	<ul style="list-style-type: none"> • Limited number of financing sources. • Rules for management of financial funds and difficulties with long term planning. • Discrepancy between contributions from projects to the mutual funds of the Faculty and administrative-technical support provided for that.

m) If your institution has already been subject to some form of external evaluation, comments on the recommendations given and the improvements implemented so far.

The Ministry of Science, Education and Sport conducted the procedure of evaluation of the Faculty of Education and Rehabilitation Sciences of the University of Zagreb in 2004, after which the National Council for Higher Education, based on the evaluation outcomes, proposed to the Ministry issuance of the **Accreditation**. For this form of evaluation, the Faculty put together a self-analysis of its work for the period from 1999 to 2002. Critical issues that were emphasized in the *Report on Evaluation of the Faculty of Education and Rehabilitation Sciences of the University of Zagreb*, refereed to:

- lack and inappropriateness of premises for teaching and research work,
- varied degree of research-teaching staff workload in terms of teaching,
- lack of ALUMNI organisation at the Faculty,
- external cooperation that covered 26% of the teaching programme of the graduate program,

- inactivity of first-and-second year students in classes ,
- difficulties in organisation of exercises and practical teaching,
- lack of system of course and teachers' evaluation by students,
- low number of literature i.e. university textbooks needed for courses and exams (only 28% of courses covered with related literature whose authors are teachers of the Faculty),
- poor timeline exam deadlines in relation to students' needs, and
- insufficient visibility of the Faculty in public.

Key remarks referred to the conditions in terms of premises, teaching quality and insufficient visibility of the Faculty in public. Conclusions and recommendations primarily pointed out the need to resolve spatial conditions of the Faculty and to better inform the public of the importance of Faculty's activities. The Faculty Council considered and adopted the *Report on Evaluation*. Meanwhile, significant improvement of conditions in terms of premises occurred, partly due to the effort of the Faculty, and partly due to the efforts of the University and the Ministry. Some of the above-mentioned problems were resolved by transferring to the new system of undergraduate and graduate education according to the Bologna model (e.g. exam deadlines, evaluation of teaching and teachers by students, inactivity of first-and-second year students). Some of the weaknesses from that period are still present, referring to the low number of courses with university textbooks, significant participation of external associates in all programmes (partly conditioned by interdisciplinary foundations) and varied degree of teaching workload of research/teaching staff. The website of the Faculty became much better in terms of quality and contents. Moreover, the creation of a new website is underway.

n) If there is one, please mention foreign higher education institution you would compare to and explain the criteria for comparison.

As a whole or in relation to specific programmes, the Faculty of Education and Rehabilitation Sciences cannot be compared to any other higher education institution in the Republic of Croatia. Similar tradition of relating programmes (the ones we offer at the Faculty) can be found in the region; therefore, comparison to programmes and scientific fields implemented at faculties bearing similar names at the University of Belgrade (Serbia), University of Ljubljana (Slovenia) and University of Tuzla (Bosnia and Herzegovina) is possible.

Chart 1.2. Faculty's possible comparison's to other similar higher education institutions

Naziv fakulteta	Usporedivi studijski programi
University of Belgrade, Faculty of Special Education and Rehabilitation http://www.fasper.bg.ac.rs/index.html	<ol style="list-style-type: none">1. Speech and Language Pathology2. Special education and rehabilitation of persons with motor disorders3. Special education and rehabilitation of deaf and hard of hearing persons4. Special education and rehabilitation of persons with difficulties in mental development5. Special education and rehabilitation of persons with visual impairments6. Prevention and treatment of behavioural disorders



University of Ljubljana, Faculty of Education http://www.pef.uni-lj.si/149.html	<ol style="list-style-type: none"> 1. Social pedagogy 2. Special rehabilitation pedagogy 3. Speech and language therapy in surdopedagogy 4. Tiflopedagogy and pedagogy of specific learning difficulties
University of Tuzla, Faculty of Special Education and Rehabilitation http://www.erf.untz.ba/	<ol style="list-style-type: none"> 1. Speech and language pathology and surdopedagogy 2. Education and rehabilitation 3. Behavioural disorders

However, if the focus is on study programmes, possibilities for comparison grow exponentially.

Programme of rehabilitation/educational rehabilitation

In their complexity, study programmes of rehabilitation are partially comparable to many universities; however, they are comparable to the highest degree with the following universities: University of Jyväskylä, Faculty of Education (<https://www.jyu.fi/>), University of Edinburgh, Moray House School of Education. <http://www.ed.ac.uk/>, University of Oslo, Faculty of Educational Sciences, Department of Special Needs Education (<http://www.uv.uio.no/>), taking into consideration the structure of study, topics and subject contents in terms of foundations on bio-psycho-social model in education and rehabilitation as well as complementary areas like realisation of human rights, social policies i.e. social inclusion. Apart from the stated elements, similarities are obvious in the level of programme structure, number of hours, learning outcomes and competencies. Congruence is also significant with some American programmes like Bayh College of Education, Indiana State University (<http://www.coe.indstate.edu>) and School of Education, Department of Special Education, University of Kansas (<http://www.specialedu.soe.ku.edu/>).

Programme of speech and language pathology

Studies of speech and language pathology at the Faculty are organised in line with the guidelines provided by IALP and CPLOL. Since most European studies of speech and language pathology have been organised according to the mentioned guidelines, a relatively high degree of their comparability is possible. The program of speech and language pathology at the Faculty, according to its contents, the number of courses and their titles as well as its structure in terms of presence of biomedical, language and behavioural sciences within, is comparable to the speech and language pathology program at the University of Helsinki (<http://www.helsinki.fi/speechsciences/>) and Institute of Behavioural Sciences, Speech Sciences (<http://www.helsinki.fi/speechsciences/studying/logopedics.htm>). Here, the resemblance is visible in terms of number of hours and ECTS credits as well as learning outcomes and competencies. There is also significant similarity with American programme at the University of Iowa (The University of Iowa, Department of Communication Sciences and Disorders) (<http://clas.uiowa.edu/comsci/graduate-program/master-arts-degreeprograms/maprerequisites>; <http://clas.uiowa.edu/comsci/graduate-program>).

Programme of social pedagogy

Social pedagogy programme in Croatia, in comparison to international programmes, is specific and this uniqueness can be seen from two perspectives. The first perspective refers to the program structure which is organised at the an university level in Croatia , both at undergraduate and graduate program level. Abroad, there are different combinations of the study of social pedagogy, mostly characteristic for the area of Europe, ranging from college to university, typically undergraduate (BA) study (e.g. The George Williams YMCA College in London; www.ymca.ac.uk) or only graduate (MA) study intended for a wider spectrum of undergraduates in the field of social sciences, as a specialisation of some sort, (e.g. University in London, Institute of Education, MA in Social Pedagogy: Working with Children and Families; <http://www.ioe.ac.uk/index.html> and Fakultät für Sozial- und Verhaltenswissenschaften. M.A. Erziehungswissenschaft - Sozialpädagogik / Sozialmanagement; <http://www.ioe.ac.uk/index.html>). The

second possible perspective of the comparison is with regard to contents. Exclusiveness of social pedagogy in Croatia lies in its comprehensiveness in terms of studying behavioural disorders, not just by integrating various scientific disciplines but in relation to age groups. In other countries, social pedagogy is mostly aimed at children, youth in risk and their families in the social context, a characteristic of previously mentioned European programmes. In Croatia, the program of social pedagogy puts significant emphasis on the study of delinquent and criminal behaviour of youth and adults which is internationally mostly studied in programs of criminology organised either independently or integrated within the studies of social sciences, sociology and/or legal sciences. The aspect of criminological group of courses within the social pedagogy program in Croatia may be compared to Bar-Ilan University (Israel), Faculty of Social Sciences, Department of Criminology (<http://criminology.biu.ac.il/en>) offering education in all three levels (undergraduate, graduate and doctoral), and Department of Sociology and Criminology, Penn State University (<http://sociology.la.psu.edu/>) as well as many other studies throughout Europe, USA and Canada.

o) Specify when and how you reacted and/or participated in making decisions of public interest.

Teachers of the Faculty of Education and Rehabilitation Sciences actively participate in designing public policies, i.e. social interest at all levels, from international and national to local. They have also taken part in creation of documents of the University of Zagreb. Active contribution of the Faculty's teachers is visible in their participation in numerous working groups for the creation of legal documents (laws and ordinances), advisory bodies and national committees, working groups for the creation of national strategies and action plans. Such strong participation and intensive inclusion of the research staff of the Faculty in activities whose holders are the Government of the Republic of Croatia and various Ministries vouches recognised expertise and contribution this higher education institution can provide to the greater social community successfully linking scientific-theoretical and professional work in educational-rehabilitation, speech and language pathology and social-pedagogical area. Research/teaching staff from different programmes at the Faculty is engaged in the same types of public decision-making, although the scope and intensity of participation is variable.

Chart 1.3. Participation of Faculty's staff in adoption of decisions of public interest

Laws	Strategies
<ul style="list-style-type: none">• Criminal Code;• Act on the Enforcement of Sanctions Passed on Minors for Criminal Acts and Misdemeanours;• Act on Changes and Amendments of the Act on Juvenile Courts ;• Act on Changes and Amendments of the Act on Probation;• Volunteering Act;• Act on Social-pedagogical Work;• Act on Educational-rehabilitation Activity;• Act on Changes and Amendments of the Act on Primary and Secondary Education;• Act on Inclusive Supplement;	<ul style="list-style-type: none">• National Strategy for Prevention of Behavioural Disorder of Children and Youth from 2009-2012• Draft of the National Strategy for the Suppression of Substance Abuse 2012 - 2017• Strategy for Development of Student Support• National Strategy for Upbringing, Education, Science and Technology• - Strategies of Urban Safety in the City of Zagreb 2014-2017



- | | |
|--|--|
| <ul style="list-style-type: none"> • Act on Croatian Sign Language and Other Communication Systems of Deaf and Blind-Deaf Persons in the Republic of Croatia; • Social Welfare Act | |
|--|--|

International level

Membership in international bodies for the creation of international standards in certain professional area (e.g. addiction).

National level

Membership in advisory bodies, commissions and committees of national importance; membership in working groups for the creation of laws, ordinances and other regulations; participation in working groups for the creation of national strategies, action plans; participation in working groups for the implementation of national measures.

Local level

Membership in advisory bodies of local communities; membership in working groups for the creation of local communities' strategies.

University level

Participation in working groups for creation of university documents/policies.

For example, Chart 1.3. shows that the past five year period, teachers of the Faculty participated in in drafting, proposing and adopting a number of laws and strategies in the Republic of Croatia.

p) Specify to what extent you are satisfied with the current situation and propose possible improvements.

Satisfaction with the current situation of management and quality assurance is recognisable in many areas. Common satisfaction of all Faculty employees is connected with the quality of spatial conditions, whilst differences in satisfaction refer to the specific activities of the Faculty.

Research/teaching staff is satisfied with possibilities for quality work with students and implementation of various modes of teaching, potentials for research activities provided by the Faculty, published research papers that produced direct benefits for the scientific area, field and branch as well as practice, and the fact that three scientific journals are published at the Faculty i.e. good potentials for expert work. They state that the level of satisfaction with current situation significantly depends on the work of management. At the same time, they express lesser or greater degree of dissatisfaction, in comparison with the situation in the past 5 years, regarding ways of leadership, and assess that development of the Faculty has come to a halt and key issues have not been resolved which has reflected to the quality of intra-institutional atmosphere.

Employees who spent the past five years at the Faculty in leading positions, express their satisfaction regarding implementation of new programmes, activities and organisation changes at the Faculty (e.g. new postgraduate specialist program, organisation of graduate program in line with Bologna model, new ordinances important for better functioning of the Faculty, initiation of the creation of new Faculty



web site, establishment of the Centre for Lifelong Learning, initiation of the process of strategic document creation etc.), in addition to being satisfied with improvement of existing programmes and organisational aspects of certain activities of the Faculty (like revising programmes of all levels, better presentation of the Faculty at the University of Zagreb Fair through a video about the Faculty, optimisation of the ISVU system efficiency, improvement of the organisation of teaching implementation, increase of international cooperation of the Faculty, better distribution of administrative personnel' tasks with regard to organisation of postgraduate programs, international cooperation, etc .

Heads of professional and administrative-technical services express proportionally greater satisfaction with the situation and work in their services than with the situation of the Faculty as a whole. Satisfaction refers to the quality of work space, introduction of new work processes, IT programmes and support. Timely fulfilment of tasks and jobs despite increased workload and lack of staff also contributes to the evaluation of satisfaction. A combination of experience of long time employees and IT competencies of new, younger employees is also assessed as good.

Areas for improvement of the Faculty managing and quality assurance lie in the following areas:

Quality policies

Strategic document of the University and the Faculty as well as current efforts in the area of quality assurance may serve as a background for drafting of quality policy as a starting point for the promotion of excellence in terms of end goal of the development of all Faculty's activities. With regard to that, it is necessary to strengthen and widen the scope of work of the Quality Committee, and streamline other bodies and committees of the faculty to act in line with the quality policy, especially through the improvement of existing (Rules of Procedure of Faculty Council), completion of already initialized documents (Statute, Rules of Procedure on Undergraduate and Graduate study) and adoption of new documents in order to entirely cover all activities and competencies of the Faculty with match them with agreed standards.

Staffing policies in the function of Faculty development

Existing, restrictive and ambiguous policies of development and financing higher-education and research activities make any kind of developmental planning quite challenging. On the other hand, retiring of teaching staff, advancement system, significant number of young scientists (whose development is linked to the Faculty, but who have insecure work status), development and expansion to new scientific, research and professional areas, as well as ever demanding standards in the process of administrative/technical support to research and teaching work, demand urgent planning of the staffing policy as the basis for the Faculty development in all segments and activities. Starting from organisational values (professionalism, ethics, responsibility, respect, team work and excellence), strategic goals and standards of excellence it will be extremely challenging to wisely and responsibly balance between developmental needs, plans and financial possibilities of the Faculty and realistic limits set within the framework of the University and state policy.

Strategic managing of the Faculty

The Statute, Strategic Development Plan and Action Plan of the Faculty, as well as numerous other documents, lay the groundwork for the realisation of strategic managing of the Faculty in practice. Within this groundwork, improvements are much needed and sought after, especially in terms of setting up a more efficient organisational connection of constituent units and services as well as defining individual and organisational responsibilities (devoting special attention to the connection of research/teaching and administrative-technical services); establishment of mechanisms that would lead to more equal workload based on the existing standards for activities Faculty carries out.



Increase of Faculty's visibility

Dissatisfaction with the ratio of efforts that Faculty staff invests, through their professional engagement, to the benefit of wider community and Faculty's visibility in it, has been an unresolved source of frustration for a long time. Therefore, improvement in terms of greater (national and international) visibility of the Faculty is necessary through completing work on the new Faculty website, designing Faculty's promotional plans, significant investments in publishing that would promote scientific and professional activities and encouraging the process of networking of similar faculties/ programmes throughout the region.

Table 1.1. Internal quality assurance, academic years 2011/2012, 2012/2013

Type of activity	Responsible for the activity (name of the body or persons)	Frequency of the activity (number of annual meetings or activities)	Number of reports made in the course of specific activity in the last 5 years	Practical results of activities (description in the text)
Thematic sessions on teaching quality	Dean's Collegium	Vice-rector lecture on learning outcomes	0	Preparation for the revision of Faculty's programmes
	Vice Dean for Academic Affairs	Two meetings with two programmes in academic year 2012/2013 (learning outcomes at the level of programmes and the level of courses, linking learning outcomes and teaching methods, awarding ECTS credits).	0	
Activity of the board (committee) for teaching quality monitoring	Committee for Improvement and Monitoring of Teaching	2	2 (part of Faculty annual report)	Preparation for the revision of Faculty's programmes
Student survey (implementation, processing, informing students, teachers' responses)	Committee for quality management Vice Dean for Academic Affairs Student Administration Office	2 surveys (academic year 2011/2012) – student evaluation of teachers according to V4 form (<i>paper-pencil</i> format). Evaluation of undergraduate and graduate programmes (continuously). Student evaluation of teachers (through ISVU system). Insurance of various sources of information which are regularly updated (bulletin/notice board, website; continuously).	Part of Faculty annual report 3 (period from 2011. to 2013.)	The results of student surveys are the basis for the revision of the programmes' curricula. Reward for top-performing teachers according to highest average mark criterion (<i>paper-pencil</i> survey, academic year 2011/2012).
HE institution SWOT analysis				



<p>Monitoring quality indicators at HEI*</p>	<p>Committee for quality management Dean's Collegium Faculty Council</p>	<p>Analysis of statistical indicators of student surveys for each individual area (assessment of teachers, programs). Process of internal audit (academic year 2011/2012). Committee for quality management held 14 meetings</p>	<p>Part of Faculty annual report 3 (period from 2011. to 2013.)</p>	<p>Ordinance on Quality Assurance System Faculty Strategy</p>
<p>Other forms of evaluation</p>	<p>Dean's Collegium</p>	<p>Research conducted in academic year 2012/2013 Bologna model at the Faculty of Education and Rehabilitation Sciences (Centre for Education and Social Research – CEDI)</p>	<p>1</p>	<p>Defining advantages and challenges in the implementation of the Bologna model</p>
	<p>Vice Dean for Academic Affairs</p>	<p>3 focus groups with representatives of students from all three programmes</p>	<p>1</p>	<p>Preparation for revision of s programmes Teaching quality</p>

* Ordinance on the content of license and conditions for issuing license for carrying out activities of higher education, carrying out study programmes and re-accreditation of higher education institutions (Official Gazette, no. 24/10)

2. Programmes

a) Provide a diagram with configuration of all study programmes along the vertical line (undergraduate, graduate, integrated and postgraduate) with their possible branching into specialisations or orientations. If you also carry out professional study programmes, show their configuration as well. Explain the functional reasons for such configuration, especially from the standpoint of achieving optimal educational results (employability, study continuation, mobility) in relation to the projected enrolment quota. Specify which study programmes are dislocated and comment on their justification.

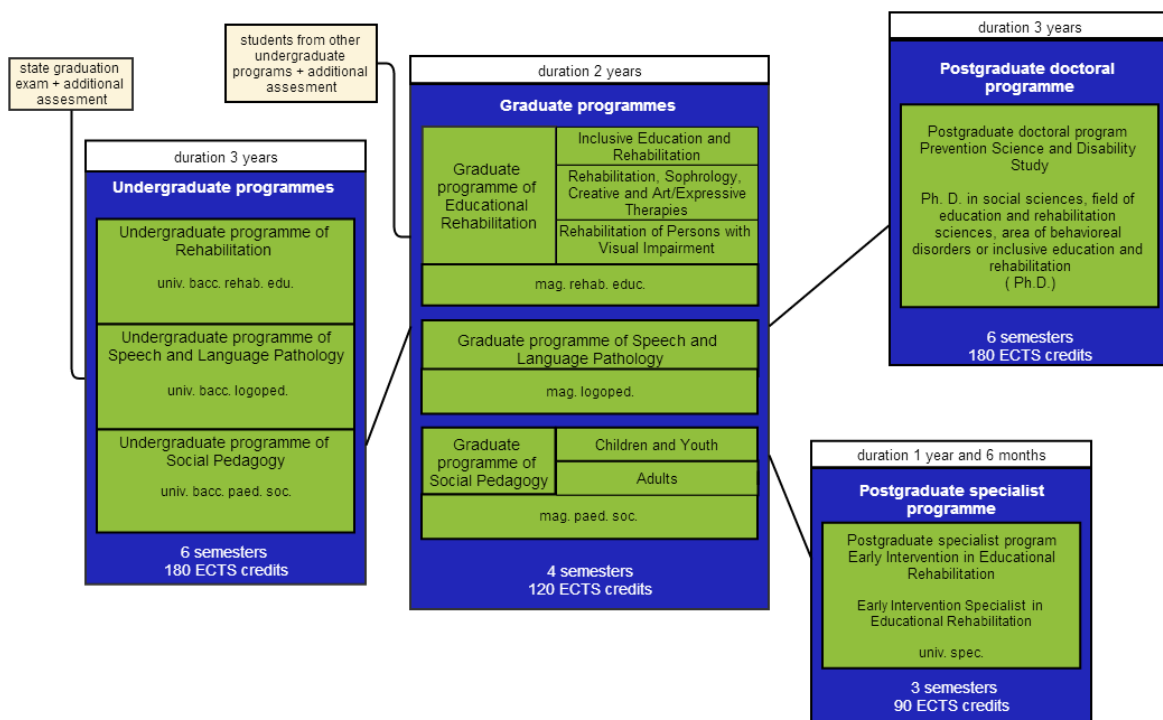
Undergraduate, graduate and postgraduate programs at the Faculty of Education and Rehabilitation Sciences are configured in accordance with the 2003 Scientific Activity and Higher Education Act, and later on harmonized with the Bologna model of study which was fully adopted in 2005. We can differentiate between three levels of study i.e. the so called 3+2+3 model. The undergraduate level comprises 180 ECTS credits - in order to be admitted to the programme, the student needs to pass the state graduation exam and undergo additional assessment for every programme. The duration of the undergraduate programme is three years (six semesters) and upon graduation, the student acquires the title of univ.bacc. in one of the three undergraduate programmes: Rehabilitation (univ. bacc. rehab. edu), Speech and Language Pathology (univ. bacc. logoped.) or Social Pedagogy (univ. bacc. paed. soc.). The graduate level comprises 120 ECTS - in order to be admitted to the programme, the student needs to complete the undergraduate level and undergo additional assessment for each programme; duration of the graduate study is 2 years (4 semesters) and upon graduation the student acquires the professional title of mag. in one of the three programmes: Educational Rehabilitation (mag. rehab. edu), Speech and Language Pathology (mag. logoped.) or Social Pedagogy (mag. paed. soc.).

Within the framework of the undergraduate and graduate programs, the students acquire knowledge and competences to work in the selected profession, including the ones that are prerequisites for admission to postgraduate studies (depending on the grade point average acquired at previous levels and motivational interview whose aim is to assess the student's motivation and affinity for the study) and competences required for the admission to the specialist study. Postgraduate doctoral level (Postgraduate doctoral program Prevention Science and Disability Study) - comprises 180 ECTS credits, lasts three years (six semesters), and upon graduation, the student acquires the title/academic degree of the Doctor of Science in Social Science Discipline, field: Education and rehabilitation science, branch: Behavioural or inclusive education and rehabilitation (Ph.D.).

The establishment of specialist programme was initiated due to dissemination of knowledge and expertise in the field of educational rehabilitation and new forms of applying the knowledge in the Republic of Croatia. In addition, the reason for establishing the programme lies in a relatively broad education system offered in undergraduate and graduate levels which are a precondition to be admitted to this level (including a specific grade point average and one-year of working experience in the respective field). The specialist programme (Early Intervention in Educational Rehabilitation) comprises 90 ECTS credits, it lasts 1.5 years (3 semesters) and upon graduation, the student acquires the professional degree of Early Intervention Specialist in Educational Rehabilitation. The Faculty of Education and Rehabilitation Sciences does not offer any dislocated programmes. Similar studies in Europe and worldwide (Study of Rehabilitation/Educational Rehabilitation - Stockholm, London;

Speech and Language Pathology - Helsinki, Lund, Iowa City; Social Pedagogy - Tübingen, Cologne) offer the same 3+2 model of study which is in line with the Bologna Declaration. Programmes at the Faculty of Education and Rehabilitation Sciences (including the respective courses) are primarily based on education and rehabilitation science and speech and language pathology, as well as biomedical sciences, humanities and other social sciences on the basis of interdisciplinary and transdisciplinary approach. By using and combining knowledge and competences gained at the undergraduate level and all other levels, every specialist who completes the programme will achieve optimal educational outcomes in terms of comprehensive knowledge and competences. These outcomes do provide good job opportunities, but the problem is that the employment system (still) doesn't recognize the bachelor level, which is supported by the fact that the majority of students continue their education on the graduate level (only 7 students out of 351 students who completed their undergraduate programme and acquired the professional title of univ. bacc. in the period from 2011 to 2013 didn't continue their study).

Diagram 2. Configuration of all study programmes at the Faculty of Education and Rehabilitation Sciences along the vertical line



Despite the same platform, the mobility at the undergraduate level is possible only by re-logging into the online database "Postani student" ("Become a student") along with recognition of common courses. Undergraduate level provides a good basis for graduate programmes not only within the same, but also within the related and other programmes in Social Science discipline. Knowledge and competences acquired at the graduate level are broadened by the content aimed at higher scientific levels and functional and technical knowledge which, over a five-year study period, offer good job opportunities in the area of health care, welfare, education, justice, science and higher education.

Mobility at the graduate level is possible if the student passes supplemental exams. The students attending undergraduate programmes usually continue with the same study programme at the graduate level, whereby the enrolment quotas (greater than the quota at the undergraduate level) provide mobility and enrolment options for students who are already enrolled in other undergraduate programmes. Graduate level professionals in Educational Rehabilitation, Speech and Language Pathology and Social Pedagogy find job positions relatively easy. In respect of the designed structure of all programmes, one should take into account that the Faculty is the only one in Croatia that educates experts and scientists in the field of Educational Rehabilitation, Speech and Language Pathology and Social Pedagogy.

Chart 2.1. Quota for undergraduate, graduate (only regular students), postgraduate doctoral and specialist programme since the introduction of the Bologna Model

Year	Undergraduate			Graduate		
	Rehabilitation	Speech and Language Pathology	Social Pedagogy	Educational Rehabilitation	Speech and Language Pathology	Social Pedagogy
2005./2006.	39+2 foreign citizens	27	30+2 foreign citizens			
2006./2007.	38+ 2 foreign citizens	30	32+ 2 foreign citizens			
2007./2008.	45+ 2 foreign citizens	35	40 + 2 foreign citizens			
2008/2009.	45+ 2 foreign citizens	35	40 + 2 foreign citizens	50+ 3 foreign citizens	40	45+ 2 foreign citizens
2009/2010.	45+ 2 foreign citizens	35	40 + 2 foreign citizens	50+ 3 foreign citizens	40	45+ 2 foreign citizens
2010/20011.	45+ 2 foreign citizens	35	40 + 2 foreign citizens	50+ 2 foreign citizens	40	45+ 2 foreign citizens
2011./2012.	45+ 2 foreign citizens	35	40+ 2 foreign citizens	50+ 3 foreign citizens	40	45+ 2 foreign citizens
2012/2013.	50+ 2 foreign citizens	50	40+ 2 foreign citizens	52+ 2 foreign citizens	45	45+ 2 foreign citizens
2013./2014.	50+ 2 foreign citizens	50	40+ 2 foreign citizens	52+ 2 foreign citizens	45	45+ 2 foreign citizens

Year	Postgraduate Doctoral Programme - Prevention Science and Disability Study	
	Quota	Enrolled students
2007./2008.	Undetermined	21



2011./2012.	20	16
Year	Postgraduate Specialist programme Early Intervention in Educational Rehabilitation	
	Quota	Enrolled students
2005./2006.	27 (by the Faculty Council decision the old enrolment quota of 15 was increased by 12 students)	25
2008./2009.	20	25
2012./2013.	24	24

Only the best and the highest achieving graduate students other related scientific fields have the opportunity to apply to postgraduate doctoral studies in the Social Science Discipline, scientific field of Educational Rehabilitation Sciences, branch Behavioural Disorders and Inclusive Education and Rehabilitation. Upon completion of the postgraduate doctoral programme, high-quality experts/scientists ensure that the scientific field remains as productive as possible. Quota scheme for doctoral studies (20 students) is determined by respecting the need for the scientific staff in the Social Science Discipline, and particularly in the Educational Rehabilitation Sciences field. Thus, only a small number of very successful and highly motivated individuals attend postgraduate doctoral programme. This quota is also determined by the needs of the society in terms of scientific progress and efforts aimed at raising the level of education in Croatia. The preconditions for and realization of programmes are taken into account. Teaching process is primarily implemented by teachers possessing particularly high scientific and professional competence, whose professional work provides students with opportunities to engage in high quality mentorship for thesis preparation.. However, this option is available only to a relatively small number of students.

By attending the specialist programme Early Intervention in Educational Rehabilitation the students will acquire particular specialist knowledge and high level of expertise. This programme can be enrolled upon completion of graduate education and training (duration: at least one year). Early Intervention Specialist in Educational Rehabilitation is still inefficiently recognized as an expert in the employment system, but a large interest for this programme (number of applicants is greater than those actually admitted/20-27 applicants were enrolled according to the quota), the willingness of institutions to co-finance the applicants' specialist education as well as self-financing by the students emphasize the necessity of this kind of education. Specialist study quotas are also based on quality of teaching, both in terms of i.e. mentoring capacity and spatial capacities and needs.

b) Specify overlaps of your study programmes with similar study programmes at other constituents of your university, if such exist. Explain steps undertaken to avoid future overlaps

All undergraduate and graduate programmes at the Faculty are unique and have been developed most thoroughly in terms of the teaching, research and professional aspect. In Croatia, there are no comprehensive programmes with the content that would significantly overlap with the learning objectives, learning outcomes and competences that are the very backbone of our programmes. According to the content level and the above mentioned learning outcomes, the overlap can be seen

between the undergraduate programme of Speech and Language Pathology and undergraduate programme of Phonetics, as well as between the graduate programme of Speech and Language Pathology and graduate programme of Phonetics, module Phonetician – Rehabilitator (both programmes are carried out by the Phonetics Department, Faculty of Humanities and Social Sciences). The programme of Phonetics is focused on individual or particular communication areas and skills i.e. the speech and its components, and to a lesser degree on language skills and/or listening skills (<http://www.ffzg.unizg.hr/programi/preddiplomski.html>). Undergraduate programme of Speech and Language Pathology and Study of Phonetics provide knowledge about individual characteristics of communication and partly about the speech and its components. This knowledge is only part of the knowledge transferred in the course which covers all other communication domains (verbal and nonverbal), particularly the forms related to the knowledge about language (both spoken and written) and the characteristics of listening. Such a programme structure provides a higher level of operationalization of acquired knowledge and includes a number of professional competences, due to which the undergraduate univ.bacc. logoped. can comprehend various forms of human communication, changes and variations within the communication itself, what the communication is influenced by and what affects its quality. Thereby, a graduate of the undergraduate programme in Speech and Language Pathology qualifies for the basic clinical work to support the habilitation and rehabilitation activities that go beyond the individual dimensions of communication, respect the inter and intra-personal determinants of their successful application and take into account the person's integrated communications capabilities. The basic difference between the two compared programs lies in the philosophical aspect of the final competence which, in the case of Bachelor of Arts in Phonetics includes the standard of voice communications, and only partly the hearing pathology, and in the case of univ. bacc. in Speech and Language Pathology, it includes a spectrum of knowledge of communication potentials, normal and abnormal development of all communication forms where speaking and listening are only a part of the entire spectrum. In terms of the labour market, the outcomes of learning and competences of univ.bacc. in Speech and Language Pathology are strongly associated with the contents of courses and provide opportunities to work in all areas of communication.

These mentioned differences between the two undergraduate programmes reflect in the graduate programme as well: e.g. the graduate programme of Speech and Language Pathology is further focused on a holistic approach to communication needs of persons with some kind of difficulty and disorders. Learning outcomes are determined by the integration of knowledge about the integrity of the bio-psycho-social-pedagogical characteristics of a person as a basis for action in every process – from prevention, screening, diagnostics and assessment to the treatment i.e. habilitation or rehabilitation procedures. An analysis of the graduate programme in Phonetics in the field of hearing and speaking (module Phonetician - Rehabilitator; <http://www.ffzg.unizg.hr/programi/diplomski.html>) shows that these experts, as well as mag. logoped. (Speech and Language Pathology graduate level graduates) are educated in order to perform almost the same type of work, consequently leading to the impression that these professions overlap in the part relating to listening and speaking. However, there are significant differences in the quality of offered content as well as in the already mentioned philosophical approach. The name of the experts i.e. the respective course (especially related to the term *in rehabilitation*) has a stronger overlapping component, but the actual learning outcomes and competences of logopedic professionals are far broader, both in terms of rehabilitation within the area of language, speech and voice communications, as well as in terms of other aspects comprised by communication for which phoneticians - rehabilitators are not educated.

Despite these overlaps, evident advantages of the undergraduate and graduate programmes of Speech and Language Pathology are determined by the following:

- Tradition in educating the experts in the field of communication and differences in communication in all segments,
- Scientific and research activity of Speech and Language Pathology professionals which represents

the basis of all papers on the knowledge about the characteristics of speech and language pathology in Croatian and the associated characteristics of the profession which are included in educational activities,

- Bio-psycho-social-pedagogical approach to persons as a unique way of understanding an individual, which contributes to the desired outcomes of indirect work,
- High level of acknowledgement of logopedic professionals on the labour market (the status of "deficit" profession and the requested increase of the quota on the basis of proceedings initiated by the Government), which relies on the competences gained at Speech and Language Pathology programmes.

Steps/actions taken

The issue of partial overlap between the two aforementioned programme components has been attempted to resolve through negotiation. Since 2005, based on the initiative of the Speech and Language Pathology programme and due to the assistance provided by the Rector and competent authorities of the University, the overlapping between the programmes has been an ongoing issue. Given that the problem has not been resolved mainly due to the unwillingness of the representatives of the Faculty Faculty of Humanities and Social Sciences, the Speech and Language Pathology programme continues to explore an adequate solution.

Similarities between the undergraduate and graduate programmes related to Rehabilitation, Educational Rehabilitation and Social Pedagogy exist solely at the level of individual courses, their content and topics. For example: the area of mental health, disabilities and characteristics of persons with disabilities is an integral part of teaching implemented at other constituent units (e.g., the Faculty of Teacher Education, Faculty of Medicine, the University Centre for Croatian Studies, individual programmes offered at the Faculty of Humanities and Social Sciences), while criminology and the area of behavioural problems of children and young persons is an integral part of the Studies in Social Work, Faculty of Law, University Centre for Croatian Studies and others. The contents common to these programmes are the result of interdisciplinary fields and professions, although given the demands of the stated professions, the competences are defined in a different manner.

- c) Specify the criteria you take into account when proposing enrolment quotas for undergraduate (or integrated undergraduate/graduate) study programmes, as well as professional study programmes (if any). Assess the suitability of the enrolment quotas with regard to social needs and the number of unemployed, possibility of the higher education institution to provide quality education in groups and the number of capable students motivated for efficient studying in line with the given programme.**

Programs at the Faculty had a very low but stable (and mostly fixed) enrolment quota (approximately 100 students enroll in all three programmes yearly) during a number of years. High pass rate ensured further enrolments. Given the program reorganization in line with the Bologna model, the undergraduate enrolment quota plan had to be set in 2005, including the plan of the number of accepted graduate level students from 2008 onwards. Initial enrolment quotas have been determined on the basis of previous knowledge and experience of the labour market needs (without the experience and possibility to assess the employment options of graduates with undergraduate degrees which was not available until then) and given the workload of teachers, assistants and spatial capacities which, at that time, were significantly lower because the Faculty used only 818 m² (in 59a Kušlanova Street) and



85 m² in the facilities of the Vrbik kindergarten to carry out part of its exercises. There were no data on the mobility of students based on which it would be possible to propose the enrolment quota. Given this initial experience with the new system and based on the adopted legal guidelines (the Act on Quality Assurance in Science and Higher Education, OG 45/09), including the basic criteria for proposing the enrolment quota (2012 Senate of the University of Zagreb - Criteria for proposing and adopting the enrolment quota/defined human resources expressed by the student-teacher ratio), it was possible to accurately assess the enrolment quota. The overview of enrolment quota is given in the Table 2.1.

Criteria for proposing the enrolment quota are as follows:

- 1) Croatian Employment Service Data (recent data reveal rather high demand of our experts),
- 2) Recommendations for the educational enrolment policy (Croatian Employment Service based on the Government Regulation on monitoring, analysis and labour market demands for particular occupations),
- 3) Capacities of the constituent units (human and spatial capacities/substantially altered by moving into the facilities of the University campus),
- 4) Student mobility options (higher enrolment quotas at the graduate level in relation to the undergraduate level, with the aim to ensure horizontal and vertical mobility),
- 5) Social needs in relation to the number of users of different services rendered by the experts in Educational Rehabilitation, Speech and Language Pathology and Social Pedagogy, and the increasing complexity of phenomenology,
- 6) Guidelines of international vocational associations on the number of required experts in relation to the general population or according to the problems, difficulties and disorders in the general population,
- 7) Outcomes of previous external evaluations,
- 8) High pass rate.

These criteria are also supported by the fact that students are highly motivated to study, which is evident in the high grade point average, high pass rate, regular class attendance, and according to the data regarding satisfaction with the programme. A large number of applications for admission to undergraduate programmes (usually 11-14 applicants per one position) also justify the enrolment quota. Based on these criteria, the enrolment quotas were increased, but not by much. A significant increase of enrolment quota was noted in the Speech and Language Pathology program, which was accepted by the Senate of the University of Zagreb based on the letter submitted by the Faculty (the reason to increase the enrolment quota can be found in the Government's letter inquiring about an insufficient number of experts educated at the Faculty, especially at the Speech and Language Pathology programme, whose profession is requested in a number of counties. Based on the decision of the Faculty Council, there was a request to increase the enrolment quota to 50 students in the field of Speech and Language Pathology - an increase of 15 students based on: (a) insufficient number of professionals in all Croatian counties according to the document titled Recommendations for educational enrolment and scholarship policy, Croatian Employment Service (central office), dated December 2011; (b) human resources - the teacher-student ratio is 4,8 students per teacher. Considering the undergraduate and graduate programme of Speech and Language Pathology (since the same teachers/assistants/research assistants teach at both levels), the ratio is 8,8 student per 1 teacher. As a result of the enrolment quota increase of 15 full time students, the ratio of students and regularly employed faculty members is 5,4 students at the undergraduate level, which is above the recommended standard; (c) spatial capacities - 3,2 m² per student, and with the enrolment quota increase (both on the undergraduate levels in Rehabilitation and Speech and Language Pathology), this ratio is 3,1 which is above the recommended ratio (1,25m² per student); (d) student assessment - the data pertaining to undergraduate programmes conducted at the Faculty - average rating of undergraduate programmes at the Faculty of Education and Rehabilitation Sciences is "very good".

The Senate of the University of Zagreb approved the increase in enrolment quotas. Numerous documents state that the number of experts educated at the Faculty is insufficient. Thus, the Draft Act on Education and Rehabilitation Activities, a document issued by the Ministry of Health and Social Welfare in 2011 indicates a 30 % deficit, whereas according to the prescribed standards in the field of education and social welfare and the data kept by the Ministry of Science, Education and Sports (2008), only one professional, including experts in Educational Rehabilitation, Speech and Language Pathology and Social Pedagogy, covers 276 pre-school children. Additionally, the data of the Organization for Economic Cooperation and Development (OECD; 2007 Report) highlight an insufficient number of experts educated at the Faculty in Croatia. Since graduate programme enrolment quotas are usually higher than those at undergraduate studies, they ensure student mobility and attract quality students from other faculties and other programs.

- **Analyse the pass rate in the first year of study (undergraduate, integrated and professional) and relate it to the enrolment criteria. Reflect on the types of high schools your candidates are coming from and their average high school grade**

Comprehensive secondary education students usually enrol in the Faculty undergraduate programmes, compared to the significantly lower number of vocational secondary education students. Apart from the state graduation exams, one of the main prerequisites for admission to the Faculty is an additional assessment carried out within programmes Rehabilitation and Social Pedagogy in order to assess the level of information, preference and motivation for these programs. In respect to the program Speech and Language Pathology, additional evaluation includes an assessment of the potential speech and language difficulties of the applicant, a criterion for exclusion where the absence of such criteria prevents the admission to the programme. Previous experience with the criteria defined for all three programmes proved adequate in the sense of satisfaction with well selected and motivated students who were willing to actively participate in the teaching process. However, even the earlier criteria (prior to the introduction of state graduation exams), which were based on the entrance exam, indicated the possibility to select proper applicants. All data suggested that applicants selected for all three programs possessed good starting opportunities, abilities and skills required for the programmes, which was further supported by the students' high school grade point average as well as the grades they acquired in the first year.

The chart 2.2 indicates that despite a somewhat lower first year grade point average of vocational secondary education students (a very small number of students) when compared to comprehensive secondary education students, there is no significant difference in the pass rate in the first year in all three programmes between the students with different educational background.

High grade average and high pass rate speak in favour of extremely high quality students who are able to meet the programme demands and are highly motivated to fulfill all programme obligations. The quality and content of programmes contribute largely to the abovementioned, based on which it can be assumed that programmes meet the expectations of students. High school grade point averages indicate no significant differences between candidates applying for a variety of programmes, and this uniformity in grades is evident during the first year. As expected, student grade averages in the first year in all three programmes are lower when compared to high school averages.

Chart 2.2. High school grades, grades in the first year of undergraduate programme and pass rate of the first year of undergraduate programmes

Year of enrolment	Undergraduate programme Rehabilitation			
	Secondary Education	Grade average	Grade average in the first year of undergraduate programme	Pass rate in the first year of undergraduate programme %
2010/2011	Comprehensive secondary education	4,32	4,30	91,06
	Vocational secondary education	4,64	4,26	90,47
2011/2012	Comprehensive secondary education	4,37	4,34	88,44
	Vocational secondary education	4,29	3,96	87,56
2012/2013	Comprehensive secondary education	4,49	4,27	91,93
	Vocational secondary education	4,52	4,20	87,14

Year of enrolment	Undergraduate programme Speech and Language Pathology			
	Secondary Education	Grade average	Grade average in the first year of undergraduate programme	Pass rate in the first year of undergraduate programme %
2010/2011	Comprehensive secondary education	4,56	4,13	91,15
	Vocational secondary education	4,37	4,03	93,94
2011/2012	Comprehensive secondary education	4,59	4,25	90,37
	Vocational secondary education	3,93	3,61	75,93
2012/2013	Comprehensive secondary education	4,55	4,23	98,19
	Vocational secondary education	4,36	3,61	89,83



Year of enrolment	Undergraduate programme Social Pedagogy			
	Secondary Education	Grade average	Grade average in the first year of undergraduate programme	Pass rate in the first year of undergraduate programme %
2010/2011	Comprehensive secondary education	4,32	4,12	92,14
	Vocational secondary education	4,30	4,03	94,44
2011/2012	Comprehensive secondary education	4,31	4,07	94,75
	Vocational secondary education	4,39	3,92	85,68
2012/2013	Comprehensive secondary education	4,40	4,11	94,97
2012/2013	Vocational secondary education	4,68	3,69	100,00

Year of enrolment	Undergraduate programmes in total			
	Secondary Education	Grade average	Grade average in the first year of undergraduate programme	Pass rate in the first year of undergraduate programme %
2010/2011	Comprehensive secondary education	4,40	4,18	91,45
	Vocational secondary education	4,43	4,10	92,95
2011/2012	Comprehensive secondary education	4,42	4,22	91,18
	Vocational secondary education	4,20	3,83	83,05
2012/2013	Comprehensive secondary education	4,48	4,20	95,03
	Vocational secondary education	4,52	3,83	92,32

Grade averages are uniform in all programmes (higher than the grade 4/very good). The grade ratio between comprehensive secondary education students and vocational secondary education students remained the same - the first year indicates a slightly higher grade point average of comprehensive

secondary education students in relation to vocational secondary education students. The passing rate for students in all programmes is also slightly lower for vocational school students compared to comprehensive secondary education students, but these are minor differences. Total passing rate for all enrolled students is very high.

- **State which methodology was used to set learning outcomes when planning study programmes. Use one study programme as an example of linking obligatory courses and competences.**

Learning outcomes are defined in terms of the competences acquired by students who completed undergraduate or graduate programmes, while their number depends on the level of achievement of every single student and is globally evident per group (generation), with respect to the minimum required achievements that have been realized. Learning outcomes (sometimes under the influence of a particular course content) are defined according to the objectives set at the level of the individual programme – using the "top-down" approach which begins with the whole and works down to individual segments. In developing the learning outcomes at the programme level and individual courses, we used the Dublin descriptors, Bloom's taxonomy of cognitive skills and other materials from the University of Zagreb as a guide. These materials were produced as a result of dealing with this topic systematically within various projects, workshops and trainings in which our employees regularly participated. The process of structuring and linking the compulsory courses and competences which are acquired at a certain level, helped to link the courses on programme level, taking into account the changes on the level of professional and scientific knowledge, which caused minor modifications such as: changes of the semester certain course is offered, elective courses changed into compulsory ones, combining exercises from a number of courses into practice and thus reducing the number of exercises.

We will use the example of the undergraduate programme Social Pedagogy to link compulsory courses and competences acquired.

The undergraduate programme Social Pedagogy is mostly committed to acquisition of general, generic, knowledge which serves as the basis for specialist knowledge related to the profession and as the basis for lifelong learning. The Social Pedagogy encompasses knowledge of developmental characteristics of the individual, individual differences which are important in learning, learning environment and social interactions, disorders of behaviour of the individual, bio-psycho-social/pedagogical structure of the individual as the basis for development of behavioural disorders, knowledge of criminal offences, delinquents, victims of delinquent behaviour, criminality as the social phenomenon, and society's reactions to criminality. The programme fosters competences in understanding behavioural disorders, stigmatization process, marginalization, personal and social violence, and the ability of evaluating key characteristics of the individual and social environment, and the needs of the individual and social environment.

The program consists of general fundamental content related to the profession (28% of courses), auxiliary contents from the fields of related professions (33% of courses), the narrow field of the discipline (26% of courses), and part of the programme concerning elective courses which the students elect from other undergraduate academic programmes (13% of courses). In the program, the students acquire interdisciplinary knowledge of the biomedical field and the fields of psychology, sociology, law, pedagogy, criminology, and penology.

The undergraduate programme Social Pedagogy trains experts for scientific research and practical work on the prevention, detection, evaluation, early interventions, and treatment, processing and subsequent care for children, youth and adults at risk of disorders or with manifested behavioural disorders, and their social environment, in the function of education, socialization, rehabilitation, and social integration.

The following areas stem from the definition of social pedagogy in which the Social Pedagogue needs to develop his competences and associated competences that include general and specific social and pedagogical knowledge, skills and values:

- 1) **Population** i.e. persons with behavioural disorders
 - Knowledge of interdisciplinary (scientifically and theoretically) defined characteristics of the general population and persons with behavioural disorders,
 - Skills required to connect and harmonize the existing interventions with the characteristics of specific groups of individuals within the population,
 - Acceptance of basic professional values to change each individual with the help and support of experts.
- 2) Continuum of socio-pedagogic **interventions**
 - Knowledge of theoretical, scientific, legal and contextual framework for interventions aimed at specific groups of individuals within the population of persons with behavioural disorders,
 - Skills of applying a number of interventions with guidance, mentoring and/or supervision,
 - Acceptance of beliefs that one's professional activities may contribute to the general and specific well-being of individuals, groups and communities in the future.
- 3) **Environment** of socio-pedagogic interventions
 - Comprehensive knowledge about the characteristics of a different interventional environment and their impact on the course and outcome of the intervention i.e. a person with whom the intervention is carried out,
 - Skills of establishing and maintaining professional relationships and skills to describe the characteristics and impact of the intervention environment,
 - Development of professional attitudes about the contribution of specific elements of the intervention environment in terms of professionalism, humanity and effectiveness of interventions
- 4) **Collaboration** with other experts, teams, organizations and systems
 - Knowledge of the purpose, fields and mechanisms of interdisciplinary cooperation,
 - Skills to participate and work together with other experts in a variety of professional situations,
 - Professional attitude about the importance of cooperation with other experts, institutions and systems to achieve the goals of intervention.
- 5) Professional **development** and professional **accountability**
 - Knowledge of desirable and required levels of professional competence,
 - Skills of monitoring and self-assessment of your own competences,
 - Acceptance of beliefs about the importance of concerted personal and professional development.

Given that the description of each area would require a lot of space, and bearing in mind that we deal with the same principle of linking competences and courses, below you will find an overview of - the population i.e. persons with behavioural disorders. Social Pedagogy is a profession which, by providing professional services to persons with behavioural disorders, belongs to the group of interpersonal, supportive, social and correctional professions. This multidimensionality of its identity is determined among other things, by the characteristics and needs of the population to whom social pedagogy is

addressed. The concept of *the population of persons with behavioural disorders* should be understood as an umbrella term that covers various populations of persons with specific behavioural disorders that belong to different age groups.

In relation to the intensity and uniqueness of behavioural disorders, the term covers the following:

- Risk behaviour (behaviour that makes one person risk his own health, but also other people's health, physical and mental integrity, property and other social values),
- Conduct with the characteristics of crimes or offenses,
- Behavioural difficulties (behaviour that violates against/threatens social rules, norms and functioning over a specific period of time),
- Behavioural disorders (a repetitive and persistent pattern of behaviour that is significantly different from that expected for a particular age/environment and which threatens the daily functioning in multiple areas of life).

In relation to age groups, the term covers the period of childhood (preschool and elementary school age), adolescence (high school years and younger adult age), youth age and adulthood.

The competences (knowledge, skills and professional values/skills) that Social Pedagogues are expected to acquire during their undergraduate program:

- Knowledge of interdisciplinary (scientifically and theoretically) defined characteristics of the general population and persons with behavioural disorders,
- Skills required to connect and match the existing interventions with the characteristics of specific groups of individuals within the population,
- Acceptance of basic professional values to change each individual with the help and support of experts.

Based on these competences, learning outcomes have been designed at the programme level. In the overview below, you will find the learning outcomes accompanied by the associated courses which clearly indicate their contribution to the learning outcomes at the programme level, based on the description of the respective course, learning outcome and methods of teaching and examination:

PROFESSIONAL KNOWLEDGE – Upon completion of the undergraduate programme Social Pedagogy, the students will:

1. Demonstrate the knowledge of the characteristics of individuals within the population

Psychological Basis of Behavioural Disorders I
Phenomenology of Behavioural Disorders
Introduction to Penology
Rehabilitation Fundamentals of Social Pedagogy
Psychology of Penology II
Theories of Prevention I
Theories of Prevention II

2. Integrate certain aspects of the bio- psycho-social-pedagogic approach to the individual into a holistic, interdisciplinary approach to a person

Psychological Basis of Behavioural Disorders II
Introduction to Criminology
Phenomenology of Behavioural Disorders
Criminology of Youth Delinquency



Fundamentals of Social Pedagogy
Psychology of Penology I

3. *Demonstrate* the knowledge of a whole range of etiology and phenomenology of behavioural disorders development

Introduction to Criminology
Phenomenology of Behavioural Disorders
Psychological Basis of Behavioural Disorders I
Psychology of Penology II

4. *Associate* certain aspects of the bio- psycho-social-pedagogic structures/characteristics of individuals with different theoretical constructs of developing behavioural disorders

Introduction to Criminology
Phenomenology of Behavioural Disorders
Psychological Basis of Behavioural Disorders I
Psychology of Penology I
Theories of Prevention I
Theories of Prevention II

PROFESSIONAL SKILLS – Upon completion of the undergraduate programme Social Pedagogy, the students will:

5. *Apply* relevant aspects of knowledge about the population characteristics in working with individuals and groups

Institutionalized Treatment in Penology Rehabilitation
Individual Approach to Sociopedagogic Interventions

6. *Compare* the effects of the same etiological factors with different individuals and groups of individuals from the population

Psychological Basis of Behavioural Disorders I
Criminology of Youth Delinquency
Phenomenology of Behavioural Disorders

7. *Distinguish* the effects of applying different professional approaches in the same groups of individuals from the population

Psychological Basis of Behavioural Disorders II
Group Approach to Sociopedagogic Interventions

8. *Plan* the process of selecting the most appropriate technical approach for different groups of individuals within the population

Legal Aspects of Sociopedagogic
Interventions Psychology of Penology I
Individual Approach to Sociopedagogic Interventions

PROFESSIONAL VALUES – Upon completion of the undergraduate programme Social Pedagogy, the students will:

9. Believe that each individual can grow, develop and change himself

Psychological Basis of Behavioural Disorders I
Theoretical Basis of Sociopedagogic
Interventions Institutionalized Treatment in Penology Rehabilitation
Phenomenology of Behavioural Disorders

10. Believe that acceptability of multiple differences among individuals, groups and communities is important

Training in Communication Skills I
Group Approach to Sociopedagogic Interventions
Phenomenology of Behavioural Disorders

In order to ensure, at the level of all courses, the harmonization of learning outcomes at the programme level with the learning outcomes at the level of courses, learning outcomes were matched and afterwards, the matching was made within each course for the respective course. The purpose of the matching within the course was to harmonize learning outcomes at the level of the course content, teaching methods, methods used to examine/test the learning outcomes and ECTS credits i.e. student workload. Internal course matching was carried out according to the following model which is illustrated on the example of a course - Group Approach to Sociopedagogic Interventions:

Expected learning outcomes at the course level <i>Students will be able to:</i>	Contents (lecture units)	Learning activities <i>What does the student do?</i>	Teaching activities <i>What does the teacher do?</i>	Monitoring and assessment of learning outcomes	ECTS /hours
Distinguish between theoretical approaches to group work and their effectiveness with different populations at risk	1. Approaches to group work, theoretical and value-based framework of group work	Listens and participates in an interactive lecture Participates in group discussion Reads literature independently	Lecture Conducts and directs group discussion	Discussion	0.25
				Written exam	0.25
Critically assess the differences in key characteristics of working with children, adolescent and adult groups	2. Specifics of group work with children and adolescents	Listens and participates in an interactive lecture Analysis of examples (video materials) Reads literature independently	Lectures Prepares the examples and conducts discussion / video	Discussion	0.25
				Oral exam	0.25
Evaluate the differences between the characteristics of group work and diverse populations at risk and report it in writing	3. Processes taking place in a group. Development phases of groups under treatment, roles within a group. 4. The challenges of group work with unmotivated or captive individuals.	Listens and participates in an interactive lecture. Prepares, produces and presents the seminars. Participates in group discussion	Lectures Conducts and enables group discussion Provides feedback on the seminar paper	Discussion	0.25
				Performance tasks	0.50



Connect the purpose of groups in treatment, working groups and life groups with the needs of group members and environmental conditions	5. Definition, types and characteristics of a group 6. Planning group work with specific groups	Listens and participates in an interactive lecture. Analyses the examples Reads literature independently	Lectures Guest lecturer giving examples of good practice	Discussion Written exam Oral exam	0.25 0.25 0.25
Assess the importance of compliance in terms of the leader's interventions with regards to the purpose and goals of the group, needs and motivations of group members, group development stages and environment characteristics in which group work takes place	7. Types of leader's interventions within a group 8. Communication-based interventions 9. Interventions focused on behavioural changes 10. Creative and expressive techniques in group work 11. Crisis intervention	Listens and participates in an interactive lecture. Analyses the examples. Participates in group discussion Reads literature independently	Lecture Guest lecturer giving examples of good practice Presentation of the case (video) Conducts and enables group discussion	Oral exam Discussion Performance tasks Written exam	0.50 1.60 0.20 0.25
Apply standardized procedures for introducing one another, observing and participating in group work, professionally guided working groups, life groups or groups in treatment	12. Observing, assessing and analysing the behaviour and needs of group members. 13. Standards of professional work with groups. 13. He watches the members and activities of the group	Observes group members and activities carried out in the group Presents the case (group) Listens and participates in collaborative learning Reads literature independently	Defines a framework of student work in the field Analyses student presentations and provides feedback	Performance tasks Written exam	0,50 0.25
Self-assess his own value system and compare it with the standards of professional psychoeducational group leaders	14. Group management, management styles; leader's competences and co-management.	Analyses his personal competences and compares them with the standards Reflects Reads literature independently	Lectures Conducts and enables group discussion Reflects	Discussion	0.50
Independently evaluate his own experience as group member and his competences as observer and leader of group work and report it in writing	15. Documenting, monitoring and evaluation of group work	Analyses his personal competences and compares them with the standards Reflects Reads literature independently	Lectures Conducts and enables group discussion Reflects	Discussion Performance tasks	0.50 0.20

- **Identify the most important goals you followed in determining the learning outcomes. Assess the extent to which the goals that you had in mind when designing new undergraduate, integrated undergraduate and graduate i.e. professional study programmes (if any) have been achieved.**

The goals have been set starting from global to specific ones on the following levels:

- 1) Recognizing the experts on the labour market:
 - a. Precise determination of learning outcomes that result in the development of professional competences, which comply with the needs of the labour market, needs of immediate service users as well as special needs of the community as a whole; at the same time, they comply with the competences of experts in similar programmes Europe and Worldwide,
 - b. the integrity of programmes which have been structured with the aim to achieve the learning outcomes i.e. competences,
 - c. designing the content of courses in order to acquire particular (specific) competences which include access to " problem solving " through the integration of theoretical, scientific and methodological and practical knowledge and skills in accordance with the ethical principles of the profession (d) raising the quality of all activities (lectures, seminars, exercises, practical work/practice) to acquire the necessary competences.
- 2) Respecting the new phenomena and integrating the awareness of new requirements as a prerequisite for expanding the definition of learning outcomes of each expert's background (e.g. with increasingly complex situations, difficulties and disorders caused by survival thanks to advances in medical technology or with entirely new forms of addictions/gambling, internet addiction etc.).
- 3) Educating the experts whose competences result in willingness to acquire new (lifelong) learning with the aim to undergo scientific or professional training.
- 4) Providing opportunities for creative and critical thinking, problem identification and resolution through research activities and practical solutions applied within the respective profession.

Specific objectives of individual programmes match the educational goals of the umbrella international professional organizations and particular requirements of the employment system that employs our experts (health, education, social welfare, justice). An important goal for every expert holding a degree is the learning outcome, taking into account that the differences between them may only be evident at the level of quality or manner of integrating these outcomes in work assignments and through meeting the needs of users and the community. Data coming from the employment system speak in favour of the learning goals and outcomes which have been largely fulfilled by graduating experts at both undergraduate and graduate level: user satisfaction, demand for new experts in systems in which they haven't been employed yet (e.g. high schools) and the data held by practical work supervisors. Experts holding a degree find it easy to pass professional exams and they find a job relatively easy (according to the Croatian Employment Service new data, the position of experts trained at the Faculty of Education and Rehabilitation Sciences is classified as the second most popular occupation/December 2013, Večernji list December 24, 25, 26 2013), they tend to stay in employment relationship without difficulty and easily change the systems in which they work, which speaks in favour of the quality of their competences. Extremely small number of holders of undergraduate degrees indicates that the national employment system failed to carry out the necessary reforms which could help them perform the activities under their competence. Competences at the undergraduate level haven't been recognized in the labour market yet.

Given the above data, it is justified to speak of a relatively good achievement of programmes' objectives, although the student survey data indicate that better training for the professional (clinical) work can be

achieved at the undergraduate level. Hence, the activities follow such direction due to new programme changes (changes in the implementation of exercises and practices towards training for practical performance of partial or complete processes aimed at the prevention, recognition, diagnostics, assessment, counselling, therapy/treatment aimed at the individual and his environment). Further work on learning outcomes should also be focused on better and more accurate definition in terms of empowering the competences for international mobility and international labour market upon completion of the study.

- **Describe methods and comment procedures for adjustments of allocated ECTS credits with realistic assessment of student workload.**

In accordance with the ECTS system project implementation carried out at the University of Zagreb, ECTS credits have been gradually introduced to the Faculty of Education and Rehabilitation Sciences based on monitoring the Bologna process, and have been allocated/awarded in accordance with the European Credit Transfer and Accumulation System (Ministry of Science, Education and Sports, 2001; http://www.unizd.hr/Portals/0/bolonjski_proces/pdf/Europski_sustav_prijenosa_bodova.pdf).

Accordingly, ECTS credits have been allocated to courses and other obligations that a student needs to fulfil in his/her programme based on his/her workload. ECTS credits are allocated upon completion of all obligations arising from each course (lecture, seminar or exercises) and other obligations, including passing of exams, which means that ECTS credits cannot be allocated for partially fulfilled obligations. In the process of allocating ECTS credits, attention was focused to the criteria described in the document titled European Credit Transfer and Accumulation System according to which one ECTS credit equals to 28 working hours in terms of attendance of lectures or participation in work groups, writing (seminar) papers, reading and studying by consulting professional literature and participating in field trips. Accordingly, one ECTS credit is equivalent to 28 working hours in terms of lecture attendance, 14 hours of participation in work groups, preparing 140-210 pages of professional literature, writing a seminar paper consisting of 7 text cards (1,800 characters per card), learning 175 pages of more complex professional literature or 218 pages of simple professional literature, reading 280 pages of complex professional literature or 420 pages of simple professional literature and participating in a three-day field trip. Although the introduction of the ECTS credit system in 2005 proved to be a completely new experience at the Faculty of Education and Rehabilitation Sciences, the collection of data over several generations of students who studied under the then-new concept and curriculum, made it possible to get a partial insight into the extent to which the allocated ECTS credits matched the student workload in all years and all programmes. Matching ECTS credits with the actual student workload was one of major motives to audit all Faculty's programmes in 2008. The procedure related to changing the programme was described as "minor amendments to the programme (20 %)". In this way, ECTS credits were formally reallocated in all programmes.

Nevertheless, the students nowadays point to disparities in unequal alignment of ECTS credits and student workload in individual courses or obligations. Preparation and implementation of activities for the new audit of all programmes is in progress. The audit redefines in detail the expected learning outcomes that are a precondition to carry out a good student workload assessment and evaluate the work necessary to achieve specific learning outcomes. Student workload will be determined and matched with the ECTS credits for each course or obligation. All heads of programmes, including all teachers were made familiar with the rules of allocating ECTS credits, and focus groups were set up.



These groups consisted of student representatives in all programmes and at all study years and their aim was to raise and match the quality in determining the ECTS credits.

- **Assess competences of experts who graduate from your higher education institution with a similar study programme at prominent HEIs in Europe and the world and state to what extent your programmes follow recommendations of European or international professional organisations.**

A common feature of all competences acquired by experts who graduate from the Faculty of Education and Rehabilitation Sciences is their compliance with the competence of experts in Europe and worldwide. There are some characteristics and differences in the definition and comparability of the competences in three study programmes. For example, the professional title (univ.bacc.rehab.edu/mag.rehab.edu) does not exist in Europe in the field of Rehabilitation and Educational Rehabilitation, which is the reason why these experts are insufficiently recognized and acknowledged despite the competences that are wider than those in other programmes concerning specific impairments and difficulties or particular approaches to work-related systems (so-called special teacher). Competences of Educational Rehabilitators can be compared with a part of competences acquired at the following institutions: Stockholm University; Department of Special education, University of East London (UK); Early Childhood Education and Special Education, Education and Special Education, Counselling and Mentoring with Special Education, Columbia University, New York (USA) and others. This programme complies with the recommendations of professional associations: IASSID/(International Association for the Scientific Study of Intellectual and Developmental Disabilities; EMHID/European Association for Mental Health in Intellectual Disability; ICEVI/International Council for Education of People with Visual Impairment; ECArTE/ European Consortium for Arts Therapies in Education; WAPR/World Association for Psychosocial Rehabilitation) and some other associations.

The Speech and Language Pathology programme at the Faculty of Education and Rehabilitation Sciences was established in accordance with the IALP and CPLOL guidelines, under which almost all programmes of Speech and Language Pathology in Europe have been organized, so it is possible to compare them on a relatively high level. According to its content, titles of courses, their number and structure in terms of taught biomedical, language and behavioural sciences, the Speech and Language Pathology programme at the Faculty of Education and Rehabilitation Sciences is comparable with the Speech and Language Pathology programme at the University of Helsinki (University of Helsinki, Institute of Behavioural Sciences, Speech Sciences / http://www.helsinki.fi/speechsciences/studying_logopedics.htm) and Lund University (http://www.lunduniversity.lu.se/o.o.i.s?id=24855&lukas_id=AUDN08&overview=programme http://www.med.lu.se/master_audiologi_logopedi). Apart from the above stated criteria, the similarity is visible in the concept of the study, number of hours and ECTS credits and learning outcomes and competences. According to the same (specified) criteria there is a significant similarity with an American programme at the University of Iowa (The University of Iowa; Department of Communication Sciences and Disorders) <http://clas.uiowa.edu/comsci/graduate-program/master-arts-degree-programs/ma-prerequisites>; <http://clas.uiowa.edu/comsci/graduate-program>), although the concept of this programme is different. According to the 2005 CPLOL data, studies of Speech and Language Pathology in Europe are relatively uniformly structured - more than 70 % of the 172 programmes in Speech and Language Pathology in the EU train students for specific activities within the health care system, while the remaining 30 % of the programmes train students for specific activities within the Speech and Language Pathology system. These competences are unified at the Faculty of Education and



Rehabilitation Sciences, so professionals are competent to work in these two systems as well as in the social welfare systems (as evidenced by the needs of the Employment Service and numerous successfully employed experts).

According to its concept, content and courses, the Social Pedagogy programme is comparable and similar to many programmes offered at reputable foreign universities, especially those from the European Union. The name *Social Pedagogy* is more recognizable and more used in German-speaking countries, which is the reason why programmes from those countries are used for the purpose of comparison: Eberhard Karls Universitaet Tuebingen, Germany; Universitaet zu Koeln, Germany; Univesity of Goetebourg, Sweden and others. Key competences of social educators (The Professional Competences of Social Educators: A Conceptual Framework, 2006) were developed within the AIEJI international organization (International Association of Social Educators). Those competences were recognized in creating and improving the Social Pedagogy undergraduate and graduate programmes at the Faculty of Education and Rehabilitation Sciences because their description corresponded to the development of the Social Pedagogy in Croatia (Social Pedagogy is offered only at the Faculty of Education and Rehabilitation Sciences).

Members of all programmes are actively engaged both at the international and national level and have constant contact with new information about the dynamic changes within the areas they are committed to due to their research and professional projects, trainings, workshops, mobility in education (our teachers visit foreign institutions and lecturers from Europe and vice versa; student mobility).

Teachers are active members of professional associations where they participate in the work of various committees, promote and organize scientific and professional meetings, prepare documents and alike. A significant number of teachers collaborate with renowned universities in Europe and the world and these experiences are used by some government authorities responsible for producing legislative documents related to children and persons with disabilities. The fact that our teachers are invited to lecture at foreign universities shows a sound basis of research and teaching competences in comparison with the same activities carried out by foreign experts.

High quality and comparability of competences of our students with those in other countries is evident already during studying (student participation in conferences, projects, activities within the ERASMUS exchange program). Many of our former students undergo further education and training or collaborate with world-renowned institutions of higher education -in the field of Educational Rehabilitation at Griffith University, Australia; Faculty of Social Work University of Ljubljana/INDOSOW summer school doctoral programme -International Doctoral Studies in Social Work; in the field of Speech and Language Pathology at: State University of New York - SAD, Purdue University - SAD; University of Cambridge – UK; in the field of Social Pedagogy at: Penn State University, SAD; Radboud University Nijmegen, the Netherlands; Cambridge University, Great Britain. Moreover, they participate in international projects (e.g. the project European Cooperation in the field of Scientific and Technical Research), many of our teachers are guest lecturers in the programmes abroad (York University, Toronto, Canada; Faculty of Education at University of Ljubljana, Slovenia; Faculty of Polish Studies, Poland; Purdue University, SAD; University of Reading; UK, University of Vienna – Austria; Indiana State University, USA; St.Thomas University, Miami, USA) and foreign guest lecturers visit our constituent units (Purdue University - SAD, Institut de Politechnico Setubal - Portugal, Gallaudet University, USA; Indiana State University, USA; California State University Stanislaus, USA, Texas A&M University, USA, Penn State University, USA; Radboud University Nijmegen, the Netherlands).

Graduated students (alumni) specialize in clinical and various specialized scientific methods and their basic knowledge and competences help them in following and acquiring new knowledge (e.g., Applied Behavior Analysis - ABA, Floor Time Training, Lee Silverman Voice Therapy, out-of-court settlement). A



significant number of students are selected as new practical work supervisors and therefore accept the obligation to conduct exercises for current students, simultaneously improving their professional knowledge and undergoing lifelong learning in the respective field.

- **Describe your procedure of monitoring and improvement of study programmes, and their adaptation to new research. Specify any changes you made to the accredited Bologna study programmes, together with the decision-making process and the purpose of those changes.**

The process of improving programmes is conducted by monitoring new trends in educating experts in Educational Rehabilitation, Speech and Language Pathology and Social Pedagogy at the global and European level, as well as by carrying out monitoring of the labour market, user needs and by respecting social needs. Monitoring of new trends is significantly facilitated by international collaboration of teachers who carry out the programmes, as well as by close cooperation with graduated students (Alumni) who are now experts working in leading state clinics, polyclinics, institutes, centres and educational, judicial and other institutions. The improvements at the annual level are evident in the changes and adjustments of course syllabi as a result of inclusion of new scientific and professional research results and knowledge. These improvements are also visible in incorporating the knowledge of new methods and work procedures in courses, introducing the e-learning elements into some courses, changing and introducing recent literature for students, updating the content and seminar topics, working with new and complex phenomena through exercises and in the practice.

Decisions on amendments to the existing programmes are made at several levels: at the level of departments, whose teachers teach courses that are unified at the level of programmes (feasibility level at which the proposals are adopted by agreement), at the level of the Committee in charge of monitoring and improving the teaching process (takes care of the quality and suggests possible further improvements), at the level of the Faculty Council (members have access to all changes from the perspective of three distinct, but related programmes) so the changes could be presented and confirmed by the Senate of the University of Zagreb.

In relation to the original programmes for which accreditation permits/licences were received (in 2005), based on the comments and proposals made primarily by teachers, and then on the basis of student evaluations, changes were proposed to improve the programmes. These changes were gradually implemented. The Faculty Council forwarded the proposals to amend the undergraduate and graduate programmes. Scope of these changes didn't significantly change any one programme (changes up to 20 %) and it included amendments which mainly related to: the change of time schedules and ECTS credits for certain courses, amendments to offered elective courses, harmonization in the area of course implementation during winter and summer semesters, alignment of student workload, changes of course titles. On the 10th regular session of the Faculty Council, held on September 20th, 2010, the Council matched the proposal regarding the revised Curriculum and Programme of the Undergraduate Study with the comments of the Working Group of the University of Zagreb. Working group for programmes adopted the amendments to the undergraduate and graduate programmes and confirmed that the amendments were considered minor because they comprised only 20 %. The proposed 1 ECTS credit for Physical Education was not accepted, as previously suggested. Working Group requested the correction in accordance with the Statute of the University, which was done and consequently, the programme was adopted.

Postgraduate doctoral programme commenced on the basis of guarantees provided by the Senate of the University of Zagreb in 2006 and the Licence by the National Council for Higher Education in September

2009. First-generation students were enrolled in academic year 2008/2009. Changes in the previously adopted curriculum and programme of the study were carried out in accordance with the instruction of the University of Zagreb and went in the direction of reducing the scope of the theoretical part of lectures and increasing research contents and activities. These changes were made based on the proposal of the Heads of Postgraduate doctoral programme and adopted by the Faculty Council

Monitoring and improvement of the specialist study Early Intervention in Educational Rehabilitation is carried out by the Expert Collegium and the members of this programme Council, based on student grades after completing courses, and communication with teachers who obtained an average grade below 3,5. This criterion was introduced in order to maintain the quality of study and due to the fact that students who enrolled in the programme were generally the best practice experts who had high expectations and high levels of intrinsic motivation. Upon completion of each semester, the specialist programme Council reviews the grades of all teachers (with their full names) and discusses them in a friendly and critical way.

The originally approved specialist programme (since 2006) was extended with a larger number of elective courses, and time schedule of courses was internally synchronized, based on shortcomings identified in the course of study. Finally, the consent of the Senate was obtained in May 2012 to implement this change i.e. carry out a mini audit.

Additionally, the procedure was initiated to change the name of the study into "Early Intervention in Childhood" as a process to harmonize with international practice and further enhance interdisciplinary studies.

- **For professional and specialist graduate professional study programmes: explain their justifiability/reason for carrying them out at your HE institution**

The postgraduate specialist programme Early Intervention in Educational Rehabilitation was launched in 2006 as a response of the university community to the needs of the practice. Developmental neuroscience pointed to the extraordinary potential of the early development. At the same time, advances in medicine made it possible to detect the developmental risks and medical conditions early, which would probably not have a normal developmental outcome. In addition to biomedical factors, factors of sociogenic origin (poverty, neglect and abuse) tend to threaten the healthy development more than before. Children often live in families that are isolated, incomplete and without wider support. Particularly adverse circumstances arise in cases where risk factors of biomedical and social origin are accumulated. Therefore, a new interdisciplinary activity was created in the world, intended for children with developmental risks/difficulties and their families, with the aim to provide such support that would improve the developmental outcomes and overall family functioning. This activity is called Early intervention, but since the experts in charge of working with children (psychologists, speech and language pathologists, rehabilitators, social pedagogues, social workers, pedagogues and others) were insufficiently educated at the undergraduate and graduate level, HE interdisciplinary specialist study Early Intervention in Educational Rehabilitation was established. About 10% of children in early childhood (0-6 years of age) and their parents occasionally or permanently need one of the early intervention services. Analysis of the situation in the community that focused on activities for children with disabilities at a very early age, their parents and the environment proved an insufficient level of early detection, diagnostics and intervention in the existing systems in Croatia. Therefore, people often seek help and support abroad or in Croatia in major cities with staffed experts. The aim of specialization of experts in the field of early intervention is to raise the level of care for the youngest population with disabilities, but also to empower the parents to accept the situation and actively participate in providing support. Justification of the programme (approved in 2006, last mini audit was approved in 2012) is reflected in the successful education of two generations of students (third generation is enrolled), whose working environments, due to the use of new approaches and competences of Specialists in Early

Intervention, became a recognizable place for parents of children with disabilities and disorders, and the entire community, which can significantly improve the outcome of each individual child.

d) Specify methods of checking class attendance and your opinion about them.

Class attendance in teaching process (lectures, seminars, exercises, practice) is checked by reading out the student names or by obtaining student signature, after which the number of present students is checked and compared with the list. Due to a relatively small number of students in the majority of courses (50 students), and only a few courses with larger number of students (first year of undergraduate programmes), described manner of checking class attendance proved successful, without significantly affecting the teaching process. Most of the exercises are conducted in small groups (7-10 students), which greatly facilitates the checking process and does not burden either the teachers or the students, and provides a deeper mutual contact between them. The importance of the teaching process, specific characteristics of exercises and practice (observation and professional work with individuals i.e. those who need support and assistance), and the fact that possible class non-attendance within tolerable limits and with a good reason, needs to be compensated (especially exercises) results in students regularly attending classes. Regular class attendance also can be checked in the Classes record book. Part of the activities in the teaching process are recorded via e-learning in nine courses (6 courses in undergraduate programmes and 3 in graduate programmes).

The classrooms are equipped with systems for electronic registration of students in class via e-index and its use has already been planned.

Monitoring of teaching process at the postgraduate doctoral programme is conducted by recording student attendance and by teacher indicating the exact number of classes/hours. Regular class attendance is confirmed by the teacher with his signature in the index. Since highly motivated students attend this doctoral programme, and mostly finance it themselves, other forms of monitoring the regular class attendance are not required.

Specialist programme is also enrolled by extremely motivated and usually already employed experts, so there is almost no need to check class attendance. Students themselves estimate that class attendance is so useful that they want to participate, therefore, classes time schedule is adjusted as much as possible with students' possibility to attend. Teaching schedule is published well in advance so students can attend the class and organize their professional obligations. When it comes to a long absence (e.g. due to parental leave), the students voluntarily ask for/require the inactive status of their rights.

e) Describe and assess teaching methods, implementation of practical work (internship) and field classes. Particularly, reflect on problems and possible improvements.



Teaching process/courses at the Faculty is organized through lectures, exercises and seminars. Teaching methods that are mostly used in class include oral presentation or demonstration by teachers, mainly with visual aid in the form of a power point presentation and other types of visual aid: videos, movies, recorded teaching material aimed specifically for the teaching purposes, that ensure learning about certain phenomena in the field of Educational Rehabilitation, Speech and Language Pathology and Social Pedagogy (overviews of diagnostics, assessment, counselling, therapy and treatment; overviews of features of some difficulties, problems or disorders, functioning of people with disabilities or disorders in regular and special conditions, etc.). The tendency is to modernize the teaching methods and make teaching process more interactive through work in small groups, discussion, independent tasks, role-playing and etc. Additionally, changes are made through the application of e-learning system *Merlin*, particularly designed for some courses. There is a certain number of courses with teaching materials available on the Faculty website. In order to improve the teaching methods and implementation, part of the teachers underwent additional training named *Active learning and critical thinking in higher education* organized by the *Forum for Freedom in Education* with the aim of improving the teaching competences. Based on the training, part of teachers apply modern teaching methods which follow scientific knowledge in the field of teaching in higher education according to the ERR approach (ERR stands for Evocation, Realization of Meaning and Reflection). Some teachers attended and also created educational workshops on equal opportunities for students with disabilities in higher education in the Republic of Croatia within the EduQuality Tempus project. These workshops aimed at offering the knowledge and skills necessary to work with different groups of students with disabilities, as well adjusting the teaching process for students with disabilities and possible improvements for implementation of the teaching process in general. Characteristics of the teaching methods applied in seminars and exercises should be noted too. Teaching in seminars is mainly focused on encouraging students to a greater amount of independence and creativity through guided and independent writing and presentation of work in front of colleagues. This form of teaching is often based on the need for students to organize collaborative work in small groups, distribute the activities as a team as well as to respect the deadlines, which are very important features of work of every expert who completes his/her education at the Faculty. The aforementioned falls under the area of generic skills that are highly valued in the labour market. In this regard, methods and procedures of teachers include creativity in topic selection, development of procedures that allow for feedback and individual and group monitoring of students, possibility to and apply the tools to identify parts of possibly plagiarised papers and carefully planned activities for groups and individuals. Lectures and seminars are held in IT equipped comfortable classrooms (computers with an Internet connection and projector/beamers).

Exercises are a distinctive part of the teaching process because through practical and field classes, students develop their skills by implementing methods/techniques in working with different populations and in different problem areas, and they also develop their professional roles. Depending on the types of exercises (auditory, clinical, laboratory, methodical and practicum), equipment and space can be evaluated from excellent to satisfactory level, which primarily refers to space requirements. Exercises at the Faculty are generally carried out in the Centre for Rehabilitation, which partly consists of suitably equipped premises for observation through one-way glass with a sound system and video equipment. The space described above is insufficient and suitable for small groups of students, but since the benefits of such exercises are superb, exercises (especially in Speech and Language Pathology and Educational Rehabilitation programmes) are implemented in the Centre. All methods and procedures applied by teachers are focused on quality of future expert's education and their acquisition of competence for managing various possible situations. First, the teacher clearly defines the objective of each exercise, develops its implementation and carries it out along with the students. Such an extremely demanding process can be carried out only with carefully planned, numerous and specific methodological preparations: defining the goal and selecting the procedures, create or prepare the necessary materials, initial informing persons/users regarding to treatment

process (adults or a child and his parents). In such a process, it is necessary to consider the student-related tasks (pre-described possible procedures and their occurrence) and their acquisition of certain knowledge, but also implement the activities that are necessary for the user, without violating his integrity focusing on implementation of prevention, counselling, diagnostics, assessment or therapy and treatment. To ensure this kind of quality exercise, it is necessary to have several available spaces/premises at hand. A significant part of exercises takes place in institutions (health, educational, rehabilitative and other judicial institutions/associated teaching sites or Faculty training facilities) either in the presence of the teacher in charge or supervisor from these institutions. The implementation of this form of exercise which often involves direct student work requires significant preparations by teachers, students and mentors, which is very similar to the already described exercises that are held at the Centre that include written preparations with methodological activities for each participant and expected outcomes in order to achieve the set goal.

The central component of postgraduate doctoral programme is scientific research and science development. In addition to lectures, substantial part of the programme consists of research activities. Students are able, with the explanation and the consent of the mentor, and with the approval of the Heads of postgraduate doctoral programmes, to enrol in classes or to conduct research at any other constituent unit of the University or other institutions. The prerequisites for such an option are separately discussed and decided by the Heads of doctoral programmes. Such methods of work aim to strengthen the research creativity and possibility to independently produce research designs. The mere implementation of teaching and its organization could be improved by increasing the number of scientific projects carried out by the Faculty and/or by expanding the number of partner universities in the world.

The concept of a specialist programme focuses on creating opportunities for the development of practical skills and for course ensuring the electivity, so students could focus their specialization on the selected problem areas. Therefore, the possibilities to implement practical work are the central theme which is determined by the Expert Collegium. A significant part of practical work is performed in the Centre for Rehabilitation of the Faculty of Education and Rehabilitation Sciences and at institutions that already have graduated university specialists, with the consent of the Board. Different methods of experiential learning (teaching is implemented by students in the manner of workshops, presentation of seminar papers and discussions) are applied in classes and video documentation is used, so students could learn about early developmental disabilities and methods of support.

f) Describe and assess quality of teaching in workplaces outside your institution (workshops, farms, internship and other). Explain the system of monitoring internship attendance. Particularly, reflect on problems and possible improvements.

Significant part of exercises and practical work, including only a very small part relating to lectures (a few courses only) is organized outside the Faculty. Training sites are located in different institutions which employ experts of education and rehabilitation, speech and language pathology and social-pedagogical background. These training sites are an indispensable contribution to the education and competence of future experts and places where teaching process is implemented. Due to the direct practical experience acquired after visiting the training sites outside the Faculty, students gain a true picture of the professional work in the field of Education and Rehabilitation, Speech and Language Pathology and Social Pedagogy. Teaching process in training sites outside the Faculty is considered an indispensable part of achieving the learning outcomes in terms of connecting theoretical knowledge



with practical experience i.e. acquiring the competences. Practical work enables the development and acquisition of professional skills, values and roles. Training sites are mostly used for carrying out clinical exercises in small groups, that are structured for all programmes, performed with the help of supervisors and based on the consent and cooperation of the service users (counselling, procedures of prevention, diagnostics or assessment, therapy, rehabilitation and treatment programs, educational work and social support) and the institution. All this requires a series of organizational preparations in case of possible deviations from planned activities in the direction of the development of additional skills and competences of students, teachers and supervisors. Students draw up their preparations and, after consulting with the teachers and supervisors, their knowledge and past experiences, are expected to independently work with users under the supervision of a supervisor, pay attention to parts of exercises performed by mentors, engage in resolving various situations, while having the possibility to use their creative abilities and skills to achieve the objective of the exercise. All activities are monitored with regards to the demands of certain teachers and supervisors and unified by recording and designing the documents indicating the quantity (number of hours worked) and quality (carrying out of activities, including the preparation), while the teachers as holders and lecturers of courses provide students with feedback and the opportunity to improve their own work and learning, and evaluate the learning outcomes achieved. In this context, reflection helps completing the educational process and the knowledge and skills acquired and tested in real environments become an integral part of the students' professional competence. Although this kind of teaching certainly provides invaluable learning experiences and opportunities to learn from immediate situations, it nonetheless proved insufficient, due to the influence of factors that could not be controlled (e.g. failure to attend the course due to user illness, lack of collaboration/ crisis situation, but they provide opportunities for other types of learning e.g. some new learning). Due to the limited capacity of institutions (spatial and equipment-related), attention needs to be focused on the improvement of conditions for carrying out the exercises, mainly by setting up smaller groups of students (additional funds required), which is also essential for users of services provided by the institutions. Given the relative physical remoteness of the University campus Borongaj and insufficient transport connections, students lose significant amount of time and energy to travel to institutions in which they carry out their exercises, volunteer and have practice work, and that should be changed. For all these reasons, a significant part of exercises and practices for students attending Speech and Language Pathology programme is organized at the Centre for Rehabilitation, in which, in addition to proximity and good equipment as well as all spatial features, the capacities and competences for direct clinical work of teachers performing the exercises are utilized to the best extent possible. Their work has been possible due to the availability and needs of the population that Speech and Language Pathologists work with, but also because of continued investment in purposeful exercises that involve working with the target population, phenomena, methods and procedures.

Recording the practical work attendance and implementation is generally uniform in all three programmes and refers to the following documents: (a) Professional practice work report – in Rehabilitation/Educational Rehabilitation undergraduate and graduate programmes: includes activities carried out according to days of practice; it is signed and certified by the director of the institution in which professional practice was carried out. This final report is submitted to the officially appointed teacher for the course Practical work and its content and quality are the requirements for obtaining the signatures for this course as well as for acquiring appropriate ECTS credits. (b) Practical work journal - in graduate programme of Speech and Language Pathology: is produced according to the guidelines adopted at the level of the programme (October 20th, 2008) and includes time schedules, supervisors, content and quality assessment methods. It is certified by the supervisor and the head of the institution by their signature and seal, and the contents is checked by the Officially appointed teacher on Practical work course, who reads and provides feedback to students, ensuring completeness of the learning process. The quality of teaching is monitored by a questionnaire which students and supervisors need to fill in upon completion of the Practical work course. Faculty teachers and supervisors responsible for the Practical work course meet together after completion of activities, while checking if all obligations



are performed by supervisors and students, thereby completing the process required to obtain the signatures and acquire the ECTS credits. (c) Practical work folder - in graduate programme of Social Pedagogy, includes: a list of student obligations, the description of different ways on how Faculty teachers will be notified about the performed on this Practical work course, a list of documents to be attached and deadlines and protocol about the manner of examining the Practical work folder. Students perform each task included in the Practical work folder under the supervision of a supervisor at the site and, if necessary, the Faculty supervisor. The described task, including the required documents, is signed by the supervisor at the site, and all activities in accordance to Practical work folder are certified by the directors of institutions and their supervisors, after which it is submitted to the officially appointed teacher of the course titled Practical work at the Faculty, which consists of reading and giving individual and group feedback on the Practical work folder. After feedback and possible corrections, students have the right to receive the required teachers' signature and they acquire ECTS credits. It is important to note that for the purpose of providing personal and professional ethical approach to practical work, Faculty students are requested to sign the Agreement on Practical work, in which they are bound to respect the rules and manner of work of the institution in which they carry out their practice, as well as the Code of Ethics of Social Pedagogues and other ethical regulations concerning the work with specific populations they encounter while performing the practice.

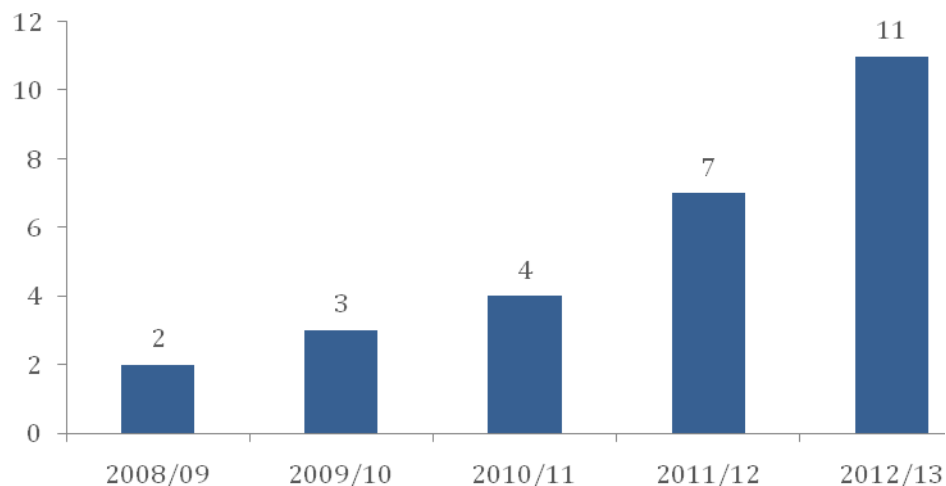
All teachers (officially appointed teachers) individually take care of establishing and maintaining cooperation with external associates/supervisors of exercises performed at the respective courses i.e. supervisors in institutions in which students perform practical work. More professionals participate in work with students than are registered in the list of supervisors who are paid for their work. Cooperation includes meetings between supervisors and officially appointed teacher for specific courses, and special trainings carried out by the Faculty teachers particularly intended for supervisors. These trainings are considered to be mutually beneficial. Supervisors are engaged in the creation and improvement of programmes and other activities in the form of research and technical projects, as a way to compensate for the inability to provide them with monetary compensation for their extra work as supervisors.

Significant organizational efforts resulting from a large number of student groups requiring coordination with a large number of institutions and mentors for their practical work, are considered a disadvantage of this kind of practice. Given that agreements concluded with the institutions are not permanent, various forms of cooperation are negotiated each year, including the licenses and all necessary documents, which also requires time and organizational skills of both teachers and supervisors. Suggestions for possible resolution of these deficiencies relate mainly to: 1. Strengthening the work at the Centre for Rehabilitation through permanently employed associates that could see clients/users continuously and ensure lasting forms of support and assistance to those who need it, thereby creating the conditions for implementation of exercises and practical work; 2. Work with supervisors could be incorporated into regular activities of the Centre for Lifelong Learning, through which it would be possible to develop the supervising system, train the supervisors so they could participate in the education of students, with the aim to include them in trainings, projects, events and other activities of the Faculty.

g) Assess availability and quality of the content of your study programmes which is offered online.

Information regarding programmes is available through the link *Studies* on the webpage of the Faculty of Education and Rehabilitation Sciences. When selecting the link *Studies*, access is provided to the contents of every programme at the Faculty: undergraduate, graduate, postgraduate doctoral as well as the specialist programme. There are links within each programme: courses and syllabi (they contain course descriptions, officially appointed course teachers and lecturers, workload, examination methods, ECTS credits and other information), curriculum and programme (description of the entire programme and professional qualifications/competences acquired upon completion; detailed description of postgraduate doctoral programme for academic year 2011/2012 is included in the Guide to postgraduate doctoral studies and the description of the specialist programme can be found in the link Postgraduate study plan (specialist study): Early Intervention in Educational Rehabilitation); documents relevant to this study (e.g. Ordinances, etc.). The link Enrolment provides current data on enrolment in undergraduate and graduate programmes. Since departments are the basic organizational units responsible for the implementation of programmes, information about them can be found under the special link Departments. Given the necessary changes to the website content and planned improvements from the perspective of users with difficulties / disabilities, the drafting of a new website is currently underway and we expect it should be completed soon. Apart from graphic clarity and simplicity, improvements are made in terms of clearer concept and structure of information, integration of new information and clarity of content. Systematic work is done on improving and acquiring new information as well as on unifying entire content. Teaching materials for individual courses are placed on the website of the Faculty: it has been reviewed and accepted for publication, based on the reports adopted at the Faculty Council. They are easily accessible to every student.

Figure 1. Number of courses at the Faculty of Education and Rehabilitation Sciences which are accessible via Merlin in the respective academic year



The e-learning strategy at the University of Zagreb advocates the application of e-learning as a new form of high-quality teaching and learning, although it needs to be noted that the Faculty of Education and Rehabilitation Sciences is still not an institutional user of e-learning platforms. Courses with an e-version (this always relates to combined classes) are included in Merlin - an e-learning platform of the University Computing Centre of the University of Zagreb. In respect of the broader institutional environment of the Faculty, it has been noted that the use of e-learning increases (Figure 1), although the percentage of courses included in some form of e-learning is less than 4 %. Increased number of



teachers tend to take part in e-learning workshops, which is organized by the e-learning Centre at the University Computing Centre. The Faculty also organized two workshops for teachers in order to ensure the transfer of knowledge and support (workshops were held in 2013). Courses with e-learning support are part of the compulsory curricula and they are available only to individuals with AAI@EduHr electronic identity, usually only students who attend those courses.

The Faculty of Education and Rehabilitation Sciences has been actively involved in the application of the ISVU system since 2002-2003 - Experimental phase) and due to this online system, a variety of data on the courses, exam schedules and teachers has been made available to both students and teachers at the level of the overall Faculty statistics.

It is certainly necessary to work on the availability and quality of web content, which is exactly what we are doing and bringing to an end in this period. Website editing board was appointed (November 2013) and it is working together with the leadership on modifying the website in terms of developing the units to ensure easy availability of the content, increasing the quantity and quality of available data and including the data on programmes in English.

h) Comment on the overall programmes at your institution and specify any plans and proposals for their change in the near future, together with reasons for it.

Programmes at the Faculty of Education and Rehabilitation Sciences are designed in three levels: undergraduate, graduate and postgraduate level according to the 3+2+3 model, which will serve as a basis for future audits of programmes at the Faculty. This concept currently shows that this form of higher education is optimal, so we expect to keep it in near future, with two possible changes to the programme: (a) smaller, regular changes within the existing programmes i.e. compliance with new knowledge, labour market requirements (in terms of learning outcomes and competences) and with the growing and diverse needs of users and the society, with special emphasis on the amendments to the list of elective courses, and b) possible designing of new modules within the existing programmes i.e. cancellation and/or redesign of the existing modules which have not proved to be sufficiently defined and functional, according to the analysis, past experience and feedback from teachers, students and the labour market.

Years of experience in teaching process according to the Bologna model has already shown the need for improving the existing curriculum and programme at both the undergraduate and graduate levels. Therefore, features of these curricula and programmes were examined in 2013 through a series of targeted meetings of all members of certain programmes with the aim of forming audit proposals. All programmes have been checked and specific expected outcomes were clearly defined in detail for the undergraduate and graduate level. This makes the programmes complete and unique, which is particularly important for the students' mobility. Student workload was examined in terms of their obligations arising from classes; workload of some courses was changed and proposals for changing the number of ECTS credits for some courses were produced and further elaborated. It was concluded that there were opportunities for integrating particular courses into unique units, as well as possibilities to better organize practical training for students, due to which new courses were proposed. The need to introduce more modern methods (e-learning options) and methods of assessing acquired competences was realized in all programmes and therefore, further changes are being made. In respect to the Rehabilitation/Educational Rehabilitation programmes, overlaps have been identified between the content of some courses, which we tried to avoid. Furthermore, the need was identified to introduce some new courses and/or new content in some courses - these changes that are still on-going are aimed



at fulfilling the specific learning outcomes in an improved manner. Some courses have been transferred from one level to another due to the realization of learning outcomes and competences. The number of supplemental exams has been reduced for students who opt for the graduate level of this programme after they previously attended another undergraduate study. Learning outcomes at the course level have been aligned with the learning outcomes at the level of each specific programme, and consequently horizontal alignment has been made. In respect of the Speech and Language Pathology programme, most changes refer to the integration of certain courses aimed at providing comprehensive knowledge and reducing the excessive student workload. The possibility of integrating course exercises in unique tasks has been discussed with the aim to strengthen clinical competences and complete content-related characteristics of practical work (Practical work course). Proposal for Speech and Language Pathology programme focuses on the possible introduction of undergraduate modules in the field of Audiology (hearing) rehabilitation i.e. for the integration of this type of professional into interdisciplinary teams in order to manage hearing impairment and hearing difficulties. The proposed change of the programme arises from monitoring global trends in the profession and recognizing the need for specific expert in the labour market and from identifying the need to provide new services for people with hearing impairments. There is a plan to establish a program in English in order to increase the mobility of foreign students and the Faculty's competitiveness in the region.

Many changes were made within the Social Pedagogy programmes in terms of redesigning and defining the learning outcomes and sociopedagogic competences, and in line with that, intensive effort was made in the educational content, teaching methods and examination of achieved learning outcomes. Special features that have not been listed before refer to: designing the undergraduate and graduate programmes as clear entities with clearly delimited levels of learning outcomes; planning of the project oriented teaching at the graduate level that will enable the integration of knowledge and skills into professional competence, which, according to the analysis and feedback information obtained by students and teachers, has not been achieved yet. Particular attention in designing the new Social Pedagogy programmes is dedicated to the alignment, which means that the learning outcomes of all courses clearly build on the learning outcomes at the programme level, and that the learning outcomes, content, teaching methods and methods applied to examine the learning outcomes have been matched.

The intention is to retain the existing specialist programme and the current postgraduate doctoral programme, and as the procedure for launching the postgraduate doctoral study of Speech and Language Pathology is in its final stage, further efforts will be directed to completely cover all scientific fields at the postgraduate level.

i) Specify lifelong learning programmes carried out at your institution, enter the number of programmes with and without ECTS credits and their duration in the table.

Since 2009, when the Centre for Lifelong Learning began with its activities, until 2013, a total of 8 lifelong learning programmes were held. All programmes are intended for students with degrees in the Social Sciences Discipline, and serve only as a form of additional professional training in a specific topic or field. The University of Zagreb requested and also obtained the accreditation of ECTS credit for a total of 5 trainings, while other 3 trainings received no ECTS credits since they were not to be awarded for that purpose. Trainings vary in their duration and their total range is from 7 hours (one day training) to 196 hours (this programme was implemented in 36 days throughout the year). They also differ in terms of the initiative for implementation - some of them emerged as the idea of teachers working at the Faculty of Education and Rehabilitation Sciences, and some teachers designed them

according to the needs identified by the experts in practice. Such programmes were offered to the market and carried out while they were of interest and could be implemented. Competent authorities wanted to implement some of the programmes (e.g. Ministry of Health and Social Welfare) and they were carried out in accordance with the Cooperation Agreement.

Chart 2.3. Lifelong learning programmes

Lifelong Learning Program	ECTS (yes/no)	Total duration
1. Catechists' training for work with people with disabilities	Yes - 5 ECTS	134 hours
2. Applying Delinquent Attribution Scale - Youth Version	Yes - 1 ECTS	7 hours
3. Developmental assessment of children from 0-6 years of age	Yes - 3 ECTS	70 hours
4. Planning and conducting research: from an idea to a report	Yes - 3 ECTS	40 hours
5. Applying music-therapy in work with people with developmental disabilities	Yes - 6 ECTS	108 hours
6. Working with children in life-groups	No	7 hours
7. Assessment, planning and reporting in conducting juvenile alternative sanctions	No	14 hours
8. Applied behaviour analysis for autism and other developmental disabilities	No	196 hours

j) Explain the system for recognition of prior learning (informal and non-formal education). Explain the system for academic recognition of foreign higher education qualifications.

The current legislative regulations do not entail the recognition of competences already acquired through formal and non-formal education, such education is not implemented. Recognition of foreign higher education qualifications is carried out according to the Act on Recognition of Foreign Educational Qualifications (Official Gazette 158/2003, 198/2003) and the Amendments to the Act on Recognition of Foreign Educational Qualifications (138/2006 and 045 /2011). The University is responsible for the recognition of higher educational qualifications (academic recognition) and the periods of study for the purpose of continuing education in Croatia, and the Agency for Science and Higher Education i.e. its national ENIC/NARIC Office (ENIC stands for the European Network of National Information Centres on Academic Recognition and Mobility and NARIC for the National Academic Recognition Information Centres) is responsible for the recognition of higher educational qualifications for employment purposes in the Republic of Croatia (professional recognition).

k) Specify and describe formal mechanisms for approval, review and monitoring of your programmes and qualifications.



Approval, review and monitoring of programmes is based on the application of the Ordinance for The Evaluation Procedure of The Undergraduate, Graduate, Integrated Undergraduate and Graduate and Professional Studies at The University of Zagreb (2010). This Ordinance is in line with the Act on Quality Assurance in Science and Higher Education (Official Gazette 45/09) and the Ordinance on the Content of a Licence and Conditions for Issuing a Licence for Performing Higher Education Activity, Carrying out a Programme and Re-Accreditation of Higher Education Institutions (Official Gazette 24/10). The Ordinance defines the procedures for the evaluation of new programmes, as well as the amendments to the existing plans with the permit/licence, and periodic internal evaluation of programmes .

Modernisation of courses at the level of introducing new knowledge and methods, following the literature and quality in the process of monitoring the students is part of the quality assurance and as such is not part of the change.

Minor amendments to the programmes, which comprise up to 20 % and do not substantially change it do not influence the curriculum and content and final competences of students or their qualifications. Decisions on such minor amendments to programmes are enacted by the Faculty Council, and the decision, accompanied by the description, is submitted to the Committee and the University Council of the Social and Humanistic Discipline The Committee may decide that the amendments need to be decided by the Senate within the process of evaluating the amendments to the programmes. Major amendments to the programme (greater than 20 % but less than 40 %) relate to the amendments by which compulsory courses or final competences of students and their qualifications are substantially changed. The request for such amendments is estimated by the Committee, and the University receives it no later than six months before the start of the academic year in which the execution of the respective programme is planned. The request must be accompanied by the information on quality assurance of the programme. The Senate may adopt or reject the major amendments to the programme.

If the changes comprise more than 40 % of the programme and are essential as such, the status of the new programme will have to be evaluated.

The application for evaluation of the new programmes is sent to the University of Zagreb no later than 12 months before the start of the academic year in which the respective programme is planned to be executed. Preliminary assessment and evaluation is conducted by the Committee for Quality Management at the University of Zagreb. Three independent reviewers are appointed for every new programme.

The accreditation permit/license is issued within 20 days of the Senate's Decision adopting the request for the organization and execution of the new programme. Five to seven years from the issuance of the permit, the Senate initiates a procedure of internal evaluation of the programme. Results of the evaluation are sent to the Committee, and the report is sent to the University Council of the Social and Humanistic Discipline and the Senate.

Thematic evaluation is conducted by the Agency for Science and Higher Education. It includes a listing of all programmes and the execution requirements within the MOZVAG system. In case of inadequate results, the Agency may initiate a re-accreditation process.

Re-accreditation as a form of verification is carried out every 5-7 years and it is organized by the Agency for Science and Higher Education. This is the most important method of monitoring programmes .



Changes within the existing curricula and programme which comprise up to 20 % are approved by the Faculty Council at the proposal of the Heads of postgraduate doctoral programmes .

All changes within the existing curricula and programme greater than 20 % must be approved by the Ministry of Science, Education and Sport on the basis of the opinion of the National Council for Higher Education.

Postgraduate doctoral programme „Prevention Science and Disability Study“ was established as a result of the doctoral programme within the Program of the National Foundation for Science, Higher Education and Technological Development of the Republic of Croatia. It started with its activities on the basis of the guarantees provided by the Senate of the University of Zagreb in 2006 and the Licence of the National Council for Higher Education (2009). The first generation was enrolled in the academic year 2008/2009. Verification and monitoring of the quality of postgraduate doctoral programme is performed periodically by the Agency for Science and Higher Education and the University of Zagreb, Doctoral Studies and Programmes Office, on the basis of the questionnaire on the thematic evaluation of postgraduate doctoral studies (the last thematic evaluation was carried out in October 2013). Possible changes to the programme which comprise up to 20 % of the existing curriculum and programme are approved by the Faculty Council of the parent faculty upon the proposal of the Heads of postgraduate doctoral programmes . All changes of the existing curricula and programme greater than 20 % must be approved by the Ministry of Science, Education and Sport on the basis of the opinion of the National Council for Higher Education.

Specialist programme „Early Intervention in Educational Rehabilitation“ was initiated on the basis of the initiative launched by a group of Faculty employees which sent the proposal to the Faculty Council. Having adopted it, the proposal was sent to the University of Zagreb which forwarded it to the National Council for Higher Education. After two external reviews and adoption of the proposal, first generation of students enrolled in 2006. In the process of programme application, the teacher carries out the first-level monitoring for his associates in the course (based on the communication with students and the student's anonymous evaluation of all lecturers in the programme), and the second-level monitoring is performed by the Expert Collegium and the members of this programme Council. Students are organized in sections that allow comments and suggestions in order to meet the needs of acquiring skills and knowledge in working with children at an early age and their families. Sources of all information are analysed by the Expert Collegium which sends its suggestions for improvement to the Faculty Council. If changes comprise more than 20 % of the programme, they will, after the proposals have been adopted at the Faculty Council, be submitted to the competent authorities of the University of Zagreb for consideration and adoption.

1) If you institution can self-accredit own study programmes, explain the procedure and criteria applied.

The Faculty may not perform self-accreditation of its own programmes independently. It is the University itself that, on the basis of the stated Ordinance For The Evaluation Procedure of The Undergraduate, Graduate, Integrated Undergraduate and Graduate and Professional Studies at the University of Zagreb (2010)., may conduct the process of self-accreditation of programmes of the constituent units of the University.

m) Specify to what extent you are satisfied with the current situation and propose possible improvements.

Since the introduction of the Bologna model, the efforts of the entire Faculty staff have been focused on achieving better quality in all programmes. A series of activities marked the previous five years, but the most significant one was raising the quality of teaching and accurately determining the competence of experts completing the respective programmes. The satisfaction of raising the quality of the programme is related to: (a) the provision of necessary spatial requirements for teaching purposes (relocation), as a prerequisite for developing the quality, b) fostering long-standing collaboration with institutions, which resulted in the development of professional bases for the performance of exercises and practical work by students who, having sound theoretical basis, contributed exceptionally to the quality of the teaching process and possibilities to achieve learning outcomes; c) good monitoring of multi and interdisciplinary science trends in the direction of achieving trans-disciplinary collaboration, which is in line with programmes in Europe and the world; d) significantly improved identity of professions educated in the Faculty programmes, which is proven by relatively easy employment of the staff we educate (in relation to general social conditions).

It is necessary to work on further modernization of the teaching process and compliance with labour market needs. Therefore, comprehensive analysis of the existing programmes was initiated, aimed at designing a comprehensive proposal for changes (revision). Previous changes resulted in significant improvements. The deficiencies, primarily identified as the reason of partial dissatisfaction and which were an obstacle in improving the quality, were caused by:

- a) Lack of staff - current personnel policy is determined by a number of external factors and policies (of non-)employment at the state level and as such it is one of the threatening factors to further quality development of programmes. Increasing enrolment quotas required more commitment of all teachers and new organizational needs had to be addressed. Given that the number of students in a group and/or the number of student groups increased, the amount of workload of human resources and other increased significantly. However, these increases proved to be entirely justified (especially in terms of employment) and were supported by the fact that the teaching process was implemented well, with significant activities and greater involvement of researcher assistants in teaching process. Most research assistants obtained their PhD while working on the projects, so their work represents a significant capacity and has an extremely valuable potential to improve the quality of work at the Faculty. The achieved level indicates that research projects have been managed successfully and that attention has been paid to new staff employment and good human resources (management and advancement). Constraints and lack of employment of the teaching and non-teaching staff may significantly jeopardize the implementation of the curricula, especially its quality.
- b) Insufficiencies in monitoring (recording) the lectures and all other activities do exist. The goal is to find a way for the systematic monitoring of the teaching process as a basis for the overall quality of work at the Faculty. Some learning activities (exam deadlines, exam grades) were recorded in the ISVU system which affects the quality of monitoring the programme implementation. Further efforts should be directed towards more significant ISVU possibilities, so a larger number of users could use this system. The introduction of the obligation to monitor the changes within the MOZVAG system will help in closely monitoring the programme data that has been insufficiently updated so far. The problem related to monitoring and recording of work is evident in programmes. Certain experimental forms to solve this problem are currently designed.
- c) Lack of uniformity of same levels in different programmes - common and particular areas important for maintaining quality, based on the experiences of all employees and the use of common resources, need to be found.
- d) Relatively small changes in terms of introducing new technical and technological novelty,

including e-learning forms. It is necessary to focus more on e-learning formats, whose number is insufficiently increasing, although they ensure better monitoring and higher quality of teaching. Balance between the interpersonal and e-learning needs to be maintained in the process of introducing e-learning, regardless of the number of advantages that can be achieved with it. Younger teaching staff (especially research assistants) significantly contributes to the improvements in terms of introducing positive changes.

- e) Small number of courses conducted in English. We will attempt to increase their number, and we are currently trying to design a programme in English, which would ensure better mobility that needs to be improved on all levels.
- f) Insufficient number of visits by eminent lecturers. It is necessary to increase the cooperation with international institutions and provide more lectures by foreign experts.

Postgraduate doctoral programme Prevention Science and Disability Study was initiated in 2007/2008 and established similarly to postgraduate doctoral programmes in Europe and the world. Apart from the Faculty teacher, the programme is executed by a significant number of foreign teachers. Since this is a unique postgraduate doctoral programme in Social Science Discipline in the scientific field of Education and Rehabilitation Science, it is of great importance in terms of strengthening the scientific activities related to scientific branches Behavioural Disorders and Inclusive Education and Rehabilitation.

Special improvement opportunities include more high-quality postgraduate doctoral studies (especially in the scientific field of Speech and Language Pathology) and new specialist studies.

Thanks to intensified work, especially in terms of promoting the quality programmes offered within the Centre for Lifelong Learning, the performance of the activities that contribute to the quality advancement of the profession as a whole will be strengthened.

Centre for Rehabilitation is a very well equipped training centre with a great potential, but it is still insufficiently used, which is partly the result of significant workload of all teachers and the impossibility of hiring permanent staff associates. Encouragement and meaningful evaluation of the blend of teaching and direct practical work with users (e.g. changes in the values of teachers' hours) could improve the quality of teaching in terms of developing competences in students. Work at the Centre can be used for raising stronger public awareness of the importance of the professions and for recognizing the identity of the experts of all backgrounds who are trained at the Faculty of Education and Rehabilitation Sciences as well as for highlighting the changes in its policy towards the people that use the services provided by our experts.

Insight into the current state of data reveals some other information.

All programmes have extremely high-quality students, which is evident from the fact that most of them came from comprehensive secondary education with a high grade average and successfully passed state graduation exams. Successful completion of the programmes, as well as high grade average of students in all programmes, speaks in favour of quality of these young people. The students are certainly a significant incentive for improvement the quality and encourage even better preparation of teachers. By involving in the process of changing the programme and developing new ones, the students' offer a different perspective changes in terms of identifying programmes' needs and this is how they contribute to the creation of more quality content. The relatively low enrolment quotas ensure good communication at the teacher – student level, which mostly takes place in small groups (exercise, practicums, practical work) and needs to be further encouraged and maintained. Advocating the policy of regular class attendance continuously contributes to maintaining the quality of the teaching and achieving the learning outcomes.



The priority is to continue to develop of the disciplines directly associated with higher education at the Faculty of Education and Rehabilitation Sciences.

The Faculty has made a remarkable step forward in terms of accommodating its programmes for people with disabilities, by making adjustments for particular types of disabilities in case of students with disabilities attending the Faculty of Education and Rehabilitation Sciences and also for students with disabilities attending other faculties and universities.

Younger teachers should be encouraged to participate in professional training and opportunities should be provided for them to make this possible.

Some problems, such as the already mentioned hiring of personnel and financial costs - equipment, participation in conferences, publishing of papers and etc., which are also associated with the level of state investment, will be resolved in accordance with the general economic situation and changes.



Table 2.1.1. Structure of enrolled students and interest in the study programme in this and the past two years for Undergraduate programme Rehabilitation

Undergraduate programme Rehabilitation	Full-time students					Part-time students			Total				
	Year	Applied	First choice	Second choice	Enrolment quota*	Enrolled to the first year*	Applied	Enrolled to the first year*	Enrolment quota*	Comprehensive secondary education		Vocational secondary education	
										Number	Grade average	Number	Grade average
2013./2014.	531	161	92	50 + 2	52 + 2	-	-	-	47	4,42	3	4,51	
2012./2013.	496	140	95	50 + 2	56 + 1	-	-	-	41	4,49	5	4,52	
2011./2012.	628	128	104	45 + 2	51 + 1	-	-	-	40	4,37	4	4,29	

Some activities in teaching process are recorded by e-learning system on nine courses (6 on undergraduate and 3 on graduate programmes).

Priority enrollment (refers to the number of enrolled students who are citizens of the Republic of Croatia):

2013./2014. – 2 students

2012./2013. – 10 students

2011./2012. – 6 students

*First number represents students who are citizens of the Republic of Croatia and the second number refers to students who are foreign nationals



Table 2.1.2. Structure of enrolled students and interest in programmes in this and the past two years for Undergraduate programme Speech and Language Pathology

Undergraduate programme Speech and Language Pathology	Full-time students					Part-time students			Total				
	Year	Applied	First choice	Second choice	Enrolment quota*	Enrolled to the first year*	Applied	Enrolled to the first year*	Enrolment quota*	Comprehensive secondary education		Vocational secondary education	
										Number	Grade average	Number	Grade average
2013./2014.	647	188	102	50	53	-	-	-	50	4,56	2	4,33	
2012./2013.	567	167	83	50	53	-	-	-	49	4,55	3	4,36	
2011./2012.	792	147	110	35	41	-	-	-	36	4,59	3	3,93	

Priority enrollment (refers to the number of enrolled students who are citizens of the Republic of Croatia):

2013./2014. – 3 students

2012./2013. – 5 students

2011./2012. – 8 students

*First number represents students who are citizens of the Republic of Croatia and the second number refers to students who are foreign citizens



Table 2.1.3. Structure of enrolled students and interest in the programme in this and the past two years for Undergraduate programme Social Pedagogy

Undergraduate programme Social Pedagogy	Full-time students					Part-time students			Total				
	Year	Applied	First choice	Second choice	Enrolment quota*	Enrolled to the first year*	Applied	Enrolled to the first year*	Enrolment quota*	Comprehensive secondary education		Vocational secondary education	
										Number	Grade average	Number	Grade average
2013./2014.	501	132	85	40 + 2	40 + 1	-	-	-	39	4,39	-	-	
2012./2013.	497	128	89	40 + 2	42 + 0	-	-	-	36	4,40	1	4,68	
2011./2012.	753	140	117	40 + 2	43 + 0	-	-	-	34	4,31	8	4,39	

Priority enrollment (refers to the number of enrolled students who are citizens of the Republic of Croatia):

2013./2014. – 0 students

2012./2013. – 2 students

2011./2012. – 3 students

*First number represents students who are citizens of the Republic of Croatia and the second number refers to students who are foreign citizens.



Table 2.1.4. Structure of enrolled students and interest in the programme in this and the past two years for Graduate programme Educational Rehabilitation

Graduate programme Educational Rehabilitation	Regular students			Part-time students			Total	
	Applied	Enrolled*	Enrolment quota *	Applied	Enrolled*	Enrolment quota *	Number of students transferred for other HEIs	Average grade
2013./2014.	63	53 + 2	52 + 2	-	-	-	15	4,300
2012./2013.	53	52 + 0	52 + 2	-	-	-	5	4,351
2011./2012.	49	47 + 0	50 + 2	-	-	-	5	4,325

*First number represents students who are citizens of the Republic of Croatia and the second number refers to students who are foreign citizens.



Table 2.1.5. Structure of enrolled students and interest in the programme in this and the past two years for Graduate programme Speech and Language Pathology

Graduate programme Speech and Language Pathology	Regular students			Part-time students			Total	
	Applied	Enrolled*	Enrolment quota *	Applied	Enrolled*	Enrolment quota *	Number of students transferred for other HEIs	Average grade
2013./2014.	39	39	45	-	-	-	1	4,285
2012./2013.	47	45	45	-	-	-	5	4,231
2011./2012.	40	40	40	-	-	-	5	4,270

* First number represents students who are citizens of the Republic of Croatia and the second number refers to students who are foreign citizens.



Table 2.1.6. Structure of enrolled students and interest in the programme in this and the past two years for Graduate programme Social Pedagogy

Graduate programme Social Pedagogy	Regular students			Part-time students			Total	
	Applied	Enrolled*	Enrolment quota *	Applied	Enrolled*	Enrolment quota *	Number of students transferred for other HEIs	Average grade
2013./2014.	43	43 + 0	45 + 2	-	-	-	3	4,067
2012./2013.	49	42 + 0	45 + 2	-	-	-	13	3,978
2011./2012.	56	44 + 0	45 + 2	-	-	-	2	4,160

*First number represents students who are citizens of the Republic of Croatia and the second number refers to students who are foreign citizens.



Self-Evaluation

Table 2.1.7. Structure of enrolled students and interest in the programme in this and the past two years for postgraduate doctoral program Prevention Science and Disability Study

Postgraduate doctoral program Prevention Science and Disability Study	Regular students			Part-time students			Total	
	Applied	Enrolled*	Enrolment quota *	Applied	Enrolled*	Enrolment quota *	Number of students transferred for other HEIs	Average grade
2013./2014.	-	-	-	-	-	-	-	-
2012./2013.	-	-	-	-	-	-	-	-
2011./2012.	-	-	-	16	16	20	5	4.14 (average grade taken at the time of enrolment)

*First number represents students who are citizens of the Republic of Croatia and the second number refers to students who are foreign citizens.



Table 2.1.8. Structure of enrolled students and interest in the study programme in this and the past two years for Specialist study Early Intervention in Educational Rehabilitation.

Specialist programme Early Intervention in Educational Rehabilitation	Regular students			Part-time students			Total	
	Applied	Enrolled*	Enrolment quota *	Applied	Enrolled*	Enrolment quota *	Number of students transferred for other HEIs	Average grade
2013./2014.	-	-	-	-	-	-	-	-
2012./2013.	-	-	-	24	24	25	7	4.18
2011./2012.	-	-	-	-	-	-	-	-

*First number represents students who are citizens of the Republic of Croatia and the second number refers to students who are foreign citizens.



Table 2.2.1. Pass rate at the study programme

Integrated study programme Rehabilitation (before the Bologna model)

Year of enrolment	Number of students enrolled	Number of students who collected up to 1/3 of the maximum ECTS number	Number of students who collected from 1/3 up to 2/3 of the maximum ECTS number	Number of students who collected more than 2/3 of the maximum ECTS number	Number of graduates	Number of students who lost their right to study	Average grade during studying
2006./2007.	85	-	-	-	37	1	4,02
2007./2008.	52	-	-	-	41	4	4,13
2008./2009.	52	-	-	-	58	1	4,04
2009./2010.	-	-	-	-	51	-	3,79

Undergraduate programmes are not in the ECTS system



Table 2.2.2. Pass rate at the study programme

Integrated study programme Speech and Language Pathology (before the Bologna model)

Year of enrolment	Number of students enrolled	Number of students who collected up to 1/3 of the maximum ECTS number	Number of students who collected from 1/3 up to 2/3 of the maximum ECTS number	Number of students who collected more than 2/3 of the maximum ECTS number	Number of graduates	Number of students who lost their right to study	Average grade during studying
2006./2007.	66	-	-	-	37	-	3,75
2007./2008.	28	-	-	-	35	2	3,80
2008./2009.	28	-	-	-	29	-	3,77
2009./2010.	-	-	-	-	14	-	3,80

Undergraduate study programmes are not in the ECTS system



Table 2.2.3. Pass rate at the study programme

Integrated study programme Social Pedagogy (before the Bologna model)

Year of enrolment	Number of students enrolled	Number of students who collected up to 1/3 of the maximum ECTS number	Number of students who collected from 1/3 up to 2/3 of the maximum ECTS number	Number of students who collected more than 2/3 of the maximum ECTS number	Number of graduates	Number of students who lost their right to study	Average grade during studying
2006./2007.	80	-	-	-	34	1	3,84
2007./2008.	33	-	-	-	24	2	3,75
2008./2009.	33	-	-	-	32	1	3,88
2009./2010.	1	-	-	-	24	4	3,59

Undergraduate study programmes are not in the ECTS system



Table 2.2.4. Pass rate at the study programme

Undergraduate programme Rehabilitation

Year of enrolment	Number of students enrolled	Number of students who collected up to 1/3 of the maximum ECTS number	Number of students who collected from 1/3 up to 2/3 of the maximum ECTS number	Number of students who collected more than 2/3 of the maximum ECTS number	Number of graduates	Number of students who lost their right to study	Average grade during studying
2006./2007.	92	2	2	88	-	-	4,235
2007./2008.	133	-	1	132	46	-	4,293
2008./2009.	131	2	4	125	41	-	4,329
2009./2010.	137	7	2	128	38	-	4,377



Table 2.2.5. Pass rate at the study programme

Undergraduate programme Speech and Language Pathology

Year of enrolment	Number of students enrolled	Number of students who collected up to 1/3 of the maximum ECTS number	Number of students who collected from 1/3 up to 2/3 of the maximum ECTS number	Number of students who collected more than 2/3 of the maximum ECTS number	Number of graduates	Number of students who lost their right to study	Average grade during studying
2006./2007.	68	-	2	66	-	-	4,024
2007./2008.	102	-	1	101	30	-	4,108
2008./2009.	107	2	1	104	38	-	4,163
2009./2010.	105	-	1	104	32	-	4,300



Table 2.2.6. Pass rate at the study programme

Undergraduate programme Social Pedagogy

Year of enrolment	Number of students enrolled	Number of students who collected up to 1/3 of the maximum ECTS number	Number of students who collected from 1/3 up to 2/3 of the maximum ECTS number	Number of students who collected more than 2/3 of the maximum ECTS number	Number of graduates	Number of students who lost their right to study	Average grade during studying
2006./2007.	78	1	-	77	-	-	4,261
2007./2008.	114	2	5	107	35	-	4,258
2008./2009.	119	10	10	99	32	-	4,219
2009./2010.	127	8	13	106	29	1	4,155



Table 2.2.7. Pass rate at the study programme

Graduate programme Educational Rehabilitation

Year of enrolment	Number of students enrolled	Number of students who collected up to 1/3 of the maximum ECTS number	Number of students who collected from 1/3 up to 2/3 of the maximum ECTS number	Number of students who collected more than 2/3 of the maximum ECTS number	Number of graduates	Number of students who lost their right to study	Average grade during studying
2006./2007.	-	-	-	-	-	-	-
2007./2008.	-	-	-	-	-	-	-
2008./2009.	46	-	1	45	-	-	4,263
2009./2010.	88	-	3	85	7	-	4,259



Table 2.2.8. Pass rate at the study programme

Graduate programme Speech and Language Pathology

Year of enrolment	Number of students enrolled	Number of students who collected up to 1/3 of the maximum ECTS number	Number of students who collected from 1/3 up to 2/3 of the maximum ECTS number	Number of students who collected more than 2/3 of the maximum ECTS number	Number of graduates	Number of students who lost their right to study	Average grade during studying
2006./2007.	-	-	-	-	-	-	-
2007./2008.	-	-	-	-	-	-	-
2008./2009.	31	-	-	31	-	-	4,001
2009./2010.	71	-	2	69	5	-	4,028



Table 2.2.9. Pass rate at the study programme

Graduate programme Social Pedagogy

Year of enrolment	Number of students enrolled	Number of students who collected up to 1/3 of the maximum ECTS number	Number of students who collected from 1/3 up to 2/3 of the maximum ECTS number	Number of students who collected more than 2/3 of the maximum ECTS number	Number of graduates	Number of students who lost their right to study	Average grade during studying
2006./2007.	-	-	-	-	-	-	-
2007./2008.	-	-	-	-	-	-	-
2008./2009.	35	-	1	34	-	-	4,276
2009./2010.	69	1	-	68	-	-	4,315



Table 2.2.10. Pass rate at the study programme

Postgraduate doctoral study Prevention Science and Disability Study

Year of enrolment	Number of students enrolled	Number of students who collected up to 1/3 of the maximum ECTS number	Number of students who collected from 1/3 up to 2/3 of the maximum ECTS number	Number of students who collected more than 2/3 of the maximum ECTS number	Number of defended doctoral dissertations	Number of students who lost their right to study	Average grade during studying
2006./2007.	Students were not enrolled	-	-	-	-	-	-
2007./2008.	Students were not enrolled	-	-	-	-	-	-
2008./2009.	21 students enrolled First year	-	-	-	-	-	-
2009./2010.	19* students enrolled Second year	3	13	2	-	-	4,42

*One enrolled student passed away.



Table 2.2.11. Pass rate at the study programme

Specialist study Early Intervention in Educational Rehabilitation

Year of enrolment	Number of students enrolled	Number of students who collected up to 1/3 of the maximum ECTS number	Number of students who collected from 1/3 up to 2/3 of the maximum ECTS number	Number of students who collected more than 2/3 of the maximum ECTS number	Number of defended specialist thesis	Number of students who lost their right to study	Average grade during studying
2006./2007.	26 (first enrolled generation)	-	-	22	-	-	4,50
2007./2008.	Students were not enrolled	-	-	-	-	-	-
2008./2009.	25	-	-	21	3	-	4.55
2009./2010.	Students were not enrolled	-	-	-	3	-	-

*4 students in first and second generation decided not to continue in the specialist programme Early Intervention in Educational Rehabilitation.



Table 2.3. Assessing learning outcomes

Programme name and academic year		Final exam only			Practical work and the final exam	Only mid-term/preliminary exams/homework	Mid-term/preliminary exams/homework and the final exam	Seminar paper	Seminar paper and the final exam	Practical work	Other forms
		Final written exam	Final oral exam	Final written and oral exam							
2008/09.	Undergraduate programme Rehabilitation	1/59 1,69 %	17/59 28,81 %	19/59 32,20 %			19/59 32,20 %			1/59 1,69 %	2/59 3,39 %
	Graduate programme Educational Rehabilitation	1/66 1,52%	17/66 25,76%	24/66 36,36%			23/66 34,85%				1/66 1,52%
2009/10.	Undergraduate programme Rehabilitation	1/58 1,72 %	17/58 29,31%	19/58 32,76 %			18/58 31,03 %			1/58 1,72 %	2/58 3,45 %
	Graduate programme Educational Rehabilitation	1/66 1,52%	17/66 25,76%	24/66 36,36%			23/66 34,85%				1/66 1,52%
2010/11.	Undergraduate programme Rehabilitation	4/63 6,35%	17/63 26,98%	19/63 30,16 %			20/63 31,75 %			1/63 1,58 %	2/63 3,17%
	Graduate programme Educational Rehabilitation	1/70 1,43%	21/70 30%	22/70 31,43%			25/70 35,71%				1/70 1,43%



Self-Evaluation

2011/12.	Undergraduate programme Rehabilitation	5/66 7,57%	19/66 28,79%	20/66 30,03%			19/66 28,79%			1/66 1,52%	2/66 3,03%
	Graduate programme Educational Rehabilitation	1/72 1,39%	21/72 29,17%	23/72 31,94%			26/72 36,11%				1/72 1,39%
2012/13.	Undergraduate programme Rehabilitation	6/65 9,23%	18/65 27,69%	19/65 29,23%			19/65 29,23%			1/65 1,59%	2/65 3,08%
	Graduate programme Educational Rehabilitation	1/63 1,59%	20/63 31,75%	21/63 33,33%			20/63 31,75%				1/63 1,59%

Note: The course Health and Physical Culture is not assessed and is not counted in the average.



Self-Evaluation

Programme name and academic year		Final exam only			Practical work and the final exam	Only mid-term/preliminary exams/homework	Mid-term/preliminary exams/homework and the final exam	Seminar paper	Seminar paper and the final exam	Practical work	Other forms
		Final written exam	Final oral exam	Final written and oral exam							
2008/09	Undergraduate programme Speech and Language Pathology	2 (3.9%)	19 (37.3%)	7 (13.7%)	-	4 (7.8%)	18 (35.3%)	-	1 (2%)	-	-
	Graduate programme Speech and Language Pathology	1 (7.1%)	4 (28.6%)	1 (7.1%)	-	-	7 (50%)	-	-	-	1 (7.1%)
2009/10	Undergraduate programme Speech and Language Pathology	2 (3.8%)	19 (36.5%)	8 (15.4%)	-	3 (5.8%)	19 (36.5%)	-	1 (1.9%)	-	-
	Graduate programme Speech and Language Pathology	1 (3.8%)	9 (34.6%)	1 (3.8%)	-	-	14 (53.8%)	-	-	-	1 (3.8%)
2010/11	Undergraduate programme Speech and Language Pathology	2 (3.8%)	19 (35.8%)	8 (15.1%)	-	3 (5.7%)	20 (37.7%)	-	1 (1.9%)	-	-
	Graduate programme Speech and Language Pathology	2 (5.7%)	10 (28.6%)	2 (5.7%)	-	-	19 (54.3%)	1 (2.9%)	-	-	1 (2.9%)



Self-Evaluation

2011/12	Undergraduate programme Speech and Language Pathology	2 (4.1%)	18 (36.7%)	7 (14.3%)	-	3 (6.1%)	18 (36.7%)	-	-	-	-
	Graduate programme Speech and Language Pathology	2 (6.1%)	11 (3.3%)	2 (6.1%)	-	-	16 (48.5%)	1 (3%)	-	-	1 (3%)
2012/13	Undergraduate programme Speech and Language Pathology	2 (3.9%)	18 (35.3%)	7 (13.7%)	-	3 (5.9%)	19 (37.3%)	-	1 (2%)	-	-
	Graduate programme Speech and Language Pathology	1 (3.2%)	11 (35.5%)	2 (6.5%)	-	-	15 (48.4%)	1 (3.2%)	-	-	1 (3.2%)

Note: The course Health and Physical Culture is not assessed and is not counted in the average.



Self-Evaluation

Programme name and academic year		Final exam only			Practical work and the final exam	Only mid-term/preliminary exams/homework	Mid-term/preliminary exams/homework and the final exam	Seminar paper	Seminar paper and the final exam	Practical work	Other forms
		Final written exam	Final oral exam	Final written and oral exam							
2008/09	Undergraduate programme Social Pedagogy	5,45%	50,91%	9,1%	-	16,36%	18,18%	-	-	-	-
	Graduate programme Social Pedagogy	20,59%	44,12%	11,76%	-	-	23,53%	-	-	-	-
2009/10	Undergraduate programme Social Pedagogy	7,14%	50,0%	8,93%	-	16,1%	17,86%	-	-	-	-
	Graduate programme Social Pedagogy	18,42%	50,0%	10,53%	-	-	21,05%	-	-	-	-
2010/11	Undergraduate programme Social Pedagogy	7,02%	47,37%	10,53%	-	15,79%	19,3%	-	-	-	-
	Graduate programme Social Pedagogy	22,22%	40,0%	11,11%	-	4,44%	22,22%	-	-	-	-
2011/12	Undergraduate programme Social Pedagogy	7,02%	47,37%	10,53%	-	15,79%	19,3%	-	-	-	-
	Graduate programme Social Pedagogy	22,22%	40,0%	11,11%	-	4,44%	22,22%	-	-	-	-
2012/13	Undergraduate programme Social Pedagogy	6,78%	45,76%	11,86%	-	15,25%	20,34%	-	-	-	-
	Graduate programme Social Pedagogy	19,51%	43,9%	9,76%	-	4,88%	21,95%	-	-	-	-

Note: The course Health and Physical Culture is not assessed and is not counted in the average.



Self-Evaluation

Programme name and academic year		Final exam only			Practical work and the final exam	Only mid-term/preliminary exams/homework	Mid-term/preliminary exams/homework and the final exam	Seminar paper	Seminar paper and the final exam	Practical work	Other forms
		Final written exam	Final oral exam	Final written and oral exam							
Postgraduate specialist programme EARLY INTERVENTION IN EDUCATIONAL REHABILITATION	2008/09. - 2009/10.	2/22 9,7%	2/22 9,7%	2/22 9,7%	-	-	3/22 13,6%	3/22 13,6%	10/22 45,5%	-	-
	2011/12. - 2012/13.	2/28 9,1%	2/28 9,1%	2/28 9,1%	-	-	4/28 14,3%	3/28 10,7%	15/28 53,6%	-	-



Table 2.4. Specify the number of research papers in scientific journals published by doctoral candidates as part of their dissertation.

Name of the doctoral programme (specialisations)	Number of doctoral dissertations defended in the last 5 years	Number of published papers required for dissertation defence	Number of papers of doctoral candidates published in foreign scientific journals which are relevant for appointment into scientific grade (2008-2012)	Number of papers of doctoral candidates published in Croatian scientific journals which are relevant for appointment into scientific grade (2008-2012)
Out of doctoral program on the Faculty of Education and Rehabilitation Sciences	46	1 A1 rad	11	118
Prevention Science and Disability Study	3	1 A1 rad	6	53
Total	49	1 A1 rad	17	171



Self-Evaluation

Table 2.5. Specify the number of artistic works publicly presented by doctoral candidates as part of their doctoral work.

Name of the doctoral programme (specialisations)	Number of doctoral dissertations defended in the last 5 years	Number of publicly presented works required for dissertation defence	Number of artistic works of international importance relevant for appointment into artistic-teaching grade	Number of artistic works of national importance relevant for appointment into artistic-teaching grade
-	-	-	-	-



Table 2.6. Web pages

Programme name	Number of courses with a specific web page	For courses which have a specific web page, it includes the following elements (in each column, specify the number of web sites which include this element)					
		Objectives and contents of the course, list of literature	Schedule of written and oral exam terms and office hours	Results of preliminary exams and written exams	Exercises with keys from previous exam terms	Additional teaching material (texts of the lectures, PowerPoint presentations, drawings, pictures, videos, etc.)	Possibility of interactive communication between teachers and students
Integrated programme Rehabilitation	0	0	0	0	0	0	0
Graduate programme Educational Rehabilitation	0	0	0	0	0	0	0
Integrated programme Speech and Language Pathology	5	4	4	3	0	4	3
Graduate programme Speech and Language Pathology	4	4	4	3	0	4	4
Integrated programme Social Pedagogy	5	5	1	5	0	5	5
Graduate programme Social Pedagogy	1	1	0	0	0	1	0
All programs at the University (course Peer Support for Students with Disabilities)	1	1	1	0	0	1	1



Table 2.6.1. Web pages with names of courses

Programme name	Number of courses with a specific web page	For courses which have a specific web page, it includes the following elements (in each column, specify the number of web sites which include this element)					
		Objectives and contents of the course, list of literature	Schedule of written and oral exam terms and office hours	Results of preliminary exams and written exams	Exercises with keys from previous exam terms	Additional teaching material (texts of the lectures, PowerPoint presentations, drawings, pictures, videos, etc.)	Possibility of interactive communication between teachers and students
Integrated programme Rehabilitation	0	0	0	0	0	0	0
Graduate programme Educational Rehabilitation	0	0	0	0	0	0	0
Integrated programme Speech and Language Pathology	5	4	4	3	0	4	3
	Principles of Croatian Language	1	1	1	0	1	1
	Principles of Linguistic	1	1	0	0	0	0
	Psycholinguistic	1	1	1	0	1	0
	Bilingualism/ Multilingualism	1	1	1	0	1	0
	Croatian Sign Language I						



Self-Evaluation

Graduate programme Speech and Language Pathology	4	4	4	3	0	4	4
	Speech and Language Practical Work	1	1			1	1
	Developmental Psycholinguistic	1	1	1		1	1
	Language Difficulties of Bilingual Children	1	1	1		1	1
Integrated programme Social Pedagogy	5	5	1	5	0	5	5
	Volunteer work I	1	0	1	0	1	1
	Volunteer work 2	1	0	1	0	1	1
	Volunteer work 3	1	0	1	0	1	1
	Volunteer work 4	1	0	1	0	1	1
	Group Approach in Sociopedagogical Interventions	1	1	1	0	1	1
Graduate programme Social Pedagogy	1	1	0	0	0	1	0
	Strategic Approaches to Preventive Interventions in Community	1	0	0		1	0
All study programmes at the University of Zagreb	1	1	1	0	0	1	1
	Peer Support for Students with Disabilities	1	1			1	1



Self-Evaluation

Table 2.7. Lifelong learning programmes (up to 60 ECTS credits)

Lifelong learning programmes	Duration	Accredited (yes/no) and by which institution	ECTS credits (if allocated)
Catechists' training for work with people with disabilities	134 hours 96 hours of lectures(12 days per 8 hours) and 38 hours of direct observation, demonstration with children, preparation and defending of thesis Duration: from December 2009 till April 2011.	Faculty of Education and Rehabilitation Sciences University of Zagreb	5 ECTS credits, assigned by ECTS Coordinator * (doc.dr.sc. M. Ferić Šlehan) * period before defining the procedure of ECTS credits on University level assignment
Applying Delinquent Attribution Scale - Youth Version	7 hours (1 day) Dates: <ul style="list-style-type: none"> ▪ 12/3/2010 ▪ 12/10/2010 ▪ 2/25/2011 ▪ 5/6/2011 ▪ 11/28/2011 ▪ 12/2/2011 	Faculty of Education and Rehabilitation Sciences University of Zagreb Croatian Psychological Chamber assigns credits for Psychologists	1 ECTS credit assigned by University of Zagreb (Learning outcomes are assessed through consultation after the student applies the instrument with at least 10 juvenile offenders, develops their profile and provides it's written interpretation)
Developmental assessment of children from 0-6 years of age	70 hours (5 days). Dates: 11/29/2010-12/4/2010 2/7/2011 – 2/12/2011 6/6/2011 – 6/11/2011 1/23/2012 – 1/26/2012 7/2/2012 – 7/7/2012	Faculty of Education and Rehabilitation Sciences University of Zagreb Croatian Psychological Chamber assigns credits for Psychologists	3 ECTS credit (assigned by University of Zagreb)



Self-Evaluation

Working with children in life-groups	7 hours (1 day). Date: 1/28/2011	Faculty of Education and Rehabilitation Sciences	No ECTS credit
Planning and conducting a research: from an idea to a report	40 hours (5 days 8 hours per day) Duration: 9/12/2011 - 9/29/2011	Faculty of Education and Rehabilitation Sciences University of Zagreb	3 ECTS boda (assigned by University of Zagreb)
Assessment, planning and reporting in conducting juvenile alternative sanctions	14 hours (2 days, 7 hours per day) Dates: 5/10/2012 - 5/11/2012 5/17/2012 - 5/18/2012 6/14/2012 - 6/15/2012 9/13/2012 - 9/14/2012	Faculty of Education and Rehabilitation Sciences Ministry of health and social care (today Ministry of Social Policy and Youth)	No ECTS credit
Applied behaviour analysis for autism and other developmental disabilities	196 hours (144 hours of lectures, 52 hours of supervision). Duration: 36 days (2,5 days a month, from January till December 2012)	Faculty of Education and Rehabilitation Sciences Behaviour Analyst Certification Board (BACB) (main organization for applied behaviour analysis certification www.bacb.com)	No ECTS credit
Applying music-therapy in work with people with developmental disabilities	108 hours (90 hours of lectures and 18 hours of intervision and supervision). Duration: 18 days (2 days a month, from October 2012 till June, 2013)	Faculty of Education and Rehabilitation Sciences University of Zagreb	6 ECTS credit (assigned by University of Zagreb)

3. Students

- a) **Comment on the quality and structure of the students who applied and students who enrolled undergraduate, graduate and integrated undergraduate and graduate study programmes as well as professional study programmes, if any (numerical data in table 2.2.). Based on your experience, comment on the consistency and adequacy of their prior learning.**

Applicants to the undergraduate study programmes of Rehabilitation, Speech and Language Pathology and Social Pedagogy are mostly comprehensive secondary education students (there was a total of 5,412 applicants for the observed years and all three study programmes) with very high grades (total average of 4.43 out of 5), and significantly less vocational secondary education students (29, making the ratio of comprehensive secondary education and vocational secondary education applicants 186.6:1), also with very high average grades (4.39). It can also be seen that the ratio of all applicants and the enrolment quotas is very high – it is 11.41:1 at the undergraduate programme Rehabilitation, 14.59:1 at the undergraduate programme Social Pedagogy and the highest, 14.85:1, at the undergraduate programme Speech and Language Pathology. This data shows that studying at the Faculty of Education and Rehabilitation Sciences has a high level of desirability, which also points to the 'attractiveness' of the professions, but also the high quality of studying at the Faculty. There are no significant differences in the average grades of applicants in relation to the type of secondary education they graduated: it is obvious that these are students with high accomplishment and success rate, which indicates good predispositions for university studies. For most of the applicants to the Faculty, the first choice of study is one of our study programmes (Rehabilitation, Speech and Language Pathology and Social Pedagogy). This happens more often than programmes at the Faculty being their second choice (if they did not enroll in their desired programme), with many students applying to all three programmes at the Faculty, ranking the three programmes according to their first, second or third choice. This type of applicant structures ensures the choice and enrollment for only the most successful high school students, setting a good foundation for the expectations of successful students. Experience has shown that they are highly motivated students, with a rather uniform level of readiness to learn and continually grow, with exceptionally small oscillations in quality that do not influence their great ability to accomplish study demands.

Other than solid prior knowledge, the characteristics that the students bring to their studies are not easily measurable (are not graded), but they are an important quality that influences their success: their willingness to volunteer for a range of community activities (this was the basis for the introduction of the course *Volunteer Work*), active participation in the work of various institutions in the form of observers and helping individual persons, all with the goal to learn practical skills.

Application for graduate study programmes of Educational Rehabilitation, Speech and Language Pathology and Social Pedagogy mostly come from students who have completed corresponding undergraduate programmes. Enrollment quotas are higher than for undergraduate study, which means that students of other faculties also enroll into these programmes. The number of students from other faculties at the graduate programme Educational Rehabilitation is increasing, while their number is decreasing at the graduate programme Speech and Language Pathology, which is related to prior

knowledge needed to keep up with the programmes, a significant number of the so-called supplemental exams, and the changes to conditions for enrollment (selection of faculties from which students can enroll in the graduate programme, and the elimination criteria for candidates with language-speech-voice difficulties). The trend of students enrolling into graduate programme Social Pedagogy from other faculties is not uniform, but rather changeable, and it is also conditioned by the number of supplemental exams and required prior knowledge. The average grade among students intended to enroll into a graduate programme is more than 4 (4.22 for all three graduate programmes), which points to the fact that very successful students decide on continuing their education. It has also been noted that students from other faculties are also very motivated for their studies, and have significant potential for learning, but also some difficulties in keeping up with certain knowledge, and especially with compensating for the skills acquired at undergraduate programmes at the Faculty, mostly through exercises and practical works. It is precisely for this reason that the level of student homogeneity at graduate programmes is somewhat lower than at undergraduate programmes.

b) Comment data on the pass rate (numerical data in Table 2.3.) Reflect on the enrollment quota, student motivation and organisation of teaching.

According to data in the tables, integrated study programmes (before the Bologna model) have also been taken into account for the observed period. The data shows that all undergraduate programmes generally have a slightly lower number of graduates in comparison to the number of enrolled students. However, considering that enrollment quotas have remained almost the same in the observed period and the number of students who have lost their right to study (a total of 16) is very low, the data shows a high level of passing courses and graduating, which further goes to show that the Faculty has motivated students and good organization of classes in all segments.

Data on undergraduate studies (shown in the tables, and also Table 2.2) shows that the course completion rate confirms the already mentioned high quality of students. For all three programmes, only one student lost their right to study (out of 1,313 enrolled students in academic years 2006 to 2010). There are no significant differences in the percentage of course completion rate in first year of study for all three programmes (table 2.2) The highest number of students in all three programmes got more than 2/3 of their ECTS, and a very low number of those with a poor ECTS score (less than 2/3 or less than 1/3 of ECTS credits). Such accomplishments show that students regularly follow classes and meet the requirements; and that the data are most definitely related to relatively low enrollment quotas (around 40 students) at each of the programmes, but also that such a low number of enrolled students (enrollment quotas for undergraduate programmes are always full) enables high-quality, individual-focused communication between teachers and students, which the Faculty strongly feels is especially important for student progress. Such communication enables good monitoring, encouraging, but also possibility of control in respect of the quality of knowledge and learning, as well as the results of learning. High average grades (very good) among undergraduate and graduate (before Bologna model) students (table 2.2) also point to good quality and readiness for obtaining anticipated competences and highly motivated students working in organised conditions. Motivation can also be seen in active student participation in classes, in all forms, but especially in exercises and practical work. While lectures are given to larger groups (mostly all students of a certain programme off each year of study), exercises and practical work take place in smaller groups. This is a very difficult organisation task, which also poses an issue regarding schedule, but it enables a higher level of interpersonal relationships and strengthens the groups themselves, as well as individuals within the groups in that it encourages them to accomplish goals set in line with educational requirements.

Most of the data relating to undergraduate programmes can be translated to graduate programmes. Graduate studies also imply relatively small groups of students that can easily be monitored. Enrollment quotas for graduate programmes are mostly full (only a handful of places were left in observed years). Student 'entry level' readiness, i.e. high average grades upon applying to graduate programmes also show the high quality of students, and is a reflection of selecting the most high-quality students for continuation of studies. This is also confirmed by the average grades in graduate studies for all three study programmes (average grade 4.19). In the observed years, graduate programmes did not have students lose their right to study, and obtained ECTS credits point to high motivation: most of the students of all three programmes realised more than 2/3 of their ECTS, while the share of those with 1/3 or 2/3 of credits or less than 1/3 of credits is very low – the programme Educational Rehabilitation has the ratio of 473:9:11 in the observed years, the programme Speech and Language Pathology 375:5:2, and Social Pedagogy 389:28:21. Average grades are more than 'very good' (Educational Rehabilitation 4.3, Speech and Language Pathology 4.15, and Social Pedagogy 4.22). The task of organising classes for graduate programmes is even more complex, especially due to additional burdens in the form of supplemental exams, but also the fact that there are modules within study programmes, which requires that the particularity of studying and profiling of experts for expected knowledge and competences has to be taken into consideration. Special requirements are focused on maintaining cooperation with experts in practical work (mentors), as financial possibilities for rewarding their mentorship activities are limited.

Completion rates at the end of study also show a good balance in enrollment quotas, possibilities for organising classes and choosing high-quality applicants.

Chart 3.1. Completion rates at the end of study and duration of study

Undergraduate study programme Rehabilitation						
Class	Duration of study	Number of enrolled students	Number of students graduated in due time	Number of students graduated one year after due time	Number of students graduated two year after due time	Number of students who did not graduate even two years as of time due
2006/2007	3	41	39	1	1	-
2007/2008	3	41	34	6	-	-
2008/2009	3	44	37	2	1	4
TOTAL		126	110	9	2	4

Undergraduate study programme Speech and Language Pathology						
Class	Duration of study	Number of enrolled students	Number of students graduated in due time	Number of students graduated one year after due time	Number of students graduated two year after due time	Number of students who did not graduate even two years as of time due
2006/2007	3	35	35	-	-	-
2007/2008	3	34	32	1	-	1
2008/2009	3	35	33	1	-	1
TOTAL		104	100	2	-	2

Undergraduate study programme Social Pedagogy						
Class	Duration of study	Number of enrolled students	Number of students graduated in due time	Number of students graduated one year after due time	Number of students graduated two year after due time	Number of students who did not graduate even two years as of time due
2006/2007	3	34	24	6	3	1
2007/2008	3	36	23	5	-	8
2008/2009	3	40	36	1	-	3
TOTAL		110	83	12	3	12

Graduate study programme Educational Rehabilitation						
Class	Duration of study	Number of enrolled students	Number of students graduated in due time	Number of students graduated one year after due time	Number of students graduated two year after due time	Number of students who did not graduate even two years as of time due
2008/2009	2	46	2	32	9	3
2009/2010	2	42	-	33	4	5
TOTAL		88	2	65	13	8

Graduate study programme Speech and Language Pathology						
Class	Duration of study	Number of enrolled students	Number of students graduated in due time	Number of students graduated one year after due time	Number of students graduated two year after due time	Number of students who did not graduate even two years as of time due
2008/2009	2	31	5	23	3	-
2009/2010	2	40	1	34	2	3
TOTAL		71	6	57	5	3

Graduate study programme Social Pedagogy						
Class	Duration of study	Number of enrolled students	Number of students graduated in due time	Number of students graduated one year after due time	Number of students graduated two year after due time	Number of students who did not graduate even two years as of time due
2008/2009	2	35	-	29	6	-
2009/2010	2	34	-	26	5	3
TOTAL		69	-	55	11	3

The highest number of students of the Faculty complete their study programmes with no delays. It is rare that students fail to complete their requirements two years after the expected deadline. Analysis of data according to programmes shows that completion rates are equal across all three programmes – the majority of undergraduate students complete their studies



on time, except for Social Pedagogy students, where completion rates are relatively lower. At all three graduate programmes, students do not graduate on time, but a year after the due time. This is mostly related to the fact that they need to prepare high-quality theses. Students mostly choose research topics for their theses, and the requirements for conducting research, along with extensive preparation and the time-consuming analysis, extend the date the theses are handed in. Extensions are also influenced by special circumstances relating to choosing a sample for examination and the variables referring to time tracking.

It is certain that the high quality of student applicants to the Faculty is confirmed by traditional organisation of student congresses, where undergraduate and graduate students show a high level of independence and readiness for research, as well as presenting and monitoring their results.

The dynamics of enrolling applicants into doctoral study programmes are completely different from those of undergraduate and graduate study programmes, which need to be taken into account in monitoring activities. The first generation of students was enrolled in 2008/2009, and in the observed period (according to Table 2.3; first year of study), they mostly gained 1/3 to 2/3 of the required ECTS credits, with high average grades (4.42). So far, three students have obtained their PhD title.

In the observed period, the specialist study programme enrolled two generations of students. For both generations, it can be seen that in the first year, the majority of future specialists acquired more than 2/3 of their ECTS score with an average grade of 4.5, and even 4.55. The quotas, student motivation and organisation of classes are, given such accomplishments, in satisfactory balance. Up to 2009/2010, a total of 6 specialist theses have been defended. By the end of 2013, in total 29 specialist theses have been defended.

c) Specify how you inform the potential students about your institution and study programmes that are offered (qualifications, competences, possibilities of further education and employment) – information packages, web pages, brochures, leaflets etc.

The web pages of the Faculty of Education and Rehabilitation Sciences, www.erf.hr, offer a range of information that is available to future students at all times, and that they can find useful: requirements for enrolment, contents of the programmes, courses and syllabi, academic titles and competences gained, and the possibilities of further education (specialist studies and postgraduate doctoral studies). The descriptions of each of the programmes also provide possibilities of employment upon completion of studies. E-mail addresses of the Faculty's staff members are given (particularly those in charge of communication with students), vice dean of academic affairs, staff members of the student administration office, heads of study programmes) and are available for communication and are regularly used to respond to inquiries from prospective students.

The central way of notifying and informing prospective students about the Faculty's study programmes are activities related to the University of Zagreb Review. The Faculty prepares, updates and, if needed, changes the text in the Guide for Prospective Students, available on the University web pages

(<http://smotra.unizg.hr/vodic/>), and the text providing the description of basic characteristics of the programmes offered by the Faculty (<http://smotra.unizg.hr/sudionici/edukacijsko-rehabilitacijski-fakultet>). The Faculty of Education and Rehabilitation Sciences participates in the Review by offering materials, such as flyers, for each study programme (these are updated and changed, and are attached to this document), presenting a film about the Faculty, but also by Power Point presentations outlining the key information on study programmes. Students and teachers also participate, by giving a short public presentation about the programmes, which is organised by the University. Students of the Faculty of Education and Rehabilitation Sciences volunteer to provide information to prospective students during the Review, thus giving their contribution to promoting the study programmes of the Faculty. Teachers, representatives of study programmes, are also included in the activities aimed at presenting the Faculty.

Public appearances and participation at various activities, such as the *Week of the Brain* and other events, are also used to promote the programmes.

Teachers of the Faculty of Education and Rehabilitation Sciences also appear on different shows and promote the programmes. Organisation of *Open Days of the Centre for Rehabilitation of the Faculty of Education and Rehabilitation Sciences* also creates opportunities for interested high school students to get to know the activities in the occupations for which the Faculty educates its students, and to collect information about studying at the Faculty of Education and Rehabilitation Sciences.

d) Describe reasons guiding you during design of assessment of learning outcomes (table 2.4.) Specify measures which assure objectivity and fairness during exams.

Testing the results of learning is connected to the curriculum in each course. The basic model of testing – the grade, which includes the results of colloquiums, seminar papers, grade for preparations for exercises, performance in exercises and a written/oral exam – was introduced with the Bologna model of studying. This model has changed the approach to the traditional, so-called 'final exam', replacing it with different ways of continued and cumulative monitoring in order to encourage higher quality of learning and prolonging life of the acquired knowledge, as well as to encourage more objective grading.

Testing the results of learning in students can generally be considered diverse, as there are different types of testing student knowledge used throughout undergraduate and graduate studies, which enable students to show their strong side in showing their knowledge. Depending on the programme and year of study, one fifth, but as much as half of the courses in certain years of study and programmes offer students the possibility to prepare their coursework gradually, taking colloquiums along the way. This encourages students to study continually and constantly, which is a prerequisite for a higher level of the quality of their knowledge, and at the same time ensures that they are less burdened during their exam schedule for those exams that require a single exam session (more frequent at graduate level). A significant number of course exams are written exams, which proved to be a welcome choice for many reasons, as confirmed by talking to the students. When it is possible, essay questions are avoided, to raise objectivity to a maximum level. Objectivity is ensured by clearly indicating the criteria and having students familiar with them beforehand, the structure of the exam – concrete, known facts or concepts that represent answers in examined areas, and by the possibility of comparing student answers with desired answers.

Written forms of testing the results of learning are mostly used in courses taken by all enrolled students (undergraduate programmes), but along with the written exam (which ensures permanent proof of knowledge that can be archived), some 10 to 30% of teachers also require oral exams. This also relates to the strengthening of student, or future experts', communication competences, which are an extremely important, constituent part of the results of learning in all programmes.

Objectivity and impartiality at oral exams is ensured by having groups of students take the oral exam together, and through the public nature of exams (Ordinance on Undergraduate Studies, Faculty of Education and Rehabilitation Sciences, 2006), as well as by having two teachers conduct the exam and settle on a grade by reaching a consensus. Oral exams consist of forms of conversation with clear communication guidance in order to obtain targeted answers, but also giving students the possibility to realistically show their knowledge.

Finally, testing of the results of learning is the success rate of students who have graduated from the Faculty and are employed as experts in their field, as well as in further continuation of their education and professional education and training. In both cases, experts of the Educational Rehabilitation, Speech and Language Pathology and Social Pedagogy profile have achieved high levels of competences, and can keep up with the requirements of the profession and education on the level of specialist and doctoral studies (in Croatia and the world), as well as numerous professional education and training in the field of special methodologies.

The Faculty of Education and Rehabilitation Sciences does not have elaborated criteria for evaluating student work, but this should be resolved shortly.

Data concerning the specialist study programme show that the largest number of courses includes testing the results of learning through practical activities and a final exam, which is in line with the concept of the programme being focused precisely on applying knowledge in practice. All courses tend to have combined ways of testing, and very rarely is a single way of testing used (in 3 such courses this is practical work). The way of testing is chosen at the level of course completeness, and those including a written and oral exam are frequent.

e) State opinions of students about relations between students and teachers mentioned in student questionnaires and collected via other means, and comment on any problems and procedures for their resolution, as well as methods of informing the students about measures that you have undertaken.

Questionnaires conducted in the period from 2009 to 2012 (online polls, paper and pen polls) indicate that, over the years, positive changes can be seen in the sense that the grades given to teachers by the students have increased. Students at graduate study programmes give the teacher-student relationship a higher grade than students at undergraduate programmes, a fact probably connected to communication being better due to the fact that the teachers have known the students longer and that coursework is done in smaller groups, which enables more direct and informative communication. Teacher accessibility and friendliness receives a high grade from the students, as well as the possibility of office hours and assistance outside official classes, but also availability of mentors. Students often use and rely on on-line office hours (via e-mail), which both teachers and students accept well. Concerning the teacher-student relationship, somewhat poorer scores are given to the activities relating to counselling on the choice of elective courses and continuation of education. In the next period, more



attention needs to be given to these issues through getting to know the abilities and capabilities of the students and willingness to explain potential possibilities among different classes. Visible improvement over the years is a result of efforts the teachers put into raising the quality of classes, or more specifically, raising the quality of specific tasks and expectations, which aims at reducing potential problems. Also, responsibility of notifying students about the results and steps taken for each issue they bring forward to the teacher has been improved. Most data are available or are at some point in time uploaded to the Faculty's website, and notifying the students is also done via official e-mail addresses for each year of study. The level of notifications has also been raised by introducing a mentor for each year of studies. The mentor's work is monitoring and counselling students of a given year, resolving issues on an everyday basis, and informing student of topical issues, but also guiding and counselling students on the possibilities and choices on different levels. Mentorship further strengthens the teacher-students relationship, and ensures faster flow of relevant information, thus raising the quality of support during studying. Far lower scores for teacher-student relationship are given by students of undergraduate levels, who warn about the need for more consistent efforts in creating good communication, especially in the beginning stage of study, when students often have more dilemmas and questions.

Teachers at the Faculty of Education and Rehabilitation Sciences are particularly supportive of solving various issues through personal contact and meeting with students, which has yielded positive results.

- f) Give your opinion on the problem of students' accommodation and nutrition. Specify and comment on the extra-curricular activities that you organize for students, if applicable (various courses, sport, recreation, etc). Comment on the student standard offered at your higher education institution (according to data in table 3.2.) and assess the degree of use. If you are not satisfied with the existing situation, identify the reasons and propose possible solutions.**

The premises of the Faculty of Education and Rehabilitation Sciences at Borongaj University Campus are relatively new (the Faculty moved there in October 2007), and all of the rooms and halls are well suited for the needs of the students, and offer pleasant work surroundings. The main drawback – whether regarding student dorms, rental apartments or students' own apartments (these forms of accommodation are equal for all students of the Faculty and students of other faculties on the University of Zagreb) – is the 'remoteness' of the campus, which cuts it off from events in the city and other faculties, as well as poor travel connections. The remote location significantly influences the possibility of creating a positive climate among the students and student meetings, and results in very limited and relatively infrequent student activities, especially those not related to formal classes (sports or recreational activities). Student diet is organised via a student restaurant of the Campus, which students think is better than other student restaurant in the city by its capacity, cleanliness and the food itself. Although it can be considered 'a shining example of good diet', the fault is in its opening hours. The restaurant is open until 4 p.m., which is not long enough to suit students' needs. After 4 p.m., the students have no possibility to buy a meal on the Campus (the one kiosk on the Campus also closes at 4 p.m.), even though classes run until 8 p.m., making the lack of food a real problem for our students. All students have a student card ('iksica'), which allows them to buy meals at a more favourable price, and most students use this opportunity. The remoteness of the Campus and distance from other facilities contributes to a higher level of using joint food capacities in the student restaurant.



The Campus does not have sports halls or fields, even though it is situated in an area with excellent potential for sports activities (with better traffic connections with other parts of the city). Despite this, students of the Faculty of Education and Rehabilitation Sciences participate in extracurricular sports activities as members of the Sports Association of the Faculty of Education and Rehabilitation Sciences and the Student University city championship and state championship, Humane Games (educational-sports games of students of biomedical sciences), Campus Games (sports games of students housed at Borongaj University Campus), Fasper Games (educational-sports games of educational and rehabilitation sciences faculties from Serbia, Slovenia, Bosnia and Herzegovina, FYR Macedonia and Croatia), and in friendly games of sports with teams from other faculties of the University of Zagreb. Undergraduate and graduate students participate in these activities. The volleyball, soccer, basketball, handball and swim teams practice in off-campus leased facilities (*Vinko Bek Sports Hall*, sports hall of the Faculty of Food Technology and Biotechnology, and *Mladost* indoor pool). Although these teams include a relatively small number of students (an average of 45 to 50 students in one academic year, mostly female students of all years of study), they are highly motivated and have significant success in terms of the poor conditions for practice and lack of equipment they need, and the fact that they have to transport it themselves and finance travelling to games and competitions on their own.

The Campus offers significant potential to encourage recreational activities, but there have not yet been organised efforts in the past. In the academic year 2013/2014, an initiative was taken to organise joint activities relating to the possibilities of getting more appropriate sports halls for all three faculties located on the Campus (Faculty of Education and Rehabilitation Sciences, University Centre for Croatian Studies and Faculty of Transport and Traffic Sciences).

According to other data relating to student standard, it can be seen that the Faculty of Education and Rehabilitation Sciences has relatively small study and reading capacities. Next to the library/reading room is a room dedicated to studying, and another one is also located in the basement area. Students can study here, but they mostly choose to come during breaks between set activities, and they use parts of the hallway, which has desks as another place to study. Students say these areas are not suitable for serious studying. The halls are taken most of the time, and they cannot be used for studying or carrying out set assignments.

Students of the Faculty of Education and Rehabilitation Sciences are included and participate in the work of a range of meetings and congresses to a great extent, be it as active participants or as assistants in organising meetings held at the Faculty. The Faculty has an active Student Council (with its own space), which continues to expand its activities: members of the Student Council have actively participated in the organisation of the presentation of the Faculty of Education and Rehabilitation Sciences at the University Review, they have initiated humanitarian events, and are actively involved in the work of professional associations and representing students' interests.

The premises of the Faculty of Education and Rehabilitation Sciences are adapted to meet the needs of students with disabilities to the maximum extent, both in architectural solutions and equipment, as well as the willingness of all staff members to offer support and assistance.

The described situation, regarding the student standard, shows that it is not significantly different from the student standard in Croatia as a whole. In order to improve the standard, it is necessary to work on the following: improving traffic connections between the Campus (and the Faculty of Education and Rehabilitation Sciences) and the city – which could be done by more frequent existing lines from the city and ZET (Zagreb Municipal Transit System), encouraging the issue of sports fields being resolved and making at least one sports hall or area for recreation useable through financial support from the University of Zagreb, encouraging longer working hours of the student restaurant, establishing new



eateries, stronger involvement of all students in bringing the Campus to life as a place of student life, not just as a place of study.

g) Specify possible special measures you introduced in order to motivate students (awards, recognitions, etc.) and comment on the effectiveness of such measures.

Pursuant to the Ordinance on Undergraduate Study at the Faculty of Education and Rehabilitation Sciences, Articles 50 and 51, every academic year, the Dean awards the best student papers of both scientific and professional nature with the Dean's Award. All students participating in the competition for the Rector's Award, but did not receive the Rector's Award, and whose work is positively reviewed and suggested by the Faculty Commission for Competitions, are eligible for the Dean's Award. The Dean's Award has two parts, with one being of monetary nature, and the other a plaque. If the awarded paper is written by several authors, each is awarded a plaque, and the monetary award is split into equal parts. The award is presented by the Dean of the Faculty of Education and Rehabilitation Sciences on the occasion of the Day of the Faculty.

The award for best student of the Faculty is awarded annually to a last-year student in each study programme of the Faculty for achieving exceptional results over the course of their study. The decision on the best student is made according to specially determined criteria. This award is both monetary in nature and in plaque form, and is presented to the best student on the occasion of the Day of the Faculty.

Students of the Faculty of Education and Rehabilitation Sciences are encouraged to compete for the Rector's Award, which is awarded to best student papers, both scientific and professional, or art accomplishments, and which was established to encourage research, professional and artistic works and promoting student activity.

Students of the Faculty of Education and Rehabilitation Sciences received Rector's Awards in 2008/2009, 2009/2010, and 2011/2012, and the Special Rector's Award in 2012/2013 for organising a congress.

Students of the Faculty of Education and Rehabilitation Sciences are encouraged to be active in the community as volunteers. Thanks to such efforts, the course *Volunteer Work* was introduced as an elective course open to students of all programmes. The high level of awareness about the importance of volunteer work can be seen from the number of students taking this class – in 2012/2013, 601 students took this class in both the autumn and spring semester.

The Best Volunteer of the Faculty of Education and Rehabilitation Sciences Award is an annual award presented to the winner on the occasion of the Day of the Faculty, and full-time students of undergraduate and graduate studies of Rehabilitation, Speech and Language Pathology and Social Pedagogy are eligible. The award is presented separately for each of the three programmes, and aims to raise awareness among staff members and students about the importance and usefulness of volunteering, but also to acknowledge volunteer efforts.

All awards are awarded based on decisions made by the Faculty Council, in line with set procedures of nominating, choosing and awarding the winner.



One of the Faculty's students has won the *Volunteer Oscar* – an award given to the volunteer of the year by the Volunteers' Centre Zagreb and the City of Zagreb.

Students are especially encouraged to write scientific and professional papers and to present them at congresses and conferences, with their participation receiving financial support. Over the last several years, special attention and encouragement is given to student exchange programmes. To encourage students even further, it would be of use to draft an Ordinance on student awards, which would most certainly contribute to stronger motivation among students to achieve even better results.

h) Specify supportive measures that you provide to students (mentorships, career counselling, study aid, aid for students with special needs and for international students, legal and financial support, etc.).

The Faculty of Education and Rehabilitation Sciences provides mentorship for each year of study, at all undergraduate and graduate study programmes: mentors are appointed by the Faculty Council at the start of each academic year, and are actively involved in and monitor student activity at particular programmes in each year of study, assist in organising student events, make notes on student satisfaction and complaints, as well as student issues, and try to solve them and find ways for all students and teachers to work in harmony. Students are informed that mentors are the first level at which they should seek assistance or support.

The mentorship level includes mentors becoming involved in the process of developing thesis individually for each student, and it often includes career counselling, writing recommendations and being concerned that the individual they are mentoring improves in professional and scientific areas. All teachers are active in providing advice for career advancement and employment possibilities.

When it comes to assistance in studying, all teachers are available for individual meetings, held at office hours times or by appointment. A significant part of these efforts is done via e-mail, especially in regards to theses or papers, or preparing for and carrying out practical assignments.

The Faculty has appointed a Coordinator for Support to Students (since 2011/2012) – her function is to improve the quality of studying at the Faculty through offering requested information, counselling and assistance and support to students. The work of the Coordinator is in tune with the Student Counselling and Support Service of the University of Zagreb.

Concerning career planning, students in their 4th semester of graduate studies in Social Pedagogy enroll in a required course *Planning and Development of Professional Identity*, which aims at making the transition from the world of studying to the world of employment easier for the students. It is expected that, with the help of knowledge acquired in this course, the student will have fewer issues in assessing the following: importance of professional competences of experts for effective and high-quality inclusion on the labour market, their interpersonal, generic and professional competences; and have less difficulties in comparing the tasks and competences needed for various professional roles of social pedagogues; and designing a plan of their own professional development for a set shorter period. Experience has shown that these expectations generally come true, and that students find this course useful.

Since 2007, the Faculty of Education and Rehabilitation Sciences has consistently provided support to students with disabilities, which includes the activities of a coordinator for students with disabilities and a representative of students with disabilities. The work of the coordinator and representative



received a framework through support of the University's Office for students with disabilities. The work of the coordinator involves counselling students, their parents, but also all teaching and non-teaching staff members about the necessary adjustments and all other activities. The Faculty currently has 15 students who receive a form of support from the Faculty or through the University's Office for students with disabilities, be it systematically or occasionally. The Faculty of Education and Rehabilitation Sciences is the initiator of the course *Peer Support to Students with Disabilities*, thanks to which the students offer support to their peers with disabilities. The Faculty is especially active in working with students with disabilities through several professional projects (Tempus projects), which ensured the publication of comprehensive manuals offering a range of data needed for a student with disability to be a successful student, not only at the Faculty of Education and Rehabilitation Sciences, but also other faculties. As part of ISHEDS Tempus project, in Croatia implemented by the Faculty of Education and Rehabilitation Sciences, and in cooperation with the University's Office for students with disabilities, Guidelines for equalising the opportunities for students with dyslexia have been drafted and adopted by the Senate of the University of Zagreb, and a range of activities have been implemented to promote knowledge on the possibilities of studying for persons with specific learning difficulties. At the Faculty of Education and Rehabilitation Sciences, as part of clinical activities at the Centre for Rehabilitation, free counselling and diagnostics are offered to students who think they might be dyslexic.

The premises of the Faculty of Education and Rehabilitation Sciences are accessible and available to persons with disabilities. Activities include: scanning of literature, creating a webpage available to students with disabilities, purchasing equipment (especially for low vision students – mobile magnifying glass), and tactile signs in Braille. Students with disabilities have a dedicated room at their disposal, with a computer with a screen reader, printer and a scanner. An example of good support is ensuring assistance to a quadriplegic student with no special tasks required from staff members.

Until this academic year, the Faculty of Education and Rehabilitation Sciences did not have international students coming from completely different linguistic environment (most of international student came from countries of the former Yugoslavia, so language was not an obstacle). With a student from France studying at the Faculty, we faced a number of difficulties and a range of linguistic barriers relating to specific terminology, and there was a need to organise special forms of assistance. This involved the work of three students and teaching staff of the particular study programme, Vice-Dean for Academic Affairs and the staff members of the Student Counselling and Support Services, who all worked together as part of the course Volunteer Work. The Student Counselling and Support Services was established by the Senate of the University of Zagreb, with the goal of coordinating and ensuring a systematic assistance to students of the University of Zagreb as part of academic, career and personal counselling and guidance, as well as other types of needed support, with the aim of strengthening students' capabilities. These resources are also available to students of the Faculty of Education and Rehabilitation Sciences, and two members of the teaching staff who are members of the Professional Council of this Services are available for inquires, which helps timely and more efficient communication and exchange of information in this area.

The Faculty of Education and Rehabilitation Sciences provides legal assistance to students during the working hours of the Faculty's Secretary/Legal Advisor, and there is a special time slot dedicated to student counselling only.

The Faculty of Education and Rehabilitation Sciences participates in a range of student expenses: from the funds to obtain their sanitary licence, through participating in the costs for student trips and congresses, to supporting various sports competitions or other documented and explained activities. The Faculty organises and takes over the financial burden of the costs for transport to locations outside the Campus for the purpose of attending exercises. It is often the case that requests for extensions from



students who cannot meet the deadline for payments on student participation are granted or that the Faculty approves payments in instalments.

i) Attach documents regulating the protection of student rights (appeal procedures, student ombudsman, etc.).

Regulation on protecting student rights are a part of various acts of the Faculty, which set down procedures for protecting and ensuring student rights, i.e. procedures for solving complaints: the Statute, Ordinance on Undergraduate Studies, and Statute of the Student Council.

In case some issues are not regulated with the Faculty's general acts, general acts of the University of Zagreb are directly applicable in disputes regarding student rights (Ordinance on Undergraduate and Graduate Studies of the University of Zagreb, Statute of the Student Council of the University of Zagreb) and the Act on Scientific Activity and Higher Education of the Republic of Croatia.

Pursuant to Article 46 of the Statute of the Faculty of Education and Rehabilitation Sciences and Article 53 (Paragraph 2) of the Ordinance on Undergraduate Studies at the Faculty of Education and Rehabilitation Sciences, a Committee for Student Requests and Complaints is appointed, in the first instance. Each first-instance request is to be filed with the Student Administration Office, to be solved by the Committee. The Committee for Student Requests and Complaints consists of 5 members: Vice-Dean for Academic Affairs, Head of Student Administration Office, Secretary, and a representative of the study programme and one student. In case the student is not satisfied with the response, an appeal can be made to the first-instance decision, and direct the appeal to the second instance - the Dean.

Pursuant to the Statute of the Faculty and the Ordinance on Undergraduate Studies at the Faculty of Education and Rehabilitation Sciences, students have the right to file a complaint, for example, about a grade, and they have the right to be examined in front of the Committee. Any student not satisfied with the grade received at an exam can file a written request for the exam to be repeated in front of the Committee within 24 hours. The Dean appoints a president and two members of the committee, with the committee president and its first member, being a teacher of a related subject or course. The second member is a teacher of a non-related course or subject, and the third member is the examiner whose grade is the subject of the student's complaint. The Dean establishes the time of the repeated exam, no later than 3 days from the date of student appeal submission. The Committee decides on the grade by a majority vote.

Some complaints and appeals can be solved on the level of Student Ombudsman, who is elected by the Student Council, pursuant to the Statute of the Student Council. The activities of the Student Ombudsman are also related to initiating procedures for student disciplinary responsibility. Most individual student appeals and requests are solved by the Vice-Dean for Academic Affairs.

j) Specify methods for reaching out to alumni and how you collect data on their employment, as well as other information relevant for improvements of your study programmes.

The Croatian Association of Graduates of the Faculty of Education and Rehabilitation Sciences, or *Almae Matris Croaticae Alumni Educationes et Rehabilitationes Facultas (AMCA ERF)*, is registered as an association and since September 21, 2010, has the status of a legal entity. At the 5th assembly of the AMAC/AMCA associations of alumni and friends of the University of Zagreb, held in June, 2013, AMCA ERF was introduced to the Assembly and accepted into the Federation of Associations. In December, 2013, the electoral assembly of the AMCA ERF was held, and the Plan for 2014 was presented, with procedures of monitoring and collection of data on employment and other important events being elaborated (electronic address book, sponsorship of the Student Congress, special contributions to the profession, popularisation of science, field trip, etc.) The Faculty lacks in taking care of students who have graduated in respect of their formal monitoring and registration, even though it constantly cooperates with the majority of its alumni, now experts working in practice. There are records and address books with lists of almost all experts, and these are often used while organising congresses, seminars and similar meetings. The careers of our experts are not systematically followed. By establishing an association of our alumni, we will try to create a system of information on the employment, competences and further education of experts, development of the profession, the ways the market functions and other useful information.

It is important to note that we cooperate with professional associations – Croatian Society of Speech and Language Pathology, Croatian Association of Social Pedagogues and the Chamber of Education and Rehabilitation Professionals, where our teachers are frequently members of the management board or other bodies, and that in this way they establish permanent relationships with former students within certain professions, but also among the other professions. This was especially obvious at the time of proposing an act on the education-rehabilitation, speech and language pathology and social pedagogy activities, in which our teaching staff worked as active members of working groups for the drafting of the bill, establishing of the Chamber, professional associations and other activities of these organisations. By regularly organising events (congresses, conferences and meetings) in cooperation with professional associations, the Faculty of Education and Rehabilitation Sciences provides permanent support to the strengthening of professional organisations that work on promoting the professions and experts educated at the Faculty.

k) Specify to what extent you are satisfied with the current situation and propose possible improvements.

The exceptionally high interest for studying at the Faculty of Education and Rehabilitation Sciences ensures that the Faculty gets high-quality students, who bring a high level of prior knowledge to all programmes. Their quality is later confirmed by high completion rates and exam grades, as well as high average grades. The Bologna model has encouraged different aspects of studying, including continuous work and connecting knowledge, as well as working towards set goals. All this resulted in the increase of the quality of classes, organisation and thinking and searching for ways to achieve a level of acquired competences and gaining new ones. Students of all programmes are actively involved in classes and they regularly attend lectures, seminars and exercises. They show their qualities that include knowledge and skills, willingness, creativity and others in the practical part of their classes



(exercises, practicums, practical work). The students volunteer even outside of the scope of the course Volunteer Work. A significant number of students is involved in research and professional projects and show an interest in them. They are also interested in working within the society and promoting social inclusion. These characteristics are also a result of good communication between the students and the teachers, and the Faculty's support and assistance in various forms of student activities. It can be said that we are highly satisfied with such characteristics, both regarding the students and the student-teacher relationships, but we need to continue to work in order to maintain this level of quality. There is a lack of following and monitoring students who have graduated from an administrative point of view. However, since the number of students in each year is relatively low, information on students who have graduated are mostly known (via existing address books, their participation in professional associations, cooperation in mentorship, active participation in trainings, etc.) Some of the students, especially those living outside Zagreb, permanently maintain their relationship with their mentors (thesis mentors), and this continuously ensures a segment of the information necessary for higher-quality work and advancement. There is an increasing number of students who have graduated, and who wish to continue their education, and who prolong their cooperation with the Faculty as students of postgraduate specialist or doctoral studies. Many students who have graduated (experts in practical work) start their own projects (with EU funds) and include the Faculty's teaching staff as advisors. All this goes to show that the Faculty boasts high-quality student-teacher relationships, as well as mutual satisfaction with cooperation.

We can also state our satisfaction with the employment rate of our students who have graduated. According to the latest data (Croatian Employment Service, *Večernji list*, December 24, 25 and 26, 2013), all experts of an education-rehabilitation profile are at the second place of the most-sought employment. The employment indicators of the Croatian Employment Service (CES), unfortunately, do not reflect the real need for our experts, but the employment policy and the situation in Croatia. To interpret these results, we need to keep in mind that the observed period was precisely the period of one of the largest financial, social and educational crises since Croatia's independence, and this situation translates to the employment of experts we educate. Due to the provision suspending employment and creating jobs for the sake of general saving, the 'surplus' of our students who have graduated on the labour market is a reflection of the recession, whereupon many existing and future jobs have been cut.

The improvement in the quality of students and the student-teacher relationship is possible by introduction of more extracurricular activities, which would create the conditions for registering and developing new qualities in students. We think that it is especially necessary to work on encouraging student awards and establish a system of awards for students, along with the handful of existing ones. In line with experiences of other faculties regarding student success, the certificates for the students who have achieved special success in their studies can also include a note of praise (*summa cum laude*, *magna cum laude*, *cum laude*), which will be considered in the next period. To encourage the students, and for their benefit, more effort will be put into activating the Student Council, with the goal of strengthening the students as a community of future academic citizens focused on the values of the professions they are studying for.

The new webpage of the Faculty is currently being developed, and efforts will be made to set up an area dedicated to students (with an editorial board), which will be a place to post interesting information from Croatia and abroad (scholarships, possibilities for student exchanges, mobility, financial support, topical issues from the professions they are studying for, news from the professions, etc.)

The idea is that the students work together with teachers from different study programmes to make studying easier – to create a students' manual (Faculty of Education and Rehabilitation Students for Faculty of Education and Rehabilitation Students). The manual would contain relevant information on

studying at the Faculty, which very often includes questions about terms and concepts or protocols which the students do not recognise or that are not easily available, or even issues that are implied, but are not clearly formed into requests.

The Faculty will also endeavour to improve student life by making the area surrounding the Faculty more appealing (benches, creating a garden on a part of the surroundings) and encourage student meetings in order to facilitate exchange of ideas, but also having fun.

Table 3.1. Student structure in academic year 2013/2014

Study programme	Full-time students	Part-time students	Senior undergraduate students ('absolvents')
Undergraduate study programme Rehabilitation	172	-	-
Undergraduate study programme Speech and Language Pathology	146	-	-
Undergraduate study programme Social Pedagogy	139	-	-
Graduate study programme Educational Rehabilitation	141	-	-
Graduate study programme Speech and Language Pathology	104	-	-
Graduate study programme Social Pedagogy	110	-	-
Total	812	-	-

Table 3.2. Student standard

	Area (in m ²)	Number of seating or active workplaces
	134 m ²	62
Study area <ul style="list-style-type: none"> - A room within the library (28m²; 22 seats) - Hallway with installed desks and computers / 10 computers (34+53=87m²; 30 seats) - A room MIO(19m²/10 seats) 	925	470-490
Student restaurant (for X-card users) Borongaj Campus common restaurant	-	-
Other restaurants	In student dorms, rental apartments or students' own apartments	

Boarding	Leased gym and swimming pool with limited time of use: <i>Vinko Bek Sports Hall</i> - 600 m ² ; sports hall of the Faculty of Food Technology and Biotechnology - 450 m ² <i>Mladost</i> indoor pool with the surface area of 510 m ²	
Sports objects	13	6-8
Facilities for student associations and cultural activities - A room of Student Council	Leased gym and swimming pool with limited time of use: <i>Vinko Bek Sports Hall</i> - 600 m ² ; sports hall of the Faculty of Food Technology and Biotechnology - 450 m ² <i>Mladost</i> indoor pool with the surface area of 510 m ²	

Table 3.3. Graduate employment

Undergraduate study programme Rehabilitation	Number of graduates in the past 3 years	Number of unemployed graduates according to the statistics of the Croatian Employment Service
year 2013	40	-
year 2012	46	1
year 2011	44	-

Undergraduate study programme Speech and Language Pathology	Number of graduates in the past 3 years	Number of unemployed graduates according to the statistics of the Croatian Employment Service
year 2013	38	2
year 2012	38	1
year 2011	34	1

Undergraduate study programme Social Pedagogy	Number of graduates in the past 3 years	Number of unemployed graduates according to the statistics of the Croatian Employment Service
year 2013	40	1
year 2012	27	1
year 2011	44	-



Graduate study programme Educational Rehabilitation	Number of graduates in the past 3 years	Number of unemployed graduates according to the statistics of the Croatian Employment Service
year 2013	43	17
year 2012	61	16
year 2011	29	2

Graduate study programme Speech and Language Pathology	Number of graduates in the past 3 years	Number of unemployed graduates according to the statistics of the Croatian Employment Service
year 2013	43	17
year 2012	28	15
year 2011	42	6

Graduate study programme Social Pedagogy	Number of graduates in the past 3 years	Number of unemployed graduates according to the statistics of the Croatian Employment Service
year 2013	38	27
year 2012	39	18
year 2011	26	7

Table 3.4. Education and Rehabilitation Sciences, University of Zagreb (studies completed before Bologna process) 2011 – 2013

Study programme Faculty, academy	Data on the day December 31 st , 2011	Data on the day December 31 st , 2012	Data on the day November 30 th , 2013
Defectology	1	1	1
Speech and Language Pathology	8	7	8
Behaviour Disorders	22	25	16
Rehabilitation	8	11	6
Social Pedagogy	-	3	1
Master programme - Defectology	-	1	-
Total	39	48	32

*footnote by Croatian Employment Service: because of the lack of complete data, display data is limited to the number of currently unemployed graduates of the Faculty of Education and Rehabilitation Sciences, and out of that number to the number of persons without previous work experience



4. Teaching Staff

- a) **Provide an overview of the structure of teachers and associates shown in the table 4.1. Evaluate strong and weak points in the ratios of the numbers of full-time and part-time employees. Analyse the problems in the human resources policy.**

The structure of teachers and associates at the Faculty of Education and Rehabilitation Sciences shows that the highest number of full professors also belongs to the category of the oldest teachers, followed by assistant professors whose average age is 40. Basic part of the structure comprises associate professors, also with high average age. A share of junior researchers and assistants, who are on average 35 years old, shows well planned activities in terms of ensuring the possibility for younger generations to take over, however, taking into consideration current vacancy ban, existing situation provides us with an inverse pyramid, completely opposite of what is desirable (and harmonised with University policy): younger staff consisting of junior researchers and assistants should make the foundations, whilst the number of teachers who hold the rank of assistant professors and higher, should decrease with increasing ranks and higher average age (as the ranks go higher and should have higher average age).

Chart 4.1. Number of teachers in programs offered by Faculty of Education and Rehabilitation Sciences teachers

Programmes	Year	Research/teaching track teachers + assistants/research associates
Rehabilitation/Educational Rehabilitation	2009/2010	17+7
Speech and Language Pathology	2009/2010	13+12
Social Pedagogy	2009/2010	12+12
Rehabilitation/Educational Rehabilitation	2010/2011	17+6
Speech and Language Pathology	2010/2011	15+10
Social Pedagogy	2010/2011	14+10
Rehabilitation/Educational Rehabilitation	2011/2012	17+6
Speech and Language Pathology	2011/2012	15+10
Social Pedagogy	2011/2012	14+10
Rehabilitation/Educational Rehabilitation	2012/2013	17+6
Speech and Language Pathology	2012/2013	15+10
Social Pedagogy	2012/2013	12+10
Rehabilitation/Educational Rehabilitation	2013/2014	14+8
Speech and Language Pathology	2013/2014	16+9
Social Pedagogy	2013/2014	14+6

*Teachers from the Department of Physical Education and Recreation and IT Department teach at all three programmes and have not been included in any specific programme



Our ratio does not allow positive screening of the best new people in research and teaching (there is a lack of them for growth and development of the area, and we are unable to offer tenure (employ) to even this small number), therefore, the policy of the Faculty is aimed at “keeping” excellent junior researchers through employing and providing their salaries from Faculty’s own funds, decrease of part-time teachers and employment on projects. A clear employment strategy, supported by the University i.e. line Ministry, is needed for high-quality planning of staff that is prepared for years. Employment trend, visible from Table 4.4 depicts that there are no real opportunities to count on new staff; instead, it is possible to rely only on “substitutes” in light of the fact that an existing work position can be filled only if a teacher leaves. Apart from that way of employment, new hiring at the Faculty was made possible for teachers Faculty recognised as valuable assets, especially in terms of keeping the quality of teaching and research activities, and therefore decided to finance them from own funds.

Most of the teaching at the Faculty is implemented by teachers appointed to research ranks, and significant number of full professors indicates better possibilities for the achievement of higher level and better quality of teaching. The number of lecturers, i.e. senior lecturers, is insignificant which confirms focus on regular promotions and ensuring that staff is competent in research and teaching areas.

From an overview of the table of teachers at specific programmes, it is obvious that the number of teachers at all three programmes in the observed period is equal (on average 23-25 teachers; 23 teachers in the programmes Rehabilitation/Educational Rehabilitation and Social Pedagogy, and 25 in the programme Speech and Language Pathology).

The ratio of full-time and part-time teachers (71:29) results from multi- and interdisciplinary determination of all programmes which makes employment of experts from complementary professions a necessity for quality assurance of teaching from those similar, close or core areas. Their permanent employment would be too expensive and unfeasible considering the share they have in the number of total teaching hours (Table 4.2) as well as from the standpoint of the quality of teaching. Part-time teachers are mostly assistant and associate professors, and according to their average age (48.8) they are amongst the most productive part of the work population. Lately, the Faculty has attempted to decrease the share of external cooperation (due to heavy financial burden) although, in some cases, this is quite unfavourable because of possible negative reflection to the quality of teaching in terms of acknowledging similar professions and scientific and professional knowledge of other disciplines.

b) Specify and comment on the teacher/student ratio and its trend in the last 5 years.

Student-teacher ratio at the Faculty has traditionally been good – anywhere between 1:6 and 1:8 as depicted in Table 4.1. This is a result of slight changes in terms of enrolment quotas and maintenance of the trend of the quality of study especially conditioned by the fact that experts educated at the Faculty are trained to work with people, hence, they need to be able to recognise individual needs and respect idiosyncrasies. Competences for that kind of work are acquired only through targeted education in smaller groups.

The reason for this kind of ratio lies in the fact that professions are not affirmed enough, and that is why the enrolment policy was kept within the existing quotas. Recently, professions like educational rehabilitator, speech therapist and social pedagogue have been recognised as vital in terms of support

and help in achieving quality life of an individual. Therefore, we have seen the increase of interest at the state level for the higher number of students (i.e. employment of educated experts) so the increased number of enrolled students somewhat reduced this favourable ratio. The reason for the reduction of this ratio also lies in restricted employment of new staff (regardless of increased quotas) and maintaining the same number of employees, which is related to the government economic policy. Decrease of external cooperation (from 51 to 29 part-time teachers), growing workload of full-time teaching staff and the increased number of enrolled students have all affected further decline of the student-teacher ratio. Nonetheless, the existing situation as well as the situation during past five years is more than satisfactory and far from the upper limit of the recommended ratio.

Chart 4.2. Teacher/student ratio

Academic year	Number of students	Teachers employed by the Faculty + part-time teachers	Total number of teachers	Teacher/student ratio
2009/2010	805	75+51	126	1:6,39
2010/2011	744	75+49	124	1:6,00
2011/2012	782	75+46	121	1:6,47
2012/2013	818	72+39	111	1:7,37
2013/2014	812	71+29	100	1: 8

According to the study programmes, balanced representation of the Faculty teachers is visible in all three programmes (Table 1).

c) Comment on the teaching workload of full-time and part-time teachers (according to the data in table 4.2.).

Teaching workload visibly proves that the major part of teaching – lectures, seminars and exercises – is carried out by teaching staff employed at the Faculty, and only a smaller part by part-time teachers. Taking into consideration the category of lectures, the ratio of teaching hours of teachers vs. part-time experts is 4.5 : 1, at all undergraduate and graduate programmes (studies). Work of part-time experts is necessary due to inter- and trans-disciplinary approach to the phenomena studied and taught at the Faculty, and the quality of such approach would be jeopardised by significant elimination of their work. This elimination would also affect the quality of students' knowledge, especially from the fields of medicine, psychology, law and pedagogy. Since these areas are prerequisites for a well-founded, but at the same time comprehensive understanding of terms that educational rehabilitation, speech and language pathology and social pedagogy deal with, this engagement of part-time teachers in the area of teaching is more prominent at undergraduate study, and less at graduate level. Seminars and exercises are also mostly conducted by Faculty teachers, whilst the engagement of part-time teachers has been severely decreased (in general, it is decreased in comparison to the number of hours of the given lectures). Exercises have been aimed at the creation of the identity of professions that students are educated for at the Faculty, so this ratio (approximately 7 hours of work of the Faculty's teacher : 1 hour



of work of part-time teacher) proves this orientation. This is also shown by data displaying the perspective of differences in terms of graduate studies where the ratio of teaching hours and exercises conducted by the Faculty's teachers in comparison to part-time teachers almost doubles (at undergraduate study, the Faculty's teachers conduct 5.5 hours : 1 hour of part-time teacher, whilst at graduate programmes almost 10 hours of seminars and exercises in comparison with 1 hour of part-time teachers). Considering the level of study programmes there are also obvious differences – on average, Faculty's teachers at the programmes Rehabilitation and Social Pedagogy have 5 hours of teaching (total classes, seminars and exercises) : 1 hour conducted by a part-time teacher. At the undergraduate programme of Speech and Language Pathology, the ratio is 4 : 1, however, at the graduate programme, the engagement of part-time teachers is extremely low and it is obvious that (especially in the category of seminars and exercises) teachers of the Faculty almost exclusively conduct the teaching; ratio of Faculty teachers' hours and part-time teachers is 39 : 1. There is a significant amount of exercises that teachers conduct in the Centre for Rehabilitation through direct and simultaneous work with students and clients which contributes significantly to both: quality of teaching as well as achievement of professional competences of students.

Shares of teaching load of the Faculty teachers and part-time teachers change during the year, and in the past five-year period external cooperation plummeted. We deem current engagement of the part-time teachers as optimal (with the possibility of insignificant decrease) as the part-time staff maintains the teaching quality in courses covering their disciplines approach as well as unfeasibility (and inability) to employ teachers who are experts in related areas.

The structure of the doctoral study Prevention Science and Disability Study envisaged strong participation of top-notch external, i.e. part-time, (mostly international) experts in teaching and leading students enrolled in the PhD programme towards the creation of their dissertation. Monitoring the activities for one generation of students (2008) has shown that ratios show significant share of part-time teachers and lesser participation of national teachers.

Postgraduate specialist programme of Early Intervention in Educational Rehabilitation relies mostly on activities of the Faculty teachers, and less on participation of part-time teachers. They have been more actively included in the part of practical work (exercises) and mentoring which is necessary for the fulfilment of goals of the study: training of experts for working with families of children who are at risk of developmental difficulties or who already have them and the children themselves in various therapeutic surroundings. As in the doctoral programme, by monitoring one generation of students in order to determine the share of teaching conducted by the Faculty teachers and part-time teachers, we managed to get a clear insight in teaching ratios. This ratio shows harmony with the concept and the purpose of the Faculty programmes.

d) Specify formal procedures for monitoring part-time employment of your teachers in other institutions.

External engagement of the Faculty teachers is based on the enforcement of the Decision on the Implementation of Teaching by Teachers of the University of Zagreb at Other Higher Education Institutions in the Republic of Croatia and Abroad, adopted by the University of Zagreb Senate (2012). According to this Decision, a teacher can conduct/perform teaching at other higher education (HE) institution based only on the contract of cooperation in implementation of teaching between two higher education institutions, along with written approval of the Head and Faculty Council. After obtaining the

approval, Faculty concludes a contract with the Institution where scientist conducts teaching and the Faculty informs University thereof. Work outside of the University of Zagreb may amount to one third of the full, standardised teaching workload.

Work at other European and international institutions, renowned for their excellence, is conducted according to the evaluation of the competent University bodies and requires notifying the Rector and all of the members of the Rector's Collegium.

Assistants, senior assistants and junior researchers are not allowed to conduct teaching at other institutions outside their home University.

e) Specify the size of student groups for lectures, seminar, exercises and other forms of teaching and evaluate efficiency of teaching in the groups. Comment on the student opinions about this issue mentioned in questionnaires.

Teaching groups are formed according to the valid Act on Higher Education and Collective Agreement for Science and Higher Education.

Teaching and seminars at all three study programmes are mostly held in groups comprising up to 50 students which represents good conditions for the achievement of learning outcomes. Group sizes are optimal in terms of the quality of education that can be achieved in that way. Since all three programmes prepare and educate students for working in specific conditions and with specific populations, a significant portion of teaching in terms of practical work through exercises, practicums and practical work, requires small groups aimed at the development of skills requiring progress feedback. Therefore, this type of teaching is held in groups of up to a maximum of 8-10 students which is not only necessary for the quality of teaching, but for the protection of integrity of persons (clients) included in certain forms of support and help. Work with such, relatively small groups, is extremely demanding in terms of scheduling and engagement of teachers in cooperation with mentors and their intensive and individual contacts with mentors, agreements with regard the form and scope of work for students in a group. This is inevitable because the professions of educational rehabilitator, speech and language therapist and social pedagogue are in direct contact with people, especially vulnerable groups whereas establishing rapport as well as building and maintaining the relationship is a vital part of all activities. Although student groups are relatively small, in case of certain exercises, the problems are reflected in insufficient space/room (premises of various institutions where exercises take place), which makes the implementation of exercises quite challenging. Nonetheless, the efficiency of work in such groups is rather high and it significantly adds to competences of future professionals. In certain courses, practice/exercise groups are bigger (methodical and auditory exercises), and they are also determined by specific characteristics of courses as well as technical and spatial conditions (e.g. number of computers). Student practice is individually organised and as such it represents highly structured form of practical teaching where both the student and the mentor assume significant levels of responsibility. Students of all programmes evaluate practical teaching as a very beneficial method of work including the application of knowledge and acquiring skills that enable achievement of learning outcomes and expected competences. This kind of teaching is especially monitored (diaries, reports), and due to completely individualised access to student, a number of useful facts and data for further customisation of teaching and programmes, are ensured.

In terms of the size of groups, existing organisation of teaching may be preserved by finding a way to

obtain better space conditions for the implementation of exercises as well as possibilities to form smaller groups for the needs of a part of teaching through seminars. Division to smaller groups always goes hand in hand with further increase of workload of existing teaching staff, thus, these options, or possibilities of paying part-time teachers to teach, are currently not an option.

Through sporadic evaluations in the surveys, a rather low number of students comment sizes of groups, and this low number of answers indicates that size of groups is appropriate. Students also mention in their feedback that advantages of the study programmes are linked with the possibility of working in small groups, and evaluate the premises they work in as suitable.

f) Specify indicators for assessing competences of your full-time and part-time teachers. Comment on the comparability of those indicators in Croatian and international context. State opinions of the students mentioned in questionnaires and their effects.

Proficiency and competences of teachers and part-time teachers are continuously evaluated through their scientific and professional work i.e. according to the requirements needed for appointment to associate, teaching and research/teaching ranks. Apart from prescribed basic conditions of mandatory appointment and the conditions of Rector's Collegium, the results of students' survey assessments also pose competence criteria and are attached as proof of fulfilment of conditions. At the Faculty, there is an obligation of annual reporting on all activities (teaching, scientific, professional) for all individuals which gives a clear insight into teaching and scientific activities, and may aid in the evaluation of competences.

The competences of teachers and part-time teachers who teach students at undergraduate and graduates studies of the Faculty may also be evaluated through Student Survey on the Quality of Work of Teachers and Implementation of Courses. This Survey is carried out twice every academic year – during the last three weeks of classes in winter and summer semesters (mostly prior to exam schedule with exception of some courses carried out cumulatively). The survey is carried out on-line through the Information System of Higher Education Institutions (ISVU) and data is processed by the University of Zagreb which then sends them to the responsible person at the Faculty (most often Vice Dean for Academic Affairs and/or President of the Quality Assurance Committee). Results for each full-time teacher/part-time teacher are individually sent to the Teacher's portal (where each teacher has access to his/hers own survey results).

In the academic year 2011/2012 survey was conducted in writing, by using pen-and-paper method, and the decision to do so once every three years in all constituents was adopted at the level of University of Zagreb due to relatively low response rate of students in taking the on-line survey.

Overall results indicate that the work motivation of full-time teachers/part-time teachers and their quality relations with students were awarded highest grades by students, whilst somewhat lower grades were given to the area of teaching implementation – especially the use of different teaching materials (e.g. e-learning, materials prepared in advance) in order to increase the quality of teaching. In the past 5 years, the average grade of the quality of teacher's work and quality of lectures is higher than the average grade in these areas at the level of the University of Zagreb.



Results at the level of individual full-time teachers/part-time teachers in relation to the results of all full-time teachers/part-time teachers are analysed by the Vice Dean for Academic Affairs and/or the Committee for Quality Assurance. Based on these results, the most successful teachers are rewarded; hence, based on their results in the academic year 2011/2012 (pen-and-paper method)² teachers who were given best evaluations – the most successful ones – were rewarded.

Teachers who received poor grades had to undergo interviews with the Vice Dean for Academic Affairs, entailing discussions in terms of raising quality of teaching. The plan is to introduce obligatory development of teacher competences as well as monitoring of further activities undertaken to improve the competences of poorly graded teachers.

Students also stated that there are usually no repercussions for those teachers who received poor grades in student surveys. Therefore, it is necessary to focus more attention to the forms of monitoring teachers' work and its quality. On the other hand, interpretation of the results of the student survey in terms of competences of teachers and part-time teachers can be very misleading due to the fact that grades are awarded by small groups of students (at the Faculty, small number of students is usual, and a part of students do not wish to fill on-line surveys because they believe anonymity is not granted) so they need to be interpreted cautiously.

As of academic year 2013/2014, introduction of the self-assessment as another type of evaluation of teacher competences is planned.

Evaluation of teacher competences by students is also carried out in postgraduate programme. In both programmes (doctoral study Prevention Sciences and Disability Study and specialist study Early Intervention in Educational Rehabilitation) the pen-and-paper method is used, and teacher competences are evaluated upon the end of each semester. Teachers involved in each programme were given high grades (usually, grades higher than 4 (out of 5)). Data is analysed by Expert Collegium of the specialist study and Heads of the Doctoral Study. Teachers of the specialist study who were given the best grades were rewarded as the most successful ones, whilst those who received the lowest grades were interviewed in order to attempt to work on raising their competences.

The Faculty also has bilateral cooperation agreements signed with faculties offering similar programmes and degrees in the region (Faculty of Education, University of Ljubljana; Faculty of Education Maribor; earlier also with Faculty of Education and Rehabilitation Sciences in Tuzla), and part of the teaching staff also participates in teaching at those faculties. By comparing criteria that our teachers need to satisfy with the criteria of teachers from similar faculties, it becomes apparent that our teachers have stricter requirements for achieving certain advancements, i.e. academic ones in comparison to other faculties in the region.

²It is decided to use data from this academic year to reward the most successful teachers (rewards given in 2012/2013) due to the large number of students who took the survey (a total of 6326 surveys) which is not the case when evaluation is done through the ISVU system (on-line).

g) Specify methods of professional support to your full-time and part-time teachers in the field of training and improving teaching competencies. Specify methods of professional training of your full-time and part-time teachers at other Croatian and foreign HEIs and assess the scope and achievements of this process. Compare with other HEIs.

Teachers of the Faculty continuously participate in various types of lectures, courses and workshops aimed at gaining and perfecting teaching competences. Usually, they are partaking in all courses organised by the University of Zagreb – from the first courses for successful implementation of the Bologna model to courses that are specifically addressing improvement of teaching competences. During academic years 2011/2012 and 2012/2013 the Faculty covered costs for three teachers (every year, a total of 6) for the training titled *Active learning and critical thinking in higher education teaching*. Within the training teachers acquire skills on ways of guiding students towards critical thinking, assuming responsibility for their learning process, active listening, learning in cooperation with others, acquiring habits for lifelong learning. A system of steps and concrete techniques in teaching, based on the principles of cognitive learning theories, was designed for that purpose. High value of education was confirmed by international evaluation (www.rwct.org).

Special activities of professional development in the area of e-learning started in 2008 when the Committee for e-learning of the Faculty was founded and support for teachers for the implementation of e-learning at the Faculty (as part of the University network for support to e-learning) was ensured. From that moment on, continuous work on the strengthening of e-learning, through participation in a number of workshops – especially those organised by CARNet and SRCE – has been carried out. In 2012/2013, the Faculty has covered costs of education of E-learning Course Design for one teacher (who has subsequently conducted two trainings for our teachers with the aim of disseminating what she has learned; those were: E-learning: Introduction and methods (13 teachers participated) and E-learning: Course organisation (9 teachers participated).

We have continued with the development of teachers with regard to the application of the ISVU system, a very important factor that offers quantitative and qualitative teaching indicators.

Professional development of our teachers at other national and international educational institutions is often carried out as a part of their stay related to their participation in congresses, conferences and symposia. Part of the teachers who teach at other universities also have possibilities for development as well as dissemination of their research, knowledge and strengthening their own teaching competences, but also acquiring new forms of knowledge important for raising quality of teaching. Faculty teachers, as participants in the Erasmus exchange programme and Basileus exchange programme had the opportunity to enhance their teaching competences at foreign universities.

Additional activities aimed at the improvement of the level of teaching competences are planned at the Faculty of Education and Rehabilitation Sciences. Present achievements are only the first step in the process that should encompass development of the award system and activities for the improvement of teaching quality. It is necessary to encourage teachers to independently take part in the processes that would lead to the improvement of their own skills and knowledge of using new teaching methods and procedures. Since most of the teachers have a number of pedagogical competences obtained within their fundamental education including their knowledge of didactic and methodical principles as well as those based on trainings dealing with communication skills and group work, excellent grounds for successful advancement in the area of teaching competences have been ensured. Compared with other

higher education institutions, the above mentioned prerequisites along with additional available knowledge needed to strengthen competences, make teachers of the Faculty at least equal to the teachers of other higher education institutions in Croatia.

h) Specify special measures, if any, introduced by your HE institution to encourage better motivation and self-improvement of teachers (awards, acclaims, etc.) and comment on the effectiveness of such measures.

Prior to 2012/2013 there were no special awards that would motivate teachers for their efforts and learning, until the Reward for teachers with best graded course according to the university survey for academic year 2011/2012 was established. This Reward was ensured through the funds of the Ministry of Science, Education and Sports with the purpose of increasing the influence of student evaluations of teachers and teaching. Criteria for conferment of the reward were an average grade given as a measure of satisfaction (answer to the question 'What overall grade would you give to this teacher?') and average grade to the remaining nine questions in the survey intended for evaluation of teachers and teaching. The Reward is monetary in nature. In order to empower teachers, the Faculty is considering introducing annual reward as well as recognition for especially valuable work.

i) Briefly describe and rate the type and quality of teaching material prepared by your teachers and specify select handbooks of your teachers published in the last 5 years. Give your opinion on the coverage of your curriculum by appropriate literature.

Teachers prepare teaching materials for students for each course –quite often those are unreviewed texts, materials in the form of presentations, translations of book chapters and articles containing new knowledge. A number of teachers put their teaching materials on the Faculty website, which have been reviewed and approved for publishing by the Faculty Council. A reason for this type of preparation of teaching materials can be found in continuous changes occurring within all three professions that consequently modify the knowledge base. Therefore, electronic forms represent the most accessible and cost-effective way of publishing. Nevertheless, despite those activities, it is apparent that teachers of the Faculty do not write and publish textbooks and manuals enough so it is necessary to focus on the publication of these materials in the forthcoming period. This would provide significantly better opportunities for students to acquire knowledge and clear guidelines for exams. In addition, it is also worth noting that a significant part of required literature for most of the courses is in English. These materials sufficiently cover contents of teaching. However, there is a lack of contents and materials in Croatian that are specifically related to particular linguistic idiosyncrasies of Croatian and its written form, which is especially important for Speech and Language Therapy programme, This is precisely why the publication of textbooks and manuals is the priority in the upcoming period. From 2008 to 2012, in total 5 university textbooks were authored by Faculty teaching staff.

Textbooks:

- Mejovšek, M. (2008) *Metode znanstvenog istraživanja u društvenim i humanističkim znanostima* [Research methods in social sciences and arts]. Jastrebarsko: Naklada Slap.

- Bašić, J. (2009) Teorije prevencije. Prevencija poremećaja u ponašanju i rizičnih ponašanja djece i mladih [Prevention theories. Prevention of behavioural disorders and risk behaviours in children and youth]. Zagreb: Školska knjiga.
- Bujas-Petković, Z.; Frey Škrinjar, J. (2010) Poremećaji autističnog spektra : Značajke i edukacijsko-rehabilitacijska podrška [Autism spectrum disorders: Characteristics and Education and Rehabilitation Support]. Zagreb: Školska knjiga.
- Žižak, A. (2010) Teorijske osnove intervencija: socijalnopedagoška perspektiva [Theoretical bases of intervention: socio-pedagogical perspective]. Zagreb: Edukacijsko-rehabilitacijski fakultet.
- Žižak, A., Vizek-Vidović, V. i Ajduković, M. (2012). Interpersonalna komunikacija u profesionalnom kontekstu [Interpersonal communication in professional context]. Zagreb: Edukacijsko-rehabilitacijski fakultet.

The table containing data regarding course materials used during the last year indicates that our teachers use extensive literature, and prepare many materials themselves. However, the above-mentioned lack of productivity in terms of textbook creation is reflected in possibilities for the choice of teaching materials. Textbooks in Croatian language for all three programmes are lacking and the number of translated textbooks is insufficient. However, there is a plan to resolve this in the upcoming period (by setting priorities in terms of writing and translating materials for the programmes). Overall, there is an obvious lack of comprehensive published materials (books/textbooks – manuals) whilst there is a significant amount of teachers' own materials used for teaching in the category of *research publications connected with teaching* (research and professional papers, research books, doctoral dissertations, scripts, internal teaching materials). These teaching materials are of excellent quality because they have been reviewed, and in most cases they represent research results or professional and practical application of those results. In addition, there are materials prepared for students that are available as literature for a certain course, published on the Faculty website after the review procedure. These materials have potential for improvement that should result in their publishing in textbook form (after necessary editing of the structure and quality). There is a higher number of textbooks in Croatian (own and translated) used in the undergraduate courses of all three programmes. This is understandable considering that students – in their first and partly in the second year - take courses from complementary disciplines like medicine or psychology offering a significant number of written publications that can be used in teaching. A rising number of courses are organised as e-courses in all programmes. Given that such work requires rather demanding preparation, significant progress was noted when compared to the last year, when fewer courses were organised in this way.

j) Specify to what extent you are satisfied with the current situation and propose possible improvements.

Current structure of the teaching staff – research/teaching ranks and associate ranks – is satisfactory. Data indicates that teaching is carried out by competent teachers who are promoted to higher academic ranks, who continuously follow new scientific findings and apply them in their teaching. Until recently, teachers did not notice the importance of progress in terms of improving teaching competences for teaching and critical thinking, so this is an area which requires improvement of quality. Furthermore, it is also necessary to examine the possibility for the increase of the number of teachers considering individual workloads, and especially from the standpoint of updating existing courses and developing new areas (courses). The key task of the Faculty is contemplating employment policy. The complexity of this task is increased by continuous restrictive measures related to funding



(e.g. lack of possibility of new employment and academic advancement) adopted by the Ministry of Science, Education and Sports, i.e. state funding in general. It is possible to decrease the number of part-time teachers which has already been done to some extent. Due to interdisciplinary and transdisciplinary approach present in educational rehabilitation, speech and language pathology and social pedagogy external experts (part-time teachers) are necessary as providers of the knowledge of similar scientific disciplines. They contribute to the quality of future experts/professionals, and therefore some of the part-time teachers are still needed. Student-teacher ratio is considered to be satisfactory, partially resulting from limiting enrolment quotas. Quotas have not been increased, despite existing needs for all three profiles of experts on the labour market and other possible reasons, such as space/room limitations in order to maintain teaching quality and support students in achieving required professional competences. These limitations ensure an optimal number of sections into which students are divided which facilitates teaching. Student-teacher ratio still allows for a good level of interpersonal communication, which facilitates efficient dealing with problems and working through dilemmas on a satisfactory level.

Lack of textbooks and manuals authored by teachers of the Faculty needs to be resolved through systematic reward system and planning at the level of each programme. Increased usage of their own work (publications of different kinds) in teaching indicates that teachers are aware of the need to incorporate findings of domestic research studies and knowledge stemming from best professional work in education of future experts which has an extremely positive effect in achieving learning outcomes.



Table 4.1. Staff structure

Staff	Full-time staff		Cumulative employment		Full-time teachers who are employed part-time in other institutions	External associates	
	N	Average age	N	Average age		N	Average age
College professors						1	54
Senior lecturers	1	39				2	40
Lecturers	1	44				2	43
Full professors	19	59	1	64		7	61
Associate professors	11	51				8	52
Assistant professors	14	40				9	43
Expert assistants	4	29					
Assistants	5	35					
Junior researchers	16	35					
Technical staff	7	43			---		
Administrative staff	11	49			---		
Support staff					---		

Table 4.2. Workload of full-time and part-time teachers

Study programme name	Lectures		Seminars and exercises		Mentorship*		Other forms of teaching	
	Full-time teachers	Part-time teachers	Full-time teachers	Part-time teachers	Full-time teachers	Part-time teachers	Full-time teachers	Part-time teachers
Undergraduate programme Rehabilitation	915	252	2119	250	-	-	-	-
Undergraduate programme Speech and Language Pathology	835	180	1977	315	-	-	-	-
Undergraduate programme Social Pedagogy	810	225	1335	165	-	-	-	-
Graduate programme Educational Rehabilitation	1108	240	2014	315	-	-	-	-
Graduate programme Speech and Language Pathology	645	45	1656	15	-	-	-	-
Graduate programme Social Pedagogy	786	159	935	144	-	-	-	-
Postgraduate doctoral programme "Prevention Science and Disability Studies" 2012/2013	20	80	-	80	-	-	140	100
Postgraduate doctoral programme "Prevention Science and Disability Studies" 2013/2014	-	26	-	22	-	-	40	40
Postgraduate specialist programme "Early Intervention in Educational Rehabilitation" 2012/2013	85	20	72	32	-	-	270 (18 defences)	-
Postgraduate specialist programme "Early Intervention in Educational Rehabilitation" 2013/2014	83	5	144	59	-	-	15	-

* Only relevant for the artistic field

**Mentoring hours are rewarded to mentors after the defence of dissertation or final specialist thesis

Note:

- Table contains actual hours.
- Undergraduate and graduate programmes do not contain the hours for courses appearing in more than one programme.
- The hours carried out by practical supervisors are not shown because they do not belong to part-time teachers. Their work arises from strong connection between practice and students' learning experiences from practical work. It is conducted according to the instructions of the officially appointed teacher of the course, who also ensures its application. This type of work allows dividing students in smaller sections.
- The work load is presented in the manner which follows 1,5 year academic schedule: for doctoral programme through 2 academic years (2012/2013 is the second year of the programme) and 2013/2014 (third year of the programme beginning in March, 2014)
- Other forms of teaching imply thesis mentoring hours.

Table 4.3. List of teachers

Teacher	Grade	Academic degree	HEI which issued the qualification	Field	Date of last selection into grade	Cumulative employment percentage	Workload on the employer institution in standardized teaching hours	Workload on other institutions in standardized teaching hours
Arapović Diana, PhD	Full prof.	PhD	ERF	Speech and Language Pathology	10/20 / 2009	100%	240	
Josipa Bašić, PhD	Full prof.	PhD	ERF	Education and Rehabilitation Sciences	2/2/ 1999	100%	186,5	
Bilić Prčić Ante, PhD	Assist. prof.	PhD	ERF	Education and Rehabilitation Sciences	11/12 / 2009	100%	492,5	
Blaži Draženka, PhD	Full prof.	PhD	ERF	Speech and Language Pathology	11/22 / 2011	100%	354	
Bolfan Stošić Natalija, PhD	Assoc. prof.	PhD	ERF	Speech and Language Pathology	9/26/ 2012	100%	292,5	
Bonetti Ana, PhD	Jr. researcher/senior assistant	PhD	ERF	Speech and Language Pathology	2/1/ 2011	100%	415	
Bonetti Luka, PhD	Assist. prof.	PhD	ERF	Speech and Language Pathology	1/20/ 2010	100%	292,5	



Bradarić Jončić Sandra, PhD	Full prof.	PhD	ERF	Speech and Language Pathology	3/16/ 2010	100%	269,5	
Bratković Daniela, PhD	Assoc. prof.	PhD	ERF	Education and Rehabilitat ion Sciences	5/27/ 2009	100%	270	
Brozović Blaženka, PhD	Jr. researcher/seni or assistant	PhD	ERF	Speech and Language Pathology	6/1/ 2012	100%	166	
Cepanec Maja, PhD	Jr. researcher/seni or assistant	PhD	ERF	Speech and Language Pathology	6/2/ 2009	100%	189,5	
Cvitković Daniela, PhD	Jr. researcher/seni or assistant	PhD	ERF	Education and Rehabilitat ion Sciences	5/1/ 2010	100%	305,5	
Dodig Dora, PhD	Junior research./ postdoc.	PhD	ERF	Education and Rehabilitat ion Sciences	12/1/ 2013	100%	164	
Doležal Dalibor, PhD	Assist. prof.	PhD	ERF	Education and Rehabilitat ion Sciences	2/20/ 2013	100%	395	
Farago Emica, PhD	Assoc. prof.	PhD	ERF	Speech and Language Pathology	10/19 / 2011	100%	529,5	
Ferić Šlehan Martina, PhD	Assist. prof.	PhD	ERF	Education and Rehabilitat ion Sciences	9/25/ 2013	100%	221,75	
Frey Škrinjar Jasmina, PhD	Full prof.	PhD	ERF	Education and Rehabilitat ion Sciences	4/17/ 2012	100%	361	
Fulgosi Masnjak Rea, PhD	Full prof.	PhD	ERF	Education and Rehabilitat ion Sciences	10/14 / 2008	100%	420	
Gričar Iva	Sr. lecturer				5/27/ 2009	100%	450	



Heđever Mladen, PhD	Full prof.	PhD	ERF	Speech and Language Pathology	3/12/2013	100%	312	
Hrastinski Iva, MS	Assistant	MS	ERF	Speech and Language Pathology		100%	Maternity leave	
Hržica Gordana, PhD	Jr. researcher/seni or assistant	PhD	ERF	Speech and Language Pathology	9/1/2011	100%	225	
Igrić Ljiljana, PhD	Full prof.	PhD	ERF	Education and Rehabilitation Sciences	2/2/1999	100%	243,5	
Ivšac Pavliša Jasmina, PhD	Assist. prof.	PhD	ERF	Speech and Language Pathology	3/20/2013	100%	352,5	
Jandrić Nišević Anita, PhD	Assist. prof.	PhD	ERF	Education and Rehabilitation Sciences	10/20/2010	100%	359,5	
Jeđud Borić Ivana, PhD	Assist. prof.	PhD	ERF	Education and Rehabilitation Sciences	11/21/2012	100%	293	
Joković Oreb Ines, PhD	Assoc. prof.	PhD	ERF	Education and Rehabilitation Sciences	10/20/2010	100%	420	
Kiš Glavaš Lelia, PhD	Full prof.	PhD	ERF	Education and Rehabilitation Sciences	5/10/2011	100%	727	
Koller Trbović Nivex, PhD	Full prof.	PhD	ERF	Education and Rehabilitation Sciences	3/13/2012	100%	252	
Kovčo Vukadin Irma, PhD	Full prof.	PhD	ERF	Education and Rehabilitation Sciences	10/11/2011	100%	418,5	



Kozarić Kovačić Dragica, PhD	Full prof.	PhD	ERF	Education and Rehabilitation Sciences	1/16/2007	20%	90	
Kranželić Valentina, PhD	Assist. prof.	PhD	ERF	Education and Rehabilitation Sciences	12/16/2009	100%	272,25	
Kuvač Kraljević Jelena, PhD	Assist. prof.	PhD	ERF	Speech and Language Pathology	10/20/2010	100%	358	
Lebedina Manzoni Marija, PhD	Full prof.	PhD	ERF	Education and Rehabilitation Sciences	10/11/2011	100%	360	
Leko Krhen Ana, PhD	Sr. assistant	PhD	ERF	Speech and Language Pathology	12/19/2011	100%	87,5+ maternity leave	
Lenček Mirjana, PhD	Full prof.	PhD	ERF	Speech and Language Pathology	4/17/2012	100%	392,5	
Lisak Natalija, PhD	Junior Researcher/Assistant	PhD	ERF	Education and Rehabilitation Sciences	1/1/2008	100%	169	
Lotar Rihtarić Martina, PhD	Assist. prof.	PhD	ERF	Education and Rehabilitation Sciences	4/24/2013	100%	360	
Ljubešić Marta, PhD	Full prof.	PhD	ERF	Speech and Language Pathology	2/2/1999	100%	280	
Martinec Renata, PhD	Assist. prof.	PhD	ERF	Education and Rehabilitation Sciences	3/3/2010	100%	313,5	
Maurović Ivana	Junior Researcher/Assistant		ERF	Education and Rehabilitation Sciences	5/1/2009	100%	150	



Mihić Josipa, PhD	Jr. researcher/seni or assistant	PhD	ERF	Education and Rehabilitation Sciences	5/1/2013	100%	167	
Miholić Damir, PhD	Lecturer	PhD	ERF	Education and Rehabilitation Sciences	3/4/2009	100%	499	
Mikšaj-Todorović Ljiljana, PhD	Full prof.	PhD	ERF	Education and Rehabilitation Sciences	4/20/2010	100%	329,5	
Milković Marina, PhD	Jr. researcher/seni or assistant	PhD	ERF	Speech and Language Pathology	7/1/2011	100%	371	
Mirosavljević Ana	Assistant		ERF	Education and Rehabilitation Sciences	6/1/2009	100%	137	
Mohr Nemčić Renata	Junior Researcher/Assistant		ERF	Education and Rehabilitation Sciences	4/15/2009	100%	160	
Nikolić Branko, PhD	Full prof.	PhD	ERF	Education and Rehabilitation Sciences	4/12/2011	100%	360	
Novak Miranda, PhD	Jr. researcher/seni or assistant	PhD	ERF	Education and Rehabilitation Sciences	5/1/2013	100%	138	
Oberman Babić Mira, PhD	Full prof.	PhD	ERF	Education and Rehabilitation Sciences	1/17/2012	100%	532,5	
Palmović Marijan, PhD	Assist. prof.	PhD	ERF	Speech and Language Pathology	9/25/2013	100%	354	
Penava Vlatka	Assistant		ERF	Education and Rehabilitation Sciences	10/1/2012	100%	232,5	



Pintarić Mlinar Ljiljana, PhD	Senior assistant	PhD	ERF	Education and Rehabilitation Sciences	11/1/2012	100%	338	
Pinjatela Renata, PhD	Jr. researcher/senior assistant	PhD	ERF	Education and Rehabilitation Sciences	3/1/2011	100%	225	
Poldrugač Zdravka, PhD	Full prof.	PhD	ERF	Education and Rehabilitation Sciences	1/18/2011	100%	222	
Pribanić Ljubica, PhD	Assoc. prof.	PhD	ERF	Speech and Language Pathology	5/18/2011	100%	369,5	
Prizl Jakovac Tatjana, PhD	Assoc. prof.	PhD	ERF	Speech and Language Pathology	7/11/2012	100%	338	
Prstačić Miroslav, PhD	Full prof.	PhD	ERF	Education and Rehabilitation Sciences	5/10/2005	100%	828,5	
Ratkajec Gašević Gabrijela, PhD	Junior research./postdoc.	PhD	ERF	Education and Rehabilitation Sciences	12/15/2013	100%	75	
Ricijaš Neven, PhD	Assist. prof.	PhD	ERF	Education and Rehabilitation Sciences	12/22/2010	100%	445	
Runjić Tina, PhD	Assoc. prof.	PhD	ERF	Education and Rehabilitation Sciences	6/16/2010	100%	800	
Sardelić Senka, PhD	Assoc. prof.	PhD	ERF	Speech and Language Pathology	11/21/2012	100%	491,5	
Sekušak Galešev Snježana, PhD	Assist. prof.	PhD	ERF	Education and Rehabilitation Sciences	4/7/2010	100%	445,5	

Stančić Zrinjka, PhD	Assoc. prof.	PhD	ERF	Education and Rehabilitation Sciences	7/7/2010	100%	267,5	
Stošić Jasmina, PhD	Jr. researcher/seni or assistant	PhD	ERF	Education and Rehabilitation Sciences	4/1/2012	100%	224	
Šimleša Sanja, PhD	Jr. researcher/seni or assistant	PhD	ERF	Speech and Language Pathology	4/1/2013	100%	167	
Wagner Jakob Ana, PhD	Assist. prof.	PhD	ERF	Education and Rehabilitation Sciences	5/27/2009	100%	323	
Žakman Ban Vladimira, PhD	Full prof.	PhD	ERF	Education and Rehabilitation Sciences	11/22/2011	100%	505,5	
Žic Ralić Anamarija, PhD	Assist. prof.	PhD	ERF	Education and Rehabilitation Sciences	7/1/2009	100%	340	
Žižak Antonija, PhD	Full prof.	PhD	ERF	Education and Rehabilitation Sciences	4/21/2009	100%	317	

Note: Dubravka Miljković, PhD., professor/teaching associate, is having a special agreement with the Faculty

Table 4.4. Dynamics of teachers' employment in the last 5 years

Year	Number of newly employed teachers	Number of teachers whose contracts expired
2008.	4	1
2009.	4	2
2010.	-	-
2011.	-	-
2012.	1	4

Table 4.5. Teaching materials used in the last academic year

Programme titles	Number of Croatian textbooks	Number of foreign textbooks translated into Croatian	Number of research papers related to teaching	Number of manuals	Number of instructional material related to the artistic field	Number of courses for which there are reviewed manuals on the institution's web site	Number of courses for which there is a web page with supplementary teaching materials	Number of e-courses
Undergraduate programme Rehabilitation	48	9	355	47	-	2	-	1
Graduate programme Educational Rehabilitation	36	5	390	79	-	2	7	1
Undergraduate programme Speech and Language Pathology	19	11	103	21	-	2	5	6
Graduate programme Speech and Language Pathology	7	1	50	1	-	3	2	4
Undergraduate programme Social Pedagogy	16	4	115	22	-	-	5	3
Graduate programme Social Pedagogy	17	18	146	38	-	-	1	5
Postgraduate doctoral programme	4	-	99	65	-	-	3	-
Postgraduate specialist programme	2	0	40	31	-	0	1	0

5. Scientific and Professional Activity

a) Describe the strategy of scientific activity for at least a five-year period, concerning research in the scientific area for which your institution is registered in the Register of Scientific Organisations.

The Faculty of Education and Rehabilitation Sciences is an active constituent unit of the European Research Area and a leading higher education (HE) institution of this type in the region that conducts specific, but also interdisciplinary, nationally and internationally relevant research, with the aim of improving the existing and developing new corpus of scientific and professional results and its systematic implementation that can benefit different parts of the society. In the last five years, scientific and professional activities at the Faculty level have mostly been based on the University of Zagreb Research Strategy 2008-2013, which puts emphasis on internationally acclaimed excellence in research and research-based teaching that educates future protagonists in development of science and arts and protagonists of overall social development.

Scientific activities at the Faculty level are classified as social sciences. Up to 2008, the Faculty was treated as a part of educational area with special branches of educational rehabilitation and speech and language pathology. According to the Ordinance on Scientific and Artistic Areas, Fields and Branches, adopted by the National Council for Science in 2009, scientific activities of the Faculty can be classified into two new scientific fields:

1. Educational-rehabilitation sciences (branches: inclusive education and rehabilitation; behavioural disorders),
2. Speech and language pathology (branches: communication and language disorders and specific learning difficulties; speech sound disorders; hearing impairment; dysphagia).

The Institute for Education-Rehabilitation Research is a special Faculty constituent which includes specialised units dealing with specific scientific fields. These units have been operating in an engaged and successful manner for a number of years at both national and international level: the Centre for Prevention Research, Laboratory for Research of the Sign Language and Deaf Culture, Laboratory for Psycholinguistic Research, Laboratory for Developmental Neurolinguistics (now renamed into Laboratory for Child Communication Research) and Laboratory for Hearing and Speech Acoustics. To a significant degree, their activities are connected to scientific development and focus of certain departments and study programmes. Nonetheless, significant amount of research and numerous Faculty projects have been carried out outside of their primary scope of work and specific interests.

The strategy of scientific activity at the Faculty level for at least a five-year period (Appendix 5.1), forms an integral part of the "Strategic Development Plan of Faculty of Education and Rehabilitation Sciences of University of Zagreb 2014 - 2018"(Appendix 1.1.), which is based on self-evaluation of thematic areas, objectives, types and results of research conducted in the period 2009-2013. Self-evaluation process has demonstrated that, regardless of the type and thematic area covered, all research / projects were focused on improvement of quantitative and qualitative methodology of research work and creation of new approaches, models, programmes, methods and technologies in direct work with children with developmental difficulties, persons with disabilities, persons with problems in social integration and their environment. In addition, self-evaluation has addressed the areas that need improvement and new approach to work in a transparent and structured way.

The identified research guidelines for the upcoming five-year period (2014-2018) envisage the following:

- focus on specific topics within biopsychosocial paradigm that were also addressed by the previous research,
- inclusion of new, contemporary approaches, topics and fields,
- harmonization with national and international strategic guidelines,
- focus on national priorities and topics that are relevant at the international level, while taking into account specific cultural, social, economic and linguistic characteristics at the national level,
- networking in terms of cooperation among researchers at the regional level, in order to produce desirable changes in a short period of time, use the existing resources and common characteristics of the systems and implement international quality assurance standards,
- better inclusion in research networks at the European and world level,
- increase in the number of competitive interdisciplinary and multidisciplinary projects,
- creation of new development-based and applied projects, as well as increase in baseline research with focus on epidemiology and phenomenology of research topics,
- more effective connection between research and education of PhD students and their increased participation in project activities,
- definition of new research directions that could raise implementation, monitoring and quality of implementation of certain professional interventions to a research level,
- continued development of IT, rehabilitation and other assisted technologies, as well as development of innovative roles assigned to persons with complex communication needs and other needs for support,
- improvement of capacities for implementation and development of methodologies that are in line with research topics,
- further improvement of methodological approaches within postmodern framework of science and transdisciplinary activities.

b) List 10 world-renowned scientific journals in which your teachers publish their works. Comment on the relevant impact factors. Specify several prominent cultural institutions, museums and galleries where your teachers present their works.

In the five-year period covered by the present analysis, teachers/scientists of the Faculty of Education and Rehabilitation Sciences published their papers in 40 national and international peer-reviewed scientific journals with international editorial board. The following principles were applied in compiling a list of 10 world-renowned scientific journals: two scientific fields had to be covered – educational-rehabilitation sciences and speech and language pathology; all research areas that the Faculty deals with had to be covered; databases in which the relevant journal was indexed were taken into account; the impact factor and reputation of the publisher were taken into account; number of papers published by the Faculty staff in a given journal during the five-year period and relevance of the given journal for Faculty departments were taken into account.

The following chart lists the selected scientific journals (Chart 5.1.). Their sequence depends on the number of papers published by the Faculty staff in the relevant journals in the period 2008 – 2012:

Chart 5.1. Selected international scientific journals in which papers are published the most

Journal	Publisher	Significant databases in which journal is indexed	Impact factor 2012	SNIP 2012	SJR 2012	Number of published papers
1. Croatian Review of Rehabilitation Research	Faculty of Education and Rehabilitation Sciences, University of Zagreb	Scopus	-	0,300	0,167	57
2. Criminology and Social Integration Journal	Faculty of Education and Rehabilitation Sciences, University of Zagreb	Psych-Info, Sociological abstracts, EBSCO	-	-	-	31
3. Annual of Social Work	University of Zagreb, Faculty of Law, Department of Social Work	WoS	IF=0,095	0,328	0,213	11
4. Paediatrica Croatica	Children's Hospital Zagreb	WoS	IF=0,133 (5-year IF=0,168)	0,135	0,121	8
5. Collegium Antropologicum	Croatian Anthropological Society	WoS, CC	IF=0,414 (5-year IF=0,691)	0,593	0,313	7
6. Translational Neuroscience	Springer	WoS, Scopus	IF=0,482	0,293	0,264	5
7. Journal for General Social Issues	The Institute of Social Sciences Ivo Pilar	WoS, CC	IF=0,189 (5-year IF=0,143)	0,417	0,201	2
8. Contemporary Psychology	Naklada Slap	WoS, Scopus	IF=0,120	0,220	0,164	1
9. Journal of Voice	Mosby Inc., Elsevier	WoS, CC	IF=1,741	1,500	0,746	1
10. Journal of Public Health	Oxford University Press	WoS, CC	IF=1,993	1,283	0,825	1

The scientific journals in which teachers/scientists of the Faculty of Education and Rehabilitation Sciences publish their papers are mostly indexed in significant and acclaimed databases, such as WoS, CC and Scopus. It is apparent that some of the listed journals have quite impressive impact factor in the area of social sciences. In addition, papers are published in other world-renowned journals with even higher impact factor. Teachers/scientists publish a significant number of papers in their own journals: Hrvatska revija za rehabilitacijska istraživanja (HRRI, English: *Croatian Review of Rehabilitation Research*) and Kriminologija i socijalna integracija (KSI, English: *Criminology & Social Integration Journal*). Such a large number of papers in journals published by the Faculty should come as no surprise given the fact that these journals cover highly specific areas that are being developed at the Faculty level.

c) List 10 most important papers of your institution in the last 5 years (for each scientific field area your institution is working in). Specify and comment the citation of your papers according to the global databases (WOS, SCOPUS, Google Scholar). Compare the scope of your scientific achievements with comparable Croatian and international HE institutions.

The selected papers reflect different research areas addressed by the Faculty staff based on the following criteria: originality of papers; contribution to the relevant scientific discipline; research/project cooperation with other HE or scientific institutions in Croatia or abroad; quality and impact factor of the journal in which the paper was published (journal citation in CC, WoS and Scopus).

The papers are listed in alphabetical order according to the last name of the first author:

- Bašić, J., Ferić Šlehan, M., Kranželić, V. (2009). Najugroženije skupine nezaposlenih mladih u RH: preliminarni podaci projekta „Socijalna uključenost i strategije življenja nezaposlenih mladih u Hrvatskoj i Sloveniji u Europskom kontekstu” (*Eng. The most vulnerable groups of unemployed young people in Croatia: Preliminary data of the project “Social inclusion and living strategies of unemployed young people in Croatia and Slovenia in the European context”*). Ljetopis socijalnog radan (*Eng. Annual of Social Work*), 16 (1),111-131.
- Bonetti, A., Bonetti, L. (2013). Cross-cultural Adaptation of the Voice Handicap Index Into Croatian. *Journal of voice*,27 (1), 130e7 – 130e14.
- Bradarić-Jončić, S., Mohr Nemčić, R. (2011). Odstupanja u sprezanju prezenta glagola u slušooštećenih srednjoškolaca (*Eng. Difficulties in present tense use in hearing impaired secondary school students*). *Govor*, 28 (1), 45-65.
- Capanec, M., Lice, K., Šimleša, S. (2012). Mother-father differences in screening for developmental delay in infants and toddlers. *Journal of Communication Disorders*, 45 (4), 255-262.
- Cvitković, D., Žic Ralić, A., Wagner Jakab, A. (2013). Vrijednosti, interakcija sa zajednicom i kvaliteta života obitelji djece s teškoćama u razvoju (*Eng. Values, interaction with community and quality of life in families with children with disabilities*). *Hrvatska revija za rehabilitacijska istraživanja* (*Eng. Croatian Review of Rehabilitation Research*), 49, supplement, 10-22.
- Kiš-Glavaš, L. (2009). Spremnost osoba s intelektualnim teškoćama za zapošljavanje (*Eng. Readiness for Employment of Persons with Intellectual Disabilities*). *Revija za socijalnu politiku* (*Eng. Croatian Journal of Social Policy*), 16 (3), 299 – 309.
- Kuvač Kraljević, J., Palmović, M. (2011). Spatial and Temporal Measurements of Eye Movement in Children with Dyslexia. *Collegium antropologicum*, 35 (S1), 191-198.
- Lotar Rihtarić, M., Kamenov, Ž. (2013). Susceptibility to peer pressure and attachment to friends. *Psihologija*, 46 (2), 111-126.
- Malaia, E., Wilbur, R.B. i Milković, M. (2013). Kinematic Parameters of Signed Verbs. *Journal of Speech, Language, and Hearing Research*, 56 (5), 1677-1688.
- Mirosavljević, A., Koller-Trbović, N. (2011). Checking if institutional programs are matched with the results of risk and needs assessment in a Croatian context. *Emotional and Behavioural Difficulties*, 16 (3), 263-275.

The bibliography of Faculty teachers/scientists is listed in tables 5.5 and 5.5.1. In the last five years, 127 papers altogether have been published at the Faculty. These papers have been cited in CC, WoS (SSCI, SCI-expanded and A&HCI) and Scopus, which gives a total of 1, 76 papers per teacher.

Given the fact that conditions for appointment to research ranks in social sciences include publication of journals that are not indexed in the stated databases, the total number of published papers should take

into account other peer-reviewed papers cited in databases that are recognized for appointment to research ranks. Taking into consideration both categories of papers, all in all, teachers of the Faculty of Education and Rehabilitation Sciences have published 197 papers, which represents 2,74 papers per teacher in five-year period.

As regards scientific productivity according to constituent units (departments), as represented by the Table 5.6, departments differ in terms of published papers by department member. The ratio between the number of papers published in journals included in databases CC, WoS (SSCI, SCI-expanded and A&HCI) and Scopus by member, depending on the department, ranges between 0,6 and 3,2 for the five-year period. Certain departments published a significant number of papers that were not cited in the above-mentioned databases, but that were included in databases recognized in the process of appointment to research ranks (up to 2, 57 by member in the analysed period). Nonetheless, it is important to emphasise that the stated ratio was calculated according to the total number of published papers (whereby co-authored papers including several authors employed at the Faculty are treated as one paper only). Similar to other social sciences, papers are dominantly product of team, co-authors' work rather than edited by one author. In that sense, it is important to provide the information on published papers by members of a certain study programmes according to the number of (co)authors of a paper, as indicated in the following chart (Chart 5.2.):

Chart 5.2. Information on published papers by members of a certain study programmes according to the number of (co)authors of a paper

	Number of co/authors	Speech and Language Pathology	Rehabilitation	Social Pedagogy	Total
Publications in the journals included in the CC, WoS (SSCI, SCI-expanded and A&HCI) and Scopus databases	1 author	7	11	8	26
	2-3 authors	47	26	16	89
	more than 3 authors	6	4	2	12
Other publications included in the databases recognized in the appointment to research grades	1 author	0	0	18	18
	2-3 authors	10	3	35	48
	more than 3 authors	2	1	1	4

This information clearly shows that the majority of published papers was co-authored by 2-3 authors (calculated only once in the total number of papers), which indicates that the listed ratios of published papers by departments (by members of a certain department) can give an approximate calculation of average annual scientific production of certain departments, i.e. the average number of papers published in scientific journals by scientist.

Due to the particular nature of work and diversity of areas that it covers and develops, the Faculty of Education and Rehabilitation Sciences cannot be directly compared to any other HE or scientific institution in the Republic of Croatia. According to the analysis of research productivity at the University of Zagreb for 2009, compared to the previous periods, the Faculty has increased its scientific productivity in the last five years. The average ratio between research papers (cited in CC, WoS, Scopus and other databases recognised in the process of appointment to research ranks) and number of the Faculty staff by year in the period 2008 – 2012 stands at 0,56. The same ratio stands at 0, 22 for 2006

and 0, 3 for 2007. As for comparison of the Faculty's scientific achievements with other HR institutions, they can be compared against results of some other faculties; however, it is not possible to collect data about the ratio between the number of published papers and number of employees for the analysed period.

Given the scientific fields and disciplines that the Faculty covers, it is extremely important to present research results at national and international conferences and publish papers in other scientific publications (Croatian journals, books and conference proceedings), especially in case of applied results or results that address developmental issues. In that sense, scientific productivity at the Faculty is quite substantial, as indicated in Table 5.5. In the last five years it covered the following: 17 papers published in Croatian journals, peer-reviewed by Croatian experts, two books published abroad and 10 books published in Croatia, 69 papers/chapters published in peer-reviewed books, 50 peer-reviewed papers published in proceedings of international conferences, 13 peer-reviewed papers published in proceedings of national conferences, which amounted to 161 papers. If we add to it 197 above-mentioned most important papers cited according to the global databases, the total scientific productivity of the Faculty covered 358 papers in the last five years.

Publication of papers in Croatian and Faculty's journals is a part of a strategic approach which aims to improve those journals and make them sustainable. In addition, such a policy makes research results more available to experts and the wider community in Croatia. It is highly important to maintain visibility of results at the national level due to specific cultural and linguistic characteristics, the existing economic and social climate and legal structure of the analysed systems.

d) If your scientific area gives precedence to other types of publications (books, conference proceedings, etc.) list 10 most important publications of that type. Comment on the criteria for choosing them.

In the last five years, teachers/scientists at the Faculty of Education and Rehabilitation Sciences published 69 chapters in peer-reviewed books; they published 10 books in Croatia and two books abroad; they edited 11 books published in Croatia that were especially important for development of Faculty's scientific disciplines and visibility of achievements and results in the academic sector and wider community (Table 5.5). In addition, the Faculty published five textbooks for students (Table 5.5.1. added).

Most important other publications are: chapters in books produced in cooperation with foreign HE institutions and authors; books that significantly contribute to development of research methodology in humanities and social sciences; books that present comprehensive results of research projects; books that significantly contribute to use of high-quality, inclusive approach in research and development of professional identity of experts trained in social pedagogy at the Faculty of Education and Rehabilitation Sciences:

Chapters in books produced in cooperation with foreign HE institutions and authors:

- Kovačević, M., Palmović, M., Hržica, G., 2009. The Acquisition of Case, Number and Gender in Croatian. In: Stephany and M. Voeikova, eds. *Development of Nominal Inflection in First Language Acquisition: A Cross-Linguistic Perspective*. Berlin: Mouton De Gruyter, pp. 153-177.

- Martinot, C., Kuvač Kraljević, J., Bošnjak Botica, T., Chur L., 2009. Predication principale vs seconde à l'épreuve des faits d'acquisition. In: A. Helmy, ed. *Prédicats, prédication et structures prédictives*. Paris: Cellule de recherche en Linguistique, pp. 50-81.
- Meško, G., Kovčo Vukadin, I., Muratbegović, E., 2008. Social – demographic and social – psychological perspectives of fear of crime in Slovenia, Croatia and Bosnia and Herzegovina. In: H. Kury, ed. *Fear of crime – punitivity. New developments in Theory and Research*. Crime and Crime Policy, Vol.3, Universitaetsverlag Brockmeyer, Bochum: pp. 173-197.

Books that significantly contribute to development of research methodology in humanities and social sciences:

- Koller-Trbović, N., Žižak, A., eds., 2008. *Kvalitativni pristup u društvenim istraživanjima (Eng. Qualitative approach in social sciences)*. Zagreb: Edukacijsko-rehabilitacijski fakultet Sveučilišta u Zagrebu (*Eng. Faculty of Education and Rehabilitation Sciences of the University of Zagreb*).
- Mejovšek, M., 2008. *Metode znanstvenog istraživanja u društvenim i humanističkim znanostima (Eng. Scientific research methods in social sciences)*. Jastrebarsko: Naklada Slap.

Books that present comprehensive results of research projects:

- Bašić, J., Grozić-Živolić, S., eds., 2010. *Zajednice koje brinu - Model prevencije poremećaja u ponašanju djece i mladih: Razvoj, implementacija i evaluacija prevencije u zajednici (Eng. Model of behaviour prevention in community: Development, implementation and evaluation of community prevention)*. Pula-Zagreb: Edukacijsko-rehabilitacijski fakultet Sveučilišta u Zagrebu i Istarska županija (*Eng. Faculty of Education and Rehabilitation Sciences and Istria County*).
- Lebedina Manzoni, M., Lotar, M., Ricijaš, N., 2011. *Peer Pressure in Adolescence - Boundaries and Possibilities*. Saarbrücken: LAP Lambert Academic Publishing.

Book that significantly contributes to use of high-quality, inclusive approach in research with recommendations for improvement of institute of foster care (the first research on this topic in Croatia):

- Žižak, A., Koller-Trbović, N., Jeđud Borić, I., Maurović, I., Miroslavljević, A., Ratkajec Gašević, G., 2012. *Što nam djeca govore o udomiteljstvu: istraživanje dječje perspektive udomiteljstva u Hrvatskoj s preporukama za unapređenje (Eng. What do Children Say About Foster Care - childrens perspective of foster care with recommendations)*. Zagreb: UNICEF Ured za Hrvatsku (*Eng. UNICEF Office for Croatia*).

Book that is highly important for development of professional identity of experts trained in social pedagogy at the Faculty of Education and Rehabilitation Sciences:

- Poldrugač, Z., Bouillet, D., Ricijaš, N., eds., 2011. *Socijalna pedagogija, znanost, profesija i praksa u Hrvatskoj (Eng. Social pedagogy - science, profession and practice in Croatia)*. Zagreb: Edukacijsko-rehabilitacijski fakultet Sveučilišta u Zagrebu (*Eng. Faculty of Education and Rehabilitation Sciences of the University of Zagreb*).

e) Specify the criteria for scientific productivity for mentors of doctoral dissertations at your doctoral study programmes and compare them with similar HE institutions in Croatia and abroad.

Mentors of doctoral dissertation must fulfil conditions laid down in the Regulations on Postgraduate (Doctoral) Studies at the Faculty of Education and Rehabilitation Sciences, which are in line with conditions laid down in the Regulations on Postgraduate (Doctoral) Studies at the University of Zagreb. A person can be appointed as a mentor if he/she: 1. holds at least the research-teaching rank of assistant professor or research associate, or an equivalent rank if the academic rank was earned abroad; 2. is head or member of a research project, i.e. a researcher active in the area of research the dissertation belongs to; 3. is active in the field of science, relevant in the international scientific community and who has published research papers connected to the topic of the doctoral research in the last five years; 4. exceptionally, a mentor can be a *professor emeritus* and the decision on this matters is made by the Council of the institution responsible for the Study or the Council of the scientific/artistic area.

In the process of submission of the dissertation topic the potential mentor must list five papers connected to the topic of the doctoral research that he/she has published in the last five years. The dissertation topic is submitted to the Heads of postgraduate doctoral study programmes who evaluate relevance of the topic and works submitted to the area of social sciences. They also evaluate competences of both the doctoral candidate and proposed mentor. After the report on public defence of the dissertation topic has been submitted, the Faculty Council makes the final decision on selection (approval) of the mentor at the suggestion of the Heads of postgraduate doctoral study programmes. At the suggestion of the dissertation topic defence committee and Heads of postgraduate doctoral study programmes, the Faculty Council may, in the process of approval of the dissertation topic, appoint a co-mentor to the doctoral candidate. In the last five years, 30 mentors were appointed at the Faculty who provided guidance to doctoral candidates during creation and public defence of their dissertations.

The fact that mentors held presentations at numerous conferences and published papers in many renowned international and national journals, peer-reviewed by international experts and cited in relevant bibliographic databases, reflects their scientific productivity. In the period 2008 – 2012, mentors published 73 papers in Croatian journals indexed in the WoS and Scopus databases. In the same period, 12 papers were published in international journals indexed in the same databases.

The University of Zagreb has organized a special training (mentorship training) for teachers who assume the mentor's role for the first time. The Faculty of Education and Rehabilitation Sciences promotes co-mentorship principle whereby a co-mentor does not lecture at postgraduate studies. Alternatively, a mentor can be a teacher at a foreign university.

Generally speaking, formal conditions stipulated according to the text above do not differ from similar conditions at the international level. Nevertheless, conditions for appointment to research ranks differ among universities, which can make comparison much harder.

f) Comment on your policy for the development of young researchers.

Up to now, the Faculty did not have a systematic policy in place which would promote development of young researchers who were employed within research projects funded by the Ministry of Education, Science and Sports or involved in teaching or other professional activities at the Faculty level. Usually, the starting point of their academic advancement was their participation in scientific projects and other types of research. Enrolment in postgraduate doctoral studies was a precondition. Given that the Faculty encourages inter-disciplinary approach, young researchers often enrol in postgraduate doctoral studies at other HE institutions, i.e. other similar institutions. In the last five years, 11 young researchers attended doctoral studies programmes at the Faculty of Education and Rehabilitation Sciences whereas nine of them attended other doctoral programmes at other HE institutions in Croatia (for instance, at the Faculty of Medicine, Faculty of Humanities and Social Sciences and Department of Social Work at the Faculty of Law at the University of Zagreb). In addition, one junior researcher successfully completed doctoral studies at the US Perdue University. A mentorship system for young researchers is established. Junior researchers are assigned a mentor – head of the project they are working on. On the other hand, in accordance with the Statute of the Faculty of Education and Rehabilitation Sciences, teaching assistants are assigned one or several mentors appointed by the Faculty Council. The Faculty evaluates the work of young researchers annually. The evaluation is based on a mentor's written report which assesses mentee's performance in research, teaching and professional activities and his/her results at postgraduate studies. Within the postgraduate doctoral study at the Faculty level, doctoral candidates are assigned a mentor in the first year of postgraduate doctoral study. At the proposal of the Heads of doctoral study programmes and in accordance with the Guide to Doctoral Studies, the doctoral candidate can be assigned an adviser who monitors his/her work over the course of study until a mentor is appointed. In accordance with the Regulations on the Doctoral Studies, the work of doctoral candidates is also monitored by heads of study programmes that he/she attends. The Faculty promotes and supports additional academic training of young researchers. In the five-year period analysed, young researchers were given the opportunity to consult researchers at numerous HE institutions in Croatia and abroad. In addition to that, funds from research projects and Faculty funds were allocated for numerous trainings and shorter period spent at HE institutions abroad to promote the academic advancement of young researchers and assistants.

Young researchers are encouraged to publish their papers and participate at conferences through allocation of ECTS credits for publication of research papers and independent management of research projects. Also, the Faculty provides them financial support for participation at conferences, especially those organized at the international level. Apart from research projects that they are engaged in, junior researchers at the Faculty work on other research projects in cooperation with other HE or scientific institutions in the country or abroad. In general, the legal framework, policies of the Ministry of Science, Education and Sports and national strategies for science and education shape the policy of development of young researchers after completion of postgraduate studies and award of the PhD degree; they also determine opportunities for their academic advancement and employment as assistant professors at the Faculty / University. In the last five years several young researchers were promoted and employed as assistant professors. Unfortunately, although such needs and possibilities at the Faculty level do exist, the Ministry and University have suspended approval of new employment due to limited funds available for science at the national level. For instance, after 2008 the Ministry stopped approving projects which could employ new junior researchers. The intention was to transfer the provision of financial support in this segment to the Croatian Science Foundation (NFS). Nonetheless, in 2011 the Foundation was the only institution that approved only 12 research projects that cover all scientific areas and the entire country.

g) Comment on the number of scientific publications produced within international cooperation of your teachers and associates, with foreign scientists and artists as co-authors. Compare those results with the practice of other similar HE institutions.

Notwithstanding relatively high scientific productivity of Faculty's scientists in the period 2008 – 2012 (a total of 358 research papers) and cooperation with foreign institutions and scientists on international projects, very few papers which had been produced as a result of international cooperation were co-authored by foreign scientists and published. The list of the above-mentioned 12 papers (3,53%) is included in Appendix 5.2. The majority of papers were produced as a result of cooperation between Faculty's scientists and universities and institutions from EU (United Kingdom, France, Greece, Austria, Slovakia, Portugal, Denmark, the Netherlands, Finland, Italy, Slovenia) and non-EU (Norway, Serbia) countries, as well as US universities and institutions (Mount Sinai School of Medicine, New York; University of Massachusetts at Amherst; Indiana State University and Purdue University, Indiana; University of Texas).

It is difficult to compare the number of scientific publications produced as a result of international cooperation with the same practice in neighbouring countries given that organizational structure of the Faculty of Education and Rehabilitation Sciences in terms of two scientific fields covered (educational-rehabilitation sciences and speech and language pathology) makes it unique compared to other countries (no similar institution exists in Italy, Austria, Slovenia and Hungary). On the other hand, there is no available information about the number of published works in countries which have similar HE institutions (for instance, Serbia, Bosnia and Herzegovina).

h) Specify opinions of doctoral candidates about availability of the mentors of doctoral dissertations, i.e. time allocated for their introduction into methods of scientific or artistic research.

According to the information from the survey conducted among doctoral candidates who attend postgraduate doctoral study *Prevention Science and Disability Studies*, ratings of mentors' work were very good and excellent. Mentors were available to a satisfactory degree and they gave enough time to candidates to introduce them to methods of scientific research. Engagement of certain mentors differs, especially in terms of engagement of the principal mentor and co-mentor. In case of difficulties in mentor's availability or communication with him/her, the doctoral candidate can contact the Head of the study programme that he/she attends or Heads of doctoral study programmes, but so far no such situations have occurred. In addition to that, no cases of undesirable behaviour were recorded.

During the enrolment procedure, the head of the doctoral study programme acts as an adviser to candidates who helps them in initial steps and selection of mentor in line with their interests. A proposed mentor can be an active researcher whose work is connected to the topic of the doctoral dissertation and who has previously agreed with the doctoral candidate to assume the mentor's role in the process of preparation of the doctoral dissertation. As a rule, the mentor is a Faculty/University employee who cooperates with the Faculty in implementation of the doctoral study programme. A dual mentorship system may be allowed if there is a need for that and if the dissertation topic is interdisciplinary in nature. In such a case, each mentor assumes the responsibility for a part of research and a part of the procedure of working on the dissertation. Mentors thus selected are not only persons that

guide the candidate in preparation of the dissertation, but they also encourage him/her to publish papers in journals, allow him/her to take part in research projects, at national and international congresses, i.e. conferences and seminars. Heads of doctoral study programmes encourage students to maintain regular contact with mentor during their studies. The time devoted to consultation depends on the type of research – the recommendation is to organize consultations at least once a month in the first year of study. At the end of each academic year the mentor reports on student's work and progress to the Heads of study programmes. In addition, he/she fills in the form on monitoring the work of the doctoral candidate.

i) Specify the content and character of 10 most important scientific projects of your institution in the last 5 years (numerical data in table 5.2). State your opinion on the quality of work and results.

In the last five years, research activities at the Faculty of Education and Rehabilitation Sciences at the University of Zagreb were mostly connected to projects funded by the Ministry of Science, Education and Sports (MSES). Of 24 projects funded through an agreement in the period 2008 – 2012 (Table 5.2), 15 were funded by MSES. Of other projects in which the Faculty was the holder, one project was implemented with financial support by the University of Zagreb Development Fund and another one with support by the Unity through Knowledge Fund (UKF). Of two international cooperation projects, one Comenius project was EU-funded and the other one was funded by the Ministry of Foreign Affairs of the Kingdom of Norway. One project was funded by the Ministry of Social Policy and Youth, one by UNICEF. The remaining three projects were funded by companies.

The Faculty acted as a partner in two competitive research projects with contracted funding (Table 5.2.1 added). One of these was a bilateral project funded by the Croatian Science Foundation. The second project was funded by the University of Zagreb Development Fund.

The Faculty conducts research studies at request. Eight such studies, funded by local self-government units (cities and counties), UNICEF and the Office for Combating Drugs Abuse of the Government of the Republic of Croatia, were carried out in the analysed period (Table 5.2.2 added). It is important to emphasise that Faculty's scientists carried out independent research and participated in numerous research projects that involve other holders / institutions (19) in which the Faculty acted as a partner or a collaborator without contracted funding (table 5.2.3 added). Seven of these were international cooperation projects.

Funding for projects is quite limited, especially in case of funding from the state budget. This might be attributed to a prevalent attitude about research in social sciences which does not require substantial funds (for instance, as a rule, compared to other types of research, the Croatian Science Foundation allocates one third of funds less for social sciences and humanities). In that sense, it is important that four research laboratories in which measurements are conducted under controlled conditions operate at the Faculty. Research, particularly in area of speech and language pathology has mostly switched from behavioural-type research to neurocognitive research. Such a switch in research calls for sophisticated equipment (such as electroencephalogram - EEG, eye tracker and optical topography) and application of expensive testing equipment and tests. In order to use them, very often researchers have to be trained abroad. Project funds were mostly used for purchase of most recent literature, modest laboratory equipment and for funding participation of Faculty's scientists at international conferences.

In terms of topics, projects are very diverse, which comes as no surprise given the different research focus of seven Faculty departments in two scientific fields and several scientific branches, but also given the elements of transdisciplinary cooperation achieved through partnership with different institutions in Croatia and abroad. Practical application of results and possible dissemination of results in other scientific and professional disciplines represent the most significant effect of such cooperation.

10 most important scientific projects of the Faculty of Education and Rehabilitation Sciences were selected according to the following criteria: success in accomplishment of project objectives and contribution to accompanying scientific disciplines and scope of scientific productivity in terms of publication of works. The content and character of these projects is indicated in abstracts included in Appendix 5.3.

This list includes their titles in alphabetical order, together with names of heads. The next table indicates comparative numerical indicators of scientific productivity of projects, according to the number of the project title (Chart 5.3.):

Chart 5.3. Comparative numerical indicators of scientific productivity of most important scientific projects

Project title	Type of publication*								
	1.	2.	3.	4.	5.	6.	7.	8.	Total
Higher Cortical Functions and Language: Developmental and Acquired Disorders	28	5	0	3	7	4	1	20	68
Cognitive and Language Development in Children at Neurodevelopmental Risk	27	0	0	8	3	6	4	16	64
Matching Interventions with Needs of Children at Risk: Creating a Model	23	4	3	10	0	2	0	6	48
Auditory Processing Disorders (APD) in Elementary School Children	4	4	0	1	2	1	1	23	36
Scientific Establishment and Development of Social Pedagogy in Croatia	14	5	1	8	1	0	0	0	29
Bilingual Communication of Deaf and Hearing People	10	2	0	2	3	1	0	9	27
The Intervention Programmes for School Environment and the educational inclusion	5	7	1	0	5	4	1	4	27
Peer pressure in Adolescence	8	2	1	0	2	1	0	5	19
Evaluation of Criminal and Drug Lifestyle Theory in Prison System	5	0	0	0	0	2	2	8	17
Early Detection of Autism – PDD and Early Intervention Program Evaluation	6	4	0	0	0	0	0	3	13

* Type of publication:

1. Scientific papers in the journals included in the CC, WoS and Scopus databases and other databases recognized in the appointment to research grades
2. Scientific papers in other scientific journals
3. Science books

4. Chapters in peer-reviewed books
5. Peer-reviewed publications in proceedings of international and conferences abroad
6. Doctoral dissertations
7. Postgraduate master's thesis
8. Graduate thesis

j) Describe the ways in which scientific activities contribute to:

- **teaching**
- **intellectual and technological contributions to society and economy**
- **other institutional activities.**

Teaching is based on theoretical analyses, empirical research and results generated from research projects. It is extremely important to transfer information from the research since it gives insight into real state-of-play and provides the newest knowledge to students. For example, in the area of speech and language pathology, teaching covers information relevant for acquisition and processing of the Croatian language; or teaching in the area of hearing impairments covers acquisition of linguistic determinants of the Croatian sign language. In this way students can become more familiar with information from their own language which, in its turn, enriches the teaching process and makes it less reliant on information from other languages. The teaching process also covers new measuring instruments that represent results of research projects. Literature and research equipment purchased through projects is also used. In addition, new courses were introduced based on successfully implemented projects. For example, a new elective course within the study programme of social pedagogy was planned, based on the projects *Matching Intervention with Needs of Children and Youth in Risk: Development of Model Foster Care- Children's Perspective of Foster Care*. The title of the new course was *Care and Treatment of Children and Youth Outside of Family*, first held in the academic year 2012-2013. Specialist study programme *Early Intervention in Educational Rehabilitation* was formed under the influence of new research and recent professional findings. Over time, other new courses were introduced to the study programme. For example, courses *Early Developmental Integrative Programmes for Children with Neurorisk* and *Practice from Early Developmental Rehabilitation Programmes for Children with Neurorisk* were designed as results of projects *Developmental Integrative Programmes for Children with Neurodevelopmental Risk* and *Early Intervention in Family*. Very often students take part in project implementation because they are working on research-based final theses that can make contribution to project topics. Establishment of scientific-based doctoral study programme *Prevention Science and Disability Studies* represents additional contribution to the teaching process and intellectual transfer to the society.

Apart from being basic in character, generally speaking, research projects can be either applied or developmental. In other words, research data and project results are being transferred to the society. Given the research diversity of the Faculty of Education and Rehabilitation Sciences, this means that significant amount of diverse knowledge is distributed to the society. Cases in point include technical improvements (digital speech pathology toolkit, vibrotactile board), creation and adaptation of tests used in speech pathology (Test of auditory processing disorder, Croatian acronym PSP1), Peabody Picture Vocabulary Test (PPVT-III-HR), communicative development inventories (Croatian acronym KORALJE), communication and symbolic behaviour scales (CSBS) and test for assessment of prerequisites for reading and writing (the *Predčip* test). Innovative services for persons with complex communication needs have been developed (special applications for tablets that promote communication and education: communicator, e-gallery, mathematical carousel). Numerous trainings

were held (with topics such as: Developmental Assessment of Children Aged 0-6; Healthy Voice for All of Us; Training of Teaching Assistants; Trainings for Preschool Teachers and Expert Assistants in Education System). Research results were presented to partner institutions (such as schools, institutions at which research was conducted), at panel discussions, round tables, in electronic and print media – with the aim of raising social awareness about persons with disabilities, persons with developmental difficulties and difficulties of social integration and promoting social changes. Several publications that take into account needs of practical work were published. It is especially important to transfer new knowledge to mentors and assistants responsible for conducting exercises and managing students' internship work. Research results provide practical guidelines for work of speech pathologists, specialists of educational rehabilitation, social pedagogues, but also other experts who deal with children with developmental difficulties, persons with disabilities and persons with difficulties of social integration. Research results are applicable in the sense that they contribute to development of contemporary programmes, services and community support for children and persons with disabilities and their families. Research results are also used to draft guidelines and recommendations for improvement of quality and standard of support and thus contribute to better quality of life of these persons and their families in the society. We can conclude that such distribution of knowledge in the society has established practice based on empirical evidence. In addition, such practice of work became more acceptable to experts and available to end users. New knowledge gained through research has practical implication which allows us to change social policies, shape strategic development of local and regional communities, set investment priorities and create new initiatives and interventions.

Faculty's scientific activities are directly reflected in activities of the Centre for Rehabilitation and training programmes organized by the Centre for Lifelong Learning. These two centres and cooperation with other institutions help to create networks of researchers and experts. For instance, court expert evaluations in the field of forensic phonetics and acoustics or acoustic analysis of speech and sound as additional elements of medical diagnostics directly foster cooperation with other institutions and thus raise the Faculty's visibility. Results of Faculty's scientific activities are disseminated via publications – this improves Faculty's editorial activities – or through organization of conferences (for example, an international conference within the project *Foster Care - Children's Perspective of Foster Care* was organized at the Faculty in 2012). Researchers at the Faculty actively promote popularization of science, which has several aims – ranging from raising awareness in the society about persons with disabilities to presenting scientific results to the wider public and secondary school students in particular. These activities are implemented through different events such as the Brain Awareness Week, World Autism Awareness Week, International Day of Persons with Disabilities, International White Cane Safety Day or International Day of the Deaf. Implemented activities lead to changes among users of educational-rehabilitation and speech therapy support and users of social-pedagogical and other interventions.

k) List your own journals and describe their importance (scientific/professional, composition of the editorial board, selection procedure, impact factor if any, etc.)

The Faculty of Education and Rehabilitation Sciences of the University of Zagreb publishes two journals and co-publishes another one:

- Croatian Review of Rehabilitation Research (scientific);
- Criminology & Social Integration Journal (scientific);
- Logopedija (English: *Speech and language pathology*, scientific - professional).

The Croatian Review of Rehabilitation Research

Journal publishes original scientific papers, preliminary papers, scientific reviews and, to a smaller degree, professional papers from areas of educational-rehabilitation, biomedicine, humanities and other social sciences, as well as other areas of arts that deal with prevention, diagnostics and assessment, treatment and overall community support. Its primary focus is publication of contemporary scientific and professional findings in: inclusive education and rehabilitation of persons with learning difficulties, persons with intellectual disabilities and persons with pervasive disorders; education and rehabilitation of persons with visual and hearing impairment, motor coordination disorders or chronic diseases; complementary and supportive art therapies; speech therapy – communication, speech and language disorders, speech sound disorders; social pedagogy, i.e. behavioural disorders and criminology. The journal regularly publishes abstracts of doctoral dissertation and master theses, book reviews and announcements of upcoming conferences. Papers are published in Croatian or English.

In addition to the editor-in-chief, the journal has an international editorial board composed of 12 foreign and 7 Croatian members. The selection of papers for publication depends on the peer-review procedure, which includes two to three (if necessary) anonymous peer reviews. The editorial board selects reviewers among scientists who are competent in the sphere of science that the reviewed paper belongs to. They can be from Croatia or abroad.

The journal is published twice a year at least. The publication is funded by the Ministry of Science, Education and Sports. The Faculty significantly contributes to funding from its own budget. The digital edition is regularly published on the central portal of Croatian scientific journals, HRČAK, which offers full-text versions of papers (<http://hrcak.srce.hr/hrzri>).

In terms of excellence, the journal is equal to internationally peer-reviewed journals. It is cited in a number of global citation databases. In 2013 the journal was cited in the following databases: SCOPUS, PsycINFO, CSA Linguistics and Language Behavior Abstracts, European Reference Index for the Humanities (ERIH), EBSCO – Rehabilitation & Sports Medicine Source, ProQuest Health and Medical Complete, Directory of Open Access Journals (DOAJ), GESIS SocioGuide, ScientificCommons, Index Copernicus. The journal has submitted its application for citation in the WoS database. Currently, the assessment procedure is under way.

The journal does not have the impact factor (IF), assigned to journals cited in WoS. Nonetheless, it has two IFs, which can be used for ranking purposes and comparison with other journals in the following databases:

- Scopus: SCImago H Index = 4; SJR = 0,167
(<http://www.scimagojr.com/journalsearch.php?q=14008&tip=sid&clean=0>);
- Index Copernicus: ICV = 4,42
(<http://jml2012.indexcopernicus.com/Hrvatska+revija+za+rehabilitacijska+istrazivanja,p4726,3.html>).

The Criminology & Social Integration Journal

Journal mostly publishes scientific and preliminary papers from areas of criminology, penology and behavioural disorders. The focal points of its interest are individuals and groups that demonstrate not only criminal behaviour in the formal sense of the word, but also behavioural disorders (problems) in general. The journal addresses behavioural disorders of all age groups – children, minors and adults. It attaches equal importance to aetiology, phenomenology, prevention, obstruction and combat against criminal behaviour and behavioural disorders in general. The journal tries to bring together as many renowned scientists as possible, engaged at numerous university institutions or other institutions in the

Republic of Croatia and abroad. The editorial board aims to publish papers that could meet needs of different users, even those outside of realm of science, such as experts working in centres and institutions of social welfare, educational sector, justice, home affairs and civil society organizations (CSOs).

In addition to the editor-in-chief, the journal has international editorial board composed of 5 foreign and 6 Croatian members. The selection of papers for publication depends on the peer-review procedure, which includes two to three (if necessary) anonymous peer reviews. The editorial board selects reviewers among scientists from Croatia abroad who are competent in the sphere of science that the reviewed paper belongs to.

The journal is published twice a year. The publication is funded by the Ministry of Science, Education and Sports. The Faculty significantly contributes to funding from its own budget. As of 2013, the journal is available in digital edition only and in bilingual version (published in Croatian and English). All editions are available on the central portal of Croatian scientific journals, HRČAK, which offers full-text versions of papers (<http://hrcak.srce.hr/hrzri>).

In terms of excellence, the journal is equal to internationally peer-reviewed journals. It is cited in a number of global citation databases. In 2013 the journal was cited in the following databases: PsycINFO, Sociological Abstracts, INIST-CNRS, Directory of Open Access Journals (DOAJ), ProQuest, EBSCO. The journal has submitted application for citation in the Scopus database. Currently, the assessment procedure is under way. This initiative will provide for a visible impact factor (IF).

Logopedija (English: *Speech and language pathology*)

This scientific-professional journal is published by the Croatian Logopedics Association and Croatian Dyslexia Association in cooperation with the Department of Speech and Language Pathology of the Faculty of Education and Rehabilitation Sciences of the University of Zagreb. The journal mostly covers topics from speech and language pathology and other related areas. Central topics include: communication, language, speech, reading, writing and delays in development in these areas in particular.

The current editor-in-chief is the Faculty teacher. Of five other Croatian members of editorial board, two are Faculty employees. Papers can be published in either Croatian or English. The selection procedure is based on two anonymous peer reviews.

The journal has not been cited in citation databases so far due to the fact that it has not been published without interruption and that it had a ten-year pause in publication. The editorial board is considering continuous publication. The current priorities are publication of digital version and inclusion of foreign experts in the editorial board.

1) Specify the content and character of professional projects of your institution in the last 5 years (numerical data in table 5.3). State your opinion on the quality of work and results.

In the last five years the Faculty of Education and Rehabilitation Sciences developed comprehensive professional activities, either as a beneficiary of professional projects, a partner or collaborator in project preparation and implementation. For a long time, professional activities were

seen as an important trait of the Faculty, which has resulted in formation of a wide network of cooperation institutions and numerous contributions to professional practice and the whole society.

In terms of content and conception, Faculty's professional activities meet the existing needs of the community. In addition, they significantly contribute to development and implementation of contemporary professional support, social inclusion and improvement of quality of life among different populations - ranging from children with learning and developmental difficulties, students and persons with disabilities to children, youth and adults with different difficulties in social integration. It would have been impossible to implement new models and support programmes had it not been for cooperation with other institutions of social welfare, healthcare, education and justice, with different professional organizations and civil society organizations. The Faculty staff are founders and collaborators to these institutions (such as: the Croatian Association on Early Childhood Intervention, Croatian Association for Psychosocial Oncology, Croatian Association for Sophrology, creative therapies and ART/expressive therapies, Association for Autism, Inclusive Support Centre IDEM, Association for Promoting Inclusion, Association for Out-of-Court Settlement and Mediation in Criminal Proceedings). Connections to other areas and service providers are especially important for clinical activities of the Centre for Rehabilitation because, in most cases, as a result of such cooperation, Centre users, mostly children, youth and their parents, have better chances of getting tailor-made expert support.

Professional projects have different levels of importance and different scope. Certain projects have resulted in real improvements in public policies; other ones have increased quality and diversity of professional community-based services. Also, numerous projects have improved and changed for better the quality of social inclusion of different population in education systems. Information indicated in Table 5.3 provides precise details on project topics, different forms and content of continuous cooperation between the Faculty staff and other institutions/organizations. Evidently, such cooperation cannot always be formally organized or funded from special sources; however, the emphasis is on voluntary engagement by the Faculty employees who propose initiatives or significantly contribute to development of new professional services and improvement of position of a certain population in the society. The Faculty contributes to direct professional work and creation of other types of services for users of the Centre of Rehabilitation. Furthermore, professional activities are an important means of promotion of Faculty, as demonstrated by long-term work of the Centre for Rehabilitation, whose activities are described in detail in Appendix 5.4.

Finally, at this point, we should address professional projects of international cooperation at the Faculty level in which the Faculty acts as a project partner. The content and characteristics of projects are described in more detail in Chapter 6 of the Self-Evaluation Form (chapter on Mobility and International Cooperation).

m) Specify the impact of your professional and developmental projects and services on the development of Croatian economy, service sector and state.

Based on professional projects implemented in the last five years (listed in Table 5.3), we can distinguish between two main impacts: direct impact of project results on social policies and impact on changes in the community; i.e. enhancement of the existing services or introduction of new forms of intervention and professional support. Very many professional projects are implemented in the framework of clinical and teaching unit of the Centre for Rehabilitation of the Faculty of Education and

Rehabilitation Sciences. The role and contribution of the Centre are described in more detail in Appendix 5.4.

Impact of professional projects on public and social policies

Professional activities continuously enhance development of public policies or strategies that target persons with difficulties, especially students with disabilities and improvement of the current legal framework (acts, regulations etc.). Their objective is to create equal opportunities, ensure exercise of rights and increase the quality of support, and, ultimately, the quality of life of these people and their families. For example, professional activities of the Department for Hearing Impairments were important for preparation of draft proposal of the Croatian Sign Language Act and re-qualification of unemployed persons to assistants in communication for deaf persons and persons suffering from hearing impairment. Furthermore, inclusion of early intervention services in the Social Welfare Act could be seen as a result of an initiative by the Centre of Rehabilitation in cooperation with civil society organizations that addresses early intervention (e.g. cooperation through projects *Early Intervention in Children with Developmental Difficulties and Delays in Development; Counselling centre for Families of Children Born with Neurorisk and Developmental Difficulties, within the early intervention model*). The international Tempus project *Education for Equal Opportunities at Croatian Universities – EduQuality*, (the project holder is the University of Zagreb; the project leader and majority of collaborators are the Faculty staff) has helped to create new activities that contribute to equalization of opportunities for students with disabilities and increase of students' standards and quality assurance in terms of their education. The project has achieved the following outcomes: the assistive technology for students with disabilities has been purchased; the course *Peer Support for Students with Disabilities* has been created and implemented; a training for teaching, professional and administrative staff at Croatian universities has been developed, covering the following topics: possibilities of students with different forms of disabilities, adaptation of academic environment to meet their needs without compromising academic standards; preparation of eight manuals for teaching, professional and administrative staff at universities. One of the most important project outcomes is preparation of national document proposal titled *Ensuring Minimum Standards of Accessibility of Higher Education for Students with Disabilities in the Republic of Croatia*, supported by the Rectors' Conference in 2013. In 2013 the document was adopted by the Senate of the University of Zagreb. The document defines key problems that students with disabilities still have to face and that call for a systematic solution. The document has outlined concrete guidelines and recommendations on how competent institutions could ease and remove these problems. Guidelines for Equalization of Study Opportunities for Persons with Dyslexia, adopted by the University of Zagreb, represent a direct outcome of international Tempus project *Identification and Support in Higher Education for Dyslexic Students*. The project leader for Croatia was a Faculty employee.

Impact of professional projects on development of contemporary services and community-based support programmes

The Faculty of Education and Rehabilitation Sciences has been developing community intervention programmes for years. In that way, it contributes to dissemination of scientific results and ensures that research results are transposed to socially beneficial programmes and forms of support. The Faculty is engaged in professional projects led by civil society organizations as project holders in which it acts as a project partner or a collaborator. Within such projects, the Faculty staff promote such professional practice which puts emphasis on development of contemporary models, programmes and support services in early intervention systems, education, professional training and employment, health and social care of children with developmental difficulties and persons with disabilities.

Results of numerous professional initiatives are the following: development of early intervention services for families of children from two to five years of age; involvement of assistants and mobile



professional teams in inclusion of children with special educational needs in regular preschool and education programmes; strengthening of children with disabilities who come from disadvantaged social and economic background to enjoy a better life in the local community; development and provision of educational-rehabilitation support to children with attention deficit hyperactivity disorder (ADHD); education and strengthening of families for successful inclusion of children with ADHD and Down Syndrome in the education system, overall society and high-quality leisure activities; introduction of sex education lessons in education of children and youth with intellectual disabilities; inclusion of students with developmental difficulties in professional training; development of social entrepreneurship for purposes of employing persons with intellectual disabilities; development of different forms of support for families with children and youth with developmental difficulties and autism; deinstitutionalization of the system of special care and development of community-based support (support services such as prevention of institutionalization, community-based housing, inclusion in the world of work and supported employment) for persons with intellectual disabilities and autism spectrum disorders.

Based on outcomes of the *Stay Tuned* project, new changes in five-year plan of primary healthcare services in area of support to users of hearing aid were introduced. A new support model was proposed and the intention is to include it among a list of professional services provided at institutions for rehabilitation of persons with hearing impairment acquired in adulthood.

Thanks to its own project activities, the Centre for Rehabilitation of the Faculty of Education and Rehabilitation Sciences is connected to other service providers, which gives the opportunity for Centre users to get professional support in the family (visiting nurses) or assistants in the kindergarten. Otherwise, these services would not have been available to them. Cooperation among different areas has increased the number of services targeting young children in the local community (e.g. assigning an assistant in preschool education institution within the project titled *Let's Grow up Together*; counselling via the Marte Meo method or professional family support through the programme *Early Intervention in Children with Developmental Difficulties and Delays in Development*). Due to insufficient Centre's capacity to provide continuous professional support to all users, it has to be connected to other service providers. At the same time, the Centre sets good practice examples for work with parents of children with autism spectrum disorders (e.g. a workshop for parents in which a therapy dog participated was organized within the project titled *Early and Immediately: Support to Families in Facing Child's Developmental Difficulties*; professional assessment of young children was provided within the project titled *Let's Support Good Practice for Children with Developmental Difficulties*). Two cycles of workshops for parents of children with developmental difficulties were organized at the Centre (*Let's Grow up Together+*). The founder and beneficiary was the UNICEF Office for Croatia.

Experts have extended the boundaries of interdisciplinary approach in early intervention and support for children with communication difficulties (e.g. organization of round tables within the project *Early Intervention Programme in Children with Developmental Difficulties* and *Early Intervention in Children with Developmental Difficulties and Delays in Development*).

Certain projects have helped to raise awareness about some important, yet neglected areas such as identification of needs for early diagnosis of autism (project titled *Adaptation and Pilot Implementation of Autism Diagnostic Observation Scale - ADOS*) or prevention of voice disorders in vocal professionals (teachers and preschool teachers) through implementation of the projects titled *Healthy Voice in a Healthy Body* and *Healthy Voice for All of Us*.

n) Specify the ways in which you established a systematic policy of monitoring the volume and quality of scientific or artistic activity at your institution, and describe its elements and methods of effective application.

No systematic policy of monitoring the volume and quality of scientific activity as a whole has been put in place up to now. Nevertheless, certain types of administrative-organizational recording do exist, as well as monitoring of quality of scientific work through individual advancement of teachers. An analysis of scientific / teaching and professional activities at the Faculty level is conducted annually. The purpose of the analysis is to collect and analyse information at the level of the University of Zagreb. The Faculty Council has an insight into the collected data. The Council analyses and comments the data and issues recommendations on the basis of that. The Department of International Cooperation stores information on implementation of international projects, project implementation contracts, project reports and partnership agreements with a partner institution as a holder. This creates a database listing a number of applied, approved, closed and ongoing projects. A report on the work of young researchers (junior researchers and assistants) is submitted to the Faculty Council once a year. The Strategic Development Plan of the Faculty of Education and Rehabilitation Sciences envisages establishment of a better systematic policy in this area.

o) Describe your policy of providing incentives for and awarding publishing in the highly ranked scientific journals (or with renowned publishers when books are concerned), that is, the support system for publishing in prestigious journals in your field (e.g. translation, internal peer-review, system of informing on submission deadlines etc.)

No systematic policy of providing incentives for different forms of scientific activities has been developed in the previous period (e.g. publication of works in highly ranked journals, application of competitive or international projects). Nevertheless, bearing in mind that a number of European universities demonstrate that such a policy is efficient, the Faculty plans to create it. The Strategic Development Plan of the Faculty of Education and Rehabilitation Sciences envisages improvement of activities in this field, with the aim of more intensive promotion of scientific productivity as a whole, and especially in the form of providing incentives and awarding publication in highly ranked international scientific journals. Good practice examples and models for international Universities with similar study programmes will be used in the process.

p) Explain your methods of monitoring research ethics, and implementing European and global standards for employment of the best scientific staff (such as implementation of The European Charter for Researchers).

The Faculty of Education and Rehabilitation Sciences of the University of Zagreb highly values research ethics, regardless of the type of research – scientific projects, research during the process of thesis preparation at graduate or postgraduate study. Each research outline, topic proposal, topic of



thesis or doctoral dissertation and outline of thesis at postgraduate specialist study needs to be prepared in line with principles of the Code of Ethics of the University of Zagreb. The institution in which the postgraduate student carries out the research work for preparation of thesis undergoes a check by ethics committees; also, participants in the research, or their legal guardians if participants are not competent, have to give their written informed consent. Topics are submitted to the Faculty's Ethics Committee which assesses whether the research outline complies with ethical principles, standards of scientific integrity, collegiality, protection of participants, respect for the institution and social responsibility (in accordance with the Rules of Procedure of Faculty of Education and Rehabilitation Sciences). Given the sensitivity of participants in our area of research, children in particular, the Faculty may apply principles of other codes of ethics, such as the Code of Ethics in Research with Children. After the defence of dissertation topic or adoption of research outline at postgraduate specialist study, the research outline is re-analysed by the Ethics Committee of the University of Zagreb. The Faculty staff are active in ethics commissions of other University bodies dealing with ethical issues.

Regarding employment of researchers, the Faculty ensures that employment is offered to those candidates who have achieved excellent results during their course of study in terms of the average grade and other qualities, such as participation in research / project during the course of study, who have published papers and made contribution to the community by engaging in professional or voluntary work. Some candidates might have background in related professions given the interdisciplinary character of a large number of research projects conducted at the Faculty. They must be fluent in English. Job offers were written in Croatian and published in print media and on the Faculty website until Croatia's accession to the European Union (1 July 2013). As of 1 July 2013, they are also written in English and published on central EURAXESS portal (ec.europa.eu/euraxess).

In order to improve standards of employment of highest-quality staff, in 2012, at suggestion of the Faculty Council, the Faculty adopted Guidelines for the Commission for implementation of invitation for submission of application for appointment to research-teaching, teaching and associate ranks and posts. In addition, the following two documents are in the process of preparation: Regulations on Additional Criteria for Appointment to Research-teaching, Teaching and Associate Ranks and Criteria for Appointment to Research-teaching, Teaching and Associate Ranks and Posts from the Faculty Budget.

q) Specify to what extent you are satisfied with the current situation and propose possible improvements.

Research work is a key principle of development of the Faculty of Education and Rehabilitation Sciences as a scientific and HE institution.

Satisfaction with the current situation comes from the overall self-evaluation information in this area, which clearly shows that the Faculty's identity as a research institution has continuously been developing in the last five years at both national and international level:

- by engaging in recent and relevant research/projects at national and international level, which cover special subject fields and develop interdisciplinary approach in cooperation,
- by increasing the number of ongoing research projects financed by international funds (e.g. European Regional Development Fund (ERDF) programmes, ESF and COST programmes of European Cooperation in Science and Technology, multilateral EU Comenius programme, bilateral cooperation with foreign universities),

- by improving quality and citation of the Faculty journals in relevant citation databases and their visibility at the international level,
- by active participation at numerous conferences with continuous presentation of results and new research-based knowledge,
- by applying research / project results in improvement of the teaching content in order to provide high-quality education to students at all levels of study, enhancement of lifelong learning and experts' competences in practice,
- by using results of research laboratories that are unique in Croatia and that use high-tech and clinically advanced methods, contemporary research materials, sophisticated IT and technical equipment and programmes,
- by focusing application and development of research on changes that are in line with contemporary understanding of disability, developmental difficulties and difficulties of social integration, in order to advance support systems, diagnostics, assessment and intervention programmes and, finally, improve the quality of support and life among vulnerable, marginalized population and population at risk,
- by setting up research-based, interdisciplinary doctoral study *Prevention Science and Disability Studies*, which brings together a significant number of foreign teachers from similar institutions from Europe and the world,
- by offering courses at the postgraduate specialist study programme *Early Intervention in Educational Rehabilitation*, based on contemporary scientific and professional knowledge and international cooperation,
- by developing young researchers through regular academic advancement (time necessary to obtain doctoral degree and become appointed to research associate rank), promoting their scientific and professional education and training, bearing in mind the fact that certain doctoral candidates obtain doctoral degrees at other HE institutions and thus recognizes interdisciplinary as an important element of their research work,
- by engaging in cooperation with a number of institutions from the country and abroad and forming networks with other scientists from the country and abroad (e.g. through the COST programme in the area of psycholinguistic research and other international research networks – for prevention research, research regarding foster care, research addressing the quality of life among persons with intellectual disabilities and their families etc.),
- by conducting promotional research activities that improve visibility of certain scientific fields and branches and the Faculty as a whole (organization of conferences and round tables, with the aim of presenting new scientific knowledge, research and project results and promoting their practical application and implementation in the community, training programmes and the Open Door days, popular science publications etc.),
- by complying with strict ethical principles in research, in line with the University and international standards by adopting the Regulations on Work of Ethics Committee of the Faculty.

Special characteristics of the Faculty include strong focus on its professional activities, establishment of connection between scientific work and practice and contribution to the community, which is significant and necessary in most of the disciplines developed at the Faculty. This is visible from numerous projects and other activities conducted in cooperation with relevant institutions and non-governmental organizations (NGOs). The Centre for Rehabilitation has been most successful regarding its development and achievements. In the last five years, its status was promoted to a centre of professional and clinical excellence in several areas, unique in Croatia and modelled after similar, well-established institutions abroad. The Lifelong Learning Centre has also been successful. The Centre deals with planning, preparation and implementation of lifelong professional training for experts working in the field.

Apart from having indicators of satisfaction with the current situation, the Faculty has faced internal and external difficulties and barriers in accomplishment of set objectives and quality standards in terms of scientific and professional activities. The Faculty researchers have defined the following weaknesses and shortcomings which need to be minimized and/or overcome:

- Although the above-mentioned scientific and professional activity at the Faculty has firmly established origins and although it generates very good results in certain areas, it is not organized in the optimal way and it remains insufficiently recognised at the national and international level. This is due to prevalence of individual initiatives, small-scale research or projects dealing with very specific topics whose results are presented to academic and wider community only partially and published in specialised publications. The Faculty lacks research projects that bring together large teams and researchers from different disciplines and that can achieve visible results with high impact factor and, finally, that can be competitive in the international research area.
- The current research activities have mostly relied on engagement of certain research units within the Institute for Education-Rehabilitation Research, readiness, interests and initiatives of certain scientists and departments, which have not been engaged in teamwork, not even at the level of study programmes. The Institute could not function to optimal degree due to insufficient funds and lack of human resources (at least one person should be regularly employed).
- The Faculty acts as a project beneficiary or holder in insufficient number of competitive research projects financed by international funds.
- Unfavourable conditions regarding national investment in science and research have resulted in very limited possibilities to introduce young researchers and assistants to the Faculty system. In addition, it has limited opportunities for academic advancement and employment of young researchers who had acquired the PhD degree and fulfilled necessary conditions for posts of assistant professors.
- The majority of research papers have been published in Faculty's journals. International research cooperation has not been used sufficiently to publish works in co-authorship with foreign scientists.
- Scientific productivity among Faculty units substantially differs (according to the ratio of number of published papers and number of members in a given department), as also demonstrated by the register of research projects and analysis of the thematic research agenda for the last five years. This leads us to conclusion that certain research areas (connected to disciplines that certain Faculty departments cover) have been neglected in the recent period.
- Research potential of individual researchers and teams has not been sufficiently used, not only due to insufficient motivation and engagement, but also due to problems with human resources, staff workload in terms of teaching, professional engagement and administrative tasks – which are not always equally distributed.
- Although all indicators show that the Centre for Rehabilitation has a special role and significance in professional and research / teaching activities of the Faculty, its sustainability and perspective for future development are put in question due to limited regulation of its legal status, insufficient funds for its clinical activities (up to date, continuous funding has been provided by the Ministry of Social Policy and Youth alone, in addition to limited project funding) and limited human resources (in terms of professional or administrative duties), bearing in mind the needs of the community for Centre's services.
- Administrative and technical infrastructure is insufficient for all faculty activities due to restricted funding and impossibility to employ a certain number of administrative and professional staff of a given profile. For this reason, teachers and researchers take upon themselves some of professional and administrative duties.

According to the previously analysed factors of satisfaction and dissatisfaction with the current situation, the following guidelines for possible and necessary improvements can be defined, with the aim of enhancing scientific and professional activities of the Faculty:

- Further harmonization of scientific and professional activities with social priorities, national and international strategies.
- Establishment of systematic coordination of scientific and professional activities at the faculty level (reorganization or redefinition of the existing institute for education-rehabilitation research that has not fulfilled its primary purpose) and establishment of central methodological support for research work.
- More significant shift away from individual-based research to well-defined research teams (within and among departments/study programmes) with provision of new opportunities for clearer institutional profiling (e.g. Profiling in evaluation of specialised intervention, implementation of action and participatory research with participants etc.).
- Consolidation of research teams and thematic areas in cooperation with the research community in Croatia (primarily, with other constituent units of the University of Zagreb) and the region in order to increase scientific visibility and national and international impact through interdisciplinary and transdisciplinary cooperation.
- Improvement of mobility of researchers, better involvement in international networks of scientific and research cooperation, more active approach in partnership building, definition of common and similar research interests in order to implement comparative research, increase excellence, visibility and competitiveness in the European and world research area.
- Increase in the number of project applications for funding from national (Croatian Science Foundation), European (EU programme *Horizon 2020*) and other international funds.
- Increase in the number of competitive research projects with contracted funding in which the faculty acts as a project holder.
- Increase of the total scientific productivity and scope of international scientific journals that publish papers cited in CC, WoS, Scopus and other relevant international citation databases, decrease in number of papers that are published only in faculty's journals.
- Further improvement of quality and international visibility of faculty's journals, better promotion of faculty's journals in Croatia and the region, increase in the number of papers written by foreign authors.
- Increase in number of research papers resulting from international cooperation, co-authored with foreign scientists.
- Improvement of systematic monitoring of scope and quality of scientific and professional activities and balancing of workload / engagement and productivity among members of all faculty departments.
- Creation of incentives and distribution of awards for scientific excellence and publication in highly ranked and renowned scientific journals with high impact factor.
- Provision of opportunities for enhancement and better organization of administrative and technical support for scientific, teaching and professional activities, in order to better use research and professional capacities of researchers and teachers.
- Enhancement of monitoring and guidance in mentoring of young researchers, doctoral candidates by implementing more efficient system of internal evaluation (in addition to external evaluation system) and adjustment to their needs.
- Introduction of the best European and world standards for employment of the best researchers.
- Application of criteria of excellence for young researchers in order to promote their development and guidance for the future, while decreasing workload in teaching.
- Improvement of scope and quality of postgraduate study programmes and establishment of connection between provision of courses and participation of students in ongoing research and professional projects.



- Establishment of better coordination in professional activities, increase in the number of professional projects with contracted funding in which the faculty acts as a project holder.
- Establishment of more formal partnerships with other faculties, institutions and csos that have proved to be efficient in winning professional projects and their implementation for benefits of end users.
- In order to maintain the existing quality of work of the centre for rehabilitation and ensure further development of innovative services, clinical activities and synergy between research/teaching and professional activities, it is crucial to invest in human resources (expert assistants) and their training. it is also necessary to employ professional and administrative staff to ensure that activities are conducted in a professional manner.
- It is also necessary to resolve the legal status of the centre for rehabilitation in order to ensure its sustainability, expansion of capacities (in line with stated needs for its services) and continuous and systematic funding mechanism.
- Increase promotional activities in scope, improve visibility of all scientific and professional activities, including promotion of the centre for rehabilitation because promotion is the only method to raise awareness on needs of people who need support of professionals and the wider community in general. in addition, the faculty should be appreciated more for its role of an institution that introduces significant changes.
- Promotion and provision of conditions for further development, increase in the scope of work, role and public visibility of the lifelong learning centre whilst ensuring better connection between its different educational activities (schools, courses, seminars, workshops, congresses, etc.) And scientific and teaching content that the faculty develops.

European Union's strategy *Europe 2020* can surely serve as an incentive for future action and improvements in this area. *Europe 2020* puts priority on development of the community based on knowledge and innovation. In that sense, this Strategy puts focus on promotion of excellence, fostering cooperation with others, especially scientific institutions, promotion of creativity and innovation in higher education system and provision of active support to transfer of knowledge into smaller and larger parts of the community.



Table 5.1. Mentors

Name of the doctoral programme (specialisations)	Number of mentors for dissertations defended in the past 5 years	Number of mentors' publications in national journals in the past 5 years*	Number of mentors' publications in international journals in the past 5 years*
Postgraduate doctoral study "Prevention Science and Disability Studies" and Part-time doctoral study	30	73	12

*Only the highest category of works in a specific field is taken into account.



Table 5.2. Sources of funding for scientific projects

Start year	Project (name)	Duration (months)	State budget (MSES)	State budget (other sources - list which)	Local government budget	EU funds	Business sector - private companies	Business sector - public companies	Other sources (list which)	TOTAL
2007.	Project 1: Cognitive and language development in children at neurodevelopmental risk	Ongoing	Ministry of Science, Education and Sports, CRO							210.000,00
2007.	Project 2: Higher cortical functions and language: developmental and acquired disorders	Ongoing	Ministry of Science, Education and Sports, CRO							120.000,00
2007.	Project 3: Aphasia and traumatic brain injuries	Ongoing	Ministry of Science, Education and Sports, CRO							90.000,00
2008.	Project 4: Auditory Processing Disorders (APD) in elementary school children	Ongoing	Ministry of Science, Education and Sports, CRO							90.000,00
2007.	Project 5: Matching interventions with needs of children at risk: creating a model	Ongoing	Ministry of Science, Education and Sports, CRO							150.000,00
2007.	Project 6: Communities That Care – development, implementation and evaluation of community based prevention	Ongoing	Ministry of Science, Education and Sports, CRO		County of Istria					90.000,00 (Ministry) + 75.000,00 (County)= 165.000,00



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2007.	Project 15: The intervention programmes for school environment and the educational inclusion	42	Ministry of Science, Education and Sports, CRO							210.000,00
2012.	Project 16: Neurocognitive methods in the development of the language impairment diagnostics	12		University of Zagreb						104.720,00
2011.	Project 17: Implementation of the scientifically founded system of (early) autism diagnostics in Croatia	12					Adris Foundation			57.000,00
2005.	Project 18: Developmental integrational programmes for early intervention	48		Ministry of Social Policy and Youth, CRO						73.393,00
2009.	Project 19: Norwegian cooperation program on research and higher education with countries on the Western Balkans (CPWB): Development towards the inclusive school: Practices – research – capacity building	12						Ministry of Foreign Affairs, Norway		90.593,00



Table 5.2.1. Sources of funding of competitive research projects in which Faculty participated as a partner

Start year	Project (name)	Duration (months)	State budget (MSES)	State budget (other sources - list which)	Local government budget	EU funds	Business sector - private companies	Business sector - public companies	Other sources (list which)	UKUPNO
2004.	Project 1: The Basic Grammar of Croatian Sign Language	60							NSF (USA)	88.400,00
2012.	Projekt 2: ICT systems for people with complex communication needs	12		University of Zagreb Development Fund						52.480,00
Total	2 projects									140.880,00 HRK



Table 5.2.2. Sources of funding for ordered scientific projects

Start year	Project (name)	Duration (months)	State budget (MSES)	State budget (other sources - list which)	Local government budget	EU funds	Business sector - private companies	Business sector - public companies	Other sources (list which)	TOTAL
2009.	Needs' assessment of children and youth with CTC Survey – Buje	12			City of Buje					5.840,00
2008.	Assessment of risk and protective factors in the City of Velika Gorica and planning of prevention of behavioural disorders	60			City of Velika Gorica					14.000,00
2010.	Implementation of PATHS-RASTEM program in 1st grades of elementary schools in Poreč and Labin	12			City of Labin, City of Poreč and County of Istria					738.450,00



Table 5.2.3. List of independent studies and scientific projects carried by other institutions within which Faculty of Education and Rehabilitation Sciences participated as a partner or collaborator without being funded

Title of the study / project	Duration of the study / project	Leader / type of the study or project	Financial support
Emotional well – being and job burnout among prison staff: A comparative study between Croatia and United States	2009.-2011.	Bilateral international collaboration between Faculty of Education and Rehabilitation Sciences and Indiana State University (USA)	No budget
Fear of crime	2008.-2010.	Faculty of Education and Rehabilitation Sciences - independent study	No budget
Students' attitudes toward crime	2008.-2010.	Faculty of Education and Rehabilitation Sciences – independent study	No budget
Psychopathic personality characteristics, anger and attachment among sex offenders	2011.-2013.	Croatian Ministry of Justice	Croatian Ministry of Justice
Conducting intensified care and supervision in Croatia: Perspectives of juvenile offenders and measure leaders	2012.-2013.	UNICEF	UNICEF
Professional development of teachers during their initial education and induction phase	2007.-2013.	The Institute of Social Sciences Ivo Pilar	No budget
Support in enforcement of systematic crime prevention work and establishment of crime prevention coordination unit	2010.-2011.	Faculty of Education and Rehabilitation Sciences	UNDP Ministry of Interior, CRO
Children and youth do not recognize borders - border cooperation, the operational program	2008.-2013.	Alliance of Croatian Associations Our Children	IPA program Slovenia-Croatia
The social position of persons with disabilities in the Republic of Croatia	2008.-2009.	Faculty of Law, Department of Social Work, University of Zagreb	Ministry of the Family, Veterans' Affairs and Intergenerational Solidarity, CRO
The attitudes of members of the representative bodies of the political dimensions of disability and inclusion of people with different disabilities in political life	2009.-2010.	Faculty of Political Science, University of Zagreb	Ministry of the Family, Veterans' Affairs and Intergenerational Solidarity, CRO
Preparing for deinstitutionalisation in Croatia through participatory action research (PrePARE)	2011.-2012.	Anglia Ruskin University (Chambridge & Chelmsford, UK), Faculty of Health, Social Care & Education	Anglia Ruskin University International research budget



Cross-linguistically robust stages of children's linguistic performance with application to the diagnosis of specific language impairment	2006.-2010.	European Cooperation in Science and Technology (COST) and Zentrum für Allgemeine Sprachwissenschaft (ZAS)	EU
Language impairment in a multilingual society: Linguistic patterns and the road to assessment	2010.-2013.	European Cooperation in Science and Technology (COST) and Bar Ilan University	EU
Preference for approximation	2010.-2012.	University of Cambridge, UK, and Zentrum für Allgemeine Sprachwissenschaft (ZAS)	ESF
Vagueness, Approximation, Granularity	2009.-2011.	Zentrum für Allgemeine Sprachwissenschaft (ZAS) and University of Zagreb	ESF/ National Science Foundation, CRO
A study of the influence of dental treatment on speech	2007.-2013.	School of Dental Medicine, University of Zagreb	Ministry of Science, Education and Sports, CRO
Development of the transcriptome of specific populations of neurons in the cortical areas of the human brain important for language and systems of mirror neurons	2012.-2015.	School of Medicine, University of Zagreb	National Science Foundation, CRO
European characteristics of the Croatian system of the execution of prison sentence	2007.-2010	Faculty of Law, University of Split	Ministry of Science, Education and Sports, CRO
Communities That Care (CTC) European network: Making CTC work at the European level	2012. -2015.	Landespräventionsrat Niedersachsen	EU
Total	19 projects		



Tablica 5.3. Sources of funding for professional projects

Start year	Project (name)	Duration (months)	State budget (ministries and public administration)	Local government budget	International funds	Business sector - private companies	Business sector - public companies	Other sources (list which)	TOTAL
2007.	www. Don't worry, ask! (Faculty of Education and Rehabilitation Sciences, Centre for Rehabilitation)	24		City of Zagreb					10.000,00 KN
2007.-2010.	Special Education and Rehabilitation Assistance via mobile expert team for the inclusion of children with special needs in regular schools (Inclusive Support Centre IDEM, Faculty)	36	Ministry of Education, Science and Sports, CRO						The share of services for users of the Centre for Rehabilitation
2008.	Support in families (Autism association, Zagreb, Faculty)	12		City of Zagreb, City Office for Health, Labor, Social Protection and Veterans, CRO					The share of services for users of the Centre for Rehabilitation
2008.	Family based early intervention for children aged 2 to 5 (Autism association, Zagreb, Faculty)	12	Ministry of the Family, Veterans' Affairs and Intergenerational Solidarity, CRO						The share of services for users of the Centre for Rehabilitation
2008.	Education and rehabilitation support for children with attention deficit / hyperactivity disorder - ADHD (Inclusive Support Centre IDEM, Faculty)	12	Ministry of the Family, Veterans' Affairs and Intergenerational Solidarity, CRO						The share of services for users of the Centre for Rehabilitation



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2008.	Support for integration of preschool children with autism (Autism association, Faculty)	12					INA		The share of services for users of the Centre for Rehabilitation
2008.	Development of Supported Employment in Croatia (Association for promoting inclusion and Faculty)	24	Ministry of Health and Social Welfare, CRO						Share of experts
2008.	Technical assistance for the establishment of community-based services for persons with intellectual disabilities in Croatia and other countries in the central and eastern Europe (Association for Promoting Inclusion, Faculty)	24			Open Society Mental Health Initiative				Share of experts
2009.	Transition program for adults with autism (Autism association, Faculty)	12	Ministry of Health and Social Welfare, CRO						Share of experts
2009.	Supporting families in the inclusion of children with special needs into the regular education system (Inclusive Support Centre IDEM, Faculty)	12	Ministry of the Family, Veterans' Affairs and Intergenerational Solidarity, CRO						The share of services for users of the Centre for Rehabilitation
2009.	Supported living in the community for adults with autism (Autism association, Faculty)	12			Co-operating Netherlands Foundations for Central and Eastern Europe				Share of experts



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2009.	Identification and Support in Higher Education for Dyslexic Students / (University of Swansea, UK, Faculty)	24			Tempus project				155.465,00 kn
2009.	The Unplugged – substance abuse prevention program (Mentor Foundation International, Faculty)	12			IKEA, Social Initiative				171.482,00 kn
2009.	Multimedia technology as communication and education support for children with hearing loss (Croatian Association of the Deaf and Hard-of-Hearing, Faculty)	8	Ministry of the Family, Veterans' Affairs and Intergenerational Solidarity, CRO						Share of experts
2010.	Education for equal opportunities at Croatian Universities – EduQuality (Faculty)	36			Tempus project				Share of experts
2010.	Zagreb- safe city (Faculty – Centre for Rehabilitation)	12		City of Zagreb					80.000,00 kn
2010.	Access to education by students with disabilities (Ministry of Education, Science and Sports, CRO, Faculty)	12			EU - IPA				Share of experts
2010.	Home based family support (Autism association, Faculty)	12		City of Zagreb					Share of experts



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2010.	Supported living in the community for adults with autism spectrum disorders - the first year implementation of the three year program (Autism association, Faculty)	12	Ministry of Health and Social Welfare, CRO						Share of experts
2010.	Community - based housing for people with autism (Autism association, Faculty)	12			Open Society Mental Health Initiative				Share of experts
2010.	Acting today for better tomorrow - (Down Association Zagreb and Faculty collaboration)	12	Ministry of the Family, Veterans' Affairs and Intergenerational Solidarity, CRO	City of Zagreb					Share of experts
2010.	CITADELA - Social employment centre for disabled (Association of children and youth with disabilities Zvono, Faculty)	12			EU - IPA				Share of experts
2010.	New knowledge - new encouragement (Down Association Zagreb and Faculty collaboration)	12	Ministry of Health and Social Welfare, CRO	City of Zagreb					Share of experts and publications
2010.	Early intervention in community: Development of models of mobile professional services for support of families with children with disabilities (Little home Zagreb, Faculty)	12		City of Zagreb	UNICEF				Share of experts



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2011.	Support in families (Autism association, Zagreb, Faculty of Education and Rehabilitation Sciences)	12		City of Zagreb					Share of experts
2011.	Community - based housing for people with autism (Autism association, Zagreb, Faculty)	12			Open Society Mental Health Initiative				Share of experts
2011.	Organization of supported housing in smaller living and housing units for adults with autistic spectrum disorders - the second year of implementation of the three-year project (Autism association, Zagreb, Faculty)	12	Ministry of Health and Social Welfare, CRO						Share of experts
2011.	Early intervention for children with disabilities and developmental delays (Croatian association on early childhood intervention)	36	Ministry of Social Policy and Youth, CRO						The share of services for users of the Centre for Rehabilitation
2011.	Early and immediately: support to families in facing child's developmental difficulties (Faculty - Centre for Rehabilitation)	12		City of Zagreb					35.000,00 kn
2011.	E-information and referral centre on early childhood intervention (Croatian association on early childhood intervention)	12		County of Zagreb					The share of services for users of the Centre for Rehabilitation
2011.	In a healthy body, healthy voice (Faculty - Centre for Rehabilitation)	12		County of Zagreb					15.000,00 kn



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2011.	Let's grow up together (Croatian association on early childhood intervention)	12	Ministry of Education, Science and Sports, CRO						The share of services for users of the Centre for Rehabilitation
2011.	Network of early childhood intervention (Croatian association on early childhood intervention)	12	Ministry of the Family, Veterans' Affairs and Intergenerational Solidarity, CRO						The share of services for users of the Centre for Rehabilitation
2011.	Adaptation and pilot-administration of Autism Diagnostic Observation Schedule (ADOS) measuring instrument in the Republic of Croatia	12		Croatian Academy of Sciences and Arts					10.000,00 kn
2011.	Conducting of interdisciplinary early intervention programs for children with disabilities (Association LERI, Faculty)	12		City of Zagreb, County of Zagreb					The share of services for users of the Centre for Rehabilitation
2011.	Early intervention for children with disabilities (Association LERI, Faculty)	12	Ministry of the Family, Veterans' Affairs and Intergenerational Solidarity, CRO						The share of services for users of the Centre for Rehabilitation
2011.	Social Inclusion of the Roma from Pušća Bistra living in the Zagreb County (Youth Centre Zaprešić, Faculty)	12	Croatian Government's Office for National Minorities		Netherlands Embassy				Share of experts



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2011.	Young Roma - through success to success (Youth Centre Zaprešić, Faculty)	12	Croatian Government's Office for National Minorities		Netherlands Embassy				Share of experts
2011.	Sources of knowledge - adjustments for children with Down syndrom (Down Association Zagreb and Faculty collaboration)	12	Ministry of Health and Social Welfare, CRO	City of Zagreb					Share of experts
2012.	UNIPSINET: Development of a network of university student services and the improvement of care for psychological health of students (Faculty, University of Zagreb)			University of Zagreb					Share of experts
2012.	Supporting the example of good practice for children with developmental disabilities (Faculty – Centre for Rehabilitation)	12						Association RTL helps children	30.000,00 kn
2012.	A healthy voice for all of us (Faculty – Centre for Rehabilitation)	12		City of Zagreb					25.000,00 kn
2012.	Early intervention program for children with disabilities (Association LERI, Faculty)	12		County of Zagreb					The share of services for users of the Centre for Rehabilitation
2012.	Counselling centre for families of children born with neurorisk and developmental difficulties, within the early intervention model (Association LERI, Faculty)	12	Ministry of Social Policy and Youth, CRO	City of Zagreb					The share of services for users of the Centre for Rehabilitation



Self-Evaluation

2012.	'Growing up together plus' – workshops for parents of children with disabilities	12			UNICEF				Udio u implementaciji novog oblika podrške za roditelje u okviru Centra za rehabilitaciju ERF-a
2012.	Project “I love you” (Association for Down Syndrome – Zagreb, Faculty)	12	Ministry of Education, Science and Sports, CRO						Udio u stručnjacima
2012.	Support to the social welfare sector in the process of further deinstitutionalisation of social services (Ministry of Social Policy and Youth, Faculty, CRO)	24			EU - IPA				Udio u stručnjacima
2012.	LLL/Erasmus-Intensive Programs: Education for Sustainable Development (Faculty)	24			Fundacija Rozwoju Systemu Edukacji – Narodowa Agencja Programu „Uczenie sie przez cale zycie“ – EU Erasmus				25.068,00 EUR /191.536,42 HRK
Total	48 projects								790.483,42 HRK

Table 5.4. List of scientific and developmental projects

List of active scientific and developmental projects awarded by MSES, with names of project leaders	
1.	<i>Aphasia and traumatic brain injuries</i> (2007-2013); project leader Tatjana Prizl-Jakovac, PhD, associate professor, Faculty of Education and Rehabilitation Sciences, University of Zagreb.
2.	<i>Bilingual Communication of Deaf and Hearing People</i> (2007-2013); project leader Sandra Bradarić-Jončić, PhD, full professor, Faculty of Education and Rehabilitation Sciences, University of Zagreb.
3.	<i>Cognitive and language development in children at neurodevelopmental risk</i> (2007-2013); project leader Marta Ljubešić, PhD, full professor, Faculty of Education and Rehabilitation Sciences, University of Zagreb.
4.	<i>Auditory Processing Disorders (APD) in elementary school children</i> (2008-2013); project leader Mladen Heđever, PhD, full professor, Faculty of Education and Rehabilitation Sciences, University of Zagreb.
5.	<i>Matching interventions with needs of children at risk: creating a model</i> (2007-2013); project leader Antonija Žižak, PhD, full professor, Faculty of Education and Rehabilitation Sciences, University of Zagreb.
6.	<i>Peer Pressure in Adolescence</i> (2008-2013); project leader Marija Lebedina Manzoni, PhD, full professor, Faculty of Education and Rehabilitation Sciences, University of Zagreb.
7.	<i>Higher cortical functions and language: developmental and acquired disorders</i> (2007-2013); project leader Melita Kovačević, PhD, full professor, Faculty of Education and Rehabilitation Sciences, University of Zagreb.
8.	<i>Communities That Care – development, implementation and evaluation of community based prevention</i> (2007-2013); project leader Josipa Bašić, PhD, full professor, Faculty of Education and Rehabilitation Sciences, University of Zagreb.
9.	<i>A study of the influence of dental treatment on speech function</i> (2007-2013); project leader Vlado Carek, PhD, full professor, School of Dental Medicine; coordinator from the Faculty of Education and Rehabilitation Sciences Mladen Heđever, PhD, full professor.

List of active scientific, artistic and developmental projects from other national sources (UKF, NSF, other state institutions or Croatian industry), with the names of project leaders	
1.	<i>Experience of bullying in children with ADHD</i> (2013-2014); financed by University of Zagreb, project leader Anamarija Žic-Ralić, PhD, assistant professor, Faculty of Education and Rehabilitation Sciences.
2.	<i>Research of auditory processing in children with speech and language disorders</i> (2013-2014); financed by University of Zagreb, project leader Mladen Heđever, PhD, full professor, Faculty of Education and Rehabilitation Sciences.
3.	<i>Word processing in people with language difficulties</i> (2013-2014); financed by University of Zagreb, project leader Marijan Palmović, PhD, assistant professor, Faculty of Education and Rehabilitation Sciences.
4.	<i>From early communication to literacy in children with autistic spectrum disorders: the role of executive functions</i> (2013-2014); financed by University of Zagreb, project leader Marta Ljubešić, PhD, full professor, Faculty of Education and Rehabilitation Sciences.
5.	<i>Resilience of adolescents in childrens' homes</i> (2013-2014); financed by University of Zagreb, project leader Antonija Žižak, PhD, full professor, Faculty of Education and Rehabilitation Sciences.
6.	<i>Determining the structure of relations between disappearance of persons and police procedures for drafting search algorithms and preventive procedures</i> (2013-2014); financed by University of Zagreb, project leader Ljiljana Mikšaj-Todorović, PhD, full professor, Faculty of Education and Rehabilitation Sciences.
7.	<i>Development of the transcriptome of specific populations of neurons in the cortical areas of the human brain important for language and systems of mirror neurons</i> (2012-2015); financed by National Science Foundation, CRO; project leader Miloš Judaš, PhD, full professor, School of Medicine, University of Zagreb; partner from Faculty of Education and Rehabilitation Sciences Maja Capanec, PhD.

List of active scientific and developmental projects awarded by international funds, with the names of project leaders/coordinators

1. ***Communities That Care (CTC) European Network: Making CTS work at the European level*** (2012-2015); financed by European Commission - Directorate-General Home Affairs; project leader Frederick Groeger-Roth, Landespräventionsrat Niedersachsen, Hannover, Germany, project representative in Croatia Josipa Bašić, PhD, full professor, Faculty of Education and Rehabilitation Sciences, University of Zagreb.
2. ***Developing a culturally-attuned tool for assessing the needs of residents with intellectual disabilities for transition from one Croatian asylum to community living*** (2013-2014); project leader Roxana Anghel, PhD, Anglia Ruskin University Chambridge & Chelmsford, UK, Faculty of Health, Social Care & Education; financed by Anglia Ruskin University International Research Budget; project coordinator at the Faculty of Education and Rehabilitation Sciences Daniela Bratković, PhD, associate professor.
3. ***European Assessment protocol for Children's SEL skills - EAP-SEL*** (2012-2015); financed by EU within a program Comenius Multilateral Project / Lifelong Learning; project leader Annalisa Morganti, PhD, full professor, University of Perugia, Italy; project representative in Croatia Josipa Bašić, PhD, full professor, Faculty of Education and Rehabilitation Sciences, University of Zagreb.
4. ***Collaboration of aphasia trialists (CATs)***, ISCH COST Action IS1208 (2013-2017); financed by European Cooperation in Science and Technology (COST); project leader Marian Brady, PhD, full professor, Glasgow Caledonian University, UK; project representative in Croatia Jelena Kuvač Kraljević, PhD, assistant professor, Faculty of Education and Rehabilitation Sciences, University of Zagreb.
5. ***Examining social inclusion and quality of support in preschool, elementary and secondary educational institutions for children and students with Autistic Spectrum Disorder - ASD and Attention Deficit Hyperactive Disorder - ADHD*** (2013-2015); IPA BGUE 04 06 - Human Resources Development; Reference of the Call: Europe aid/131319/M/ACT/HR; Title of the Call: Innovative and research actions for social inclusion in education; project leader Snježana Sekušak-Galešev, PhD, assistant professor, Faculty of Education and Rehabilitation Sciences, University of Zagreb.
6. ***ICT Competence Network for Innovative Services for Persons with Complex Communication Needs*** (2013-2015); IPA2007/HR/16IPO/001-040505; Science and Innovation Investment Fund - SIIF; Reference of the Call: EuropeAid/131920/M/ACT/HR; project leader Vedran Podobnik, PhD, assistant professor, Faculty of Electrical Engineering and Computing of the University of Zagreb; project coordinator at the Faculty of Education and Rehabilitation Sciences Jasmina Ivšac Pavliša, PhD, assistant professor.
7. ***Prerequisites for academic equality: early recognition of language disorders*** (2013-2015); IPA BGUE 04 06 - Human Resources Development; Reference of the Call: Europeaid/131319/M/ACT/HR; Title of the Call: Integration of disadvantaged groups in regular education system; project leader Jelena Kuvač Kraljević, PhD, assistant professor, Faculty of Education and Rehabilitation Sciences, University of Zagreb.
8. ***The multi-dimensional analysis of social inclusion of children and students with disabilities in educational process*** (2013-2015); IPA BGUE 04 06 - Human Resources Development; Reference of the Call: Europe aid/131319/M/ACT/HR; Title of the Call: Integration of disadvantaged groups in regular education system; project leader Tajana Uzun, Croatian Association for the Deaf blind Persons; project coordinator at the Faculty of Education and Rehabilitation Sciences Lelia Kiš-Glavaš, PhD, full professor.

Table 5.5. Bibliography (in the last 5 years)

Publication category*	Total number of publications	Number of publications that were the result of collaboration with other HEIs and scientific organisations	Ratio: Number of publications/number of teachers**
Publications in the journals included in the CC, WoS (SSCI, SCI-expanded and A&HCI) and Scopus databases	127	26	1,76
Other publications included in the databases recognized in the appointment to research grades	70	11	0,97
Authorship of books published abroad	2	1	0,03
Authorship of books published in Croatia	10	2	0,14
Publications in national journals with international peer review	136	13	1,89
Peer-reviewed publications in proceedings of international and conferences abroad***	50	7	0,69
Publications in national journals with national peer review	17	3	0,24
Professional publications	52	1	0,72
Chapters in peer-reviewed books	69	21	0,96
Peer-reviewed publications in proceedings of national scientific conferences***	13	1	0,18
Editorship of foreign books***	0	0	0
Editorship of national books***	11	7	0,15
Number of publications in journals published by your institution	85	5	1,18

Remarks apply to tables 5.5.1., 5.6. and 5.6.1.):

* Types of publications in bold are required

** One person is included in the calculation only once

*** Proceedings that haven't been included in selection or review process should not be included

Table 5.5.1. Bibliography (in the last 5 years)

Type of publication	Total number of publications** (72 teachers)	Number of publications that were the result of collaboration with other HEIs and scientific organisations	Ratio: Number of publications/number of teachers**
Academic books	5	0	0,07

Table 5.6. Research productivity of the organisational units

Publication category*	Total number of publications (72 teachers)	Publication number/teaching staff number ratio for each unit**						
		Department of Inclusive Education and Rehabilitation (13 teachers)	Department of Criminology (7 teachers)	Department of Speech and Language Pathology (19 teachers)	Department of Motor Disorders, Chronic Diseases and Art Therapy (5 teachers)	Department for Hearing Impairments (7 teachers)	Department of Visual Impairments (5 teachers)	Department of Behavioural Disorders (16 teachers)
Publications in the journals included in the CC, WoS (SSCI, SCI-expanded and A&HCI) and Scopus databases	127	1,77	0,71	2,68	3,2	1,57	0,6	1,38
Other publications included in the databases recognized in the appointment to research grades	70	0,31	2,57	0,58	0	0,14	0	2,25
Authorship of books published abroad	2	0,07	0	0	0	0	0	0,06
Authorship of books published in Croatia	10	0,15	0,14	0	0,2	0,14	0,2	0,25
Publications in national journals with international peer review	136	1,38	2,57	1,63	2	1,43	0,6	3,06
Peer-reviewed publications in proceedings of international and conferences abroad***	50	1,31	0,57	0,58	0,8	0,43	1,6	0,25
Publications in national journals with national peer review	17	0,15	0,14	0,47	0	0,14	0	0,25
Professional publications	52	1,46	0,29	0,21	0,6	0,71	0,6	1
Chapters in peer-reviewed books	69	0,54	0,43	0,74	0,6	0,29	1,8	1,94
Peer-reviewed publications in proceedings of national scientific conferences*	13	0,62	0	0,11	0,4	0	0,2	0,06
Editorship of foreign books	0	0	0	0	0	0	0	0
Editorship of national books*	11	0,15	0,14	0	0,2	0	0	0,44
Number of publications in journals published by your institution	85	0,92	1,43	1	2	1	0,6	1,88

Table 5.6.1. Research productivity of the organisational units

Publication category*	Total number of publications (72 teachers)	Publication number/teaching staff number ratio for each unit**						
		Department of Inclusive Education and Rehabilitation (13 teachers)	Department of Criminology (7 teachers)	Department of Speech and Language Pathology (19 teachers)	Department of Motor Disorders, Chronic Diseases and Art Therapy (5 teachers)	Department for Hearing Impairments (7 teachers)	Department of Visual Impairments (5 teachers)	Department of Behavioural Disorders (16 teachers)
Academic books	5	0,07	0,14	0	0	0	0	0,18



6. Mobility and international cooperation

a) Specify how you support internal mobility of students (possibility of transfer for students who graduated from similar study programmes).

Mobility of students is shaped by the Regulations on Studying at Undergraduate and Graduate Programs at the University of Zagreb (2008). Interested candidates mostly come from the University of Zagreb (Faculty of Humanities and Social Sciences, Faculty of Teacher Education, Centre for Croatian Studies, Faculty of Political Sciences) or other Croatian universities (e.g. Faculty of Teacher Education at the University of Osijek). The fact that professions in the area of educational rehabilitation (educational rehabilitators, speech therapists, social pedagogues) are very much in demand influences students' interest to enrol in graduate programmes at the Faculty of Education and Rehabilitation Sciences. As a rule, the number of candidates exceeds the number of available places. As of 2008, the number of students who have completed some other undergraduate study programme has been increasing.

Selection criteria and procedures for enrolment in graduate programmes at our Faculty are defined by Faculty Council decisions. The criteria include the required obligation for students to pass differential exams to account for differences between completed other undergraduate studies and the Faculty programmes. Certain differential exams have been designed. The student is obliged to pass the differential exam(s) in the first year of the graduate program which makes the programmes more difficult and influences the decision to transfer to the graduate programme at the Faculty. Hence, only very motivated students will enter the process, which reflects on the quality of applicants in the selection process. Additional consultations and supplementary exam schedule are available to students enrolled from other undergraduate studies, which encourages them to achieve good results.

b) Describe the objectives you wish to accomplish through your institution's international cooperation. Specify the forms of cooperation (European projects, bilateral agreements with foreign HE institutions, individual research cooperation, short- and long-term stays abroad – teachers and students, organisation of international conferences in Croatia, participation at international conferences and other forms of cooperation) and assess the scope and success of your institution's existing international cooperation.

Strategic documents of the University of Zagreb are pillars supporting existing activities in that field, e.g. Strategic Plan of Internationalisation of Studies at the University of Zagreb for period 2005 – 2010; (2005); Plan of Activities and Measures for Fostering International Exchange (2007); Declaration on the Support for Inclusion in International Exchange Programs support (2007) and Regulations on International Mobility (2010).

From 2007 onwards, the Faculty of Education and Rehabilitation Sciences has accomplished most of the objectives set in the above-mentioned strategic University documents. The Faculty offers courses in English (15 – 20 courses in the last five years) for undergraduate and graduate students; it also

recognizes achievements and period of time spent at another university for every exchange student. Since 2011, Croatia has been a fully fledged member of the Erasmus programme which allows acceptance of students from foreign universities. An ECTS coordinator has been appointed, whose duties include recognition of teaching and exams in case of students who attended classes at a university/ faculty /academy other than their home university /faculty /academy. The Faculty uses its own funds to ensure administrative support for international cooperation affairs. A leaflet in English has been published describing basic information on courses and enrolment process (leaflet in the Appendix 6.1.).

In terms of internationalisation of the University, the Faculty is striving to establish an international network which will serve as a basis for future cooperation, prepare students for life and work in the global working environment and attract foreign students, researchers and teachers to the Faculty, improve regional and international visibility of the Faculty by engaging in research and other forms of cooperation. The accompanying activities include the following:

- participation and engagement in international programmes;
- networking with foreign higher education (HE) institutions with the goal of engaging in joint research projects, projects focusing on improvement of teaching process, joint classes and implementation of the lifelong learning programme;
- systematic access to information regarding available incoming and outgoing mobility opportunities of students and teachers;
- organization of courses in English in order to attract more foreign students;
- preparation and dissemination of promotional materials (in both Croatian and English), regular updating of relevant information at the Faculty website (in both Croatian and English);
- planning of annual international cooperation activities.

The forms of Faculty' cooperation in the previous period include: Erasmus agreements (on international mobility and lifelong learning); bilateral agreements with foreign universities and faculties (inter-faculty and inter-university agreements); scientific and professional projects (described in Chapter 5 in more detail); engagement of internationally acclaimed teachers in doctoral and postgraduate specialist study; engagement of Faculty's teachers and scientists in international scientific and professional organizations and their participation at international conferences.

International activities in the period from 2008 – 2012 which are based on bilateral agreements and international cooperation projects are described in detail in the following chart (Chart 6.1.)

Chart 6.1. International activities based on bilateral agreements and international cooperation projects

Contracts Projects and Programs/ collaboration type	Courses / Programs	Teachers	Students
Indiana State University, USA Bilateral university agreement (since 2005)	Comparative criminology	Incoming: 1 Outgoing : 1	Incoming : 45 (graduate level) Outgoing: 30 (graduate level)
York University, Canada Bilateral university agreement (since 2007)	Doctoral program Prevention Sciences and Disability Studies	Incoming: 3	Outgoing: 1 (undergraduate program)



Faculty of Education, University of Maribor, Slovenia Bilateral faculty agreement and Erasmus program (2012)	5 courses in development	Preparation of 5 ERF teachers	
Faculty of Education, University of Ljubljana, Slovenia Bilateral faculty agreement (2008.-2012.)	Our teachers have prepared and taught several courses at undergraduate and graduate programs in Ljubljana ----- 1 course at the doctoral program Prevention Sciences and Disability Studies	Outgoing: 8 ----- Incoming: 1 (doctoral program Prevention Sciences and Disability Studies)	Outgoing: 1 (graduate program) ----- Outgoing: 1 (doctoral program)
School of Health Care, Instituto Politecnico Setubal, Portugal Bilateral faculty agreement and Erasmus program		Incoming: 1 Outgoing: 1	Outgoing: 3 (graduate level)
University of Warsaw, Faculty of Education, Poland Erasmus program		Incoming: 1 Outgoing: 1	Incoming: 2 Outgoing: 2
Jagellonian University Krakow, Faculty of Philosophy, Poland Erasmus program			Incoming: 1 Outgoing: 2
Project: North-South-South (Intensive program /IP and students mobility); leader - University of Jyväskylä, Finland; partners: University of Oulu, University of Zagreb, University of Sarajevo, University of Montenegro and University of Pristina		Participation of 3 teachers from our Faculty in IP	Participation of 3 students from our Faculty in IP Outgoing: 4



<p>LLP program: Education for sustainable development (Intensive program/IP); leader: University of Technology and Humanities, Radom, Poland; partners: Hogeschool Rotterdam, School of Education, The Netherlands; Hogeschool-Universiteit, Brussels, Belgium i Constantine the Philosopher University of Nitra, Slovakia</p>		<p>Outgoing: 1</p>	<p>Outgoing: 5</p>
<p>LLP-Erasmus Multilateral project: SOULBUS - Building Social Capital by Improving Multicultural Competence in Higher Education and LabourMarket; leader: University of Applied Sciences, JAMK, Finland; partners: Lahti University of Applied Sciences, Finland; College of Nursing Jesenice, Slovenia; Saxion University of Applied Sciences, The Netherlands; Tartu Health Care College, Estonia; Faculty of Education and Rehabilitation Sciences; along with professional partners of each of the academic partners</p>		<p>Participation of 5 teachers and 1 non-teaching staff from our Faculty</p>	
<p>International Program Light: Instituto Politecnico Setubal, School of Health Care (Portugal) organises meetings of Speech and Language Pathology students from Portugal, Belgium, The Netherlands, Slovenia, Sweden, Great Britain and Croatia</p>		<p>2 teachers from our Faculty</p>	<p>Outgoing: 5</p>



<p>Tempus project: ISHEDS - Identification and Support in Higher Education for Dyslexic Students; leader - University of Swansea, UK; partners: Hungarian Academy for Sciences, Hungary; Universitatea Babes Bolyai, Romania; University of Belgrade, Serbia; University of Ljubljana, Slovenia, University of Tuzla, Bosnia and Herzegovina</p>		<p>Collaboration of 9 teachers from out Faculty</p>	
<p>Tempus project: Education for Equal Opportunities at Croatian Universities – EduQuality; leader – University of Zagreb; partners: University of Strathclyde, Great Britain; University of Gohenberg, Sweden; Masaryk University, Czech Republic and University of Aarhus, Denmark</p>	<p>Peer support of students with disability</p>	<p>Collaboration of 10 Faculty's employees</p>	

Bilateral agreements with HE institutions can be inter-university or inter-faculty. Based on well-established cooperation among teachers, the Faculty has initiated the signing of inter-university agreements in order to formalize and improve the existing activities –such as the ones with the York University (Canada) and Indiana State University (USA).

Since 2008 the Faculty has signed inter-faculty agreements with the following universities: Ss. Cyril and Methodius University of Skopje, Republic of Macedonia (inter-faculty/inter-university); College of Humanities, California State University, Stanislaus, USA; Faculty of Education, University of Maribor, Slovenia; Faculty of Criminal Justice and Security; University of Maribor, Slovenia; School of Health Care, Instituto Politecnico Setubal, Portugal; Faculty of Education, University of Ljubljana, Slovenia.

Other scientific activities at the international level include membership in scientific organizations and editorial boards of scientific journals; peer-review of scientific publications and projects; participation in programming and conference organizing committees etc.

From September 27th – 29th 2012 the Faculty hosted the eighth international scientific conference titled "Research in Education and Rehabilitation Sciences". The conference was organized in cooperation with the Indiana State University, FEDORA - European Forum for Student Guidance, European Association for Mental Health in Intellectual Disabilities (EAMHID) and British Psychological Society - Faculty for Learning Disabilities(<http://www.conference.erf.unizg.hr/>). The conference was sponsored by the City of Zagreb, Ministry of Science, Education and Sports, Ministry of Social Policy and Youth, Ministry of Health and Ministry of Justice. Some 400 participants from twenty different countries (Europe, USA, and Australia) exchanged their knowledge and experiences regarding newest scientific and professional findings in education and rehabilitation sciences and complementary scientific disciplines.



The Report on Faculty's international activities is submitted once a year to the Dean who includes it in his/her annual report.

Based on the scope and success of international cooperation it is possible to conclude that the Faculty is on good track in achieving the set objectives. One of such objectives includes establishment of networks with foreign associates / institutions for future project applications, including projects in which the Faculty acts as the project beneficiary/leader and not just a project partner (which was usually the case up to now). The increase of the number of international scientific and professional projects and acquisition of knowledge in project activities is a prerequisite for improvement of work in this area in the upcoming period. More detail on this topic is described in the Chapter 5 hereof.

Considering the total number of students (around 800), the Faculty size and access to the Lifelong Learning Programme in the academic year 2011–2012, we can be relatively satisfied with the existing scope and success of outgoing student mobility. Year after year, the number of outgoing student mobility is doubling. The number of signed agreements has increased as well. On the other hand, although the number of incoming students has been increasing annually, we consider that the incoming mobility is still low. Although, cumulatively, the total number of courses offered in English has increased (there are currently 20 courses) covering undergraduate and graduate studies of all three programmes at the Faculty. The number of courses in English is insufficient because, within the existing system, a student cannot accumulate the necessary 30 ECTS credits related to a certain study programme. In such contexts, apart from taking courses at the Faculty, foreign students choose courses at other University programs. Since the number of incoming students is low, the Faculty organizes consultative teaching, and this might be a reason why fewer foreign students decide on taking classes at the Faculty. In the future, the Faculty should devise a method to encourage teachers to offer more courses in English. In terms of attracting foreign students, ideally, the Faculty should organize one programme completely in English. In addition, outgoing mobility of both teaching and non-teaching staff should be encouraged.

The Faculty does not implement mobility programmes for student placements for a number of reasons which are common in the area of social sciences and humanities. One of the basic problems concerns the length of stay (competitions envisage three to nine months, which means that stay abroad during the academic year is excluded). The Faculty allocates ECTS credits for student placements in Croatia, but not for placements abroad. Furthermore, the international project Soulbus will build upon multicultural competences of teachers and practical work supervisors through practice in order to organize and manage quality practical placements/practice with participation of foreign students. Hence, the plan is to increase the number of foreign students who are awarded practical placements in partner institutions in Croatia through the Faculty. In order to improve mobility for placements, and mobility for other types of education, students are encouraged to collect information about possibilities for mobility, in cooperation with the Student Assistance Coordinator.

c) Specify international associations of similar institutions of which you are a member and describe how you actively contribute to the joint goals.

Researchers and teachers of the Faculty of Education and Rehabilitation Sciences are members of numerous and important international scientific and professional organizations:

- **IASSID** (International Association for the Scientific Study of Intellectual Disabilities)-engagement in special interest research groups (Special Interest Research Group: Quality of life, Challenging Behaviour and Mental Health),
- **IASSW** (International Association of Schools of Social Work) and **EESrASSW** (Eastern European Sub-Regional Association of Schools of Social Work) – participation at international conferences and round table meetings of these organizations and establishment of cooperation with foreign scientists,
- **AUDEM** (Alliance of universities for democracy)–one Faculty teacher is a member of the Management Board,
- **ECSF** (European Clinical Specialization in Fluency Disorders)– Faculty teachers are official mentors,
- **IASCL** (International Association for the Study of Child Language) – engagement as reviewers, maintenance of the child language database and organization of the European Group for the Study of Child Language Disorders (EUCLDIS),
- **CECOG** (Central European Cognitive Science Association) – co-organizers of doctoral conferences held in Dubrovnik,
- **ECArTE** (The European Consortium for Arts Therapies Education) –participation in activities organized by the ECArTE's General Assembly, held in May 2009 at Lovran, Croatia,
- **ICEVI** (International Council for Education of People with Visual Impairment –teachers dealing with visual impairments are members,
- **SPR** (Society for Prevention Research), participation at SPR's conferences in the period 2001 – 2012, participation in pre conferences, especially in CtC (Communities that Care) meetings, in organization of the International Forum (one Faculty teacher is a member of the Advisory Committee and the holder of the SPR International Collaborative Prevention Research Award for 2012),
- **EUSPR** (European Society for Prevention Research)–active participation at conferences and sessions,
- **ENSEC** (European Network for Social Emotional Competences) - active participation at conferences, membership in organizational and scientific committee of the ENSEC conference held in Zagreb, participation in organizations of the ENSEC preconference PATHS-RASTEM held in Zagreb.

Other types of memberships in professional associations which cover more specific professional interest of Faculty scientists and teachers (internationally acclaimed foreign and Croatian associations) include the following:

SLLS – Sign Language Linguistic Society; International Association of Social Educators (AIEJI); Croatian Association of Social Pedagogues; Society Institute of Reality Therapy, Slovenia; Croatian Psychological Association; European Federation of Psychologists' Associations (EFPA); International Association of Applied Psychology (IAAP); American Counselling Association; Autism Europe; International Association of Penal Law; American Society of Criminology; International Association of Forensic Criminologists; International Exchange Alumni, European Society of Criminology; Justice Development Foundation; Young Scientist Network; EABCT – European Association for Behavioural and Cognitive Therapies; Croatian Association for Behavioural and Cognitive Therapies (HUBIKOT); Standing Liaison Committee of E.U. Speech and Language Therapists and Logopedists (CPLOL); American Speech-Language-Hearing Association (ASHA); European Association on Early Childhood Intervention (EURLY AID); International Society on Early Intervention (ISEI); International Foster Care Research Network; Croatian Association for Criminal Law Sciences and Practice.

d) Describe forms of your involvement in inter-institutional cooperation through the Erasmus programme and other types of European projects, bilateral cooperation, joint programmes etc.

International activities are mostly carried out within Erasmus, a sub-programme of the Lifelong Learning Programme. In the last two academic years, approximately 20 cases of individual outgoing and incoming student mobility were recorded, in addition to the increase of the number of teaching and non-teaching staff participating in exchange. International mobility is carried out through bilateral inter-faculty and inter-university agreement. In the academic year 2012 – 2013 alone, five Faculty students stayed at foreign universities on the basis of inter-university agreements. The increase in the number of such agreements and widening of the existing, successful cooperation provides students and Faculty staff with new opportunities to partake in international mobility (which represents an important segment of internationalisation of the University).

The number of signed agreements has doubled in the last two years. The Faculty staff is constantly engaged in conclusion of new ones. As of the academic year 2011 – 2012, a higher student interest to participate in inter-university exchanges has been noted. This trend is due to better access to information about exchange opportunities. Each year, before the Erasmus competition is launched, the Faculty organizes a lecture on that topic. It is very well attended, which shows the level of student interest in this issue. In addition, the increase in student mobility underlines this fact. For instance, in the academic year 2011 – 2012, one case of outgoing student mobility was recorded and in the following year, i.e. 2012 – 2013 four Faculty students took part in outgoing exchange, whereas in the current academic year, 10 students are covered by the exchange programmes (with financial support). The increase in the number of the signed Erasmus agreement accounts for such figures (from three signed agreements in the academic year 2011 – 2013 to seven in the academic year 2012 – 2013).

By the end of 2012, the Faculty has signed bilateral Erasmus agreements with the following foreign universities:

- 1) University of Warsaw, Faculty of Education, Poland;
- 2) University of Jyväskylä, Faculty of Education, Finland;
- 3) Trakia University - Stara Zagora, Faculty of Education, Bulgaria;
- 4) University College Ghent, Faculty of Education, Health and Social Work, the Netherlands;
- 5) Instituto Politecnico Setubal, School of Health Care, Portugal;
- 6) University of Maribor, Faculty of Education, Slovenia;
- 7) Jagellonian University Krakow, Faculty of Philosophy, Poland.

Outgoing and incoming mobility is also covered within bilateral inter-university agreements (York University, Canada) and the North-South-South project which also included University of Zagreb (four students spent time at the University of Jyväskylä, Finland). Following successful student exchange programmes within the project, a bilateral Erasmus agreement was signed with the University of Jyväskylä. The quota (two incoming and two outgoing students) agreed within the contract has been met in the first year of its implementation.

Outcomes of international activities are reflected in new documents at the Faculty and University level which ensure accessibility to education for a large number of students with disability – such documents include eight manuals titles "Students with Disabilities" prepared within the Tempus EduQuality project. Furthermore, the Office for Students with Disabilities has been established within the project and University constituents have appointed coordinators for students with disabilities.



International projects and exchange implemented on the basis of bilateral agreements (listed in Chart 6.1.) have allowed teachers and students to acquire new knowledge, compare methods of work, study programmes, teaching methods, learning outcomes, etc. at the European level and beyond.

Staff mobility is an area that needs further improvement and strengthening. In the last three years only one member of the non-teaching staff spent time abroad (Competition for Teaching and Non-Teaching Staff within the Erasmus Project). One Faculty employee (expert assistant for international cooperation) spent one week at the University of Ljubljana, where she was introduced to activities of international cooperation departments at different faculties. Such experience proved to be very valuable for setting up procedures and methods of work at her home Faculty. Administrative staff is reluctant to apply for mobility programmes due to insufficient knowledge of English, which renders implementation of the programme impossible.

In the academic year 2012 – 2013, the Faculty took part in incoming mobility of non-teaching staff. Two members of the administrative staff from the University of Warsaw spent time at the Faculty of Education and Rehabilitation Sciences within the Erasmus programme. During their two-week-long stay, the Faculty has organized their visits to international cooperation departments at other constituents of the University of Zagreb with the aim of introducing them to the work thereof.

e) Analyse the application of your teachers' and associates' foreign experience, acquired through longer visits (a year or more) to eminent HE institutions or institutes worldwide. Compare this with other similar institutions and give your opinion on this matter.

The majority of teachers stay at foreign universities over a short period of time, usually up to a week or two, and in some cases even 1-3 months. In this way, shorter stays at American universities were organized (Purdue University, Gallaudet University). In addition, Faculty teachers stayed in Poland, Macedonia, the UK, Bosnia and Herzegovina, Slovenia, etc. in order to teach. With the aim to implement project activities, organize teaching, doctoral schools and professional activities, Faculty teachers completed 8 research stays, 6 teaching stays and 14 professional stays at foreign universities. Foreign teachers completed 10 scientific stays at the Faculty, and 15 stays with the aim of providing educational activities.

We would especially like to highlight the participation of the ERF teachers in the teaching process at the undergraduate and graduate study programmes at universities in the region over the past several years. For example, Faculty teachers have continuously been participating in teaching at several courses at the Faculty of Education, University of Ljubljana and the Faculty of Education and Rehabilitation Sciences, University of Tuzla.

A research assistant and student attending the Postgraduate doctoral study *Prevention Science and Disability Study* spent a semester at the Faculty of Education at the University of Ljubljana in the academic year 2009/2010 within the framework of the Erasmus program.

Another young research assistant stayed at the Purdue University (USA) to participate in the scientific doctorate program in the period from 2007 to 2011, where she gained valuable clinical experience in audiological diagnostics and provision of hearing aids. She will apply this experience to new topics in teaching and practical work with clients of our Faculty's Centre for Rehabilitation.

Apart from this stay, there have not been any organized stays longer than a year in the last five years. Objective reasons can be found in the fact that longer absence of teachers would require a significant reorganization of teaching, and there is also the problem related to financing our teachers who stay abroad. However, with the emergence of the current International Fellowship Mobility Programme for Experienced Researchers - NEWFELPRO - financial barriers are removed and we expect that the Faculty researchers and teachers will be able to stay longer at prestigious foreign universities in the future.

f) If there is one, describe and assess cooperation in the area of exchange of teachers and associates with other foreign HE institutions. State possible students' opinions and comments about the visiting teachers.

In the last five years, teacher exchange program has been organized with guest lecturers who are staying at our Faculty, and with our lecturers staying at foreign institutions, but also by organizing the teaching in cooperation with foreign teachers. This particularly applies to postgraduate studies, at which there are many foreign teachers who either are officially appointed teachers or lecturers of courses.

Third generation of students is currently enrolled in the postgraduate specialist program "Early Intervention in Educational Rehabilitation". The lecturers teaching some of the courses are experts, coming from institutions in Portugal, Germany, Belgium, the UK, and Slovenia. They were evaluated very positively in the evaluation surveys by students.

The second generation of students is currently enrolled in the postgraduate doctoral program „Prevention Science and Disability Study“. The program was developed as a result of the doctoral program project "Development and Evaluation of Prevention and Rehabilitation Developed in the Community" which was realized within the Programme of the National Foundation of Science, Higher Education, and Technological Development of the Republic of Croatia (Support to the Reform of Higher Education – Establishing Third Cycle Programmes of Doctoral Studies). The characteristic of this doctoral program is that more than half of all teachers are international lecturers. They all hold the courses in one of the two doctoral programme module (*Prevention science* and *Study of Disability*) and they organize lectures, consultations and exams in English. The students evaluated them very positively in the surveys. The above mentioned lecturers come from the following institutions:

- Radboud University Nijmegen, Department of Clinical Psychology & Academic Center of Social Sciences, the Netherlands, www.socsci.ru.nl/psy/clinical,
- Prevention Research Center for Mental Health Promotion & Mental Disorder Prevention, Radboud University Nijmegen, the Netherlands, www.preventioncenter.net,
- University of Maastricht, Faculty of Health Sciences, Department of Health Education and Promotion, the Netherlands, www.unimaas.nl,
- Pennsylvania State University, College of Health and Human Development, Department of Human Development and Family Studies, SAD, www.hhdev.psu.edu/hdfs,
- Prevention Research Center for the Promotion of Human Development, Pennsylvania State University, SAD, www.prevention.psu.edu,
- Faculty of Education, University of Ljubljana, Slovenia, www.pef.uni-lj.si,
- Faculty of Social Work, University of Ljubljana, Slovenia, www.fsd.si,
- Atkinson Faculty of Liberal and Professional Studies, School of Health Policy and Management, York University, Toronto, Canada, www.yorku.ca/healthsciences,



- University of Kansas, School of Education, SAD, www.soe.ku.edu,
- University of Bristol, Norah Fry Research Centre, UK, www.bristol.ac.uk/norahfry,
- Technical University of Lisbon, School of Social and Political Sciences, Portugal, ,
- Ryerson University, School of Early Childhood Education, Toronto, Canada, <http://www.ryerson.ca/>.

Foreign teachers were also mentors in the preparation of two doctoral dissertations in English.

Teachers from several American universities teach at undergraduate and graduate programs (Purdue University, Gallaudet University, the Columbus University) and a number of lecturers from Portugal, South Africa and Poland were engaged several times in teaching in the undergraduate and graduate program of Speech and Language Pathology. According to the oral feedback from students, the inclusion of foreign lecturers in the teaching was evaluated extremely positively and useful.

In the past five years, the lecturers who stayed at the Faculty came from the following foreign universities: University of Lillehammer, Norway; University of Essex, UK; Cambridge University, UK; University of Veliko Tarnavo, Bulgaria, etc.

By the end of the academic year 2012/2013, three stays at our Faculty were organized for the American teachers within the framework of the Fulbright Senior Specialist Program:

- Prof. Deborah Chen Pichler, PhD, Gallaudet University (USA) –stayed at the Department of Hearing Impairments for 5 weeks in the summer semester in 2009,
- Prof. Phyllis Gerstenfeld, PhD, College of Humanities, California State University Stanislaus (USA) – stayed at the Department of Behavioural Disorders longer than 6 months in 2010,
- Prof. Dorothy McClellan, PhD, University Corpus Christi, Texas (USA) - spent a month in 2012 during which she participated in teaching for the course „Women in Criminal Justice” at the programme of Social Pedagogy, Department of Criminology.

Although the students haven't officially evaluated these teachers by now, based on the oral feedback we learned that students were extremely satisfied with this cooperation for many reasons, such as: the introduction of new topics currently happening in the world (e.g. Hate Crime Offenders); different ways of dealing with the topic (different teaching styles); opportunity for further professional development and use of foreign/English language in speech and writing (the students were specially praised by their teachers for that); expanding the perspective of professional issues at the global level – finding similarities, but also differences in approach to topics that are both interesting and at the heart of practicing the profession, researchers and scientists in the field of social pedagogy.

The coordinator of the Fulbright Senior Specialist Program is the US Embassy in Zagreb with which the Faculty established excellent cooperation and which, during the most recent meeting, expressed its satisfaction with the cooperation. The annual quota for scholarships awarded to the incoming US teachers in this program was eight for the entire country (Croatia), and the Faculty managed to organize four stays (one per year) in few years, which was a remarkable success. Since the Fulbright program provides our teachers with the possibility of staying at American universities, and since no outgoing mobility has been realized under this program yet, it will be necessary to better inform and encourage the candidates to apply for outgoing mobility programmes in the future.

Based on the Inter-University Agreement with the Indiana State University (USA), the exchange between students and teachers from Croatia and the US takes place every year (alternating every second year). With respect to the period covered by this self-evaluation, the exchange took place in the following manner: In 2008, 2010 and 2012, the teacher from the Department of Criminology



participated in teaching of the course Comparative Criminology at the Indiana State University, together with her host teacher. In 2009 and 2011, the teacher from the Indiana State University stayed at our Faculty and participated in teaching of the same course (Comparative Criminology), together with the ERF teacher. This cooperation proved to be very successful, and the students were extremely satisfied.

g) State how you support courses in English or some other world language in order to attract foreign students.

At the beginning of each year, the Office for International Cooperation of the University of Zagreb publishes a *Guide for foreign students* in English language, in which our Faculty provides a list of courses that are available in English. At the end of the year, Faculty teachers are informed and encouraged to offer their courses to foreign students. Therefore, an updated list of courses that are available in English is published every year on the Faculty website. Given the small number of incoming students, the courses are performed in consultation with the teacher who then works with individual student on the course and examination requirements and the necessary literature. Currently, ten courses at the undergraduate level have been offered, in addition to 11 courses at the graduate level, including the syllabi in English for each course, so the students are able to access necessary information in a timely manner.

Every year within the call for preparation of courses in a foreign language, the Faculty is present with at least one course to be carried out in English. The requirement to carry out the course is that at least 10 students are enrolled, based on which, one-time financial support of the University can be received. Two English courses which have been considered by the University of Zagreb did not fulfil this condition and were therefore not carried out during the academic year in which they were offered, but they will still be offered to foreign students.

Currently, the Faculty carries out the course *Human Trafficking* in English (within the programme of Social Pedagogy). The same applies also to the following courses: *Communication, Language and Deafness* (in Speech and Language Pathology programme); *Juvenile Delinquency Theory, Research and Interventions* (in Social Pedagogy programme) and *Creative Therapy* (in the programme of Rehabilitation).

The reason for the small number of courses in English language is that these courses are not recognized as an additional engagement for the teachers who teach them as well as not being included in the standard teaching workload. Therefore, the Faculty should decide on ways to promote and evaluate this important form of work with foreign students, which largely contributes to the international mobility.

h) Analyse international cooperation of your students, especially from professional standpoint (professional student symposiums, study visits, etc.), and from the standpoint of association in order to promote student rights.

The Faculty students from all programmes regularly participate in international student conferences, at which they present their work, promote the Faculty and the best practices and interventions in education and rehabilitation, speech and language pathology and social pedagogy



developed by the Faculty itself, and the achievements based on the conducted research. The Educational Rehabilitation students won the award for the best paper at the Third Congress of Students in Rehabilitation held in Belgrade (Serbia) in 2011. Furthermore, the students have successfully organized a series of student congresses. In the past five years, they hosted the Third International Congress of Social Pedagogy students titled "On the Spot" held in 2009, and the Fourth International Congress of Students in Rehabilitation titled "Equal in Diversity" held in 2012. The students who participated in organizational committees of the said congresses, received the Dean's Award and Special Rector's Award for their work.

As a result of the international Tempus project EduQuality, the Office for Students with Disabilities at the University of Zagreb was set up, providing direct assistance to all students in solving particular problems that may occur during the study, which is an important mechanism to ensure equal opportunities in higher education.

i) Comment on the possibilities for your students to spend a part of their studies abroad and forms of institutional support for it.

The Faculty of Education and Rehabilitation Sciences regularly publishes on its website all the tenders organized by the University of Zagreb related to the student exchange programs, and provides technical assistance to students. All students who stayed at foreign universities within student exchange programs received their scholarship by the University of Zagreb, the Agency for Mobility and EU programs or through the projects that implemented mobility programs. All procedures are carried out according to the instructions of the International Relations Office, University of Zagreb, to which all the supporting documents are submitted. Before going to the exchange program, the ECTS coordinator arranges and coordinates the content of the Learning Agreement with the student, and after the student returns to his/her home Faculty, the recognition of ECTS credits is performed through the ISVU system. So far, all outgoing students managed to successfully fulfil all agreed commitments at foreign universities.

In the past three academic years, 20 students of our Faculty stayed at foreign universities within the exchange program. Fifteen stays were organized within the Erasmus program (all outgoing students received full financial support according to the propositions of the Erasmus Call for tender), one stay was organized in the framework of bilateral inter-university exchange program (with the University of York in Canada) and four stays were organized in the framework of cooperation on the North-South-South project, in which the University of Zagreb was one of the partners. The students who stayed abroad on the basis of bilateral contracts or projects, also received a scholarship (including an additional amount to cover the travel costs).

The data listed in the Table 6.2 do not include the outgoing students of our Faculty who, every two years, stay at the Indiana State University (USA) in the framework of cooperation mentioned in the answer f) of this section. As already mentioned, alternating exchange of students and teaching *Comparative Criminology* course is organized within the framework of the Inter-University Agreement concluded with the said university. Hence, the students attending Social Pedagogy programme spent two weeks in Indiana in 2008, 2010 and 2012, where they attended the lectures and took the exam together with their American colleagues. On the other hand, American students stayed at our Faculty in 2009 and 2011, where they attended lectures for a two-week period in the same course. All stays within this exchange program last 15-20 days. In the past five years, 45 American and 30 Croatian students

participated in the exchange program described above. Financing was described as a overwhelming problem by our students. The students are expected to cover all costs on their own, which is often the reason why smaller number of students apply (the number of interested students is considerably higher). In order to increase the outgoing mobility, a better model for financing this important student exchange programs should be developed and/or found in the future. Both American students and teachers expressed a mutual desire to extend this form of cooperation to other programs within the two universities. As a result of this, further negotiations and activities were launched.

j) Describe visits of foreign students to your HE institution (duration and content, table 6.2).

Croatia has been participating in the Erasmus program as a full member since 2011. In the first year of participation, two students from Poland were enrolled in 2011 as the first incoming students at our Faculty (academic year 2011/2102). The number of students increased the next year (due to a larger number of signed agreements) and four incoming students stayed at the Faculty in the academic year 2012/2013 (two students organized their stay through the bilateral agreements and the other two through the Erasmus program). We have three incoming students in the current academic year (all of them organized their stay through the Erasmus program). Almost all students stayed one semester at our Faculty, and one student was permitted by her home university to extend her stay at our Faculty.

Our incoming students came from the following universities:

- University of Warsaw, Poland,
- Jagiellonian University, Krakow, Poland,
- University of Jyvaskyla, Finland,
- Chonam University, South Korea.

Based on the interviews with incoming students, we can conclude that they were extremely satisfied with their stay at our Faculty. Some of them were involved actively in class interactions during lectures along with the Croatian students, managed their practical work placement (which they specifically pointed out as a valuable experience) and participated in sports activities.

k) Specify to what extent you are satisfied with the current situation and propose possible improvements.

The reason to our satisfaction with the existing situation lies in the participation of our Faculty in several international projects and programs of international cooperation, participation of foreign teachers in teaching at all three levels of study, strengthening of the outgoing and incoming student mobility, the increase in the number of bilateral Erasmus agreements and in a continued high interest in participation in international events.

Satisfaction at the organizational level relates to the fact that the Faculty managed to formally develop an international activity with its own funds. Under the competence of the vice dean for science in the area of coordination and monitoring of these activities, the persons responsible for the implementation of specific activities in this area include the following:



- Head of international cooperation - manages and directs the implementation of international activities in which the Faculty participates,
- ECTS Coordinator - responsible for the implementation of the Erasmus program, coordination of the class obligations and activities of incoming and outgoing students and other issues related to the domestic and international students,
- Expert Associate for international cooperation - performs administrative, organizational and operational activities related to international cooperation.

In order to further promote the international cooperation, it is necessary to improve the access to and flow of information within the Faculty and to improve the systematic monitoring of international activities. This refers to various international cooperation activities involving employees of the Faculty, about whom the responsible persons in charge of international cooperation have not been informed in a timely manner. Due to the limited funding by the Ministry of Science, Education and Sports and the University, as well as limited employment opportunities, the Faculty has not been able to hire a special vice-dean for international cooperation, or establish the Office of International Cooperation as a separate organizational unit, which has been envisaged in the strategic documents of the University (Plan of activities and measures for the promotion of international exchange, 2007).

In addition, there are many opportunities to promote international cooperation in all fields, especially in terms of the outgoing mobility of the teaching and non-teaching staff at the Faculty, incoming student mobility, expanded offer for courses in English, as well as enabling practical work placements with the aim to attract more foreign students.

It is necessary to further improve and strengthen the international institutional relationship and participation in international projects, especially projects of research nature (as indicated in detail in Chapter 5 Self-evaluation of research activities).

It is also important to develop new forms of international cooperation in education, e.g. international e-courses and joint international studies. As for the existing successful cooperation, it should be enriched by adding new contents.

Faculty of Education and Rehabilitation Sciences has recognized the crucial importance of participating in international activities and therefore, its strategic goal is to strengthen and expand the international cooperation and international recognition of the Faculty. The Strategic Development Plan of the Faculty (Appendix 1.1.) sets out the strategic objectives, activities and measures to improve the international cooperation in the period from 2014 to 2018.

Table 6.1. Teacher mobility in the last 3 years

	Number of study visits of this institution's teachers and associates			Number of visits by foreign teachers to this institution		
	1 - 3 months	3 - 6 months	6 months or more	1 - 3 months	3 - 6 months	6 months and more
Scientific	3	1	2	-	-	1
Artistic	-	-	-	-	-	-
Teaching	2	-	-	2	1	-
Professional	-	-	-	-	-	-

Table 6.2. Student mobility in the last 3 years

	Number of students in international exchange		
	1 - 3 months	3 - 6 months	6 months and more
Own students	-	20	-
Foreign students	-	8	1

Table 6.3. Non-teaching staff mobility in the last 3 years

Broj stručnih boravaka nenastavnog osoblja ovog visokog učilišta u inozemstvu		
1 - 3 mjeseca	3 - 6 mjeseci	6 i više mjeseci
-	-	-

7. Resources: administrative and support services, space, equipment and finances

a) Analyse the number of administrative, technical and supporting staff in relation to the number of teachers and associates, the number of students, teaching space, technical and other maintenance equipment and the institution's financial capacities.

The Secretariat performs the following tasks: record-keeping, preparing and coordinating undergraduate, graduate and postgraduate classes; tasks involving general, IT services, legal, staff, accounting and cleaning activities, safekeeping and maintenance of the premises, equipment and other assets. The Secretariat has 17 employees: secretary, head of personnel and scientific affairs, head of accounting, administrative clerk for accounting issues, head of Student Administration Office for Undergraduate and Graduate Studies, administrative clerk at the Student Administration Office for Undergraduate and Graduate Studies, administrative clerk for postgraduate studies, business secretary to the Dean, IT specialist, expert assistant for international cooperation and projects, hall porter-receptionist, janitor-warehouse worker, deliverer-cleaning lady and four cleaning personnel.

The ratio of employed teaching staff and of non-teaching, administrative, technical and supporting staff is 68:17, i.e. 80:20 %. In the last five years, the number of student enrolled in undergraduate and graduate study programmes has been growing, with an average of 806 students enrolled each year. Considering the number of staff members with indefinite term contracts at the Student Administration Office (2), the ratio of the number of students to the number of administrative staff in this, especially important office of a higher education institution that provides support to students, is 403:1. These ratios are not entirely satisfactory, as the scope of tasks performed by current administrative and technical staff is increasing. On the other hand, employing administrative and technical staff financed from the state budget is not possible in current conditions, as it is limited by the following documents: *Guidelines for Drafting the State Budget of the Republic of Croatia for 2012 and Projections for 2013 and 2014* and *Plan for Proposal for Employment at Universities* (Ministry of Science, Education and Sports, 2012 and 2013). The funds that the Faculty produces through its own work on the market are not sufficient for the said needs. The reassignment of tasks within the services of the Administrative Office is, generally speaking, impossible due to the low number of specialised staff. Over the last five years, the Faculty has been covering the cost of employing an expert assistant for international cooperation and projects on a definite term contract. Due to the lack of own funds, there is no possibility of employing another staff member for duty in the afternoon shift; and reassigning tasks and adjusting the working hours of the janitor-warehouse worker have temporarily solved this issue.

Maintenance of the total surface area of the Faculty premises, 3,275 m² (main building and Centre for Rehabilitation) in total, is performed by 4.5 staff members. Considering the prescribed normative of 800 to 900 m² per staff member, the current number of cleaning ladies is satisfactory, as each of the cleaning ladies takes care of a space of approximately 728 m².

In the last two years, the Faculty has been using a measure from the Government of the Republic of Croatia, *Training without establishing work relationship*, to resolve, at least temporarily, the issue of administrative tasks at the Centre for Rehabilitation. One staff member has passed the expert exam for archivist, but there is no possibility of employing her to this position, even though there is a need for

this. The procedure of approving training without establishing a work relationship is currently ongoing for additional four positions: librarian juriconsult for student affairs, economics for support to the accounting office, and an IT specialist. This is a solution to at least partially alleviate the overload on current staff members. However, this measure is only temporary – for one year, after which the Faculty will once again be in the same situation.

b) Comment on the qualification structure of non-teaching staff and possibilities for their professional advancement

The qualification structure of the non-teaching staff is unsatisfactory, due to the low number of staff members with university degrees and degrees from institutions of high education. From the 16 staff members employed with an indefinite contract and one staff member with a definite contract, only four have university degrees. Two staff members have degrees from institutions of advanced specialist training, five have high-school degrees, and the remaining six only have elementary school qualification. Non-teaching staff is provided training according to needs and the interest of the staff members. Training is done through approving funds for participation at seminars (accounting staff due to changes in legal regulations in accounting, secretaries due to fundamental legal changes, and Student Administration Office staff due to Higher Education Institutions Information System (ISVU) programme), and continuous education.

In the last five years, the Faculty has allocated significant funds for the continuing education of two staff members performing IT tasks (professional information technology study programme), one staff member who has received her qualification from an institution of high education at a professional study programme, and recently, funds were approved for the cost of education for one staff member at a post-graduate specialist study programme. Procurement of professional literature needed for work, as one of the forms of training, is approved.

The age structure of non-teaching staff is, on average, very high. Average age of non-teaching staff members is 48.68 years of age. However, the average age of administrative staff is 52.88 years of age, and of technical staff 43.28 years of age. On the one hand, this is an advantage, considering their work experience, but on the other hand, it is a disadvantage, as it means that they have more difficulties accepting new methods of work and especially the introduction of IT at all levels of their work. A significant disadvantage in current conditions of work within higher education structures is the lack of foreign language knowledge.

The Faculty needs to further invest in modernisation and education of non-teaching staff, in order to make them more apt to follow the ever more demanding system of doing business in higher education on a higher level and more responsibly. For some tasks, it is impossible to replace the needed expert competences through training. Only after a generation shift will it be possible to fill these positions with young, more adequately educated staff members.

c) Describe the current situation and your satisfaction regarding the existing number of classrooms and laboratories for teaching, taking into account the existing number of students, enrolment quotas and optimum number of students. Compare your own spatial capabilities with those of similar HE institutions.

In the main building and the building housing the Centre for Rehabilitation, there are 12 lecture halls of 722 m² in total, i.e. 22% of the entire surface of the Faculty. The lecture halls differ in size and number of seats, which range from 30 to 120 seats. Most of the lecture halls are of medium size (9 lecture halls with 50 to 80 seats), while only one lecture hall is large in size (120 seats). All of the lecture halls of the Faculty number a total of 730 seats, which means that, with good organisation, classes can be held simultaneously for some 90% of undergraduate and graduate students (there were 782 students enrolled in undergraduate and graduate study programmes in the academic year 2011/2012, and 818 in 2012/2013).

The lecture halls are situated at different floors of the main building (4 in the basement, 4 on the ground floor and 2 on the first floor). The floors are connected with staircases, but also a lift, which provides students with disabilities with easy access to all areas. All of the lecture halls are equipped for the most modern, interactive teaching (moveable benches, chairs with writing pads), boards, computers and projectors, Internet connection). Other types of equipment (such as TV, video camera, etc.), which the Faculty also owns, is characterised as moveable equipment and can be used when needed. During the week, the lecture halls are occupied for an average of 37.5 hours (span of 24 to 45 hours a week), with occupancy for only two small lecture halls (P5 and D6) falling below this average. During the week, one of these lecture halls, hall D6 is reserved for the sessions of the Faculty Council and other types of meetings, as well as theses defence. We estimate that the premises are adequately used for the needs of undergraduate and graduate classes, with a note that classes at postgraduate, doctoral and specialist study programmes are generally held over the weekend. After moving to new premises, the Faculty is finally comparable to other constituents of the University of Zagreb, both in terms of the size of the premises, and the general quality of the premises, and especially the quality of teaching premises. A higher number of lecture halls would make different organisation of classes possible, which, in turn, would result in classes being better adjusted to the real choices and needs of the students. The biggest drawback of the areas for classes is linked to the implementation of the course Physical and Health Culture, for which three sports facilities are rented, and outside space is used (sports and nature parks). Other than the issue of these facilities being dislocated from the Faculty, this also incurs significant financial costs every academic year, and different solution will have to be found.

It is important to mention that some types of classes (exercises, practical work) – those requiring observation and/or different levels of direct student participation in intervention procedures towards users – are held at the Centre for Rehabilitation and numerous other institutions (Table 7.4). For exercises, students of all study programmes in this academic year use as many as 33 institutions in the City of Zagreb and their facilities (along with other expert capacities), while practical work and internship, other than at the Centre for Rehabilitation, is performed in around 100 institutions from all over Croatia (preschool institutions, elementary schools, centres for social welfare, different types of children and adult homes, health centres, clinical hospital and polyclinics, courts and law offices, penal institutions, police administrations and departments, non-governmental organizations).

d) Specify the state and functionality of computer equipment used in teaching. Especially describe the possibility of students using this equipment outside classes.

At the end of 2007, during the move to new premises, the Faculty secured equipment for a computer room – DELL Optiplex 320 desktop computers with Windows XP operative system, as well as MS Office 2007, Statistica software for statistical data processing, and other software for audio voice analysis. These computers have been replaced with new, All-In-One HP 8300 computers, and additional 10 computers have been added. The new computers run on MS Windows 8 operative system, and programme package MS Office 2013. Along with these changes, the new computers have programs for statistical data processing and voice analysis. All of the computers are Internet-connected, so that the students can access and search different knowledge bases, access their e-mail accounts and all other needed services that are used in classes, for example, *Merlin*, the e-learning system. Students at the Faculty have a total of 40 computers to use: 30 in the computer room and 8 in the area in front of the library. Along with these, there is another computer in the Student Council premises, while students with disabilities use a computer located in a separate room, which has a scanner to help accommodate literature to students with disabilities and a desktop magnifier for low vision students (acquired in 2013).

With prior arrangements made, students can also access computers at times when the computer room is not used for classes.

e) Reflect on the internal policies of computer purchase and use

Purchase of computer equipment is done in line with the needs of the Faculty as a whole, and the needs of individual constituent units. Planning of purchase is done based on an annual assessment of the state of computer equipment and the tendency to keep up with new technology within the financial possibilities of the Faculty. In this sense, during 2011, 36 desktop computers were purchased, 5 laptops, 3 projectors and 4 multifunctional devices; while at the end of 2012, additional 30 new computers were purchased for the students and the computer room.

The present ratio of the number of computers available to students and the number of students (1:20) is unsatisfactory, and efforts are made to develop new ways to have more computers available to the students at the Faculty at all times.

f) Reflect on the teachers' offices, their number (data from the table 7.6) and functionality. Assess the appropriateness of offices for performing teaching and scientific activities of your teachers and associates

In the academic year in which this Self-analysis is prepared, the Faculty employs 68 staff members with indefinite period contracts in research-teaching and associate positions, with one professor in a cumulative work relationship (who does not use the offices at the Faculty). As can be seen in Table 7.6, the main building has 39 teachers' offices, spreading over 752 m², with 19.35 m² of average size of office. On average, each office is used by 1.7 teachers, but in reality, this number fluctuates

between 1 and 4 teachers per office, with each teacher/associate with indefinite period contract using 11.22 m² on average. All workstations in the offices have a desk and a computer. The furniture is mostly new, purchased when the Faculty moved into the main building in 2007, and it is functional. A part of the equipment in the offices was obtained through research projects and is in line with the needs of the operations, constituent units and the research-teaching orientation of individual teachers of the Faculty. One of the offices is used only by teachers who work as associate staff members, and they use it for preparation and office hours with students when they hold classes at the Faculty.

In comparison to the space and conditions prior to the move, the existing standard represents a significant improvement, which satisfies the research-teaching staff. It is important to mention that teachers' offices, small in size, are almost exclusively used for the individual work of the teachers, their preparation for classes, and individual or small-group office hours with students, and for research-teaching work done with colleagues in smaller groups.

g) Describe the size and equipment level of the space used only for scientific research activity and estimate how well the space is used.

Considering the characteristics of the scientific fields and branches within which the research-teaching staff of the Faculty work, it is valid to say that the entire premises of the main building of the Faculty (including the warehouse of the Faculty, where archive materials of research are stored), and part of the Centre for Rehabilitation (345 m² in total, with 22 offices), are also used for scientific research activity. On the other hand, scientific research activity in the field of speech and language pathology for certain types of scientific (but also teaching) activity, requires specific equipment and premises where the equipment can be used effectively, in line with their specific purpose and regulations. The Faculty does not have its own space that would be used solely for scientific research activity (Table 7.7), and teams of experts (Faculty staff members) perform their research at the premises of the University of Zagreb (Zvonimirova Street) and the premises of the Croatian Institute for Brain Research. Long-term plans and needs for adequate premises to be secured within the building of the Faculty have so far not yielded results. There are some indications that the need for a new, larger space, which would accommodate both scientific research activity, and teaching and professional activity, could be solved as part of the Prefeasibility Study *Borongaj Campus*. According to this study, a new building is planned for the Faculty and its needs, on the campus itself, of around 5,000 m².

h) Describe your institution's library space and its working hours for students, teachers and associates at your institution, as well as outside visitors, if applicable. Comment on the number of books and journals (national and foreign) in the library, and on the amount of funds used annually for the purchase of new books and journals

The Library of the Faculty of Education and Rehabilitation Sciences of the University of Zagreb is a higher education library, which provides IT support to the scientific and teaching activities of the Faculty with its collections and services. The library fund is made up of scientific and professional publications, reference literature, master thesis and doctoral dissertations, and foreign and national professional and scientific journals. This means that the library fund fulfils the needs of teaching and



reading materials. Between the years 2008 and 2012 Faculty spent 285,692.00 HRK for new books and journals, which averages to 57,000 HRK per year.

Although located in the basement, the Library is a spacious and light room, and together with the reading room, covers a total of 128 m². The reading room is a separate space where students work silently. It has 20 seats, desks and Internet connections. The process of equipping the reading room with computers is currently under way.

In the open section, books are placed on shelves and are available to users. Journals are located on a separate shelf, and are also available to users. The reference collection, encyclopaedias, dictionaries and lexicons are located in a separate cabinet, as is the collection of doctoral (PhD), MA and specialist theses. Via the Centre for Online Databases students and teachers have access to 38 international library databases, while through National and University Library in Zagreb (NSK) it is possible to have access to SAGE collection.

The working hours of the Library and reading room are from 8 a.m. to 6 p.m., Monday to Friday. As a library within a higher education institution, it is intended to be used by staff members and students of the Faculty, but also staff members and students of other faculties. Cooperation with related faculties is accomplished with a system of interlibrary loans and loans relating to library materials that students of other faculties may need for their seminar papers or theses.

i) Assess the IT level of your library. In particular, specify electronic databases of books and journals available to teachers, associates and students, and describe the manner and frequency of use. Compare this with other similar institutions

The IT level of the library is satisfactory. The library has 2 computers, a printer and scanner, and the area in front of the library has 8 computers which are intended to be used solely by students, for the purpose of searching the Internet for literature. Processing of the Library's holdings is done on a computer, using library management software. All of the books on the shelves are processed and are entered into the library catalogue, which is available online and allows searching with several parameters (words from title, content, author, keywords). Records about users and books on loan are kept using library management software.

National scientific and professional journal in electronic form are available via the central portal of scientific journals of the Republic of Croatia – Hrčak, which allows open network access to digital scientific information. Since 2013, this portal also offers access to older issues of the journal *Defektologija* (Defectology) and its successor *Hrvatska revija za rehabilitacijska istraživanja* (Croatian Review for Rehabilitation Research), and *Kriminologija i socijalna integracija* (Criminology & Social Integration Journal).

Foreign scientific and professional journals in electronic form are available via the Centre for online Databases – databases obtained for the needs of higher education and scientific institutions of the Republic of Croatia. All of the students at Croatian universities (undergraduate, graduate and doctoral studies) have the right to use these databases, so continuing education is implemented for all users of our library, and continued efforts are made to enhance computer literacy among our students in order to make available information even more accessible. First-year students of all three study programmes learn about using the Internet to find information as part of the course Training of Academic Skills. This



includes searching the catalogues of all libraries, the library at the Faculty, the National and University Library, catalogues of all other libraries, as well as searching scientific and professional books and journals available through the Centre for Online Databases and the National and University Library. An initiative was recently started to consolidate data from all subscriptions to electronic collections of all faculties, with the goal of getting to know even those electronic collections at faculty libraries to which they subscribe with their own funds. The benefits are manifold and range from including interlibrary loans to forming a consortium to buy electronic collections.

j) Comment on the offices of administrative services (such as the secretariat, accounting and finance, IT services etc.)

Office space for the activities performed by administrative offices is located in the main building of the Faculty. Since the move to the renovated premises at the University Campus Borongaj in 2007, staff members of the Secretariat have been working in a space that fulfils the requirements for their activities. The Offices within the Secretariat are: Student Administration Office for Undergraduate and Graduate Studies, Student Administration Office for Postgraduate Studies, Accounting Office, Personnel Office and Technical Affairs Office. Along with these offices, the Secretariat employs an IT expert and an expert associate for international cooperation and projects. The Secretary works in an appropriate office space. Student Administration Office for Undergraduate Studies is located in an office space on the ground floor in order to be more readily available to the students. This space is adapted to everyday interaction with students. One administrative clerk does the work of the Student Administration Office for Postgraduate Studies. The Accounting Office is located in an appropriate office space, where two staff members work. The Personnel Office, where the head of personnel and research affairs performs her tasks, also has an appropriate space. The secretary at the Dean's Office works in an appropriate space located alongside the Dean's office. The IT expert works in a room which also houses the computer server, which means that the working conditions are not at the most appropriate levels due to noise, temperature and air quality. The janitor-warehouse worker and the cleaning ladies have appropriate working space. The hall porter-receptionist works in a room at the entrance to the main building, in an appropriate space for the staff members and the students alike, as well as other users.

k) Give your opinion on the ratio of the institution's state budget (teaching, scientific and artistic) and market incomes, and comment on the degree of your institution's autonomy and flexibility in its financial operations

State budget income varies from year to year, but in average, for the previous five-year period, it amounts to 85% of the Faculty's total income. The same can be said about income from the market, as it varies from year to year, with an average of 15% share in total income in observed period. The group of higher education institutions within the University that the Faculty is part of (social sciences and humanities) realises an average of 30% of own income in the share of total income (this average was 33.57% in 2010). The Faculty of Education and Rehabilitation Sciences realises significantly less own income than the average of this group of faculties, as well as the University as a whole.

Chart 7.1. Ratio of budget and market income for the period 2008-2012

	2008.	2009.	2010.	2011.	2012.	Prosjek
Budget	87,45%	82,36%	84,78%	86,54%	81,56%	85,15%
Own income	12,56%	17,64%	15,22%	13,46%	18,44%	15,47%

In 2012, Faculty income from market services significantly increased, which is related to the organisation of an International Scientific Conference and the Faculty Day on the occasion of the 50th anniversary of the founding. Income from market services generated in 2012 included, along with the usual sources of income (research and professional activities, participation in tuition and other fees, other own income), payments for participation fees and donor payments.

The Faculty of Education and Rehabilitation Sciences has a high level of autonomy and flexibility in realising and disbursing income from market services, which is regulated by the Ordinance on the Measures and Method of Distribution of Income Generated from Market Services by Performing Own Activities (2008).

l) Provide a more detailed comment on the structure of market income sources (charging tuition fees from students, research and analytical projects, services, other activities) of your institution

The structure of market income sources for calendar years 2011 and 2012 is shown in percentages according to Table 7.11. It shows a slight increase of the share of tuition fees, scientific and professional activities, and a slightly larger increase in other own income, including: issuing opinions regarding appointments to rank, reimbursement of travel costs, exams and theses defence at undergraduate, graduate, external doctoral programmes and the previous postgraduate study programmes, guarantees for public procurement, sale of a flat owned by the Faculty, payment of loans for the flats, students' insurance premiums, organising the scientific meeting, et al. The decrease in income from continuous education and training is due to a smaller number of trainings, courses and seminars (i.e. payment of participation fees) that the Faculty staff members perform as part of the activities of the Centre for Rehabilitation and Centre for Lifelong Learning, and that is related to poor economic conditions in the society.

Chart 7.2. The structure of market income sources for calendar years 2011 and 2012

Year	2011.	2012.
Total income from market services	3.111.916	4.646.143
Income from interest	0,21%	0,14%
Income from participation for tuition and other fees	26,07%	27,67%
Income from scientific and professional activities	20,50%	21,08%
Income from continuous education and training	22,10%	12,12%
Income from publishing	2,45%	2,36%



Income from rent	2,71%	2,11%
Income from donations, gifts, et al.	-	1,95%
Other own income	25,26%	32,07%

m) Comment on the institutional management of income generated from market services in order to improve the quality of your activities

Income from market services is managed pursuant to the Ordinance on the Measures and Method of Distribution of Income Generated from Market Services by Performing Own Activities (2008). This income is directed into improving all activities of the Faculty. The goal of managing income generated from the market is to achieve the highest level of quality in educational, scientific and research activity, as well as professional and administrative activities of the Faculty.

In the previous period, the quality had primarily been improved by routing own income from market services into financing three positions: two research-teaching, and one non-teaching (expert associate for international cooperation and projects). A significant contribution has been made in improving the quality, especially in research and professional activities, by investing own income in covering the costs of participation at scientific meetings, professional education and training and other various types of trainings. The Faculty invests its own funds in printing and publishing scientific journals, books and brochures, in employee tuition, remuneration to employees for increased scope of work, and other costs of the Faculty.

n) Provide your comments on the percentage structure of investing market income and estimate to what extent a reduction in or lack of these funds can impact the institution's functionality and its primary activity

In 2011, material costs of the Faculty amounted to HRK 5,227,000 and State budget income for those cost in the same year amounted to around HRK 1,362,000 (26%). In 2012, material costs considerably increased, and amounted to around HRK 5,893,000 while total State budget income for those costs in the same year amounted to HRK 1,193,000 (20%), or somewhat less than the year before. A part of material costs is directly related to the program of basic activities, but also activities on the market; therefore the costs, primarily those for classes, are covered from own income. A large part of remuneration for professional training of employees, payments within professional and research projects conducted in cooperation with economic operators or other budget users, as well as travel costs, are disbursed from own income.

Every decrease of income from market activities results in suspending development and other activities of the Faculty, spending received and reserved financial funds, non-liquidity and financial loss.

o) Specify your priorities in investing any increase in the budget funding of your institution

In case of increase in financing from the budget, the priority, in line with the recently adopted strategic goals, would be given to the following:

- Employing new staff members for research-teaching and non-teaching positions in order to ensure continuity of developmental growth of the Faculty in the area of research-teaching activities and development of specialised professional services specific for higher education activity, with emphasis on the competences of associates in project management and IT and language competences.
- Employing new staff members for positions of professional staff at the Centre for Rehabilitation, with the goal of ensuring the viability of the professional activities of the Faculty, and simultaneously to increase the quality of work in the important teaching base and services to users and community.
- Investing in increasing the quality of research activities and scientific productivity of staff members through encouraging the following: submitting international projects, new ways of forming research teams through networking of teaching staff from different scientific fields, mobility of postdoctoral researchers. Furthermore, investment in the following would also be desirable: more comprehensive availability of foreign scientific databases, more comprehensive financing of scientific journals published by the Faculty, appropriate spatial solutions for research and modernising work equipment in scientific branches that need such investment.

The abovementioned priorities are defined by the absence of any kind of larger investment in maintaining the existing and renting additional space.

p) Specify to what extent you are satisfied with the current situation and propose possible improvements

The answers to this chapter of self-evaluation show partial satisfaction with resources that the Faculty has and has been using over the previous five-year period. Satisfaction is on a higher level concerning space/premises, computer equipment, library fund and the operation of the library, as compared to the satisfaction regarding the number and qualification structure of non-teaching staff. Relatively stable operation is considered to be an indication of appropriate management of financial funds, especially regards the willingness of the Faculty to intervene, with relative success, in ensuring key resources over the last several years – human potential (teaching and non-teaching staff members).

Improvement should be made in the part of financial operation controlled by the Faculty, which refers to ensuring income from market services. Since the Faculty operates in a very specific market, which 'sells' knowledge and highly specialised services to vulnerable population groups, it is hard to expect significant improvement in financial operation at this time of recession and general impoverishment. The level of desirable satisfaction also includes keeping up with IT and the tendency for the equipment and software to be constantly modernised.

Improvement is most needed in respect to the increase of the number and change of qualification structure of non-teaching staff. This would enable the Faculty to respond to the ever higher demands placed on the experts for administrative-technical support in the European professional area.

Table 7.1. HEI buildings

Building ID	Location of the building	Year of construction	Year of annexed building or reconstruction	Total space for HE activities in m ²	Total space for scientific activities in m ²
Main building	Borongajska 83 f	1937.	2007.	2.500,00	752
Centre for Rehabilitation	Borongajska 65	1937.	2008.	775,00	345

Table 7.2. Classrooms

Building ID	Classroom number or designation	Space (in m ²)	Number of seats for students	Number of hours of weekly use	Equipment rating* (1 - 5)
Main building	P 1 - basement	73,00	60	44,5	5
	P 2 - basement	55,00	60	39,5	5
	P 3 - basement	52,00	50	34,5	4
	P 5 - basement	43,00	40	29,5	4
	P 6 - basement	60,00	60	37,5	5
	P 7 - basement	48,00	50	37,5	5
	P 8 - ground floor	57,00	70	38	5
	P 9 - ground floor	58,00	50	39,5	5
	P 10 - first floor	58,00	60	48	5
	D 6 - first floor	43,00	30	23,9	5
Centre for rehabilitation	Hall Plitvice	120,00	120	42	5
	Hall Mljet	65,00	80	37	5

* classroom equipment comprises the quality of furniture, technical and other equipment.

Table 7.3. Laboratories/practicums used for teaching

Building ID	Internal designation of laboratory/practicum	Area (in m ²)	Number of places for students	Number of hours of weekly use	Equipment rating* (1 - 5)
Main building	Laboratory for Sighn Language and Deaf Culture Reserch	27,00	6	2	3
Main building	Laboratory for Hearing and Speech Acoustics	21,00	3	-	4



Centre for rehabilitation	Augmentative and Alternative Communication Lab *	12,00	3	5 days per week used for project <i>ICT Competence Network for Innovative Services for Persons with Complex Communication Needs</i> <i>5 hours per week used for practical teaching</i>	4 (lack of technical equipment) (nedostaje tehnička oprema)
Zvonimirova 8 (University building)	Laboratory for Psycholinguistic Research	27 + 43 (2 rooms)	30	12	5

* New unit

Tablica 7.4. Workplaces for practical teaching, year 2013.

Building ID	Name of workplace	Number of students working in a workplace	Hours of teaching (per week) held in a workplace
WORKPLACES OUTSIDE FACULTY FOR FIELD CLASSES			
Hospital	KBC Sestre milosrdnice	15	16 (per year)
Kindergarten	DV Montessori	15	16 (per year)
Faculty	Centar za rehabilitaciju		35
Penal institution	Uprava za zatvorski sustav, Središnji ured	42	1,9
Children's home	Dom za odgoj djece i mladeži Zagreb	21	1,83
Centre for education / rehabilitation	Centar Slava Raškaj	121	7,46
Hospital	KBC Rebro	13	1,5
School	OŠ Nad lipom	33	4,7
Centre for education / rehabilitation	Centar za autizam	7	0,8
Centre for education / rehabilitation	Mali dom Zagreb	22	1,33
Clinique	Poliklinika SUVAG	130	11,36
Centre for education / rehabilitation	Centar za rehabilitaciju Zagreb-Sloboština Centar za rehabilitaciju Zagreb-Orlovac	105 12	4,4 2
Centre for education / rehabilitation	Centar za odgoj i obrazovanje Velika Gorica	40	4,2
Non-governmental organization	OZANA	12	1
Centre for education / rehabilitation	Dom za djecu i mladež Zagreb	10	1,4
Non-governmental organization	Aikido društvo Zagreb	74	5,3
Non-governmental organization	Udruga za promicanje Inkluzije	6	1
Centre for education / rehabilitation	Centar za rehabilitaciju Silver	16	3
Centre for education / rehabilitation	COO Vinko Bek -Nazorova	129	6,73
School	-Voltino -Bartola Kašića -Kralja Tomislava -Dragutina Tadijanovića -Marije Jurić Zagorke -Trnjanska -Dr. Ante Starčevića	14 9 10 8 42 20 10	64 (per year) 54 -,- 54 -,- 54 -,- 38 -,- 20 -,- 54 -,-
Hospital	KB Dubrava	5	20 (per year)
Psychiatric hospital	Psihijatrijska bolnica Vrapče	4	10 (per year)
Non-governmental organization	Atomic Dance Factory	8	20 (per year)



Children's home	DD A.G. Matoš	8	20 (per year)
Non-governmental organization	Udruženje DJECA PRVA	4	10 (per year)
Centre for education / rehabilitation	Centar za odgoj i obrazovanje Goljak	20	2
Hospital	Specijalna bolnica za medicinsku rehabilitaciju Krapinske Toplice	158	3,6
Hospital	KB Sveti Duh	79	1,66
Non-governmental organization	Udruga gluhoslijepih DODIR	30	12 (per year)
Court	Općinski kazneni sud	42	7 (per year)
Court	Županijski sud u Zagrebu	42	8 (per year)
Non-governmental organization	Centar inkluzivne potpore IDEM	7	10 (per year)
Non-governmental organization	Udruženje DJECA PRVA	4	10 (per year)
Children's home	Dječji dom Zagreb, Nazorova	4	10 (per year)
Centre for social work	-Podružnica Donji Grad	5	35 (per year)
	-Podružnica Dubrava	4	24 -,-
	-Podružnica Medveščak	5	35 -,-
	-Podružnica Maksimir	2	12 -,-
	-Podružnica Novi Zagreb	4	24 -,-
	-Podružnica Peščenica	4	30 -,-
	-Podružnica Sesvete	2	12 -,-
	-Podružnica Trešnjevka	5	40 -,-
	-Podružnica Trnje	4	22 -,-
	-Podružnica Čnomerec	1	6 -,-
	-Podružnica Susedgrad	1	6 -,-
	-Velika Gorica	3	20 -,-

Internship – Study programmes in Rehabilitation/Educational rehabilitation Students complete an 4-week externship (25 hours per week)			
Non-profit organizations	Društvo tjelesnih invalida	6 19	25 50
	Djeca nade (Prozor-Rama, BiH)	1	25
	Hrvatska udruga za psihosocijalnu onkologiju	1	25
	Udruga PUŽ	1 3	25 50
	Udruga za Syndrom Down	4	50
	Udruga Zvono (Belišće)	3	50
	Hrvatski savez slijepih	3	30
Centre for education/rehabilitation	Centar za rehabilitaciju Zagreb – Slobština 1	1 1	25 50
	Centar za odgoj i obrazovanje Vinko Bek	6 9	25 30
		3	50



	Centar za odgoj i obrazovanje Goljak	1	25
	Centar za autizam	10 6	25 50
	Centar za autizam (Split)	3 1	25 50
	Centar za autizam (Rijeka)	1	50
	Mali dom	2 1 8	25 30 50
	Centar za odgoj i obrazovanje Juraj Bonači (Split)	1 1	25 50
	Centar za odgoj i obrazovanje Tomislav Špoljar (Varaždin)	2 2	25 50
	Centar za odgoj i obrazovanje Šubićevac (Šibenik)	1	25
	Down Syndrom centar (Pula)	1	25
	Centar za odgoj i obrazovanje Čakovec (Čakovec)	5	50
	Centar za odgoj i obrazovanje Zajezda (Budinščina)	1	50
	Centar za odgoj i obrazovanje Dubrava	3	50
	Centar za odgoj i obrazovanje Podravsko sunce (Koprivnica)	2	50
	Centar za odgoj i obrazovanje Ivan Štark (Osijek)	2	50
	Centar za smještaj i rehabilitaciju Stančić (Dugo Selo)	3	50
	Dnevni centar za rehabilitaciju Slava Raškaj (Rijeka)	1	50
	Centar za rehabilitaciju ERF-a	6	50
	Centar za odgoj i obrazovanje Rudolf Steiner (Daruvar)	1	50
	Centar za rehabilitaciju Silver	2	30
	School	OŠ Petra Preradovića (Zadar)	1
OŠ Antuna i Ivana Kukuljevića (Varaždinske toplice)		1	25
OŠ Milan Amruš (Slavonski Brod)		1	25
OŠ Voštanica (Zadar)		3 1	25 50
VI. OŠ Varaždin (Varaždin)		1	25
Ekonomska škola Mije Mirkovca (Rijeka)		1	25
OŠ 22. lipnja (Sisak)		1	25
OŠ Nad lipom		1	25

	OŠ Franka Zvonimira (Kutina)	1	50
	OŠ Bukovac	1	50
	V. OŠ Bjelovar (Bjelovar)	2	50
	OŠ Josipa Matoša (Vukovar)	1	50
	OŠ Petra Preradovića (Zadar)	1	50
	OŠ Stanovi (Zadar)	2	50
	OŠ Marije Jurić Zagorke	1	50
	OŠ Augusta Cesarca (Krapina)	1	50
	OŠ Eugena Kumičića (Velika Gorica)	1	50
	OŠ Matije Gupca (Gornja Stubica)	1	50
	OŠ Horvati	1	50
	OŠ Kaštanjer (Pula)	1	50
	OŠ Marina Držića (Dubrovnik)	1	50
	OŠ Petra Preradovića (Vukovar)	1	50
	OŠ Supetar (Supetar)	1	50
	OŠ Uskoplje (Gornji Vakuf)	1	50
	OŠ Ante Starčevića	1	50
	OŠ Bartola Kašića	2	50
	OŠ Josipa Jurja Strossmayera	1	50
	OŠ Retkovec	1	50
	OŠ Voltino	1	50
	OŠ Antuna Mihanovića	1	50
	OŠ Dragutina Tadijanovića	3	50
OŠ Mate Lovraka	1	50	
Kindergarten	Fijolica (Draškovec)	2	25
		3	50
	Latica (Zadar)	3	25
		1	50
	DV Montesorri (Split)	1	50
	2 prijatelja (Split)	1	50
	Vrbik	2	50
	Maslačak (Đurđevac)	1	50
	Žirek (Velika Gorica)	1	50
	Potočnica	1	50
	Utrina	1	50
	Mali dupin (Split)	1	50
	Cekin (Slavonski Brod)	1	50
	Sisak Stari (Sisak)	1	50
Bajka	1	50	
Hospital	Klinički bolnički centar	2	25
	Sestre milosrdnice	15	30
		3	50
	Dječja psihijatrijska bolnica Kukuljevićeva	1	25
Specijalna bolnica za medicinsku rehabilitaciju Varaždinske Toplice	1	50	



	Specijalna bolnica za dječje bolesti Gornja Bistra (Gornja Bistra)	3	50
	Specijalna bolnica za zaštitu djece s neurorazvojnim smetnjama – Goljak	1	30
	Klinika za dječje bolesti – Zagreb	2	30
Care/Adults Nursing Home	Sv. Frane (Zadar)	1	25
Children's Home	Dom za djecu, mladež i odrasle s cerebralnom paralizom i drugim posebnim potrebama (Pula)	3	50
Other	Hrvatski zavod za zapošljavanje	2	50
	Tiflološki muzej	5	30

Internship– Study programmes in Speech and Language Pathology
Students are involved in externship twice a week through the whole academic year (Monday and Friday)

Kindergarten	Dječji vrtić <i>Bajka</i> , Zagreb Stručna služba - logoped	3	50 school hours*3
	Dječji vrtić <i>Cvrčak</i> , Zagreb Stručna služba - logoped	2	50
	Dječji vrtić <i>Duga</i> , Zagreb Stručna služba - logoped	3	50
	Dječji vrtić <i>Ivane Brlić Mažuranić</i> , Zagreb Stručna služba - logoped	2	50
	Dječji vrtić <i>Leptir</i> , Zagreb Stručna služba - logoped	2	50
	Dječji vrtić <i>Mali princ</i> , Zagreb Stručna služba - logoped	3	50
	Dječji vrtić <i>Maksimir</i> , Zagreb Stručna služba - logoped	3	50
	Dječji vrtić <i>Matija Gubec</i> , Zagreb Stručna služba - logoped	2	50
	Dječji vrtić <i>Petar Pan</i> , Zagreb Stručna služba - logoped	3	50
	Dječji vrtić <i>Potočnica</i> , Zagreb Stručna služba - logoped	4	50
	Dječji vrtić <i>Siget</i> , Zagreb Stručna služba - logoped	3	50
	Dječji vrtić <i>Travno</i> , Zagreb Stručna služba - logoped	2	50
	Dječji vrtić <i>Utrine</i> , Zagreb Stručna služba - logoped	3	50
	Dječji vrtić <i>Vrbik</i> , Zagreb Stručna služba - logoped	5	50
	Stručna služba - logoped	4	50
Health Centre	Dom zdravlja Zagreb – Centar, Zagreb Logopedsko-defektološka ambulanta	5	50



Faculty	Edukacijsko-rehabilitacijski fakultet, Zagreb Laboratorij za psiholingvistička istraživanja	4	50
	Edukacijsko-rehabilitacijski fakultet, Zagreb Centar za rehabilitaciju	15	50
Hospital	Klinika za dječje bolesti Zagreb, Zagreb Centar za zaštitu mentalnog zdravlja djece i mladeži	4	50
	Klinička bolnica <i>Sveti duh</i> , Zagreb Zavod za otorinolaringologiju i kirurgiju glave i vrata	7	50
	Klinički bolnički centar Zagreb, Zagreb Klinička jedinica za audiologiju	12	50
	Klinički bolnički centar Zagreb, Zagreb Fonijatrijski centar	12	50
Sale and Riper Service	Microton slušna pomagala, Zagreb Procjena sluha i slušanja	2	50
Hospital	Opća bolnica „ <i>dr. Ivo Pedišić</i> “, Sisak; Odjela za otorinolaringologiju i oralnu kirurgiju	2	50
	Opća bolnica „ <i>Zabok</i> “, Zabok Otorinolaringološka ambulanta	2	50
Polyclinic	Poliklinika SUVAG Odjel medicinske dijagnostike i rehabilitacije slušanja i govora	12	50
	Poliklinika SUVAG Odjel dijagnostike i rehabilitacije slušanja i govora	2	50
Hospital	Specijalna bolnica za medicinsku rehabilitaciju „ <i>Varaždinske toplice</i> “, Varaždinske Toplice Odjel za logopedsku rehabilitaciju	2	50
	Specijalna bolnica za zaštitu djece s neurorazvojnim i motoričkim smetnjama GOLJAK, Zagreb Odjel za dojenčad i malu djecu	4	50
School	Osnovna škola <i>Antun Branko Šimić</i> , Zagreb Stručna služba - logoped	4	50



	Osnovna škola <i>Brezovica</i> , Zagreb Stručna služba - logoped	4	50
	Osnovna škola <i>Grabrik</i> , Karlovac Stručna služba - logoped	1	50
	S Osnovna škola <i>Ivo Andrić</i> , Zagreb stručna služba - logoped	3	50
	Osnovna škola <i>Izidor Kršnjavi</i> , Zagreb Stručna služba - logoped	4	50
	Osnovna škola <i>Jelkovec</i> , Zagreb Stručna služba - logoped	3	50
	Osnovna škola <i>Retkovec</i> , Zagreb Stručna služba - logoped	4	50
	Osnovna škola <i>Markuševac</i> , Zagreb Stručna služba - logoped	3	50
	Osnovna škola <i>Sveta Klara</i> , Zagreb Stručna služba - logoped	4	50
	Osnovna škola <i>Vukomerec</i> , Zagreb Stručna služba - logoped	4	50
	Osnovna škola <i>Grigor Vitez</i> , Zagreb Stručna služba - logoped	3	50
	Osnovna škola <i>Gustav Krklec</i> , Zagreb Stručna služba - logoped	3	50

Internship– Study programmes in Social pedagogy
Students complete 6-week internship (40 hours per week)

Polyclinic	Poliklinika za zaštitu djece Grada Zagreba Đorđićeva 26, Zagreb	3	120
Family centre	Obiteljski centar Grad Zagreba Ulica grada Chicaga 13 Zagreb	2	120
Children's home	Dječji dom Zagreb Dom I.G.Kovačić Ulica I.G.Kovačića 23, Zagreb	1	120
Centre for social work	Centar za socijalnu skrb Split Gundulićeva 22, Split	1	120
School	OŠ A.Augustinčića, V.Nazora 2a, Zaprešić	1	120
State attorney's office	Općinsko državno odvjetništvo u Zagrebu Ulica grada Vukovara 84, Zagreb	1	120



Children's home	Dom za odgoj djece i mladeži Karlovac Banija 14, Karlovac	2	120
Family centre	Obiteljski centar Karlovačke županije Ivana Meštrovića 10, Karlovac	1	120
Centre for social work	Centar za socijalnu skrb Karlovac Ivana Meštrovića 10, Karlovac	1	120
School	Strojarska i prometna škola Varaždin Hallerova aleja 3a, Varaždin	1	120
Stete attorney's office	Općinsko državno odvjetništvo u Karlovcu Trg hrvatskih branitelja 1, Karlovac	2	120
Children's home	Dječji dom A.G.Matoš Selska 132, Zagreb	1	120
Mental health	Zavod za javno zdravstvo Primorsko-goranske županije Krešimirova ulica 52a, Rijeka	1	120
Children's home	Odgojni dom Bedekovčina Aleja Dragutina Domjanića 15 Bedekovčina	1	120
Centre for education / rehabilitation	Centar za odgoj i obrazovanje Lug, Lug Samoborski, Kneza Zdeslava 2, Bregana	1	120
School	OŠ Petar Zrinski Krajiška 9, Zagreb	1	120
Court	Općinski sud u Splitu Kralja Zvonimira, Solin	1	120
Court	OŠ Ravne Njive, Sarajevska 30, Split	1	120
Centre for social work	Ured Peščenica Zapoljska 1, Zagreb Ured Trnje C.Zuzorić 53, Zagreb	1 2	120
Centre for education / rehabilitation	Dugave, Sv.Mateja 70, Zagreb Stambena zajednica J.Denzlera 46, Zagreb	1 1	120
School	OŠ Rudeš, Jablanska 51, Zagreb	1	120
Centre for education / rehabilitation	Centar za djecu, mlade i obitelj Velika Gorica Kurilovečka 48, Velika Gorica	1	120
School	OŠ Retkovec Aleja javora bb, Zagreb	2	120
School	OŠ A.G.Matoš Aleja A.Augustinčića 12, Zagreb	2	120
Court	Općinski kazneni sud u Zagrebu, Ilica 207, Zagreb	2	120
School	OŠ Trnsko Trnsko 25, Zagreb	1	120

School	OŠ Žitnjak Petruševac 1, Zagreb	1	120
Centre for social work	Centar za socijalnu skrb Virovitica Ulica Augusta Šenoae 1, Virovitica	1	120
Court	Općinski sud u Varaždinu Braće Radić 2 Varaždin	1	120
Police stations	Policijske uprave: 1. PU dubrovačko- neretvanska 2. PU zagrebačka 3. PU međimurska 4. PU virovitičko- podravska 5. PU istarska 6. PU splitsko- Dalmatinska	2 13 2 1 1 2	40 40 40 40 40 40
Psychiatric hospital	Psijhijatrijska bolnica Vrapče	21	80
Uprava za zatvorski sustav Središnji ured	Kaznionica u Lepoglavi Kaznionica u Valturi Zatvor u Zagrebu Kaznionica u Požegi Kaznionica u Lipovici	6 1 6 5 3	120 120 120 120 120

WORKPLACES FOR PHYSICAL EDUCATION CLASSES AND RECREATION

1. Sports Hall 2. Swimming pool 3. Sports Hall 4. Open space - Nature parks	1. Sports Hall 2. Swimming pool 3. Sports Hall 4. Open space - Nature parks	1. Sports Hall 2. Swimming pool 3. Sports Hall 4. Open space - Nature parks	1. Sports Hall 2. Swimming pool 3. Sports Hall 4. Open space - Nature parks
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Table 7.5. Equipment of computer classrooms

Academic year	Number of new computers (up to 3 years)	Number of computers older than 3 years	Functionality rating (1 - 5)	Maintenance rating (1 - 5)	Rating of possibility for use outside of classroom (1-5)
2008/2009.	20	0	5	5	5
2009/2010.	20	0	5	5	5
2010/2011.	0	20	4	5	5
2011/2012.	0	20	4	5	5
2012/2013.	30	0	5	5	5

Table 7.6. Teachers' offices

Building ID	Number of teachers' offices	Average space in m2	Equipment rating (1 - 5)	Average area in m2 per full-time teacher/associate
Main building	39	19,35 (752 total area)	4	11,22 (67 teachers/associates)

Table 7.7. Space used only for research, artistic and professional work

Building ID	Internal room or laboratory designation	Space (in m2)	Number of hours of weekly use	Equipment rating (1 - 5)
University of Zagreb, Zvonimirova 8, Zagreb	Laboratory for Psycholinguistic Research	100,00	40	5
Croatian Institute for Brain Research, Šalata 12, Zagreb	Child Communication Study Lab	76	16	2

Table 7.8. Space used only for professional work

Building ID	Internal room or laboratory designation	Space (in m2)	Number of hours of weekly use	Equipment rating (1 - 5)
Centre for Rehabilitation	(Counseling/Clinical) Units	345	40	5

Tablica 7.9. Capital equipment with purchase value exceeding 200,000 HRK

Name of the instrument (equipment)	Purchase value	Age (years)
-	-	-

Tablica 7.10. Library equipment

Total area (in m2)	Number of employees	Number of seats	Number of students using library	Is there an electronic database of your books and journals
123 (library and reading room)	1	20	900	DA

Number of books titles	Number of textbooks*	Rating of books and textbooks as up to date (1- 5)	Number of foreign journal titles	Number of Croatian journal titles	Rating of functionality and catalogue of books and journals	Equipment rating (1 - 5)**	Assess the quality and availability of electronic content (1 - 5)***
5299	800	5	65	54	5	4	5

* Number of textbooks comprises all textbooks, regardless of the number of copies.

** Possibility of using a copy machine for teachers and students, provision of copies from other libraries, catalogues of teachers' papers etc.

*** Electronic content comprises electronic editions of books, journals, databases, but also library's own and other libraries' catalogues

Tablica 7.11. Financijska evaluacija

		N-2 calendar year 2011.	N-1 calendar year 2012.
	INCOME		
1.	STATE BUDGET INCOME	=19.337.778	=19.500.763
1.1.	Staff pay	16.202.286	16.941.495
1.2.	Operation costs (including fieldwork)	1.362.582	1.192.790
1.3.	Adjunct/visiting teaching staff pay	420.652	527.293
1.4.	National scientific projects	256.667	369.292
1.5.	International scientific projects	435.070	24.771
1.6.	International cooperation	63.772	10.109
1.7.	Organization of academic conferences	/	40.000
1.8.	Journal subscription fees	38.905	80.000
1.9.	Maintenance	/	/
1.10.	Capital investments (buildings), investments maintenance	98.849	/
1.11.	Equipment	/	/
1.12.	Total income from other sources (list all sources and amounts) (Annual leave allowance, Christmas bonus, Financial support, One-time financial support)	458.995	315.013
2.	OTHER PUBLIC BUDGET INCOME	=546.836	=542.324
2.1.	Income and support by local authorities (town, city, county etc.)	173.234	119.267
2.2.	Income and support by other institutions (such as the National Science Foundation)	373.602	423.057



2.3.	Total income from other types of sources (list all sources and amounts)	/	/
3.	INTEREST INCOME	=21.665	=22.991
4.	OWN ACTIVITY INCOME	=1.115.834	=1.746.997
4.1.	Tuition fees - postgraduate specialist	252.685	230.568
4.2.	Tuition fees - postgraduate doctoral	/	/
4.3.	Scientific projects	149.156	308.200
4.4.	Professional projects	115.000	89.561
4.5.	Rental income	84.301	97.878
4.6.	Total income from other sources (list all sources and amounts) (Continuing education-educations provided by Centre for rehabilitation and Centre for Life-long Learning)	514.692	626.259
	- Organization of International Scientific Conference and Faculty Day	/	394.531
5.	SPECIAL REGULATION INCOME	=1.905.327	=2.792.512
5.1.	Tuition fees - undergraduate, graduate, professional	1.236.412	2.104.213
5.2.	Additional knowledge or skills testing (if implemented in addition to State Matura)	317.129	305.400
5.3.	Enrolment fees	231.880	243.700
5.4.	Publishing	76.208	109.299
5.5.	Administrative fees (charging various forms, diplomas, certificates etc.) (students applications, certificates, diplomas, students records/transcripts)	43.698	29.900
5.6.	Total income from other sources (list all sources and amounts)	/	/
6.	OTHER INCOME NOT MENTIONED ABOVE (please specify)	=199.951	=590.762
	Guarantee fund	10.649	11.300
	Faculty souvenirs sales	1.479	175
	issuing expert opinions on awarding degrees in the fields of educational and rehabilitation sciences and	3.000	18.000
	Students' insurance premiums	2.292	/
	Flats loans	4.060	4.836
	Travel expenses refunds	3.166	5.251
	Coffee coupons sale	4.814	/
	(Exams, Thesis defence for undergraduate, graduate, postgraduate studies)	164.050	402.601
	Professional education at HZZ	6.441	6.515
	Sale of Faculty flat	/	142.084
A	TOTAL BUSINESS INCOME	=23.127.391	=25.196.349

	EXPENSES	N-2 calendar year 2011.	N-1 calendar year 2012.
1.	EMPLOYEE EXPENSES	=17.907.619	=18.960.232
1.1.	Staff pay	17.181.217	18.149.439
1.2.	Adjunct/visiting teaching staff pay	420.652	527.293
1.3.	Total remaining expenditure (list all sources and amounts) (Other employee expenses, One-time financial support, Financial support, Annual leave allowance, Christmas bonus)	305.750	283.500
2.	MATERIAL AND ENERGY EXPENSES	=296.829	=302.433
2.1.	Office supplies and other material costs	256.646	263.242
2.2.	Laboratory supplies	/	/
2.3.	Energy	7.230	8.071
2.4.	Material and equipment for maintenance (both types)	615	/



2.5.	Small inventory	30.711	28.973
2.6.	Total remaining expenditure (list all sources and amounts) Protective clothing	1.627	2.147
3.	SERVICE EXPENSES	=2.944.136	=3.033.319
3.1.	Telephone and postal costs, transport costs	65.842	62.048
3.2.	Maintenance and investment maintenance services	134.575	44.025
3.3.	Information and promotion	521.905	501.810
3.4.	Communal services	14.867	17.479
3.5.	Leasing, rent	81.247	78.228
3.6.	Intellectual and personal services (fees, contracts)	1.913.483	2.140.047
3.7.	Computer services	31.018	21.700
3.8.	Total remaining expenditure (list all sources and amounts) Health services	38.835	62.485
	Other services	142.364	105.497
4.	NON-FINANCIAL ASSETS EXPENSES	=387.416	=342.257
4.1.	Facilities	/	/
4.2.	Computer equipment	254.856	198.455
4.3.	Laboratory equipment	/	/
4.4.	Office equipment	99.078	123.282
4.5.	Communication equipment	/	/
4.6.	Other equipment	/	/
4.7.	Reading materials (books, journals etc.)	33.482	20.520
4.8.	Investment in machines, production facilities and other equipment	/	/
4.9.	Additional investment in buildings	/	/
4.10.	Total remaining expenditure (list all sources and amounts)	/	/
5.	EMPLOYEE REIMBURSEMENT	=1.141.862	=1.329.985
5.1.	Travel costs	592.853	782.941
5.2.	Training costs	179.709	99.395
5.3.	Other staff costs (list all) including transport costs	369.300	447.649
6.	OTHER BUSINESS EXPENSES NOT MENTIONED ABOVE	=582.328	=828.897
6.1.	Insurance premiums	34.100	40.251
6.2.	Representation costs	96.546	155.427
6.3.	Membership fees	2.522	7.355
6.4.	Bank costs	40.990	41.189
6.5.	Interest	45	257
6.6.	Other financial costs	90.154	339.862
	- Admissions and fees	859	734
	- Other not mentioned expenses	199.886	157.217
	- Tuition fees, students awards	117.226	86.605
B	TOTAL BUSINESS EXPENSES	=23.260.190	=24.797.123
C	Bottom line carried over from the last year	1.954.325	1.821.526
	TOTAL BALANCE 31 Dec (A-B+C)	=1.821.526	=2.220.753