

University of Zagreb

Faculty of Education and Rehabilitation Sciences

REACCREDITATION OF THE POSTGRADUATE DOCTORAL PROGRAMME:

Prevention Science and Disability Study

12th September 2017



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I. General information and conditions of delivery

Name of the study programme: PREVENTION SCIENCE AND DISABILITY STUDY POSTGRADUATE DOCTORAL PROGRAMME

Institution providing the programme: University of Zagreb, Faculty of Education and Rehabilitation Sciences (abbreviation ERF)

Institution delivering the programme: University of Zagreb, Faculty of Education and Rehabilitation Sciences

Science area and field: Area of humanities, field of education-rehabilitation sciences

Place of delivery: University of Zagreb, Faculty of Education and Rehabilitation Sciences, University Campus Borongaj, Zagreb

Number of doctoral candidates (all): A total of 42 postgraduate students

Number of HEI funded doctoral candidates: (assistants employed at that or another HEI or institute): 1

Number of self-funded doctoral candidates and employer-funded doctoral candidates: 40 students out of 42 are self-funded, and for 2 students the costs are partially covered by the employer. In April 2017, a candidate whose employer covered two thirds of the costs of postgraduate studies, completed the Ph.D. studies.

Number of inactive doctoral candidates (have not progressed to a higher year, but still have the right to study): The first generation of students enrolled in 2007/2008. The students of this doctoral study programme are predominantly part-time and the study completion period is eight years. Thus, there are no inactive students.

Number of teachers at the doctoral study programme: 44

Number of supervisors (state the officially appointed supervisors, but also, other types of supervision, such as supervisor - advisor etc., as well as the number of doctoral candidates they supervise): A total of 22 supervisors are officially appointed, supervising 13 candidates. In addition to supervisors, both study programmes provide advisors as well, who are heads of study programmes. Study advisors supervise a total of 20 students.

Number of doctoral candidates to whom a supervisor was officially appointed: The ERF Faculty Council appointed official supervisors for 13 doctoral candidates, upon proposal of the Executive Council of the Doctoral Degree Programme and based on the public doctoral dissertation topic defence.

Learning outcomes of the programme: After completion of the study programme the doctoral candidates will be able to:

IU 1 Extract relevant scientific facts from existing sources from data bases containing recent publications.

IU 3 Apply critical thinking to issues regarding problems and needs of children, youth and persons with disabilities and behavioural disorders (epidemiology studies) and analyse phenomena and problems through multi-annual research (longitudinal studies).

IU 4 Propose scientific hypotheses and establish appropriate methodology for its verification. Design the study process including the experimental plan for scientific hypothesis' verification.

IU 5 Select and apply appropriate statistical tools and methods for data processing and hypotheses evaluation as well as to appropriately describe and interpret acquired results.

IU 6 Evaluate scientifically and continuously update and upgrade existing prevention interventions (evaluation studies and cost-effectiveness studies).



- IU 7 Elaborate scientifically and apply comprehensive strategies for the promotion of health and quality of living of children, youth and adults.
- IU 8 Elaborate scientifically and apply comprehensive prevention strategies and early interventions in the area of mental and behavioural disorders of children and youth.
- IU 9 Research disability in its full complexity and develop support services which promote full participation of persons with disabilities, their self-determination and social equality.
- IU 10 Elaborate scientifically and apply comprehensive support strategies for persons with disabilities.
- IU 11 Present their scientific work in written form and orally at congresses, conferences and other scientific meetings.
- IU 12 Present and describe their scientific work in form of scientific papers eligible for publishing in scientific journals and other publications.
- IU 13 Carry out studies according to ethical principles, and publish results as a contribution to the development of a socially sensitive knowledge based society.

Competences acquired after completion of studies (more details in items 4.2 and 4.3)

PhD graduates with degrees in humanities, field of education and rehabilitation sciences shall be qualified for independent design and execution of a scientific research in educational rehabilitation and interdisciplinary areas.

Depending of the doctoral programme module (prevention science or disability studies) students acquire competences according to their individual scientific interests and area of research covered by the PhD thesis. Such experts are qualified for application and transfer of research findings to the educational and upbringing system, social care system, healthcare system, etc., by applying specific strategies for the promotion, prevention, rehabilitation and support, and especially advocacy of rights and needs of persons with disabilities based on inclusion, citizens' rights, social justice and international human rights' standards.

Brief description of each year of the study programme

(ECTS credits and other requirements needed for study advancement)

The Prevention Science and Disability Doctoral Study Programme is the first of such kind in our country and one of the rare ones in Europe and the World.

The Faculty of Education and Rehabilitation Sciences has been delivering this doctoral study programme since 2007/2008 and currently, the third student generation is attending.

The doctoral studies programme is delivered primarily as a part-time studies programme for employed students. After completing 6 semesters – 3 academic years, the students are entitled to additional 4 years of graduate level internship during which they must pass all the exams and fulfil all other study programme requirements, including the development and defence of the doctoral dissertation which entitles them to get the academic degree Doctor of Humanities in the area of education and rehabilitation sciences.

During the admission procedure, each doctoral candidate provides a written statement about their decision to pursue full-time or part-time studies. The full-time programme is available for doctoral candidates who commit only to fulfilment of the doctoral studies' obligations. The doctoral candidate who opts for part-time studies must enclose a statement which confirms that their working hours will allow them to fulfil student obligations according to the study plan.

Duration of the full-time Doctoral Degree Programme is three years (organised programme obligations), if deemed as justified, the Executive Council, may extend it to 5 years. The maximum duration of the part-time programme is 5 years (with three years of organised programme obligations), if deemed as justified, the



Executive Council, may extend it to 7 years. When eight years after enrolment expire the doctoral candidate loses the right to defend the doctoral dissertation.

Each academic year carries 60 ECTS credits; i.e. a total of 180 ECTS credits in the three years of study.

Organized direct instruction takes up about 20% of total time of study, which amounts to 38 ECTS credits (grade A). The program is organized in three modules: the prevention science module, the disability study module and the module of methodological and statistical courses, which are largely common to both specializations. Courses in the program are arranged annually, and in a three-year period, they follow the logic of introduction to the area of prevention science or disability study and according to the ideas which are the basis for setting up prevention strategies or expert and scientific support policies for persons with disabilities.

13 courses are held in English.

The total of 142 ECTS credits can be collected through research during the three years of the program. This activity is organised in three credit grades (grade B, C and D).

B grade credits in the group of compulsory and elective activities, is acquired through organised research seminars, workshops, practicums, organised discussion groups for stronger promotion of research activities, critical thinking, methodology and generic skill acquisition. Some of such workshops organised for this generation of students were: „Visual elicitation Methods: A Comprehensive induction to their use in qualitative research” (basic and advanced workshop) and „Methodology workshop“. The amount of ECTS credits is determined depending on the choice of activities within a certain grade group and their realisation (number of hours). C grade credits are acquired through: writing and publishing research in Croatian and foreign journals (cited in CC or equivalent), publishing reviews (articles, journal volumes, conferences, round tables, etc.), presenting papers and posters at Croatian and international conferences (with proof of participation). For D grade credits, the students are expected to participate at various scientific meetings or winter schools, workshops, lectures, etc. during the entire course of the studies. Appropriate documentation corroborating all the activities is required.

Students are allowed, to enrol and attend some courses or carry out research at any other organisational unit of the University of Zagreb or other institutions, the request must be justified and approved by the supervisor and the Executive Council of the Postgraduate Degree Programme. Requirements which should be met in such situations are discussed on case by case basis and the decision is made by the Executive Council of the Postgraduate Degree Programme.

Organisational structure of the study programme is presented in Tables 1. i 2., and the Course plan is available at <http://www.erf.unizg.hr/hr/studiji/poslijediplomski-prevencijska-znanost-i-studij-invaliditeta>.

Table 1 The structure of the programme – Prevention Science – Prevention of Mental and Behavioural Disorders and Promotion of Mental Health

Year of study	ECTS	Type of activities	Grade groups
First year	21	Direct instruction	A
	14	research seminars, workshops, discussion groups	B
	25	Extracurricular activities	C i D
Second year	14	Direct instruction	A
	12	research seminars, workshops, discussion groups and independent research	B
	34	Extracurricular activities	C i D
Third year	3	Direct instruction	A
	8	research seminars, workshops, discussion groups and independent research	B
	49	Extracurricular activities and participation in instruction	C i D



Table 2 The structure of the programme – Disability study

Year of study	ECTS	Type of activity	Grade groups
First year	20	Direct instruction	A
	12	Research seminars, workshops, discussion groups	B
	28	Extracurricular activities	C i D
Second Year	13	Direct instruction	A
	20	research seminars, workshops, discussion groups and independent research	B
	27	Extracurricular activities	C i D
Third year	5	Direct instruction	A
	10	research seminars, workshops, discussion groups and independent research	B
	45	Extracurricular activities and participation in instruction	C i D

Thy studying pace partially depends on the full-time or part-time status. The progression to the next year for full-time students is determined by accumulated ECTS credits from grade groups A and B. All exams must be successfully completed, exceptionally, one exam can be transferred to the higher year if it is not crucial for the continuation of the study or research activities.

Credit requirements for research and extracurricular activities (grade groups C and D) are distributed through all years of the study as presented in Tables 1 and 2, and can be collected to the date of the PhD thesis topic submission. Full-time students must submit, publicly defend and approve the PhD thesis topic and outline by the date of enrolment to the second year of studies the latest. Part-time students must submit, publicly defend and approve the PhD thesis topic and outline by the date of enrolment to the third year of studies the latest.

Consultation and study supervision system, student selection requirements, PhD thesis and candidate advisors' and supervisors' obligations are provided in the Ordinance on the Prevention Science and Disability Studies Doctoral Degree Programme (<http://www.erf.unizg.hr/images/dokumenti/ERF-PravilnikDoktorskiStudij.pdf>)

Progress monitoring of each student is organised for quality assurance. Doctoral candidates are monitored by the study programme advisor up to the point of the supervisor selection.

Doctoral Degree Programme ends with the defence of the doctoral dissertation. The student becomes eligible for the defence if all required ECTS credits are collected, all exams passed and at least one internationally reviewed scientific paper on the topic which corresponds with the doctoral research (first or sole author) is published.

The entire procedure, from application to development of the doctoral dissertation, includes the following control points: topic submission and proposal of the advisor to the Executive Council of the Postgraduate Degree Programme, establishment of the topic evaluation and public defence Board of Referees, public defence, decision on the acceptability of the topic and the continuation of work on the doctoral dissertation.



Official conditions of delivery

Minimal legal conditions:	YES/NO Notes
<p>1. Higher education institution (HEI) is listed in the Register of Scientific Organisations in the scientific area of the programme, and has a positive reaccreditation decision on performing higher education activities and scientific activity.</p>	<p>YES. ERF is listed in the Register of Scientific Organisations in the scientific area of the programme, and has a positive reaccreditation decision on performing higher education activities and scientific activity (Klasa: 602- 04/14-08/00029, URBROJ: 533-19-01-01-14-0002), from September 30st., year 2014.</p> <p>Ministry of Science education and Sport issued a notice on fulfilment of the criteria for higher education activities and scientific activity (KLASA: UP/I – 602-04/14-13/00045; URBROJ: 533-20-14-0003, from January 30st., year 2015.)</p>
<p>2. HEI delivers programmes in the two cycles leading to the doctoral programme, i.e., first two cycles in the same area and field/fields (for interdisciplinary programmes), and employs a sufficient number of teachers as defined by Article 6 of the Ordinance on the Content of a Licence and Conditions for Issuing a Licence for Performing Higher Education Activity, Carrying out a Study Programme and Re-Accreditation of Higher Education Institutions (OG 24/10).</p>	<p>YES. ERF delivers programmes in two cycles leading to the doctoral programme: undergraduate study of social pedagogy, undergraduate study of language pathology and undergraduate study of rehabilitation, graduate study of language pathology, graduate study of educational rehabilitation, graduate study of social pedagogy. In addition to these study programmes, ERF delivers a specialist study of Early intervention in educational rehabilitation and the post-graduate Doctoral Degree Programme: Prevention Science and Disability Study, as well as the the post-graduate Doctoral Degree Programme: Language, Speech and Hearing Disorders.</p> <p>In the HEI reaccreditation process a notice on fulfilment of the criteria for carrying out part of the higher education activities has been issued (Klasa:602-04/13-04/0028, Ur.broj: 355-02-04.14.6, from 27.10.2014).</p> <p>ERF employs a sufficient number of professors to carry out the doctoral degree programme. For the third generation of students the direct instruction at the Doctoral Degree Programme is performed by 44 professors, out of which 19 are employed at the Faculty (performing 55% of required hours), and 25 are external associates.</p>
<p>HEI employs a sufficient number of researchers, as defined by Article 7 of the Ordinance on the Content of a Licence and Conditions for Issuing a Licence for Performing Scientific Activity Re-Accreditation of Scientific Institutions (OG 83/2010).</p>	<p>YES. ERF employs a sufficient number of full-time researchers, a total of 55, according to the Article 7 of the Ordinance on the Content of a Licence and Conditions for Issuing a Licence for Performing Scientific Activity Re- Accreditation of Scientific Institutions (OG 83/2010) , out of which more than five in the scientific area required by the Ordinance.</p>
<p>3. At least 50% of teaching as expressed in norm-hours is delivered by teachers employed at the HEI (full-time, elected into</p>	<p>YES.</p>



scientific-teaching titles).	
4. Student: teacher ratio at the HEI is below 30:1.	YES. Approximately 900 students attend either of three undergraduate or three graduate, one specialist and two doctoral degree study programmes. The Faculty employs 69 teachers appointed in scientific-teaching titles and associates, making the student teacher ratio 1: 13 .
5. HEI ensures that doctoral theses are public.	YES. The topic of the doctoral dissertation and the date of defence is published on the website and the Faculty bulletin board. The doctoral dissertation is available to the interested public prior to the defence. Dissertation defence is public. Defended doctoral dissertations are available in the separate section of the Faculty Library. Until today, a total of 125 doctoral dissertations had been defended, and out of these 8 were under the scope of the Prevention Science and Disability Studies Doctoral Degree Programme. Defended doctoral dissertations are delivered to the National University Library in Zagreb. The doctoral dissertations defended within this study programme are published on the Dabar interface (https://repozitorij.erf.unizg.hr/)
6. HEI launches the procedure of revoking the academic title if it is determined that it has been attained contrary to the conditions stipulated for its attainment, by severe violation of the studying rules or based on a doctoral thesis (dissertation) that has proved to be a plagiarism or a forgery according to provisions of the statute or other enactments.	YES. The Ordinance on the Prevention Science and Disability Study Doctoral Degree Programme, (Article 41) (http://www.erf.unizg.hr/images/dokumenti/ERF-PravilnikDoktorskiStudij.pdf) provides the Procedure of revoking the academic title. The procedure of revoking is initiated by the Faculty Council based on the report from the University and/or upon the proposal of interested persons. The Faculty Council decision is then forwarded to the competent University bodies for further procedure. Until now, no procedures of revoking the academic title had been initiated at the Faculty of Education and Rehabilitation Sciences.
Additional/ recommended conditions of the ASHE Accreditation Council for passing a positive opinion	
1. HEI (or HEIs in joint programmes) has at least five teachers appointed to scientific-teaching titles in the field, or fields relevant for the programme involved in its delivery.	YES. ERF employs more than five teachers appointed to scientific-teaching titles in the fields relevant for the delivery of the doctoral study programme. A total of 19 teachers is delivering direct instructions to the third generation of the doctoral degree programme. They are all permanently employed at the Faculty, and appointed to scientific-teaching titles in the fields relevant for delivery of the Doctoral Degree Programme (mandatory Table 1 Teaching Staff)
2. In the most recent reaccreditation, HEI had the standard Scientific and Professional Activity (e.g. Artistic for those in the arts field) marked as at least "partly implemented" (3).	YES. During the HEI re-accreditation procedure, with respect to the standard Scientific and Professional Activity, it has been found that ERF: <i>"regularly performs research activities that result in original scientific work contributing to general knowledge, and based on the results of basic, developmental and applied research"</i> The standard was assessed as "mostly implemented" (Klasa:602-04/13-04/0028, Ur.broj: 355-02-



	<p>04.14.6, from 27.10.2014.</p> <p>http://www.erf.unizg.hr/images/dokumenti/Reakreditacija/AZVO_Akreditacijske_Preporuke_ERF2014.pdf</p>
<p>3. The doctoral programme is aligned with the HEI's research strategy (integral part of this evaluation and mandatory appendix to the SER).</p>	<p>YES. The Strategic Development Plan of the Faculty of Education and Rehabilitation Sciences which encompasses the strategic scientific research programme has been adopted in December 2013. The analysis of the existing state of play was set as one of strategic goals as well as to increase the number and quality of the post-graduate studies.</p> <p>(Chapter 1.2.2.</p> <p>http://www.erf.unizg.hr/images/dokumenti/ERF-StrateskiPlanRazvoja2014-2018.pdf)</p>
<p>4. The candidate : supervisor ratio at the HEI is not above 3:1.</p>	<p>YES. During the time of the re-accreditation procedure a total of 13 doctoral candidates with approved topics for their doctoral dissertation had 18 appointed supervisors. Meaning that the candidate : supervisor ratio at the postgraduate studies was far less than 1:3. Only two supervisors supervised three candidates. Total number of candidates of all enrolled generations in the programme is 42, and any teacher appointed to the scientific-teaching title, assistant professor or scientific associate is a potential supervisor. The study programme includes 44 direct instructors, which means that the ratio of potential supervisors and all enrolled students is less than 1:3.</p>
<p>5. All supervisors meet the following conditions:</p> <p>a) PhD, elected into a scientific title, holds a scientific or a scientific-teaching position and/or has at least two years of postdoctoral research experience;</p> <p>b) active researcher in the scientific area of the programme, as evidenced by publications, participation in scientific conferences and/or projects in the past five years (Table 2, Supervisors and candidates);</p> <p>c) confirms feasibility of the draft research plan upon admission of the candidate (or submission of the proposal);</p> <p>d) ensures the conditions (and funding) necessary to implement the candidate's research (in line with the draft research plan) as a research project leader, co-leader, participant, collaborator or in other ways;</p> <p>e) trained for the role before assuming it (through workshops, co-supervisions etc.);</p> <p>f) received a positive opinion of the HEI on</p>	<p>a) YES. The Ordinance on the Prevention Science and Disability Studies Doctoral Degree Programme (http://www.erf.unizg.hr/images/dokumenti/ERF-PravilnikDoktorskiStudij.pdf) (hereinafter the Ordinance) provides that one can be appointed supervisor, if elected into a scientific title, holds a scientific or a scientific-teaching position or scientific associate title the least or an equivalent title if it was acquired abroad.</p> <p>b) YES. According to the Ordinance, persons who are research project leader or participants, i.e. an active researcher in the field of study relevant for the doctoral dissertation, scientifically active and relevant in the international scientific community and who published scientific papers in the past five years in the relevant area can become supervisors (Article 27 of the Ordinance)</p> <p>c) YES. Active role of the supervisor in the procedure of topic application is to:</p> <ul style="list-style-type: none">▪ Instruct the student of the literature and scientific-research methodology;▪ assists the student, collaborates and monitors the student's scientific and research work;▪ encourages the student to participate in research projects;



<p>previous supervisory work.</p>	<ul style="list-style-type: none">▪ monitors the quality of the student's scientific work and progress and provides supervisory reports;▪ assists the student in selecting the doctoral dissertation topic and preparation of the public defence of the doctoral dissertation,▪ supervises the student during the development of the doctoral dissertation. <p>d) YES. To the doctoral candidates employed at scientific-research projects, the supervisor ensures necessary prerequisites for the implementation of scientific research.</p> <p>e) YES. ERF supports and practices co-supervisions in case of interdisciplinary topics and junior supervisors. In addition, supervisor's training is recommended, when available and provided by the University, for acquiring knowledge and skills needed for carrying out supervisory work.</p> <p>f) YES. Positive evaluation of HEI and University on supervisor's work is part of the report on election to the scientific-research title. Based on the minimum criteria of the Rector's Council, one of the criteria is also the "confirmene good performance as a supervisor".</p>
<p>6. All teachers meet the following conditions: a) holds a scientific or a scientific-teaching position; b) active researcher, recognized in the field relevant for the course (Table Teaching Staff).</p>	<p>YES. Teachers carrying out direct instructions at the Faculty:</p> <p>a) hold scientific or a scientific-teaching position; b) are active researchers, recognized in the field relevant for the course they teach in the Republic of Croatia and abroad and internationally recognised in higher education.</p>
<p>7. The supervisor normally does not participate in the assessment committees.</p>	<p>YES. According to the Ordinance, which is harmonised with the University internal regulations, the supervisor can be the member of the topic assessment committee, doctoral dissertation and defence assessment Board of Referees, but cannot preside these committee (Article 41 paragraph 4). The ERF practice is that co-supervisors can be members of the committees for topic and dissertation assessment (not presidents of committees) and cannot be members of the Doctoral dissertation defence assessment committee.</p>
<p>8. The programme ensures that all candidates spend at least three years doing independent research (while studying, individually, within or outside courses), which includes writing the thesis, publishing, participating in international conferences, field work, attending courses relevant for</p>	<p>YES. The doctoral study programme contains a scientific-teaching and scientific-research component, and direct instructions must not exceed 30% of total engagement (Ordinance, Article 25 paragraph 3), the programme ensures that all candidates spend at least three years doing independent research. Students start supervised independent research from the beginning of the programme.</p>



research etc.	These research activities result in seminar papers, presentations at domestic and international conferences and published articles which are prerequisites for the topic proposal. These activities focus on mastering the scientific research methodology and scientific writing skills, with an emphasis on ethical aspects of research work.
9. For joint programmes and doctoral schools (at the university level): cooperation between HEIs is based on adequate contracts; joint programmes are internationally recognized, and delivered in cooperation with accredited HEIs; the HEI delivers the programme within a doctoral school in line with the regulations (it is based on contracts in the case of multiple institutions, and the HEIs ensure good coordination aimed at supporting the candidates); at least 80% of courses are delivered by teachers employed at HEIs within the consortium.	N/A



II. Self-evaluation based on the criteria for assessing quality

1. Teachers, supervisors, research capacities and infrastructure

1.1. HEI is distinguished by its scientific/ artistic achievements in the discipline in which the doctoral study programme is delivered.

The Faculty of Education and Rehabilitation Sciences has been a high education institution for 51 year and part of the Zagreb University for 48 years. The Faculty of Education and Rehabilitation Sciences of the University of Zagreb is the only institution of higher education in Croatia that establishes and offers study programmes in the fields of speech and language pathology, rehabilitation / educational rehabilitation and social pedagogy, and develops high-quality research in scientific fields of educational rehabilitation sciences and speech and language pathology.

Historical development of the ERF is presented in the ERF Strategic Development Plan

<http://www.erf.unizg.hr/images/dokumenti/kvaliteta/ERF-StrategicDevelopmentPlan2014-2018.pdf>

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 (1) and speech and language pathology (2). According to the 2009 Ordinance on Scientific and Artistic Areas, Fields and Branches, scientific activities at the Faculty can be classified as belonging to 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, specific learning difficulties; hearing impairments and dysphagia).

Research activities form a basic guideline for development of the Faculty of Education and Rehabilitation Sciences as a university-level scientific institution and higher education institution. The research dimension is continuously manifested and upgraded at the national and international level thanks to implementation of relevant research / projects; publication of peer-reviewed journals; scholarly editions (scholarly journals: Hrvatska revija za rehabilitacijska istraživanja (Croatian Review of Rehabilitation Research, HRRI) and Kriminologija i socijalna integracija (Criminology & Social Integration Journal KSI) – indexed in a number of international bibliographic databases; journal Logopedija (Speech and Language Pathology); organization and participation at scientific congresses; organization of science-based postgraduate studies; active participation in international scientific organizations and editorial boards and other scientific activities.

The Faculty staff actively promotes scientific activities contributing to the visibility of certain scientific areas and fields and the Faculty as a whole, such as: scientific congresses and round tables with the aim of presenting scientific results, research results and scientific projects and opportunities to apply those in specific policies and practice; educational programmes and Open Days events; publication of peer-reviewed journals; presence in the media etc.

Until recently, projects were mostly funded by the Ministry of Science, Education and Sports. After tenders in this field have been suspended, the Faculty uses other opportunities to fund national and international competitive projects. Certain projects were thus financed by the University of Zagreb Development Fund, the Unity through Knowledge Fund (UKF) and IPA research programmes. Numerous projects were funded by other national sources. They were supported by line ministries, responsible for the specific field that the Faculty is professionally engaged in (Ministry of Justice, Ministry of Interior, former Ministry of Family Affairs, War Veterans and Intergenerational Solidarity and the present Ministry of Health and Ministry of Social Policies and Youth), Croatian Academy of Sciences and Arts, UNDP and UNICEF Office for Croatia, cities and counties in which



research was carried out and finally, the economic operators. The Faculty has, also, received the ongoing financial support for university research within the Targeted Multi-annual Financing of Scientific Activities Framework, according to the Agreement signed with the Ministry of Science, Education and Sports.

Several specialised units dealing with specific scientific areas act successfully within the Institute for Education and Rehabilitation Research, both nationally and internationally: 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), Laboratory for Hearing and Speech Acoustics. All of them use high-tech, clinically advanced research methods and are equipped with up to date research materials, leading IT and other technical equipment and software.

The list of research projects can be found at <http://www.erf.unizg.hr/en/science/projects>.

In that respect, EU Strategy Europe 2020, which puts priority on the so-called knowledge innovation communities (KIC), can serve as an incentive for future activities in this field. The Strategy focuses on promotion of excellence, fostering cooperation with other, mainly scientific institutions, promotion of creativity and innovation in higher education and active support to knowledge-transfer policies in small and large-scale communities.

Improved international visibility is closely connected to enhancement of scientific research work at a general level, focused on exchange of experience, knowledge transfer and interdisciplinary approach in humanities.

The Faculty has already recognized how important it is to be included in international activities. Additionally, it is constantly striving to establish new forms of cooperation (inter-institutional cooperation and participation in international projects) and to enhance the existing cooperation.

Participation of the Faculty in several international research projects, either as the project beneficiary, partner or a collaborator, proves its affiliation to the international research area. Up to date, 11 such projects were financed through EU funds, IPA programme or EU Commission programmes (ESF, FP7), bilateral University or Faculty cooperation projects, research funds of international universities or the World Bank. Some international projects were co-financed by the Croatian Science Foundation, Ministry of Science, Education and Sports, other ministries and foreign embassies to the Republic of Croatia. Individuals or research teams employed at the Faculty take part in scientific networks active in Europe (COST) and globally.

The Faculty has taken part in numerous international expert programmes and higher education projects, either as a coordinator or partner (Erasmus Intensive Programmes, Tempus projects, Comenius etc.), as demonstrated by agreements signed with a number of renowned faculties and universities from Europe, Canada and USA. Thanks to its successful participation in ISHEDS (Identification and Support in Higher Education for Dyslexic Students) and EduQuality (Education for Equal Opportunities at Croatian Universities) Tempus projects, the Faculty has contributed to the development of the support system for students with disabilities at the University of Zagreb and other Croatian universities.

International mobility is attained through the above-mentioned bilateral inter-faculty or inter-university agreements. For example, in 2012 / 2013 academic year, five students from the Faculty of Education and Rehabilitation Sciences attended university programmes abroad based on inter-university agreements. Increase in the number of signed agreements and dissemination of successful cooperation creates new possibilities for students and Faculty staff to participate in international mobility, which is an important segment of internationalization of the University of Zagreb.

It is, also important to mention, the impact of research papers created by the Prevention Science and Disability Study Doctoral Degree Programme teachers and supervisors which are presented in mandatory Table 1 The Teachers and mandatory Table 2 Supervisors and candidates. Out of 8 doctoral candidates who got the degree, 3 are working at the Faculty (all holding assistant professor titles, and 2 of them are involved in delivery of direct



instruction at the doctoral degree programme), 3 doctoral candidates who got the degree work in the public sector (Ministry of Interior and Government Office for Combating Drug Abuse (up to July, 2017)/University Psychiatric Hospital Vrapce) and one candidate is a school headmaster.

1.2. The number and workload of teachers involved in the study programme ensure quality doctoral education.

Majority of the teachers at the Doctoral Degree Programme are employed at ERF. Out of 52 employees with scientific-teaching posts, 19 participate in direct instruction provision at the doctoral degree programme. The Faculty employee representation is a guarantee of a balanced teacher workload distribution and the quality of the doctoral studies.

Adequate ratio of the number of teachers/supervisors and doctoral candidates is ensured by the Ordinance on the Post-graduate Prevention Science and Disability Study Doctoral Degree Programme (<http://www.erf.unizg.hr/images/dokumenti/ERF-PravilnikDoktorskiStudij.pdf>) (hereinafter the Ordinance) which provides that the Executive Council of the Postgraduate Degree Programme decides on the number of doctoral candidates a single supervisor can supervise simultaneously. This guarantees the maintenance of the existing positive supervisors and doctoral candidates' ratio, as well as the optimal supervisors' workload thus ensuring the quality supervision of doctoral candidates in the process of acquiring the PhD title.

The Executive Council of the Postgraduate Degree Programme also decides on the appointment of reviewers, who are appointed if needed, for example in case of interdisciplinary studies or multi-institutional research. This not only ensures the quality of the doctoral dissertation, but, also the distribution of supervisors' workload among the reviewers.

The issue with increased number of norm hours (over 360) in case of one portion of teachers results from the relative shortage of teachers at undergraduate and graduate studies, while at the doctoral degree programme, teachers are not overburdened due to the even ratio of guest teachers from other faculties and ERF employees. HEI employees deliver 55% of norm hours at the Prevention Sciences and Disability Study Doctoral Degree Programme.

1.3. The teachers are highly qualified researchers who actively engage with the topics they teach, providing a quality doctoral programme.

ERF teachers are highly qualified and competent for delivery of direct instruction within the courses they are teaching, allowing the high quality of the doctoral study programme.

Differences among teachers are tolerated because the field of education and rehabilitation sciences is broad and linked both to professional and teaching engagement. Part of the teachers published several dozens of publications in SCOPUS and WOS indexed journals with several hundred citations according to Google Scholar.

Mandatory *Table 1*: Teaching Staff and individual links show the scientific opus and relevance in the area and the field of studies. In average, the number of papers published by the teachers in the past 5 years was 25,7 (average citation according to Google Scholar (29 teachers) is 79, h index 4,65 (for prof. Marka T. Greenberga 20.669, h index 72); average citation according to Scopus (13 teachers) is 255.6, and h-index 6.7).

1.4. The number of supervisors and their qualifications provide for quality in producing the doctoral thesis.

Teachers employed by the Faculty or teachers who are not Faculty staff members may be appointed as supervisors at the doctoral degree programme. The supervisor who is not employed by the Faculty signs a Collaboration and Liability Contract with the Faculty Dean. To be appointed as a supervisor a person must be:

1. Elected at least in the scientific-teaching title of an assistant professor or scientific title of a research associate, or corresponding titles if the supervisor acquired the title abroad;



2. Leader or a member of a research project or an active researcher in the area relevant to the doctoral dissertation;
3. Active and relevant in the international research community and
4. Had published research papers in the study area of the doctoral thesis in the past five years.

These requirements must be met cumulatively, which means that person who had not published scientific papers in the research area of the doctoral thesis will not be considered a qualified supervisor.

Fulfilment of these criteria is continuously assessed throughout the entire duration of the doctoral degree program. The decision on appointing the supervisor is made by the Faculty Council based on the positive report created by the Topic Defence Committee during the topic approval procedure.

A total of 13 doctoral candidates with approved doctoral thesis topics and with appointed supervisors (a total of 18 supervisors) attend the Doctoral Degree Programme. Which means that the supervisor: student ratio is far less than 1:3). None of the active supervisors serve more than 3 doctoral candidates (one supervisor supervises two doctoral candidates and two supervisors supervise three).

A total number of doctoral candidates enrolled is 42, and the number of potential supervisors is 44 meaning that one potential mentor is matched with less than one doctoral candidate.

Excellent scientific and scientific-teaching qualifications of the Doctoral Degree Programme Staff guarantee the quality of the doctoral dissertation development which is evident from the scientific opus and its relevance for the area and research field. In average, the number of papers published by supervisors in the past five years was 11.8 (average citation according to Google Scholar (18 supervisors) is 110.4, h index 5.4.; average citation according to Scopus (13 supervisors) is 310.5, and h-index 13.5); see mandatory *Table 2: Supervisors and candidates*.

1.5. The HEI has developed methods of assessing the qualifications and competencies of teachers and supervisors.

ERF monitors teachers' and supervisor's qualifications. According to the model presently used, the supervisors of doctoral dissertations must fulfil the criteria set by the Zagreb University Rector's Council and the election criteria for the scientific-teaching title. A person can be appointed as supervisor only after gaining the scientific-teaching title, ranging from assistant professor to tenure professor.

Internal evaluation of teachers and supervisors is carried out at ERF, and is based on the provisions of the Ordinance on ERF Quality Assurance from 2013 (<http://www.erf.unizg.hr/docs/kvaliteta/ERF-PravilnikOsiguravanjeKvalitete.pdf>) which provides for quality assurance procedures, including the two assessment areas covered by the activities of the Quality Assurance Committee relevant for the Doctoral Degree Programme – the teacher evaluation and the researchers' performance.

Specific segments of quality assurance relevant for the Doctoral Degree Programme are also under the competence of the Executive Council of the ERF Doctoral Degree Programme, which continuously monitors the Programme implementation. The Executive Council meets once a month, and more frequently if needed and initiates necessary decision-making procedures regarding direct instruction delivery according to the Ordinance on Post-graduate Studies at the Zagreb University.

ERF is paying attention to enhancement of the teaching methods and acquisition of new competences and skills of all teaching staff, especially the ones who are involved in direct instruction provision at the Doctoral Degree Programme, not only as teachers, but also as supervisors.

Supervisors' competences are determined by use of the initial OBAS system Form for Registering Doctoral Dissertation Topics and Potential supervisors (DR.SC.-01). This Form requires a list of up to five relevant research papers published by the supervisor in the past five years. The quality of the supervisors' work is continuously



evaluated, by ways of approval (or rejection) of the report by the Faculty Council (internal evaluation) and the competent bodies of the University (external evaluation), from the beginning of the doctoral thesis development to the point of defence of the doctoral dissertation.

According to the Ordinance on the Doctoral Degree Studies, every two years the supervisor must submit a written supervisee's progress report to the Postgraduate Studies Council. Positive supervisor's report is one of the prerequisites for progressing to the fifth semester of the Doctoral Degree Programme. The obligation to file a written report guarantees regular control of the supervisor's work and resolves potential problems which may occur during doctoral dissertation development. To create the report, one can use existing University Form (DR.SC.-05), and if needed, a new adapted two-year cycle of reporting harmonised to the specific characteristics of the doctoral degree studies may be created.

1.6. The HEI has access to high-quality resources for research, as required by the programme discipline.

Doctoral Degree Programme is delivered at the ERF facilities in Zagreb, and students are granted access to all existing resources.

One of the prerequisites for successful research activity is the existence of a quality library. Library is equipped by purchase, donations (Faculty members and domestic and international organisations) and journal exchange.

Apart from conventional materials (books and journals) recently, the non-conventional resources (CD-ROM and data bases) were acquired. Researchers and students have access to all significant data bases needed for researching the field of education and rehabilitation, social, legal sciences and other social sciences, which improved quality of their research work. The Library fund includes scientific and professional publications, referent literature, MA papers, PhD dissertations, foreign and domestic professional and scientific journals. This satisfies the in-house needs for teaching literature. Students and teachers of the Faculty have access to 39 data bases through the On-line Data Base Centre. The National University Library provides access to the SAGE collection as well.

In the period from 2008 to 2012, the Faculty invested 285.692,00 HRK for acquisition of new books and journals, amounting to 57.000 HRK annually. The Library is spacious and bright and its total space, including the reading area is 128 m². The reading area is a separate room intended for quiet student work. It has 20 sitting positions, 8 computers and internet access.

Students have access to data processing software such as SPSS and NVivo.



2. Internal quality assurance of the programme

2.1. The HEI has established and accepted effective procedures for proposing, approving and delivering doctoral education. The procedures include identification of scientific/ artistic, cultural, social and economic needs.

The Prevention Science and Disability Studies Doctoral Degree Programme is the result of the Doctoral Degree Program Project (The National Foundation for Science, Higher Education and Technological Development of the Republic of Croatia – Higher Education Reform – Development of PhD Programs) Development and Evaluation of Community-based Prevention and Rehabilitation. It builds upon contemporary scientific findings about health promotion, prevention of mental and behavioural disorders, risk behaviour and relationship and support of the society towards persons with disabilities and behavioural problems.

The latest studies of children and youth and the risks to their development usually begin with various observations and judgments about the society's capability to yield responsible and highly educated young people able to take on responsibilities as adults in the near future. Therefore, the family, the school, the local community and the entire society must be included in the "project of healthy development of the youth" (McWhirter et al., 1993). Many western countries are starting to participate in various projects which define actions to be taken in order to improve caring for children and children's welfare by the end of 2010 (Weissberg et al, 1997). This is also the case in Croatia, as seen in, for instance, the National Program of Action for Children in the Republic of Croatia (adopted in 1998), Priority Activities for the Welfare of Children 2003-2005 (2003), the National Strategy for Combating Narcotic Drugs Abuse (1996), the Action Plan on Drugs for 2004 and every year since (The Office for Combating Narcotic Drugs Abuse of the Republic of Croatia), the National Family Policy (2003), the National Program of Action for Youth (2003), the National Strategy for Behavioral Disorders Prevention (2009), etc.

A more comprehensive discussion about these issues requires several other questions to be answered, such as: What is the social context in which the children and youth live today? Can they adequately respond to all the challenges/risks? What types of behaviour do children and youth of today exhibit and what is the intensity of their behaviour? What is the society *not doing* that it should be doing for children today? Is the society itself "*at risk*"?

There are several reasons why these questions are difficult to answer. The ways in which these phenomena (as well as some other, not related to children and youth) are seen by the public and the ways in which they are presented to the public does not do justice to all the "suffering" that children and youth are facing when growing up. Although some statistical indicators, such as child and youth delinquency, child and youth substance abuse, are available in regular statistical reports available in the Statistical Yearbook of the Croatian Bureau of Statistics, other, such as school drop out, youth unemployment, mental disorders, problems of everyday family life and many other youth problems, are not described in a way that could allow professional or scientific development of preventive or other interventions. Because of that, it is nearly impossible to describe the strengths, positive foundations of a society and its basic protective factors, instead of describing only the society's risk factors for the development risk behaviors/disorders and substance abuse in children and youth.

This Doctoral Degree Programme is the first of its kind in Croatia and one of the rare ones in Europe and globally.

The Prevention Sciences and Disability Study Doctoral Degree Programme was created after realising that a change in the usual format of doctoral degree programmes, limited to only one scientific field, is necessary, as well as, a shift towards interdisciplinary research and meaningful intertwining of several scientific areas, fields or branches. It is well known that explanation of individual, specifically human problems is impossible without collaboration of several sciences or their branches. Having that in mind, this Doctoral Degree Programme combines and constructs (possible) new sciences within the scope of the education and rehabilitation sciences, medical sciences, psychology, pedagogy, social, economic and other sciences (such as behavioural, prevention, etc.).



Collaborativity is yet another innovative aspect of this Doctoral Degree Programme, manifested through collaboration and creation of teaching and research partnerships with domestic and foreign teachers and scientists working in various scientific areas, fields or branches. For this purpose, bilateral agreements between the Zagreb University and some foreign universities have been concluded (York University, Canada; Indiana State University i Kansas University, USA) and others are in the pipeline, among them the contrac with the Penn State University, USA. The interest for this Doctoral Degree Programme was expressed by numerous ministries in Croatia which whom we plan to continue to cooperate. This cooperation extends to doctoral candidates employed by these institutions and support for research projects in the area of the study programme thematic scope and the interests of individual ministries.

This Doctoral Degree Programme aims to train scientist who will carry out activities, not only at universtities and research centres, but also on behalf of state and local authorities (county and municipality) which the aim to research, develop and implement specific strategies of promotion, prevention, rehabilitation and support, especially in the area of advocating for the rights and needs of persons with disabilities based on inclusive practice, citizenship rights, social justice and international human rights' standards.

The mission of this degree program is to train scientists and professionals who will be able to create scientifically-based expert policies towards persons with disabilities and children and youth at risk of developing mental and behavioral disorders and crime. These policies would be implemented on the national and local level in administrative bodies in all the sectors – healthcare, education, social welfare, justice, internal affairs as well as in science and scientific research (see appendix for official notes about the Doctoral Degree Programme proposal from various ministries). The program has been drawn up to train scientists who should play a leading role in improving knowledge and collecting facts on prevention science and disability from various scientific fields, on the theoretical, research and practical level. A growing interest for this study programme is recorded among students of other faculties (Faculty of Humanities – Psychology and Sociology, Faculty of Medicine, Faculty of Political Sciences, Faculty of Law – Social Work Study Programme, Teachers Faculty in Zagreb and Osijek, Croatian Studies, Ljubljana University).

2.2. The programme is aligned with the HEI research mission and vision, i.e. research strategy.

According to the University Research Strategy, a Strategic Development Plan of the Faculty of Education and Rehabilitation Sciences in Zagreb for the period 2014 – 2018 has been created (<http://www.erf.unizg.hr/images/dokumenti/kvaliteta/ERF-StrategicDevelopmentPlan2014-2018.pdf>) – as a programmatic document adopted by the ERF Council in December 2013.

The Doctoral Degree Programme is aligned with the scientific mission and vision presented in the Strategic development plan of the Faculty of Education and Rehabilitation Sciences in Zagreb.

ERF MISSION

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 / groups under risks into the community, by influencing individuals and social environment and affecting policymaking and social benefits in compliance with principles of professional ethics and responsibility.

Learning outcomes of the Doctoral Degree Programme have been aligned with the Faculty Mission. Doctoral candidates are educated according to the latest scientific findings in the area of education, rehabilitation and prevention sciences with the aim to impact various segments of the society and public policies. Work is founded in high academic and ethical values.

ERF VISION



The Faculty of Education and Rehabilitation Sciences aims to become an internationally visible institution of higher education known for its excellence in educational and scientific research work and professional influence on the environment in which it operates.

The following strategic areas were defined by the Vision:

- Professional influence on the environment (PUO), this area covers the Faculty's representation in bodies creating social policies in the areas of educational rehabilitation, speech and language pathology, social pedagogy, organization of numerous trainings and projects, implementation of new cases of intervention.
- International visibility (MP) Compared to the present, this area refers to more visible participation in implementation of international projects, more instances of presentations of scientific research at international congresses and more intensive mobility of teaching staff and students.
- Teaching process (NP) refers to improvement of study programmes, technological infrastructure, student support system and upgrading of the communication system.
- Research work (ZIR) covers improvement of scientific research work, enhancement of quality of peer-reviewed journals published by the Faculty and increase in the number of scholarly articles.

The Doctoral Degree Programme contributes directly to 3 out of 4 strategic areas. Professional impact on the environment is covered by the learning outcomes (IU3, IU6, IU7, IU8, IU9, IU13). Contribution to international visibility is covered by the learning outcomes IU11 i IU12, and the contribution to scientific-research can be linked to all Doctoral Degree Programme learning outcomes.

The teachers and supervisors are renown scientists in the respective area of the study programme (Tables 1 and 2) which contributes to the realisation of the ERF strategic goals and Doctoral Degree Programme learning outcomes.

2.3. The HEI systematically monitors the success of the programmes through periodic reviews, and implements improvements.

As one of the units of the University of Zagreb, ERF is subject to Internal University Evaluation of the Doctoral Degree Programme as provided by the Ordinance on the University of Zagreb Doctoral Degree Study Programme Evaluation. Periodical internal evaluation of study programmes is part of the internal system for quality assurance and enhancement of doctoral degree programmes at the University of Zagreb, as provided by the Article 12 of the Ordinance. The evaluation is performed every 5 years, and the study programme Head must submit template forms containing cumulative results of annual reports to the University. The Committee for Doctoral Degree Study Programmes delivers the evaluation results to the Area Council and the Senate.

The mechanisms of periodical evaluation entail the following:

- The doctoral degree study programme evaluation procedure – self-evaluation of the doctoral degree study programme – the state of play and possibilities for improvements (July-September 2012) has been created and submitted to the University in September 2012.
- The ERF doctoral degree study programme was subject of the thematic evaluation of doctoral degree programmes carried out by ASHE in 2012 and 2013.
- The Faculty continuously monitors and analyses the scientific production of supervisors and doctoral candidates by use of the OBAD doctoral candidates' data base and CROSBI bibliographic data base and/or Google Scholar.
- Continuous monitoring and the analysis of the scientific production is carried out by annual reporting on the work of supervisors and doctoral candidates. The doctoral candidate submits a report on the DR.SC.04 template form, and the supervisor submits a report on the DR.SC. 05. Template form. These reports are delivered to the student administrative service of the doctoral degree study programme



prior to enrolling the higher academic year. The scientific production is monitored on the occasion of the doctoral dissertation delivery when listing of published scientific papers is obligatory;

- Direct instruction quality is assessed by student surveys. Doctoral candidates evaluate teachers and course content by use of an anonymous questionnaire which is available only to the course leaders and chair (see annex 9). Based on this data the head of the doctoral degree study programme holds additional meetings and communicates in a written form or orally with individual teachers to improve the quality of direct instruction or change the person who delivers it.

Prior to the enrolment of the next student generation changes are made to the existing courses and the persons who deliver direct instruction, and in that process scientific publications, scientific-teaching titles and the status of the course leader are considered. Based on the analysis of the periodical evaluation several new documents have been developed which made it easier both for the students and supervisors, to perform their duties such as: The protocol for application and approval of the doctoral dissertation topic (http://www.erf.unizg.hr/docs/psdpz/ERF_Protokol_Prijava_doktorskog_rada.pdf), Research ethics clearance form (<http://www.erf.unizg.hr/docs/propisi/ERF-EtickoPovjerenstvo-Protokol.pdf>).

2.4. HEI continuously monitors supervisors' performance and has mechanisms for evaluating supervisors, and, if necessary, changing them and mediating between the supervisors and the candidates.

ERF systematically monitors the supervisors' achievements by supervising their scientific work, scientific productivity, leadership of scientific-research projects, lectures and direct instruction at prestigious universities in the world, etc. The Ordinance (<http://www.erf.unizg.hr/images/dokumenti/ERF-PravilnikDoktorskiStudij.pdf>), provides a possibility to change the supervisor. It is a student's right to ask for the change of the supervisor or topic of the doctoral dissertation in a written form and with enclosed statement of the initially appointed supervisor. The decision on the request is made by the Faculty Council upon the proposal of the Executive Council of the doctoral degree studies.

After enrolment, up to the point when the supervisor is appointed, students are monitored by the student advisors. By rule they are leaders of study programmes. The supervisors are mainly appointed from the Faculty teacher pool with scientific-teaching title. Because of the students from other areas and an increasing number of interdisciplinary research projects, it is allowed that supervisors or reviewers can be teachers with scientific-teaching titles from other Faculties and Universities, as well as, persons elected in scientific titles employed at Institutes, Clinics or other research institutions. Doctoral Degree Programme students report on their work and this report includes their evaluation of the supervisor's work. In any given moment, the student may request from the Executive Council of the Doctoral Degree Programme to discuss possible problems which occurred during their work, and an official procedure is established for changing the supervisor by placing a request with use of the DR.SC.6 template form – request form for change of topic and/or supervisor is delivered to the organisational unit and the Zagreb University. It is evident that the student can, at any time, request the reassessment of their relationship with the supervisor (records of defended doctoral dissertations is regularly listed in the Faculty annual reports).

The students are informed of this right and possibility to submit a written requests for resolving their problems which should officially be recorded in the Executive Council incoming mail evidence and to which a written response is provided.

2.5. HEI assures academic integrity and freedom.

The Prevention Science and Disability Study Doctoral Degree Programme is rooted in the freedom of scientific research, openness to other scientific fields, thus fostering innovation and interdisciplinary research. Although, primarily grounded in the field of education and rehabilitation sciences, contents of other social sciences and other fields are welcome – such as humanities.



Students are guaranteed the right to the freedom of thought about the study programme and allowed to suggest improvements. Teachers, supervisors abide by the University of Zagreb Code of Ethics in their relationship with the students. This is regulated by the Ordinance as a high standard of academic relationship on the doctoral degree level of studies.

The Faculty ensures the maintenance of high ethical standards during research. This can be observed in the content of its general legal acts. The Statutes of ERF provides that the students (including the doctoral candidates) have a duty to behave according to the Code of Ethics of the academic community. Teachers, associates and researchers are liable to disciplinary measures for the breach of the Code of Ethics in accordance with the general acts of the University.

Any scientific research must acquire a positive opinion from the ERF Ethics Committee which verifies if the study plan proposal is aligned with the Helsinki Declaration, defining the ethical principles for medical studies on humans, and then issues a research approval for the implementation of the proposed study. The Ethics Committee operates in accordance with the rules provided in the Code of Ethics and the Rulebook on the Work of the Ethics Committee (form template at <http://www.erf.unizg.hr/docs/propisi/ERF-EtickoPovjerenstvo-Protokol.pdf>). For the studies carried out in collaboration with the ERF partner institutions the Approval of the Ethics Council is needed for carrying out the doctoral thesis linked research (such as medical institutions, clinics).

To prevent **plagiarism** several mechanisms have been installed. Regulations and practice guarantee publicity and transparency of the procedure (public defence of the topic, public defence of the doctoral dissertation, dissertation available in the Secretariat prior to defence, public announcement of all stages of the procedure for acquiring the PhD title, availability of the thesis in the Faculty Library and National University Library, etc.) The doctoral candidates upon submitting of the final version of the doctoral dissertation submit the authorship statement as well.

Until now, no procedures were initiated before the Committee in which unethical behaviour of teachers or students at the Doctoral Degree Programme was discussed or decided about.

2.6. The process of developing and defending the thesis proposal is transparent and objective, and includes a public presentation.

The procedure of development and the defence of the doctoral dissertation is clearly defined and ERF fully complies with the provisions of the University of Zagreb Ordinance on Doctoral Degree Studies (http://www.unizg.hr/fileadmin/rektorat/O_Sveucilistu/Dokumenti_javnost/Propisi/Pravilnici/pravilnik_doktorski_studiji.pdf).

The faculty developed procedures for the development and defence of the doctoral thesis topic – contained in the Protocol for Topic Proposal Application and Approval (according to Articles 16 p2 to p8 of the University of Zagreb Ordinance on the Doctoral Degree Study Programmes (http://www.unizg.hr/fileadmin/rektorat/O_Sveucilistu/Dokumenti_javnost/Propisi/Pravilnici/pravilnik_doktorski_studiji.pdf and Articles 31, 32, and 33 of the Ordinance on Post-graduate Doctoral Degree Studies of the Faculty of Education and Rehabilitation Sciences, Ordinance on the Prevention Science and Disability Study Doctoral Degree Programme, <http://www.erf.unizg.hr/images/dokumenti/ERF-PravilnikDoktorskiStudij.pdf>):

1. The doctoral candidate applies for topic approval by use of the **DR.SC.-01 form**. Filled in Form **DR.SC.-01**., reviewed and signed by the proposed supervisor, is submitted by the doctoral candidate to the Postgraduate Student Administration Office in written form (5 copies) and electronically. In addition to hard copies, in case of quantitative research, the measuring instruments must be enclosed (if already existing ones will be used). In case of qualitative research, the interview protocols must be enclosed.

The Administration Office forwards the DR.SC.-01 form to the Head of the Doctoral Degree Study Programme for review and opinion. The Head of the doctoral degree study programme check if the form is



filled in properly and, if necessary, returns it to the doctoral candidate and the proposed supervisor for corrections.

2. Along with the filled and signed DR.SC-01 Form, the doctoral candidate submits to the Administration Office the Request to the ERF Ethics Committee to provide the opinion on the compliance of the proposed study with ethical principles, including with the mandatory annexes according to the Protocol (<http://www.erf.unizg.hr/hr/znanost/eticko-povjerenstvo>).
3. The ERF Ethics Committee issues a written opinion and delivers it to the Administration Office which forwards it to the doctoral candidate and the proposed supervisor.
4. After receipt of the ERF Ethics Committee's positive opinion, the Executive Council of the Doctoral Degree Programme issues a draft Decision on Appointment of the Members of the Committee for Public Defence of the Doctoral Dissertation Topic and proposes it to the Faculty Council. At least one member of the Committee is not a HEI employee.

The Faculty Council, upon the proposal of the Executive Council of the doctoral degree programme, issues a Decision on appointment of the Committee for the Public Defence of the Doctoral Dissertation Topic. The notice of the date of the public defence of the topic is published on the ERF website at least eight days in advance.

5. After the public defence of the topic the President of the Committee files in the Form DR.SC.-02. Filled in form DR.SC.-02 is signed by all members of the Committee and sent electronically and in hard copies (2 originals) to the Postgraduate Student Administration Office.

The administration office sends the filled and signed DR.SC.-02 form to the Faculty Council which decides on the approval of the doctoral dissertation topic and confirms the proposed supervisors. If the topic and the theses were defended conditionally with obligatory amendments, then the candidate must, in cooperation with the supervisor, amend the theses in accordance with written comments in the period of three months after the date of the public defence and send it to the administration office (electronically and in signed hard copies) for the repeated approval procedure.

Members of the elected Committee issue and send the signed approval statement on recorded amendments. Based on the agreement of the Committee members, the proposed supervisors submit a final report on amended theses which is further forwarded to the Faculty Council.

6. Based on the DR.SC.-02 the Faculty Council issues a Decision on approval of the doctoral dissertation topic and supervisor which is then delivered to the doctoral candidate and supervisor. The doctoral candidate fills in the DR.SC.-03. Form and delivers it to the Administration office (2 copies). The DR.SC.-03. Form is signed by the institution Head. The filled in and signed forms DR.SC.-01, DR.SC.-02, and DR.SC.-03, along with all necessary enclosed documents, are sent (electronically and in hard copies) to the University of Zagreb Doctoral Degree Topic Committee. Positively evaluated proposals of doctoral dissertation topics are then sent to the Council for Social Sciences and Humanities and the University of Zagreb Senate.

The defence date is published on the Faculty bulletin board, the defence is public and minutes are written.

The PhD title acquisition procedure uses forms (including the form for doctoral thesis topic approval and evaluation) provided by the University. The forms are publicly available to all doctoral candidates and supervisors at the University web page or in the on-line doctoral candidates' data base OBAD (this refers to forms DR.SC.-01 and DR.SC.-02).

2.7. Thesis assessment results from a scientifically sound assessment of an independent committee.

The procedure of development, evaluation and defence of the Doctoral Degree Programme is provided in detail by the University of Zagreb doctoral degree study programme and the Ordinance as described in 2.6.

In the Ordinance on the Doctoral Degree Programme, and in accordance with the University regulations, it is provided that at least one member of the Dissertation Evaluation and Defence Committee must be a person who



is not a teacher at the studies, or employed by the Faculty. Therefore, in the defence of all doctoral dissertations (8) in the past 5 years at least one external committee member participated.

The doctoral dissertations can be designed according to the classic monography model or the Scandinavian model based on three research papers published in the WoS data base journals. Until now, one doctoral dissertation was defended according to this model.

2.8. The HEI publishes all necessary information on the study programme, admissions, delivery and conditions for progression and completion, in accessible outlets and media.

All valid information on the doctoral degree studies are published on the Faculty website <http://www.erf.unizg.hr/hr/studiji/poslijediplomski-prevencijska-znanost-i-studij-invaliditeta>.

The candidate rank list is also published on the Faculty website during the admission period.

The announcements of public topic proposal defence are public. The web page contains the link to the DABAR data base containing publicly defended doctoral dissertations (<https://repozitorij.erf.unizg.hr/>).

All notices and information is sent to the students by e-mail.

2.9. Funds collected for the needs of doctoral education are distributed transparently and in a way that ensures sustainability and further development of doctoral education (ensures that candidates' research is carried out and supported, so that doctoral education can be completed successfully).

The Doctoral Degree Programme is financed exclusively through tuition fee collection – the Faculty income. The decision on the tuition fee amount is formally presented in the Decision on Fees for the Activities of the Prevention Science and Disability Study Doctoral Degree Programme.

The tuition fee amount and the student admission rates ensure optimal programme delivery. The tuition fee may change depending on the number of students.

The financial management of the Doctoral Degree Programme is carried out by the Faculty Accounting Department, funds belonging to the Doctoral Degree Programme – income generated by collection of tuition fee, is kept at a separate accounting budget line, and a certain amount is taken by the Faculty, according to the decision of the Faculty Council. The remaining part is intended for direct costs of the study programme:

- a) Preparation and delivery of any form of direct instruction according to the implementation plan;
- b) Holding exams;
- c) Reviewing seminar papers;
- d) Supervising, including supervision of development of the doctoral dissertation or the final specialist dissertation;
- e) Membership in the Doctoral Dissertation Topic Evaluation Committee, or the final specialist dissertation;
- f) Membership in the Doctoral Dissertation Evaluation Committee, or the final specialist dissertation;
- g) Membership in the Doctoral Dissertation Defence Committee, or the final specialist dissertation;
- h) Chairing of Committees under items e), f), g) i h)
- i) Study leadership and executive management;
- j) Purchase of literature and software for methodological courses delivery;

Secretarial, accounting and other material costs are covered from the tuition fee as well.

The expenditure of the doctoral degree programme funds is focused on the enhancement of the study quality and students' wellbeing. So, students who, due to justified reasons (illness, parental leave, etc.) have missed classes, can compensate through individual consultations with the professors who are paid for this service from the tuition fees. Also, the Doctoral Degree Programme students attend conferences organised or co-organised by the Faculty which grants them conference fee discounts. In addition, all students can access a whole series of



electronical data bases by using their electronic ID, which allows them access to the most recent scientific literature.

The implementation of the direct instruction plan and programme of the Doctoral Degree Study Programme is carried out in the classrooms of the Faculty of Education and Rehabilitation Sciences exclusively.

Students are encouraged to network with the relevant scientific and professional societies in the world who provide grants for attending international conferences (such as the European Society for Prevention Research (<http://euspr.org/>), and since 2014, they have financed 7 active participations of doctoral candidates at international conferences of the Society).

2.10. Tuition fees are determined on the basis of transparent criteria (and real costs of studying).

Based on the proposal of the Executive Council of the Doctoral Degree Programme and the Ordinance provisions, the **tuition fee is determined by the Faculty Council.**

During the admission procedure, all students sign the Education Contract, which clearly determines financial obligations and the relationship between the student and the Faculty.

Additional fees for compensatory content, costs of doctoral dissertation creation, diploma printing costs and other material costs are not included in the tuition fee. The Faculty covers the costs for the doctoral candidates who are employed at the Faculty as instructors.

The Executive Council considers the real costs of the doctoral studies when determining the tuition fee. Since the doctoral study programme is financed from the tuition fee exclusively, and no funds are received from the Ministry or University, sustainability is one of the major factors for tuition fee determination, as well as the achievement of an adequate standard for teachers and students. The tuition fee amounts 12,500.00 HRK per semester, a total of 75,000.00 HRK. The students can pay the tuition fee in four instalments each academic year.

The tuition fee is not significantly different than the average price of other doctoral degree programmes in social sciences (according to the data provided by the Thematic evaluation of the doctoral degree programmes ASHE 2012/2013), ERF decreased the tuition fee compared to the first two generations according to the real needs of the program delivery and other costs of the studies and the price was aligned with the needs of the market and current economic and social circumstances in the Republic of Croatia.



3. Support to doctoral candidates and their progression

3.1. The HEI establishes admission quotas with respect to its teaching and supervision capacities

Faculty of Education and Rehabilitation Sciences decides on enrolment quotas according to the following criteria:

- 1) Number of available supervisors and their workload;
- 2) Capacity of the supervisors relevant for the expressed interests of the doctoral candidates who define the general field of research in their motivational letter and during the selection interview;
- 3) The status of currently enrolled doctoral candidates with appointed supervisors;
- 4) Other teacher obligations and tasks in provision of undergraduate and graduate studies and their availability for the doctoral degree programme;
- 5) According to the Croatian Employment Service data there were no unemployed persons holding PhD degrees in educational and rehabilitation sciences.

Teachers' workload is harmonised with requirements of current regulations. Analysis of the mandatory Table 1 should consider that the workload at the Doctoral Degree Programme is periodical (for most of the teachers every 3 or 4 years).

Supervisors' workload is not exceeding the required level, and the supervisor : doctoral candidate ratio is, as it was earlier mentioned, favourable (far less than 1:3). A large number of potential supervisors at the doctoral degree studies allows quality studying for all doctoral candidates currently enrolled. Based on the Ordinance, the enrolment quota is determined by the Executive Council of the Doctoral Degree Programme according to the availability of the research, teaching and supervising capacities and estimates the quota and the Faculty Council publishes the competition. Enrolment quota varies depending on the number of interested candidates and availability of supervisors at individual study programmes.

Approximate number of candidates per generation is determined, based on previously mentioned criteria and the assessment of capacities of potential students and teachers to fulfil all the obligations laid provided by the general acts of the Faculty, which define both the supervisor's and doctoral candidate's obligations very clearly.

Taking all this into account, the Executive Council estimated that a maximum of 25 new students can be enrolled every third year.

3.2. The HEI establishes admission quotas on the basis of scientific/ artistic, cultural, social, economic and other needs.

Children and youth, persons with disabilities, behavioural problems and risk behaviours are in focus of permanent care and interest of the society. The level and quality of prevention, support and social status of these persons can be a development indicator of a society/state.

Today, disability results with exclusion of persons from the society (World Health Organization, 2001). TA number of UN documents cover this issue, including the Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993, Resolution 48/96 and UNHCR Resolution 31/1998) which treats inequality in the society and discrimination on the account of disability as a violation of human rights. In 2000, a new resolution was adopted, requiring strengthening the measures for the protection of people with disabilities and monitoring their human rights. This Doctoral Degree Programme is grounded in the following basic documents: Universal Declaration of Human Rights, 1948; the Convention on the Rights of the Child, 1989; The Charter for the Rights of Children and Young People in Care, 1993, FICE – International bulletin. The European Commission (Compendium on Member States' Policies on Equality of Opportunity for People with Disabilities, 1998) and the Council of Europe (Legislation to Counter Discrimination against Persons with Disabilities, 1992; A Coherent



Policy for the Rehabilitation of People with Disabilities, 1992) have also adopted a number of documents advocating equality of opportunities for persons with disabilities, and their influence is becoming more and more apparent in the European Union countries. In many countries, the Constitution guarantees the right to equality of persons with disabilities, and in some of them anti-discrimination laws prohibiting discrimination on the grounds of disability have been enacted.

Although Croatia has adopted a number of measures for children, youth and persons with disabilities, it is difficult to monitor their effects because there is no reliable data available for the respective population. In 2004, the UN Commission for the Rights of the Child, in its discussion of the Second Periodical Report of the Government of the Republic of Croatia about the implementation of the Convention on the Rights of the Child, recommended setting up a recording and monitoring system which would make it possible to have reliable data, thus allowing easier monitoring of program realization and ensuring establishment of more realistic goals of various programs and strategies.

There are numerous psychological, social and economic stressors which burden children, youth and their families, and which are manifested in the increase of child neglect and abuse, underage pregnancies, violence among youth and towards youth, child and youth crime and crime towards children, substance abuse, homelessness of children, poverty, insufficient care for children etc. Many of the risk factors cause a lack of stability in the families and create emotional risks for childrens' development. Therefore, there is a growing (public and professional) perception that the problems of children and youth are becoming aggravated. These problems require urgent interventions.

World indicators show that the number of persons with disability is on the rise; currently, their number is estimated between 10 and 15% of the general population. The shift towards defining disability as a social justice issue leads to recognizing the right to complete inclusion of persons with disabilities in the society and their legal and social rights as health and wellbeing indicators of a country.

Children and youth, persons with disabilities, persons with behavioral disorders and risk behaviors are a constant concern of the society. The level and the quality of prevention, support and their position in the society can be used to measure the development level of a society/country.

Theoretical insights, developmental and applied research in this area are developing fast, new research centers are being established in the whole world, which means increased development of practical application of this knowledge.

As mentioned above, there are several strategies and action programs in Croatia which are directed at persons with disabilities and/or action programs for children, including those who are at risk to develop behavioral disorders or exhibit various types of risk behaviors. Thus, Croatia needs to train highly professional researchers with doctoral degrees to draw up strategies and research the most efficient ways of promoting and advocating for the rights of persons with disabilities and behavioral disorders. More specifically, these researchers would have to focus on satisfying the needs of these persons, by scientifically elaborating the existing problems and epidemiological indicators, doing longitudinal studies, creating comprehensive scientifically-based strategies of promoting mental health and preventing mental and behavioral disorders of children, youth and adults. Scientists trained in such a way would be the chief propellants and promoters of the rights and needs of persons with disabilities and behavioral disorders on the level of national and local authorities, and would work with special national or county offices where national or local action strategies (unified and not dispersed through various systems) would be drawn up and its effects constantly evaluated.

The mission of this degree program is to train scientists and professionals who will be able to create scientifically-based expert policies towards persons with disabilities and children and youth at risk of developing mental and behavioral disorders and crime. These policies would be implemented on the national and local level



in administrative bodies in all the sectors – healthcare, education, social welfare, justice, internal affairs as well as in science and scientific research.

The enrolment procedure of the doctoral study programme considers the realistic needs of the labor market. Since the doctoral degree studies are mainly enrolled by already employed persons, the ones who earn the PhD title at the doctoral study programme mainly continue to work in the system in which they were originally employed when starting the studies. Therefore, among the persons who finished the doctoral degree programme there were no unemployed persons. After earning PhD degrees, a certain number of doctoral candidates advanced in their carrier in various sectors, from healthcare, education, social care, judiciary, internal affairs to science and research.

The admission rates for doctoral candidates is aligned with the guidelines provided by the strategic document of the HEI and The Network of Study Programmes which was adopted by the Croatian Parliament based on the proposal of the National Higher Education Council.

According to the Croatian Employment Service data there were no unemployed persons with PhD degrees in educational and rehabilitation sciences.

Number of PhD degree holders employed in research at the Faculty is limited to doctoral candidates who enrolled and finished the doctoral studies as Faculty employees (3 doctoral candidates). One doctoral candidate is employed at the Rijeka University in Rijeka, 3 graduated students work in the public sector (Ministry of Interior and Government Office for suppression of drug abuse) and one is a primary school headmistress.

3.3. The HEI establishes the admission quotas taking into account the funding available to the candidates, that is, on the basis of the absorption potentials of research projects or other sources of funding.

Most of the Doctoral Degree Programme students are self-financed, and a smaller number of candidates are financed through research projects. They are mostly employed at the Faculty with the use of funds from the Croatian Science Foundation Young Researchers Career Development Project – educating new doctors of science. The project finances the gross II salary of doctoral candidates with a primary goal to develop the doctoral thesis and acquire knowledge on the basic elements of the research paper and work (www.hrzz.hr).

Research in Education and rehabilitation science, compared to natural and technical sciences, is not so costly. The Faculty shall, in cooperation with other stakeholders, raise funds for doctoral research performed by the candidates who are not financed by the project. In addition, special measures shall be carried out to engage as many doctoral candidates possible on the existing projects or the ones in the application procedure. It is important to keep in mind that in state and public service persons with PhD titles are entitled to a 15% salary increase.

In the Republic of Croatia, there is no systematic employment scheme for PhD students and HEIs have no guaranteed employment coefficient for finished doctoral students. Since there are no or very low incentives or subsidies for financing science, the Faculty is trying to find support models for doctoral candidates, such as free of charge doctoral workshops which qualify for ECTS credit B and C collection.

Three doctoral candidates from Bosnia and Herzegovina are enrolled. They are external associates of the Faculty in the area of natural-mathematical and educational sciences at the Mostar University. The University promised to cover their doctoral education costs retroactively, due to their position as scientific juniors at the Mostar Faculty and University (in the field of Education and Rehabilitation Sciences).



3.4. The HEI should pay attention to the number of candidates admitted as to provide each with an advisor (a potential supervisor). From the point of admission to the end of doctoral education, efforts are invested so that each candidate has a sustainable research plan and is able to complete doctoral research successfully.

Because all Doctoral Degree Programme students are part-time students, good communication and access to information is important and ensured. Doctoral candidates are employed at other institutions, thus the locations and the class schedule, availability of the advisors, supervisors and teachers is adapted to the student needs.

Teachers provide quality information to students, associates and head of the postgraduate student administration office. The head of the study programme is, by rule, the first point of contact with the enrolled doctoral candidate and responsible for informing the candidate about the structure of the studies and the doctoral candidates' obligations, up to the point when the student selects the supervisor. After enrolment, the student is entitled to an advisor.

Student advisor is not necessarily the supervisor, but assists the student by providing directions in a certain area, based on the student's preferences and recommends a supervisor for his doctoral dissertation research and development.

The Ordinance on Doctoral Studies provides the obligation of the potential supervisor to assist the student in selecting the doctoral dissertation topic and preparation of the topic selection public defence. This assistance entails consultation on the defence protocol as well. The protocol is not provided in written form or published, but is conveyed to the candidate during consultations in order to make it as tailored to the specifics of the doctoral dissertation, methodology, presentation type, etc. The report on the doctoral research plan and the minutes of the defence are delivered by the Committee to the Faculty Council. This report contains the Committee evaluation of the proposed research plan, and in case of positive evaluation, the proposal for appointing a supervisor. The Faculty Council, based on the positive report of the Committee and the defence minutes approves the doctoral dissertation research plan and appoints the supervisor.

The doctoral candidate has an obligation to, submit a filled in and signed DR.SC.-04. Form to the competent administrative office – annual doctoral candidate progress report.

Students can contact the postgraduate studies Administrative service by e-mail and during working hours (9.00 – 15.00 h daily). It deals with keeping and collecting data on the doctoral candidate in a file and acts as a communication mediator between the students and the teachers.

Annual report on the studies is created based on the reports submitted by the students and supervisors and anonymous evaluation surveys.

The Executive Council submits the annual report to the Faculty Council and the Zagreb University.

3.5. The HEI ensures that interested, talented and highly motivated candidates are recruited internationally.

All information on the postgraduate doctoral degree study programme are publicly available at the Faculty website (<http://www.erf.unizg.hr/hr/studiji/poslijediplomski-prevencijska-znanost-i-studij-invaliditeta>, <http://www.erf.unizg.hr/en/study-programme/phd-prevention-science-disability>). In addition, the study is promoted at international conferences (4 conferences in past 3 years). Through participation of 4 teachers of the doctoral studies in the [Science for Prevention Academic Network Project \(SPAN, http://www.span-europe.eu/\)](http://www.span-europe.eu/) at which more than 30 institutions dealing with prevention and mental health promotion in Europe participated. The doctoral degree studies programme was presented to a wider scientific and professional public. Study Programme teachers who come from abroad promote the study programme at their main universities.

Right to apply under equal conditions is granted to persons residing outside Republic of Croatia by the procedure described in 2.6.



In case of increased interest for enrolling the doctoral studies by international students (prolonged agreement with Indiana State University, which will enable this type of cooperation) the programme can be adapted and rely more on consultative/supervisory work than lectures.

Three doctoral candidates from Bosnia and Herzegovina attended the education and rehabilitation sciences studies who are external associates of the Faculty in the area of natural- mathematical and educational sciences at the Mostar University, for whom the University promised to cover the doctoral education costs retroactively, because they are scientific juniors of the Mostar Faculty and the University (field of Education and rehabilitation sciences). The study is also attended by one Slovenian student.

3.6. The selection process is public and based on choosing the best applicants.

Based on the Ordinance the Faculty of Education and Rehabilitation Sciences carries out the selection process based on the public call for applications published in daily newspapers and the Faculty website and delivered to interested public based on early-applications. The public call for applications, according to the current practice, was published every 3 to 4 years.

The call for applications contains information about the admission and selection criteria, verification methods, documents and other annexes to be submitted, deadlines and other information. In practice, the procedure is structured in such a way that immediately after deciding on publishing of the call (under the competence of the Faculty Council based on the proposal of the Executive council of the postgraduate studies), the Faculty informs the University of Zagreb. The application period usually lasts 30 to 45 days.

Formal and non-formal selection criteria are used.

All candidates who meet formal criteria are graded and ranked according to predetermined criteria. The selection of candidates is multi-level (two levels).

The first level of selection is based on the documentation check to shortlist candidates who meet formal criteria assessed by the Executive Council of the postgraduate studies of ERF.

The doctoral degree program admits graduates from Croatian or foreign universities.

The applicants are required to satisfy the following criteria:

- 1) A degree in undergraduate or graduate studies at the Faculty of education and rehabilitation sciences.
- 2) A degree at other HEIs in Republic of Croatia in social sciences (education and rehabilitation sciences, speech-language pathology, social pedagogy, medicine, psychology, social work, sociology, pedagogy, law, economy, political science), humanities (theology), scientific area of biomedicine and healthcare (public health and health protection and psychiatry) and interdisciplinary fields (cognitive science and educational sciences).
- 3) Completion of corresponding studies abroad and can present evidence on academic recognition of their diploma.
- 4) Grade point average of at least 4 (on a scale of 1-5), and in the 5-10 scale at least 8.
- 5) Working knowledge of English (to be able to complete courses and other activities in English).

The first level of selection ensures openness and accessibility of the studies as well as affirmation of its interdisciplinarity.

In the second phase interviews are held with potential candidates and their capacity to carry out research is assessed, as well as motivation (conversation based on the motivation essay), verification of other parameters such as recommendations from other university professors, published scientific and/or professional papers, etc. This level has a selection function as well. After the first and the second selection levels are completed, the official rank list approved by the Executive Council of the Postgraduate Degree Programme is published at the Faculty website. (see appendix 23 and 24, Call for applications and rank list).



3.7. The HEI ensures that the selection procedure is transparent and in line with published criteria, and that there is a transparent complaints procedure.

The selection procedure management and the final list of applicants admitted is publicly available at the Faculty website and sent by e-mail to each applicant. All candidates have a possibility of insight into the selection procedure, as well as to appeal in case of suspicion of rights violation during the selection procedure. Appeal is submitted in written form and the right to personal data protection is respected according to the Law.

No appeals or complaints were filed to the Faculty of Education and Rehabilitation Sciences until now. All selection procedure documentation is archived with respect of the right to personal data protection, according to the law.

3.8. There is a possibility to recognize applicants' and candidates' prior learning.

Based on the Ordinance the applicants who satisfy certain criteria can have their prior achievements relevant for the Doctoral Degree Programme recognised. This refers to the published scientific papers, non-formal and formal learning, etc.

On personal request, evaluation of other post-graduate programmes the student had attended or completed is also, part of the admission procedure or transfer to another study programme (PhD, MA or specialist).

The Doctoral Degree Programme ensures continuous doctoral candidate's progress monitoring through extracurricular activities during the studies.

3.9 Candidates' rights and obligations are defined in relevant HEI regulations and a contract on studying that provides for a high level of supervisory and institutional support to the candidates

Rights and obligations are defined by the following regulations:

- 1) The Ordinance on the Prevention Science and Disability Study doctoral degree programme, Zagreb, September 2011
- 2) The doctoral studies Course plan and programme
- 3) The Ordinance on quality assurance of the Faculty of education and rehabilitation sciences, University of Zagreb, Zagreb, March 2013
- 4) Education agreement (contract)

The doctoral candidates are granted the following rights:

- To consultation with the course teacher and study head according to the predefined schedule;
- To access all relevant Faculty resources (library, internet);
- To pass exams in agreement with the course teacher;
- To a student advisor up to the time of supervisor appointment;
- To a supervisor for the development of the doctoral dissertation;
- To ask for change of supervisor or topic of the doctoral dissertation, with written request and supervisors or previous supervisors opinion, the Faculty Council upon the proposal of the Executive council of the doctoral degree studies makes the final decision;
- To freedom of expression of thought and suggestion of study programme improvements;
- To suspension of obligations;
- Other rights according to the Law and University general acts

Doctoral candidates sign the Education Contract defining the student status, amount and deadlines for tuition fee payment, as well as, other fees and obligations of both parties of the contract. In the moment of enrolment,



the doctoral candidates are informed of all their rights and obligations and printed versions of all legal documents are provided to them.

3.10 There are institutional support mechanisms for candidates' successful progression.

The Faculty provides institutional support for successful progression of doctoral candidates, primarily by adopting and executing general acts which define institutional support mechanisms for progression. They regulate the course and structure of the doctoral study programme and ensure quality supervision through all phases of doctoral thesis development.

To facilitate students' obligation fulfilment, lectures and workshops hosting external guest lecturers are organised to cover relevant topics.

Also, at the conference organised by the Faculty every five years, sponsored conference fees are available for doctoral candidates who actively or passively participate. Students have access to data bases and Statistica, SPSS and NVivo software purchased by ERF. Some doctoral candidates use funds from various projects and sponsorships of projects led by ERF teachers. Since the study programme beginning, five doctoral candidates used these funds directly and participated in research projects which were, also, their doctoral dissertation.

Since the establishment of the Doctoral Degree Programme, until the reaccreditation procedure initiation, three cycles of doctoral study programme were held in 2007, 2010, 2014.

In that period, 8 doctoral students finished their PhD studies. In the third generation (second year of studies) 20 doctoral candidates are enrolled and it is expected that they will successfully acquire their PhD title.

To raise completion rates, communication between students and supervisors is improved, number of co-supervisions is increased, evaluation of candidates is performed not only from the aspect of fulfilment of formal admission requirements, but also their capability for carrying out research activities and other measures are being applied.



4. Programme and outcomes

4.1. The content and quality of the doctoral programme are aligned with internationally recognized standards.

This Doctoral Degree Programme is the first of its kind in Croatia and one of the rare ones in Europe and globally.

The Prevention Science and Disability Study Doctoral Degree Programme was created as result of an assessment that a change in the usual format of doctoral degree programmes, limited only to one scientific field, is necessary, as well as, the shift towards interdisciplinary research and meaningful interlinking of several scientific areas, fields or branches. It is well known that explanation of individual, specifically human problems is impossible without collaboration between several sciences or their branches. Having that in mind, this Doctoral Degree Programme combines and constructs (possible) new sciences within the scope of the education and rehabilitation sciences, medicine, psychology, pedagogy, social, economic and other sciences (such as behavioural, prevention, etc.).

The Prevention Science and Disability Study Doctoral Degree Programme allows acquisition of specific competences for scientists, which defined measurable indicators and learning outcomes aligned with 8.2 CroQF. See the Prevention science and disability study Doctoral Degree Programme learning outcomes (4.2.).

The quality of the study programme is the key indicator of the Bologna process principles and respect of the Lisbon Declaration allowing the issuance of receipts for finished part of the doctoral study programme containing the number of ECTS points and a list of acquired competences (courses, research activities and extracurricular activities) and additional activities in which the doctoral candidates participated.

Cooperating institutions (instructors lecturing from the beginning of the doctoral degree program are members of the cooperating institutions from Croatia and abroad listed below):

1. University of Zagreb

- Medical School, Zagreb Andrija Štampar School of Public Health, www.snz.hr
- Faculty of Law and Social Work Study Centre, www.pravo.hr
- Croatian studies, Department of Comparative Literature, www.hrstud.hr
- Faculty of Political Science, www.fakultet.fpzg.hr
- Faculty of Organisation and Informatics www.foi.hr

2. Universities and Centres in Europe, USA and Canada:

- Radboud University Nijmegen, The Netherlands, Department of Clinical Psychology& Academic Centre of Social Sciences, The Netherlands, www.socsci.ru.nl/psy/clinical
- Prevention Research Centre 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 Centre for the Promotion of Human Development, Pennsylvania State University, SAD, www.prevention.psu.edu
- Faculty of Pedagogy, Ljubljana University, Slovenia, Ljubljana, www.pef.uni-lj.si
- Faculty of Social Work, Ljubljana University, 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, www.iscsp.utl.pt
- Ryerson University, School of Early Childhood Education, Toronto, Canada, <http://www.ryerson.ca/ecs/programs/early-childhood-ma/>

Comparability with programmes of leading foreign HEI

Search of doctoral degree programmes at renowned foreign universities comparable to this doctoral degree programme (both specializations) has shown that such programmes do exist, but not as comprehensive as the proposal of this doctoral degree study programme which makes this programme unique in the region, but in the European context as well. In Europe, there are still no doctoral degree programs within this field which would be completely harmonised with the Bologna declaration. Moreover, the existing doctoral programmes are very wide in scope, and no identical and completely comparable program exists.

There are numerous programs in the USA which are similar to this part of the doctoral program. We have decided to work together with the scientists from the Pennsylvania State University, The College of Health and Human Development, Human Development and Family Studies (www.hhdev.psu.edu/hdfs/grad/deg_req.html).

In the Prevention Science specialization, the closest program is the PhD Study offered at the Behavioural Science Institute, Faculty of Social Sciences, Radboud University Nijmegen in the Netherlands (www.ru.nl/socialewetenschappen/bsi/research_school/phd-programme_in/) (especially the module: Mental Health and Addiction). Because of this, we are collaborating with the University of Nijmegen, especially with Professor C. Hosman, whose expertise in prevention and leadership of the Prevention Research Centre for Mental Health Promotion & Mental Disorder Prevention, Radboud University Nijmegen, The Netherlands (www.preventioncenter.net) has been very important for the establishment of our study programme. We have decided to work together with the scientists from the Pennsylvania State University, The College of Health and Human Development, Human Development and Family Studies (<http://hhd.psu.edu/>) and some of their faculty staff are teaching at the doctoral degree programme.

Other comparable programmes are:

1. Ph.D. program in Applied Developmental Science at the Colorado State University, <http://www.hdfs.chhs.colostate.edu/students/doctoral/files/CSU%20ADS%20PHD%20brochure.pdf>.
2. PhD program in Prevention Science, University of Oregon, <https://education.uoregon.edu/program/prevention-science-phd>
3. PhD in Prevention Science, Washington State University, <http://cahnrs.wsu.edu/hd/preventionscience/>
4. PhD in Prevention Science, Kent State University, <https://www.kent.edu/publichealth/sbs/phd-prevention-science>

Globally, and especially in the USA, doctoral degree programs in the Disability Studies specialization area already exist. They are offered by University Departments (Department of Disability and Human Development, University of Illinois, Chicago, Department of Special Education, University of Kansas, Indiana State University). They are created and delivered to train scientists/professionals who would be able to take leading positions in the society and in this way, influence the change of attitudes and enable the creation of a healthy society and a healthy way of life. These scientists are expected to be able to apply their knowledge in advancing and supplementing existing scientific and cultural approaches. Moreover, their skills will enable them to critically analyse social, biological and cultural determinants of disability.

The doctoral degree program in Disability closest to the ERF programme is the post-graduate programme Critical Disability Studies, York University, Toronto, Canada (www.yorku.ca/gradcds). Cooperation with leading



University of Kansas, School of Education, <http://soe.ku.edu>, a leading American university in the area of inclusive education and the Bristol University, Norah Fry Research centre (www.bristol.ac.uk/norahfry) in the area of inclusive research is realised through the international doctoral degree study programme which applies the most advanced approach to theory and research of disability.

The specialty of this study programme, which is not directly linked to the doctoral programme, but contributes to its realisation, are the discussions on the possibility of financing quality candidates by some ministries, which reiterates its justification and value for the state and its strategic endeavours.

In the first generation of students, some had financial support of the organisations where they were employed (ministries, agencies and local governments). In the third generation, three foreign citizens will get their tuition fee refunded by the Mostar University.

Some non-governmental associations which operate in the area of inclusion of persons with disabilities have expressed interest for this study. A possibility exists that future generations of doctoral candidates will include some from other foreign countries which expressed interest for the study programme.

4.2. Programme learning outcomes, as well as the learning outcomes of its modules and subject units, are aligned with the level 8.2 of the CroQF. They clearly describe the competencies the candidates will develop during the doctoral programme, including the ethical requirements of doing research.

Learning outcomes of the postgraduate doctoral degree study are aligned with the level 8.2 of the CroQF. Table 3 shows the alignment of individual learning outcomes with the level 8 (<https://www.azvo.hr/hr/uncategorised/1311-opisnice-razina-ishoda-ucenja>)

Table 3 Alignment of the learning outcomes of the Prevention Science and Disability Study Doctoral Degree Programme with the level of the CroQF

Learning outcomes of the Prevention Science and Disability Studies Doctoral Degree Programme	CroQF – learning outcomes, level 8
IU 1 Extract relevant scientific facts from existing sources by using data bases containing recent publications.	knowledge cognitive skills
IU 3 Apply critical thinking to issues of problems and needs of children, youth and persons with disabilities and behavioural disorders (epidemiology studies) and monitor phenomena and problems under the framework of multiannual research (longitudinal studies).	knowledge cognitive skills
IU 4 Propose scientific hypotheses and establish appropriate methodology for its verification. Design the study process including the experimental plan for scientific hypothesis verification.	knowledge cognitive skills independence
IU 5 Select and apply appropriate statistical tools and methods for data processing and evaluation of established hypotheses as well as to appropriately describe and interpret acquired results.	knowledge cognitive skills independence responsibility
IU 6 Evaluate scientifically and continuously update and upgrade existing prevention interventions (evaluation studies and cost-effectiveness studies)	knowledge cognitive skills independence responsibility
IU 7 Elaborate scientifically and apply comprehensive strategies for the promotion of health and quality of living of children, youth and adults.	knowledge independence responsibility



IU 8 Elaborate scientifically and apply comprehensive prevention strategies and early interventions in the area of mental and behavioural disorders of children and youth.	knowledge social skills independence
IU 9 Research disability in its full complexity and develop support services which promote full participation of persons with disabilities, their self-determination and social equality.	knowledge social skills independence responsibility
IU 10 Elaborate scientifically and apply comprehensive support strategies for persons with disabilities.	knowledge social skills independence responsibility
IU 11 Present their scientific work in written form and orally at congresses, conferences and other scientific meetings.	knowledge social skills independence responsibility
IU 12 Present and describe their scientific work in form of scientific papers eligible for publishing in scientific journals and other publications.	independence responsibility
IU 13 Carry out studies according to ethical principles, and publish results as a contribution to the development of a socially sensitive knowledge based society.	independence responsibility
IU 1 Extract relevant scientific facts from existing sources by using data bases containing recent publications.	social skills independence responsibility

Listed learning outcomes will lead to the development of target competences to be reached after the PhD title is acquired in social sciences - the field of education and rehabilitation sciences. Students will be qualified for independent design and implementation of research in the area of educational and rehabilitation sciences and interdisciplinary areas and, depending on the selected programme (prevention sciences or disability studies), gain competences for applying and transfer of knowledge to the educational and upbringing system, social protection system, healthcare and others, by implementing specific strategies of promotion, prevention, rehabilitation and support, especially advocating for the rights and satisfaction of needs of persons with disabilities based on inclusion, right of citizenship, social justice and international human rights standards.

4.3. Programme learning outcomes are logically and clearly connected with teaching contents, as well as the contents included in supervision and research.

Learning outcomes of the Prevention Science and Disability Study Doctoral Degree Programme are the ability to:

- IU 1 Extract relevant scientific facts from existing sources by using data bases containing recent publications.
- IU 3 Apply critical thinking to issues of problems and needs of children, youth and persons with disabilities and behavioural disorders (epidemiology studies) and monitor phenomena and problems under the framework of multiannual research (longitudinal studies).
- IU 4 Propose scientific hypotheses and establish appropriate methodology for its verification. Design the study process including the experimental plan for scientific hypothesis verification.
- IU 5 Select and apply appropriate statistical tools and methods for data processing and evaluation of established hypotheses as well as to appropriately describe and interpret acquired results.
- IU 6 Evaluate scientifically and continuously update and upgrade existing prevention interventions (evaluation studies and cost-effectiveness studies)



- IU 7 Elaborate scientifically and apply comprehensive strategies for the promotion of health and quality of living of children, youth and adults.
- IU 8 Elaborate scientifically and apply comprehensive prevention strategies and early interventions in the area of mental and behavioural disorders of children and youth.
- IU 9 Research disability in its full complexity and develop support services which promote full participation of persons with disabilities, their self-determination and social equality.
- IU 10 Elaborate scientifically and apply comprehensive support strategies for persons with disabilities.
- IU 11 Present their scientific work in written form and orally at congresses, conferences and other scientific meetings.
- IU 12 Present and describe their scientific work in form of scientific papers eligible for publishing in scientific journals and other publications.
- IU 13 Carry out studies according to ethical principles, and publish results as a contribution to the development of a socially sensitive knowledge based society.

Table 4 shows the link between the Prevention Science and Disability Study Doctoral Degree Programme learning outcomes and teaching contents, as well as supervision and research.

	Programme outcomes												
	1	2	3	4	5	6	7	8	9	10	11	12	13
<i>Direct instruction</i>													
<i>Scientific research methodology</i>				X	x								
<i>Qualitative research methodology</i>				X	x								
<i>Multi-variant data analysis</i>				X	x								
<i>Introduction to Prevention of Mental and Behavioural Disorders and Mental Health Promotion</i>	x	x	x								*	*	*
<i>Analysing mental health problems for prevention planning</i>	x	x	x								*	*	*
<i>Developmental psychopathology and prevention</i>	x	x	x								*	*	*
<i>Program Development and Program Planning</i>	x		x			x	x	x			*	*	*
<i>Social Exclusion (of Youth) in Postmodernity</i>	x	x	x										
<i>Theories and principles of change and effect management</i>	x		x			x	x	x			*	*	*
<i>Dissemination and Implementation of Prevention Programs</i>						x	x	x			*	*	*
<i>Needs Assessment and Community Monitoring</i>	x	x				x	x	x					
<i>Evidence-based prevention programmes and outcomes</i>	x		x			x	x	x					
<i>Preventive Strategies in the Family and the School Environment</i>	x	x				x	x	x					
<i>Mental Health Promotion: From Principles to Practice, from Practice to Policy</i>	x	x	x										
<i>Law and behaviour disorders prevention</i>	x	x	x										
<i>Interdisciplinary disability studies I</i>	x	x	x				x		x		*	*	*
<i>Social policy and disability</i>	x	x	x						x	x	*	*	*
<i>Education and empowerment</i>	x	x	x						x		*	*	*
<i>Inclusive research</i>	x	x	x				x				*	*	*
<i>Disability and Democracy</i>	x	x	x						x		*	*	*
<i>Interdisciplinary disability studies II</i>	x	x	x				x		x		*	*	*
<i>Legislation and disability</i>	x		x				x				*	*	*
<i>Strategies, programs and monitoring</i>	x	x	x				x		x		*	*	*
<i>Disability in cultural context and multiple identity</i>	x	x	x						x		*	*	*
<i>Leisure time, recreation and disability</i>	x	x	x							x			
<i>Language, literature and disability</i>	x	x	x										
<i>Public policy</i>	x	x	x										
<i>Public Relations, the Media and Public Campaigns</i>	x	x	x										
<i>Data bases and scientific paper creation</i>											x	x	x
<i>Other teaching activities (research seminars, workshops, discussion groups, grade group B)</i>	x	x	x	X	x						x	x	x
<i>Scientific research activities (credit grade group C i D)</i>	x	x	x	X	x						x	x	x
<i>Work with supervisors/work in the project team</i>	x	x	x	X	x	x	x	x	x	x	x	x	x
<i>Writing and dissertation defence</i>	x	x	x	X	x	xx	xx	xx	xx	xx			x

* Course seminars can be presented at conferences and/or published as scientific papers
 XX depending on the doctoral dissertation topic



4.4. The doctoral programme ensures the achievement of learning outcomes and competencies aligned with the level 8.2 of the CroQF.

Described in detail in 4.3. and 4.4. Samples of doctoral dissertations available in DABAR, <https://repozitorij.erf.unizg.hr/>.

4.5. Teaching methods (and ECTS, if applicable) are appropriate for level 8.2 of the CroQF and assure achievement of clearly defined learning outcomes.

Study organisation shown in Tables 5. and 6.

Table 5 The structure of the programme – Prevention Science – Prevention of Mental and Behavioural Disorders and Promotion of Mental Health

Year of study	ECTS	Type of activities	Grade groups
First year	21	Direct instruction	A
	14	research seminars, workshops, discussion groups	B
	25	Extracurricular activities	C i D
Second year	14	Direct instruction	A
	12	research seminars, workshops, discussion groups and independent research	B
	34	Extracurricular activities	C i D
Third year	3	Direct instruction	A
	8	research seminars, workshops, discussion groups and independent research	B
	49	Extracurricular activities and participation in instruction	C i D

Table 6 The structure of the programme – Disability Study

Year of study	ECTS	Type of activity	Grade groups
First year	20	Direct instruction	A
	12	Research seminars, workshops, discussion groups	B
	28	Extracurricular activities	C i D
Second Year	13	Direct instruction	A
	20	Research seminars, workshops, discussion groups and independent research	B
	27	Extracurricular activities	C i D
Third year	5	Direct instruction	A
	10	Research seminars, workshops, discussion groups and independent research	B
	45	Extracurricular activities and participation in instruction	C i D

Tables show various types of teaching is used and opportunities are created for acquiring competences aligned with level 8.2. of CroQF.

Direct instruction is delivered in small groups, it is interactive and requires proactive student participation. Direct instruction accounts for less than 30% of student engagement.

Research activities are organised in three grade groups (B,C, and D). B grade credits in the group of compulsory and elective activities, is acquired through organised research seminars, workshops, practicums, organised discussion groups for stronger promotion of research activities, critical thinking, methodology and generic skill



acquisition. Some of such workshops organised for this generation of students were: „Visual elicitation Methods: A Comprehensive induction to their use in qualitative research” (basic and advanced workshop) and „Methodology workshop“. The amount of ECTS credits is determined depending on the choice of activities within a certain grade group and their realisation (number of hours). C grade credits are acquired through: writing and publishing research in Croatian and foreign journals (cited in CC or equivalent), publishing reviews (articles, journal volumes, conferences, round tables, etc.), presenting papers and posters at Croatian and international conferences (with proof of participation).

For D grade credits, the students are expected to participate at various scientific meetings or winter schools, workshops, lectures, etc. during the entire course of the studies. Appropriate documentation corroborating all the activities is required.

Tables 7 and 8 shows ECTS credits awarded for activities in grade groups C and D.

Table 3 C grade group

C grade group	First author	2-3 authors	4-6 authors	7 and more authors
Scientific papers published in international journals or equal to (A1)	30	15	7,5	3
Scientific papers published in domestic journals(A2)	20	10	5	2,5
Scientific papers published in conference collection of papers	8	4	2	1
Book reviews, volumes, journals, conferences in journals (A1 or A2)	6	3	1,5	0,5
Abstracts from international conferences	10	7,5	5	2,5
Abstracts from domestic conferences	5	2,5	1,5	1

C grade group-continuation	Active participation at scientific conferences		Passive participation at scientific conferences		Invited lectures	
	international	domestic	international	domestic	Scientific conferences	HEIs
Round table/symposium	4	3	1	0,5	10	2 hours of lecture = 1 ECTS
Lecture	3	2				
Poster with lecture	3	2				
Poster	2	1,5				

Table 4 D grade group

D grade group duration	Summer schools, conferences participation		Invited lectures at conferences	
	international	domestic	international	Domestic
1 day	1	0,5	3	1,5
2-3 days	2	1		
4-5 days	3	2		
1 week	4	3		

4.6. The programme enables acquisition of general (transferable) skills.

General skills transfer is enabled through teaching activities and research work performed by students, as described in previous chapters (4.2, 4.3. i 4.5.). In addition, the Post-graduate studies administrative office continuously and systematically informs students of opportunities for applying for participation at various workshops organised under the scope of study programmes of other HEIs in Croatia and abroad and other institutions which organise various workshops.



4.7. Teaching content is adapted to the needs of current and future research and candidates' training (individual course plans, generic skills etc.).

Adaptability to individual research is one of the important features of the doctoral degree study structure. It is manifested in the following ways:

1. Choice of elective courses from this Doctoral Degree Programme, as well as a possibility to choose courses at other post-graduate studies;
2. Extensive choice of research topics of scientific-research seminars and the possibility to recommend new topics by the doctoral candidates;
3. If approved by the mentor and Executive Council of the doctoral study programme, the doctoral candidate may enrol courses of other study programmes or other similar Doctoral Degree Programmes related to the topic of the doctoral dissertation and the doctoral candidate can gain credits by attending summer/winter extracurricular schools related to the topic of the doctoral dissertation;
4. Possibility to choose the supervisor among all the teachers of the Faculty of Education and Rehabilitation Sciences and other linked areas, and not only among the doctoral degree study programme teachers;
5. Various possibilities to acquire and test learning outcomes, knowledge and skills; by active participation in provision of direct instruction, doing research, assessment of the originality of the research results, writing and categorising of published works, participation in project, presentations at conferences, exchange with other universities, evaluation and public defence of the doctoral dissertation thesis.

Doctoral candidates' and mentors' work is monitored by review and use of official University forms which are used to assess the progress of doctoral candidates in their scientific and teaching activities and their doctoral degree study programme achievements. These forms contain qualitative and quantitative assessment of obligation fulfilment (evidence on regularity of study obligations' fulfilment, participation in instruction delivery, participation in scientific projects, publishing of research papers and their evaluation, participation at scientific and professional conferences, scientific training at internationally recognised domestic and international institutions, awards and recognition for scientific work, special achievements relevant for the scientific field or area).

4.8. The programme ensures quality through international connections and teacher and candidate mobility.

Faculty of Education and Rehabilitation Sciences provides to all students:

- Information on mobility opportunities for doctoral candidates and teachers
- Information on open calls in Erasmus programme, conferences organised or co-organised, sponsored and partnered by the Faculty and other conferences known to the Faculty.
- Funds that are set aside for foreign lecturers and thematic seminars are organised (<http://www.conference.erf.unizg.hr/additional-events/visual-elicitation-methods-a-comprehensive-introduction-to-their-use-in-qualitative-research>)
- Foreign supervisors, who participate in public defence of doctoral dissertations and in the procedure of PhD title acquisition (Canada, Australia, Netherlands, Slovenia).
- The doctoral degree study is internationally reviewed – reviews available at University of Zagreb which carried out evaluations. Since the programme was adopted at the Senate session of the University of Zagreb and reviews were positive.
- The study dynamics allows international training of doctoral candidates in the following manner: during studies, and latest until submission of the doctoral dissertation for evaluation, the student must participate at: international and domestic scientific and professional conferences; foreign teachers' lectures organised by the Faculty of Education and Rehabilitation Sciences; lectures and seminars organised at other Faculties and Universities and provide proof of attendance; participation at e-workshops and e-seminars with written proof of attendance (described in 4.5.).



- Doctoral candidates are encouraged to participate actively at international conferences or to network with relevant research and professional associations in the world, which finance participation of doctoral candidates at international conferences, such as the European Society for Prevention Research (<http://euspr.org/>) which financed 7 active participations at annual international Society conferences since 2014.
- Doctoral candidates can write their dissertation in a foreign language;
- Doctoral candidates can switch doctoral dissertation creation for publishing papers in internationally recognised publications – Scandinavian model;
- A possibility for collaborative research exists for doctoral candidates
- 13 teachers coming from foreign universities teach at the Doctoral Degree Programme (see mandatory Table 1, Teaching Staff).
- 5 supervisors coming from foreign universities have been appointed at the doctoral degree study programme (see mandatory Table 2 Supervisors and candidates).

The Faculty concluded general and individual Agreements on International Cooperation and Faculty staff and Student Exchange with the following universities and research institutions.

Universities and research institutions in Europe, USA and Canada:

- Radboud University Nijmegen, The Netherlands, Department of Clinical Psychology & Academic Centre of Social Sciences, The Netherlands, www.socsci.ru.nl/psy/clinical
- Prevention Research Centre 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 Centre for the Promotion of Human Development, Pennsylvania State University, SAD, www.prevention.psu.edu
- Faculty of Pedagogy, Ljubljana University, Slovenia, Ljubljana, www.pef.uni-lj.si
- Faculty of Social Work, Ljubljana University, Slovenia, Ljubljana, 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, www.iscsp.utl.pt
- Ryerson University, School of Early Childhood Education, Toronto, Canada, <http://www.ryerson.ca>
- Indiana State University, College of Health and Human Services, <http://www.indstate.edu/health/>

III. Tables

Table 1: Teaching Staff

Teacher link to database showing accurate data on publications and other research results	Scientific (or scientific-teaching) title and area/field of election	A	B	C	Course (and course type) within the programme and total workload	Workload in norm-hours
Valentina Kranželić https://bib.irb.hr/lista-radova?autor=244084 https://scholar.google.hr/citations?user=4bY-2E0AAAAJ&hl=hr	associate professor area social sciences, filed education and rehabilitation sciences	8	92*	6*	Introduction to Prevention of Mental and Behavioural Disorders and Mental Health Promotion (5L)	15
					Program Development and Program Planning (5S)	7,5
					Evidence-based prevention programmes and outcomes (5L)	15
					Preventive Strategies in the Family and the School Environment (5L, 5S)	22,5
					Workload in 1st and 2nd cycle	314,5
					Workload at other HEIs	32,5
					Total workload	407
Miranda Novak http://bib.irb.hr/lista-radova?autor=302562 https://scholar.google.hr/citations?user=9hHPjLgAAAAJ&hl=hr	assistant professor area social sciences, filed education and rehabilitation sciences	8	52*	3*	Introduction to Prevention of Mental and Behavioural Disorders and Mental Health Promotion (5L)	15
					Developmental psychopathology and prevention (5L, 5S)	22,5
					Theories and principles of change and effect management (5L)	15
					Dissemination and Implementation of Prevention Programs (5L)	7,5
					Workload in 1st and 2nd cycle	225
					Workload at other HEIs	/
					Total workload	285



<p>Josipa Milić</p> <p>https://bib.irb.hr/lista-radova?autor=302573</p> <p>https://scholar.google.hr/citations?user=9bT1FGcAAAAJ&hl=hr</p>	<p>assistant professor</p> <p>area social sciences, filed education and rehabilitation sciences</p>	7	48 *	4*	Introduction to Prevention of Mental and Behavioural Disorders and Mental Health Promotion (5L)	15
					Analysing mental health problems for prevention planning (5 sati predavanja, 5 sati seminara)	22,5
					Program Development and Program Planning (5E)	5
					Theories and principles of change and effect management (5S)	7,5
					Workload in 1st and 2nd cycle	294
					Workload at other HEIs	/
					Total workload	344
<p>Martina Ferić</p> <p>http://bib.irb.hr/lista-radova?autor=244062</p> <p>https://scholar.google.hr/citations?user=4yeEufIAAAAJ&hl=hr</p>	<p>associate professor</p> <p>area social sciences, filed education and rehabilitation sciences</p>	5	100*	6*	Introduction to Prevention of Mental and Behavioural Disorders and Mental Health Promotion (5S)	7,5
					Dissemination and Implementation of Prevention Programs (5Ei)	5
					Needs Assessment and Community Monitoring (15L, 5S)	52,5
					Evidence-based prevention programmes and outcomes (5S)	7,5
					Preventive Strategies in the Family and the School Environment (5L, 5S)	22,5
					Workload in 1st and 2nd cycle	352,25
					Workload at other HEIs	/
Total workload	447,25					
<p>Milko Mejovšek</p> <p>https://www.scopus.com/authid/detail.uri?authorId=6505837975</p>	<p>profesor emeritus</p> <p>area social sciences, filed education and rehabilitation sciences</p>	1	2**	2**	Scientific research methodology (3L)	9
					Workload in 1st and 2nd cycle	NP
					Workload at other HEIs	NP
					Total workload	NP



Martina Lotar Rihtarić http://bib.irb.hr/lista-radova?autor=290943 https://scholar.google.hr/citations?user=JKBxTA8AAAAJ&hl=hr	assistant professor area social sciences, filed education and rehabilitation sciences	6,5	70*	5*	Scientific research methodology (12L)	36
					Multi-variant data analysis (1L, 5E)	8
					Workload in 1st and 2nd cycle	400
					Workload at other HEIs	82,5
					Total workload	536,5
Ivana Jeđud Borić https://bib.irb.hr/lista-radova?autor=273764&period=2007 https://scholar.google.hr/citations?user=oDV8YJOAAAAJ&hl=hr	senior scientific associate, assistant professor area social sciences, filed education and rehabilitation sciences	14	95* 16** 3***	5* 2** 1***	Qualitative research methodology (7L, 3E)	24
					Social Exclusion (of Youth) in Postmodernity (10L, 5S)	37,5
					Workload in 1st and 2nd cycle	304,5
					Workload at other HEIs	/
					Total workload	366
Maja Capanec http://beta.bib.irb.hr/pregled/znanstvenici/273806?report=1 https://scholar.google.hr/citations?user=Fc6DWB8AAAAJ&hl=hr	senior scientific associate područje društvenih znanosti, polje logopedije	13	126* 58**	7* 4**	Data bases and scientific paper creation (3L, 5E)	14
					Workload in 1st and 2nd cycle	350
					Workload at other HEIs	12
					Total workload	376
Sanja Šimleša https://bib.irb.hr/lista-radova?autor=301096 https://scholar.google.hr/citations?user=oQsbIDYAAAAJ&hl=hr	assistant professor područje društvenih znanosti, polje psihologija	13	58*	5*	Data bases and scientific paper creation (2L, 5E)	11
					Workload in 1st and 2nd cycle	341,5
					Workload at other HEIs	25
					Total workload	377,5
Branko Nikolić http://bib.irb.hr/lista-radova?autor=68213 https://www.scopus.com/authid/detail.uri?authorId=7006055352	full professor tenure (retired from 1.10.2016.) area social sciences, filed education and rehabilitation sciences	7	22**	3**	Multi-variant data analysis (3L)	9
					Workload in 1st and 2nd cycle	NP
					Workload at other HEIs	NP
					Total workload	9



Neven Ricijaš http://bib.irb.hr/lista-radova?autor=273753 https://scholar.google.hr/citations?user=KwqxMakAAAAJ&hl=hr	associate professor	12	234* 23 ** 15***	8* 3** 3***	Multi-variant data analysis (1L, 5E)	8
	area social sciences, filed education and rehabilitation sciences				Workload in 1st and 2nd cycle	376
					Workload at other HEIs	/
					Total workload	384
Rea Fulgosi Masnjak https://scholar.google.hr/citations?user=HwTsbSAAAAAJ&hl=hr	full professor tenure	19	37*	3*	Interdisciplinary disability studies I (10L)	30
	area social sciences, filed education and rehabilitation sciences				Education and empowerment (5S)	7,5
					Leisure time, recreation and disability (10L)	30
					Workload in 1st and 2nd cycle	527,5
					Workload at other HEIs	180
Total workload	707,5					
Daniela Bratković https://scholar.google.hr/citations?user=ZnmQuFMAAAAJ&hl=hr	znanstvena savjetnica, associate professor	6	96*	5*	Social policy and disability (10P, 5S)	37,5
	area social sciences, filed education and rehabilitation sciences				Workload in 1st and 2nd cycle	320
					Workload at other HEIs	200
					Total workload	557,5
Jasmina Frey Škrinjar https://bib.irb.hr/lista-radova?autor=42530 https://scholar.google.hr/citations?user=ZqGDcrMAAAAJ&hl=hr	full professor tenure	6	37*	4*	Interdisciplinary disability studies II (5L)	15
	area social sciences, filed education and rehabilitation sciences				Workload in 1st and 2nd cycle	370
					Workload at other HEIs	240
					Total workload	625
Snježana Sekušak https://scholar.google.co.uk/citations?user=kPIXadcAAAAJ&hl=hr	associate professor	5	36*	4*	Interdisciplinary disability studies II (5L)	15
	area social sciences, filed education and rehabilitation sciences				Workload in 1st and 2nd cycle	262,5
					Workload at other HEIs	140
					Total workload	417,5
Lelia Kiš-Glavaš https://scholar.google.hr/citations?user=xPbqnZ4AAAAAJ&hl=hr	full professor tenure	5	69*	5*	Legislation and disability (10L, 5S)	37,5
	area social sciences, filed education and rehabilitation sciences				Workload in 1st and 2nd cycle	344,5
					Workload at other HEIs	72
					Total workload	454,0



Damir Miholić http://bib.irb.hr/lista-radova?autor=257145 https://scholar.google.hr/citations?user=8GAhGKYAAAAJ&hl=hr	assistant professor	7	4*	1*	Leisure time, recreation and disability (5L)	15
	area social sciences, filed education and rehabilitation sciences				Workload in 1st and 2nd cycle	732,5
					Workload at other HEIs	30
					Total workload	777.5
Zrinjka Stančić https://scholar.google.hr/citations?user=n5KEOnMAAAJ&hl=hr	full professor	12	93*	5*	Education and empowerment (5L)	15
	area social sciences, filed education and rehabilitation sciences				Workload in 1st and 2nd cycle	532,5
					Workload at other HEIs	/
					Total workload	537,5
Anamarija Žic Ralić https://scholar.google.hr/citations?user=w0MGBY8AAAAJ&hl=hr	associate professor	10	71*	4*	Education and empowerment (5L)	15
	area social sciences, filed education and rehabilitation sciences				Workload in 1st and 2nd cycle	380,5
					Workload at other HEIs	20
					Total workload	415,5
Dubravka Hrabar Faculty of Law, University of Zagreb https://bib.irb.hr/lista-radova?autor=3762	full professor tenure	16	50*	3*	Law and behaviour disorders prevention (3L)	9
	area social sciences, filed law				Workload in 1st and 2nd cycle	110
					Workload at other HEIs	/
					Total workload	119
Aleksandra Korać Graovac Faculty of Law, University of Zagreb https://bib.irb.hr/lista-radova?autor=166414	full professor tenure	10	34*	3*	Law and behaviour disorders prevention (3L)	9
	area social sciences, filed law				Workload in 1st and 2nd cycle	270
					Workload at other HEIs	/
					Total workload	279
Gordana Pavleković Andrija Stampar Teaching Institute of Public Health http://bib.irb.hr/lista-radova?autor=81656 https://scholar.google.co.uk/citations?user=dBF0HD4AAAAJ&hl=hr	full professor	15	137*	7*	Mental Health Promotion: From Principles to Practice, from Practice to Policy (6L, 4S)	24
	area biomedicine and health sciences, filed basic medical sciences				Workload in 1st and 2nd cycle	252
					Workload at other HEIs	/
					Total workload	315



<p>Smiljana Leinert Novosel Faculty of Political Science, University of Zagreb</p> <p>https://scholar.google.co.uk/citations?user=fF8ZM9wAAAAJ&hl=hr</p>	<p>full professor tenure</p>	4	56*	4*	Public Relations, the Media and Public Campaigns (4L, 4S, 4E)	22
	<p>area social sciences, filed political sciences</p>				Workload in 1st and 2nd cycle	210
					Workload at other HEIs	/
					Total workload	232
<p>Marijana Grbeša Zenzerović Faculty of Political Science, University of Zagreb</p> <p>http://bib.irb.hr/lista-radova?autor=277226</p> <p>https://scholar.google.co.uk/citations?user=qX1DKeUAAAAJ&hl=hr</p>	<p>assistant professor</p>	14	75*	5*	Public Relations, the Media and Public Campaigns	/
	<p>area social sciences, filed information sciences</p>				Workload in 1st and 2nd cycle	350
					Workload at other HEIs	60
					Total workload	410
<p>Božo Skoko Faculty of Political Science, University of Zagreb</p> <p>https://bib.irb.hr/lista-radova?autor=262602</p> <p>https://scholar.google.hr/citations?user=tOLpiywAAAAJ&hl=hr</p>	<p>associate professor</p>	23	219*	7*	Public Relations, the Media and Public Campaigns	/
	<p>area social sciences, filed information sciences</p>				Workload in 1st and 2nd cycle	345
					Workload at other HEIs	/
					Total workload	345
<p>Igor Kanižaj Faculty of Political Science, University of Zagreb</p> <p>http://bib.irb.hr/lista-radova?autor=277215</p> <p>https://scholar.google.hr/citations?hl=hr&user=cs9IYwUAAAAJ&view_op=list_works&sort_by=pubdate</p>	<p>assistant professor</p>	8	41*	4*	Public Relations, the Media and Public Campaigns	/
	<p>area social sciences, filed information sciences</p>				Workload in 1st and 2nd cycle	420
					Workload at other HEIs	/
					Total workload	420



<p>Nino Žganec Faculty of Law, University of Zagreb</p> <p>http://bib.irb.hr/lista-radova?autor=185452</p> <p>https://scholar.google.co.uk/citations?user=VUD_X7AAAAAJ&hl=hr</p>	<p>associate professor</p> <p>area social sciences, filed social welfare</p>	4	73*	4*	Social policy and disability (5S)	7,5
					Workload in 1st and 2nd cycle	352,5
					Workload at other HEIs	120
					Total workload	480
<p>Josip Kregar, **** Faculty of Law, University of Zagreb</p> <p>http://bib.irb.hr/lista-radova?autor=23461</p> <p>https://www.scopus.com/authid/detail.uri?authorId=36713845800</p>	<p>full professor</p> <p>area social sciences, filed sociology</p>	2	0**	0**	Legislation and disability	/
					Workload in 1st and 2nd cycle	/
					Workload at other HEIs	/
					Total workload	NP
<p>Ivana Grugurev Faculty of Law, University of Zagreb</p> <p>https://scholar.google.hr/citations?user=6I5FhycAAAAJ&hl=hr</p>	<p>associate professor</p> <p>area social sciences, filed law</p>	20	10*	2*	Legislation and disability (5S)	7,5
					Workload in 1st and 2nd cycle	238
					Workload at other HEIs	/
					Total workload	295,5
<p>Tihomir Žiljak Faculty of Political Science, University of Zagreb Public Open University Zagreb</p> <p>http://beta.bib.irb.hr/pregled/znanstvenici/319620</p>	<p>assistant professor</p> <p>area social sciences, filed political sciences</p>	10	65*	5*	Public policy (5S)	7,5
					Workload in 1st and 2nd cycle	120
					Workload at other HEIs	130
					Total workload	257,5



Zdravko Petak Faculty of Political Science, University of Zagreb https://bib.irb.hr/lista-radova?autor=126985 https://scholar.google.hr/citations?hl=hr&user=CTvh0ZQAAAAJ&view_op=list_works&sortBy=pubdate&cstart=0&pagesize=20	full professor tenure	10	205*	9*	Public policy (10L, 5S)	37,5
	area social sciences, filed political sciences				Workload in 1st and 2nd cycle	422,5
					Workload at other HEIs	/
					Total workload	460
Mark T. Greenberg The Pennsylvania State University Colleague of Health and Human development http://hhd.psu.edu/hdfs/directory/bio.aspx?id=128	full professor tenure	113	20669*	72*	Dissemination and Implementation of Prevention Programs (10 L)	/
	field psychology				Workload in 1st and 2nd cycle	NP
					Workload at other HEIs	NP
					Total workload	NP
Marcia Hampton Rioux York Univeristy Faculty of Health School of Health Policy and Management http://health.yorku.ca/health-profiles/index.php?mid=78830	full professor	10	45**	5**	Interdisciplinary disability studies I (10S)	15
	field sociology				Interdisciplinary disability studies II (10S)	15
					Workload in 1st and 2nd cycle	NP
					Workload at other HEIs	NP
					Total workload	NP
Edward A. Smith The Pennsylvania State University Colleague of Health and Human development http://hhd.psu.edu/hdfs/directory/bio.aspx?id=151	full professor	15	677**	20**	Program Development and Program Planning (10L)	30
	field psychology				Workload in 1st and 2nd cycle	NP
					Workload at other HEIs	NP
					Total workload	NP



Kelley Johnson Univesity New South Wales https://www.scopus.com/authid/detail.uri?authorId=57195126708 https://www.sprc.unsw.edu.au/about-us/people/kelley-johnson/ http://unsw.academia.edu/KelleyJohnson	full professor	12	32**	2**	Inclusive research (5L, 5S)	22,5
	filed education				Workload in 1st and 2nd cycle	NP
					Workload at other HEIs	NP
					Total workload	NP
Doug Coatsworth Colorado State University College of Health and Human Sciences http://www.hdfs.chhs.colostate.edu/faculty-staff/coatsworth.aspx	full professor tenure	8	64**	2**	Dissemination and Implementation of Prevention Programs (10L)	30
	field psychology				Workload in 1st and 2nd cycle	NP
					Workload at other HEIs	NP
					Total workload	NP
Celene Domitrovich Georgetown University Medical Center Department of Psychiatry https://www.scopus.com/authid/detail.uri?authorId=6506261456	associate professor	24	1477**	21**	Program Development and Program Planning (10L)	/
	field psychology				Workload in 1st and 2nd cycle	NP
					Workload at other HEIs	NP
					Total workload	NP
Clemens Hosman Radboud University Maastricht University https://www.scopus.com/authid/detail.uri?authorId=6603262576	professor emeritus	19	853**	15**	Analysing mental health problems for prevention planning (10L)	30
	field psychology				Developmental psychopathology and prevention (10L)	30
					Theories and principles of change and effect management (10L)	30
					Evidence-based prevention programmes and outcomes (10L)	30
					Workload in 1st and 2nd cycle	NP
					Workload at other HEIs	NP
					Total workload	NP



Kathryn Underwood School of Early Childhood Studies Ryerson University http://www.ryerson.ca/ecs/people/faculty/kathryn-underwood/	associate professor	18	36**	4**	Strategies, programs and monitoring (15L, 5S)	22,5
					Workload in 1st and 2nd cycle	NP
					Workload at other HEIs	NP
					Total workload	NP
Paula Pinto Instituto superior de ciencias sociais e politican University of Lisbon http://www.iscsp.ulisboa.pt/index.php?option=com_content&view=article&id=954:maria-paula-campos-pinto-&catid=151:auxiliares- https://www.scopus.com/authid/detail.uri?authorId=37117605700	associate professor	13	1**	1**	Strategies, programs and monitoring (5 L, 5S)	22,5
					Workload in 1st and 2nd cycle	NP
					Workload at other HEIs	NP
					Total workload	NP
Thomas M. Skrtic School of Education - Special Education University of Kansas https://specialedu.ku.edu/thomas-skrtic	full professor	10	56**	5**	Disability and Democracy (5L, 5S)	22,5
					Education and empowerment (5S)	7,5
					Workload in 1st and 2nd cycle	NP
					Workload at other HEIs	NP
					<i>Preventive Strategies in the Family and the School Environment (5L, 5S)</i>	NP
Darja Zaviršek Fakulteta za socialno delo Univerzy v Ljubljani https://www.scopus.com/authid/detail.uri?authorId=7801391287	full professor	8	50**	5**	Disability in cultural context and multiple identity (10L, 10S)	45
					Workload in 1st and 2nd cycle	NP
					Workload at other HEIs	NP
					Total workload	NP



Nancy Halifax Faculty of Health School of Health Policy & Management University of Toronto http://health.yorku.ca/health-profiles/index.php?mid=502554 https://www.scopus.com/authid/detail.uri?authorId=6505772616	associate professor	8	38**	3**	Language, literature and disability (10L)	30
	filed art				Workload in 1st and 2nd cycle	NP
					Workload at other HEIs	NP
					Total workload	NP
Davor Piskač University department of Croatian Studies, University of Zagreb http://bib.irb.hr/lista-radova?autor=256754 https://scholar.google.hr/citations?hl=hr&user=8zHgHtwAAAAJ&view_op=list_works&sortby=pubdate	assistant professor	7	8*	2*	Language, literature and disability (10S)	15
	area social sciences, filed philology				Workload in 1st and 2nd cycle	340
					Workload at other HEIs	144
					Total workload	499

* Google scholar

** Scopus

*** WoS

**** Prof.dr.sc. Josip Kregar was elected as a lecturer for the first generation of doctoral study, but from the very beginning instead of him, Assoc. prof. Ivana Grgurev carried out all the teaching obligations.



Table 2: Supervisors and candidates

Supervisor link to database showing accurate data on publications and other research results	Scientific (or scientific-teaching) title and area/field of election	Workload in norm-hours	A	B	C	D	E	Candidate (initials) and research topic	F	G	Number of candidates graduating / not graduating on time (in the past five years)
Zrinjka Stančić https://scholar.google.hr/citations?user=n5KEOnMAAAAJ&hl=hr	full professor area social sciences, filed education and rehabilitation sciences	537,5	12	93*	5*	1	3	S.M./ Analysis of achievements and development of model for support to students with disabilities on state graduation exams	7	5	0/0
Daniela Bratković https://scholar.google.hr/citations?user=ZnmQuFM AAAAJ&hl=hr	associate professor/ senior scientific associate area social sciences, filed education and rehabilitation sciences	357,5 (200)	6	96*	5*	2	1	V.M./ Appliance of UN convention article 19 on the rights of persons with disabilities from perspective of persons with intellectual disabilities, their parents and care providers	2	/	0/0
								L.O.K./ Self-perceived quality of life and future's expectations of youth with disabilities	/	/	0/0
Irma Kovčo Vukadin https://bib.irb.hr/lista-radova?autor=190310	full professor tenure area social sciences, filed education and rehabilitation sciences	316 (56)	16	139*	8*	1	6	S.R./ Prevention of Violence in Prison System (2017)	/	/	1/0



Branko Nikolić http://bib.irb.hr/lista-radova?autor=68213 https://www.scopus.com/authid/detail.uri?authorId=7006055352	full professor tenure (retired from 1.10.2016.) area social sciences, filed education and rehabilitation sciences	9	7	22**	3**	/	2	S.R./ Prevention of Violence in Prison System (2017)	/	/	1/0
Valentina Kranželić https://bib.irb.hr/lista-radova?autor=244084 https://scholar.google.hr/citations?user=4bY-2EQAAAAJ&hl=hr	associate professor area social sciences, filed education and rehabilitation sciences	374,5 (32,5)	8	92*	6*	2	5	D.J. / Self-determination of student sin students dormitories and frequency of use of alcohol and cannabinoids (2015)	1	4	1/0
Martina Lotar Rihtarić http://bib.irb.hr/lista-radova?autor=290943 https://scholar.google.hr/citations?user=JKBxTA8AAAAJ&hl=hr	assistant professor area social sciences, filed education and rehabilitation sciences	454 (82,5)	6,5	70*	5*	/	4	D.J. / Self-determination of student sin students dormitories and frequency of use of alcohol and cannabinoids (2015)	6	4	1/0
Ana Wagner Jakab http://bib.irb.hr/lista-radova?autor=252465	assistant professor area social sciences, filed education and rehabilitation sciences	394 (142,5)	9	2*	1*	2	3	K.Š.I.H./ Services of early support for children with disabilities from the perspective of parents and professionals	6	/	0/0
Neven Ricijaš http://bib.irb.hr/lista-radova?autor=273753	associate professor area social sciences, filed education and rehabilitation sciences	384	12	258* 23 ** 15***	8* 3** 3***	2	5	T.M. / Characteristics of Parenthood and Parental Relationship Towards Gambling as Predictors of Gambling of Their Male Children (2107)	/	/	1/0



<p>Martina Ferić</p> <p>http://beta.bib.irb.hr/pregled/znanstvenici/244062</p> <p>https://scholar.google.hr/citations?user=4yeEufIAAAJ&hl=hr</p>	<p>associate professor</p> <p>area social sciences, filed education and rehabilitation sciences</p>	447,25	5	100*	6*	2	6	T.M. / Characteristics of Parenthood and Parental Relationship Towards Gambling as Predictors of Gambling of Their Male Children (2017)	/	/	1/0
<p>Anamarija Žic Ralić</p> <p>https://scholar.google.hr/citations?user=w0MGBY8AAAAJ&hl=hr</p>	<p>associate professor</p> <p>area social sciences, filed education and rehabilitation sciences</p>	395,5 (20)	10	71*	4*	2	5	A.K.G. / Social - emotional characteristics of pupils in inclusive classes and application of the circle of friends model	/	/	1/0
<p>Ljiljana Igrić</p> <p>http://beta.bib.irb.hr/pregled/znanstvenici/29954</p> <p>https://www.scopus.com/authid/detail.uri?authorId=780151</p>	<p>full professor tenure (retired from 1.10.2013.)</p> <p>area social sciences, filed education and rehabilitation sciences</p>	NP	17	4**	2**	3	/	N.L./ Perspectives of parents as a contribution to the conceptualization of family quality of life and community development in Croatia (2013)	6	15*	2/0
A.K.G./ Social - emotional characteristics of pupils in inclusive classes and application of the circle of friends model (2015)	3	0									
V.Š.U/ Transition from primary to secondary school – lived experience of young people with disabilities	0	0									



<p>Irena Cajner Mraović University department of Croatian Studies, University of Zagreb</p> <p>https://bib.irb.hr/lista-radova?autor=192911 https://scholar.google.hr/citations?user=CD8hvOEAAA&hl=hr</p>	<p>associate professor</p> <p>area social sciences, filed sociology</p>	472,5	18	76* 2**	4* 1**	1	4	K.B./ Community Policing Strategy and its influence on fear of crime, perception of crime and incivilities in Croatia (2013)	3	/	1/0
<p>Igor Kanižaj Faculty of Political Science, University of Zagreb</p> <p>http://bib.irb.hr/lista-radova?autor=277215 https://scholar.google.hr/citations?hl=hr&user=cs9IYwUAAA&view_op=list_works&sortby=pubdate</p>	<p>assistant professor</p> <p>area social sciences, filed information sciences</p>	420	8	41*	4*	2	3	T.O./ Reporting about persons with disabilities in the Croatian daily newspapers in 2011	/	/	0/0
<p>Kelley Johnson Univesity New South Wales</p> <p>https://www.sprc.unsw.edu.au/about-us/people/kelley-johnson/ http://unsw.academia.edu/KelleyJohnson</p>	<p>fFull professor</p>	NP	12	32**	2**	/	4	V.S.U./Transition from primary to secondary school – lived experience of young people with disabilities	/	/	0/0



<p>Zdravko Petak Faculty of Political Science, University of Zagreb</p> <p>https://bib.irb.hr/lista-radova?autor=126985</p> <p>https://scholar.google.hr/citations?hl=hr&user=CTvh0ZQAAAJ&view_op=list_works&sortBy=pubdate&cstart=0&page_size=20</p>	<p>full professor tenure</p> <p>area social sciences, filed education and rehabilitation sciences</p>	460	10	205*	9*	1	1	I.S./ Participation of Users as Indicators of Efficiency and Equality in the Implementation of Policy towards Persons with Disabilities	/	/	0/0
<p>Darja Maslić Seršić Faculty of Humanities, University of Zagreb</p> <p>https://bib.irb.hr/lista-radova?autor=180364</p> <p>https://scholar.google.hr/citations?user=Q00gEdAAAAAJ&hl=hr</p>	<p>full professor</p> <p>area social sciences, filed psychology</p>	330	8	278*	9*	1	6	D.C./ Influence of community services on mental health of social welfare recipients	/	/	0/0
<p>Miranda Novak</p> <p>https://scholar.google.hr/citations?user=9hHPjLgAAAAAJ&hl=hr</p>	<p>assistant professor</p> <p>area social sciences, filed education and rehabilitation sciences</p>	285	8	52*	3*	6	7	D.C./ Influence of community services on mental health of social welfare recipients	/	/	0/0
<p>Snježana Sekušak Galešev</p> <p>https://scholar.google.co.uk/citations?user=kPIXadcAAAAAJ&hl=hr</p>	<p>associate professor</p> <p>area social sciences, filed education and rehabilitation sciences</p>	277,5 (140)	5	36*	4*	1	5	D.D/Self-perception in students with ADHD	/	/	0/0



<p>Darja Zaviršek Fakulteta za socialno delo Univerzy v Ljubljani</p> <p>https://www.scopus.com/authid/detail.uri?authorId=7801391287</p>	<p>full professor</p> <p>filed sociology</p>	NP	8	50**	5**	/	1	N.L./ Perspectives of parents as a contribution to the conceptualization of family quality of life and community development in Croatia (2013)	6	15*	1/0
<p>Kathryn Underwood School of Early Childhood Studies Ryerson University</p> <p>http://www.ryerson.ca/ecs/people/faculty/kathryn-underwood</p>	<p>associate professor</p>	NP	18	36**	4**	1	/	D.D/Self-perception in students with ADHD	/	/	0/0
<p>Petar Bezinović Centre for Educational Research and Development</p> <p>https://scholar.google.hr/</p>	<p>scientific adviser (retired from 2016.)</p> <p>area social sciences, filed education and rehabilitation sciences</p>	NP	4	273*	8*	/	1	D.R./ School bonding as protective factor in development of risk behaviours: Individual and school level approach (2015)	3	15*	1/0
<p>Celene Domitrovich Georgetown University Medical Center Department of Psychiatry</p> <p>https://www.scopus.com/authid/detail.uri?authorId=6506261456</p>	<p>associate professor</p> <p>filed psychology</p>	NP	24	1477**	21**	3	/	M.N./ An empirical study of implementation quality in prevention program (2013)	1	/	1/0



<p>Clemens Hosman</p> <p>Radboud University Maastricht University</p> <p>https://www.scopus.com/authid/detail.uri?authorId=6603262576</p>	<p>professor emeritus filed psychology</p>	<p>NP</p>	<p>19</p>	<p>853**</p>	<p>15**</p>	<p>4 /</p>	<p>M.N./An empirical study of implementation quality in prevention program (2013)</p>	<p>1</p>	<p>/</p>	<p>2/0</p>
							<p>J.M./Study of effectiveness of prevention programs (2013)</p>	<p>1</p>	<p>/</p>	
<p>Lelia Kiš-Glavaš</p> <p>https://scholar.google.hr/citations?user=xPbqnZ4AAAAJ&hl=hr</p>	<p>full professor tenure</p> <p>area social sciences, filed education and rehabilitation sciences</p>	<p>382 (72)</p>	<p>5</p>	<p>69*</p>	<p>5*</p>	<p>/ 2</p>	<p>K.Š.I.H./ Services of early support for children with disabilities from the perspective of parents and professionals</p>	<p>/</p>	<p>/</p>	<p>0/0</p>
							<p>T.O./ Reporting about persons with disabilities in the Croatian daily newspapers in 2011</p>	<p>/</p>	<p>/</p>	
							<p>I.S./ Reporting about persons with disabilities in the Croatian daily newspapers in 2011</p>	<p>/</p>	<p>/</p>	
<p>Rea Fulgosi Masnjak</p> <p>https://scholar.google.hr/citations?user=HwTsbSAAAAAJ&hl=hr</p>	<p>full professor tenure</p> <p>area social sciences, filed education and rehabilitation sciences</p>	<p>527,5 (180)</p>	<p>19</p>	<p>37*</p>	<p>3*</p>	<p>2 /</p>	<p>M.Z./ Determinants of effective deinstitutionalization process of person with intellectual disabilities</p>	<p>2</p>	<p>/</p>	<p>0/0</p>
							<p>S.U./ Leisure time as a social inclusion determinant of children with disabilities</p>	<p>/</p>	<p>/</p>	
							<p>L.O.K./ Selfperceived quality of life and future's expectations of youth with disabilities</p>	<p>1</p>	<p>1</p>	



Josipa Bašić https://www.scopus.com/authorid/detail.uri?authorid=35228875300	full professor tenure (retired from 1.10.2013.) area social sciences, filed education and rehabilitation sciences	NP	13	10**	2**	1	3	K.B./ Community Policing Strategy and its influence on fear of crime, perception of crime and incivilities in Croatia (2013)	3	3*	2/0
								D.R./ School bonding as protective factor in development of risk behaviours: Individual and school level approach (2015)	3	15*	
								S.G.Ž./ Community readiness assessments for prevention of risk behaviors in children and youth	2	/	

* Google scholar

** Scopus

*** WoS