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

**Date of preliminary site visit:
6 December 2021**

**Date of on-line re-accreditation:
8 – 10 December 2021**

December 2021

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INTRODUCTION

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

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

The Agency's Accreditation Council appointed an independent Expert Panel for the evaluation of the University of Zagreb Faculty of Humanities and Social Sciences.

Members of the Expert Panel:

- Prof. dr. sc. Sandra Sofia Nora Gaio, University Fernando Pessoa, Portugese Republic, panel chair,

- Prof. dr. sc. Joseph Brojomohun-Gagnon, Faculty of Educational Sciences, University of Helsinki, Republic of Finland,

- Prof. dr. sc. Antonela Coralini, University of Bologna, Republic of Italy,

- Prof. dr. sc. Miranda Jakiša, Institute for Slavic Studies, University of Vienna, Republic of Austria,

- Asst. prof. dr. sc. Ana Jakopec, Faculty of Humanities and Social Sciences, J. J. Strossmayer University of Osijek, Republic of Croatia,

- Prof. dr. sc. Marie-Janine Čalić, Ludwig Maximilian University of Munich, Federal Republic of Germany,

- Prof. dr. sc. Irena Vodopija-Krstanović, Faculty of Humanities and Social Sciences, University of Rijeka, Republic of Croatia,

- Prof. dr. sc. Walther Zimmerli, Humboldt University Berlin, Federal Republic of Germany,

- Luka Marković, student, Faculty of Humanities and Social Sciences, University of Split, Republic of Croatia.

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

- Management,
- Quality Assurance Commission,
- Students,
- Vice dean for Teaching and Students and vice dean for Study Programs and Lifelong Learning,
- Heads of departments,
- Full-time teaching staff,
- Lectors,
- ECTS Coordinators,
- CEEPUS Coordinators,
- Head of Career development centre,
- Head of Office for International Cooperation,
- Head of Student counselling centre,
- Head of Centre for Teacher Education,
- Alumni and External Stakeholders,
- Head of E-learning Support Centre,
- Teaching assistants and postdoctoral researchers,
- Heads of research projects,
- Vice dean for Science and International Cooperation,
- Vice dean for Business and vice dean for Organization and Development.

Croatian Expert Panel members went to the preliminary site-visit on 6 December 2021 during which they had a tour of the work facilities, laboratories, the library, IT classrooms, student administration office and classrooms, and attended sample lectures, where they held a brief Q&A session with students.

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

The Expert Panel drafted this Report on the re-accreditation of the University of Zagreb Faculty of Humanities and Social Sciences on the basis of the University of Zagreb Faculty of Humanities and Social Sciences self-evaluation report, other relevant documents, preliminary site visit and on-line meetings.

The Report contains the following elements:

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

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

- Matan Čulo, coordinator, ASHE,
- Viktorija Juriša, coordinator, ASHE,
- Igor Opić, interpreter at the preliminary site visit and during the online meetings and translator of the Report.

On the basis of the re-accreditation procedure conducted, and with the prior opinion of the Accreditation Council, the Agency issues a following accreditation recommendation to the Minister for Higher Education and Science:
1. **issuance of a confirmation on compliance with the requirements** for performing the activities, or parts of the activities
2. **denial of license** for performing the activities, or parts of the activities
3. **issuance of a letter of expectation** with the deadline for resolving deficiencies of up to three years. A letter of expectation can include the suspension of student enrolment within a set period.
The accreditation recommendation also includes a quality grade of a higher education institution, and recommendations for quality improvement.

SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION

NAME OF HIGHER EDUCATION INSTITUTION:
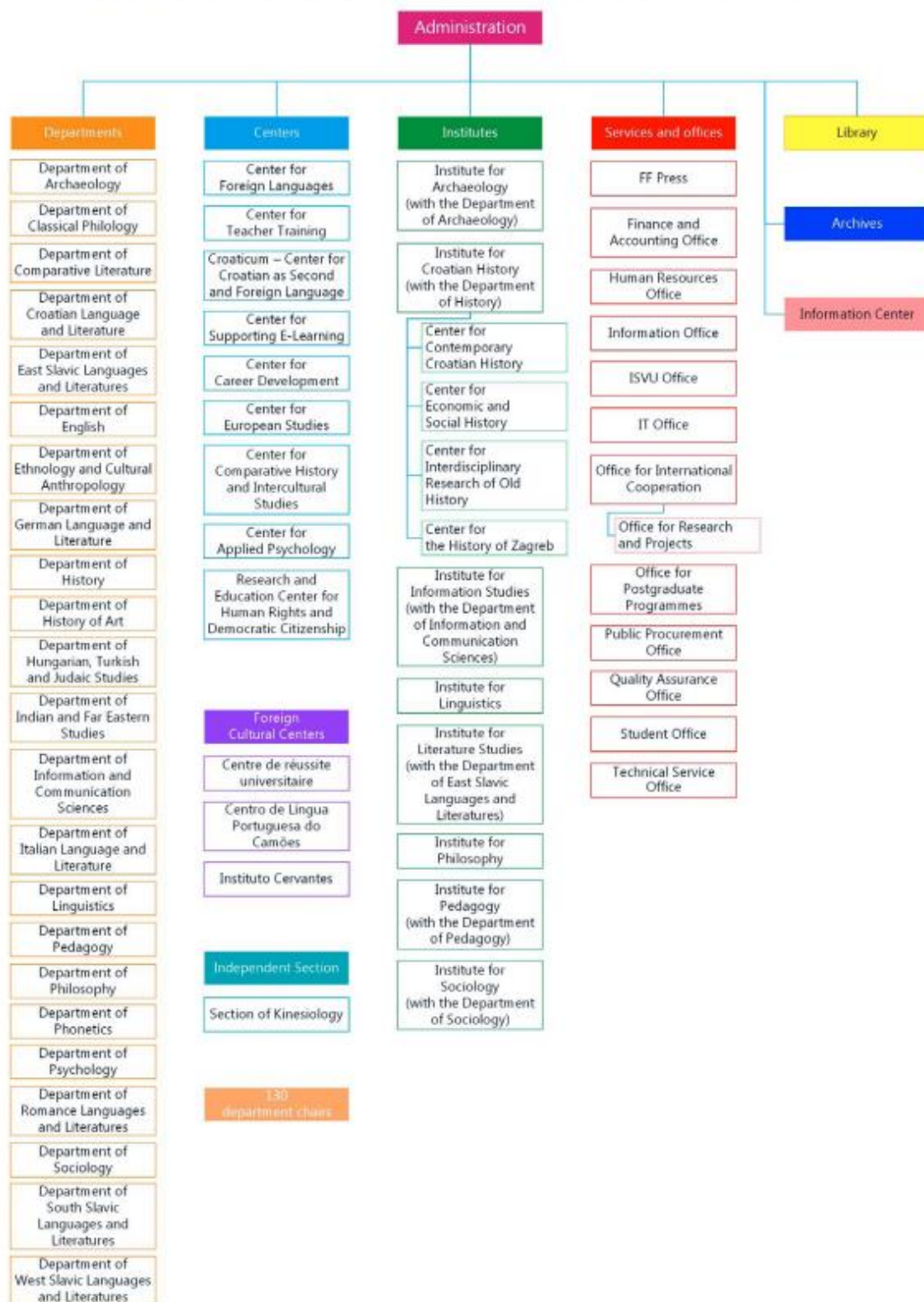FACULTY OF HUMANITIES AND SOCIAL SCIENCES, UNIVERSITY OF ZAGREB

ADDRESS: Ivana Lučića 3, HR-10000 Zagreb

DEAN: Associate Professor dr. sc. Domagoj Tončinić

ORGANISATIONAL STRUCTURE:
*According to the Self-evaluation report page 17

Organization structure of the Faculty of Humanities and Social Sciences

Administration

Departments	Centers	Institutes	Services and offices	Library
Department of Archaeology	Center for Foreign Languages	Institute for Archaeology (with the Department of Archaeology)	FF Press	
Department of Classical Philology	Center for Teacher Training	Institute for Croatian History (with the Department of History)	Finance and Accounting Office	Archives
Department of Comparative Literature	Croaticum – Center for Croatian as Second and Foreign Language	Center for Contemporary Croatian History	Human Resources Office	
Department of Croatian Language and Literature	Center for Supporting E-Learning	Center for Economic and Social History	Information Office	Information Center
Department of East Slavic Languages and Literatures	Center for Career Development	Center for Interdisciplinary Research of Old History	ISVU Office	
Department of English	Center for European Studies	Center for the History of Zagreb	IT Office	
Department of Ethnology and Cultural Anthropology	Center for Comparative History and Intercultural Studies	Institute for Information Studies (with the Department of Information and Communication Sciences)	Office for International Cooperation	
Department of German Language and Literature	Center for Applied Psychology	Institute for Linguistics	Office for Research and Projects	
Department of History	Research and Education Center for Human Rights and Democratic Citizenship	Institute for Literature Studies (with the Department of East Slavic Languages and Literatures)	Office for Postgraduate Programmes	
Department of History of Art			Public Procurement Office	
Department of Hungarian, Turkish and Judaic Studies		Institute for Philosophy	Quality Assurance Office	
Department of Indian and Far Eastern Studies	**Foreign Cultural Centers**	Institute for Pedagogy (with the Department of Pedagogy)	Student Office	
Department of Information and Communication Sciences	Centre de réussite universitaire	Institute for Sociology (with the Department of Sociology)	Technical Service Office	
Department of Italian Language and Literature	Centro de Lingua Portuguesa do Camões			
Department of Linguistics	Instituto Cervantes			
Department of Pedagogy				
Department of Philosophy	**Independent Section**			
Department of Phonetics	Section of Kinesiology			
Department of Psychology				
Department of Romance Languages and Literatures	**130 department chairs**			
Department of Sociology				
Department of South Slavic Languages and Literatures				
Department of West Slavic Languages and Literatures				

STUDY PROGRAMMES:
*According to the Self-evaluation report pages 20-24

Undergraduate programmes:

1. English language and literature (double major)
2. Anthropology (double major)
3. Archaeology (double major)
4. Archaeology (single major)
5. Czech language and literature (double major)
6. Ethnology and cultural anthropology (double major)
7. Philosophy (double major)
8. Philosophy (single major
9. Phonetics (double major)
10. French language and literature (double major)
11. German language and literature (double major)
12. Greek language and literature (double major)
13. Hungarian language and literature (double major)
14. Indology (double major)
15. Information sciences (double major)
16. Information sciences (single major
17. Judaic studies (double major)
18. South Slavic languages and literatures (double major)
19. Comparative literature (double major)
20. Comparative literature (single major)
21. Croatian language and literature (double major)
22. Croatian language and literature (single major)
23. Latin language and literature (double major)
24. Linguistics (double major)
25. Dutch studies (double major)
26. Pedagogy (double major)
27. Pedagogy (single major)
28. Polish language and literature (double major)
29. Portuguese language and literature (double major)
30. History (double major)
31. History (single major)
32. Art history (double major)
33. Psychology (single major)
34. Romanian language and literature (double major)
35. Russian language and literature (double)
36. Slovak language and literature (two-subject)
37. Sociology (double major)
38. Sociology (single major)
39. Spanish language and literature (double major)

40. Swedish language and culture (double major)
41. Italian language and literature (double major)
42. Italian language and literature (single major)
43. Turkish studies (double major)
44. Ukrainian language and literature (double major)

Graduate study programmes and courses:

1. English language and literature (double major) - sections: literary and cultural studies
2. (American studies, British studies), linguistics, translation, teaching
3. English language and literature (single major) - sections: literary and cultural studies
4. (American studies, British studies), linguistics, translation, teaching
5. Anthropology (double major)
6. Archaeology (double major) - sections: prehistoric, antique, medieval
7. Archaeology (single major) - sections: prehistoric, antique, medieval
8. Czech language and literature (double major) - sections: translation and culture, teaching
9. Ethnology and Cultural Anthropology (double major)
10. Philosophy (double major) - sections: teaching, scholarly research
11. Philosophy (single major) - sections: scholarly research
12. Phonetics (double major) -sections: rhetoric, clinical phonetics, theoretical and experimental phonetics
13. French language and literature (double major) - sections: teaching, translation, scholarly research
14. German language and literature (double major) - sections: teaching, cultural studies, translation
15. Greek language and literature (double major) - sections: scholarly research, teaching
16. Hungarian language and literature (double major)
17. Indology (double major)
18. Information sciences (double major) - sections: archival science, library science, computer science research, teaching, informatology, museology and heritage management
19. Information sciences (single major) - sections: archival science, library science, computer science research, teaching, museology and heritage management
20. Judaic studies (double major)
21. South Slavic languages and literatures (double major) - sections: linguistics and translation, literary and cultural studies
22. Comparative literature (double major)
23. Comparative literature (single major)
24. Croatian language and literature (double major) - linguistics, literary studies, teaching
25. Croatian language and literature (single major) – section: teaching

26. Latin language and literature (double major) - section: teaching, scholarly research
27. Linguistics (double major) - sections: cognitive, general, applied, comparative, computational
28. Dutch studies (double)
29. Pedagogy (double major)
30. Pedagogy (single major)
31. Polish language and literature (double major) - sections: cultural studies, linguistics
32. Portuguese language and literature (double major)
33. History (double major) - sections: scholarly research (modules: modern and contemporary history, early modern history, medieval history, ancient history), teaching
34. History (single major) - sections: scholarly research (modules: modern and contemporary history, early modern history, medieval history, ancient history), teaching
35. Art history (double major) - sections: teaching
36. Art History (single major) - sections: scholarly research (modules: Conservation, Modern and Contemporary Art, Ancient and Medieval art, Art of the Renaissance and the Baroque)
37. Psychology (single major)
38. Romani studies (double major)
39. Romanian language and literature (double major) - sections: general
40. Russian language and literature (double major) - sections: teaching, translation
41. Slovak language and literature (double major) - sections: research, translation and cultural studies
42. Sociology (double major) - sections: scholarly research, teaching
43. Sociology (single major) - sections: scholarly research
44. Spanish language and literature (double major) - sections: teaching, translation, scholarly research (modules: literature, linguistics)
45. Swedish language and culture (double major) - sections: linguistics, translation
46. Italian language and literature (double) - sections: literary and cultural studies, linguistics and cultural studies, teaching
47. Italian language and literature (single major) - sections: literary and cultural studies, linguistics and cultural studies, teaching
48. Turkish studies (double major)
49. Ukrainian language and literature (double major) - sections: teaching, translation and cultural studies

Integrated undergraduate and graduate programmes:

1. History and geography; section: teaching

Independent three-year degree programmes:
    1. Japanology
    2.Sinology

Postgraduate university study programmes:

1. Archaeology
2. Doctoral programme in Literature, Performing Arts, Film and Culture
3. Ethnology and cultural anthropology
4. Philosophy
5. Glottodidactics[1]
6. Croatian Philology in Intercultural Context
7. Croatian culture
8. Information and communication sciences
9. Linguistics
10. Modern and Contemporary Croatian History in the European and World Context
11. Pedagogy
12. Art history
13. Pre-modern history
14. Psychology
15. Sociology

Postgraduate specialised study programmes:

1. Diplomacy[1]
2. Intercultural German-Croatian business communication[1]
3. Clinical psychology
4. Interpreting[1]
5. Translation[1]
6. Applied Croatian studies

Remark:

As part of the reaccreditation procedure, the Faculty requested an exemption for:

1. Joint graduate study programme MIREES - Interdisciplinary graduate study of Eastern Europe and Migration and intercultural relations – teaching classes are not held by the Faculty, therefore data for MOZVAG are not available.

2. International graduate study program Migration and intercultural relations – teaching classes are not held.

3. Interdisciplinary postgraduate specialist study programme Diplomacy - teaching classes are not held and students are not enrolled since ac. year 2017/2018.

4. Postgraduate specialist study programme Translation and Conference interpreting - the Faculty is no longer conducting the study programme.

5. Postgraduate specialist study Intercultural German-Croatian business communication - the Faculty has not enrolled students since 2018/2019 due to too few interested parties.

6. Postgraduate doctoral study programme in Glottodidactics - in ac. years 2018/2019, 2019/2020 and 2020/2021 teaching classes at the Faculty are not held.

NUMBER OF STUDENTS:

*According to the Analytic supplement page 6
10.282 (6.517)

*two values are stated:
- students in double-major studies are counted twice
- the total number of students at the higher education institution is stated in brackets, whereby students of double-major studies are multiplied by 0.5

NUMBER OF TEACHERS:
**According to the Analytic supplement page 137

Table 4.1.a Staff Structure - FOR UNIVERSITIES in the evaluated academic year

Staff*	Full-time staff		Cumulative employment		External associates	
	Number	Average age	Number	Average age	Number	Average age
Full professors with tenure	63	61,83	1	70	32	65,53
Full professors	74	54,51	-	-	36	60,03
Associate professors	84	49,07	-	-	33	49,94
Assistant professors	147	43,82	-	-	40	47,93
Scientific advisor (permanent/ with tenure)	-	-	-	-	2	62,5
Scientific advisor	-	-	-	-	9	54,86
Senior Research Associate	-	-	-	-	4	44
Research Associate	-	-	-	-	11	45,73
Teaching grades	105	48,84	-	-	25	46,52
Assistants	84	35,13	-	-	5	33,2
Postdoctoral researcher	10	41	-	-	1	36
Employees on projects	2	32	-	-	-	-
Expert assistants	4	50,5	-	-	2	42
Technical staff	47	52,66	-	-	-	-
Administrative staff	128	47,21	-	-	-	-
Support staff	-	-	-	-	-	-

SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION

BRIEF ANALYSIS OF THE INSTITUTIONAL ADVANTAGES AND DISADVANTAGES
ADVANTAGES OF THE INSTITUTION

1. Excellent conditions in the library to support high-quality study, research and teaching;

2. Quality of teaching staff;

3. Positive institutional identity as students are proud to belong to FFZG and are highly motivated to be involved in the Faculty activities;

4. High-quality scientific production and international visibility of research;

5. Social relevance of FFZG activities;

6. High visibility in the Croatian public discussion.

DISADVANTAGES OF THE INSTITUTION

1. Limitations in working office premises and modernization of equipment;

2. Complex organizational structure;

3. Weaknesses in the implementation of quality assurance;

4. No formal policy for vulnerable and underrepresented students;

5. No internal system implemented for accurate assessment of alignment of ECTS credits with actual student workloads;

6. Few citations and international publications in certain fields;

7. Lack of systematic analyses of course pass rates and dropout rates;

8. Lack of constructive alignment between the course learning outcomes, content, activities, and assessment methods.

LIST OF INSTITUTIONAL GOOD PRACTICES

EXAMPLES OF GOOD PRACTICE

1. Web apps for administration of learning outcomes and ECTS credits;

2. Information Centre for students;

3. Close connection of research and teaching / involvement of students and PhD candidates in research;

4. FF Open Press;

5. Well-developed relations with alumni;

6. Substantial involvement of experts in the field (philosophers, psychologists, ethicists) in the different ethics committees;

7. Well-developed support for students with disabilities.

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

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

Analysis

1.1. As far as the expert panel could tell from the available documents, the site visit, and the meetings with Faculty management and staff, FFZG is still in the process of establishing a functional internal quality assurance system which is aligned with its strategy. Although the resulting quality assurance policy was formally adopted one week before the preliminary site visit only, the expert panel acknowledges that this policy is planned to be part of FFZG's management strategy devoted to continuous quality enhancement of research, studies, and student life. FFZG has, however, still not developed the procedures to implement, maintain and further develop their quality culture. Accordingly, there is no sufficient evidence supporting FFZG's claim that it systematically evaluates and assesses overall performances and provides adequate documentation. Although making great efforts to collect data on its processes, resources and results FFZG hasn't yet succeeded in developing an overall and conjoint quality process management.

1.2. The expert panel is glad to confirm that FFZG did analyse the recommendations for improvement as e.g. stated in the report of previous evaluations, and did implement some of them by highly appreciated related activities; some recommendations, however, were only partly considered and resolved (e.g. developing an efficient quality assurance system, cf. 1.1.) while a number of recommendations from previous evaluations are yet to be realised (e.g. finding mechanisms for monitoring and managing quality beside Faculty's infrastructural projects). Although the Career Development Centre is managing the Faculty Alumni Database since 2016, FFZG still needs to find additional ways of using the well-developed relations with their alumni in order to fully immerse them in FFZG's day-to-day activities.

1.3. By signing their contract of employment all employees of FFZG are obliged to comply with the provisions of the Code of Ethics for Scholars, Teachers, and Scientists of the FFZG. To implement this obligation and to sanction violations FFZG has created different institutional bodies: the Ethics Committee of the FFZG reporting annually to the Ethics Council of the University of Zagreb, the Ethics Committee for Research Work, different ethics committees on the department level, the Committee for the submission of complaints for sexual harassment, violation of the principle of gender equality and related forms of discrimination and harassment, as well as the Committee for the Protection against Plagiarism. Additionally, FFZG provided the panel with examples of procedures for assessing adherence to ethical standards. By doing so FFZG was able to clearly demonstrate that it succeeds in supporting academic integrity and freedom as well as preventing unethical behaviour, intolerance and discrimination.

1.4. The main instrument to inform students, Faculty, and employees, as well as the interested public, is FFZG's website which can be navigated based on a dropdown selection of the Faculty's overall activities. The library, all departments and sections as well as the Centres and Institutes are conferring relevant information via their own websites which are connected to the main network portal to ensure their efficient usage. All the necessary information on the admission process is available for the interested public under the selection list for studies and lifelong learning programmes both on this main network portal and at the Information Centre, for students through the Omega e-learning system, the latter turning out to be a great asset in the process of changing from classroom to online learning during the pandemic. Doubts must be raised, however, whether the upgrade of the ECTS package and the Basic Database of Logistics and Quality of Studies (OBELIKS) really are an improvement of the quality of the public presentation if to access them an AAI identity login is required.

1.5. As FFZG quite rightly points out the orientation of teaching and research towards current cultural, social, and economic needs is a comparative advantage of humanities and social sciences. The expert panel has concluded that FFZG is succeeding in meeting the standards of its social role as far as aligning its teaching programmes, its research and its outreach activities to the needs of the Croatian society at large and especially of the local community is concerned. Although the outcomes of some of the study programmes and research activities are directed towards labour market needs and although the Research and Project Administration Office and a Working Group for Innovation are taking care of some aspects of Technology Transfer FFZG isn't yet making optimal economic use of its innovative potential.

1.6. According to its respective strategic goal (to implement an adult education programme that draws on competencies resulting from its regular study programmes) FFZG is developing and offering various adult education programmes, especially with respect to lifelong education and training of teachers, instructors and other professionals in the fields of psychology, didactics, teaching methods, etc. In addition to the four Faculty centres delivering accredited programmes of lifelong learning, FFZG is continuously offering a wide range of workshops, seminars, and round tables. Thus, the expert panel is of the opinion that FFZG is delivering lifelong learning programmes that are well aligned

with its strategic goals and its mission, although there isn't sufficient evidence of a systematic procedure to monitor and improve these programmes.

Recommendations for improvement

1. Develop and implement the procedures of internal process auditing based, e.g., on the recommendations from external evaluations.

2. Improve the standard of evaluation, develop a standardized assessment procedure, and develop a process of documenting and analysing the international cooperation activities.

3. Develop a transparent description of the cooperation of the different institutional bodies dealing with adherence to ethical standards.

4. Keep the network pages of the Quality Assurance System continuously updated and improve the public presentation (OBELIKS without the requirement of AAI identity login).

5. Professionalize the IP management and establish an entity taking care of offering FFZG's services on the market (cf. below recommendation IV.7 in the short and 4.6 in the extended version).

6. Develop and implement a systematic procedure for developing and revising Lifelong Learning Programmes.

Quality grade:
Satisfactory level of quality

II. Study programmes
Analysis

2.1. The general goals of study programmes are in line with the strategic documents on the level of the Faculty and University. An important aspect of the strategy is the revision and development of new study programmes. Changes have been made to many study programmes, although all study programmes have yet to be aligned with the CroQF. FFZG is currently working on two new study programmes that will be taught completely in English and in cooperation with other university constituents. This is in line with the developmental strategies of the Faculty. The study programmes of FFZG are in line with state and university legal act, regulations and guidelines. When approving a new programme, the Faculty needs to describe its's research, cultural and economic role as well as provide evidence of the necessary human, spatial and financial resources and a quality assurance strategy for that programme. FFZG also considers acts from relevant professional organization specific to a certain field of study.

2.2. Among the strengths of FFZG are the wide variety of double major study programmes. The Expert Panel has recognised that FFZG has initiated the process of aligning its study programmes with the CroQF and would suggest that the process be continued to include all the programmes at both the bachelor's and master's level. To better align programmes with the competences needed for employment, it seems that the collection of data from employers and alumni could be more systematic and encompass a larger and more diverse (alumni) population. It is also recommended that a regular monitoring of the quality of all the study programmes be carried out, and that programmes mapping of learning outcomes be conducted to identify gaps and areas of over-concentration.

2.3. FFZG provided evidence confirming that for each course, the aims, learning outcomes, course content, mode of instruction, ways of assessing and grading, elements of assessment, and elements of the final grade are defined. It remains unclear how teaching and assessment methods are aligned with the planned learning outcomes. The Faculty undertook certain activities to gain insight into the achievement of learning outcomes in individual courses and after study programme completion. However, there is no systematic monitoring of the revision of learning outcomes and alterations in the teaching process based on feedback from students, alumni, their employers, and community stakeholders, which the Faculty is aware of.

2.4 FFZG appropriately proposes new programmes and revises existing programmes based on the feedback of several stakeholders.

2.5. Alignment of ECTS credits with student workload is in alignment with regulations, but FFZG still lacks internal assessment of alignment of ECTS credits with actual student workloads.

2.6. The higher education institution allows for learning and obtaining new skills through student practice, where applicable. Student practice is an integral part of most undergraduate and graduate study programmes. It is organized in the form of a course with its own designated ECTS value. The practice is organized outside the Faculty in cooperation with various institutions, businesses and other external stakeholders. A large part of student practice is oriented on teacher training with 20 graduate programmes. This takes place in various primary and secondary schools and foreign language schools. Some programmes also have service learning which integrates community service into the study programme via specific social projects students work on. Student practice is generally organized in a systematic way and students are satisfied with the quality of the practice. Student feedback regarding practice is collected on department or course level, but not in all instances where it is present. FFZG is currently working on an application which will keep a record of student practical training. This will help systemize the data, streamline the process and facilitate student-mentor cooperation.

Recommendations for improvement

1. Align all study programmes with the CroQF, both the bachelor's and master's levels.

2. Regularly monitor the quality of study programmes and introduce changes when needed.

3. Analyse and better align all programmes with the competences needed for employment.

4. Develop a formalized system that enables students, alumni and other stakeholders to directly influence the process of revising current and developing new study programmes. This may be done in the form of defined focus groups and periodical surveys.

5. Improve the system to better align ECTS with actual student workload and market needs.

6. Implement a systematized survey on all aspects of student practice across all departments where it is present. It may be combined with the application that is in development and put as an obligatory prerequisite for student practice completion, for students and for mentors.

Quality grade:
Satisfactory level of quality

III. Teaching process and student support

Analysis

3.1. The enrolment criteria are transparent and applied consistently at the undergraduate and graduate levels, and the relevant information is available to students. However, what is not evident and should be taken under consideration is the following: how enrolment quotas are determined at the respective departments, whether and how they are amended, and whether the current admission policy consistently ensures the selection of candidates with appropriate prior knowledge. Furthermore, while degrees and ECTS obtained at other institutions are recognised, we recommend that Guidelines on Recognition of Prior Learning be developed at FFZG to ensure that the assessment of students' prior learning is consistent, transparent and equitable, and that learning that has occurred outside the university can be accredited.

3.2. Students' success and pass rates are available in ISVU, and efforts have been made to increase overall pass rates. However, we would suggest that systematic analyses of programmes be regularly carried out to ensure that course pass rates are analysed, and specific measures are undertaken to improve them, when necessary. Likewise, it is not evident that the underlying reasons for the drop-out rates and the main reasons why students have lost their right to study have been analysed. Therefore, it is suggested that all departments analyse the aforementioned, and accordingly make the necessary changes.

3.3. Teaching at FFZG is realized through various approaches and students can engage in a variety of extracurricular activities and projects. However, it is difficult provide a measurable assessment of student-centred learning (SCL) at FFZG due to the vast number of courses, teachers, study programs and disciplines. Furthermore, it is not clear how the results of student evaluations are used to improve teaching. While the online ECTS Information Package offers basic information about the courses, it does not appear that a constructive alignment has been made between the course learning outcomes, content, activities, and assessment methods or whether the course ECTS reflect the actual student workload. Students with disabilities are extremely well supported, while underrepresented and vulnerable groups of students have not yet been identified, nor do they receive consistent support. Accordingly, we recommend that steps be taken to improve the aforementioned shortcomings.

3.4. FFZG provides quality support to students concerning various aspects of their studies. Career guidance is offered by the Centre for career development, psychological counselling is offered by the Student Counselling Centre, legal counselling is offered by the student ombudsperson, support to students with disabilities is offered by the Office for Students with Disabilities, support in outgoing and incoming mobility is offered by the International Cooperation Office, the CEEPUS and ERASMUS coordinators, department ECTS coordinators as well as student mentors for foreign students, library related support is offered by the Library Service, administrative services are offered by the Student Office and the Information Centre. FFZG offers great support to students with disabilities and learning difficulties. Some measures of support are also directed to students of lower socioeconomic status, but not all groups of underrepresented and vulnerable students are included. In terms of administrative staff, they ensure the normal functioning of the Faculty, but are lacking in number.

3.5. FFZG offers systematic support and invests resources for students with disabilities, mainly through the Office for Students with Disabilities. Various needs of students are considered. They are provided with transportation, educational assistance, psychological and physical support. All Faculty buildings have access for students with disabilities. A separate working space has been provided for these students, equipped with specific computer software and modular furniture. Admission procedure, course delivery and assessment are also adjusted to the needs of this group of students. Students of a lower socioeconomic status are offered support, but not as formalized. Other groups of vulnerable and under-represented students are not identified nor supported by the Faculty. For example, mature students, students with children, students belonging to the

Roma minority. There is no formalized way in which the Faculty identifies these groups of students and offers them support.

3.6. FFZG has a high number of outgoing students on mobility, more than 500 in the last five years. The students are informed about mobility opportunities through activities organized by the Office for International Cooperation, via e-mail and the Faculty web page. The Office for International Cooperation provides support to students in the form of publishing documents, instructions and brochures regarding student mobility. Support to students is also provided by the Faculty Erasmus and CEEPUS coordinators and ECTS coordinators from each department. Criticism from students regarding the support from mobility is generally oriented on lack of specific information and slow and very general responses regarding their questions. The ECTS credits students gained abroad are also recognized by the Faculty and are noted in the diploma supplements. After the completion of the process of mobility, returning students complete a survey for the Office for International Cooperation regarding their mobility and the support offered to them by the Faculty. These mobility programmes facilitate the development of skills necessary for working in an international environment. At FFZG these skills are also developed through as international student conferences, foreign guest lectures, foreign language courses and contacts with incoming foreign students.

3.7. FFZG provides a good information on criteria and procedures for the incoming mobility, as well as for admission into study programmes, student mobility, bilateral cooperation and individual mobility programmes, in English, by means of specific websites. The catalogue of courses in a foreign language is also available in many Departments. The Office for International Cooperation prepares an information package for international students, and organizes the Welcome day, Registration meeting and Orientation meeting. For students incoming in other periods individual meetings are foreseen. Specific guidance is also provided by ECTS-coordinators at each study programmes and CEEPUS coordinators. Additional assistance is done by students of the Faculty of Humanities and Social Sciences who get in touch with international students before their arrival to assist them at the very arrival and help them with the documentation but also to help them settle through informal socializing. International students can take Croatian classes at Croaticum – Center for Croatian as a Second and Foreign Language.

3.8. Information on criteria and methods of assessment of student achievements are available before the beginning of the academic year, in all courses delivered at the Faculty, as part of the course delivery plan, consistent with Regulations on studying of the Faculty and previously approved by the Faculty Council. Regulations on studying defines students' rights and obligations, assessment, teachers' obligations, exam terms and the exam results complaint procedures. With regard the latter, a detailed procedure is planned. The rights of students can be also represented by student ombudspersons. For students with disabilities and special student groups, the Faculty provides specific procedures, adjusted according to individual needs. For all students, a specific assistance is done by the Student Counselling Office. To promote the adoption of common standards, as well as to strengthen teachers' competencies and skills relating to the methods of

testing, FFZG conducted, since 2020, in all study programmes, a specific cycle of trainings in learning outcomes and constructive alignment of outcomes, methods and assessment in individual courses. With the same aims, the Faculty published a handbook (How to achieve the desired outcomes in study programmes?, 2016), with an entire chapter on monitoring and evaluating student achievement.

3.9. Diplomas and Diploma supplements are issued in accordance with relevant regulations.

3.10. FFZG informs students about the opportunities to continue education or find employment after graduation and provides them with support regarding future career planning. Contacts with alumni are maintained through the pre-service training program, individual contacts, and former students who work in positions and institutions that are directly relevant to FFZG. However, since FFZG does not have an alumni society that includes former students from all fields of studies, we suggest that some form of alumni organization should be established and an alumni network and database comprising all graduate students should be regularly updated. Furthermore, FFZG should regularly reach out to its alumni to better include them in all activities, gain realistic insights into graduate employability, improve cooperation with stakeholders from the labour market, and help improve the quality and relevance of study programmes.

Recommendations for improvement

1. Regularly monitor the quality of study programmes and make the necessary amendments.
2. Align the mapping of course and programme learning outcomes to identify gaps and areas of over-concentration.
3. Analyse enrolment quotas and amend them according to measurable and realistic indicators.
4. Define explicit guidelines for recognition of prior learning (RPL).
5. Regularly analyse course passing rates for all courses, drop-out rates, and the reasons why students have lost the right to study at FFZG, and make changes accordingly.
6. Make a constructive alignment between the course learning outcomes, content, activities, and assessment methods.
7. Analyse the weighting of ECTS.
8. Identify and design support for underrepresented and vulnerable groups of students.
9. Motivate students to complete end-of-course evaluations and to provide useful feedback through those evaluations and close the feedback loop.
10. Create a comprehensive alumni network and reach out regularly to former students.

Quality grade:
Satisfactory level of quality

IV.   Teaching and institutional capacities
Analysis

4.1. FFZG ensures the adequate qualifications of teachers for study programmes. Although workload is in line with the legal regulations and collective agreements lecturers are bringing forward serious complaints about too little time for own research development.

4.2. Teacher recruitment, advancement and re-appointment follows legal acts and regulations from the national level in its recruitment procedures and selection is based on objective and transparent procedures

4.3. The higher education institution provides support to teachers in their professional development, namely in mobility programmes and in professional development workshops and seminars are impressive. There is no award exclusively for teaching excellence.

4.4. The space, equipment and the entire infrastructure are well managed and infrastructural development is planned and improved in accordance with the strategic goals of FFZG. Nevertheless, FFZG strives with constrains, mainly, in terms of provision and modernization of equipment's, namely, computers. Office space for teachers is also a big constrain for FFZG.

4.5. FFZG library and library equipment meet the conditions for a high quality of study and scientific-teaching / artistic-teaching activities. Working hours of library are not consensual (as emerged from students' comments during site visit).

4.6. The experts panel reiterates the conclusions of previous report of the Expert Panel on the re-accreditation of the Faculty of Humanities and Social Science in Zagreb, that the effective management of financial resources and financial management complies with regulations and with standards for transparency, reporting and publication. FFZG considers specific measures, in Strategy for Development and Research of the Faculty of Humanities and Social Sciences of the University of Zagreb from 2018 to 2023, e.g., to improve the transparency of financial management (Objective 6.e) and the development of financial and management competencies of research and teaching staff holding managing positions (Objective 6.g.).

Recommendations for improvement

1. Ensure that lecturers do not teach more than the 15 hours required by contract.
2. Provide circumstances in which all lecturers at the Faculty have at least the legally Guaranteed 45% work time for their own research development.
3. Consider additional measures of motivating staff to rotate in administrative duties.
4. Consider a teaching award to promote and award excellent teaching.

5. Ensure that teacher offices have the right space and conditions for teachers to be able to work, do consultations and work with students.
6. Consider extending the working hours of library until late hours during weekdays and open the facilities on Saturdays, even in times of pandemics once that all safety measures are provided.
7. Increase sources of funding through cooperation with the industry and local community.
8. Closely monitor the implementation of objective 6.e. and objective 6.g. of the Strategy for Development and Research of the Faculty of Humanities and Social Sciences of the University of Zagreb from 2018 to 2023.

Quality grade:
High level of quality

V. Scientific/artistic activity

Analysis

5.1. FFZG is committed to developing a strategic programme of research. In 2018, the *Strategy for development and research* was adopted followed by an operative implementation plan. Considerable progress was made since the last evaluation; there is overall commitment to producing a high quality and quantity of scientific research. The frequency of publication, while quite varied across individually Faculty, meets an adequate standard. Several disciplines show a high level of high-quality publications. However, although it is recognized that citations do not provide sufficiently differentiated measures of research quality, it should be noted that in certain areas citations are few. Although there is a rise in the number of contributions published in English this trend needs to increase further.
Meanwhile, internationalization of research has made progress. The number of cotutelles has grown, and Faculty members have participated in a large number of conferences, every third taking place abroad. They have also been involved in international research activities and enjoy a very good reputation.

5.2. While ensuring academic freedom for individual and collaborating Faculty, FFZG has demonstrated social relevance of its activities. Students are well prepared to take up positions of responsibility in politics, culture, business and academics. In that, the Faculty provides substantial contributions to society and culture. Additionally, the list of funded research projects and awards illustrates the social relevance of submitted research proposals and academic achievements in general.

5.3. The list of 208 Croatian and international awards and prizes received between 2016 and 2021 clearly exhibits that their research and artistic work is recognized and held in high esteem. Members of the Faculty have participated in international lectures and conferences and serve on editorial boards of scientific journals. FFZG´s expertise is recognized in their ability to collaborate with businesses, as well as the public sector and

governmental organizations. There is a high number of externally funded projects. Also, the number of international projects has considerably grown.

5.4. The development strategy is appropriately aligned with the university and Faculty vision. However, in terms of financing, human resource management, investing in spatial resources, equipment and appropriate literature, supporting dissemination of results and development of doctoral theses, some areas are in need, while others are adequate. Sometimes, administrative tasks and teaching load negatively affect the sustainability of research. On the other hand, FFZG recognizes and rewards scientific achievements of its employees by (financially) supporting publication of high-quality research. Funding is generated through the national budget and specific national funding schemes, as well as by EU programmes, institutional grants and other sources. In recent years, the share of competitive projects has constantly grown. It is a member of several PanEuropean Research Infrastructures.

5.5. Interviews with students confirm that opportunities to engage in research with Faculty do exist and that these feed into teaching and developing theses. A considerable number of doctoral students is linked to a research project, some of them international ones. This also includes co-authorship of research papers.

Recommendations for improvement

1. FFZG should improve its citation score and international presence by encouraging publication in international peer-reviewed journals, in languages used by a large number of scholars across the world (e.g. English, French, Spanish, German), and consider ways to increase visibility of other published works, for instance by the University's FF Press.

2. Staffing needs to consider a balance between administrative tasks, additional support for research grants and teaching. An equitable and transparent process is needed to reduce teaching and administrative loads for those that have funded research projects. In addition, FFZG should design an equitable and transparent system for distributing indirect costs and internal funds.

3. The University management should consider ways of increasing office space and improved access to relevant journals for students.

Quality grade:
High level of quality

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

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

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

Analysis

The monitoring of quality assurance at FFZG has declaratively been regulated at the level of the University and the Faculty by 12 documents listed by title within the SER (p. 30) e.g. University of Zagreb Quality Assurance Strategy (2014), Regulations on Quality Assurance System of the University of Zagreb (2018), Quality Assurance Policy at the University of Zagreb (2012).

In 2018, FFZG developed the Regulations on Quality Assurance of FFZG which is aimed to be a fundamental document defining the formal normative framework for the establishment and achievement of quality standards. It is also important to mention that FFZG has developed a Strategy for Development and Research of the FFZG from 2018 to 2023 and translated it to the English language as well. The Strategy is based on a SWOT analysis presented in the introductory chapter Challenges and resources: analytical starting points, on which the strategic objectives of FFZG are based. In June 2018, the Operational Plan for Implementation, which defines the deadlines for meeting planned objectives and implementing measures, success indicators, persons responsible for organizing and monitoring the implementation, and FFZG bodies and units/offices in charge of the implementation was adopted as Strategy's constituent part. The strategy also defines annual implementation reports to be adopted at Faculty Council sessions and delivered to ASHE. FFZG regularly submits annual implementation reports (provided evidence - report on the implementation of the Strategy for 2020 and 2021). Besides monitoring the implementation, the Strategy determines a periodic review of defined objectives and measures, considering both, internal and external changes (FFZG provided evidence on a revision of priority themes defined by the Strategic Programme for Development). Based on the aforementioned, the expert panel can conclude that FFZG treats the Strategy as an effective tool for improving its activities, especially because various Faculty regulations and decisions adopted since 2018 are based on the measures defined by the Strategy.

The experts panel would also like to special note the existence of some highly appraisable documents governing the internal quality assurance system, like the Regulations (e.g. Regulations on Awarding of Public Recognition and Prizes, Regulations on Work in which all employees could have participated), Manuals (Omega Distance Learning System Manual, Methodology for conducting survey research of graduates' career paths; Methodology for collecting and analysing data for the purposes of developing standards of professions; Procedure for developing quality standards, Procedural Manual which

systemizes the work of the Committee for the submission of complaints for sexual harassment, harassment, violation of the principle of gender equality and related forms of discrimination and harassment, and the establishing of facts at FFZG, Manual for teachers named How to achieve the desired learning outcomes in study programmes?, and Manual for the peer observed teaching), as well as educational materials and manuals offered by Office for students with disabilities and Counselling Centre.

FFZG bodies responsible for the quality assurance system are the Faculty Council, the Quality Assurance Committee, the Council of Quality Assurance Commissioners, the Quality Assurance Office, the quality assurance Committee at each department, and the Postgraduate Studies Council. To improve efficiency, since the last re-accreditation cycle, the Quality Assurance Committee has been restructured and a Council of Quality Assurance Commissioners has been established along with Quality Assurance Committees at all departments and the Quality Assurance Office has been established in 2020.

FFZG states that some key documents that shall more precisely define the procedures, standards, and regulatory mechanisms for quality assurance and serve as practical guidelines for the implementation of quality assurance measures are still underway (SER, p. 30): the Quality Assurance Manual, the Quality Policy, the Quality Assurance Strategy, and the Rules of Procedure for the Quality Assurance Council of Commissioners and Quality Assurance Committee. During the visit, FFZG provided the experts panel with the Quality Assurance Policy and the draft of the Quality Assurance Manual. The experts panel asked for draft versions of the other quality documents stated as "underway", which have not been provided since they still do not exist.

Although the Quality Assurance Policy was formally adopted one week before the preliminary site visit, the expert panel somewhat can say that it is the part of FFZG's strategic management as visible from the Strategy for Development and Research of FFZG from 2018 to 2023, which explicitly refers to the continuous quality enhancement of research, studies, and student life, as part of FFZG's mission. However, the key shortcoming is that FFZG still has not developed and adopted the procedures (e.g. internal process auditing) to maintain and develop their quality culture between the external evaluations (e.g. re-accreditation), since the external and internal audits are the basic maintenance   of the quality assurance system. Therefore, there is no complete evidence supporting the statement that FFZG's internal quality assurance systematically evaluates and assesses overall performance and activities (study programmes, teaching process, student support, support to students from under-represented and vulnerable groups, learning resources, scientific and professional activity, etc.) and provides underlying documentation. The current stage of the development of the Quality Assurance Manual, along with the lack of the other relevant quality documentation (e.g. Quality Mission and Vision, Quality Strategy, the Rules of Procedure for the Quality Assurance Council of Commissioners and Quality Assurance Committee), and the fact that the Quality Assurance Office was established in 2020 (and we could not talk to the Head of the Quality Assurance Office during re-accreditation visit), additionally support the aforementioned.

FFZG strives to develop and implement the policy for the management of human resources in accordance with the principles and standards of the profession, which is also reflected in the Strategy, one of whose development axes is linked to more effective use of available resources. This is still an ongoing process and FFZG yet plans a comprehensive audit of the internal organization and all internal processes to simplify processes and procedures and increase the speed and quality of work (SER, p. 34).

FFZG certainly makes great efforts to collect data on its processes, resources, and results (Faculty provided multiple additional evidence in terms of students and even client surveys and reports on these) by using various methods and both, internal and external stakeholders (e.g. provided evidence on students teaching satisfaction surveys, data about the satisfaction of students with the quality of support in the practical aspects of student mobility, a survey on online teaching and satisfaction with different aspects of FFZG during the pandemic, survey on the possession of necessary competencies to test the competencies of their former students employed at primary and secondary schools staffed by their former students, feedback of satisfaction of the students and graduates with study programmes in psychology – performed focus groups etc.), but these are mostly the results of the examples of good practice of different departments and units, and not a result of an unified quality assurance system. FFZG also provided no evidence or examples of systematically analysing the collected data and using them to effectively manage and improve Faculties activities, as well as for further development.

There is certainly a stronghold for evaluating and assessing overall performance and activities in the existing aforementioned manuals, procedures, and regulations, but an overall and conjoint quality process management yet has to be developed, as it is the essential element of quality assurance in higher education, and the process-based quality assurance system is the one that makes the HEI responsive, agile and enables the achievement of strategic objectives.

Recommendations for improvement

1. In the 2014 FFZG Reaccreditation Report, one of the key recommendations is aimed at developing an efficient quality assurance system. Although certain important steps were undertaken, this key recommendation remains active in this, 2021 re-accreditation cycle as well, since a lot of work has to be done in order to ensure the efficiency of the quality assurance system: first of all, FFZG must develop and adopt the procedures of internal process auditing to maintain and develop quality culture between external evaluations, since there is a serious lack of insights that these internal (and, compared to the external evaluations, more in-depth) evaluations could provide. These internal process auditing procedures might be even thematic and based on the recommendations from external evaluations, covering the topic of interest more in-depth. The results of these

internal audits should be followed by concrete action plans, as well as the plan of implementing the findings and measuring the effectiveness of undertaken activities, which might even resolve the situation that the FFZG has not yet systematically analysed the effectiveness of the other (already implemented) activities and improvements. Based on this, FFZG might make further (knowledge-based) developmental plans accordingly.

2. Related to the previous, although the Quality Assurance Office was established in 2020, its function has yet to come to life to reach its full potential and besides other things, foster the completion of important quality assurance documentation - Quality Mission and Vision, Quality Strategy, the Rules of Procedure for the Quality Assurance Council of Commissioners and Quality Assurance Committee and especially Quality Assurance Manual. The (draft of the) Quality Assurance Manual would benefit from certain revisions regarding the reduction of the jurisdiction of the Quality Assurance Committee, which could hardly handle even the record of all planned activities (the whole range of activities is covered solely by this specific Committee). The jurisdiction/responsibility for different kinds of (quality) topics should be distributed to multiple committees, as suggested within the recommendations from the last cycle of re-accreditation process. For example, FFZG might follow their own good practice of using (and properly acknowledging the work) of their own experts in certain fields (as it is the case with e.g. Centre for Career Development, Committee for the submission of complaints for sexual harassment, violation of the principle of gender equality and related forms of discrimination and harassment, and the establishing of facts at FFZG, Student Counselling Centre, Office for Students with Disabilities, etc.) in order to manage and maintain certain quality topics as well.

Quality grade:
Minimum level of quality

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

Analysis

The expert panel can confirm that FFZG analysed the recommendations for improvement and undertook certain important activities since previous external evaluations (one re-accreditation of FFZG, the reaccreditation of activities related to the undergraduate study programme in anthropology and the reaccreditation of the 12 postgraduate degree programmes). Later in the text the expert panel will review these activities in more detail according to their impact, but in short - some recommendations were fully considered

and resolved by highly appreciated related activities, some recommendations were only partially considered and resolved, while several recommendations from previous external evaluations yet have to be resolved. It is commendable though that FFZG is aware of this, still existing, large room for progress and for the implementation of existing and planned activities (SER, p. 43). Since FFZG still has not developed and adopted the procedures of internal process auditing to maintain and develop quality culture between these external evaluations (as discussed within Standard 1.1.), there is a serious lack of insights that these internal (and, compared to the external evaluations, more in-depth) evaluations could provide.

Although FFZG undertook some acknowledgeable activities based on previous external evaluations, it has not yet systematically analysed the effectiveness of these improvements (which is somewhat expected, when considered that most of these activities were undertaken after 2018) and made further developmental plans accordingly.

As mentioned above, FFZG fully considered certain important recommendations for improvement on the basis of previous external evaluations and undertook certain important and highly appreciated activities, out of which we found it important to highlight the following ones: the establishment of 1) the Centre for Career Development of FFZG in 2016 which fully resolved one of the main shortcoming, the fact that there was no efficient professional guidance service; 2) the Office for Research and Projects which now provides a fair degree of administrative support in applying for projects, to the extent of its present capacity in terms of the number of staff.; 3) the Strategy for development and research of FFZG 2018 – 2023 that now clearly defines developmental as well as research plan/scientific strategy; 4) the number of international projects has increased considerably by over 50% in the last five years, with a large number of researchers working on international projects as members of research teams.; 5) a programme for improving the teaching competencies of assistants and junior teaching staff has been introduced - three cycles of OSMISLI training for young Faculty members (assistant professors, postdoctoral researchers, lecturers, teaching assistants, lectors, and contractual teachers) have been held (since, there is still no existing overall mechanism that will ensure continuity and consistency of including all of the young Faculty members)

FFZG only partially considered and resolved the following important recommendations for improvement: 1) In the 2014 Faculty Reaccreditation Report, one of the key recommendations is aimed at developing an efficient quality assurance system. The Quality Assurance Committee was considered too large because it was based on the criteria of the representativeness of departments and centres, rather than on the quality of the development and implementation of measures. In order to improve flexibility and increase efficiency, the Quality Assurance Committee was restructured and two sub-units were established: The Quality Assurance Committee and the Council of Quality Assurance Commissioners. Content-wise, the tasks of the Quality Assurance Committee and the Council of Quality Assurance Commissioners are more focused on the development and implementation of quality standards at the Faculty level, and not only on the analysis and adoption of changes to study programmes, as had been the case in practice thus far (which

is commendable, although according to the draft version of the Quality Assurance Manual, there is still room for improvement). Although the Quality Assurance Office was established in 2020, its function has yet to come to life, to eventually reach its full potential. Important quality assurance documentation is still missing (e.g. Quality Mission and Vision, Quality Strategy, the Rules of Procedure for the Quality Assurance Council of Commissioners and Quality Assurance Committee), while some that is underway (e.g. Quality Assurance Manual) would benefit from certain revision. It is highly commendable that the basis for resolving weak points and the recommendations for quality enhancement are linked to four infrastructural projects that are yet under implementation at FFZG: Alignment of study programmes in social sciences and humanities with labour market needs (2015-2016), Challenges facing social sciences and humanities: new studies and quality management at FFZG (2019-2022), Work-based learning and the system for managing the student experience at FFZG (2020-2023), Establishing and Equipping the Center for Advanced Studies in Social Sciences and Humanities (2020-2022), however, FFZG has to find mechanisms for monitoring and managing quality beside faculties (infrastructural) projects; 2) the Career Development Center is managing the Faculty Alumni Database, however, FFZG still needs to find an additional ways of using the well-developed relations with their alumni in order to fully immerse them in FFZG's activities and day-to-day life.

Recommendations for improvement

1. A number of recommendations from previous external evaluations remain to be resolved in this, 2021 cycle of re-accreditation as well: 1) the previous recommendation of improving the standard of evaluation should still remain one of the top priorities of FFZG. FFZG is still only considering the possibility of implementing objective validation of assessment standards and plans to organize training for teaching staff on the methods and standards of assessment – concrete activities should be undertaken; 2) FFZG should develop a standardized assessment procedure that meets international standards, that it still does not have; 3) In order to maintain its reputation in the digital era in Croatia and the region, Faculty must still significantly improve its online presence. Although Faculty has founded the Information Office and is continuously working on improving its website - there is still a serious lack of information in the English language and at least a few other languages, considering the number of study programs performed in foreign languages; 4) Students do express their thoughts, but it is (still) not clear in what way they affect the processes of decision-making at FFZG. FFZG does state that student representatives participate in the work of councils of all departments, the Faculty Council, and most Committees, and can directly influence decision-making, however, there is a lack of concrete examples of evidence supporting this statement so it is suggested to develop proper processes; 5) as previously recommended, FFZG should (still) provide formal education in higher education pedagogy to all staff with research and teaching

titles as soon as possible. Although a programme of training in teaching competences for employees has been developed and implemented and peer observation of teaching has been introduced as part of the CroQF project, and although Faculty plans to implement FFZG's training policy, it yet must ensure mechanisms of consistently applying and monitoring the aforementioned (as discussed within 1.1 as well). 6) as previously recommended, as part of a long-term enhancement plan, FFZG should, over time, require its newly recruited staff to obtain formal qualifications for teaching in higher education. Through the activities of its Centre for Teacher Training, FFZG is considering the establishment of a higher education pedagogy programme which would result in a formally recognized certificate, which is highly commendable, but it, however, asks for special attention; 7) Although FFZG stated their continuous work on the process of documenting and analyzing its international cooperation activities, related examples and evidence are missing, so FFZG still needs to develop a process of documenting and analysing its own international work, which is necessary to approach it in a systematic manner.

2. Along with the aforementioned, FFZG must keep on resolving partially considered and resolved recommendations from the previous re-accreditation cycle (thoroughly explained above, within the Analysis part of the section).

Quality grade:
Minimum level of quality

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

Analysis

According to SER (p. 29), FFZG is dedicated to supporting academic integrity and freedom, as well as to upholding ethical standards. The basic principles of its quality assurance policy include „safeguarding academic integrity and freedom "as well as„ prevention of discrimination and intolerance" (SER, p. 30).

In line with the Code of Ethics of the University of Zagreb Faculty has adopted the Code of Ethics for Scholars, Teachers, and Students at FFZG as early as 2006. By signing their contract of employment all employees of FFZG are obliged to comply with the provisions of this code (SER p. 45; cf. Faculties official webpage) and thus base their work on ethical standards in higher education.

To implement this obligation and to sanction violations, FFZG has created different institutional bodies: the Ethics Committee of FFZG reporting annually to the Ethics Council of the University of Zagreb. In case of violations, the Ethics Committee is to issue a statement and inform the Dean who takes it from there. Another institution on FFZG level is the Ethics Committee for Research Work dealing with „the observance of ethical principles in the conduct of research on human beings" (SER pp. 46 sq). Additionally, according to meetings with management and the heads of the departments, most of the departments have ethics committees of their own.

The lacking protection of students and staff against potential harassment has been taken care of by the Regulations on the protection of Employee Dignity, adopted by FFZG in 2019, and the appointment of two Commissioners who are entitled to receive and investigate complaints as well as to submit their opinions to the Dean (SER, p. 46). According to SER the weak point with respect to the appointment of the student ombudsman has been "completely removed". The problem of an increasing number of complaints for sexual harassment resulted in the establishment of the Committee for the submission of complaints for sexual harassment, violation of the principle of gender equality and related forms of discrimination and harassment, and the establishing of facts at FFZG in 2021. Upon our request, and within the additional documentation, FFZG provided the experts panel with concrete examples of very carefully, thoroughly, and professionally carried out procedures for detecting and sanctioning the sexual harassment behaviours and cases and thereby provided the experts panel with the evidence that this Committee, along with the support of the Dean, does the effective and conscious work, which is highly commendable and might serve as good practice for developing procedures aiming to resolve other (for example, quality assurance) issues. As far as issues of dishonesty (plagiarism, cheating etc.) is concerned FFZG has its own Committee for the Protection against Plagiarism and has bought the PlagScan text provenance software committing itself to make its use mandatory as from 2020 on; until 31 May 2021 it was used 10.446 times (SER, p. 47). Upon our request, and within the additional documentation, FFZG provided the experts panel with examples of procedures for assessing adherence to ethical standards in research, use of plagiarism detection tools, along with the evidence of detecting and resolving these kinds of unethical behaviours as well.

Additionally, the expert panel would like to highlight and thus give special mention to the fact that it is a comparative advantage of FFZG to have specialists in the field, i.e. psychologists, philosophers, and ethicists, being substantially involved in the work of the different ethics committees.

Recommendations for improvement

1. Although the procedural aspect of the coordination of the increasing number of different bodies and instruments is not quite transparent yet, the expert panel has concluded that this encompassing system for managing conflicts and violations seems to be functional and to work effectively at all levels of FFZG. The

recommendations of the previous re-accreditation panel in 2014 have largely been considered.

Quality grade:
High level of quality

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

Analysis

FFZG informs the interested public through its website, where it publishes all relevant information and data related to the fields of Faculties activity for target groups and key stakeholders: students, Faculty staff, the business community, and the general interested public. It is possible to navigate the site based on a dropdown selection of FFZG's overall educational, scientific and professional activities.

The library has its own website, as do all departments and sections that offer study programmes, the Centres, and Institutes. Information about various events at FFZG is published on the front page of the website. All individual websites are connected to the main network portal to ensure their efficient usage. There are publicly available study programme delivery plans in the English language as well.
On the network pages of the Quality Assurance System results of the evaluations carried out are available (although a bit outdated – missing newer ones): teaching process evaluation, student satisfaction, the results of the survey related to the analysis of the characteristics of the students enrolled at FFZG, success rate analysis, the outcomes of the evaluations carried out so far, etc.

FFZG informs the interested public about the criteria for admission, admission quotas, and studying, and all the necessary information about the admission process is available on the network portal under the selection list for studies and life-long learning programmes and at the Information Centre. Information related to teaching and teaching materials are available to students through the Omega e-learning system.

The ECTS package and the Basic Database of Logistics and Quality of Studies (OBELIKS) are upgraded for the better public presentation of scientific, research, and innovation activities, and activities related to science popularisation, cooperation with the business and the public sector in the transfer of knowledge and technology, social involvement, volunteering, social networks, etc. However, it remains unclear how OBELIKS offers better public presentation if it is not publicly available (AAI identity login required). Faculty also documents its (online) presence via provided Excel spreadsheet.

1. Given the fact that FFZG delivers numerous regular study programmes in multiple foreign languages, along with the fact that the Centre for foreign languages organizes and delivers courses in 11 foreign languages (English, German, Spanish, Italian, French, Russian, Dutch, Portuguese, Modern Greek, Swedish and Slovenian), scarce content on the webpage in the English language only, is barely a minimum for an institution like this one. Faculty should use (and properly reward) its own strengths – human resources - specialized in certain languages and translation to further develop the amount of the content in the English language (at FFZG's, individual departments' sites, and especially science websites), and to establish a proper content in the other foreign languages as well. This might even further foster (international) collaboration, internationalization, as well as visibility. Faculty should also continuously keep the network pages of the Quality Assurance System updated. For visibility purposes, it might be useful to offer a better public presentation - for example th rough OBELISK (which requires AAI identity login), or by using Faculties digitalization strengths in order to develop an open-source platform for the better public presentation of scientific, research, and innovation activities, and activities related to science popularization, cooperation with the business and the public sector in the transfer of knowledge and technology, social involvement, volunteering, social networks, etc. (following and broadening the good practice of FF Open Press)

Quality grade:
Satisfactory level of quality

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

Analysis

In line with the mission of the University the strategy of FFZG is committed to further strengthening the importance of FFZG in society (cf. „Strategy for Development and Research of the Faculty of Humanities and Social Sciences from 2018 to 2023", p. 15), especially by developing accredited study programmes based on clear learning outcomes related to social needs, by directing research towards relevant cultural, social and economic topics and areas, as well as by popularizing staff research („Strategy...", pp. 40-50).

According to SER (p. 51) this orientation of teaching and research towards "current cultural, social and – where possible - economic needs" is a comparative advantage of the

specific approach of the humanities and social sciences and is, therefore, to be consistently built into the Operational Plan for the implementation of the Strategy (Teaching: Examples of Evidence I.1.5.b; Research: Examples of Evidence SER 5.2, pp. 148 sq.).

In addition to being highly visible in the Croatian public discussion FFZG and its members succeed in keeping the general public informed about the results of its research through various public debates, round tables, and lectures for the public outside the academic community (Examples of Evidence 1.1.5.b Teaching and 1.1.4c. Secondary schools).

FFZG aims at promoting research that is relevant to the local context. Examples are programmes and research activities in the context of the major earthquakes in Croatia in the 2020s, of the coronavirus pandemic (SER p. 52), and of the issue of migration (SER pp. 148 sq).

The expert panel has concluded that FFZG meets the standards of its social role as far as its mission of aligning its teaching programs, its research, and its outreach activities to the needs of the Croatian society at large and the local community is concerned. FFZG furthermore succeeds in contributing to the foundations of the academic profession and the accountability of teachers for the development of the university and the local community.

Regarding its position with respect to the economy, however, there is room for improvement. Although the outcome of some study programmes and research activities are aligned with labour market needs (SER pp. 149 sq.) and although the Research and Project Administration Office (SER p. 150) and a Working group for innovation (SER, pp. 153-154) are taking care of some aspects of Technology Transfer FFZG isn't yet in the position to make optimal economic use of the innovative potential and achievements of its teachers and researchers.

Recommendations for improvement

1. The expert panel suggests that FFZG increases its activities a) to professionalize the management of Intellectual Property (IP management) and of fund-raising, as well as b) to establish a separate entity offering the services of FFZG like counselling, coaching etc. on the market (cf. below recomm. 4.6.). Creating additional income for FFZG could also be a welcome side-effect of both these measures.

Quality grade:
Satisfactory level of quality

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

Analysis

According to the Strategy for Development and Research of FFZG from 2018 to 2023, FFZG's special task is to implement the adult education programme, which includes the development of the competencies arising from study programmes performed by FFZG. That is why FFZG finds it necessary to develop and offer various adult education programmes, ranging from individual modules, courses, and specialist studies to enrolment in full-time study programmes. It is particularly important to define and implement programmes for additional lifelong education and training of current and future teachers, instructors, and other professionals (counsellors, mentors, and coaches) engaged in adult education, in the fields of psychology, didactics, teaching methods, adult education and professional development (Strategy, p. 43).

In addition to the four Faculty centres (Centre for Teacher Training, Croaticum – Centre for Croatian as Second and Foreign language, Centre for Foreign Languages, E-Learning support centre) which deliver regular (accredited) programmes of lifelong learning (presented in detail pp. 56-58 of the SER), FFZG is continuously engaged in a wide range of other activities in this field, such as specialized workshops, seminars, round tables and workshops covering a variety of topics: from socially-oriented learning, language technologies, machine learning, digitization, multimedia, publishing, digital humanities, hot topics in history and current affairs, to project management. These events are open to all interested parties and are held at FFZG. Many participants and beneficiaries of such activities show both an increased interest in such events and a recognition of the need for lifelong learning (p. 59). For example, the Centre for Applied Psychology, which is a part of the Psychology Department, links theoretical advances with the needs of the society as a whole and offers various training activities in the field of life-long learning: the Centre for Life-Long Learning, the Centre for Applied Research, and the Centre for Psycho-diagnostic Instruments.

Based on the abovementioned, the expert panel concluded that there is evidence that FFZG delivers lifelong learning programmes the general goals of which are in line with the mission and strategic goals of FFZG, as well as social needs.
The above-mentioned centres submit their annual reports to the Faculty Council and, after the completion of each cycle, evaluate the satisfaction of the participants in the life-long learning programme through a survey and a questionnaire, which FFZG confirmed by providing the additional documentation (e.g. survey results of the Centre for Foreign Languages, Croaticum – Centre for Croatian as Second and Foreign language, and Centre for Teacher Training).

However, since it remains unclear how exactly FFZG analyses and implements received feedback in future programmes and educational cycles (thus improving the quality of the programme), the expert panel could not find sufficient evidence that revision and

development of lifelong learning programmes are carried out systematically and on a regular basis.

Recommendations for improvement

1. It is recommended that FFZG develops a systematic procedure for revising and developing LLL programmes – maybe the insights from developing the regular study programmes might be helpful. This procedure, which should highlight the way of gathering, as well as incorporating received feedback in future programmes and educational cycles, and thus improving the quality of the programme, should also be acknowledged within Quality Assurance Manual, rather than it should depend on an example of good practice of a certain Centre. Although FFZG delivers a wide range of accredited LLL programs that are in line with the mission and strategic goals of FFZG, as well as social needs, considering the variety of its activities along with the number of employees, there is a great potential for offering many additional and accredited LLL programs, courses, modules, and services for interested citizens, as well as for former students, that are aligned with the social needs (for example, by following good practice of the Center for Applied Psychology). This would also foster Faculties own (additional) income and thereby Faculties other activities as well. FFZG could also use its administrative and digital strengths, as well as its connections to their external stakeholders and alumni to additionally promote LLL programs, workshops, activities, etc.

Quality grade:
Satisfactory level of quality

II.   Study programmes

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

Analysis

There is evidence that general goals of all study programmes are in line with the mission and strategic goals of the higher education institution. This is based on their relation to the Strategy for Development and Research of FFZG in the period between 2018 to 2023. One of the main ideas of the strategy is the need to revise and redesign study programmes and to develop new ones. This is evident from the examples of changes made in many study programmes (up to or even over 20%). FFZG has also stated that it is working on two new study programmes: Southeast European Studies and a Cognitive Science program. Both of these courses would be in English and the Cognitive Science programme

would be realized in cooperation with the Faculty of Electrical Engineering and Computing. This is in line with the Faculty's objective 1.e. to increase cooperation with other constituents of the University of Zagreb through shared study programmes and research cooperation and 2.b.2. to increase the number of courses taught completely in English or other foreign languages. In objective 1.a the goal is to standardize programme structures and duration. This is an ongoing process at the Faculty in which all the study programmes are to be adapted to the system 3+2 years. For example, Greek language and literature and Latin language and literature which are currently on the 4+1 system. Objective 1.b. of the Strategy - to increase interdepartmental cooperation can be seen from interdisciplinary projects and the availability of elective course of one department to all other students, for example Judaic Studies. The Faculty's study programmes are also aligned with the Strategy of Study Programmes and Studying at the University of Zagreb (2014–2025). For example, the key principle 1 and goal 1.1. – modern study programs at all levels will be based on learning outcomes aligned with students' education needs and the needs of the labour market and society as a whole, in accordance with the Croatian Qualifications Framework (CroQF). The study programmes of the Faculty are based on learning outcomes which can be seen from the analytic supplements table 2.1. Regarding the CroQF, 16 programmes are aligned and 10 are in the process of being aligned. Based on the feedback received from FFZG, this process has been slowed down in the last couple of years due to the crisis in management and the attempts to reorganize the quality assurance system of FFZG.

The justification for delivering study programmes, with regard to social and economic needs, is provided and includes an analysis of resources of the higher education institution required for delivering study programmes. The study programmes of the Faculty are aligned with the Act on Scientific Activity and Higher Education (Official Gazette, 123/03, 198/03, 105/04, 174/04, 2/07 OUSRH, 46/07, 45/09, 63/11, 94/13, 139/13 and 101/14-O and RUSRH) and the Regulations on the content of the Accreditation Certificate. Thus, fulfilling the requirements for the provision of higher education and the delivery of individual study programmes. They also follow the guidelines of the Strategy on Education, Science and Technology (Official Gazette 124/2014, 24/4/2014). One example of adhering to these guidelines was mentioned before with the implementation of the principles of the 3+2 reform and the redefining of the competencies that are acquired through the study programme. This has been confirmed by students' comments regarding the changing of specific course content and outcomes. For example, in the Pedagogy department, where some courses that were deemed too similar to each other were changed. Before a programme is approved it needs to go through a process in which its's research, cultural and economic role is explained. In addition, FFZG needs to provide evidence of the necessary human, spatial and financial resources and a quality assurance strategy for that programme. This means that a study programme needs to meet these formalized criteria to be approved.

If the higher education institution delivers study programmes leading to degrees in regulated professions, it accepts the recommendations of professional organizations that govern their licencing. FFZG takes into consideration the recommendations of other relevant professional entities for certain fields of study. For example, the

recommendations of the Croatian Psychological Chamber. The Faculty is also influenced by the Act on Regulated Professions and Recognition of Foreign Professional Qualifications (OG 82/2015) and Act on Amendments and Alterations to the Act on Regulated Professions and Recognition of Foreign Professional Qualifications (OG 70/2019). Other examples of the alignment of the study programmes to relevant professional organization acts: Teaching competences are aligned with the Primary and Secondary Education Act, consolidated version OG 87/2008, 86/2009, 92/2010, 105/2010, 90/2011, 5/2012, 16/2012, 86/2012, 126/2012, 94/2013, 152/2014, 07/2017, 68/2018, 98/2019, 64/2020). Study programmes in Archival Science, Library Science and Museology at the Department of Information and Communication Sciences are aligned with the Archives and Records Act, OG 61/2018 and OG 98/2019, the Libraries and Library Activities Act, OG 17/2019 and the Museums Act, OG 61/2018. The study programme in Psychology is aligned with the Psychological Profession Act (OG 98/2019) and EroPsy standards of quality in psychological education and training. Furthermore, FFZG takes part in CroQF developmental projects. For example, Challenges for social sciences and humanities: new study programmes and quality assurance system at FFZG; Developing modern study programs for education and training of teachers in Information Technologies, Biology, Chemistry, Physics and Mathematics based on the Croatian Qualifications Framework; Croatian Studies, Andragogy, Philosophy and Cultural Studies – alignment with CroQF.

The higher education institution produces competitive professionals for national and international labour markets. Based on the analysis of the employability of graduates made by FFZG in the form of two surveys (2015 and 2020) and the feedback received from the students and alumni it can be said that the graduates of the Faculty have the necessary professional capabilities for specific professions, but also a wider set of skills necessary for adapting to a diverse and changing labour market.

Recommendations for improvement
1. FFZG should develop a formalized system that enables students (graduates) and other stakeholders to directly influence the process of revising current and developing new study programmes. This may be done in the form of defined focus groups, periodical surveys and similar.

Quality grade:
High level of quality

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

Analysis

According to the Strategy for Development and Research of FFZG (hereinafter Strategy) (p. 12), FFZG "is the largest Faculty in Croatia in terms of the number of staff and study programmes" and "offers a wide range of study programmes, many of which are very attractive to students" (p. 13). Consequently, one of the strengths of FFZG are the 92 programmes, 44 and 47 at the undergraduate and graduate levels, respectively, and 1 integrated programme. Another strong point is the double-major programme structure, which enables students to attain a wide variety of competences, and thus more easily adapt to labour market needs.

FFZG is in the process of developing new interdisciplinary courses which will be taught in English, e.g. in the field of Balkan studies and cognitive science. These will certainly contribute to the visibility, attractiveness and internationalization of the Faculty.

However, a potential weakness of the programmes is the structural inconsistency of the undergraduate and graduate degree models (3+2, 4+1 and one integrated programme), and the fact that that the majority "have not changed significantly in their basic structural elements for many years" (Strategy p. 13) and it seems that since changes have been made to the content of the programmes "throughout the last ten years […] additional amendments would require new accreditation" (p. 20). This relates to a certain lack of staffing in some areas (see …).

It is stated that "the alignment of individual courses with the defined outcomes of the study programmes is conducted and checked on a yearly basis" (SER p. 66); however, it is not evident how the annual analysis has been carried out, and what annual changes have been implemented in the study programmes, apart from minor amendments to some syllabi comprising less than 20% changes (Evidence Class: 602-04/19-01/68, Reg. No. 3804-850-19-25), which according to the SER (p. 23), which does not entail changes to learning outcomes. Overall, it is unclear whether a standardized procedure is in place for regularly monitoring the quality of all the study programmes, as stated in the final Report of 2014.

While it is indicated in the SER (p.66.) that the study programme learning outcomes for all study programmes are defined, it is also reported in the Strategy (p. 13) that "the Bologna programmes were not formulated based on the desired final outcomes of the studies". Rather, outcomes were subsequently derived from already developed study programmes, […] and "in practice it was implemented depending on how it was envisaged by individual departments". Besides, "there has been no analysis into the justifiability of different study models, nor the alignment of their duration with anticipated learning outcomes" (Strategy p. 19).

Analyses of the curriculum mapping presented in Table 2.1. of the Analytic Supplement and Learning Outcomes show that the learning outcomes of individual courses have been mapped to the programme learning outcomes. However, it is noticeable that there are cases when only one course is aligned with the learning outcomes of a study programme, and when only a single course learning outcome is aligned with the learning outcomes of a study programme. On the other hand, in certain programmes, many courses address a single programme learning outcome. It has also been observed that there are significant differences among some programmes in the number of programme learning outcomes. This raises questions regarding how the course and programme learning outcomes were determined, and whether the programme addresses all learning outcomes in a balanced way, or whether there are gaps or an overemphasis on learning outcomes in programmes.

Another point worth mentioning is that "the study programmes mostly follow traditional discipline boundaries" and "few are jointly carried out by more than one department and reflect the interdisciplinary potential " (Strategy p. 13). As a result, other "[...] institutions have developed more modern and more attractive study programmes that follow global trends in science and higher education in terms of overcoming traditional discipline classification." (Strategy p. 10).

Following the above, it cannot be determined with certainty to what extent all the programmes are in line with the mission and vison, which, among other states that FFZG offers "dynamic double-major study programmes, which encourage active management of the academic career and adapting the studies according to individual needs" (p. 15).

Changes to programmes were initiated in 2018 with the aim to modernise study programmes and enhance their interdisciplinarity (SER). The current alignment of study programmes has been conducted within two projects 'Alignment of study programmes in social sciences and humanities with labour market needs' and 'Challenges facing social sciences and humanities: new study programmes and quality assurance system at FFZG, whose leader is FFZG, as well as the project Croatian Studies, Andragogy, Philosophy and Cultural Studies – alignment with CroQF (KAFKa), in which FFZG is a partner.

From 2014 to 2016, FFZG revised learning outcomes to modernize eight study programmes and better address labour market needs. Furthermore, nine draft profession standards are pending registration, on the basis of which 18 draft qualifications standards have been proposed. Based on the proposed professions standards and qualifications standards, 16 programmes and their learning outcomes were revised in compliance with CroQF recommendations. In 2015, FFZG conducted a tracer study for graduates of German Language and Literature, Information Sciences, Sociology, Art History, French language and Literature, Ethnology and Archaeology to align study programmes with market needs.

In 2021, nine profession standards and one qualifications standard were submitted for registration and ten programmes were revised in line with the CroQF. They are currently being assessed and under consideration for approval. Overall, it appears that to date, 16 of the 92 programmes have been revised while 10 have been submitted for evaluation.

Recommendations for improvement

1. The Expert panel recognizes that FFZG has taken steps to revise learning outcomes and study programmes in line with the CroQF and urges that they continue with the process after the projects have ended as currently 17.39% of the programmes have been revised in line with the CroQF. Furthermore, it is recommended that analysis of the programme mapping of learning outcomes be conducted to identify gaps and areas of over-concentration.

2. While the Expert Panel acknowledges the efforts that have been made in the tracer study to collect date from graduates at seven departments in order to better align programmes with the competences needed for employment, from the interviews with stakeholders, the SER and the Strategy it seems that the collection of data from employers and alumni could be more systematic and encompass a larger and more diverse (alumni) population, especially since FFZG is the largest Faculty with the largest number of study programmes.

3. Given that professional and global competencies develop at much faster rate than the revisions of learning outcomes and study programmes, and the development of new ones, more effort could be put into faster revisions of learning outcomes, and the introduction of new modern interdisciplinary programmes, as stated in the Strategy. Furthermore, as internationalization is a key strategic goal of higher education in Croatia and FFZG, it is recommended that study programmes in English also be developed. This would tap into the research and teaching potential and the wide array of resources available at FFZG, and further open FFZG to the international higher education area.

Quality grade:
Satisfactory level of quality

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

Analysis

The Faculty in SER (p. 69) reports about assuring the achievement of the learning outcomes in all of its study programmes pursuant to the Regulations on studying in undergraduate and graduate study programmes at the University of Zagreb and Regulations on studying in undergraduate, graduate and integrated study programmes at

FFZG. Furthermore, Faculty states that "in the descriptions of the study programmes and the descriptions of individual courses ways of delivering courses are defined and they are aligned with the planned learning outcomes. For each course, the aims, learning outcomes, course content, mode of instruction, ways of assessing and grading, elements of assessment and elements of the final grade are defined". The latter can be confirmed by the expert panel, and additionally supported by the additional documentation provided by the Faculty, e.g., examples of written exams, seminars etc. However, it remains unclear how teaching and assessment methods are aligned with the planned learning outcomes, since, within the descriptions of individual courses, there is no table or similar way of assuring/assessing/connecting the alignment of specific learning outcomes with, for example, mode of instruction, or ways of assessing and grading.

Additionally, to gain insight into the achievement of learning outcomes in individual courses, the Questionnaire on achievement of study programme learning outcomes in written exams has been designed and filled in by individual departments, for selected courses. The analysis of learning outcomes in the selected 115 written exams provided by the departments show that on average 3 to 5 learning outcomes of individual courses are directly linked to the learning outcomes of the study programme. (2.3.1)

The achievement of planned learning outcomes is also exhibited after study programme completion by means of feedback from alumni, their employers and community stakeholders, most frequently through student-supervisor co-publications of master's and doctoral theses, alumni guest lectures and other alumni activities.

FFZG continuously monitors and periodically revises its programmes. In the academic year 2019/2020 a total of 13 study programmes were altered and appended up to 20%. A total of 16 study programmes were revised in accordance with CroQF.

The biggest shortcoming is that there is no systematic monitoring of the revision of learning outcomes and alterations in the teaching process based on feedback from students, alumni, their employers and community stakeholders, which the Faculty is aware of. However, FFZG provided us with a thorough report on the 1) results of a survey conducted on students of psychology at the Faculty and 2) focus groups regarding study programmes in psychology, conducted on a sample of students, alumni and their employers, covering multiple important questions, which is highly commendable, although there is no evidence provided on implementing these results in revising and improving the teaching process and/or study programmes (2.3.2).

Recommendations for improvement

1. The expert panel suggests that Faculty 1) performs constructive alignment of teaching and assessment methods with the planned learning outcomes in a more explicit way; 2) develops a systematic mechanism of gathering (maybe guided by the abovementioned example of the Department of psychology), but as well implementing and monitoring the revision of learning outcomes and alterations in

the teaching process and study programmes based on feedback from students, alumni and their employers.

Quality grade:
Satisfactory level of quality

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

Analysis

On an ongoing basis and as needed, FFZG appropriately proposes new programmes and revises existingprogrammes based on the feedback of several stakeholders. Specifically, noted stakeholders include, students (as members of Faculty governing bodies), representatives of employers, alumni and associates in the research and teaching process.The process of soliciting feedback has included a survey of employers in order to use the their feedback and assessment of the alumni's competencies as points of reference in altering the existing programmes or setting the foundation for new ones, as well as in revising learning outcomes in the teacher training programmes that prepare students for teaching at schools.

Recommendations for improvement
None

Quality grade:
High level of quality

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

Analysis

As a good practise it can me mentioned that there is a web app for administration of learning outcomes and app for calculating ECTS credits.

Alignment of ECTS credits with student workload is defined in accordance with several regulations, namely, the ECTS User Manual, Regulations on studying in undergraduate and graduate study programmes at the University of Zagreb, Regulations on studying in undergraduate, graduate and integrated study programmes at the Faculty of Humanities and Social Sciences of the University of Zagreb (SER, p.74). According to SER, assessment of alignment of ECTS credits with actual student workload is conducted based on the results of the evaluation of teaching in the courses, feedback form guided discussions with students, as well as study programme content analyses and course delivery plans. Nevertheless, FFZG lacks internal assessment of alignment of ECTS credits with actual

student workloads. As in anonymous comments on the institution "ECTS credits are not aligned with the student workload. For example, in my study group, all courses carry the same number of points, and the amount of literature and obligations and the number of working hours that need to be invested in learning and doing tasks is not the same".

FFZG is considering student workload when revising existing undergraduate and graduate study programmes. According to SER (p.75) in the academic year several study programmes were amended as to align ECTS credits with actual student workload and with labour market needs.

There is a work in progress for alignment of ECTS credits with actual student workload.

Recommendations for improvement

1. FFZG should prioritize all efforts for implementation of a system that better aligns ECTS with actual student workload and market needs.

Quality grade:
Satisfactory level of quality

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

Analysis

The higher education institution allows for learning and obtaining new skills through student practice, where applicable. It is an integral part of study programmes and is organized outside the higher education institution, in cooperation with the labour market. The student practice is a part of most study programmes of the Faculty at the undergraduate and graduate level. The practice is organized in the form of a course with its own designated ECTS value. FFZG organizes the practice in cooperation with various institutions, businesses, and other external stakeholders. For example, Croatian State Archives, Croatian Financial Agency (FINA), Croatian Sports Museum, Institute of Art History, Croatian Radiotelevision (HRT), the Lexicographic Institute Miroslav Krleža, Klovićevi dvori Gallery, various companies for language technologies, machine translation, computer-assisted translation, localization, data analysis, visualization and others. These stakeholders offer student practice to a variety of departments, from Information Sciences to linguistic departments. A large part of student practice is oriented on teacher training with 20 graduate programmes. This takes place in various primary and secondary schools and foreign language schools. Students are assigned mentors, observe classes, prepare and execute their own lessons. Students are required to keep a record of their work and are assessed by their mentors and professors. In some programmes such as Pedagogy, service learning is also implemented. It is a system that combines studies with community service in various organizations and institutions. Students apply the skills they acquired at the Faculty to projects that deal with social

problems. For example, the project Glagolitic Minecraft in which students try to present the history of the Croatian Language to primary school children by means of a videogame.

Student practice is carried out in a systematic and responsible manner, ensuring the achievement of intended learning outcome regarding student practice. Based on feedback from students, student practice is generally organized in a systematic way and students are satisfied with the quality of the practice. There were comments regarding the Department of Pedagogy and the need to increase the amount of practice. Generally, most of the complaints regarding student practice were oriented on the Corona virus situation. Student feedback about practice is collected on department or course level. The surveys are of different qualitative and quantitative characteristics across departments and are not present among all departments that have student practice. Some that do have them are the department of Psychology, Department of Italian Studies, the English Department and Scandinavian Studies Section as well as some external stakeholders such as translation agencies which have their own internal surveys. The Faculty has been awarded a project: Work-based learning and the system for managing the student experience at FFZG (2020–2023) from the Croatian Ministry of Science and Education. As is stated by the Faculty, through the project it plans to "develop an app for keeping record of student practical training will be implemented and the Faculty's partner relations will be formalized with schools and other institutions in which the students' teacher training or other forms of work-based learning take place. In this way data will be systematically collected on supervisors/mentors and prospective employers offering practical trainings, which will facilitate contact between students and mentors and enable online monitoring of practical trainings in progress. The aim of the project is to ensure better quality of work-based learning for students in the teacher training sections, to increase the number of students in non-teacher training programme sections who take part in work-based learning and practical trainings, to increase the number of obligatory and elective courses that involve various forms of work-based learning and provide training for teachers in the methods of delivery of this type of learning and the learning outcomes acquired through it." (SER page 77.) In addition to this application, FFZG is planning on developing a Faculty Clinic for practical training and work-based leaning.

Recommendations for improvement

1.FFZG should consider integrating a systematized survey on all aspects of student practice across all departments where it is present. It may be combined with the application that is in development and put as an obligatory prerequisite for student practice completion, for students and for mentors.

Quality grade:
High level of quality

III.   Teaching process and student support

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

Analysis

The criteria and procedures for enrolment and continuation of studies at FFZG are transparent and applied consistently for all study programmes at the undergraduate and graduate levels. Enrolment in undergraduate study programmes is based on a public tender and admission into the first year of university undergraduate study programmes is conducted through the National IT System of Applications to Higher Education Institutions (NISpVU), which is accessed via the "Become a Student" in www.postani-student.hr. All the necessary information about the application procedure, admission criteria, required documents and dates is available on the FFZG's website and the "Become a Student" portal. Since 2020, enrolment has been conducted online.

Each department sets its own enrolment quotas and admission criteria which students have to fulfil in order to apply. At the undergraduate level, since 2020/2021 the FFZG does not administer an entrance exam to determine the eligibility of candidates but uses the national high school exit exam (Matura) scores as the key criterion for admission. The admission criteria are clearly defined and comprise levels of compulsory and elective Matura exams. However, according to the SER (p. 79) and FFZG website, in 2021, several departments, including the Department of Psychology had admission assessment, and language requirements were set for enrolment in six foreign language study programs. Explicit instructions and detailed information can be found at FFZG website.

Applications to graduate study programmes are conducted online through the Faculty's official website following a tender of the University of Zagreb for admission into the first year of graduate studies. Clear instructions and all the relevant information, enrolment criteria and the dates for submission of documents and selection exams are published on the website. Admission to graduate studies is complicated by the two different 3+2 and 4+1 undergraduate/graduate models.

At the graduate levels, criteria for admission and enrolment quotas are determined at the department level and in the majority of programmes, candidates are ranked according to the grade point average obtained at the undergraduate level. For three programs (Psychology, Pedagogy and Ethnology and Cultural Anthropology), additional admission assessment is mandatory.

Students who have completed the same study programme at a different higher education institution (HEI) in the country are generally not required to take additional exams or courses, except for graduate programmes in Psychology and Philosophy, which set specific prerequisites. However, admission criteria and prerequisites apply for students who have completed non-equivalent undergraduate study programmes. While some

departments set prerequisite courses/exams for admission, other do not have any specific criteria and each application is considered individually by the department, contingent on the completed undergraduate study program. The criteria for admission and the continuation of studies are transparent.

The question, which nevertheless arises with respect to student enrolment quotas is how they are determined at the respective departments, and whether changes were made. According to Table 3.2 (SER), at the undergraduate level, most of the quotas remained unchanged in the period 2018-2020, despite the large discrepancy in certain programmes between student enrolment quotas and the number of enrolled students. This is specifically the case when less than 50% of the enrolment quota has been filled. For example, the average student enrolment quota in the Indian Language and Literature programme is 66, while, on average, only 9 students are enrolled. Other programmes with low student enrolment are: Romanian Language and Literature, Hungarian Language and Literature, Latin Language and Literature, Greek language and Literature, Judaic Studies, Slovak Language and Literature. The enrolment quotas for Italian Language and Literature (double major) were increased although enrolment numbers decreased, while enrolment quotas at certain other programmes remained unchanged although they were not filled. As for graduate programmes, the enrolment quotas for five study programs were reduced, while the majority maintained the same enrolment quotas although the overwhelming majority of graduate study programmes were not filled in the three-year period. One such example is the Philosophy (double major) programme with an enrolment quota of 102, and an average of 28.33 enrolled students. Given the large student enrolment quotas and generally no admission assessment for graduate studies, it seems fair to question whether such an admission policy consistently ensures the selection of candidates with appropriate prior knowledge.

The recognition of a foreign diploma or a period of study at a foreign institution for the purpose of continuing studies at FFZG is carried out in cooperation with the Office for Academic Recognition of Foreign Higher Education Qualification of the University of Zagreb. Brief instructions on recognition (Evidence 3.1) state that the recognition is carried out at the respective departments by a committee of three professors. The committee examines whether the institution carries out university or professional study programmes, the level of the study programme and determines the courses/ECTS recognized as equivalents, courses that must be taken at FFZG (if applicable), and the year of study. The transfer procedure is stipulated in Articles 26, 27, 28, 29 and 30 of the Regulations on Studying. Student requests for transfer are approved by the respective department and the final decision is approved by the dean.

Recommendations for improvement

1. First, given the discrepancy between admission quotas to study programs and the number of enrolled students, it is recommended that FFZG analyses and amends them on an annual basis, taking into consideration student employability. In SER (p. 82) it is stated that "[...] activities at the Faculty are directed at preserving and

strengthening all study programmes, especially those that are unique in the higher education system in Croatia and sometimes also in the broader region". However, it is uncertain, what these activities are, how they were carried out, and what outcomes FFZG has been able to achieve for each program/department.

2. Second, although mention is made that FFZG is part of a working committee on Guidelines for the Recognition of Prior Learning (RLP) (SER p.12), this information has not been supported with evidence. Therefore, we strongly recommend that recognition of prior learning (RPL) at different departments be standardized and that Guidelines on Recognition of Prior Learning be developed at FFZG to ensure that the assessment of students' prior learning is consistent, transparent and equitable Specifically, in Article 29 of the Regulations on Studying it is stated that recognition is based on a comparison of two courses with respect to their "content and volume", according to Evidence 3.1 recognition appears to be done by mapping courses, contact hours and their ECTS weighting, while University Regulations on International Cooperation refers to matching courses and taking into consideration learning outcomes.

Quality grade:
High level of quality

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

Analysis

The data on student success and pass rates is available in ISVU. FFZG has introduced certain measures to increase overall pass rates at the institution. These include an extra exam dates/terms (winter semester 2020/2021), an additional exam term approved by the dean at the end of the academic year, teacher-mentors at certain departments, and student assistants at all departments. The Student Counselling centre offers academic and psychological support for students and has developed a variety of readily available materials to assist students during their studies. In addition, special COVID-measures were introduced to extend student status which would have expired on September 30, 2021. Support was also provided for students who were afflicted by the earthquakes in 2020.

While several representatives indicated that pass rates were discussed at departments, there is no evidence that systematic analyses of programmes are regularly carried out or that there is a procedure in place which ensures that course pass rates are analysed, and specific measures are undertaken to improve them, when necessary. Likewise, it is not

evident that drop-out rates are analysed, and that steps have been taken to reduce student drop out in certain programmes. As can be seen in Table 3.4 (Evidence 3.2) there is a great discrepancy among programmes with respect to the number of students who achieved 60 ECTS, with a rather small number of students in the single major Croatian language and literature, Italian language and literature and double major Indian Language and Literature undergraduate programmes and significantly higher number of students in the Psychology and Pedagogy programmes. Likewise, Table 3.5. shows that programmes also differ with respect to the number of students who have lost the right to study (e.g. South Slavic languages and Literature (83% of generation 2013, Hungarian Language and Literature 68.75% generation 2013, 70% generation 2014, and 80.65% generation 2015; Indian Language and Literature 83.58% generation 2012, 87.93% generation 2013; Latin Language and Literature 96.55% generation 2012; Greek language and Literature 88.89% generation 2012).

Recommendations for improvement

1.The Expert Panel recommends that FFZG should systematically collect data on student progress and dropout and analyse it on an annual basis and identify measures that could be taken to better support students in the successful completion of studies. FFZG should also consider possible ways to improve study programs by making amendments, offering remedial courses and tutorials, and introducing support through mentor teachers in all years of study.

Quality grade:
Satisfactory level

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

Analysis

It is difficult to provide a measurable assessment of student-centred learning (SCL) at FFZG due to the vast number of courses teachers, study programs and disciplines, as well as the fact that SCL greatly depends on individual teachers. However, insights into the ECTS information packet for A.Y. 2021/2022 and department syllabi, as well as feedback from student representatives during the on-site visit, and the syllabi suggest that FFZG promotes SCL through active learning, critical inquiry, practical training, field work, work-based learning, projects, research, laboratory work, and different assessment methods.

The online ECTS Information Package offers basic information about the courses comprising the aim and content of the course, course learning outcomes, teaching methods, assessment, literature, and delivery modes and instructional approaches. However, since there does not seem to be an alignment of courses as a constructive link has not been made between the course learning outcomes, content, activities, and assessment methods. This raises concern as to how active learning has been implemented, and whether there is a link between outcomes, teaching and assessment.

Furthermore, although there is an ECST calculator on the FFZG website, it is unclear whether it has been used to align ECST with student workload. Furthermore, the information provided by student repetitives suggests that the course ECTS do not reflect the actual student workload, and that changes have not been made to either reduce/increase the course workload or the allocated ECTS according to the estimated workload required to achieve the defined learning outcomes for each component of a course. Most students were discontent with the extent of their workload for the courses Physical Education and Wellbeing, which carry a weighting of 0 ECTS.

Teaching at FFZG is realized through various approaches, depending on the specifics of each subject. All teaching track graduate programmes include pre-service training in schools, while other programmes also include fieldwork and practical training, out of class learning, and summer schools. Service-learning and project-based learning are also included in curricula. All language study programmes offer practical language classes.

However, based on the information provided by various stakeholders, there seems to be great variability with respect to SCL across departments, and while some student representatives praised their teachers for adopting modern teaching approaches and including SCL and state-of-the art topics, others claimed that the teaching methods were outdated and that certain courses did not deal with current topics and the latest research in the field.

In addition to compulsory and elective courses, students can engage in a variety of extracurricular activities and projects, and activities organised by student associations (e.g. workshops, fieldwork, joint research, writing and presenting scientific and professional papers, joint projects, and exhibitions). Students are also engaged in community activities and volunteer work. However, no mention has been made whether FFZG has introduced flexible learning pathways in all study programmes which would enable students to substitute a specific number of ECTS/elective courses with formal, non-formal and informal learning activities.

The ESF project Work-based Learning has raised awareness of the need for students to gain practical experience and helped develop an integrated system of work-based learning to align classroom and workplace learning and develop employability skills in a work setting. Engagement of teachers and students at the Psychology Department are an excellent example of good practices of teacher and student support, consistent guidance, and the provision of expert information and assistance. Likewise, the Office for Student with Disabilities provides support to students with disabilities and ensures that teaching, assessment and course material are adjusted to students' needs and that all forms of (academic) support are readily available. Student Counselling Service also supports all students in various aspects. However, it does not seem that support is available to underrepresented and vulnerable groups of students, and that FFZG has identified these groups of students in line with the Ministry's guidelines.

Efforts have also been made by the Faculty's E-Learning Support Centre to support teachers in the use of technology in teaching and during the transition to online teaching during the COVID-19 pandemic. Teacher training programmes have also been offered to improve teaching skills, in particular those of novice university teachers (e.g. 'OSMISLI'). Teaching materials are available to students through the Omega e-learning system and the exam literature is available in the FFZG library.

Information on student evaluation of teaching conducted by UNIZG from 2015 to 2019 is available on the web and the data show that teachers at FFZG are ranked above the average of the UNIZG teachers. However, there is no information as to how these evaluations have contributed to improving teaching practices or promoted teaching excellence. The 2014 Report of the Expert Panel also stated that that UNIZG student evaluations of teachers were under-used and were not taken seriously by the students.

Furthermore, students and staff expressed their dissatisfaction with the UNIZG evaluations and did not indicate that they fostered changes. In fact, student representatives stated that they were largely unaware that any changes had been made. They also pointed out that not all teachers encouraged students to evaluate their course using mobile apps in class. Graduates of 2016/2017 also evaluated FFZG undergraduate and graduate study programs, and online ISVU evaluations were conducted for 299 courses in 2020/2021. Student surveys and focus groups were organized at the Departments of Psychology and Sociology, respectively.

Recommendations for improvement

1. First, we highly recommend that student evaluations of teaching be conducted regularly for all courses, and measures be proposed in line with the findings to improve practices. There does not seem to be evidence that changes were made to teaching methods and modes of programme delivery based on feedback or systematic analyses. Guidance should be provided to teachers who need support in implementing SCL and course amendments should be made, where necessary or desirable, to align teaching with current research.

Various stakeholders expressed their dissatisfaction with the FFZG evaluations and did not indicate that changes had been made based on the evaluations. Student representatives stated that they were largely unaware that any changes had been made because of student evaluations. They also pointed out that not all teachers encouraged students to evaluate their course using mobile apps in class. The experts panel maintains that teacher engagement and teaching quality varies across departments and should thus be aligned to ensure student-centred learning in all courses. Therefore, it would also be useful if teachers made reference to student evaluations in class and highlighted examples of constructive student feedback.

2. Next, while FFZG has made significant efforts to support students and excellent support is available for students with disabilities, systematic support should also be provided at the Faculty level to other groups of students. Specifically, FFZG needs to improve the social

dimension of higher education by identifying underrepresented and vulnerable groups of students and considering how to help meet their specific needs.

3. Third, it is advised that FFZG introduces flexible learning pathways in all study programs and, through RPL, enables students to substitute a specific number of ECTS/elective courses with formal, non-formal and informal learning activities.

4. Fourth, while an alignment of courses with the overall programme has been carried out, it is now necessary to enhance the alignment of each course by making a constructive link between course learning outcomes, content, teaching and learning activities, and assessment methods. This would not only foster SCL, but also ensure greater transparency and provide better insight into how teaching and learning strategies, content, materials, and assessment support students in attaining the learning outcomes. Similarly, this could ensure greater coherence of programmes and better standardisation leading to fairer and more reliable assessment. Overall, it would enable a closer correlation of learning outcomes, teaching methods and assessment of achieved outcomes.

5. Fifth, the introduction of annual awards for teaching excellence based on clearly defined criteria would promote high standards in teaching, recognize teachers who have contributed to enhancing the quality of learning and teaching, and could also motivate students to evaluate courses.

6. Sixth, Physical Education and Wellbeing, mandatory courses in the first and second year of undergraduate study programmes are assigned 30 contact hours per semester but are not allocated ECTS. Given that ECTS weighting reflects the time students need to complete all activities, Physical Education and Wellbeing courses should carry an ECTS weighting for the course activities. This position was also corroborated by student representatives.

Quality grade:
Satisfactory level of quality

3.4. The higher education institution ensures adequate student support.

Analysis

FFZG provides guidance on studying and career opportunities to students. This is done mainly through the Centre for career development which offers individual career counselling throughout the year and through various student-based support systems. The Student Office regularly informs students about new developments and deals with their administrative requests and issues. A supplementary unit to the Student Office that helps distribute some of the workload is the Information Centre that employs students. It provides verified and up-to-date information concerning FFZG, study programmes, student life and helps students deal with various problems concerning their studies. Furthermore, guidance and support to students is offered by the Student Council and student ombudsperson. Based on student feedback, the student representatives serve as

a good link between the students and FFZG in terms of vocalizing and solving various problems that occur and offer good support. In addition, many departments and student clubs have a student mentor system in which older students act as mentors and provide support and guidance to younger students. For example, the Anthropology Students' Club 'Prometheus', Art History Students' Club (KSPUFF) and Scandinavian studies Students' Club.

The higher education institution has established functional procedures for student career guidance, psychological and legal counselling, support to students with disabilities, support in outgoing and incoming mobility, and library and student administration services, at university or Faculty level and students are informed about them. Career guidance is offered by the Center for career development, psychological counselling is offered by the Student Counselling Center, legal counselling is offered by the student ombudsperson, support to students with disabilities is offered by the Office for Students with Disabilities, support in outgoing and incoming mobility is offered by the International Cooperation Office, the CEEPUS and ERASMUS coordinators, department ECTS coordinators as well as student mentors for foreign students, library related support is offered by the Library Service, administrative services are offered by the Student Office and the Information Center. Students are informed about the existence and functioning of the above-mentioned services via the Faculty web page and yearly information packages.

Student support is partly tailored to the needs of a diverse student population. FFZG offers great support to students with disabilities and learning difficulties. This is evident from the activities of the Office for Students with Disabilities. Apart from directly helping students, the office also educates teachers about dealing with special needs students. Excellent support is also evident from student feedback. For students of lower socioeconomic status, FFZG also offers support. For example, exemption from tuition fees, scholarships, covered transportation costs, and student job offers. FFZG does not offer systematic support to all students from underrepresented and vulnerable groups. This issue is described in section 3.5 of SER.

The higher education institution employs an adequate number of qualified and committed professional, administrative and technical staff. Based on the feedback from students, teaching and non-teaching staff, the administrative staff of the Faculty is doing all it can to ensure the normal functioning of the Faculty. Nonetheless, there is a great deficit in terms of administrative staff. This results in a lack of administrative support for the teaching staff who sometimes have to take up more administrative tasks than is regulated by the collective agreement. Based on feedback, the administrative staff has problems balancing the time spent working directly with clients and allocating enough time for other tasks. FFZG is aware of this problem and has stated its plans to employ twenty-four new administrative staff in 2022. They have stressed that this issue of employment is dependent on the decisions of the University of Zagreb and the State Ministry of Education.

1. Working hours with clients of the Student Office and postgraduate Student Office should be amended and the workload reorganized in a way as to give administrative staff more time for other administrative tasks. FFZG should seek to employ more administrative staff.

2. FFZG could consider implementing a formal teacher-mentor system on the department level in which a larger group of students is assigned a teacher-mentor who helps them with their studies.

Quality grade:
Satisfactory level of quality

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

Analysis

The higher education institution monitors various needs of students from vulnerable and under-represented groups. FFZG offers various support to students of lower means which has been stated in section 3.4. of SER. There is also systematic support for students with disabilities, mainly through the Office for Students with Disabilities. The Office has a database of students whose information is collected and used in accordance with the Personal Data Protection Act. The work of the Office is periodically evaluated by means of a questionnaire taken by its users with the aim to provide better quality service. Various needs of students are considered. They are provided with transportation, educational assistance, psychological and physical support. Psychological support is offered through the counselling centre. Physical support and guidance are offered by other students who act as advisers and assistants. All Faculty buildings have access for students with disabilities. A separate office has been provided for these students, equipped with specific computer software and modular furniture. As mentioned in section 3.4. of the report, FFZG has established a systematic and quality support system for students with disabilities and special needs students. Students of a lower socioeconomic status also have support, but not as formalized. FFZG does not systematically monitor or support the needs of other groups of vulnerable and under-represented students. For example, mature students, students with children, students belonging to the Roma minority. There is no formalized way in which the Faculty identifies these groups of students and offers them support.

Teaching process is adjusted to the individual needs of students from vulnerable and under-represented groups. Admission procedures are adjusted to students with disabilities and special needs students. FFZG identifies students that require adjusted

procedures in the entrance exams based on formal documentation. Examples of these adjustments are individual assessment or assessment in a smaller group, extra time for the exam, or an assistant to read the test aloud. Depending on the specific needs of the student, course delivery and assessment is also adjusted. The requests for adjustments are handled by the Office for Students with Disabilities and the precondition for such requests is that the adjustment does not jeopardize the competences that are being assessed. Based on student feedback, the professors and the Office for Students with Disabilities are highly responsive and understanding when it comes to these cases. In the last academic year 2020/2021, there were twelve requests for adjustments in students with mental disorders. Some examples of adjustments are more time allowed for written exams, changing the nature of the exam from oral to written and vice versa and adapting textual and other teaching materials. The panel did not find evidence of adjustment for other groups of vulnerable and under-represented students.

The higher education institution invests resources in the support to some groups of vulnerable and under-represented students. As mentioned before FFZG invest resources trough the Office for students with disabilities that was established in 2015. FFZG also continuously subsidizes the cost of transport for students with disabilities. A special office for disabled and special needs students has been equipped with modular furniture designed to be flexible to fit various students' needs and computers with specialized software for blind and visually impaired students. FFZG also invests resources in the form of offering student jobs, partial or full exemptions from tuition and scholarships for students of a lower socioeconomic status. This scholarship was given for the academic year 2018/2019 and to only 5 students. More concrete financial support should be established for this category of students. Lastly, the Faculty does not systematically recognize, and as such does not invest resources in supporting other groups of vulnerable and underrepresented students

Recommendations for improvement

1.FFZG should develop formalized systems of identifying and supporting all underrepresented and vulnerable groups of students, not just students with disabilities and students of a lower socioeconomic status. For example, by establishing special scholarship fonds, providing accommodation, extra exam opportunities, prioritized consultation and similar.

Quality grade:
Satisfactory level of quality

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

Analysis

Students are informed about the opportunities for completing part of their study abroad. This is evident from the number of outgoing students on mobility (more than 500 in the last five years) and from student feedback. The students are informed about mobility opportunities through activities organized by the Office for International Cooperation. For example, the Erasmus info day, presentations during Open Days of the Faculty and the Orientation Week for freshmen. They are also informed via e-mail about all the necessary information on mobility that is also available on the Faculty web page. Information can also be found on the Faculty's Facebook page and department web pages that post information received from the Office for International Cooperation.

The higher education institution provides support to students in applying for and carrying out exchange programmes. The Office for International Cooperation published documents that help students with their mobility. For example, the Instructions for Mobility of Students at the FFZG, and various brochures on student mobility. The Office also has foreign students who do their practical training there. One of their tasks is to inform other students about their home universities and tell them other useful information about student mobility. Support to students is also provided by the Faculty Erasmus and CEEPUS coordinators and ECTS coordinators from each department. Another way students can prepare for mobility is to attend foreign language courses at a reduced price at the Faculty's Centre for Foreign Languages. Based on their feedback, students are mostly satisfied with the support of FFZG in terms of mobility, specifically with regards to the Office for International Cooperation. There are some complaints oriented on the amount of paperwork and the quality of support. For example, lack of information and slow or very general responses.

The higher education institution ensures the recognition of ECTS credits gained at another higher education institution. Most of the mobility of students is carried out through the Erasmus+ programme. In this instance, a learning agreement is made before the start of mobility to ensure the recognition of ECTS credits. These ECTS credits gained abroad are also noted in the diploma supplements. All the information and forms regarding ECTS credit recognition are available for students on the Faculty webpage. The Erasmus coordinator, the department ECTS coordinator and the student fill out the necessary forms and submit them to the Student Office that handles the formal procedure od ECTS recognition and registers the mobility in the ISVU system. Sometimes students need to change courses during the mobility. This is also regulated by an administrative procedure and forms the student needs to fill out. Based on student feedback, the Office for International Cooperation offers good support in these instances. Students who transfer from other institution also have to go through the process of ECTS recognition. Based on student feedback, they are generally satisfied with the prosses apart from the fact that it can sometimes take a long time to finish (up to 3 months).

The higher education institution collects information on student satisfaction with the quality of HEI's support regarding practical matters of student mobility. After the completion of the process of mobility, returning students complete a survey for the Office for International Cooperation regarding their mobility and the support offered to them by FFZG.

Students gain competencies required for the employment in an international environment. FFZG offers many mobility opportunities that facilitate the development of students' abilities in an international environment. For example, the Erasmus+ and CEEPUS programmes, bilateral inter-university agreements and bilateral inter-Faculty agreements and various mobility scholarships offered by other institutions about which the student are informed by FFZG. Apart from the mobility, students also develop skills necessary for working in an international environment through the study programmes. For example, reading foreign research literature in a foreign language, especially in foreign language programs. Another way the students can develop international competencies is trough contact with incoming foreign students (more than 600 in the past five years). The students also have the opportunity to attend lectures and international conferences that involve foreign professors. FFZG also helps in co-financing student projects such as international student conferences. In addition, students can attend foreign language courses at the Faculty's Foreign Language Center at a reduced price. Based on the feedback from students, they generally feel capable of working in an international environment. The panel had the opportunity to speak to many former students who have admirable international careers.

Recommendations for improvement

1. FFZG should consider increasing the number of employees responsible for student mobility at the Office for International Cooperation. Since it is a large Faculty with over 6000 students and as it describes itself as "a leading institution in the Republic of Croatia" in terms of outgoing and incoming mobility. The current number of employees that deal with student mobility at the Office is one. This does not include the before mentioned foreign students who do their student traineeship at the Office. FFZG may consider employing their own students at the Office. Specifically, those students that have been on mobility and have experience with the process. These students could inform other students and answer their question in more detail.

2. Departmental ECTS coordinators should be more informative about various mobility options that are available to students of a specific department.

Quality grade:
High level of quality

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

Analysis

Information on criteria and procedures for the incoming mobility, as well as for admission into study programmes, student mobility, bilateral cooperation and individual mobility programmes, is transparent and well communicated, in English, by means of specific webpages of the Faculty.

Additional information is provided also at the websites of individual departments. The Faculty website provides in its catalogue of courses a list of all courses in individual programmes that are available in a foreign language: the programme catalogue delivered in English is very consistent in some Departments (such as, for example, in the Department of Archaeology), while it seems weaker in others.

Before the beginning of each semester the Office for International Cooperation prepares an information package for international students. On international students' arrival at the beginning of the semester the same Office organizes the Welcome day, Registration meeting and Orientation meeting. For students arriving in other periods individual meetings are foreseen.

Specific guidance is also provided by ECTS-coordinators at each study programmes and CEEPUS coordinators, both duties performed by appointed teachers at individual departments.

Additional assistance is done by students of FFZG who get in touch with international students before their arrival to assist them at the very arrival and help them with the documentation but also to help them settle through informal socializing.

International students can take Croatian classes at Croaticum – Center for Croatian as a Second and Foreign Language. The study conditions the Faculty ensures to international students appears to be of high level in all the steps, from application to participation to the Faculty's life.

Recommendations for improvement

1. Regarding the application process for admission into study programmes, it would be better to require applicants, for all foreign documents, also a translation in English, and not only, as it is now, in Croatian.

2. With regard to some Departments, it would be useful to strengthen the offer of courses and individual classes in English.

3. FFZG should create their own formalized survey for all foreign students at the end of their mobility, to gather information about their satisfaction with various elements of Faculty support. When the panel members asked the employees of the international Relations Office during the site visit, they stated that there is no such survey, but that one is being created.

Quality grade:
Satisfactory level of quality

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

Analysis

Information on criteria and methods of assessment of student achievements are publicly available before the beginning of the academic year, in all courses delivered at FFZG, as part of the course delivery plan, consistent with Regulations on studying of the Faculty and previously approved by the Faculty Council.

Regulations on studying defines students' rights and obligations, assessment, teachers' obligations, exam terms and the exam results complaint procedures.

Considerable attention is paid to this last aspect, for which a detailed procedure is planned. All students having objective reasons to believe that they were not adequately graded and/or that the exam process was not conducted in accordance with the Regulations may present a complaint within 24 hours of the oral exam held or written exam results received, by requiring to take a new exam in front of a new three-member committee of teachers. This new exam must be held within 5 working days of receipt of the complaint and the new committee must be appointed by the head of the Department within 24 hours from the day the complaint was filled. The result of the exam taken in front of this new committee is conclusive: complaints against its outcomes are not accepted. Such complaints have not been recorded at the Faculty. The rights of students can be also represented by student ombudspersons.

Specific procedures are foreseen for students with disabilities and special student groups. These procedures are adjusted according to the needs of the students, in a way that does not jeopardize the competencies and ensures the achievement of the planned learning outcomes.

For all students, a specific assistance is done by the Student Counselling Office, that offers a course in efficient learning and lots of education material as well as advice on the learning process.

Information delivered by each course plan (concerning delivery, modes of examination and assessment criteria) is available in the ECTS-information package of each study programme, but also at Department websites.

In order to promote the adoption of common standards, in 2019 and 2020 the Faculty conducted, in all study programmes, a specific cycle of trainings in learning outcomes and constructive alignment of outcomes, methods and assessment in individual courses.

To strengthen teachers' competencies and skills relating to the methods of testing and examination, in 2016 the Faculty published a handbook (How to achieve the desired outcomes in study programmes?), with an entire chapter on monitoring and evaluating student achievement.

A second cycle of trainings was held in the pandemic circumstances in 2020/2021, and the third has started in 2021/2022.

Recommendations for improvement

1. It would be useful to introduce a systematic monitoring of student feedback on the objectivity and consistency in the processes of assessment of student's achievements: for example, through a specific questionnaire to be administered to students after the exam.

Quality grade:
Satisfactory level of quality

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

Analysis

Upon the completion of their studies, students are issued appropriate documents (diploma and Diploma Supplement). Diplomas and Diploma Supplements are issued in accordance with relevant regulations. The higher education institution issues the Diploma Supplement in Croatian and English, free of charge. Evidence for this are the examples of diploma and Diploma Supplements, the Regulations on the Content of Diploma and Supplement Certificates and the Regulations on studying.

Recommendations for improvement
None

Quality grade:
High level of quality

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

Analysis
An analysis of the employment of alumni and market needs has been carried out at four departments namely, Psychology, Linguistics, Phonetics and English Studies. Prior analyses were conducted in 2015/2016 (based on data from 2014) at six departments (Archaeology, Ethnology and Cultural Anthropology, German, French Language and Literature, Information and Communication Studies and Sociology). Although the data (evidence 3.10) indicate a rather high percentage of unemployed graduates in certain disciplines (e.g. art historian, anthropologist/ethnologist, archaeologist), it is also highlighted in the report that the numbers should be interpreted with caution because the available data on employment is inconclusive. Given that it has also been reiterated in the SER that the Croatian Employment Agency (CEA) data is rather unreliable, and since the SER analysis is based mainly on information obtained from CEA, it is uncertain whether it can be claimed that (SER p. 106) "Considering the large number of students awarded the diploma at FFZG, the proportion of unemployed graduated students is indeed negligible". It would be necessary to corroborate the statement with data from more reliable sources. Furthermore, given the large number (92) of study programs, it would also be useful to broaden the scope of the analysis to include other fields of study and a larger number of alumni. As stated in the 2021 Work Plan of the Career Centre (Evidence 3.10) the setting up of an alumni database would improve cooperation with employers and the labour market, as well as provide more reliable indicators of employability

Although the above-mentioned analyses have contributed to the development of study programmes, and departments have some contact with their respective alumni, it does not appear that either have had implications on decisions regarding admission quotas, or that reliable data is available on FFZG alumni of all study programmes and their employability. Moreover, it is not evident how decisions about quotas are made or amended. For more detail on admission quotas, please see 3.1.

FFZG informs students about the opportunities to continue education or find employment after graduation mostly through their web page, social network accounts, through the activities of Centre for Career Development, as well as through maintaining close connections and collaborations between departments members, students, and alumni. The Centre for Career Development is in the process of establishing a base of alumni and employers, as their two out of six key point activities in 2021. However, the alumni and employers base is being created mostly within projects.
Up to this date, two Career weeks were held in close cooperation between students and teachers in delivering the Career week activities. The workshops held as part of the career weeks were designed and delivered by the students of the elective course Career Management under the supervision of course teachers. Through these activities, both periodically (career weeks) and continuous (elective course Career Management), the Faculty provides students with support regarding future career planning.

FFZG maintains contacts with alumni. They are often contacted to give some lectures, for a specific course or in general. They are included as mentors in various student practices. Based on the feedback from the alumni, they have a good relationship with the Faculty. Most of the contacts the Faculty has with their alumni is through various public or private institutions that the alumni are employed at. For example, the Ministry of Science and Education, various primary and secondary schools, state archives and similar. The Faculty is expected to have contact with these institutions. Meaning that their contact with many alumni is based on the circumstances of their employment and not on the sole purpose of maintaining contact with the alumni themselves. FFZG does not have an active alumni society, but they are forming an alumni database.

Recommendations for improvement

Systematic collection of information on alumni and their employability should be carried out by FFZG since reliable indicators on employment and information on alumni is not available (SER p107). In other words, the expert panel suggests that FFZG strengthens activities with alumni and conducts more comprehensive analyses of graduate employability rates, and amends admission quotas accordingly. One possible suggestion is that supervisors on thesis create a database of the students they supervised and maintain contact with them. These databases could be linked to a large FFZG alumni database.

Quality grade:
Satisfactory level of quality

IV.   Teaching and institutional capacities

4.1. The higher education institution ensures adequate teaching capacities.

Analysis

The higher education institution ensures fairly adequate teaching capacities. The number and qualifications of teachers are all in all adequate for the implementation of the study programmes, the acquisition of the intended learning outcomes and the performance of scientific activities.

In accordance with the Faculty's Strategy for Development and Research the higher research institution fulfils a solid personnel policy, with excellent teaching staff at the Faculty and a satisfactory up to good ratio of students and teachers, the numbers varying from department to department but not exceeding 1:30. In all departments full time members of the departments teach at least 50% of the classes. The teachers are also fully qualified for the subjects they teach and collaborate interdisciplinary between departments according to their qualifications.

The teachers' workload is in line with the legal regulations and collective agreements. The teachers' workload is being monitored and checked annually. Still, the lecturers are bringing forward serious complaints about their workload distribution of 45% research, 65% teaching and 10% administrative work, leaving too little time for own research development, and accordingly asking for more general recognition of their work at the higher education institution.

The administrative and organizational workload for teaching staff is considered to be fairly high by employees and additional support through coordinators or organizational staff or at least ensuring a more consequent rotation in distributing duties within departments is partially being asked for. Apart from that the teachers' workload all in all shows an adequate distribution of teaching responsibilities and research and/or administrational work.

Recommendation for improvement

FFZG should strictly make sure that lectures do not teach more than the 15 hours required by contract and provide circumstances in which all lectures at the Faculty have at least the legally guaranteed 45% work time for their own research development. Exceeding the norms given in the collective agreement should be avoided for all teaching staff and long-term personnel planning continued to ensure this also for the future. Additional measures of motivating staff to rotate in administrative duties might be considered.

Quality grade:
Satisfactory level of quality

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

Analysis

FFZG follows legal acts and regulations from the national level in its recruitment procedures. Additional internal acts for recruitment, advancement and re-appointment with competitive criteria that ensure excellence apply as well. The latter are not uniformly defined for the whole Faculty. All employment procedures are based on the development of the Faculty and are in accordance with the self-defined goals and the Strategy of Development and Research of the higher education institution.

Selecting the best candidates for open positions and promotions is based on objective and transparent procedures and methods of selection. Vacancies are being announced and published adequately and in time. Tenders state the conditions and required documents for applications. Expert committees (three members, one external) conduct the hiring procedure. The selection, appointment and evaluation of teachers is based on their past activities and evaluation of excellence. On evaluating teachers the Faculty takes into account the teachers' achievements at the quantitative (e.g. number of publications), but also at the qualitative level (e.g. international visibility, contribution to the profession). For the advancement the teachers' excellence is being evaluated, taking into account publications, research results, project funding successes, mentoring and teaching achievements and where applicable artistic activity and contributions to the development of the Faculty.

First time appointed assistant teachers, lectors and lecturers are required to hold an inaugural lecture successfully. Re-appointment regulations are in place.

The teachers of the Faculty regularly exceed the minimum national requirements defined by the general regulations.

Recommendations for improvement
None

Quality grade:
High level of quality

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

Analysis

FFZG provides plenty of opportunity as well as administrative and organizational support to enhance the competencies of teachers and it encourages the evaluation and ongoing improvement of the teaching as has been convincingly reported by students and teaching staff alike. The students consider the teaching methods to be up to date, innovative and

participatory. Teaching competencies are evaluated and improved based the results of students' evaluations of teaching performance and additionally based on recommendations from fellow teachers in peer feedback. Intertwining research and teaching is being strongly encouraged by the Faculty. The challenge of Covid19 and the sudden transition to online teaching has been mastered well, proving the good support the teaching staff gets as well as the motivated flexibility of teachers themselves to keep the teaching standards high.

Also, teachers and Faculty staff were provided with workshops on several other fields of professional development. The participants' numbers in professional development workshops and seminars are impressive.

The teachers and non-teaching staff at FFZG participated in a variety of mobility programs, outcoming and incoming staff mobility being impressive and contributing additionally to the improvement of the professional development at the higher education institution. Very positive is the integration of mobility into conditions for employment and promotion at the Faculty.

Teachers participate in collaborative projects and networks nationally and internationally.

Recommendation for improvement

There are three rewards for outstanding work in research and teaching and exemplary Faculty work in general but no award exclusively for teaching excellence. FFZG might consider a teaching award to promote and award excellent teaching.

Quality grade:
High level of quality

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

Analysis
FFZG shows evidence of efficient and strategic management and planning of infrastructures.

Infrastructural development is planned and improved in accordance with the strategic goals of the Strategy for Development and Research (goal 6.i. Improve facilities). The development of the Faculty's infrastructure is also planned within the framework of annual financial plans and within the framework of infrastructure projects financed from EU funds.

Regarding the facilities of FFZG intended for teaching, teachers and students SER (p.129) points out often three or four teachers share a small office which creates big constrains for consultation and work with students. In site visit regarding feedback from teachers on their satisfaction with spatial resources these constrains were highly mentioned.

The teachers who share the office schedule their consultations and work with students at the time when their colleagues are in class or have agreed not to be at the Faculty. Therefore, teachers who share offices prepare for teaching, do their research and other activities at home, using their own space, furniture, IT equipment, telecommunications services and energy for the needs of work at the Faculty or in the Faculty Library, the National and University Library, Croatian State Archives, etc.

Regarding equipment in site visit students pointed out the lack of computers. This point is also highlighted in SER (p.129) "the computers in the computer classrooms should be upgraded every three years, or maximum every five years, which is currently an unattainable standard". Nevertheless, in meeting with management information was provided on the recent acquisition of new computers. Strategy for Development and research provides specific measures that the Faculty intends to take to mitigate his weakness.

FFZG has licenses for relevant software for teaching and scientific research (e.g. the SPSS software for statistical data processing, the NVivo soft- ware for the analysis of qualitative data and LimeSurvey).

Recommendations for improvement

FFZG should ensure that teacher offices have the right space and conditions for teachers to be able to work and do consultations and work with students.

Quality grade:
Satisfactory level of quality

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

Analysis

The Faculty library and library equipment meet the conditions for a high quality of study and scientific-teaching / artistic-teaching activities.

The Faculty library is one of the largest libraries in Croatia and has excellent conditions for students to study with 700 seats in reading rooms, access to internet and computer and rooms for individual work.

Library materials are adequate for the Faculty study programmes and all levels of study and are up to date and procured in accordance with the curricula, in cooperation with the Faculty departments. Guidelines for the acquisition of library materials are clear and efficient.

FFZG subscribes appropriate bibliographic databases and databases with full-text access and has more than 450,000 volumes of monographic publications and journal booklets, most of which digitally processed and are visible in the online catalogue. Also, the Faculty has efficient system library services like procurement and borrowing books.

Besides databases subscribed by the National and University Library (NSK) Faculty independently subscribes additional databases of interest for social sciences and humanities fields, like the Brill Database and the Film & Television Literature Index FT. All open access databases can be found on the new Library website to facilitate access to researchers and students.

FFZG has 10,824 master and doctoral theses in printed form, and 8,647 in electronic form (stored in a digital repository.

There are several good practices that reinforces Faculty effort in the education of users like workshops and lectures regarding issues like catalogue search, online information sources, among others.

According to SER (p.136) The Library is open every working day from 7:30 am to 8:00 pm and on Saturdays from 9:00 am to 2:00 pm. At the time of the pandemic and due to the consequences of the earthquake that hit Zagreb the Library working hours were reduced (8:00 am to 4:00 pm for a while, and then 7:30 am to 8:00 pm every working day). During site visit complaints emerged related with working hours of library as students would like to have access to library until late hours during weekdays and on Saturdays.

Recommendations for improvement

Based on complaints expressed in site visit Faculty should consider extending the working hours of library until late hours during weekdays and open the facilities on Saturdays, even in times of pandemics once that all safety measures are provided.

Quality grade:
High level of quality

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

Analysis

The experts panel reiterates the conclusions of previous report of the Expert Panel on the re-acreditation of FFZG, regarding the effective management of financial resources.

HEI manages its financial resources transparently, efficiently and appropriately. FFZG presents regulations on generating and using own funds and the financial plans and financial reports are publicly available on the Faculty's website and annual financial reports are approved by the Faculty council.

The financial management complies with regulations and with standards for transparency, reporting and publication. Procurement of goods, services are conducted in accordance with the Ordinance on conducting the process of simple procurement or with the Public Procurement Act. FFZG in look for even better performance considers specific measures, in Strategy for Development and Research of FFZG from 2018 to 2023, to improve the transparency of financial management (Objective 6.e.).

FFZG shows great attention to financial sustainability and efficiency. Regarding funding, according to SER (p.139 and Tables 4.11. and 4.12. of the Analytical Appendix) the major share of the Faculty's revenue (86.7%) is provided by the Ministry of Science and Education and funding management is in accordance with Decision of the Government of the Republic of Croatia on programme funding for public higher education establishments in the Republic of Croatia.

7.5% of funding comes from Faculty own resources (SER, p.139) and management of these funds are in accordance with Faculty Regulations on generating and using own funds. Data analysis and site visit let the expert panel realize that funds coming from cooperation with industry and community are still low.

No specific training is given to develop financial and management competencies of the research-teaching staff in management positions. FFZG is aware of the importance of changing this as Strategy for Development and Research of FFZG from 2018 to 2023 sets as Objective 6.g. the development of financial and management competencies of research and teaching staff holding managing positions.

Recommendations for improvement

FFZG should increase sources of funding through cooperation with the industry and local community, etc. As so, the expert panel suggests that Faculty develops a specific strategy to increase these types of funding in alignment also with recommendations provided for improvement of standard 1.5 of the present report.

FFZG should closely monitor the implementation of Objective 6.e. and Objective 6.g. of the Strategy for Development and Research of FFZG from 2018 to 2023.

Quality grade:
High level of quality

V.   Scientific/artistic activity

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

Analysis

FFZG is committed to develop a strategic programme of research. In 2018, the Strategy for Development and research of FFZG from 2018 to 2023 was adopted followed by an Operative Plan for its Implementation. Considerable progress was made since the last evaluation.

Overall commitment to producing a high quality and quantity of scientific research is evident in the information provided related to publications. The library bibliometric reports for individual researchers provides a tool for the Faculty and administration to easily identify publication patterns of individuals and general trends within the Faculty. Additionally, CROSBI provides a source for those seeking Faculty and staff bibliographies. The process of combining various national databases into one repository is still underway.

Within the Self-Evaluation Report, records of Faculty publications were provided. The frequency of publication, while quite varied across individual Faculty, meets an adequate standard. Several disciplines show a high level of high-quality publications. Faculty manuscripts submitted to the university publishing house pass through a process of quality control by independent reviewing and editing. The Faculty is also engaged in discussing quality measures.

There are some concerns, however, with the quality of publications and impact of these publications on the various fields of study. While citations reflect aspects related to scientific impact and relevance, they cannot provide sufficiently differentiated measures of research quality. In particular in those fields of the humanities which are strongly connected to national culture and language citation indicators seem of little help in the evaluation of the relevance, solidity, originality, and societal value of research.

However, while information on citations over the last five years was provided and adequate for a certain number of members of the Faculty, others had few or no citations of their work. This low number of citations may be attributed to the focus on publishing in Croatia-specific journals and in the Croatian language. Also, as noted in the SER, books and book chapters comprise a large portion of the research production, which are less likely to be cited than research articles in peer-reviewed journals. Additionally, the books and book chapters are largely published by local publishers and in Croatian or languages other than English. These approaches could further limit exposure. It should be noted that bibliometric data indicate a rise in the number of contributions published in English, in international publications, and articles in journals. However, this trend needs to increase further.

FFZG runs 11 postgraduate doctoral programmes which contribute considerably to the research output. Doctoral students usually closely included in current research activities. Close to 400 doctoral dissertations were completed in the last five years. Internationalization has made progress as indicated by the growing number of cotutelles.

Post-doc positions are openly and internationally advertised. This ensures that researchers are (potentially) recruited from the outside which offers the possibility to select the best candidates.

The existence of the University's FF Press publishing can be seen as a positive service, but there may also be drawbacks to utilizing such a service. Granted, it is likely that the internal publishing house achieves desired aims, including facilitating access to knowledge produced by the Faculty. Moreover, the services provided (e.g., preparing, printing, and distribution of professional and scientific literature created at FFZG) are certainly useful to authors. However, the scope of FF Press' reach may inadvertently limit visibility of Faculty writings.

Several additional points are noteworthy concerning the encouraging of high-quality scientific publications. First, the previous evaluation of FFZG noted the need for a dedicated research office. As noted in that report, the research office was needed to, (a) systematically monitor and alert Faculty of opportunities for grants, fellowships etc. at the national, EU, and broader international levels; (b) provide administrative and budgeting support for grant applications; (c) facilitate liaison with national and international collaborators in the case of large collaborative grant applications; (d) provide post-award administrative support in terms of budgeting, reporting etc.; (e) arrange for training in the process of writing research grant applications. While issues related to the research office also apply to area 5.4 (The scientific/artistic activity of the higher education institution is both sustainable and developmental) below, it will be discussed primarily in this section, in terms of support for high quality and quantity of scientific research. In terms of achieving the noted goals, the three office employees do monitor grant funding and alert Faculty (e.g., https://web2020.ffzg.unizg.hr/projekti/otvoreni-natjecaji/), provide administrative and budgeting support for grant applications and post-award administration, and provide training. The ECTS Coordinators, CEEPUS Coordinators, Head of Career development centre, Head of Office for International Cooperation, Head of Student Counselling Centre, Head of Centre for Teacher Education, Head of E-learning Support Centre also noted that the Research Center sets up sharing of existing projects. It is less clear how the Research Office specifically acts as a liaison between Faculty and national and international collaborators in the case of large collaborative grant applications.

Another gauge of research activity relates to the participation of FFZG at research/arts/professional conferences. It is noted that Faculty have participated in 2,894 science and professional conferences in the last five years with one-third of conferences taking place abroad. Members of the Faculty thus actively participate in international research activities and enjoy a very good reputation. This indicates a focus on the important activity of dissemination.

Recommendations for improvement

FFZG should improve its citation score by, (a) shifting Faculty incentives to strongly encourage publication in international journals (rather than focussing on the number of publications, many of which are in journals that are seldom cited), (b) focus on publishing in peer-reviewed journals (vs. books and book chapters), (c) publish in languages that allow for greater international visibility, and (d) consider ways to increase visibility of work published by the University's FF Press.

Clarify the ways in which the Research Office specifically acts as a liaison between Faculty and national and international collaborators in the case of large collaborative grant applications and whether these is sufficient staff to do so.

Quality grade:
High level of quality

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

Analysis

While ensuring academic freedom for individual and collaborating Faculty, the university and Faculty of Humanities and Social Sciences also have a plan for promoting the social relevance of its scientific/artistic/professional research and transfer of knowledge. The primary document for delineation of areas of emphasis is the Strategy for Development and Research. As noted in the document, the Strategy defines research priorities for the Faculty in general, priority topics for individual fields and for interdisciplinary research. Social relevance of research is couched in the Self-Evaluation under the broad notion of, "creating, reviewing, and transmitting knowledge which contributes to the creation of a more humane society." While it is difficult to draw a clear line between the Strategy and research foci, it is noteworthy that in the last five-year period, notwithstanding institutional projects, 110/189 projects were interdisciplinary.

Both employers and alumni commended the Faculty for imparting to their students knowledge and other skills they need in order to take up positions of responsibility in politics, culture, business and academics. In that, the Faculty provides substantial contributions to society and culture.

Within the Self-Evaluation Report, relevant examples are provided of projects and activities that exemplify the social relevance of research within the Faculty. For example, noteworthy are research projects related to the design of the Croatian Qualifications Framework (CroQF), a national reform instrument aiming to align the higher education institutions with the labour market needs, as well as the Course in Croatian language for asylum seekers, which is a collaborative effort between FFZG and the non-government

organization Are You Syrious. Additionally, the list of funded research projects illustrates the social relevance of submitted research proposals. However, in terms of Faculty participation in the professional organisations, there is limited aggregate information provided. Nevertheless, a list of awards provided to Faculty by professional organizations was provided, indicating a degree of active participation. Finally, the Self-Evaluation Report includes specific information related to Faculty development of innovations (n = 11) and patents.

In terms of the requirement that the higher education institution has an efficient support system for research and transfer of knowledge and technologies, information related to the support for research and transfer of knowledge noted in the previous section are relevant.

Recommendations for improvement
None

Quality grade:
High level of quality

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

Analysis

In terms of teachers, associates, and professional staff receiving university, national and international awards and honours for their scientific/artistic/professional achievements, the list of 208 Croatian and international awards and prizes received between 2016 and 2021 clearly exhibits that their research and artistic work is recognized and held in high esteem. Also, as noted, Faculty have presented 342 plenary lectures at national and international conferences. Also, as noted, an adequate number of Faculty actively serve on editorial boards of scientific journals.

Additional evidence that Faculty expertise is recognized is their ability to collaborate with businesses, as well as the public sector and governmental organizations. For example, the Faculty are active with organizations including tourist boards, the Croatian National Center for External Evaluation of Education, and translation agencies, as well as government bodies (Ministry of Culture and Media, Ministry of Science and Education, the Government Office for Cooperation with NGOs, work on the Croatian Qualifications Framework). In addition, Faculty participated in expert teams that produced examination materials for national secondary school final tests and as advisers for curricular reform.

Also, SER includes specific information indicating that the Faculty has been provided funding for an adequate number of scientific/artistic/professional projects (university, national and international projects). Specifically, it is noted that since 2017, 422 research projects were funded in which 123 were supported by external grant funding. Faculty

serve as project leader in 66 external projects and partner in 57. It is also important to note that, "in the 2015-2021period there were 66 international projects at FFZG, which represents a 50% increase in comparison with the period between 2008–2013". This is a clear indication of substantial progress and an increasing international research presence.

Recommendations for improvement
Continue to increase national presence via publication in international journals and in languages that are popular in academia across the world (e.g., English, French, Spanish, German).

Quality grade:
High level of quality

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

Analysis
To promote the sustainability of scientific/artistic activity, certain resources and supports are necessary. Broadly speaking and while respecting Faculty autonomy, the research/arts development strategy is appropriately aligned with the university and Faculty vision. Also at the general level, the Ethics Committee provides the essential services and oversight of research to ensure sustainability of ethical research.

In terms of financing, human resource management, investing in spatial resources, equipment and appropriate literature, supporting dissemination of results and development of doctoral theses, some areas are in need, while other are adequate. For example, important software (e.g., SPSS and NVivo) is readily available. However, staffing shortages noted in the 2019 Strategy document, wherein the need to hire additional employees in administrative and support services was noted, were also echoed by Faculty and lectors. Specifically, it was reported that secretaries are vital, but more are needed for such activities as scheduling classes. Also, money for project managers is necessary because grantees need to complete reports after 3 or 6 months and they expressed that it is very difficult to work on this task while maintaining other duties.

Additional issues with workload were mentioned that can negatively affect the sustainability of research. During interviews, Faculty mentioned that they were somewhat overwhelmed by the required administrative tasks and that these responsibilities inhibited their research, writing, and publishing. One Faculty member mentioned needing to use weekends for research and writing due to excessive administrative tasks during the week. There were also suggestions from Faculty and lectors that the teaching is too excessive and there is insufficient time to publish. It should be noted that there are collective agreement guidelines that govern the percentage of teaching, research, and administrative work. However, a couple points are important to mention. First, Faculty mentioned spending more time on administrative tasks than is

allotted. Second, there are some reduced teaching and administrative loads for those that have funded research projects. However, there is no clear guidelines for this reduction, the reduction may be disregarded due to staffing shortages, the approach to decisions is not transparent, and variations exist across departments within FFZG. Third, some lectors are working and simultaneously completing their Ph.D. They noted that their teaching and administrative tasks make earning their degree difficult or impossible. In addition, the Faculty recognizes and rewards scientific achievements of its employees by (financially) supporting publication of high-quality research.

Regular research activities are funded through the national budget and specific national funding schemes, as well as by EU programmes, institutional grants and other sources. In recent years, the share of competitive projects funded by the Croatian Research Fund and the EU has constantly grown. In that, the Faculty has demonstrated enhanced competitiveness.

In terms of financial support related to sustaining research, there are a couple areas where funding and procedure for funding are needed. For example, there does seem to be some departments that allow funded researchers to use their indirect cost money, but the approach to decisions and differences across departments are not transparent. Moreover, there are some internal funds to support research and small levels of support to act as "seed" money or to conduct pilot studies that is well publicized. However, the funding appears to be differentially available. For example, it was reported during interviews that there was no such money available to those in the Philosophy Department. Further, lectors also noted that discrepancies existed across departments concerning the availability of 3 months of paid leave to finish their Ph.D.

With regard to the developmental aspect of scientific/artistic activity, the Self-Evaluation identifies the importance of recently joining the European research infrastructure tool ERIC with regards to its alignment with the goal to promote an international research presence. Additionally, Faculty participate in three PanEuropean Research Infrastructures:
CLARIN ERIC, ESS ERIC and CESSDA ERIC designed to facilitate the work of European-focused research infrastructures.

Recommendations for improvement

1. Increased staffing is needed to complete administrative tasks and provide additional support to those Faculty with research grants. Also, teaching staff should be adequate, so that no Faculty/lector must teach additional courses beyond what is required.

2. An equitable and transparent process is needed to reduce teaching and administrative loads for those that have funded research projects.

3. FFZG should design an equitable and transparent system for distributing indirect costs and internal funds. For example, internal funds could be distributed, subject to stringent peer-review of proposals. Also, the grants could be concentrated on fewer projects, so that the sums would be more substantial. This would allow, for instance, to fund international postdoc positions or other activities in the framework of selected projects.

4. Equity is needed across departments for such benefits as the availability of 3 months of paid leave for lectors to finish their dissertation.

Quality grade:
Satisfactory level of quality

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

Analysis

Broadly, the assertion in the Self-Evaluation that, "it is difficult to provide a uniform description of the practice of connecting research and teaching activities owing to the variety of teaching practices," is well taken. While individual instructors vary in their instructional approaches, there are programmatic aspects that do illustrate the links between research and teaching. First, in terms of the extent to which space and equipment for scientific/artistic research and professional activities is used in teaching at undergraduate, graduate and postgraduate level, there were complaints concerning the library. Specifically, issues existed with the library hours and students also noted that some discipline-specific journals were not available to them. Additionally, it was acknowledged that there is insufficient office space for Faculty. However, this was justified by the administration as the norm, that Faculty are not concerned, and that Faculty work at home. Nevertheless, this space issue was also acknowledged in the in the Strategy, "there is a lack of space for the development of new activities, especially for the development of contemporary research infrastructure (e.g. laboratories, etc.)." It does appear that there is an initiative to address issues with space via the Setting up and equipping of the Center for advanced research in social sciences and humanities which was launched in 2020. The project ends in 2022, and it is co-funded from the European Regional Development Fund. Within the project, technical documentation and feasibility studies are being produced for additional infrastructure work, construction, andsetting up and equipping of six interdisciplinary laboratories. It is asserted that the project also includes organizational reform that will enable optimal use of human resources of the Faculty of Humanities and Social Sciences and the consolidation of the research potential. However, there is no evidence of the actual progress that has been made toward the goals of the project since its initiation.

In interviews with students, they did assert that there were opportunities to engage in research with Faculty. During interviews, Alumni reported positive experiences working on research projects with Faculty and that there the research can be used for a thesis. In fact, thirty-four doctoral students have a doctoral dissertation linked to a research project, with 22 working on national research projects and 12 working on international projects. Another example was provided that showed how a professor collaborated with outside organizations and "within these co-operations students completed part of their seminar tasks, wrote Master's theses and co-authored several research papers (the latter refers to students in the doctoral programme)".

Recommendations for improvement

1. Increased office space is needed for Faculty.
2. Students need access to relevant field-specific journals.

Quality grade:
High level of quality

APPENDICES

1. Quality assessment summary - tables

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

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

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

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

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

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

2. Site visit protocol

Edukacija članova stručnog povjerenstva u virtualnom okruženju/Education of Panel members in virtual form

	Utorak, 30. studenog 2021.	**Tuesday 30th November 2021**
10:00 –	• Predstavljanje AZVO-a • Predstavljanje sustava visokog obrazovanja u RH • Postupak reakreditacije • Standardi za vrednovanje kvalitete • Kako napisati Završno izvješće • Priprema povjerenstva za posjet visokom učilištu (rasprava o Samoanalizi i popratnim dokumentima)	• Presentation of ASHE • Overview of the higher education system in Croatia • Re-accreditation procedure • Standards for the evaluation of quality • How to write the Final report • Preparation of the Expert Panel members for the site visit (discussion on the Self-evaluation report and supporting documents)

Preliminarni posjet stručnog povjerenstva visokom učilištu u Zagrebu/ Preliminary site-visit of expert panel members to HEI in Zagreb

Filozofski fakultet Zagreb, lokacija: Ivana Lučića 3, 10 000 Zagreb

	Ponedjeljak, 6. prosinca 2021.	**Monday, 6th December 2021.**
9:55 – 10:00	Spajanje dijela članova povjerenstva na poveznicu ZOOM	Joining the part of the expert panel members to the ZOOM meeting
10:00 – 11:00	Sastanak s dekanom i prodekanima	Meeting with the Dean and Vice-Deans
11:00 – 11:10	*Pauza*	*Break*
11:10 – 12:10	Sastanak članova stručnog povjerenstva s Povjerenstvom za osiguravanjem kvalitete	Meeting of expert panel members with Quality Assurance Commission
12:10 – 13:10	Analiza dokumenata	Document analysis
13:10 – 14:30	*Radni ručak*	*Lunch break*
14:30 –	Obilazak fakulteta (predavaonice, informatičke učionice, prostorije za studente, nastavnički kabineti, knjižnica, itd.) i prisustvovanje nastavi	**Tour of the Faculty** (classrooms, computer classrooms, library, student services, etc.) **and participation in teaching classes**

Zoom sastanak članova stručnog povjerenstva / Zoom meeting of the expert panel members

	Utorak, 7. prosinca 2021.	Tuesday, 7th December 2021
12:00– 14:00	Virtualni sastanak članova stručnog povjerenstva, diskusija o zapažanjima i impresijama s preliminarnog posjeta, dodatna priprema za online sastanke	Virtual meeting of the Expert Panel members, discussion of observations and impressions from the preliminary visit, additional preparation for our online meetings

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

	Srijeda, 8. prosinca 2021.	Wednesday, 8th December 2021.
8:55 – 9:00	Spajanje na poveznicu (link) ZOOM	Joining ZOOM meeting via the link
9:00 – 10:00	Sastanak s prodekanicom za nastavu i studente i prodekanicom za studijske programe i cjeloživotno obrazovanje	Meeting with vice dean for Teaching and Students and vice dean for Study Programs and Lifelong Learning
10:00 –10:10	*Pauza*	*Break*
10:10 – 11:10	Sastanak s pročelnicima odsjeka	Meeting with the heads of departments
11:10 – 11:20	*Pauza*	*Break*
11:20 – 12:20	Sastanak s nastavnicima (u stalnom radnom odnosu, osim onih na rukovodećim mjestima)	Meeting with full-time employed teachers, except those in managerial positions
12:20 – 13:50	*Pauza za ručak*	*Lunch break*
13:50 – 14:15	Sastanak s lektorima	Meeting with lectors
14:15 – 15:15	Organizacija dodatnog sastanka o otvorenim pitanjima – prema potrebi	Organisation of an additional meeting on open questions, if needed
15:15 –	Interni sastanak članova stručnog povjerenstva	Internal meeting of the Expert Panel members

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

	Četvrtak, 9. prosinca 2021.	Thursday, 9th December 2021.
8:55 – 9:00	Spajanje na poveznicu (link) ZOOM	Joining ZOOM meeting via the link
9:00 – 10:00	Sastanak s: • ECTS koordinatorima • CEEPUS koordinatorima • Voditeljicom Centra za razvoj karijere • Voditeljicom službe za međunarodnu suradnju • Voditeljem /Predstavnicima Savjetovališta za studente • Voditeljicom centra za obrazovanje nastavnika • Voditeljem centra za potporu e-učenju	Meeting with: • ECTS Coordinators • CEEPUS Coordinators • Head of Career development centre • Head of Office for International Cooperation • Head of Student counselling centre • Head of Centre for Teacher Education • Head of E-learning Support Centre
10:00 – 10:10	*Pauza*	*Break*
10:10 – 11:10	Sastanak sa studentima	Meeting with students
11:10 – 11:20	*Pauza*	*Break*
11:20 – 12:20	Sastanak s alumnijima (bivši studenti koji nisu zaposlenici visokog učilišta) i vanjskim dionicima	Meeting with Alumni (former students who are not employed by the HEI) and External Stakeholders
12:20 – 13:50	*Pauza za ručak*	*Lunch break*
13:50 – 14:50	Organizacija dodatnog sastanka o otvorenim pitanjima – prema potrebi	Organisation of an additional meeting on open questions, if needed
14:50 –	Interni sastanak članova stručnog povjerenstva	Internal meeting of the Expert Panel members

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

	Petak, 10. prosinca 2021.	Friday, 10th December 2021
8:55 – 9:00	Spajanje na poveznicu (link) ZOOM	Joining ZOOM meeting via the link
9:00 – 10:00	Sastanak s prodekanicom za znanost i međunarodnu suradnju	Meeting with vice dean for Science and International Cooperation
10:00– 10:10	*Pauza*	*Break*
10:10 - 11:10	Sastanak s asistentima i poslijedoktorandima	Meeting with teaching assistants and postdoctoral researchers
11:10 – 11:20	*Pauza*	*Break*
11:20 – 12:00	Sastanak s voditeljima znanstvenih projekata	Meeting with the heads of research projects
12:00 – 13:10	*Pauza za ručak*	*Lunch break*
13:10 – 14:00	Sastanak s prodekanom za poslovanje i prodekanom za organizaciju i razvoj	Meeting with the vice dean for Business and vice dean for Organization and Development
14:00 – 14:45	Organizacija dodatnog sastanak ako je potrebno	Organisation of an additional meeting on open questions, if needed
14:45 – 15:15	*Interni sastanak članova stručnog povjerenstva*	*Internal meeting of the Expert Panel members*
15:15 – 15:30	Završni sastanak s dekanom i prodekanima	Exit meeting with the Dean and Vice-Deans
15:30 –	*Interni sastanak članova stručnog povjerenstva – ocjenjivanje prema temama i standardima kvalitete*	*Internal meeting of the Expert Panel members – assesing quality assesment areas and standards*

SUMMARY

The expert panel analysed the SER in detail and additional evidence and clarifications were provided by the FFZG during the site visit. Based on all information an analysis of each assessment area and standard was made and recommendations for improvement were provided. In global terms FFZG achieved a very positive appreciation as from the 5 assessment areas IV. (Teaching and institutional capacities) and V. (Scientific/artistic activity) were classified with high level of quality and satisfactory level was attributed to areas I. (Internal quality assurance and the social role of the higher education institution), II. (Study programmes) and III. (Teaching process and student support).

Regarding assessment area I. 'Internal quality assurance and the social role of the higher education institution' more attention is required to standards 1.1. and 1.2 as FFZG's shows efforts in implementing a good quality system but there are still weaknesses regarding implementation issues. The expert panel would like to highlight a very positive note regarding 1.3 and the way the different Ethic Committees are organized.

In assessment area 2 'Study programmes' the panel highlights a positive note on FFZG's performance regarding standard 2.1 and the alignment of objectives of study programmes with the Faculty's mission and strategy. Also, participation from different stakeholders in the procedures regarding programmes and students practise (standards 2.4 and 2.6) are developed with a high level of quality.

In the teaching process and student support (Assessment Area III) the expert panel highlights the quality in processes regarding admission criteria (standard 3.1), as well as compliance with regulations for issuing Diplomas and Diploma Supplements (standard 3.9). Also, a high-quality performance standard of this assessment area is 3.6. as the FFZG makes a priority for their students to gain international experience.

Teaching and institutional capacities (Assessment Area IV) reveals very good capacities and performance among all standards although the FFZG still strives with standard 4.1 and 4.4 regarding the number of teaching hours and lack of offices space.

Assessment Area V. 'Scientific/artistic activity' performs high level of quality, with a very positive evolution since the last reaccreditation. The FFZG shows commitment with high quality standards of research, is nationally and internationally recognized and provides social impact.

The FFZG shows ambitious goals and a well-defined strategy for the future and the expert panel expects that its recommendations for improvement can contribute in a positive way for the Faculty's future success.