



**REPORT
of the Expert Panel
on the
RE-ACCREDITATION OF
Faculty of Education and Rehabilitation Sciences of the
University of Zagreb**

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INTRODUCTION

This report on the re-accreditation of the Faculty of Education and Rehabilitation Sciences was written by the Expert Panel appointed by the Agency for Science and Higher Education, on the basis of the self-evaluation of the institution and supporting documentation and a visit to the institution.

Re-accreditation procedure performed by the Agency for Science and Higher Education (ASHE), a public body listed in EQAR (European Quality Assurance Register for Higher Education) and ENQA (European Association for Quality Assurance in Higher Education) full member, is obligatory once in five years for all higher education institutions working in the Republic of Croatia, in line with the Act on Quality Assurance in Higher Education.

The Expert Panel is appointed by the ASHE Accreditation Council, an independent expert body, to perform an independent peer-review-based evaluation of the institution and their study programs.

The report contains:

- a brief analysis of the institutional advantages and disadvantages,
- a list of good practices found at the institution,
- recommendations for institutional improvement and measures to be implemented in the following period (and checked within a follow-up procedure), and
- detailed analysis of the compliance to the Standards and Criteria for Re-Accreditation.

The members of the Expert Panel were:

- Prof. Linda Watson, School of Education, University of Birmingham, United Kingdom (chair of the Expert panel)
- Prof. Claire Cameron, Institute of Education University of London, United Kingdom
- Prof. Annette Leonhardt, Faculty of Psychology and Educational Sciences, Ludwig-Maximilians, Universität München, Germany
- Prof. Goran Livazović, Faculty of Humanities and Social Sciences University of Osijek, Croatia
- Ivana Roguljić, student, Faculty of Humanities and Social Sciences University of Split, Croatia

In the analysis of the documentation, site visit and writing of the report the Panel was supported by the ASHE staff:

- Maja Šegvić, coordinator
- Neven Kovačić, assistant coordinator
- Lida Lamza, translator

During the visit to the Institution, the Expert Panel held meetings with the representatives of the following groups:

- The Management;
- The Working Group that compiled the Self-Evaluation;
- Members of the Quality Assurance Committee;
- The students, i.e., a self-selected set of students present at the interview;
- The teaching staff;
- Project leaders;
- Heads of Departments and study programmes and Head of Centre for Rehabilitation;
- Administrative staff;
- Teaching assistants and junior researchers.

The Expert Panel also had a tour of the library, IT room, Centre for Rehabilitation, student register desk, and the classrooms at the Faculty of Education and Rehabilitation Sciences.

Upon completion of re-accreditation procedure, the Accreditation Council renders its opinion on the basis of the Re-accreditation Report, an Assessment of Quality of the higher education institution and the Report of Fulfilment of Quantitative Criteria which is acquired by the Agency's information system.

Once the Accreditation Council renders its opinion, the Agency issues an Accreditation Recommendation by which the Agency recommends to the Minister of Science, Education and Sports to:

1. **issue a confirmation** to the higher education institution, which confirms that the higher education institution meets the requirements for performing the higher education activities or parts of activities, in case the Accreditation Recommendation is positive,

2. **deny a license** for performing the higher education activities or parts of activities to the higher education institution, in case the Accreditation Recommendation is negative, or

3. **issue a letter of recommendation** for the period up to three (3) years in which period the higher education institution should remove its deficiencies. For the higher education institution the letter of recommendation may include the suspension of student enrolment for the defined period.

The Accreditation Recommendation also includes an Assessment of Quality of the higher education institution as well as recommendations for quality development.

SHORT DESCRIPTION OF THE EVALUATED INSTITUTION

NAME OF HIGHER EDUCATION INSTITUTION: Faculty of Education and Rehabilitation Sciences

ADDRESS: University campus Borongaj, Borongajska cesta 83f, Zagreb

NAME OF THE HEAD OF HIGHER EDUCATION INSTITUTION: prof Antonija Žižak, PhD

ORGANISATIONAL STRUCTURE: Organisation, activities and business operations of the Faculty of Education and Rehabilitation Sciences are regulated by the Statute which has served as a basic document for the creation of internal organisational structure of the Faculty. Special constituent units of the Faculty are seven Departments, Unit for Physical Education and Recreation, Institute for Education-Rehabilitation Research, Centre for Rehabilitation, the Faculty Library and Secretariat.

LIST OF STUDY PROGRAMMES: Faculty performs three undergraduate study programmes (undergraduate programme of Rehabilitation, undergraduate programme of Speech and Language Pathology and undergraduate programme of Social Pedagogy), three graduate programmes (graduate programme of Educational Rehabilitation, graduate programme of Speech and Language Pathology and graduate programme of Social Pedagogy), postgraduate specialist programme Early Intervention in Educational Rehabilitation and postgraduate doctoral programme Prevention Science and Disability Study.

NUMBER OF STUDENTS: 812 full-time students

NUMBER OF TEACHERS: 46 full-time teachers and 29 external associates

NUMBER OF SCIENTISTS: 46 full-time employed doctors of science, elected to grades

TOTAL BUDGET (for the calendar year 2012) – 25.196.349 kuna

MSES FUNDING: 19.500.763 kuna

OWN FUNDING: 5.153.262 kuna

SHORT DESCRIPTION OF HIGHER EDUCATION INSTITUTION: The Faculty of Education and Rehabilitation Sciences has acted as an institution of higher education for 51 years, 48 which as a constituent unit of the University of Zagreb. Today, the Faculty is the only higher education institution in Croatia that establishes and offers programmes in the

fields of speech and language pathology, rehabilitation / educational rehabilitation and social pedagogy, along with developing high-quality research work in scientific fields of educational and rehabilitation sciences and speech and language pathology.

During the past ten years, the Centre for Rehabilitation has become, both locally and nationally, a relevant professional site, quite unique in terms of interventions and programmes it develops and provides for persons with developmental difficulties, disabilities or social inclusion problems.

Moving to new premises seven years ago at the Borongaj University Campus have helped development of the Faculty in all activities of the Faculty – scientific, educational and professional.

Faculty organizes and preforms 3 undergraduate study programmes, 3 graduate study programmes, 1 postgraduate specialist programme and 1 postgraduate doctoral programme.

CONCLUSIONS OF THE EXPERT PANEL

ADVANTAGES OF THE INSTITUTION

1. Offers a unique range of study programmes in Croatia
2. Commitment of teaching staff to teaching and research
3. Support for students with disabilities
4. Quality of PhD students
5. Organisation and delivery of Social Pedagogy study programme
6. High number of projects and outcomes
7. Practical work enhances the quality of the programme.

DISADVANTAGES OF THE INSTITUTION

1. Issues with the organisation of teaching schedules
2. Variation in the documentation for different programmes, including learning outcomes, assessment methods and content
3. Low level of availability to support student teaching and learning
4. Infrastructure for quality assurance is not sufficiently well developed
5. International visibility could be improved by website and other promotional materials.

FEATURES OF GOOD PRACTICE

1. Adaptation of teaching resources for students with disabilities
2. Availability of opportunities for practical work to test theoretical knowledge on site
3. Relationship between students and teachers particularly good on some courses
4. Promotion of international mobility, particularly among junior research staff.

RECOMMENDATIONS FOR IMPROVEMENT

1. Management of the higher education institution and quality assurance

- Specific recommendations involve developing a strategic plan for ensuring more financial independence through long-term models for commercialization of the institution's research and public activities, especially in the area of assistive technology and mobile apps. There is a need to plan more integrally and monitor, organise and implement activities more intensively, especially in the area of internal quality assurance, improvement of teaching, more active student participation, information system, more visibility of the institutional public and research participation, as well as administrative activities. All study programmes are in line with the institutional mission, as the content and structure of the study programmes and their learning outcomes reflect the institutional mission and goals, but more uniformity in the programmes' structure, especially learning outcomes, competences and student evaluation criteria, is needed.
- The Faculty has developed quality policy and procedures that include regular collection and analyses of relevant data with the purpose of ensuring and improving the quality of all institutional activities, especially student participation, but there is room for improvement, especially in actively involving the student body in the decision making process.
- The students commented a lack of motivation for taking part in surveys that provide feedback on the teaching quality due to slow response from the management in ensuring needed change and improvement.
- The institution's functional mechanisms for monitoring and improvement of research quality are partly implemented, so a more efficient organisational connection of constituent units and services, but an increase in public visibility and outreach as well, is necessary.
- The implementation and efficiency of the *Rules of Procedure for the Ethics Committee Work* for monitoring unethical behaviour in teaching and research, especially mechanisms for detecting plagiarism, is in question because these rules are not known and implemented by all of the employees and students, and should become mandatory for all stakeholders.

2. Study programmes

- Ensure that all courses and study programmes make available in advance detailed information on content, learning outcomes, teaching methods (including expectations around practical work) and assessment.
- The practical work is an essential and highly valued element of these programmes. It is vital for the future employment of students who graduate

from the programmes. Steps should be taken to ensure that all students are able to meet their requirements for attendance at lectures and undertake the practical experience. This may involve discussing with students which options are available to study and how to organise their practical work. There may also be a need to reconsider some of the scheduling of courses.

- Attention should be paid to ensuring that sufficient high quality resources are available to enable students to access up to date material. Since textbooks in Croatian are essential for some programmes (e.g. some courses in speech pathology), the HEI should consider how to release some teaching staff from part of their teaching commitments to enable them to write text books.

3. Students

- Due to schedule overlaps, students are physically unable to attend the prescribed number of lectures. If it is impossible to organise a schedule which allows students to attend all lectures, teachers should be considerate regarding the students' poor attendance.
- Exam schedules should be organised better. The period of time between the last classes and the exams is not enough for students to prepare themselves properly.
- Communication between HEI and Alumni Association should be improved.
- HEI should organise more extracurricular activities and motivate students to take part in them.
- The information about study programmes and employment opportunities that are available on the institution's website and in other media should be more detailed.

4. Teachers

- The institution doesn't employ an optimal number of qualified full-time teachers and junior researchers, which is visible when analysing the "reverse pyramid" age disproportion and variability of workload. Taking into consideration the restrictive employment state policies in the area of science and higher education, this issue should be resolved through the institution's postgraduate doctoral or professional programmes and future scientific-teaching promotions.
- The institution is committed to taking into account the number of full-time teachers and maintaining an optimal ratio between students and full-time teachers, as well as a positive mentor-student ratio.
- The institution has a number of national and international collaborative research activities, and is actively engaged in further promoting its research excellence and staff mobility, which is its strongpoint.

- The student representatives emphasised an obvious lack of literature, textbooks and appropriate teaching materials, especially in the fields of speech and language pathology. This issue, as well as the scientific-teaching staff's workload, needs to be addressed.

The Faculty of Education and Rehabilitation Sciences emphasises that teaching and research activities of the employed teaching staff are not affected by their external commitments, and ensures that assistants, senior assistants and junior researchers are not allowed to conduct teaching at other institutions outside their home University, but this aspect needs to be controlled continuously and more thoroughly as obvious discrepancies in the teachers' workload were noted.

5. Scientific and professional activity

- Operationalise the research strategy by producing a clear action plan.
- Publish in English language journals and devote staffing resource to write text books in Croatian.
- Enhance opportunities for doctoral students' network nationally and internationally with the aim of increasing numbers of post graduate students.

6. International cooperation and mobility

- Convert international network membership into international research projects
- Enhance visibility of international teaching and learning opportunities on the HEI website.

7. Resources: administration, space, equipment and finance

- There is an urgent need to reassess the spaces provided for study, in particular areas for individual and small group study.
- Additional administrative staff would enable better learning outcomes. Teaching staff could spend less time on administration and preparation of materials and this could free up some of their time for the essential matter of preparing textbooks, which would save time in the longer term.
- The library is inadequate both in terms of space and also of resources.
- With additional resources, staffing and funding, the Rehabilitation Centre, which is already good, could become a flagship centre of excellence.

DETAILED ANALYSIS OF INSTITUTIONAL COMPLIANCE TO THE STANDARDS AND CRITERIA FOR RE-ACCREDITATION

Institutional management and quality assurance

1.1

In line with its mission, the Faculty of Education and Rehabilitation Sciences developed a long-term strategic plan, and most of the stakeholders were included in its development and implementation. The Strategic plan includes measurable strategic goals, operational plan and monitoring mechanisms development for the following five year period in the areas of international visibility, the teaching process, research work and professional impact on the surrounding environment.

1.2

Even though a Committee for quality management was appointed in line with the Ordinance on Quality Assurance System of the Faculty of Education and Rehabilitation Sciences, the institution has only partly developed effective organizational structure and processes formalized in legal documents, so there is a need to plan more integrally and monitor, organise and implement activities more intensively, especially in the area of internal quality assurance, improvement of teaching, more active student participation, mobility and international cooperation, information system, more visibility of the institutional public and research participation, as well as administrative activities.

1.3

The Faculty of Education and Rehabilitation Sciences, as a university constituent, actively contributes to the goals of the university and is making efforts in conjoining in this process, and it has mostly aligned its strategy with the university strategy, Statute and all needed regulations.

1.4

All study programmes are in line with the institutional mission, as the content and structure of the study programmes and their learning outcomes reflect the institutional mission and goals, as well as comparable study programmes at renowned European institutions.

1.5

The Faculty has developed quality policy and procedures that include regular collection and analyses of relevant data with the purpose of ensuring and improving the quality of

all institutional activities, especially student participation. These procedures include students and stakeholders from private and public sectors, and civil society organisations that actively participate in designing public policies.

1.6

It was noted that the Faculty is in the starting phase of ensuring functional mechanisms for monitoring and improvement of teaching quality and balancing teaching workload, with specific regard to the issue of improving the lesson schedule and enabling students with appropriate learning materials and resources. The students commented a lack of motivation for taking part in surveys that provide feedback on the teaching quality due to slow response from the management in ensuring needed change and improvement.

1.7

The institution's functional mechanisms for monitoring and improvement of research quality are partly implemented, as the development of quality assurance needs to strengthen and widen the scope of work of the Quality Committee, and involve all bodies and committees of the Faculty to act in line with the quality policy, by setting up a more efficient organisational connection of constituent units and services, but increase public visibility and outreach, as well.

1.8

The institution has only partly implemented effective mechanisms for monitoring unethical behaviour in teaching and research, especially mechanisms for detecting plagiarism, even though there is an Ethics Committee that harmonises its work with the *Rules of Procedure for the Ethics Committee Work* and a *Code of Ethics*. The implementation and efficiency of the *Rules of Procedure* is not known and implemented by all of the employees and students, and should become mandatory for all stakeholders, both faculty and students considering their research, scientific and professional prominence and responsibility.

Study programmes

2.1

The Faculty could make clear precisely how the development of programmes is informed by feedback from students. Whilst student feedback is sought, the students are not aware of how their feedback feeds into programme development.

2.2

Enrolment quotas are justified.

2.3

The Faculty is commended for resisting any suggestion that quotas should be increased.

2.4

All courses need to provide detailed information regarding learning outcomes that will inform the students about the content and assessment of courses. Whilst some courses do provide this information, it is not uniformly provided across all courses, thus making it more difficult for students to select courses and understand whether the learning outcomes have been met.

2.5

Where learning outcomes are clearly defined, there was evidence that assessment conforms to them. However, since not all courses provide detailed learning outcomes this criterion cannot be fully met.

2.6

Teaching staff are aware that there remain some issues to be resolved in relation to allocation of ECTS credits. The allocation and explanation needs to be made clearly visible to students. For example, if a course attracts either 4 or 5 ECTS credits according to the programme that the student is following, then the additional student effort required for 5 ECTS credits should be visible. We recommend that, since all students are required to undertake some PE in the early years of their study, this should attract an ECTS credit.

2.7

It is not evident that the latest scientific discoveries are included in all courses. Students are not always benefitting from the results of research carried out in the Faculty and internationally. There are new programmes being developed, but these are not totally in line with latest developments internationally. For example, a new programme related to sign language is planned, but elsewhere in Europe these programmes have already been introduced and superseded by other programmes. Still related to deaf education, it is pleasing to see work with children with cochlear implants, but it was not evident how this development was to feed into programmes.

2.8

The incorporation of a high level of practical work to complement theory leads to good preparation for employment. Students are expected to give seminars and to learn in

groups (some of these teaching styles are inhibited by the lack of small learning spaces where students can work in groups, as discussed under Section 7 on resources).

2.9

Students would benefit from access to theses from past students. They are provided with some supplementary material, but there is a lack of appropriate textbooks. Students on these highly specialised courses require subject-specific content in Croatian. They need easy access to a wider range of journals than is currently provided.

2.10

Students have excellent opportunities to support their learning with practical work. There are excellent relations with relevant stakeholders and both formal and informal contact that allows a constant flow of relevant data.

Students

3.1

Admission criteria are satisfactory, and the Panel welcomes the fact that the HEI conducts interviews with each individual candidate.

3.2

Students are involved in numerous extracurricular activities for which they have the support of most teachers. However, such activities are usually the result of students' individual initiative. HEI should organise more extracurricular activities and motivate students to take part in them.

3.3

HEI pays a lot of attention to professional orientation services for all students. Teachers are available for consultations and their communication with the students is excellent. During their internship in different institutions, the students get a clear picture of what is expected of them in a particular profession, and they also have the possibility of talking with experts. An additional advantage is the vicinity of the Centre for Rehabilitation.

3.4

Dates of final exams are determined at the beginning of the academic year and communicated to the students in a timely manner. Mid-term exams are scheduled in consultation with the students but, in some courses, seminars and other obligations are

not announced on time and often catch the students unaware. Furthermore, some teachers do not give students sufficient feedback after exams.

3.5

HEI has established an Alumni Association, but it should work on improving their communication. Although the professions for which the HEI prepares the students are characterised as deficit, their employment rate is not stable; that is why it is necessary to regularly monitor the needs of the labour market and revise the study programmes accordingly.

3.6

HEI regularly informs the public about its activities, but the information about its study programmes and employment opportunities that is available on the institution's website and in other media should be more detailed. This lack of information might explain the low interest of male candidates for the institution's study programmes.

3.7

Most of the teacher-student communication is more than satisfactory. Students are also free to talk about their problems at the meetings. Most of students' criticism is directed towards the Student Administration Office, which they claim is unhelpful.

3.8

There are some problems that have persisted for generations, and the students cannot seem to get any answers. Course descriptions published on the institution's website are obsolete or non-existent. Due to schedule overlaps, students are physically unable to attend the prescribed number of lectures, which causes them problems with some teachers. Exam schedules are also poorly organised and do not leave enough time between the last classes and the exam, or between two different exams. Promotion ceremonies are usually not held. HEI charges 50 kuna per transcript, which other institutions issue free of charge. These problems should be dealt with as soon as possible.

Teachers

4.1

The number and qualifications of the scientific-teaching staff are mostly in line with strategic goals of the institution and adequately cover core disciplines, but the institution doesn't employ an optimal number of qualified full-time teachers and junior

researchers to ensure the quality and continuity of teaching and learning on all study programmes, which is visible when analysing the "reverse pyramid" age disproportion and variability of workload between individual senior and junior faculty.

4.2

This, in fact, is most visible when analysing the institution's policy of growth and development of human resources, especially taking into account potential retirements and sustainability of study programmes as well as research activities, which should be addressed. Taking into consideration the restrictive employment state policies in the area of science and high education, this issue could be resolved through the institution's postgraduate doctoral or professional programmes and future scientific-teaching promotions that should ensure the staff's long-term sustainability.

4.3

But, the institution is committed to taking into account the number of full-time teachers and maintaining an optimal ratio between students and full-time teachers, which is fully implemented, thus ensuring small groups, active communication and student participation, as well as a positive mentor-student ratio. The Faculty of Education and Rehabilitation Sciences also has a number of quality external experts and collaborators involved in the teaching and professional practical activities at the Faculty and the Center for Rehabilitation, due to the lack of staff, but as a result of a justified increase in enrolment quotas.

4.4

The institution has ensured and fully implemented well-developed policies for scientific-teaching staff that ensure their professional development and mobility through better involvement in international networks of scientific and research cooperation, as needed to advance the institution's mission. The institution has a number of national and international collaborative research activities, and is actively engaged in further promoting its research excellence and staff mobility.

4.5

As mentioned, the policies governing the assignment of teachers' workload only partly provide for a fair and equitable distribution of effort and include teaching, research, mentorship and student consultations. The student representatives emphasised an obvious lack of literature, textbooks and appropriate teaching materials, especially in the fields of speech and language pathology. This issue, as well as the scientific-teaching staff's workload, that is very inconsistent and unbalanced when compared to the proposed 300 hours, due to the specific differences in the institution's programmes, needs to be addressed.

4.6

The Faculty of Education and Rehabilitation Sciences ensures that teaching and research activities of the employed teaching staff are not affected by their external commitments, as teachers can teach at other institutions based only on the contract of cooperation and with the written approval of the Head and Faculty Council. After obtaining the approval, the Faculty signs a contract with the Institution at which the professors are teaching, and the Faculty informs the University thereof. There are also university boundaries to the faculty's external commitments, as work outside of the University of Zagreb may amount to one third of the full, standardised teaching workload. Working at other European and international institutions, renowned for their excellence, is conducted according to the evaluation of the competent University bodies and requires notifying the Rector and all of the members of the Rector's Collegium. The Faculty of Education and Rehabilitation Sciences also ensures that assistants, senior assistants and junior researchers are not allowed to conduct teaching at other institutions outside their home University.

Scientific and professional activity

5.1

The Faculty has a strategic development plan which includes a programme of research activities for the period 2014 - 2018. The goals of research are aligned with University objectives to increase international visibility. Staff referred to the need to pursue participation in European funding programmes. The strategic development plan does not yet include an operational plan, with planned dates for achievement, although we were told that monthly monitoring takes place.

5.2

The strategy document was prepared by the Committee for Preparation of Strategic Document of Faculty of Education and Rehabilitation Sciences, with no mention of stakeholders and partners from other organisations or an external advisory board.

5.3

There are 92 staff members, of which 69 hold research-teaching positions. Research projects were being pursued or had been pursued during the period in relation to all three study programme areas. Publications and projects make this work visible.

5.4

In the period of review, 358 relevant research outputs were recorded, of which 85 were in Faculty journals and 127 were in journals listed on international databases. This is approximately five papers per member of research active staff. Staff referred to the need to increase the proportion of papers published in English language journals. Set against this is the need for students and practitioners to read the results of research in journals accessible to them, in Croatian language. This is a continuing source of tension.

5.5

The promotion system in place is based on quality and quantity of research outputs (among other factors), but promotion has come to a halt due to factors outside the Faculty's control. Ministry rules have specified control of promotions based on vacancies due to retirement of Faculty staff. Employees who are midway through the promotion cycle face an uncertain future. Employees have to retire at age 65. There are some in-house awards for research excellence.

5.6

There has been good progress in production of papers, but there is not above average output in English language journals. Very few papers have been produced as a result of international collaboration.

5.7

The Panel was impressed with the number of projects reported – 24, so that on average, staff are involved in 1.5 projects. These take a number of forms, and encompass teaching development, such as Tempus programmes, basic and applied research with a high degree of relevance to practice, and evolution of the science in Croatia. On the day of the visit, a member of staff was informed of success in an additional competitive project. Most projects have been funded by the Ministry, but sources of funding are now diversifying, with more attention on EU sources of funding.

5.8

Research is mostly applied and demands cooperation with stakeholders. Some projects have, for example, developed tests for speech and language for use in schools. Social impact is a high priority for the faculty. One member of staff said that 'the point of projects is to change practice'. Research results are disseminated to local stakeholders.

5.9

The field of practice – public services for children and families - is not conducive to commercialisation of research outputs. However, three members of staff are supported by external funding.

5.10

There are 79 postgraduate students. Research-teaching staff and junior staff believed the doctoral students to be of good quality. They said that staff and students undertaking PhDs were integrated into research projects, were in constant contact with mentors and that some had external supervision. No-one wanted to complain about their supervisors. There are eligibility criteria for becoming a mentor to PhD students and mentorship training for new supervisors, and co-mentorship is an option. The doctoral programme offered courses on research methods, but mentors were crucial in respect of introducing students to research methods. A code of ethics is in place, which includes research projects. The Panel heard discussion of adhering to international standards of informed consent in relation to parents of children participating in a research project in the Centre for Rehabilitation. We did not find evidence of doctoral study completion within a set time period, but this does not mean they do not. There is an expectation of three years for completion.

International cooperation and mobility

6.1

With respect to internal mobility, there are rules for admitting students from other institutions. Those that wish to enter Faculty programmes must take an additional examination during the first year of the graduate programme, which only those who are very motivated will try to do so. Only the best candidates succeed. The Panel heard that students who begin their studies at other institutions often have not had the degree of exposure to practical activities expected by students at the home campus, which can disadvantage them. However, the number of such students is increasing.

6.2

The Faculty has pursued a number of mobility options on behalf of students. There is an active arrangement with Indiana State University, which means that groups of students and staff visit every two years and receive US students every two years. Students must cover their own costs for visiting Indiana. There are also bilateral agreements with Universities of York (Canada), Maribor and Ljubljana (Slovenia), Warsaw, Krakow, (Poland) and universities in Finland, Portugal and elsewhere in Europe.

International mobility is gaining popularity. An ECTS coordinator has been appointed to support them. Students reported barriers including a lack of availability of placements in their chosen destination countries, problems of missing specialised content of their degree programmes, as well as finance. The Panel did not find evidence of Diploma Supplements.

6.3

In the period, teacher mobility was encouraged by Faculty, but difficult to implement for longer periods due to workload issues. Shorter stays were possible at two American universities, and at least five European universities. One member of staff was able to spend a semester in the USA on a scholarship exchange on teaching methods and developing curricula for use on return the home institution. We did not find evidence that two members of staff spent more than a month at a foreign institution or that a third of teachers completed a part of their education abroad. Increasing the teaching activities at the international level is one of the Faculty's strategic objectives, and there is provision within this to include recognition of shorter periods of mobility as a condition for the conferment of senior titles and to set up an information system on available mobility programmes for teachers.

6.4

Faculty members were involved in at least 11 international networks. Each member of staff is permitted to attend one national and one international conference each year, and more conference attendance is possible where project funds allow. This was impressive.

6.5

This is a difficult criterion to fulfil given language barriers and highly specialised fields. Nevertheless, the Faculty runs 20 courses in English language in order to attract foreign students. The self-evaluation form states that nine foreign students have been involved in Faculty study programmes in the past three years. The study page for English language courses at University of Zagreb does not include the Faculty of Education and Rehabilitation Sciences: <http://www.studyincroatia.hr/studying-in-croatia/institutions-and-programmes/teaching-language/english/9996-university-of-zagreb>. However, English language courses offered are listed on the University's own website: <http://www.erf.unizg.hr/coursesEnglish.html>.

Further support for expansion of international mobility has stalled as the Faculty has not been able to recruit the planned special vice dean for international cooperation or establish an Office for International Cooperation as a separate organisational unit. This is due to the general moratorium on recruitment of new staff.

6.6

The Faculty has actively encouraged teachers from abroad. One has visited in connection with research and three in connection with teaching over the reporting period. Students and staff reported appreciation of the different perspectives brought by visiting teachers and access to up-to-date findings of research. Further work in attracting foreign teachers would be enhanced were the Faculty able to implement the plan to appoint

dedicated staff e.g., Office for International Cooperation. Strategic objective 2 of the Faculty strategy development plan is to increase professional activities at the international level and includes networking with international colleagues.

6.7

The number of signed agreements with other institutions has doubled in the past two years, and there is constant engagement in arrangement of new inter-institutional agreements, prompted by increased demand from students to go abroad. There is an annual lecture on Erasmus, which is well attended, and stimulates interest in non-Erasmus programmes and possibilities to travel abroad. The Faculty participates in two Tempus programmes. There is also collaboration for the purposes of social impact.

Resources: administration, space, equipment and finances

7.1

The classrooms are adequately equipped, but the library is inadequate in terms of space, books, e-resources, staffing and computer terminal stations. There should be an increased range and number of textbooks available. Attending to this is a matter of urgency.

7.2

The staff:student ratio for teaching staff is good and is in line with expectations. However, the number of non-teaching staff is insufficient to support the teaching and research activities of the HEI. It is difficult to see how one person can adequately deal with all the student administration, and indeed students mentioned their dissatisfaction with this area. We did not meet or find reference to non-teaching staff to support teaching, and this is having a negative impact on the workloads of teaching staff. This matter is also urgent. Additional staff needs to be employed.

7.3

Given that there are no non-teaching staff except for one administrator and one full-time librarian plus a part-time assistant, it would be extremely difficult to provide opportunities for the professional development of these staff. This matter relates to 7.2 and is also urgent.

7.4

The Rehabilitation Centre functions like a laboratory. It has some excellent equipment, but the amount is limited and not all rooms are equipped with video and observation facilities. If this were improved, then it could better support the learning of students in

addition to being able to provide more facilities for parents and professionals. The HEI is commended for financing some additional staff from their resources for the Centre.

7.5

Classrooms are equipped with some modern technical equipment. However, there is a lack of computer equipment to support teaching and learning or research. The computers available for teaching groups of students are not the latest specification and they are physically so close together that there is no space for students to even place their papers next to a computer. Small rooms containing several student workstations, well-spaced and up to date would be expected in a renowned European institution such as this HEI aims to become.

7.6

See comments under 7.1 above. There were some up-to-date books, mostly in English, but there were many titles absent and many examples of very old books that are completely out of date. The fields that this HEI is concerned with change rapidly and students need to have access to current literature. The electronic database was not the most recent. The library overall is too small and the small room provided for students to work in is most unwelcoming. This is urgent.

7.7

Financial sustainability is assured. However, more funds need to be spent on facilities, equipment, staffing as highlighted in 7.1 to 7.6.

7.8

The institution has used its own funds to support the work of the Rehabilitation Centre, in particular in relation to staffing. An award has recently been instituted for the teacher with the best evaluations and an alumni club has been established.