



SELF-EVALUATION REPORT 2015–2019

University of Zagreb
**FACULTY OF EDUCATION AND REHABILITATION
SCIENCES**
Zagreb, 2020

University of Zagreb
Faculty of Education and Rehabilitation Sciences
University Campus "Borongaj"
Borongajska cesta 83f, Zagreb, Croatia

Dean: Assoc.Prof. Snježana Sekušak Galešev, PhD
Vice-dean for science and international cooperation: Prof. Sandra Bradarić-Jončić, PhD
Vide-dean for study programmes and students: Assoc.Prof. Ante Bilić-Prcić, PhD

Tel.: +385 (0)1 245 7500
Fax: +385 (0)1 245 7559
Court Reg. No.: 3219780
VAT: 34967762426
Giro Account No.: 2360000-1101355137
IBAN: HR8723600001101355137
<https://www.erf.unizg.hr/hr/>

Zagreb, 21 September 2020

Table of Contents

Description of the Faculty (History, Organization, Mission and Vision, Strategy, Study Programs)	2
Description of the Process of Drafting the Self-Evaluation Report	7
1. Internal Quality Assurance	9
2. Study Programs	30
3. Teaching Process and Student Support	38
4. Teaching and Institutional Capacities	54
5. Scientific Activity	67

DESCRIPTION OF THE FACULTY

0.1. History

The Faculty of Education and Rehabilitation Sciences is the only higher education institution in the Republic of Croatia that organizes and conducts university study programs in Speech and Language Pathology, Rehabilitation / Educational Rehabilitation and Social Pedagogy, and that undertakes scientific research and specialized work in these fields. It was founded in 1962, which gives it a relatively short history compared to that of the University of Zagreb. Nevertheless, during that time, it has developed into a renowned and relevant scientific and educational institution that monitors and participates in the development of research and practice in the fields of Speech and Language Pathology, Rehabilitation / Educational Rehabilitation and Social Pedagogy, both domestically and internationally, and that continuously modernizes its study programs.

An awareness of the need to train professionals in the education of "handicapped" children and people, especially deaf and blind children, has existed in Croatia since as early as the 19th century. First "Specialist diplomas" for educational work with deaf-blind and blind children were awarded to Croatian educators in Vienna from 1838 until the end of the 19th century. The education of teachers to work with children with disabilities in special schools was not systematic, despite a certain legal framework, such as the Act on the Organization of Primary and Teacher Training Schools in Croatia and Slavonia of 1874. Significant progress was made in the school year of 1947/1948, with the establishment of study groups for the education of teachers for hearing-impaired children and youth ("surdopedagogy group") and children with intellectual disabilities ("oligophrenic pedagogy group") at the School of Pedagogy in Zagreb. These two-year study programs (or three-year, at one point) lasted until 1962 and enabled students to enroll in the study of special education and another single academic subject. Since they prepared teachers to work with only a part of the population of people with developmental difficulties, disabilities and problems of inclusion in society, these programs and their organizational structure and content proved insufficient for meeting the needs that were evident in practice on a daily basis. This was pointed out in an interdisciplinary study by Tomislav Špoljar and Angelina Borić in 1961. With the support of prominent scientists and teachers at the University of Zagreb, this study revealed a lack of study programs to educate professionals to work with people with visual impairments, speech and language impairments, motor function impairments and behavioral problems, and it documented the need for establishing a College of Defectology as an independent higher education institution. One year later, on 10 July 1962, the Parliament of the People's Republic of Croatia passed the Decision on the Establishment of the College of Defectology and Rehabilitation in Zagreb. The current Faculty of Education and Rehabilitation Sciences of the University of Zagreb is a direct successor of that higher education institution and has been functioning since the academic year of 1962/1963. Based on the aforementioned decision of the Parliament, the College of Defectology received the authority to "educate experts to an advanced degree for professional work in educational institutions and social services that perform work in the areas of education, protection and rehabilitation of children, youth and adults with impaired psychosomatic development".

The College of Defectology was integrated into the University of Zagreb in December of 1964. In the academic year of 1972/1973, postgraduate studies in the field of Hearing and Speech Impairment were organized within the University Centre for Postgraduate Studies. This set the foundations in terms of personnel and other development conditions for the research and teaching advancement of a significant number of employees of the College of Defectology. Therefore, in 1973, the Scientific-Teaching Council of the University of Zagreb passed a Decision on the Transformation of the College of Defectology into the Faculty of Defectology of the University of Zagreb. This Decision was confirmed by the Parliament of the Republic of Croatia in 1973. Over the years, the programs at the Faculty of Defectology have been constantly changing and systematically modernized, nurturing interdisciplinarity and connecting with other professions as monovalent, bivalent, trivalent or polyvalent studies. Therefore, for some time, the study programs were connected with the teaching programs at the Faculty of Science, Faculty of Humanities and Social Sciences, and for a longer time, with the programs of preschool- and primary education at the Department of Education Sciences at the Faculty of Humanities and Social Sciences at the University of Zagreb (presently the Faculty of Teacher Education). Further development in the areas of social sciences, humanities and biomedical sciences had a significant impact on the attitude of society towards vulnerable groups and thus on the professional terminology in order not to stigmatize those groups. Since the name of the Faculty that was providing education in that professional and scientific discipline was extremely stigmatizing, it was changed. The new name – the Faculty of Education and Rehabilitation Sciences – was proposed at the session of the Faculty Council held on 18 July 1996 and confirmed at the session of the Governing Council of the University of Zagreb held on 14 April 1998. Following this decision, the Faculty Council appointed 14 April as Faculty Day.

Changes in the level of education and the name of the Faculty were also reflected in the names of study programs and academic titles of experts. During the fifty years of development of the Faculty, the academic titles of experts in all three study programs have changed at least five times. This was in part due to frequent changes in the legislation regulating

academic titles and degrees (Graduate Expert or Certified Professor). These titles changed nearly every five years, and these experts were dubbed either Professors or Graduates – Speech and Language Therapists, Rehabilitators, Social Pedagogues. The changes were also related to advances in human rights and related scientific disciplines, which led to the obsolescence of stigmatizing names for persons with developmental difficulties, disabilities and problems of inclusion in society, and for the professionals who work with those groups. Thus, the title of Defectologist was completely abandoned in the academic year of 1997/1998. However, the terms Speech and Language Pathology and Social Pedagogy appear in academic titles on diplomas from as early as 1983 (i.e. in study programs from 1979/1980), while Rehabilitator appears in academic titles on diplomas from 1988 (i.e. the study program of 1984/1985).

Since 1973, one research field with the right to confer research titles has been developing at the Faculty, and since 2009, two research fields and six branches have developed: the field of Educational and Rehabilitation Sciences (branches: Inclusive Education and Rehabilitation, Behavioural Disorders) and the field of Speech and Language Pathology (branches: Language and Communication Disorders and Specific Learning Disability, Voice and Speech Disorders, Hearing Impairments and Swallowing and Eating Disorders).

In the period from 2003 to 2005, the Faculty was intensively involved in the reform of the Croatian higher education system by harmonising it with European standards, primarily as stipulated in the Bologna Declaration, within the framework of the Act on Research Activity and Higher Education (2003). During this period, the Faculty developed new undergraduate and graduate study programs.

Since the academic year of 2007/2008, after being located for 45 years within 818 m² at Kušlanova street 59a, the Faculty moved to the University Campus "Borongaj" at Borongajska 83f, Zagreb, where it occupies 3,275 m² in two buildings: a main building (2,500 m²), and the Rehabilitation Centre (775 m²). Since that time, the increased number of students and the development of research and professional activities have created the need for increased space, and for that reason recently we started a project of upgrading the Faculty facilities.

0.2. Organization

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

The Faculty constitutes a public higher education institution and research and teaching component of the University of Zagreb. The founder of the Faculty is the University of Zagreb. The seat of the Faculty is in Zagreb, at Borongajska cesta 83f.

Based on the Decision of the Ministry of Science and Technology of the Republic of Croatia of 24 September 2002, the Faculty was registered into the [Register of Higher Education Institutions](#) under No. 0013. Based on the Decision of the Commercial Court of Zagreb of 19 June 1998, the Faculty was registered into the court register under the Registration Number ("MBS") 080237688.

The Faculty organizes and conducts university programs in Speech and Language Pathology, Rehabilitation / Educational Rehabilitation and Social Pedagogy, as well as research and professional activities in these fields.

More specifically, the activity of the Faculty is the organization and implementation of university undergraduate and graduate studies, postgraduate university doctoral and specialist studies, scientific research, organization and implementation of lifelong learning programs, organization and holding of scientific and professional conferences and symposia, professional counseling and other forms of public scientific engagements, publishing, preparation of professional studies, reports and programs, as well as conducting research for different institutions and organizations, prevention, assessment and diagnosis, rehabilitation, treatment and support for children with developmental difficulties, persons with disabilities, people with speech and language disorders as well as people with social integration challenges and their social environment.

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

The departments are the basic organizational units of the Faculty that undertake research-, teaching- and professional activities in their discipline of focus. There are seven departments at the Faculty, which differ in scope, activities, and size. The departments operate independently and, if necessary, unite to plan and implement research and professional projects. The departments collaborate for the purposes of teaching study programs as well. There are three study programs at the Faculty of Education and Rehabilitation: Speech and Language Pathology, delivered by two departments;

Rehabilitation / Educational Rehabilitation, delivered by three departments; and Social Pedagogy, delivered by two departments. Many scientific projects at ERF have been conducted within its laboratories. There are altogether six laboratories at ERF: four lie within the Department of Speech and Language Pathology, one within the Department of Hearing Impairments and one within the Department of Behavioural Disorders.

Smaller independent organizational units are the two **sub-departments**: the Sub-Department of Information Technology, Statistics and Technology and the Sub-Department of Physical Education and Recreation.

The Centre for Postgraduate Studies and Lifelong Learning is an organizational unit of the Faculty that organizes and implements various forms of postgraduate education as well as lifelong learning programs, in the form of education, seminars, training and other forms of professional development.

The Rehabilitation Centre is a teaching base for clinical exercises and practical classes and the place where clinical practice and other forms of direct professional work and related research and education take place. Clinical practice involves prevention, counseling, diagnosis and assessment, as well as rehabilitation, treatment and support of children with developmental difficulties, persons with disabilities, persons with speech and language pathologies, as well as children and young people at risk of, or already presenting, behavioral problems.

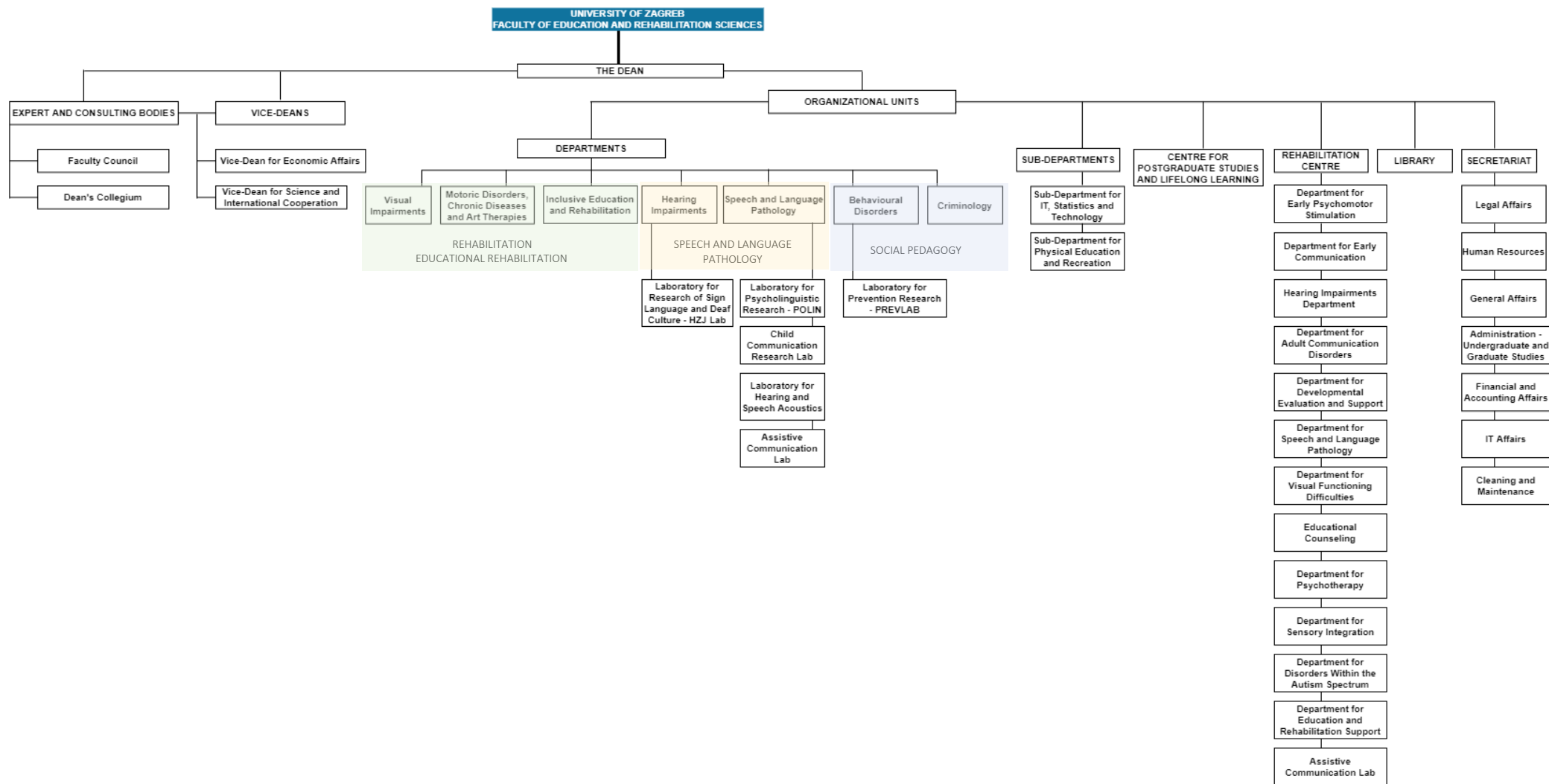
The Library is an organizational unit of the Faculty that offers scientific and professional publications and other information to students, staff and all interested professionals.

The Secretariat is an organizational unit of the Faculty with a large operational scope that includes documenting, preparing and coordinating undergraduate, graduate and postgraduate studies; managing IT, legal, HR, accounting and general affairs; and overseeing cleaning, maintenance and storage of faculty space, property and equipment.

The bodies that manage the Faculty are the Dean and the Faculty Council. **The Dean** is assisted by two Vice-Deans. The Dean's Collegium is an advisory body that is convened by the Dean as needed and that comprises the Dean, Vice-Deans and Secretary of the Faculty.

The Faculty Council is not an organizational unit. However, being the largest professional body of the Faculty, it plays a central role in the Faculty's development, organization and operation. It consists of all full professors, associate professors, assistant professors, teachers, associates, representatives of junior research assistants, student representatives and one non-teaching staff member representative.

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



0.3. Mission and vision

The mission of the Faculty of Education and Rehabilitation Sciences is to provide education based on scientific knowledge of educational rehabilitation, speech and language pathology as well as social pedagogy with the aim of including vulnerable/at-risk groups in the community by taking actions directed at individuals and the social environment and by influencing public policies and social welfare, while respecting the principles of professional ethics and responsibility.

Vision

The Faculty of Education and Rehabilitation Sciences aims to become a higher education institution that is internationally recognized for its excellence in teaching and scientific research, as well as for its professional impact on the environment in which it operates. In accord with this vision in the field of teaching and research, the Faculty is focused primarily on improving study programs, technological infrastructure, student support systems and support systems for scientific research, on raising the quality of scientific journals published by the Faculty and on increasing the number and quality of the research papers published by ERF's researchers. The Faculty strives to leave its professional mark on its environment through the participation of teachers in the work of professional bodies that create social policies in the field of educational rehabilitation, speech and language pathology and social pedagogy, through the organization and implementation of professional training and projects, and through the creation and implementation of new intervention programs.

0.4. Strategy

In the period covered by the Self-Evaluation Report of the Faculty of Education and Rehabilitation Sciences, the main strategic documents for planning and conducting scientific-teaching and professional activities were [ERF Strategic Development Plan 2014-2018](#) and [ERF Strategic Development plan 2019-2023](#) (hereafter: the Strategic Plan 2019–2023), which was adopted at the 10th regular session of the Faculty Council on 8 July 2019.

In the Strategic Plan 2019-2023, the development of the Faculty for the next four years was planned based on the mission of the Faculty, the vision of its development, and analysis of the current situation and objectives achieved in the previous period, within the broader context of scientific, teaching, professional and social activities. The development guidelines of the Faculty cover seven strategic areas, i.e. objectives.

A SWOT analysis was performed for each of the objectives. The Strategic Development Plan of the Faculty is presented in a table that specifies particular goals within each strategic objective, the measures to be taken in order to achieve the set objectives, indicators that will serve as the basis for evaluation of the achievement of the objectives, the responsible persons and the time limit for implementation. The degree of success of the activities performed will be evaluated on an ongoing basis by comparing them with the indicators for previous years, as stated in the annual activity reports.

The strategic areas and associated specific goals are:

1. Improvement of research activities (8)
2. Improvement of teaching activities (9)
3. Improvement of the quality management system (2)
4. Enhancing professional impact on the environment (7)
5. Improvement of management and resources (3)
6. Improvement of international cooperation (8)
7. Improvement of the recognition of the identity and visibility of the Faculty and the three professions for which it provides qualifications (4).

0.5. Study Programs at the Faculty of Education and Rehabilitation Sciences

The study programs conducted at the Faculty of Education and Rehabilitation Sciences are university undergraduate, graduate, doctoral and specialist studies in the field of social sciences. All programs are conducted in Zagreb, on the main Faculty premises at the University Campus Borongaj.

Study Program Title	Study Level	Study Regime	Type of Studies	Academic Title Acquired	Scientific Field	Study Program Duration	Total ECTS credits	Accreditation Year of Study Program	CQF Level
Speech and Language Pathology	undergraduate	full-time	undergraduate university program	University Bachelor of Speech and Language Pathology	Speech and Language Pathology	3.0	180	2005	6
Rehabilitation	undergraduate	full-time	undergraduate university program	University Bachelor of Educational Rehabilitation	Education and Rehabilitation Sciences	3.0	180	2005	6
Social Pedagogy	undergraduate	full-time	undergraduate university program	University Bachelor of Social Pedagogy	Education and Rehabilitation Sciences	3.0	180	2005	6
Speech and Language Pathology	graduate	full-time	graduate university program	Master of Speech and Language Pathology	Speech and Language Pathology	2.0	120	2005	7.1
Educational Rehabilitation	graduate	full-time	graduate university program	Master of Educational Rehabilitation	Education and Rehabilitation Sciences	2.0	120	2007	7.1
Social Pedagogy	graduate	full-time	graduate university program	Master of Social Pedagogy	Education and Rehabilitation Sciences	2.0	120	2005	7.1
Prevention Science and Disability Study	postgraduate doctoral	part-time	postgraduate university doctoral program	Doctor of Science, Social Sciences, Education and Rehabilitation Sciences	Education and Rehabilitation Sciences	3.0	180	2009	8.2
Speech, Language and Hearing Disorders	postgraduate doctoral	part-time	postgraduate university doctoral program	Doctor of Science, Social Sciences, Speech and Language Pathology	Speech and Language Pathology	3.0	180	2018	8.2
Early Intervention in Educational Rehabilitation	postgraduate specialist	part-time	postgraduate university specialist program	University Specialist of Early Intervention in Educational Rehabilitation	Education and Rehabilitation Sciences	1.5	90	2007	7.2

Table 0.1. Levels of Studies and Study Programs at the Faculty of Education and Rehabilitation Sciences

Undergraduate study programs (Speech and Language Pathology, Rehabilitation and Social Pedagogy) were approved in June 2005, and the classes for these programs began at the Faculty in the academic year of 2005/2006. Between 2005 and 2007, the Ministry of Science, Education and Sports of the Republic of Croatia granted permission to the Faculty to operate three graduate university study programs: Social Pedagogy in 2005, Speech and Language Pathology in 2006 and Educational Rehabilitation in 2007 (Table 0.1).

In 2007, following approval by the Ministry, a postgraduate university specialist study program lasting 3 semesters (90 ECTS) was established and initiated with the title Early Intervention in educational rehabilitation.

After being approved by the Ministry of Science, Education and Sports in 2009, the postgraduate university doctoral study program Prevention Science and Disability Study, lasting 6 semesters (180 ECTS), began operating in the academic year of 2007/2008. The program had been approved by the Senate of the University of Zagreb (12 December 2006).

The postgraduate university doctoral study program Speech, Language and Hearing Disorders, also lasting 6 semesters (180 ECTS), was approved by the Ministry in 2018, after which it enrolled its first generation of students.

Description of the Process of Drafting the Self-Evaluation Report

After receiving the notification on the plan for reaccreditation of higher education institutions in 2020, the Self-Evaluation Report Committee was appointed at the session of the Faculty Council on 28 October 2019, complemented by additional members from the ranks of teachers and assistants on 1 June 2020, and members from the ranks of students and alumni on 30 June 2020.

Members of the Committee from the ranks of the research and teaching staff were the Dean (Assoc. Prof. Snježana Sekušak Galešev, PhD), Vice Dean for Science and International Cooperation (Prof. Sandra Bradarić-Jončić, PhD), Vice Dean for Academic Affairs (Assoc. Prof. Ante Bilić Prčić, PhD), President of the ERF Quality Committee (Assoc. Prof. Ivana Borić, PhD), President of the Ethics Committee (Prof. Irma Kovčo Vukadin, PhD), Head of the Faculty Centre for Lifelong Learning (Assoc. Prof. Neven Ricijaš, PhD), Coordinator of Students with Disabilities (Prof. Lelia Kiš- Glavaš, PhD), Head of the Faculty Rehabilitation Centre (Assoc. Prof. Jasmina Ivšac Pavliša, PhD), E-Learning Coordinator (Asst. Prof. Gordana

Hržica, PhD), and one coordinating member from each of the seven departments: Asst. Prof. Ana Bonetti, PhD; Asst. Prof. Tihana Novak, PhD; Prof. Martina Ferić, PhD; Asst. Prof. Damir Miholić, PhD; Prof. Tina Runjić, PhD; Asst. Prof. Daniela Cvitković, PhD; and Assoc. Prof. Ljubica Pribanić, PhD.

Members of the Committee from the ranks of Faculty assistants were: Ana-Marija Bohaček, Sonja Biglabauer, Tomislav Radošević, Dora Knežević, Dominik Sikirić, Lea Masnjak Šušković and Matea Begić.

Members of the Committee from the non-teaching staff were the Expert Associate for Projects and International Cooperation (Vesna Čavić), IT System (ISVU) Coordinator (Anamarija Ivanagić), Accounting Manager (Ljiljana Škaro), Library Manager (Matija Panić), Human Resources Manager (Višnja Krznarić), Expert Associate in the Administration Office of Postgraduate Studies (Lucia Samardžić), Expert Associate in the Administration Office of Undergraduate and Graduate Studies (Vesna Jurišić) and IT operator (Ivan Cerovec).

Student members of the Committee were: Marija Jozipović (Speech and Language Pathology), Barbara Vargić (Social Pedagogy) and Lana Agejev (Rehabilitation).

Alumni members of the Committee were: Vesna Mihanović, PhD (in the field of Educational Rehabilitation), Arijana Mataga Tintor, PhD (Social pedagogy) and Maja Peretić (Speech and Language Pathology).

In the preparation phase for the drafting of the Self-Evaluation Report, the Faculty staff attended the following workshops:

1. *Application of Teaching and Evaluation Methods Coordinated with Learning Outcomes* on 30 May 2019 at the Panorama Hotel in Zagreb,
2. *Training in Drafting a Self-Evaluation Report for Representatives of Higher Education Institutions* on 24 October 2019 at the Hotel International in Zagreb, and
3. *Workshop on the Reconstructed Mozvag, CROSBI and Project Database Systems* on 5 December 2019 at the University Computing Centre in Zagreb.

After the Dean's Collegium had analyzed the Standards for the Evaluation of Quality of Higher Education Institutions and defined the data that still had to be collected, the time limits and persons in charge of individual chapters, the Vice Deans coordinated the data collection, systematization and entry into the Mozvag system as well as the drafting of individual chapters. Drafting was performed by members of the Committee, who contributed according to his or her assigned field.

The following data were used when drafting the Self-Evaluation Report: data from various databases (ISVU, CROSBI, IRB-PDB), data from the annual reports of the organizational units of the Faculty, additional data collected from the organizational units for the purpose of drafting the Report, data obtained from the professional services of the Faculty, as well as previously prepared documents and relevant acts of the Faculty and the University of Zagreb.

The Report was written as follows:

- The Dean, Assoc. Prof. Snježana Sekušak Galešev, PhD -- The Chapter "Description of the Higher Education Institution" and Chapters 1.2 and 4.6;
- Vice Dean for Academic Affairs, Assoc. Prof. Ante Bilić Prčić, PhD -- Chapter II and Chapters 3.1 to 3.5, 3.8, 3.9, 4.1, 4.4 and 4.5;
- Vice Dean for Science and International Cooperation, Prof. Sandra Bradarić-Jončić, PhD -- The Chapter "Description of the Process of Drafting the Self-Evaluation Report" and Chapters 1.2, 1.4, 1.5, 3.6, 3.7, 3.10, 4.2, 4.3, 4.4, 4.5 and Chapter V;
- President of the Quality Committee, Assoc. Prof. Ivana Borić, PhD -- Chapters 1.1 and 1.2;
- Head of the Faculty Rehabilitation Centre, Assoc. Prof. Jasmina Ivšac Pavliša, PhD -- Chapter 1.5;
- President of the Ethics Committee, Prof. Irma Kovčo Vukadin, PhD -- Chapter 1.3;
- Head of the Faculty Centre for Lifelong Learning, Assoc. Prof. Neven Ricijaš -- Chapter 1.6;
- Coordinator of Students with Disabilities, Prof. Lelia Kiš Glavaš, PhD -- Chapter 3.5;
- Expert Associate for Projects and International Cooperation, Prof. Vesna Čavić -- Chapters 3.6, 3.7 and 4.3;
- E-Learning Coordinator, Asst. Prof. Gordana Hržica, PhD -- Chapter 4.3;
- Library Manager, Matija Panić, MLS -- Chapter 4.5.

The first version of the completed document was presented to the members of the Expanded Dean's Collegium on 8 September 2020. Subsequently, the document was sent on 10 September 2020 to the departments, student and alumni representatives for consideration and submission of comments. The final version of the Self-Evaluation Report was adopted at the session of the Faculty Council on 21 September 2020.

1. Internal Quality Assurance and the Social Role of the Higher Education Institution (ESG 1.1, ESG 1.7, ESG 1.8)

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

Elements of the Standard

- *The internal quality assurance system covers and evaluates the entire operations and all activities of the higher education institution (study programs, teaching process, student support, support for students from underrepresented and vulnerable groups, learning resources, research/artistic activity, professional activity, etc.) and supports it with documents.*
- *The internal quality assurance system actively includes all stakeholders of the higher education institution (students and external stakeholders – employers, alumni, representatives of vocational and professional associations, civil society organizations/associations and internal stakeholders).*
- *The higher education institution has adopted a quality assurance policy, which is part of the strategic management of the institution, which is executed through the implementation of the strategy, including the strategy of scientific research activities for a period of at least five years.*
- *The implementation of the strategy includes a SWOT analysis (environment analysis), strategic objectives, objectives of program agreements (where applicable), an operational plan, defined responsibility for implementation, monitoring mechanisms and a report on its execution. Stakeholders acknowledge the strategy as being an effective tool for advancing the institution.*
- *The institution systematically collects and analyses data on its processes, resources and results and uses them for purposes of effective management, improvement of all its activities and further development.*
- *The institution applies various methods of collecting quality information (student surveys on teaching, surveys on study program satisfaction, peer review, feedback from employers and/or associates, alumni, etc.).*
- *The institution is committed to the development and implementation of policies for the management of its human resources (managerial, teaching-scientific, teaching-artistic, administrative, professional and technical personnel), in accordance with the principles and standards of the profession.*

At the Faculty of Education and Rehabilitation Sciences, the culture of quality is highly valued and continuous investment is made in the development and improvement of quality in all segments of the Faculty's activities. In 2013, the Quality Policy of the Faculty of Education and Rehabilitation Sciences and the Ordinance on the Quality Assurance System were adopted. Furthermore, in 2015, the Decision on Amendments to the Ordinance on the Quality Assurance System amended the composition of the Committee stipulated in Article 7. The importance of quality assurance is clearly recognized within the new Strategic Development Plan of the Faculty of Education and Rehabilitation Sciences 2019–2023, where one of the seven strategic objectives is to improve the quality management system. It is important to note that there has been a shift in strategic positioning regarding quality improvement. One of the objectives within the strategic document for the previous period (Strategic Development Plan 2014-2018) was "*improvement of the quality of the teaching process*", but the new strategic document focuses more on overall development of the quality system, not only in terms of the teaching process, but in terms of the Faculty as a whole. This focus on the overall functioning of the Faculty is also reflected in the increased involvement of non-teaching staff, students and external stakeholders in all processes and activities. Following the development of the quality assurance system, the improvement of quality at the Faculty of Education and Rehabilitation Sciences was also recognized within the project Improving the Quality of Study Programmes in Speech and Language Pathology, Social Pedagogy and Educational Rehabilitation (ERF-LOSPER) <http://loesper.erf.hr>, where improvement of the quality system is, in fact, one of the project objectives. In relation to the aforementioned third strategic objective of improving the quality management system, the highlighted activities are: *improvement of the provision of information to the teaching and non-teaching staff regarding the importance and procedures of quality assurance and improvement of the implementation and evaluation of quality assurance*. In this regard, in 2019, a seminar was held on the implementation of a quality system at the Faculty of Education and Rehabilitation Sciences, in cooperation with partners in the ERF-LOSPER project, from the Faculty of Forestry of the University of Zagreb. In the context of quality improvement, special attention is paid to cooperation with domestic and international higher education institutions and quality assurance agencies, and, in that regard, a team of employees of the Faculty of Education and Rehabilitation Sciences performed a study visit to the University of Edinburgh (Scotland) and the Quality Assurance Agency Scotland in November 2019. The main goal of the study visit was related to the processes and activities of the quality assurance system at the University of Edinburgh. However, additional visits were also made to other institutions in the field of care for children and youth with disabilities and risk behaviors. The visits covered the topics of transforming research into practice, quality of practical classes for students, as well as the active participation of external stakeholders in the work of higher education institutions.

Quality assurance in the areas of scientific, teaching and professional activities at the Faculty of Education and Rehabilitation Sciences has been based on the following documents:

- [the Statute of the Faculty of Education and Rehabilitation Sciences \(2016\)](#)
- [the Ordinance on Studying at Undergraduate and Graduate University Studies at the ERF \(2015\)](#)
- [the Decision on Amendments to the Ordinance on Studying at Undergraduate and Graduate University Studies at the ERF \(2019\)](#)
- [the Ordinance on the Postgraduate University Doctoral Study "Prevention Science and Disability Study" \(2011\)](#)
- [The Ordinance on the Postgraduate University Doctoral Study "Speech, Language and Hearing Disorders \(2017\)](#)
- [the Ordinance on the Postgraduate Specialist Study "Early Intervention in Educational Rehabilitation" \(2012\)](#)
- [the Rules of Procedure of the ERF \(2015\)](#)
- [the Amendments to the Rules of Procedure of the ERF \(2017\)](#)
- [the Rules of Procedure of the Rehabilitation Centre \(2007\)](#)
- [the Rules of Procedure of the Centre for Lifelong Learning \(2009\)](#)
- [the Rules of Procedure of the Ethics Committee \(2013\)](#)
- [the Rules of Procedure of the Faculty Council \(2015\)](#)
- [the Ordinance on Publishing Activities \(2018\)](#)
- [the Rules of Procedure of the ERF Library \(2019\)](#)
- [the Ordinance on Awards and Recognitions of the Faculty of Education and Rehabilitation Sciences of the University of Zagreb \(2018\)](#)
- [the Ordinance on Disciplinary Liability of Students of the Faculty of Education and Rehabilitation Sciences \(2014\)](#)
- [the Ordinance on Occupational Safety of the ERF \(2020\)](#)
- [the Ordinance on the Protection of Dignity of ERF Employees \(2020\)](#)
- [the Ordinance on the Procedure of Internal Reporting of Irregularities and Appointment of the ERF Person of Confidence \(2020\)](#)
- [the Ordinance on the Implementation of Simplified Procurement Procedures of the Faculty of Education and Rehabilitation Sciences of the University of Zagreb \(2020\)](#)

Apart from the aforementioned documents, a number of decisions adopted by the ERF Faculty Council are noteworthy, such as:

- [the Decision on Business Trips](#)
- [the Decision on Sanitary Inspections for ERF students](#)
- [the Decision on the Appointment of the Commissioner of Occupational Safety](#)
- [the Decision on the Appointment of a Waste Commissioner and Deputy Waste Commissioner](#)
- [the Decision on the ERF Treasury Operations Procedure.](#)

In accordance with the Ordinance on the Quality Assurance System and the Decision on Amendments to the Ordinance on the Quality Assurance System from 2015, a *Quality Management Committee* is operating at the Faculty, whose task is to plan, coordinate, implement, monitor and evaluate activities within the quality assurance system. The Committee is an advisory body to the Faculty Council and the Dean, and it consists of a total of 7 members from the ranks of the scientific-teaching staff, teaching and associate staff, non-teaching staff, students and external stakeholders. The documents, activities and outcomes of the quality assurance system at the Faculty of Education and Rehabilitation Sciences are available on the Faculty's website at <https://www.erf.unizg.hr/hr/o-nama/kvaliteta>.

The Committee regularly drafts annual action plans with regard to the quality assurance system and submits annual reports about their implementation. Annual plans and reports are adopted by the Faculty Council. Annual reports and annual plans are available at <https://www.erf.unizg.hr/hr/o-nama/kvaliteta>.

The Committee convenes regularly at least four times a year, and makes recommendations to the Dean's Collegium based on its meetings. All recommendations are kept on file. The Committee monitors the way in which the recommendations are implemented in the regular operations of the Faculty; the Committee acts not only on the Administration but on the entire staff to ensure progress. Since 2017, the president of the Quality Management Committee has also been a member of the Expanded Dean's Collegium. In the past five years, the activities of the Committee have focused mostly on improving the quality of teaching (implementation and analysis of student surveys, recommendations for teachers whose work is poorly evaluated, review of study programs), spatial planning, introduction of annual reporting by non-teaching staff, transparency and timely dissemination of information at the Faculty as well as other activities.

In addition to lying within the remit of the Quality Management Committee as an advisory body, quality assurance at the Faculty falls under the authority of the Faculty Management, i.e. the Dean's Collegium (as well as the Expanded Dean's Collegium), the Faculty Council and permanent bodies of the Faculty Council (e.g. the Teaching Committee, the Science Committee, the Publishing Committee, the Library Committee, the Ethics Committee), provisional working groups of the Faculty Council (for example, the Working Group for Drafting the Statute and Proposal of an Ordinance on the Organization of Employment Posts). At the level of postgraduate programs, quality assurance is the continuous responsibility of the leaders of doctoral studies, as well as of the Professional Collegium of the Specialist Study.

Surveys for evaluating the work of teachers are also an important element of quality assurance. Such surveys are conducted at the end of each semester in digital form through the IT (ISVU) system, and every three years using the paper-pencil method according to the Cyclical Evaluation Plan of the University of Zagreb. Surveys are also conducted to evaluate study programs as a whole, in which case they involve students who are completing their undergraduate or graduate studies. The results of the *Teacher Performance Assessment Survey* and the *Study Evaluation Survey* are available on the Faculty website <http://www.erf.unizg.hr/hr/o-nama/kvaliteta> and are updated regularly. Surveys on the assessment of the work of teachers also serve as a basis for issuing a certificate on the quality of scientific work, which is required for (re)conferment of scientific-teaching titles. The results of surveys on the assessment of the work of teachers are regularly analyzed as part of the activities of the Quality Management Committee, and the conclusions and recommendations are presented and analyzed at the sessions of the Faculty Council. Examples of such presentations can be seen on the Faculty website, on the bottom of the section "Dokumenti". Conclusions and recommendations of the Quality Management Committee based on the analysis of surveys are also submitted to the Heads of the Councils of study programs - Educational Rehabilitation, Speech and Language Pathology and Social Pedagogy, in order to ensure an integrated approach to the improvement of the quality of teaching. In 2019, the Quality Management Committee submitted a recommendation to the Dean's Collegium regarding action in the case of a poorly graded teacher (the letter can be viewed on file):

- All poorly rated teachers should submit a statement to the Vice-Dean of Academic Affairs regarding the results of the surveys, and the activities that they plan to undertake for the purpose of improving their classes in accordance with the comments and opinions of students. The Vice-Dean of Academic Affairs should have a supervisory role in monitoring the subsequent quality of teaching and planned improvements.
- In the case of teachers whose classes are regularly graded poorly, we suggest a conversation with, and a formal notice from, the Vice-Dean of Academic Affairs and the development of a joint plan for improving teaching.
- We also propose close monitoring of the results of online surveys of classes run by low-rated teachers and, if necessary, organizing a new survey using the paper-pencil method.
- In general, for the benefit of all teachers, particularly those whose classes are graded poorly, we propose the organization of training in the area of teaching in higher education, with a focus on the following topics (but not excluding other relevant topics): assessment, service learning, student-centered teaching.

A greater focus on generating recommendations and action plans in response to teacher evaluations, as well as feedback to students on the actions undertaken, would increase student response on teacher assessment surveys, especially when they are conducted online through the ISVU system. In order to increase and expand the possibility of collecting feedback from students, but also from other stakeholders at the Faculty and external stakeholders, the Quality Management Committee proposed to the Dean's Collegium the setting up of a "Questions, Notes and Comments" Box. The proposal was accepted, and the Box was installed on the ground floor of the Faculty.

With regard to the work of the non-teaching staff, the Quality Management Committee proposed on a number of occasions to the Dean's Collegium the reporting on work of non-teaching staff (2016) and the launching of a survey on the assessment of the work of non-teaching staff (2019) (letters available on file). In relation to reporting on the work of non-teaching staff, a form was prepared and sent to non-teaching staff for the reporting year 2017. Unfortunately, the data were not systematized or used for further activities or planning. Another round of data collection and analysis is expected to come under consideration in the upcoming period.

The Faculty of Education and Rehabilitation Sciences highly values the involvement of students as key stakeholders in the work of the Faculty, which is reflected in the fact that students are members of the Faculty Council, the Quality Management Committee and the Committee for the Drafting of the Self-Evaluation Report in the re-accreditation process. A branch of the Student Union of the University of Zagreb is operational at the Faculty. In accordance with the Statute of the Faculty and the Statute of the ERF Student Union, the Student Union participates in the work of the Faculty Council with a total of 15 representatives, who are students of undergraduate, graduate and postgraduate studies at the Faculty of Education and Rehabilitation Sciences. The ERF Student Union cares about the quality of life of students, and

especially about the quality of the study process, student standards and rights, and other issues important to students. It makes decisions that are binding on other bodies of the Student Union.

There are also several student associations operating at the Faculty: the Student Sports Association of the Faculty of Education and Rehabilitation Sciences, the Association of Social Pedagogy Students ("Pupovci"), the Association of Students of the Graduate Study of Educational Rehabilitation – module of Rehabilitation of Visually Impaired Persons, and the Association of Students of Speech and Language Pathology ("Logomotiva"). The student women's a cappella ensemble "Sorelo" also operates at the ERF. Since 2010, the Association of Graduate Student AMCA-ERF has been active at the Faculty. The Faculty continuously supports the work of these associations by providing space as well as professional and financial support. Over the last year, we have been working on even more active and constructive involvement of students in Faculty work, which is one of the activities in the strategic document of the ERF for 2019–2023. In December 2019, undergraduate, graduate and postgraduate students participated in a workshop "The Role of Students in Ensuring the Quality of Higher Education Institutions", organized by the Agency for Science and Higher Education.

In relation to the previous self-evaluation of the Faculty of Education and Rehabilitation Sciences of 2013 [Self-Evaluation Report of the Faculty of Education and Rehabilitation Sciences (2008–2013)], a number of positive developments have occurred in the field of quality assurance, which is primarily reflected in the development and improvement of various ordinances and rules of procedure (e.g. the Statute of the Faculty of Education and Rehabilitation Sciences (2016), the Ordinance on Carrying out Undergraduate and Graduate University Studies at ERF (2015), the Rules of Procedure of the ERF (2015), the Rules of Procedure of the Faculty Council (2015), and the Ordinance on Disciplinary Liability of Students of the Faculty of Education and Rehabilitation Sciences (2014)). It is also important to note that efforts are continuously invested in changing and amending current documents as well as drafting new, up-to-date documents that enable more efficient business operations. These efforts depend on careful, continuous monitoring of business processes related to research, teaching, professional and other activities of the Faculty, as well as monitoring of changes in society. Therefore, activities regarding quality assurance at the Faculty are ongoing, which we consider positive and motivating. In this regard, in May 2020, a proposal for a new Statute of the ERF was adopted and submitted to the Statutory Issues Committee at the University of Zagreb.

Although activities in the area of establishing a quality assurance system at the Faculty of Education and Rehabilitation Sciences have intensified in the last five years, the need for more comprehensive and systematic planning, implementation and evaluation of all areas of quality assurance is still present. These areas include teaching, scientific, professional work, international cooperation, information systems, the public nature of activities, administrative activities and management of all processes, i.e. management of the Faculty in general. In this regard, the need for a third Vice-Dean with a scope of activities clearly focused on quality assurance was recognized and defined within the development strategy of the Faculty for the upcoming period. The Strategic Development Plan of the ERF for the period from 2019 to 2023 also provides for activities supporting amendments to the Ordinance on the Quality Assurance System and the development of a Manual for Quality Assurance at ERF by the end of 2021. In addition, great emphasis will be placed on training of teaching and non-teaching staff, as well as on mentoring from other higher education institutions that are leaders in the field of quality assurance. In this regard, cooperation has already been established with the Faculty of Forestry of the University of Zagreb within the ERF-LOSPER project.

1.2. The Higher Education Institution Applies the Recommendations for Quality Improvement from Previous Evaluations

Elements of the Standard

- *The Faculty has analysed the proposals for improvement and is implementing activities based on previous evaluations (internal and external).*
- *The Faculty is analysing the improvements and planning further development based thereon.*

In the process of re-accreditation of the Faculty of Education and Rehabilitation Sciences conducted in 2014, the Expert Committee appointed by the Accreditation Council of the Agency for Science and Higher Education produced the Report of the Expert Panel on the re-Accreditation of the Faculty of Education and Rehabilitation Sciences. The report of the Expert Panel contains a detailed analysis based on the standards and criteria for re-accreditation. Based on the aforementioned report of the Expert Committee, on 27 October 2014, the Agency for Science and Higher Education submitted the Recommendation for Accreditation of the Agency for Science and Higher Education (AZVO) to the Faculty in the ERF re-accreditation process, in which quality was assessed according to seven standards in the document *Criteria for Assessing the Quality of Higher Education Institutions Within the University*. Six of the seven standards were rated as "mostly implemented" at the Faculty of Education and Rehabilitation Sciences: Higher Education Management and Quality Assurance, Study Programs, Students, Teachers, Scientific and Professional Activities, and Mobility and

International Cooperation. The standards Professional Services, Space, Equipment and Finance were assessed as being "in the initial phase of implementation". In the conclusions of the Recommendation for Accreditation, the following was recommended:

1. issuing a Letter of Expectation specifying a three-year time limit on removing deficiencies related to the postgraduate university (doctoral) study program Prevention Science and Disability Study;
2. issuing a certificate that the necessary conditions have been fulfilled for the Faculty to operate the remaining study programs;
3. issuing a certificate that the necessary conditions have been fulfilled for the Faculty to perform scientific activities;
4. monitoring of the higher education activities in item 2 and scientific activities in item 3, with such monitoring involving:
 - the adoption of an action plan, duly submitted to the Agency, for improving quality within 6 months from receiving the abovementioned certificate, with the action plan specifying, *inter alia*, the improvements in resources, particularly space, equipment and literature; and
 - annual reporting to the Agency (via its information system) on the implementation of the action plan, especially the execution of planned improvements related to space, equipment and literature, with updates on operating conditions.

Based on the recommendations for accreditation of the Agency for Science and Higher Education, the Ministry of Science, Education and Sports issued a Certificate of Compliance to the Faculty for performing scientific activity and part of its higher education activities, i.e. all study programs except the postgraduate university doctoral study Prevention Science and Disability Study.

Based on the Recommendations for Accreditation, the Committee for the Development of the ERF Action Plan was appointed at the second regular session of the Faculty Council held on 24 November 2014, consisting of Asst. Prof. Ante Bilić Prčić, PhD; Assoc. Prof. Daniela Bratković, PhD; Assoc. Prof. Martina Ferić, PhD; Prof. Jasmina Frey Škrinjar, PhD; Zdenka Imamović, LL.M.; Assoc. Prof. Ines Joković Oreb, PhD; Prof. Mirjana Lenček, PhD; Asst. Prof. Martina Lotar Rihtarić, PhD; Asst. Prof. Marina Milković, PhD; Assoc. Prof. Marijan Palmović, PhD; Asst. Prof. Neven Ricijaš, PhD; and Prof. Antonija Žižak, PhD. The aforementioned Committee prepared a Proposed Action Plan for Quality Improvement, which was presented at the meeting of the Expanded Dean's Collegium on 18 May 2015 and submitted to all members of study programs and employees of the Rehabilitation Centre, the Secretariat and the Library for discussion. Then proposals and comments were submitted to the Committee on 10 June 2015. The final version of the Action Plan of the Faculty of Education and Rehabilitation Sciences for the Period from 1 July 2015 to 31 December 2017 was discussed and adopted at the ninth regular session of the Faculty Council on 29 June 2015.

Based on the 27 recommendations received in the re-accreditation process, the Action Plan stipulates a total of 65 activities over a period of three years. Activities from the Action Plan for Improving the Quality of the Faculty of Education and Rehabilitation Sciences were carried out by employees, students and responsible persons of the Faculty. In the first year of implementation, the plan provided for the execution of 54 activities, according to the following areas: 17 - Management and Quality Assurance; 4 - Study Programs; 10 - Students; 4 - Teachers; 5 - Scientific and Professional Activities; 6 - Mobility and International Cooperation and 8 - Resources: Professional Services, Space, Equipment and Finance. The progress and quality of implementation were monitored and discussed periodically at the sessions of the Expanded Dean's Collegium on 15 September 2015, 16 November 2015, 29 February 2016, 16 May 2016 and 13 June 2015. The Report on the Implementation of the Action Plan for Improving the Quality of the ERF for the Period from 1 July 2015 to 30 June 2016 was discussed and accepted at the ninth regular session of the Faculty Council in the academic year of 2015/2016, held on 27 June 2016. Of the planned activities, 44 (81%) had been fully implemented, 9 (16%) were partially realized and their implementation would continue into the next reporting year, and 2 (3%) had not been realized at all, so they were completely transferred into the next period. In the second year of implementation, seven new activities were stipulated (five in the area of Quality Management and Assurance, and two in the area of Scientific and Professional Activity), together with eight activities that were partially implemented in the first year of implementation and should have been completed (two activities in Management and Quality Assurance, two in Students, one in Teachers, two in Scientific and Professional Activities, and one in Resources), as well as 30 activities planned as continuous (seven in Management and Quality Assurance, four in Study Programs, seven in Students, one in Scientific and Professional Activities, six in Mobility and International Cooperation, and 5 in Resources). The Report on the Implementation of the Action Plan for Improving the Quality of the ERF for the Period from 1 July 2016 to 30 June 2017 was discussed and accepted at the ninth regular session of the Faculty Council in the academic year of 2016/2017, held on 26 June 2017. The report shows that all activities that were partially implemented in the previous report had been fully implemented, and that all activities planned for the period from 1 July 2016 to 30 June 2017 had been completed, except for the drafting of the Ordinance on the Organization of Employment Posts.

The Report on the Implementation of the Action Plan for Improving the Quality of the ERF for the Period from 1 July 2016 to 30 June 2017 was submitted by the Faculty to the Agency on 17 July 2017. At its 89th session held on 24 October 2017, the Agency Council discussed the evidence on the elimination of deficiencies as defined in the Letter of Expectation and determined that the postgraduate university study Preventive Science and Disability Study met the criteria in paragraph 2 of Article 13 of the Ordinance on Permits and Criteria for Issuing Permits to Perform Higher Education Activities and Conduct Study Programs and for Re-accreditation of Higher Education Institutions. Based on the Recommendation for Accreditation (Recommendation for Accreditation), the Ministry of Science and Education issued a Certificate of Compliance for the postgraduate university (doctoral) study program Prevention Science and Disability Study (Decision of the Ministry of Science and Education).

In December 2017, the **re-accreditation of the doctoral study program Prevention Science and Disability Study** was carried out. Based on the Report of the Re-accreditation Expert Panel (March 2018), the Agency for Science and Higher Education submitted the Recommendation for Accreditation to the Ministry of Science and Education in July 2018, which, in September 2018, issued the Letter of Expectation with a three-year time limit for elimination of deficiencies regarding the aforementioned study program. The Report of the Re-accreditation Committee contained the following recommendations for improving the quality of the study program, followed by information about the improvements undertaken:

1. Coordination of teaching hours with the prescribed norm regarding working hours.

The enrollment quota for new generations of doctoral students was assessed by the Doctoral Study Management in accordance with the availability of research, teaching and mentoring resources, i.e. the ability of potential students and teachers to successfully fulfill all obligations, leading to the proposal to limit the enrollment quota of new students every three years to 25. Based on that information, the Faculty Council made a decision on the enrollment quota and announced the competition procedure for the enrollment of a new generation of doctoral students. The workload of mentors in the doctoral study program does not exceed prescribed values, and the ratio of mentors and doctoral students is favorable (significantly less than 1:3).

2. Appointment of a mentor at the beginning or shortly after enrollment.

Since this study program offers a large number of new interdisciplinary topics that doctoral students have not previously encountered in their graduate studies, it is usually not possible to choose a mentor to write a doctoral thesis very early in the course of the program. Until the appointment of a mentor, doctoral students are accompanied by research mentors/study advisors, who play an active supervisory role and who monitor and encourage doctoral students to engage in scientific research, participate in conferences and publish papers, and encourage critical thinking skills in scientific research prior to formal appointment of a mentor. In accordance with the recommendations of the Accreditation Committee, the Doctoral Study Management decided that mentors for full-time students should be appointed during the first or second year of doctoral studies, and that part-time students must submit and publicly defend their proposal of doctoral thesis, which must be approved no later than at the time of enrollment in the third year of study. In addition, in accordance with the recommendations, candidates enrolling in doctoral studies from the generation after the re-accreditation already in the admission process are required to submit a research proposal that includes a potential mentor. The feasibility, scientific quality, innovation and social relevance of the proposal are to be assessed during the candidate's interview.

3. The university or higher education institution should conduct regular internal audits of the study program, for example every five years, as part of the quality assurance and improvement process.

After each three-year cycle, or before the enrollment of a new generation of doctoral students, an internal audit of studies is planned based on feedback from students, professors and mentors. The internal audit process is led by the management of the study program, together with the Quality Management Committee.

4. If necessary, the development of a protocol between the Faculty, doctoral students and their employers, if doctoral students collect data at the place of employment or elsewhere with connection to the employer.

The possibility of developing such a protocol was created, but the need for it has not yet arisen. The proposal of a protocol, if required, will be prepared by the Secretary of the Faculty and the Head of Studies and/or Modules.

5. It is recommended that students have fewer compulsory courses and that the program be adapted to students' previous experiences and qualifications, so that students have more time to develop the research skills needed for doctoral studies and future careers.

Due to the complexity that arises from the prominent interdisciplinarity of this doctoral study and the diversity of educational backgrounds of the doctoral students, this study program involves course requirements, which expose

students to a large number of new interdisciplinary topics and can provide a basis for selecting doctoral research. However, at the same time, in accordance with the recommendations, enough time is left for research activities, i.e. the acquisition of independent scientific and generic competencies.

6. An external member (who is not employed at any of the constituent parts of the University of Zagreb) should be appointed to the Committee for the Defence of the Doctoral Thesis.

The process of drafting and defending the topic of the doctoral thesis is clearly defined in the Ordinance on Doctoral Studies, which fully complies with the provisions of the Ordinance on Doctoral Studies of the University of Zagreb, which does not define a provision that at least one member who is not an employee of the University of Zagreb should be appointed to the Committee evaluating the doctoral thesis. Therefore, in the postgraduate doctoral study, members from other constituents of the University of Zagreb or other universities in the Republic of Croatia, are appointed as external members of the Committee.

7. The development of learning outcomes related to the contribution to the development of knowledge resulting from the doctoral study is necessary.

Many of the learning outcomes of doctoral studies relate to the development of knowledge. In social sciences, the elaboration and evaluation of a program, policy and/or strategy require a high level of knowledge, methodological competencies and understanding of the field at the meta-level. Given the recommendation, the process of more clearly defining learning outcomes at the doctoral level is underway.

8. The use of plagiarism detection software and training of teachers and students to use such software is recommended.

All doctoral theses are checked systematically in terms of prevention of plagiarism and falsification of research outcomes. For this purpose, and for the purpose of disseminating knowledge and promoting doctoral students' work, the Faculty publishes all theses on its website with open access. Since 2018, the Faculty has been using Turnitin software to detect plagiarism.

9. The higher education institution should provide teachers more support and incentives for publishing papers in international and peer-reviewed journals and involvement in new research projects.

Based on the previously mentioned action plans, measures have been introduced to encourage scientific productivity. Since 2018, a number of new measures have been introduced to encourage scientific productivity and project applications. This is explored further in Chapter 5.4 of the Self-Evaluation Report.

In December 2019, the **re-accreditation of the doctoral study Speech, Language and Hearing Disorders** was carried out. The Report of the Re-accreditation Expert Panel rated the quality of most segments of this study program as "high". Recommendations for improving the quality of studies were related to the reorganization of compulsory classes (more courses focusing on individual disorders, basic content, more general evidence-based methods and approaches, systematic review articles and general skills), the provision of greater financial support to doctoral students in their scientific research work, an increase in the scientific productivity of teachers and a stronger connection between this program and the doctoral study program Prevention Science and Disability Study. In July 2020, on the basis of Recommendations for Re-accreditation of the Agency for Science and Higher Education, the Ministry of Science and Education issued a Certificate of Compliance for this doctoral study program, with subsequent monitoring and the development of an action plan within six months and annual reporting to the Agency for Science and Higher Education about the plan's implementation. The development of this action plan, including improvements to fulfill the re-accreditation recommendations, is nearing completion. The action plan will be sent to the Faculty Council for adoption at the same time that this Self-Evaluation Report is submitted.

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

Elements of the Standard:

- *The higher education institution supports academic integrity and freedom and ensures ethical work and preserves academic integrity and liberty.*
- *The Faculty effectively uses mechanisms to prevent unethical behaviour, intolerance and discrimination.*
- *The Faculty conducts activities to sanction unethical behaviour, intolerance and discrimination.*
- *The system of competence for the resolution of conflicts and irregularities is functional at all levels of the institution.*

- *The employees, students and external stakeholders of the institution base their work on the principles of academic ethics.*
- *The higher education institution systematically resolves issues of plagiarism, cheating in exams and falsification of results.*

The Faculty of Education and Rehabilitation Sciences supports and protects academic integrity and freedom and ensures ethical work. As a component of the University of Zagreb, the ERF applies the Code of Ethics of the University of Zagreb (since 18 May 2007).

The Code of Ethics of the University of Zagreb (Article 1) "contains moral principles and the principles of professional ethics by which teachers, scientists, artists and other employees of the University of Zagreb should abide in their professional and public activities". These principles (Article 2) "apply accordingly to students and other persons who are not employees of the University of Zagreb, but participate in the work and activities of the University, if and to the extent that the behavior and actions of these persons can be directly linked to the University". The Code of Ethics of the University of Zagreb defines norms of behavior within three basic areas (Article 3):

- A. the basic principles in relation to morally justified and morally unacceptable behavior at and in connection with the University;
- B. ethical rules of the teaching and scientific-artistic process at the University; and
- C. the composition and procedures of bodies that provide their opinion on the implementation of the principles and rules of the Code of Ethics and on compliance by persons to whom the Code applies.

The basic principles and rules defined by the Code of Ethics of the University of Zagreb are: the principle of peaceful enjoyment of rights (Article 4); the principle of respecting the integrity and dignity of persons (Article 5); the principle of autonomy of scientific, artistic and teaching activities (Article 6); the principle of equality and fairness (Article 7); the right to academic liberty (Article 8); the principle of professionalism (Article 9); and the principle of observance of laws and other legal procedures (Article 10). The Code of Ethics defines the following behaviors as unacceptable: discrimination (Article 11), harassment (Article 12) and prejudice (Article 13).

Within the area of ethical rules in teaching, scientific and artistic activities, the Code of Ethics of the University of Zagreb specifically defines professional duties in teaching, unacceptable teaching practices, the use of people and animals in scientific research and artistic work, the fabrication of results, forgery, plagiarism, fabrication and alteration of recommendations, receiving gifts and other goods, conflicts of interest, transparency and confidentiality, the right and obligation of continuing education and lifelong learning, professional advancement, public speaking and accountability with regard to the academic community.

The Quality Policy of the Faculty of Education and Rehabilitation Sciences includes respect for and promotion of academic integrity and freedoms through investment in quality in all areas of activity of the Faculty, the employees and students, which is contained in the strategic documents and legal acts of the Faculty.

Since 2008, in accordance with the provisions of the Code of Ethics of the University of Zagreb, the Dean appoints the Ethics Committee, with the consent of the Faculty Council, for a term of four years. The Ethics Committee consists of three members (representatives of the study programs of Educational Rehabilitation, Speech and Language Pathology as well as Social Pedagogy) and three deputies. The members of the Committee elect the president from among themselves at the constitutive session, which is convened by the Dean. Each term of office of the president and the members is four years. The president is limited to two terms of office, while members are not limited in their terms of office.

The Rules of Procedure of the Ethics Committee (2013) regulates the manner of work and rules of operation of the Ethics Committee, as well as other issues important for the performance of tasks within the scope of the Ethics Committee.

In accordance with these Rules of Procedure, the Ethics Committee performs the following tasks:

- monitoring the implementation of the Code of Ethics of the University of Zagreb for the purpose of development and application of ethical standards;
- determining whether the Code of Ethics at the Faculty has been violated;
- issuing opinions on the compliance of written materials with the Code of Ethics in the context of application procedures for scientific projects, doctoral dissertations, specialist theses, graduate theses and seminar papers;
- performing other tasks within its competence.

Any staff member and student may report a violation of the Code of Ethics (Article 13 of the Rules of Procedure of the Ethics Committee). A justified and documented written claim is submitted to the Dean and/or the Faculty bodies responsible for the activity within which the purported violation of the Code of Ethics has occurred. Anonymous claims

are generally not taken into consideration. The request for an opinion on whether an action or behavior complies with the principles and rules of the Code of Ethics is initiated by the Dean in writing (Article 14 of the Rules of Procedure of the Ethics Committee).

Most cases in which the Ethics Committee has taken action have been related to issuing opinions on the observance of ethical principles in project/research drafts. From the academic year of 2017/2018 to 1 July 2020, the Committee carried out a total of 48 proceedings. No proceedings were referred to a higher instance, and all cases were related to the compliance of research drafts with ethical principles.

During the past five years, special emphasis has been placed on the transparency and availability of information about the Ethics Committee and improvement of ethical aspects of scientific activities (in accordance with Point 1.8 of the Action Plan for Improving the Quality of the Faculty of Education and Rehabilitation Sciences of the University of Zagreb for the Period from 1 July 2015 to 31 December 2017). At the beginning of the reporting period (2015), the Ethics Committee opened an e-mail address (eticko.povjerenstvo@erf.hr) and the following documents have been drafted: the Protocol for the Provision of Opinions on the Compliance of Written Materials with the Provisions of the Code of Ethics of the Ethics Committee in Science and Higher Education, the Code of Ethics of the University of Zagreb and the Rules of Procedure of the Ethics Committee of the Faculty of Education and Rehabilitation (in the context of application procedures for scientific projects, doctoral dissertations, specialist theses, graduate theses and seminar papers in the scientific fields of Educational Rehabilitation and Speech and Language Pathology), and the Project/Research Draft Form for submission to the Ethics Committee. Also in 2015, on the website of the Faculty, an "Ethics Committee" link was created within the link "Science", which provides data on members of the Ethics Committee, links to original relevant documents on ethics in scientific activities, the aforementioned mentioned Protocol (which provides the detailed procedure for submitting a project/research draft), the Project/Research Draft Form and the e-mail address of the Ethics Committee.

In 2016, in order to improve ethical aspects of activities implemented at the Faculty, the Council of Study Programs and the Student Union were asked to express interest in certain topics in the field of ethics, which resulted in the organization of a workshop "Ethical Challenges in the Academic Environment" on 9 January 2017 (Prof. Dinka Čorkalo Biruški, PhD, Department of Psychology, Faculty of Humanities and Social Sciences, University of Zagreb).

Based on its experience in issuing opinions on the observance of ethical principles in project/research drafts, the Ethics Committee undertook in the academic year of 2019/2020 to change the draft form in order to clarify the requirements of the Ethics Committee. The procedure is expected to be finalized by the end of this academic year. The organization of specific training for teachers and mentors in order to improve ethics-related quality of scientific activities at the ERF is also being planned. In order to develop the concept of ethics in scientific research, the Ethics Committee has ordered a number of books for the ERF Library that are available to teachers and students, and such purchases are intended to continue in future academic years. In the same academic year of 2019/2020, several workshops (each lasting four to five teaching hours) were programmed for students in the specialist study program of Early Intervention in Educational Rehabilitation and students in the doctoral study program of Prevention Science and Disability Study, with the aim of raising students' awareness of ethics in scientific activities and adopting basic ethical principles, as well as training students to recognize and adequately address the ethical aspects of drafting their own scientific research. The workshops will be carried out by the end of the academic year of 2019/2020.

The prevention of various forms of unethical behavior, intolerance and discrimination is integrated into various general and special acts of the Faculty and can be linked to the Rules of Procedure of the Ethics Committee, the Ordinance on Disciplinary Liability of Students of the Faculty of Education Sciences (December 2014), the Protocol for Reporting, Contracting, Managing and Monitoring ERF Projects (updated in 2017), the Ordinance on the Protection of the Dignity of ERF Employees (January 2020) and the Ordinance on the Procedure of Internal Reporting of Irregularities and Appointment of the ERF Person of Confidence (January 2020).

The Ordinance on Disciplinary Liability of Students defines major and minor disciplinary offenses for which disciplinary measures are enforced. The disciplinary liability of students is decided by the Student Disciplinary Committee, which consists of five members (three teachers from three study programs and two students). The term of office of the members of the Committee is two years. Disciplinary proceedings are initiated at the proposal of the Dean.

The objective of the Protocol for Application, Contracting, Management and Monitoring of ERF projects is the improvement of scientific research and professional activities and the promotion of organizational values that include professional ethics and responsibility in the performance of all activities, respect for the views and opinions of others, compliance with legal acts and regulations, teamwork and excellence. The Protocol contains definitions of essential project characteristics (types of projects according to different criteria, essential project features, possible mechanisms for contracting projects); the application notification procedure; the start of work or participation in the project; the definition of administrative, legal and financial activities related to project application and implementation, project

documentation and records; conditions for regular project activities and accountability; as well as a project notification and record form.

The Ordinance on the Protection of the Dignity of Employees provides for the procedures and measures to protect the dignity of ERF employees, the definition of harassment and sexual harassment, and examples of behavior that may constitute harassment or sexual harassment. The Dean appoints a Commissioner for the Protection of the Dignity of Employees who, along with the Dean, is authorized to receive and examine complaints related to the protection of the dignity of employees. The term of office of the Commissioner is five years, with the possibility of reappointment. Employees who consider themselves to be suffering from harassment or sexual harassment have the right to file a signed complaint in writing. At the end of the presentation of evidence, the Commissioner presents his or her conclusion in a written report on the existence of harassment or sexual harassment and, if he or she concludes that such harassment or sexual harassment occurred, he or she proposes certain measures to the Dean to be taken in order to prevent further harassment or sexual harassment. The Ordinance defines the measures that the Dean may take in the event of minor or severe harassment or sexual harassment.

The Ordinance on the Procedure of Internal Reporting of Irregularities and Appointment of the ERF Person of Confidence provides detailed descriptions of (1) the procedure for reporting irregularities at the ERF, (2) the appointment of a person of confidence and his or her deputy to receive reports of irregularities and conduct proceedings related to reports of irregularities at the Faculty, (3) the protection of whistle-blowers and protecting data received during the reporting of irregularities from unauthorized disclosure. The person of confidence and his or her deputy are appointed by the Dean with their prior consent.

Activities regarding sanctions against unethical behavior, intolerance and discrimination are defined in the following documents:

- the Collective Labour Agreement for Science and Higher Education
- the Statute of the University of Zagreb
- the Statute of the Faculty of Education and Rehabilitation Sciences
- the Code of Ethics of the University of Zagreb
- the Rules of Procedure of the ERF Ethics Committee
- the Ordinance on Studying at the Undergraduate University and Graduate Studies of the ERF
- the Ordinance on the Postgraduate University Doctoral Study "Prevention Science and Disability Study"
- the Ordinance on the Postgraduate University Doctoral Study "Speech, Language and Hearing Disorders"
- the Ordinance on the Postgraduate Specialist Study "Early Intervention in Educational Rehabilitation"
- the Ordinance on Disciplinary Liability of Students of the Faculty of Education and Rehabilitation Sciences
- the Ordinance on the Protection of Dignity of ERF Employees
- the Ordinance on the Procedure of Internal Reporting of Irregularities and Appointment of the ERF Person of Confidence.

The staff, students and external stakeholders of the Faculty base their work on the principles of academic ethics, which is one of the fundamental principles of higher education. The importance of respecting the principles of academic ethics is stated in all the aforementioned documents that regulate the scientific activities of teachers, teaching, relationships between employees of the Faculty and students, relationships between students, relationships between employees, as well as relationships of employees and students with external stakeholders.

Issues of plagiarism, cheating at exams and falsification of results are defined by the Code of Ethics of the University of Zagreb and the Rules of Procedure of the Ethics Committee. In their work, teachers teach students about plagiarism, cheating and falsification of results at all levels of study within the instructions provided for the drafting of seminar papers. Also, a mandatory subject practicum on academic skills addresses this issue at the undergraduate level in the study program of Social Pedagogy. Teacher–mentors draw the students' attention to these issues as they prepare their final theses/dissertations.

During the reporting period (2015–2019), a formal Statement of Authorship was introduced as a mandatory element of final (graduate) theses. This instruction is contained in the document An Example of the Layout of the First Pages of the Thesis, which can be found on the Faculty website. Since the academic year of 2015/2016, students sign a statement on the storage and publication of their thesis, which since 2016/2017 also applies to doctoral dissertations and specialist theses in the digital repository of the ERF. This statement allows academic documents to be made available to the interested public, who can also point out any issues of plagiarism, cheating or falsification of results that the competent persons or bodies of the Faculty may have failed to notice.

Since 2019, teachers, mentors and editors of journals published by the Faculty (*Croatian Review of Rehabilitation Research* and *Criminology and Social Integration*) or co-published by the Faculty (*Logopedics*) have been using the

computer software Turnitin to detect cheating, plagiarism, or falsification of results in assignments, exams and papers appearing in journals published or co-published by the Faculty. Workshops on the use of these programs are planned for the purpose of equipping all teachers for their use.

Papers by Faculty teachers that have been published in Croatian scientific and professional journals are published on the portal of Croatian scientific and professional journals "Hrčak", and information on papers (as well as other scientific-professional reports) that have not been published in Croatian journals are entered into the Croatian Scientific Bibliography portal by teachers, where they can set up links to full versions of the papers. The public availability of the works of Faculty teachers enables an informed public to detect cheating, plagiarism and falsification of results. In the event of such detection, the journals adhere to the international guidelines of the Committee on Publication Ethics (COPE). Authors of papers published in the journals of the Faculty are familiar with the procedure in such situations; the instructions for authors contain information on actions taken if the journal suspects unethical behavior.

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

Elements of the Standard

- *Information on study programs and other activities of the institution is publicly available in Croatian and some major global languages.*
- *The institution informs the interested public regarding the enrolment criteria, enrolment quotas, study programs, learning outcomes and qualifications and forms of support available to students.*
- *The information on the social role of the higher education institution is available to the interested public.*
- *The higher education institution informs the interested public regarding other indicators (e.g. pass rate analyses, employment of graduates, dropout rates, outcomes of previous evaluations, etc.).*

The Faculty ensures the availability of information on its website in Croatian and English.

The website contains relevant information on:

- undergraduate, graduate and postgraduate study programs
- the curriculum, knowledge, competencies, and employment opportunities
- the enrollment process, quotas and enrollment criteria
- classes (plan, syllabi, class schedule, exam dates, academic calendar, class material, graduate theses, internships, the library)
- student support: information for first-year students, information about support for students with disabilities, information on the mentors for each year
- activities of the ERF Student Union and student associations
- the opportunities for international cooperation (tenders and related results, Erasmus + and other international agreements, student mobility with course programs, mobility of teaching and non-teaching staff, student experiences)
- the scientific and professional activities at the Faculty
- the publishing activities of the Faculty, including three journals published by the Faculty
- the quality policy at the Faculty (members of the Quality Committee, documents regarding quality, results of student surveys regarding the assessment of study programs and teachers and the results of re-accreditation of the Faculty and doctoral programs)
- important ERF documents (strategic development plan and action plans, the Statute, ordinances regulating various aspects of the Faculty's operations, curricula, decisions, etc.), as well as links to relevant documents of the University of Zagreb and laws and general regulations related to the Faculty's activities)
- the activities of the Centre for Lifelong Learning
- the activities of the Rehabilitation Centre
- the work of the association AMCA-ERF

All news and information about current events are published on the home page of the website.

More information regarding the work of the Faculty may be requested in writing, in accordance with the Act on the Right to Access Information (OG Nos. 25/13 and 85/13). An Information Commissioner has been appointed. All information regarding the exercise of the right of access to information and annual reports is available on the Faculty's website.

The ERF study programs are in strong demand. Data on the number of registered and enrolled students are shown in Table 1.4.1 below. The study program of Speech and Language Pathology of the Faculty of Education and Rehabilitation Sciences has been among the most highly demanded study programs in Croatia in recent years (2016, 2017, 2018, 2019).

Table 1.4.1. Number of students registered for and enrolled in ERF study programs

Academic year	Program	Registered	Enrolled	Ratio
2016/2017	Speech and Language Pathology	566	50	11.32
	Social pedagogy	443	40	11.07
	Rehabilitation	440	54	8.15
2017/2018	Speech and Language Pathology	612	52	11.77
	Social Pedagogy	425	48	8.85
	Rehabilitation	374	51	7.33
2018/2019	Speech and Language Pathology	677	53	12.77
	Social Pedagogy	461	46	10.02
	Rehabilitation	388	52	7.46

Every year the Faculty participates in the Festival of the University of Zagreb, where faculties present their study programs, and high school students, university students and all interested parties are informed about undergraduate and graduate study programs and enrollment conditions, student life and accommodation during the study period, equipment levels of individual faculties, creative places for employment in certain professions and a number of other details that are important to young people when making a decision whether to enroll at a university. At the 2018 Festival, the Faculty of Education and Rehabilitation Sciences received an award for the most original presentation.

Information on the activities of the Faculty is also available on social networks:

- **Doctoral study of Prevention Science and Disability Study**
Facebook: <https://www.facebook.com/PhDPreventionScienceCroatia/>
Instagram: https://instagram.com/dr.sc._pzsi?igshid=glTq4m4lcnpy
- **Doctoral study of Speech, Language and Hearing Disorders**
Facebook: https://www.facebook.com/Poreme%C4%87aji-jezika-govora-i-slu%C5%A1anja-2229701117275460/?ref=nf&hc_ref=ARRZSMPDA22uAEW93Umr4RW3k-QMMb5CyxN8uzLSgVviE-doXIW9Y_3Hwa-tJxgQTCU
- **Postgraduate specialist study of Early Intervention in Educational Rehabilitation:**
<https://www.facebook.com/ranaintervencija/>
- **Laboratory for Prevention Research (PrevLab)**
Facebook: <https://www.facebook.com/PrevLab-110151970391216/>
Instagram: <https://instagram.com/prevlab83?igshid=7bod7gq1gcry>
- **Journal Logopedics:** <https://www.facebook.com/logopedija/>
- **Journal Croatian Review of Rehabilitation Research**
Web: <http://hrri.erf.hr/?lang=hr>
Facebook: <https://www.facebook.com/HrriJournal/>
LinkedIn: <https://www.linkedin.com/company/hrri/?viewAsMember=true>
- **Journal Criminology and Social Integration:** <https://www.linkedin.com/company/k-s-i/>
- **AMCA-ERF**

Teachers at the Faculty of Education and Rehabilitation Sciences often appear on television and radio shows and give statements and interviews to the press, the purpose of which is to inform the public about the activities of the Faculty and educate them on relevant issues regarding speech and language pathology, educational rehabilitation and social pedagogy. In the last five years, teachers have appeared approximately 50 times in electronic and print media.

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

Elements of the Standard

- *The higher education institution contributes to the development of the economy (economic, entrepreneurial and technological mission of the university).*

- *The institution contributes to the development of the local community.*
- *The higher education institution contributes to the foundations of the academic profession and the responsibility of university teachers for the development of the university and the local community.*
- *The development of the social role is part of the mission of the higher education institution (e.g. the development of civil society, democracy, etc.).*

The development of a social role, i.e. scientifically based professional impact on the environment with the purpose of inclusion of vulnerable groups in society, is part of the mission and vision of the Faculty of Education and Rehabilitation Sciences and a significant strategic objective, contained in strategic documents ([2014-2018](#) and [2019-2023](#)) and [action plans](#) and operationalized in various aspects of the Faculty activities.

The teachers of the Faculty of Education and Rehabilitation Sciences contribute to the development of society and the local and academic community by transferring current scientific and professional knowledge in the field of speech and language pathology, social pedagogy and educational rehabilitation to society in various forms: by creating and publishing **professional publications** (diagnostic instruments, manuals for professionals and parents, textbooks for students, educational and rehabilitation programs and applications, professional papers); by organizing **training** for professionals of the aforementioned and related areas, parents of children with disabilities and persons with disabilities themselves, with the aim of improving their competencies; by conducting the **postgraduate specialist study program of Early Intervention in Educational Rehabilitation**, which enables professionals of the aforementioned and related areas to improve their competencies in the field of early intervention in children with various types of difficulties; by holding numerous **invited lectures** and **by actively participating in professional conferences**, public forums and round tables. By participating in the work **of numerous committees and working groups** at relevant ministries, ERF teachers seek to use their expertise to influence the creation of public policies that will be in line with current global trends and contribute to the improvement of the quality of services, education and rehabilitation and the quality of life of people with special needs in Croatia. Moreover, they seek to use their expertise to support the implementation of various activities of the aforementioned bodies to enable children/persons with disabilities to exercise their rights. ERF teachers also participate in the implementation of a series of **professional projects** of which ERF is a leading institution or is an institutional partner of associations, other educational institutions and local and state authorities, as well as through numerous, often voluntary, individual cooperations of teachers in various professional projects without institutional contracting and financing. The Faculty invests particularly significant efforts in the development of its **Rehabilitation Centre**, which is its clinical and teaching organizational unit, that enables direct transfer of relevant scientific and professional knowledge into clinical work with children and adults with various types of difficulties, implementation of scientific research and professional projects, as well as practical classes (exercises and practice) of students. The Centre is publicly recognized as an institution of clinical excellence in this field. Furthermore, the Faculty seeks to develop its social role by encouraging students to participate in **volunteer work**, within the elective course Volunteer Work, by involvement in various activities of the Rehabilitation Centre, public actions etc., as well as **by applying service learning** in the classes of the postgraduate specialist study program Early Intervention in Educational Rehabilitation. This approach will soon be implemented at lower levels of study as well, which is one of the ways in which the Faculty contributes also to the development of civil society organizations in local communities. Finally, ERF teachers strive to educate the public about various aspects of the areas they deal with and to popularize science by **making frequent appearances in electronic and print media**.

Faculty teachers have published a total of **119 professional publications** in the last five years. Some of them, which directly contribute to the improvement of the practice of speech and language pathology, educational rehabilitation and social pedagogy are listed in Appendix 1.5.1.

In the last five years, **ERF teachers have developed and conducted 333 trainings** (60–70 per year) for professionals of the same or related professions (e.g. teachers, educators, doctors, psychologists, social workers, employees of the judicial system, teaching assistants), as well as for parents of children with disabilities and people with disabilities themselves. Apart from the trainings offered by the Faculty's Centre for Lifelong Learning (more on the work of the Centre is described in Chapter 1.6), a large number of trainings take place at the proposal or invitation of interested institutions, associations, and public administration bodies. A complete list of all trainings performed and their participants is presented in Appendix 1.5.2. The topics of these trainings are related to the use of various diagnostic instruments (TROG, REYNELL, PPVT, ADOS, KORALJE, PREDČIP, ABA) and developmental assessment procedures for children; the education of experts for the implementation of various programs for the prevention and treatment of behavioral disorders (e.g. programs for the prevention and treatment of addiction, violence, prevention of victimization of children and fugitives, work with refugee and migrant children, training in social skills in working with young people, training in social skills in the prison system, work with addicts in the prison system, education of state attorneys for youth and of professional associates of non-legal professions who work in state attorneys' offices), and development and improvement of other competencies of experts who work with children with disabilities (e.g. sensory integration training, modern models and support programs for persons with intellectual disabilities, self-determination and self-representation of people with intellectual disabilities,

sexuality of persons with intellectual disabilities, work with autistic children, work with children with multiple disabilities, family support, work with children with disabilities in an inclusive school environment, training of teaching assistants, expressive art therapies in education and rehabilitation etc.).

The **Postgraduate specialist study program Early Intervention in Educational Rehabilitation** of the Faculty of Education and Rehabilitation Sciences provides the possibility of additional professional training to professionals who work with young children with various developmental challenges and disorders, and their families. Completion of the study program ensures an understanding of the concept of early intervention and specific knowledge about certain segments of early intervention (for example, forms of family support and specific interventions). So far, five generations of students have enrolled in the study, with about 25 students per generation. In the last five years, 28 theses have been defended within this study area. A list of these theses is provided in Appendix 1.5.3.

ERF teachers also use their expertise to significantly **contribute to the foundations of the academic profession and the responsibilities of university teachers to support university development**. ERF teachers hold trainings for other members of the academic community of the University of Zagreb in order to improve their teaching competencies. One of the leaders of the training Active Learning and Critical Thinking is a teacher at ERF, Assoc. Prof. Jelena Kuvač Kraljević, PhD. Moreover, the training course on mentoring doctoral students at the University of Zagreb is led by a ERF teacher, Assoc. Prof. Valentina Kranželić, PhD. ERF teacher Prof. Lelia Kiš Glavaš, PhD created and conducts the course Peer Support, which is offered at the faculties of the University of Zagreb as an elective course with the purpose of educating students without disabilities on providing support to peers with disabilities during their studies. Prof. Kiš Glavaš also significantly contributed to the establishment of the *support system* for students with disabilities at the University of Zagreb and to the preparation of the necessary educational publications in collaboration with other ERF teachers. She is currently contributing to the establishment of a similar, inclusive system at universities in Sri Lanka, as part of the international project IncEdu. Moreover, the Faculty of Education and Rehabilitation Sciences provides support to other higher education institutions in Croatia, the region and the world, in the development of undergraduate, graduate and postgraduate study programs within the scope of its activities. Teachers of the study program Speech and Language Pathology, the only such program in Croatia so far, provided support to the University of Rijeka in creating an undergraduate study program of Speech and Language Pathology, which has enrolled its first generation of students this autumn. Within the international project Assisting Better Communication (ABC), the teachers of the ERF's study program Speech and Language Pathology provided support for the establishment of the graduate study of Speech and Language Pathology in Georgia, as well as the improvement of similar programs in Bosnia and Herzegovina as and Israel. Furthermore, the MARDS project, with the participation of ERF teacher Prof. Melita Kovačević, PhD, seeks to reform doctoral study programs in Montenegro and Albania. It should also be pointed out that ERF teachers assisted in the establishment and development of today's Faculty of Education and Rehabilitation Sciences of the University of Tuzla in Bosnia and Herzegovina, about 15 years ago, as well as in the development of studies in Speech and Language Pathology and Social Pedagogy at the Faculty of Education, University of Ljubljana, Slovenia. In addition, members of non-teaching staff contribute to the development of professional services at the University of Zagreb as well. The quality of activities in the field of international cooperation at the ERF, especially the Erasmus + program, was recognized by the University of Zagreb, and the Faculty was highlighted as an example of good practice at the Days of International Cooperation in 2018, when the Expert Associate for International Cooperation was invited to give the opening address for administration members and international cooperation coordinators of the constituents of the University of Zagreb.

The expertise of ERF professionals is recognized at national and regional levels, and they are often invited to give lectures in the field of their expertise. During the past five years, ERF teachers **have held about 60 invited lectures** for experts, i.e. employees of various educational institutions, ministries, the Agency for Education and the Agency for Vocational and Adult Education, professional county councils of educational rehabilitators, speech therapists and social pedagogues, as well as religion teachers and various associations [Croatian Mediation Association, Association for Adoption Support "Adopta", the Women's Room Association, associations of people with intellectual disabilities, the Croatian Association for the Training of Guide Dogs and Mobility, the Association for Self-Advocacy, the Down Syndrome Association, Association "Buđenje" ("Awakening") and others], parents of children with disabilities and people with disabilities, and the general public during actions aimed at raising public awareness of various conditions (Stuttering Awareness Day, Developmental Language Disorder Awareness Day, Autism Awareness Day, Down Syndrome Day, ADHD Awareness Week, Croatian Sign Language Week, International Day of Persons with Disabilities). A list of all invited presentations is provided in Appendix 1.5.4.

Apart from the aforementioned invited presentations, ERF teachers have participated with presentations at numerous **professional conferences**, transferring their professional knowledge and exchanging experiences with experts of the same and related professions. At these conferences, they have held a series of **invited presentations** as well. The list of professional conferences is provided in Appendix 1.5.5, and the list of invited presentations at professional and scientific conferences is provided in Appendix 5.3.4.

Furthermore, ERF teachers are **members of numerous national committees, councils and working groups** at government ministries, mostly at the Ministry of Science and Education, the Ministry of Demography, Family, Youth and Social Policy and the Ministry of Justice, as well as in the central government of the Republic of Croatia, where they make a professional contribution to policymaking by participating in drafting laws and bylaws, strategies and action plans in the field of their expertise. The list in Appendix 1.5.6 indicates these committees, councils and working groups through which ERF teachers have participated in policymaking during the last five years.

In addition to policymaking, ERF teachers make direct professional contributions as members of various committees at the aforementioned ministries, with their **expertise** providing a basis for enabling children and youth in education, social welfare and justice systems to exercise their rights. Teachers also work on committees that conduct professional exams, recognize foreign qualifications and perform other activities, allowing them to contribute to regulating the professional and employment status of social pedagogues, educational rehabilitators and speech therapists. The list of the committees that have made use of the expertise of ERF teachers during the past five years is provided in Appendix 1.5.7.

By means of active **membership in management boards and presidencies of various associations** (e.g. "Arka - Korablje", "Sociativa Nova", the Autism Association of Zagreb, the Alliance of Associations for People with Autism, the Ambidexter Club Association, the Children First Association, the Volunteer Centre of Zagreb, Croatian Association for Early Childhood Intervention – HURID, Croatian Association for Dyslexia, and others), ERF teachers also contribute to the transfer of scientific and professional knowledge to the local community and contribute to the development of civil society and improvement of the quality of life of people with special needs.

The Faculty also fulfills its social role by participating in the implementation of **professional projects**, often in partnership with civil society organizations, other educational institutions and public administration bodies, with the objective of improving the provision of various services for children/people with disabilities and their families, the development of programs for the prevention and treatment of behavioral disorders, and the development and improvement of study programs at graduate and postgraduate levels. During the last five years, ERF teachers have been involved in the implementation of **a total of 33 professional projects** (10 international and 23 domestic), with the Faculty as the **leading institution of a total of 18 professional projects** (3 international and 15 domestic) and the **partner in a total of 15** (7 international and 8 domestic) projects. In addition to these institutionally contracted projects, ERF teachers have been part of individual, **independent collaborations** (without institutional contracting and financing) in **a total of 86 professional projects** organized by associations, local government bodies, and educational institutions of all levels, 11 of which were international. Information on these professional projects can be seen in Table 5.3 of the Analytical Supplement and in Appendices 5.3.1 and 5.3.3.

The **ERF Rehabilitation Centre**, as the clinical and scientific-teaching base of the Faculty, plays a particularly important part in fulfilling the social role of the ERF and contributing to the development of the community. Further development of the Centre's activities are a strategic objective in the Strategic Development Plan of the Faculty from 2019 to 2023 and the Faculty Action Plan.

The Rehabilitation Centre started its operations in 1997, in response to the perceived need for society to develop services for children at developmental risk or with identified developmental disabilities and for their families. Over the last 23 years, the Centre has been continuously developing and expanding, both spatially (relocation to larger facilities in 2007) and in terms of personnel (in the last five years, the number of full-time employees at the Centre has doubled to 10, with about 30 ERF teachers working in the Centre). Today, the Rehabilitation Centre is recognized as a relevant clinical and teaching resource throughout Croatia and the region.

The Centre provides the following services and activities in various forms and with different intensities:

1. **clinical professional work** - assessment, diagnostics, professional support, counseling, prevention;
2. **teaching work** - through the conduct of clinical exercises and student internships for undergraduate, graduate and postgraduate students of the Faculty of Education and Rehabilitation Sciences, and, to a lesser extent, for students of the Faculty of Humanities and Social Sciences;
3. **project activities and data collection activities for purposes of research;**
4. **educational work** - through lectures and workshops for experts from the preschool educational system and the school education, health care and social welfare systems; and
5. **promotion of the Centre**, i.e. of care for children with developmental disabilities and challenges, and other beneficiaries with disabilities in the community.

Clinical professional work in the Centre includes counseling, prevention, assessment, treatment, therapy and (re)habilitation in areas of parental concern for the child's development, behavior or learning, neurodevelopmental risk,

visual impairment, hearing impairment, intellectual disabilities, motor disorders and chronic illnesses, autism spectrum disorders, communication difficulties, speech, language and voice disorders, reading difficulties, difficulties with writing and math, difficulties with feeding and swallowing, ADHD, as well as behavioral and emotional difficulties. The beneficiaries of the Centre's services show a broad age span. They include infants; preschool and school-age children with various communication, learning and socialization difficulties; adolescents with behavioral problems; adults with traumatic brain injury; and elderly who have had a stroke or are suffering from Parkinson's disease. Work with service beneficiaries takes place within 12 units that operate within the Centre:

- Early Communication Unit
- Adult Communication Disorders Unit
- Speech and Language Pathology Unit
- Autism Spectrum Disorder Unit
- Hearing Impairments Unit
- Visual Impairments Unit
- Sensory Integration Unit
- Education and Rehabilitation Support Unit
- Developmental Assessment and Support Unit
- Early Psychomotor Stimulation Unit
- Psychotherapy Unit
- Educational Counseling Unit

The clinical professional work of the Centre's staff is characterized by **innovativeness**. In this regard, we may point out the highly sought-after comprehensive assessment services of the Early Communication Unit, as well as of the Autism Spectrum Disorder Unit. The Developmental Assessment and Support Unit provides services, well known within the profession and among the general public, for diagnosing developmental difficulties or attention disorders and developing methods to support such children, as well as for detecting attention disorders in adulthood and treating emotional difficulties and counseling adoptive families and families of children with developmental and learning disabilities. The services of the Speech and Language Pathology Unit are focused on language difficulties; specific learning difficulties; reading and writing difficulties; assessment of students preparing for state exams; stuttering, voice and speech disorders; and issuing findings and opinions in response to requests from professional teams at preschools or schools. Educational Counselling is in continuous cooperation with the Social Welfare Centres to propose and conduct socio-educational assessment and treatment of adolescents in the City of Zagreb.

The fact that the professional services developed by the Centre's staff are highly specialized and highly sought after leads, unfortunately, to waiting lists. The table in Appendix 1.5.8 illustrates the chronological trends in the number of beneficiaries of services of different units within the Centre and the number of hours of work with beneficiaries. In the past five years, around 900-1000 beneficiaries yearly have used various services of the Centre. The services in the Centre are provided to the beneficiaries by a total of 40 professionals (educational rehabilitators, speech therapists, social pedagogues and psychologists), of which approximately 30 are ERF teachers.

The Centre is also a clinical-teaching base of the Faculty, serving as the site for clinical exercises in about 40 courses of undergraduate, graduate and postgraduate study programs and student internships (see Chapter 5.5).

Through the Centre, ERF students make a significant **volunteer contribution** by providing organizational support to events related to the popularization of science (e.g. Open Door Week, European Day of Speech and Language Therapy, different public health actions), implementation of support programs (multi-year implementation of support programs for parents of children with disabilities "Growing Up Together +") and other professional events held on the Centre's premises. During the implementation of the support program "Growing Up Together +" organized at the Centre in 2015, 2016, 2018 and 2019, students designed activities for children with disabilities and then implemented them with the children, while their parents attended training sessions. These activities are a valuable experiential and clinical resource for students in the study programs Educational Rehabilitation and Speech and Language Pathology.

It is important to note that **the space of the Centre is available for the organization of various professional events**, which also reflects social engagement. In recent years, professional visits to the Centre initiated by other countries or projects have become more frequent, which testifies to the high profile of the Centre's work in the region (e.g. the presentation of the work of the Centre and the AAC Laboratory to the associates within the Erasmus + project "At Work in Europe" on 9 October 2018, and the presentation of the work to diverse professionals from Azerbaijan in November 2018). In addition to the aforementioned forms of social engagement, teachers and professional associates who work in the Centre receive ongoing training throughout their career, both in Croatia and throughout Europe, for which the Faculty of Education and Rehabilitation Sciences continuously provides financial support.

Some of the previously mentioned **professional projects of the Faculty** during the last five years have taken place at the Rehabilitation Centre. During this period, the Centre has participated in the implementation of a total of 13 projects:

- ICT Competence Network for Innovative Services for Persons with Complex Communication Needs
- Educational and Rehabilitation Support for Children with Disabilities in Psychomotor Development and Their Families
- Support for Early Intervention for Families of Children with Congenital or Early Hearing Impairment and Support for Adults with Acquired Hearing Impairment
- National Standards for Early Screening and Diagnosis of Autism Spectrum Disorders
- Developing National Framework for Early Screening and Diagnosis of Autism Spectrum Disorder (ASD)
- The Harmonization of Parenting and Career through Multi-Disciplinary Social Services
- Building National Capacity to Support Augmentative and Alternative Communication (AAC) as an Early Intervention Method for Children Aged 0-8 Years With Developmental Delay/Disabilities
- Contributing to the Improvement of Early Intervention Through Service Learning
- For Every Child: A Voice. Harnessing 21st Century Technology to Promote Communication, Education And Social Inclusion for Young Children with Developmental Delays and Disabilities
- An Interdisciplinary Model of Support for Children with Autism Spectrum Disorder
- Diagnostics of feeding-sucking-swallowing disorders in newborns
- "A synergy between a humanoid robot and a personal mobile device as a novel intervention tool for children with ASD"
- Language Skills of Children with Autism Spectrum Disorders and the Development of Forms of Support based on ICT

A model of support for young children with suspected autism spectrum disorder is being developed within the project "An Interdisciplinary Model of Support for Children with Autism Spectrum Disorder", funded by the City of Zagreb. The project grew in importance when, in 2016, the ERF Rehabilitation Centre was able to hire a professional associate to provide weekly support to beneficiaries.

For the implementation of the aforementioned projects, the Centre has cooperated with other service providers, mostly civil society organizations, in the form of partnerships. It should be noted that professional projects implemented in the Centre are focused on the direct transfer of new knowledge into practice and the expansion of the number of services provided to the beneficiaries of the Centre. An additional benefit of the continuous implementation of professional projects in the Centre is the production of professional materials (e.g. <https://centar.erf.unizg.hr/kad-komunikacija-zapinja/>), as well as the promotion of professional services.

1.6. The lifelong learning programs implemented by the higher education institution are compliant with the strategic objectives and mission of the higher education institution, as well as with social needs

Elements of the Standard:

- *The higher education institution proves the compliance of the general goals of the lifelong learning program with the mission and strategic objectives of the higher education institution.*
- *The higher education institution proves the compliance of the general goals of the lifelong learning program with social needs.*
- *The revision and development of lifelong learning programs is carried out systematically and regularly.*

The Centre for Lifelong Learning (former name: Centre for Lifelong Education) of the Faculty of Education and Rehabilitation Sciences of the University of Zagreb was established in 2008, with the mission of establishing a special organizational unit for the planning, development and implementation of a lifelong professional training program for professionals who work in the prevention, diagnosis and rehabilitation or treatment of persons with special needs. Through the organization of education, seminars, workshops, professional events and other appropriate forms of training, the Centre for Lifelong Learning enables practicing professionals to acquire additional competencies and modern scientific and professional knowledge for better practical work. By the end of 2019, a total of 2,765 people had completed various lifelong learning programs within the Centre for Lifelong Learning.

The activities of the Centre for Lifelong Learning constitute integral parts of various strategic documents of the Faculty. The general document Quality Policy (2013/2014), as a basis for determining the quality strategy of the Faculty, defined the need for continuous investment in improving the transfer of knowledge into practice, having an impact on the social environment, and ensuring stronger cooperation with stakeholders, including employers, the local and national

community, competent ministries and agencies. Chapter 2.4 of the Strategic Development Plan of the Faculty of Education and Rehabilitation Sciences (2014-2018) entitled “Professional Impact on the Environment”, indicated that the professional work of the Faculty has reached a notably high level, which is manifested, among other things, in the implementation of professional education through the Centre for Lifelong Learning. The Action Plan For Improving the Quality of Studies of the Faculty (2015–2017) defined Objective 1.7, which refers to the development of a model of commercialization of scientific and professional activities, through better communication and promotion of up-to-date scientific/professional knowledge for the benefit of professionals, in order to directly influence the quality of practical work with beneficiaries and provide quality interventions to Croatian citizens. As part of a SWOT analysis, the Strategic Objective No. 2 (Improvement of Teaching Activities) of the Strategic Development Plan of the Faculty of Education and Rehabilitation Sciences (2019–2023) highlighted the demand for training from within the Centre for Lifelong Learning and, increasingly, from abroad as an opportunity, and it set a new specific goal related to further improvement of the Centre. The goal is to expand the training conducted within the Centre, strengthen cooperation with countries in the region, and include adult education programs among the services provided by the Centre. The inclusion of adult programs forms part of the new Statute of the Faculty of Education and Rehabilitation Sciences (2019), currently in its drafting phase, which specifies expanding the activities of the Faculty to adult education. This is a formal legal prerequisite in order to be able to provide such education.

The work of the Centre for Lifelong Learning is regulated by the Statute of the Faculty and Rules of Procedure of the Centre (2016). Following the adoption of the new Statute (2019), new and updated Rules of Procedure will be drafted, which will solidify additional administrative and organizational elements of the Centre that have been recognized as models of good practice. This is also prescribed by Strategic Objective No. 5: Improving Management and Resources, which should be implemented by the end of 2021 (Strategic Development Plan of the Faculty of Education and Rehabilitation Sciences 2019–2023).

The educational trainings offered by the Centre for Lifelong Learning at the Faculty of Education and Rehabilitation Sciences address the social need for ongoing professional development, i.e. continuous improvement of the competencies of experts from different professions, in the area of working with children and adults with social integration difficulties. These experts include:

- education and rehabilitation experts (speech therapists, social pedagogues and educational rehabilitators), to whom the Centre provides specific competencies that build on their undergraduate and graduate education (for example, application of certain instruments and/or specific work techniques, as well as specific structured intervention programs for working with beneficiaries);
- experts of related psychosocial profiles – social welfare professions (psychologists, social workers, educators, etc.) who work predominantly in education and rehabilitation;
- a wider range of experts (lawyers, school teachers, etc.), to whom the Centre provides basic professional knowledge and skills in working in the areas of education and rehabilitation.

During the five-year period from 1 January 2015 to 31 December 2019, trainings on 30 topics were conducted within the Centre. Appendix 1.6.1 lists the trainings and their heads and how many times each training was delivered within the specified period. Due to demand from the practitioners (participants), some trainings have been provided repeatedly since 2010.

Training in a given topic is created and designed in three models. The first model is based on the scientific and professional expertise of the heads of training (ERF scientists, teachers and associates), who offer the designed educational programs as a commercial service to interested professionals. The trainings are advertised together with a detailed plan and program on the Faculty's website. In these cases, the training fees are paid in the form of registration fees from participants, and the training is held or not depending on the registered number of participants. The second model of training is in response to specific social and professional needs that are communicated to the Faculty by relevant bodies (governmental and non-governmental organizations such as ministries, agencies, UNICEF, and professional organizations). In these cases, Faculty employees and/or external associates with appropriate specialist expertise design an educational program aimed at responding precisely to the identified professional needs. The third model of training is in response to public calls (tenders) issued by various organizations that are applying for professional projects (mostly EU-funded) and that plan to incorporate additional training and lifelong learning that targets certain groups of professionals. As in the second training model, these trainings are specifically designed to meet the needs defined by the call issuer, if no such previous design exists.

In parallel with these training models, there are three basic modalities of financing trainings. The first modality is funding through registration fees, paid by participants themselves or by their employer/institution. The second modality is funding through cooperation agreements with institutions (e.g. kindergartens, ministries, NGOs). The third modality is funding through specific contracts with external stakeholders to provide training within a broader project.

The plans and programs (syllabi) of all trainings define participants in terms of their primary profession (e.g. educational rehabilitators, psychologists, speech therapists, social pedagogues, social workers, supporting professions) or in terms of their workplace (e.g. educators, teachers).

After completing each training, participants receive a certificate of completion, the criteria for which are stipulated in the syllabi. In some trainings, only attendance is required in order to obtain the certificate of completion; other trainings require demonstrations of proficiency during the training itself; while still others include exams and knowledge tests. Participants are always informed in advance about the criteria for obtaining certificates of completion.

Certain trainings are developed through modules, which means that participants can continue to improve by attending higher modules. Successful completion of a lower module is always a prerequisite for attending a higher module. This requirement has proven successful at ensuring that participants have time to put their acquired competencies into practice before attempting to learn new ones.

Most trainings **are regularly evaluated through anonymous questionnaires**, designed or modified specifically for the purposes of particular trainings. The heads of training use the feedback received from participants to improve future implementation of the training, modify the content and/or obtain *feedback* about specific elements of the participants' satisfaction. The Head of the Centre for Lifelong Learning has the right to inspect the evaluations received, and it is the responsibility of all heads of training to improve performance and ensure the quality of educational outcomes. In the upcoming period, a requirement for structured anonymous evaluation will be introduced, although nearly all heads already conduct such evaluation. In the case of some trainings, an implementation and evaluation report is prepared. This is particularly true of contracted trainings, for which the contract stipulates sending an evaluation report. In other trainings, individual review of the evaluation questionnaires is sufficient. Examples of completed evaluation questionnaires and implementation evaluation reports will be available for inspection during the visit of the Re-accreditation Committee.

An important aspect of ensuring the quality of trainings is work in small groups (up to 30 participants), and in the case of trainings that are conducted for larger numbers, the practical elements are always conducted in smaller groups, in order to maximize interaction.

In addition to positive evaluation results, evidence about the quality of the Centre's trainings is that many are delivered repeatedly because of strong demand. "Word-of-mouth" advertising from satisfied participants is perhaps the strongest recommendation that the Centre's trainings could receive. It should also be noted that the Faculty often receives requests to create specific trainings, precisely because the Faculty's scientific-teaching and professional staff are recognized as having the required expertise.

One of the strategic objectives of the Faculty in the field of lifelong learning is to promote the expertise and enhance the competencies of experts outside the Republic of Croatia. This objective is primarily aimed at countries in the region, which share a similar professional, cultural and linguistic heritage. This has been achieved through trainings held in the Republic of Serbia, Bosnia and Herzegovina, Montenegro and Slovenia, which have also led experts from these countries to come to the Faculty to attend trainings. The contracting of further trainings in the region is underway.

Below we highlight quality indicators from 10 trainings that demonstrate their compliance with the strategic objectives of the Faculty and with broader social and professional needs. These descriptions are representative of the full range of trainings provided by the Centre.

1. ABA – Applied Behavior Analysis (3 types of training)

- ABA is a world-renowned, scientifically based method and approach in working with children with disabilities, especially children with autism spectrum disorder.
- The training is internationally recognized, and includes the award of an internationally recognized certificate upon successful completion, either a *BCBA – Board Certified Behaviour Analyst* (higher level) or *Board Certified Assistant Behaviour Analyst* (lower level). This certificate guarantees the quality of work with beneficiaries. (In some countries, ABA is also offered as a master's degree.)
- The Centre's syllabus for this training has been approved by the international umbrella organization *Behaviour Analyst Certification Board*. The heads of training are certified experts from the UK, Italy and Croatia.

2. Training of assistants/employees in therapeutic communities

- This training provides specific interdisciplinary competencies for working with addicts in therapeutic communities. The heads of training are university professors and scientists from various scientific disciplines, including psychiatry specialists, social pedagogues, social workers, and sociologists.
- This training is legally required for assistants in therapeutic communities, and the certificate from this training allows practitioners to comply with the Standards for the Provision of Social Services in the social welfare system.
- This training is organized and financed in cooperation with the Ministry of Demography, Youth, Family and Social Policy, as well as the Office for Drugs of the Government of the Republic of Croatia.

3. Training in working with juvenile offenders, for state attorneys for youth and for non-legal professional associates working in state attorney offices in the Republic of Croatia

- This training provides specific competencies to state attorneys for youth (lawyers) and to non-legal professional associates of the profession, including social pedagogues and social workers, for working on juvenile delinquency cases.
- Since 1998, this type of training is obligatory according to the Act on Juvenile Courts, but no such training was ever conducted prior to this workshop.
- This comprehensive training lasts 100 hours, and was conducted in three groups for all state attorneys for youth in the Republic of Croatia, thus providing a professional response to the social and legal need for specialization in juvenile delinquency.
- The training is organized and funded in cooperation with the UNICEF Office in Croatia, the State Attorney's Office of the Republic of Croatia and the Judicial Academy.

4. Training in addiction prevention

- This training was held specifically upon request of the Association for the Prevention of Addiction ("NARKO-NE") operating in Sarajevo, reflecting the reputation of the Faculty of Education and Rehabilitation Sciences in Zagreb for providing high-quality training in such competencies.

5. Training for implementation of the youth gambling prevention program "Who actually wins?"

- This training was created within the broader project "Youth Gambling in Croatia", which has been implemented at the Faculty since 2010. It is a direct example of the transfer of scientific knowledge into practice, since this is the only science-based, evaluated universal prevention program in the country.
- After seven cycles in different Croatian cities and regions, further trainings are planned in Croatia, as well as in Bosnia and Herzegovina, where a broader program will be implemented according to the same model as in Croatia. Negotiations are underway to implement these trainings and the broader program in Montenegro.

6. Expressive art therapies in education and rehabilitation (Modules 1 and 2)

- This training is focused on the adoption of basic knowledge and specific techniques in the field of expressive art therapies within four thematic areas: psychodrama, art therapy, music therapy and movement and dance therapy.
- The content of training is conceived on the modern principle of interdisciplinarity and a holistic approach in education and rehabilitation that emphasizes the support of different physical, psychosocial and behavioral dimensions of individuals.
- The training is intended for experts of various profiles (educational rehabilitators, speech therapists, social pedagogues, teachers, preschool teachers, occupational therapists, psychologists, educators, social workers and other experts in social sciences and/or humanities).
- Based on the positive experiences of the participants in Module 1, Module 2 has been developed to build on previously acquired knowledge and to elaborate further on specific techniques in expressive art therapies. The goal is to raise awareness, expression and processing of emotional experiences in children and adults as well as to develop their creative potential, through individual and group processes.
- The content of the training is coordinated with similar trainings conducted by international associations such as the European Consortium for Arts Therapies Education (ECArTE), European Association Dance Movement Therapy (EADMT), European Music Therapy Confederation (EMTC), and Federation of European Psychodrama Training Organisations (FEPTO).

7. Observing and encouraging children with developmental disabilities

- This training is intended for educators working in kindergartens, and it provides specific competencies in understanding the developmental specifics of children with disabilities, and it enables the acquisition of

practical knowledge about how to encourage children with disabilities in kindergarten based on analysis of their developmental characteristics and respect for individual differences.

- The training has been conducted since 2014, and so far 25 kindergartens in many parts of Croatia have expressed interest, including in the City of Zagreb, Samobor, Kastav, Opatija, Pula, Labin, Umag, Krk, Dubrovnik, Split, Gospić, and Šibenik. More than 700 educators have completed the training so far.

8. Developmental assessment of children aged 0–6 years

- This training provides specific competencies to psychologists and speech therapists in the developmental assessment/diagnosis of children with developmental disabilities. The training is based on direct observation and participation in the developmental assessment process, as well as guided case discussions.
- The training has been implemented systematically since 2010 and, since then, 24 training cycles have been held involving about 300 professionals from all parts of the Republic of Croatia, as well as Slovenia, Northern Macedonia, Bosnia and Herzegovina, Montenegro and Serbia.
- So far the training has been conducted exclusively in Croatia, but arrangements are underway to deliver the training in Bosnia and Herzegovina.

9. Sensory integration (Modules 1-4 and Professional Modules 2-3)

- This training arose through years of work on the development of models for assessing and encouraging sensory integration in the Sensory Integration Unit of the ERF Rehabilitation Centre. The training is based on extensive practical experience.
- The training constitutes an original model for assessing and encouraging sensory integration in children and youth with disabilities, and it provides guidelines for advising parents on how to recognize insufficient sensory integration and how to encourage its development. This training is a unique contribution of the Faculty of Education and Rehabilitation Sciences to this professional field.
- Since 2015, the training has been continuously delivered several times a year in a modular format specifically designed for educational rehabilitators and experts of other profiles.
- Modules 1-4 and Professional Modules 2-3 have been developed for different professions and expertise. The training continuously monitors how participants apply the techniques when working with children, and it provides them feedback on their work.
- After the first training cycles for participants from different regions of Croatia, participants began applying from Slovenia, Serbia and Bosnia and Herzegovina. The training has been launched in Serbia in cooperation with the Faculty of Special Education and Rehabilitation of the University of Belgrade, which speaks highly of the training quality. For participants from Montenegro, the training has been adapted to meet the requirements of the Centre for Autism in Podgorica.
- The head of this training in Croatia supervised the setting up of two sensory integrative spaces in Bosnia and Herzegovina, one that is operated by the Service for Psychophysiological and Speech Impairments of the Health Centre in Mostar and the "Kuwait" Center for Rehabilitation of Children with Cochlear Implants, Hearing, Speech and Psychophysiological Disorders in Mostar, and another that is operated by the Educational and Rehabilitation Centre for Children, Youth and Adults with Developmental Disabilities in Ljubuški. The employees at these two locations have completed all modules of the training and work under constant supervision. As part of cooperation agreements signed between these organizations and the Faculty of Science and Mathematics of the University of Mostar, the practical work during the university course Sensory Integration as well as professional internships for educational rehabilitation students take place in these two sensory integrative spaces.

10. Sexuality of people with intellectual disabilities

- This training provides specific competencies to employees in the social welfare system to help them provide support related to the sexual needs and rights of people with intellectual and other developmental disabilities.
- The usefulness of such training is recognized by professionals and other employees, especially in institutions that accommodate and rehabilitate persons with disabilities. There is strong demand to deliver the training and expand its content.
- The training was commissioned and contracted by the Ministry of Demography, Youth, Family and Social Policy, reflecting the reputation of the Faculty of Education and Rehabilitation Sciences for providing unique expertise and lifelong training to professionals and other employees.

2. Study Programs (ESG 1.2, ESG 1.9)

2.1. The general goals of all study programs are in line with the mission and strategic objective of the higher education institution and social needs

Elements of the Standard

- *The higher education institution proves the compliance of the general goals of all study programs with its mission and strategic objectives.*
- *The justification for the implementation of study programs is explained and includes an analysis of the necessary capacities of the higher education institution for the implementation of these programs.*
- *In case it conducts study programs that lead to regulated professions, the higher education institution integrates the recommendations of professional associations that monitor their licensing in its study programs.*
- *The higher education institution educates professionals competitive on the national and international labour market.*
- *The general goals of study programs correspond to social needs (e.g. justification of conducting professional studies at the university, conducting similar studies at the university constituent and the university).*

The founding and subsequent development of the Faculty and its studies reflect the social need for highly qualified professionals in the field of educational rehabilitation, social pedagogy and speech and language pathology. Therefore, the Faculty has followed similar trends as related institutions in other countries. Changes in the profession and in society have led to changes in the Faculty's study programs. Study programs arise out of the educational mission of the Faculty and are implemented at three educational levels: undergraduate, graduate and postgraduate (the "3 + 2 + 3" model).

The general goals of undergraduate, graduate and postgraduate studies are aligned with the mission, vision, quality policy and strategic documents of the Faculty. The following section discusses the general goals and justifications for the study programs:

1. Reasons for Initiation of Study Programs
2. Alignment between program goals and the needs of the labor market in the public and private sectors
3. Compliance with the Mission of the University and the Strategy of the Faculty of Education and Rehabilitation Sciences
4. Connection with the local community (civil society)
5. Compliance with the requirements of professional associations.

The new education system based on the principles of the Bologna Declaration and the European Credit Transfer System (ECTS) defines the recognition of educational degrees within the Republic of Croatia, as well as within the entire European Higher Education Area. The initiation and creation of study programs at the Faculty are coordinated with related study programs at institutions of higher education throughout the European framework.

The coordination of higher education has enabled the education of modern, interdisciplinary, highly educated staff, ready for modern challenges in the field of educational rehabilitation, social pedagogy as well as speech and language pathology. The development of study programs at the Faculty has taken into account the requirements of the community: educational programs have been adapted to the needs of the education, justice and health systems by clearly defining competencies and opportunities for those who receive bachelor's and master's degrees in the system. Curricula are being revised, updated and included in the common European Higher Education Area.

The Faculty has followed a similar development as, and compares well with, other faculties in the fields of education and rehabilitation science as well as speech and language pathology in Europe. The Faculty has laid out a clear vision of development based on the integration of scientific and educational institutions, the European Qualifications Framework, the implementation of the Bologna Process, internationalization, research excellence, the development of a quality system of teaching, financial sustainability and usefulness. In order to raise the quality of study programs, specific goals have been defined within the development strategy by first identifying all factors that could be improved in order to maximize the quality of learning outcomes. These factors can be defined by adapting study programs to market needs, identifying factors that affect pass rates in undergraduate study programs, as well as analyzing student surveys and other types of evaluation of study programs and teachers – all while strengthening student support and improving programs in accord with the shortcomings identified. Defining and publishing clear criteria, rules and procedures for evaluating

student work and learning outcomes is one of the important objectives outlined in the Strategic Development Plan of the Faculty.

In accordance with the existing system of higher education in the Republic of Croatia defined by the Croatian Qualifications Framework (CROQF), the study programs of the Faculty as a higher education institution are structured as university studies (undergraduate university studies, graduate university studies, postgraduate specialist studies and postgraduate university doctoral studies). Study programs are developed at different educational levels: undergraduate studies (3), graduate studies (3), specialist studies and doctoral studies (2). The studies take place within departments and cover three areas: (1) Educational Rehabilitation, (2) Social Pedagogy and (3) Speech and Language Pathology.

Undergraduate and graduate studies are organized according to the "3 + 2" model (180 ECTS + 120 ECTS). Specialist study lasts three semesters (90 ECTS), and doctoral studies last three years (180 ECTS).

Undergraduate studies provide the acquisition of competencies for performing jobs offered on the labor market and are a prerequisite for enrollment in a graduate study program of two years. During graduate study, 120 ECTS credits must be obtained; upon completion, the academic title of master of corresponding profession is obtained. Completion of graduate study represents the acquisition of competencies for performing highly complex tasks and prerequisites for enrollment in postgraduate specialist and postgraduate doctoral studies. Postgraduate studies prepare students to perform jobs in science, higher education, business, the public sector and society in general, as well as to develop and apply scientific and professional achievements at the appropriate level.

Upon completion of graduate studies, students may enroll in postgraduate doctoral study if they satisfy the relevant requirements.

There is the possibility of horizontal student mobility. It can be achieved within undergraduate studies only upon re-application to the online base "*Become a student*", with the recognition of equivalent subjects studied elsewhere. At the graduate level, horizontal mobility is not possible.

Analysis of employment opportunities for students after the completion of undergraduate and graduate studies has shown that the labor market does not value those with only bachelor's degrees, so nearly all bachelor's graduates continue their studies. A questionnaire conducted among undergraduate students (available upon request) revealed the main reason for their choosing to continue with graduate studies. Data on employability from the Croatian Employment Service (CES) indicate good employability of holders of master's degrees. Upon completion of graduate studies, those with master's degrees in educational rehabilitation, social pedagogy or speech and language pathology find employment relatively easily.

Competitiveness in the national labor market is supported by CES data, feedback from graduates during evaluation of undergraduate and graduate study programs, oral communications with mentors, and feedback from employers.

According to the Recommendations for the Policy of Enrollment in Education and CES Scholarship Policy (December 2018), the study programs of the Faculty of Education and Rehabilitation Sciences figure among the university studies that should have larger enrollment quotas. Such quotas are continuously adjusted based on the needs of the labor market, interest in the study programs, teaching conditions, improvements in forms of teaching (e.g. practical and field work, laboratory exercises) and infrastructure and human resources at the Faculty. Based on current demographic trends, the labor market in the Republic of Croatia is not an objective indicator of student enrollment quotas.

In the period from 2014 to 2018, the enrollment quota for the undergraduate study program Social Pedagogy increased to 47 students, and the enrollment quota for the graduate study program Educational Rehabilitation increased to 72 students.

It should be noted that increasing the space and personnel at the Faculty would enable an increase in the enrollment quotas of all study programs.

2.2. The anticipated learning outcomes of the study programs conducted by the higher education institution correspond to the level and profile of the qualifications acquired therein

Elements of the Standard

- *The higher education institution has clearly defined the learning outcomes of the study programs that are in line with its mission and objectives.*

- *The anticipated learning outcomes at the subject level are in line with the learning outcomes of the study program, they are well coordinated in relation to each other, without unnecessary overlapping and repetition.*
- *The learning outcomes achieved by completing the study programs correspond to the descriptions of the level of the CROQF and the EQF at which the program is performed (level).*
- *In defining learning outcomes, the higher education institution acts in accordance with the requirements of the profession and internationally recognized standards regarding that profession, and ensures the programs are up to date (profile).*
- *The projected learning outcomes clearly reflect the competences required for inclusion in the labour market, continuing education or other needs of individuals/society.*

Learning outcomes are defined with regard to the competencies expected of students who have completed undergraduate or graduate programs, and minimal levels are usually required, independently of individual differences. Learning outcomes, which are sometimes influenced by the specific content of the course, are defined according to the goals of the given program, i.e. in a top-down approach from the whole program to individual segments.

In developing learning outcomes at the level of programs and individual subjects, as reference points we used the Dublin Descriptors, Bloom's taxonomy of cognitive skills and other materials created at the University of Zagreb on the basis of systematic analyses of outcomes within projects, workshops and trainings in which our employees regularly participated. By structuring and linking compulsory courses and competencies at a given level, interconnections among courses at the program level have been enhanced, and they take into account changes at the level of professional and scientific knowledge.

The learning outcomes of all study programs are linked to the learning outcomes of individual subjects in the following form:

- I. level: general outcomes for undergraduate/graduate studies
- II. level: learning outcomes of the study program at the undergraduate or graduate level
- III. level: specific learning outcomes of the course

The learning outcomes of all study programs and all courses have been made public. Accordingly, the learning outcomes of the course and the contribution of the course to the realization of the learning outcomes of the study program are defined for each course taught in the study programs. The learning outcomes of the subjects at particular levels of study programs have been updated and coordinated with the Croatian Qualifications Framework and the European Qualifications Framework.

Learning outcomes at the level of the study program (≈13–20 for each particular study) are contained in the accompanying supplementary document and published on the website of each study program. Learning outcomes are aligned with the mission, vision and strategy of the Faculty and the level of education, and the competencies of the continuing educational levels are upgraded accordingly. Learning outcomes at the course level are published on the Faculty website and included in the course syllabi (available upon written request).

The objectives are set from global to specific at the following levels:

- 1) Identification of professionals in the labor market:
 - a. determining, as accurately as possible, the learning outcomes that lead to the competencies of professionals and that are aligned with the needs of the labor market, the needs of direct service users, as well as the specific needs of the community as a whole, while at the same time aligned with the competencies of professionals in Europe and the world;
 - b. ensuring the integrity of programs that are structured with a focus on achieving learning outcomes, i.e. competencies;
 - c. shaping the content of the subjects in order to achieve specific (particular) competencies that include a problem-solving approach through the integration of theoretical, scientific-methodological and practical knowledge and skills in accordance with the ethical principles of the profession; and
 - d. raising the quality of all activities (lectures, seminars, exercises, practical work) in order to achieve competencies.
- 2) Recognition of new phenomena and incorporation of knowledge about new needs as a prerequisite for expanding the definition of learning outcomes of each professional profile (e.g. with regard to increasingly

complex conditions, challenges and disorders conditioned by survival due to advances in medical technology or, for example, with regard to completely new forms of addiction/gambling and Internet addiction).

- 3) Education of experts whose competencies result in preparedness for new (lifelong) learning within the process of achieving scientific or professional training.
- 4) Provision of opportunities for creative and critical thinking, problem setting and solving through research activities or practical solutions within the profession.

The specific goals of individual programs are coordinated with the educational objectives of international professional umbrella organizations and with the special requirements of the system in which our professionals are employed (healthcare, education, social welfare, judiciary system). An important goal is that every professional with a certain profile and education level must achieve the learning outcomes. Individuals may differ only at the level of quality they achieve, or in the manner of how they implement these outcomes when working or meeting the needs of users and the community.

Data from the systems within which our professionals work show that the goals and learning outcomes defined for graduates at the undergraduate and graduate level are achieved to a significant extent. This assessment is based on customer satisfaction, demand for new professionals in systems in which they have not yet been employed (e.g. high schools), and data from mentors of student interns. Graduates pass professional exams on time and with ease, they arrange and maintain employment relatively easily, and they move smoothly from one area of work to another. These results testify to the quality of their competencies. A handful of students completing their bachelor's degrees point out that the employment system at the national level has not yet carried out reforms that would allow them to perform the activities in which they are competent. Therefore, competencies at the undergraduate level are not yet recognized by the labor market.

In light of such data, it can be said that the achievement of program goals has been relatively good, but student survey data show that training for professional (clinical) work could be improved at the undergraduate level. Therefore, several changes are underway within program activities, including changes in how exercises and practical work are conducted in order to emphasize practical aspects of the prevention, recognition, diagnosis, assessment, counselling, and treatment of individuals and their environment. Further work on learning outcomes should focus on strengthening competencies for international mobility and on competitiveness on the international labor market after program completion.

Table 2.1 presents the learning outcomes of all subjects in the MOZVAG system, where the contribution of compulsory and elective subjects to the learning outcomes of the study program can be seen. Training and activities related to learning outcomes were performed quite intensively during the academic year of 2014/2015 and are continuously implemented as new study programs are created.

2.3. The higher education institution proves the achievement of the planned learning outcomes within the study programs it conducts

Elements of the Standard

- *The higher education institution ensures the achievement of the planned learning outcomes within the study programs it conducts.*
- *The higher education institution, on the basis of direct means of measurement from the classes (e.g. student tests, seminar papers, presentations, etc.), continuously revises and improves the teaching process.*
- *The learning outcomes that students achieve are in line with the needs of the profession.*
- *The learning outcomes achieved by completing the study programs are coordinated with the needs of the labour market and social needs.*

The Faculty of Education and Rehabilitation Sciences is systematically working on the implementation of e-learning, i.e. the application of information and communication technologies in learning and teaching within all study programs in accordance with the E-learning Strategy of the University of Zagreb. In order to improve teaching methods, diverse materials are uploaded to the Merlin system, including presentations, video and audio material, animations and simulations used by teachers in lectures, as well as links to interesting websites and documents. The Faculty of Education and Rehabilitation Sciences mainly uses a mixed form of e-learning, which qualifies as "Level 1" according to the classification of the University of Zagreb. Such an approach is based on the classic form of teaching (face-to-face in the

classroom) but that takes place in a virtual learning and teaching environment, i.e. with the application of e-learning technologies and in such a way that students perform part of their educational obligations online and using their computers. At this level, the study programs of the Faculty of Education and Rehabilitation Sciences provide students with access to information on individual courses, enable the use of selected teaching materials and facilitate communication with teachers and associates. Within some subjects, e-learning content also involves technologies at higher levels, e.g. video conferencing, webinars or other web 2.0 tools. In the period from 2014 to 2018, there was an increase in the number of teachers and associates who completed a seminar or workshop on the basics of e-learning, e-portfolio development, preparation and conduct of an online seminar, and basic and advanced work in the Merlin system. These trainings were organized by the E-learning Centre of the University Computing Centre ("SRCE"). Most training content was adapted to e-learning in the Merlin system, i.e. Moodle sites. The Faculty of Education and Rehabilitation Sciences has been using the Information System of Higher Education Institutions (ISVU) since 2002, and the *on-line* database provides students with access to all the necessary data on subjects, teachers and exam dates.

In the last few years, teachers have been referred to training on learning outcomes, such as the on-line course Implementation and Evaluation of Learning Outcomes in the Moodle System and the conference The Future of Higher Education: Quality Assurance as the Driving Force of Change.

The preparation of theses during graduate studies is of particular importance in contributing to the learning outcomes of the study program, which is presented in the matrix of outcomes (MOZVAG, Table 2.1). Graduation theses encourage the integration and application of knowledge from previous courses, as well as the acquisition of learning outcomes specific to the final or graduate thesis.

Exam dates for the next academic year are adopted at the session of the Faculty Council in October, when teachers are encouraged, if justified, to adjust how they assess students' knowledge in the next academic year. Exam dates are available to students through the Information System of Higher Education Institutions. Students can also demonstrate their learning by participating in classes as demonstrators, participating in scientific research, preparing papers eligible for the Rector's Award, participating in student congresses and engaging in other teaching and research activities.

The rules for taking exams and other tests are clearly established by the Statute of the Faculty of Education and Rehabilitation Sciences, the University and the Faculty Ordinance on Undergraduate and Graduate Studies. The exam calendar and the schedule for submission and defence of final and diploma theses are published prior to the beginning of each academic year. Requests for approval of graduate thesis topics are submitted to the Study Program Councils according to pre-established, published time limits, and the Councils subsequently approve the proposed topics. Procedures for submitting and defining the topic and selecting a mentor as well as the criteria for determining the final grade are described at this URL.

Each course involves one exam, which can be divided into several partial exams in order to continuously test the students' knowledge. The transparency of oral exams is ensured by having two or more students examined at once, possibly in the presence of other students. The exams are usually conducted by the course leader. Other teachers involved in classes of that course also evaluate the student's work by contributing parts of the final grade based on assessment of practical and theoretical learning in laboratory exercises or fieldwork, submitted seminar papers, seminar presentations, project assignments, and partial exams, in order to comprehensively verify acquisition of learning outcomes.

Feedback on other elements of the final grade, which are evaluated during classes, is given on a regular basis. Sample exam questions and their solutions are uploaded in the Merlin system to provide a measure of transparency about exam questions used to verify the acquisition of learning outcomes. The recommendation is that course leaders publish exam results in the Merlin and ISVU systems according to Student Identification Numbers within the current academic year, so that students can access only their own exam results.

Graduation theses of students are stored within the Digital Academic Archives and Repository ("Dabar") system at the Faculty of Education and Rehabilitation Sciences. The purpose of this digital repository is to provide for permanent, searchable access to scientific research and intellectual and creative production by employees and students of the Faculty.

Feedback from alumni evaluations of undergraduate and graduate studies has been used to guide efforts to improve study programs, with study heads receiving results for individual studies and teachers taking into account comments and suggestions, where applicable.

Feedback from alumni and their employers or associates is also obtained indirectly through various associations, such as the Croatian Logopedic Association, the Croatian Chamber of Educational Rehabilitators, the Association of Educational Rehabilitators, and the Association of Social Pedagogues.

2.4. Procedures for planning, proposing and accepting new programs, and revising or cancelling existing ones include feedback from students, employers, professional associations, alumni

Elements of the Standard

- *Development activities related to study programs are systematic and regular and involve various stakeholders.*
- *Planning and proposing new study programs includes an analysis of the justification, capacity and compliance with strategic objective at the local and state levels, as well as other societal needs.*
- *The higher education institution proves the justification of conducting the same or similar study programs within the same university or abolishes them.*
- *The institution publishes current versions of study programs.*
- *The institution records changes in study programs and analyses their appropriateness.*

The evaluation of study programs at the University of Zagreb is carried out in accordance with the Rules of Procedure of Evaluation of Study Programs of University Undergraduate, Graduate, Integrated Undergraduate and Graduate and Professional Studies. From the time when permission was granted for the study programs currently being conducted, no new programs have been created; instead, existing programs have been modified.

The process of improving study programs involves monitoring new trends in the education of professionals in the area of educational rehabilitation, speech and language pathology and social pedagogy at the global and European level, as well as monitoring labor market developments, user needs and social needs in general. This monitoring is made easier through international collaborations involving teachers in the program, as well as close contact with former students and current professionals working in leading domestic clinics, polyclinics, institutes, centers and educational, judicial and other institutions. Syllabi undergo annual improvements with the inclusion of new scientific and professional research and knowledge, knowledge of new methods and procedures, introduction of e-learning elements, updating of recent literature for students, updating of seminar topics and content, and exploration of new and more complex phenomena through exercises and practical work.

Decisions on changes to existing study programs are made at several levels: at the level of departments whose teachers teach courses consolidated at the level of study programs (at this level, changes can be implemented by simple agreement), then at the level of the Committee for Monitoring and Improving Teaching (which considers quality and may propose additional improvements), and then at the level of the Faculty Council (whose members can view changes with a unified perspective across all study programs). Finally, proposed changes are presented to the Senate of the University of Zagreb, which must ratify them.

Changes were proposed for the study programs that were authorized in 2005, and these suggestions for improvement were based on feedback from the teachers themselves, and subsequently on the basis of student evaluations. The changes were gradually implemented. The Faculty Council submitted proposals for amendments to undergraduate and graduate study programs. The scope of the changes did not significantly modify any of the study programs (changes were only up to 20%) and related mostly to changes in the numbers of hours and ECTS credits for individual courses, changes and additions to elective courses on offer, coordination of individual courses in the winter and summer semesters, and coordination of workload according to the obligations and capacities of students. At the 10th regular session of the Faculty Council of the Faculty of Education and Rehabilitation Sciences of the University of Zagreb, held on 20 September 2010, the Council consolidated the proposal of the renewed Curriculum of Undergraduate Studies with the remarks of the Working Group of the University of Zagreb. The Working Group for Study Programs accepted the amendments to the study programs of undergraduate and graduate programs and confirmed that the amendments were minor, affecting only up to 20%.

Monitoring and improvement of the specialist study program "Early intervention in Educational Rehabilitation" is performed by the Professional Collegium of Studies and the Council of Course Leaders, based on students' evaluations of each course and discussions with teachers who received an average evaluation score below 3.5. This criterion was introduced for the purpose of maintaining the quality of studies and it is based on the idea that students enrolled in the program are usually the best professionals of the practice who have high expectations and a high level of intrinsic motivation. At the end of each semester, the Council of Course Leaders considers the evaluations of all teachers (who are individually identified) and discusses them in a professional and critical manner.

The originally approved specialist study program (from 2006) has been enhanced with a greater number of elective courses, and has been internally coordinated in terms of the time structure of course delivery based on the observed weaknesses of the program. These minimal modifications were submitted to the Senate, who ratified them in May 2012.

The procedure of changing the name of the study to “Early Childhood Intervention” was also initiated as part of alignment with international practice and to further emphasize the interdisciplinary nature of the study.

Current study programs can be found on the website, with associated ECTS credits [and descriptions](#).

2.5. The higher education institution ensures the compliance of ECTS credits with the actual student workload

Elements of the Standard

- *The higher education institution coordinated ECTS credits with the actual student workload based on the analysis of the feedback of stakeholders in the teaching process or other procedures.*
- *Feedback on the results of the analysis of the collected data and the implemented changes is available to students.*

In accordance with the implementation of the ECTS system at the University of Zagreb, ECTS credits were introduced on the basis of monitoring of the Bologna Process (Ministry of Science, Education and Sports of the Republic of Croatia, 2001).

ECTS credits are assigned to courses and other required study activities based on the workload that those activities constitute. ECTS credits are assigned upon completion of all obligations in a particular course (lecture, seminar or exercise) or study activity, including taking exams, which means that it is not possible to award ECTS credits for partially fulfilled obligations. When assigning ECTS credits, the criteria described in the document *European Credit Transfer System* are followed, according to which one ECTS credit constitutes 28 hours of study workload in terms of lecture attendance or work in groups, writing (seminar) papers, reading and learning from professional literature and attending field trips. Specifically, one ECTS credit is equivalent to a study load of 28 hours of attendance at lectures, 14 hours of participation in working groups with the preparation of 140-210 pages of professional literature, writing a seminar paper of 7 standard pages (1,800 characters per page), studying 175 pages of complex professional literature or 218 pages of less complex professional literature, reading 280 pages of complex professional literature or 420 pages of less complex professional literature, or going on a three-day professional field trip. Given that the introduction of the ECTS scoring system in 2005 was a completely new experience in teaching at the Faculty of Education and Rehabilitation Sciences, data were collected from several generations of students to gain insights into how well the number of assigned ECTS credits aligned with actual student workload across study years and programs. Coordination of ECTS credits with the actual student workload was one of the main motives for the revision of all study programs in 2008. The program change was designated as "minor amendments to the program (up to 20%)". The formal redistribution of ECTS credits in all study programs was performed in this manner.

Nevertheless, students continue to express concerns about inequality in the assignment of ECTS credits and student workload in individual courses or study activities. Preparations for a new revision of all study programs are underway. It will thoroughly redefine the expected learning outcomes that are a prerequisite for a quality assessment of student workload and work required to achieve a certain learning outcome. The workload of students will be determined and coordinated with ECTS credits in a particular course or study activity. All study program heads, as well as all teachers, have been informed about the rules for assigning ECTS credits, and focus groups have been held with representatives of students of all academic years in all study programs, with the aim of raising and coordinating quality in determining ECTS credits.

Some teachers independently collect feedback from students at the end of classes and, based on data on the total time spent on attending classes, preparing for exams and performing course requirements, adjust the teaching process to correspond to the ECTS credits. If deviation of the workload with regard to the planned one is determined on the basis of student feedback, the Vice-Dean of Academic Affairs and the head of the study program, together with the course teacher, determine the reasons for the deviation.

2.6. Student internship is an integral part of study programs (where applicable)

Elements of the Standard

- *The higher education institution enables learning and acquiring skills through student internships, where applicable.*
- *The student internship forms part of the study programs and is organized outside the higher education institution in cooperation with the labour market, where applicable.*

A significant proportion of exercises and practicals and a small proportion of lectures (for a handful of courses) are held outside the Faculty. Workshops / training rooms are located in various institutions that employ experts in education and rehabilitation, speech and language pathology and social pedagogy. These training rooms are used for regular classes within all programs and meet the needs of nearly all courses; they are an essential and extremely valuable contribution to the education and competencies of future professionals. By gaining practical experiences in training rooms outside the Faculty, students gain a true picture of the specifics of work in the areas of education and rehabilitation, speech and language pathology as well as social pedagogy. We consider teaching in training rooms outside the Faculty to be an indispensable part of achieving learning outcomes because it helps students connect theoretical knowledge and practical experiences, which means the acquisition of competencies. Practical classes ensure the development and acquisition of professional skills, values and roles. The training rooms are most frequently used for so-called clinical exercises, i.e. exercises in small groups that are structured for all study programs and are performed under the guidance of a mentor. These exercises require the consent and cooperation of the beneficiaries of a service (counselling, preventive procedures, diagnostics or assessment, therapeutic, rehabilitation and treatment programs, educational work and social support) and the consent of the institution, which requires a series of organizational preparations and preparedness for possible deviations from the planned activities in the order to develop additional skills and competencies, both for students and mentors/teachers. Students prepare for these classes, and based on their knowledge and experience, they may work independently with beneficiaries, with the interventions of teachers or mentors as necessary. They observe what the mentors do, get involved in resolving situations, and have the opportunity to apply their own creative abilities and skills to achieve the desired outcomes for the beneficiaries. All activities are monitored according to the requirements of individual teachers and mentors and are recorded and documented in a standardized way that indicates the number of hours and the quality of the activity (performing an activity after preparation). The teachers as course leaders and instructors provide students with feedback and the opportunity to improve their own work and learning and assess the learning outcomes achieved. Such feedback completes the educational process, and the knowledge and skills acquired and tested in a real environment become an integral part of the students' professional competency. This type of teaching, although undoubtedly offering invaluable experiences and learning opportunities through lived situations, is not always appropriate because of the numerous factors that cannot be controlled (e.g. absence of beneficiaries due to illness, lack of cooperation, incidents or "crisis situations"). Still, they provide opportunities for other types of learning even if unintended circumstances arise. Due to the limited space and equipment at institutions, exercises should be conducted with smaller groups of students, which requires additional funding but which would also serve the beneficiaries of the institutions. Due to the outlying position of the University Campus and lack of transport connections to other parts of the city, students waste a lot of time and energy travelling to exercises, volunteer work and practicals, which should change. For all these reasons, a significant share of exercises and practicals for students of the Speech and Language Pathology program is organized in the ERF Rehabilitation Centre, which offers proximity, good equipment and space, allowing students to develop their competencies during practical exercises. This work is possible because the target population for speech and language therapists is available and because of continuous investment in more meaningful exercises that engage with that population using relevant methods.

Professional practice is documented uniformly for all three study programs in the following documents. The (a) Professional Practice Report in Rehabilitation / Educational Rehabilitation programs describes the completed activities by practice days, and is signed and stamped by the director of the institution where the work was conducted. This final report is submitted to the leader of the course internship, and it forms the basis for deciding whether the student receives a signature and ECTS credits for that course. The (b) Internship Diary in the graduate program of Speech and Language Pathology is kept according to guidelines in the study program and includes scheduling, mentors, content and manner of quality control. The Internship Diary is certified by the mentor and director of the institution with a signature and a stamp, and the content is checked by the internship leader who, based on the diary and feedback, ensures that the learning process is complete. The quality of teaching is assessed using a questionnaire that students and mentors fill out at the end of the internship. Internship leaders (ERF teachers) and internship mentors meet after the completed activities, verify that obligations have been completed by mentors and students, and thereby complete the process required for students to obtain signatures and ECTS credits. The (c) Internship Map in the graduate program of Social Pedagogy contains a list of student obligations, a description of how students will inform the teachers at the Faculty about the work done in the internship, a list of attached documentation and deadlines and a protocol for evaluating the Map. Each task from the Map is performed by students under the supervision of a mentor on the job site and, if necessary, a mentor at the Faculty.

The described task and other necessary documentation are signed by the mentor on the job site, and the Map is certified by the director of the institution and the student's mentor. The Map is submitted to the leader of the internship course at the Faculty, who organizes its reading as well as individual and group feedback about it. After feedback and potential corrections, students have the right to receive a signature and ECTS credits.

It is important to note that, in order to ensure a personal and professional ethical approach to work within the internship, students at the Faculty sign an Internship Agreement in which they undertake to respect the rules and methods of work of the institution where they perform their tasks and other ethical regulations concerning working with specific groups with which they may come into contact during the internship. All teachers (course leaders) individually establish and maintain cooperation with external associates / mentors of exercises in the courses that they lead, and with mentors in the institutions where students perform internships. Students are mentored by many more associates besides their officially recognized mentor who is paid as such. Cooperation with these mentors is maintained through meetings of mentors and course leaders, as well as special trainings held specifically for mentors by teachers of the Faculty, which are considered mutually beneficial. Mentors contribute to the development and improvement of study programs and other activities by participating in scientific research and professional projects, which aims to compensate for the impossibility of paying them for their additional efforts.

The only disadvantage of this type of practice is the significant organizational efforts due to the large number of student groups whose work needs to be coordinated with a large number of institutions and mentors. As the contracts with the institutions are not permanent, the forms of cooperation must be agreed individually each year, which entails authorizations and documentation, which takes up a significant amount of time and organizational skills on the part of teachers and mentors. Possible solutions to such shortcomings include: (1) empowering the work of the Rehabilitation Centre by contracting full-time employees, which would ensure a constant "flow" of clients and provide more permanent forms of support and assistance for those who need it, while creating the preconditions for maintenance of exercises and practicals; and (2) incorporating work with mentors into the regular activities of the Centre for Lifelong Learning in order to develop a mentoring system and train them to participate in student education and get involved in education, projects, events and other activities of the Faculty.

3. THE TEACHING PROCESS AND STUDENT SUPPORT (ESG 1.3, ESG 1.4, ESG 1.6)

3.1. The conditions for enrolment in a higher education institution or continuing studies are consolidated with the requirements of the study program; they are clear, published and consistently applied.

Elements of the Standard

- *Criteria for enrolment or continuation of studies have been published.*
- *The criteria for enrolment or continuation of studies are consistently applied.*
- *Criteria for enrolment or continuation of studies ensure the selection of candidates with appropriate prior knowledge, in line with the requirements of the study program.*
- *The higher education institution has an effective mechanism for recognizing prior acquired knowledge.*

Criteria for enrollment are defined after the University invites proposals for enrollment quotas and criteria, and they are proposed and adopted at the Faculty Council on the basis of an analysis of enrollment in previous years and an analysis of needs and opportunities. After the proposal is accepted by the University and published on the [University site](#), it is also published on the Faculty's website.

Enrollment criteria clearly define how candidates will be evaluated, such as in terms of high school record, national exam level, and additional achievements. Applications are processed through the [NI SpVU](#) system.

Criteria for enrollment in graduate studies are also submitted to the Faculty Council, and after approval they are submitted to the University. The [call](#) clearly defines the enrollment criteria and quotas for graduate studies at the Faculty of Education and Rehabilitation Sciences for students who have completed undergraduate studies at the Faculty of Education and Rehabilitation Sciences or elsewhere. It also defines a separate application and enrollment procedure for students who have completed undergraduate studies outside the Faculty of Education and Rehabilitation Sciences.

Instructions for international student mobility can be found at the website pages of the [Office for International Cooperation](#). There can be found all relevant data and contact details of the Expert Associate for International Cooperation and the ECTS Coordinator that are necessary for spending part of the study program (usually a semester) at a foreign university, or for carrying out a professional internship at a foreign institution.

Students participating in any of the international exchange programs are recognized for their achievements in accordance with the [Ordinance on Mobility of the University of Zagreb](#). Students who complete some form of extracurricular activity in Croatia or abroad in accordance with the [Ordinance on the Assignment of ECTS Credits for Extracurricular Activities of the University of Zagreb](#) and who have been issued a certificate of completion by the foreign university earn ECTS credits either for the corresponding domestic course of the study program or as a diploma supplement.

Each year, the Dean's Report contains an analysis of enrollment and pass rates, which is presented to the Faculty Council. The Faculty Council considers the enrollment criteria and proposes enrollment quotas that are in line with infrastructural and staff capacities and the needs of the labor market. The analysis of the numbers of applications and enrollments in the attached Table 3.2 clearly shows the current trend of high school graduates' interest in studying at the Faculty of Education and Rehabilitation Sciences, as well as the average success in high school and on the state high school graduation exam.

3.2. The higher education institution collects and analyses data on the progress of students in their studies and uses it as the basis for ensuring the continuity of studies and the pass rate of students

Elements of the Standard

- *Procedures for monitoring student progress are clear and accessible.*
- *Data on student progress in the study is regularly collected and analysed.*
- *The higher education institution provides effective mechanisms for analysing the success and pass rate of students and initiates appropriate activities based on them.*

The student pass rate is regularly monitored and presented in the Dean's Reports, in accordance with the attached Tables 3.4 and 3.5. Rates of passing and completion have been consistently high at the Faculty of Education and Rehabilitation Sciences over a long period, which can be explained by the significant amount of interest from more successful high school graduates.

Most students who enroll in graduate studies have completed undergraduate studies at the Faculty of Education and Rehabilitation Sciences and possess satisfactory and homogeneous prior knowledge. This is confirmed by data on their performance in graduate studies.

In order to increase the pass rate, students are allowed to enroll in optional courses, mentors are assigned to students, and meetings with students are regularly organized, where they are provided with relevant information. These activities increase the success of the study process.

Mid-term exams and continuous monitoring have been introduced in many courses, and Vice-Deans for Academic Affairs prepare [exam schedules](#) on the basis of teachers' suggestions, and publish them on the Faculty websites at the beginning of the year.

The [webpages of the Faculty regarding Studies](#) contain all relevant data about studies, categorized by study programs. Published exam dates allow students to better plan their obligations and organize the taking of their mid-term and final exams. Analysis and revision of study programs in order to improve them are currently underway, under the authority of the Committee for Amendments to Study Programs, which is divided into separate groups covering the individual programs: Speech and Language Pathology, Educational Rehabilitation and Social Pedagogy.

In the process of creating new study programs, the pass rate is also taken into account: in study programs slated for amendment, efforts are being made to distribute the traditionally most difficult subjects more fairly across the first semesters.

The pass rate of students is also influenced by the organization of classes. Study programs constitute undergraduate and graduate studies for full-time students, and their attendance at all class activities is ensured by creating a timetable without overlaps. The schedule of classes is aligned to a significant extent with the availability of teachers and premises (halls, classrooms, laboratories). The final schedule is defined before the beginning of the academic year, i.e. before the enrollment deadline in the winter and summer semesters, since students need to obtain the schedules of the courses in

which they are enrolled. At the same time, teachers are encouraged to organize classes with small groups that are adapted to the particular form of instruction (auditory exercises, laboratory and construction exercises, seminar exercises) within the resources of staff and space available. The participation of demonstrators (class assistants) is an example of good practice. Every year, senior students are engaged as demonstrators to help students perform exercises and prepare for exams.

3.3. The higher education institution provides student-centred teaching

Elements of the Standard

- *The higher education institution encourages different ways of teaching in accordance with the planned learning outcomes.*
- *Diverse teaching methods are used.*
- *Class modalities and teaching methods are continuously evaluated and modified.*
- *Teaching methods are adapted to a diverse student population (non-typical student population, part-time students, senior-age students, underrepresented and vulnerable groups, etc.).*
- *The higher education institution ensures the use of advanced technologies for purposes of modernized teaching.*
- *Available and dedicated teachers contribute to student motivation and engagement. The institution encourages student independence and sense of responsibility.*

Comprehensive data on the teaching and learning in undergraduate and graduate studies at the Faculty of Education and Rehabilitation Sciences can be found in the Ordinance at this [URL](#). The Faculty encourages diverse class modalities and teaching methods. Teaching methods applied at the Faculty comprise mostly conventional teaching, composite teaching, e-learning, individual consultations, project work, laboratory exercises and experimental work, seminar work, guest lectures by professional experts, and fieldwork. Prior to the start of the academic year, teachers have the opportunity to modify the class structure. Course teachers are obliged to publicly announce their hours for individual consultations.

The evaluation of teaching methods and class modalities is carried out through student surveys. Based on the cyclical plan of teacher evaluation surveys at the University, a paper-pencil survey is conducted every three years, while in other years a survey is conducted through the ISVU system. The processed results are submitted to the Dean of the Faculty, the Quality Committee and the Vice-Dean for Academic Affairs, and the teachers can view their survey results through the ISVU system. Teachers are invited to consider the results of the survey in all their aspects, including any comments on teaching methods and class modalities.

Teaching methods are adapted to the diverse student population. Students with disabilities and learning difficulties are accommodated through adaptations of the teaching process and exams, as described in [ERF Student Support](#), and a contact person has been appointed for that purpose, whose contact information as well as information about the Office for Students with Disabilities of the University of Zagreb can be found at this [URL](#).

The Faculty ensures the application of advanced technologies for the purpose of modernizing the teaching process. The Faculty uses its own resources to procure licenses for necessary teaching software, thus encouraging work with modern software tools. All classrooms are equipped with a computer with Internet access and a projector to enable the use of multimedia in class.

The Faculty also encourages the development of e-courses, i.e. electronic versions of the subjects within the study programs. Teachers are also actively encouraged to increase the number and quality of e-courses in order to achieve faster and better communication with students.

According to the data of individual departments of the ERF, there are 176 courses in which teachers use one of the 3 levels of e-learning:

Table 3.3.1. E-Learning in 2018/2019

DEPARTMENT	NUMBER OF COURSES USING E-LEARNING	NUMBER OF COURSES USING LEVEL 1	NUMBER OF COURSES USING LEVEL 2	NUMBER OF COURSES USING LEVEL 3
Department of Inclusive Education and Rehabilitation	34	13	19	2
Department of Motor Disorders, Chronic Diseases and Art Therapies	18	9	9	-
Department for Visual Impairments	16	1	15	-
REHABILITATION / EDUCATIONAL REHABILITATION TOTAL	68	23	43	2
Department of Speech and Language Pathology	50	16	27	7
Department of Hearing Impairments	21	7	14	-
SPEECH AND LANGUAGE PATHOLOGY TOTAL	71	23	41	7
Department for Behavioural Disorders	38	11	25	2
Department of Criminology	16	14	2	-
SOCIAL PEDAGOGY TOTAL	54	25	27	2
SUB-DEPT. FOR STATISTICS, IT AND TECHNOLOGY	4	-	4	-
TOTAL	197	71	115	11

The students' assessed papers are stored in the "[Dabar](#)" Digital Repository and made available for teaching purposes.

Many teachers are involved in numerous student association projects. In this way, they can use their knowledge and advice to contribute to the motivation of students within the prescribed courses of study programs as well as in extracurricular professional activities. The Faculty Management provides funding and space as a form of support to the work of student associations.

Teachers co-author conference papers and journal articles with students, which strongly encourages students to engage in professional work and scientific research.

The Dean of the Faculty confers the Dean's Award for the best scientific or professional papers by students in each academic year. Eligible students are those whose papers were positively evaluated and proposed by the Faculty Committee for the Rector's Award, but who did not receive it. The Dean's award is monetary and takes the form of a charter. If the awarded paper is the work of several authors, each receives a charter, and the monetary award is divided into equal shares. The award is presented by the Dean of the Faculty at a ceremony on Faculty Day.

The award for Best Student of the Faculty is awarded each academic year to the final-year student in each of the study programs who achieved excellent results throughout the entire program. The decision on the best student is made within the study program according to pre-established criteria. The award for Best Student is monetary and takes the form of a charter. The award is presented by the Dean of the Faculty at a ceremony on Faculty Day.

ERF students are encouraged to compete for the Rector's Award, which awards the best student scientific or professional papers or artistic achievements, and which was established to encourage scientific research, encourage professional and artistic work, and promote student creativity.

ERF students are especially encouraged to do volunteer work within the local community. Thanks to such efforts, the elective course Volunteer Work was introduced into all study programs.

The Best ERF Volunteer Award is an annual award given at the ceremony held on Faculty Day and can be awarded to full-time undergraduate and graduate students in Rehabilitation / Educational Rehabilitation, Speech and Language Pathology and Social Pedagogy. A separate award is given for each of the three programs. The purpose of the award is to raise awareness of the importance and usefulness of volunteering among staff and students and to recognize volunteer engagement.

The basis for all of the aforementioned awards are Decisions of the Faculty Council, which are implemented according to prescribed procedures of nomination, selection and awarding.

Students are especially encouraged to produce scientific and professional papers and to present them at congresses and conferences, and the Faculty partially covers the associated costs. In recent years, special attention and incentives have been provided for students to participate in exchange programs.

3.4. The higher education institution provides adequate support to students

Elements of the Standard

- *The higher education institution provides students with counselling regarding studying and career opportunities (e.g., tutors, mentors, and other counsellors to assist in learning and advancement).*
- *The higher education institution has established functional procedures for professional guidance of students, psychological counselling, support for students with disabilities, support in inclusion in outgoing and incoming mobility programs, and Library and Student Office at the University or Faculty level.*
- *Students are familiar with the available support services.*
- *Student support is tailored to a diverse student population (part-time students, senior-age students, students from abroad, students from underrepresented and vulnerable groups, students with certain difficulties in mastering the material and progressing with the study, etc.).*
- *The higher education institution employs qualified and dedicated professional, administrative and technical staff.*

The Faculty provides students with counselling about their studies through the Student Office, including the head of the Legal Department and employees of the Student Office, with the support of the Vice-Dean of Academic Affairs. Course heads and teachers also provide counselling during consultation hours. Various companies make presentations at the Faculty and advise students on employment and scholarship opportunities.

The Faculty of Education and Rehabilitation Sciences provides mentoring for all years in all undergraduate and graduate study programs: mentors are appointed by the Faculty Council at the beginning of each academic year and are actively involved and monitor the activities of students in each program, helping in the organization of student activities, documenting student satisfaction as well as complaints and issues, and trying to solve such issues and find ways for students as well as teachers to function at a high level. Students are informed that the mentors of their class year are the first level of help and support.

Mentoring also takes place when mentors help students prepare their theses, and they often provide career counselling, write necessary recommendations and otherwise promote the advancement of students in their further professional and scientific work. All teachers are active in providing advice about career advancement and employment opportunities.

All teachers provide learning assistance during individual consultations that are conducted according to a schedule and/or previous arrangement. A substantial part of assistance from teachers is provided via e-mail, especially during the preparation of papers or during practical classes.

The Faculty has also appointed a Student Support Coordinator (since 2011/2012), whose function is to improve the quality of study by directly providing necessary information, counselling as well as assistance and support to students. The work of the Coordinator is aligned with the activities of the Centre for Counselling and Student Support at the University of Zagreb.

Within the context of career planning, students in the fourth semester of the graduate study of Social Pedagogy enroll in a compulsory course "Planning and Development of Professional Identity", with the purpose of facilitating their transition from the academic to the professional world. This course is expected to assist the students with appreciating the importance of professional competencies for effective, high-quality involvement in the working world; assessing their own interpersonal, generic and professional competencies; comparing the tasks and competencies required for different professional roles of social pedagogues; and assessing their own professional preparedness.

Support for Students with Disabilities (SD) has been provided systematically at the ERF since 2007 and includes the activities of Coordinators for Students with Disabilities and representatives of students with disabilities. The activities of the Coordinator and the representative are systematized through support at the University, i.e. the work of the Office for Students with Disabilities. The activities of the Coordinator include advising students, their parents, and the entire teaching and administrative staff about necessary adjustments and other activities. The Faculty is currently attended by several students who systematically or occasionally receive some form of support at the ERF or through the Office for Students with Disabilities at the University of Zagreb. ERF initiated the course Peer Support for Students with Disabilities,

which enables students to provide or receive peer support. The Faculty is especially active in working with students with disabilities; it is currently in the process of implementing numerous professional projects, which will generate comprehensive manuals containing diverse information necessary for high-quality study by persons with disabilities, not only at the ERF but at all faculties. The Rehabilitation Centre of the Faculty, as part of its clinical activities, provides free counselling and diagnostics to students with different difficulties (for example, suspected dyslexia, ADHD, emotional problems etc.).

ERF facilities are accessible to people with disabilities, and it provides for the possibility of scanning literature; creating a website adapted for students with disabilities; purchasing equipment, such as mobile magnifying glasses for visually impaired students; and placing signs and markings in Braille. Students with disabilities can use a separate room where they have access to a computer with a screen reader, a printer and a scanner.

At the Faculty, students have access to legal aid throughout the working hours of the Secretary / Legal Department of the Faculty, where a special time slot is dedicated exclusively for student counselling.

The Faculty assists in covering a range of student costs, from health certificates to participation in trips, congresses, sports competitions or other activities that have been duly documented and justified. It organizes and partially subsidizes students' travel to practical work at different locations.

The Library of the Faculty of Education and Rehabilitation Sciences of the University of Zagreb is a higher education library that, through its collections and services, provides information support for the scientific and teaching activities of the Faculty. It is intended primarily for employees and students of the Faculty, but is also open to all external users who require literature or any kind of information in the field of forestry and wood technology.

The library is located in the basement of the main Faculty building and is easily accessible to students and other users. The Library contains a small reading room intended for users.

In addition to the standard reference literature (e.g. dictionaries, encyclopedias, manuals, lexicons), most of the collection consists of scientific and professional publications. The continuous acquisition of new professional and scientific literature is a permanent effort towards modernizing the library collection as much as possible.

A Library staff member assists students on a daily basis in finding relevant sources of information. In addition to printed materials, students are provided with access to numerous databases and bibliographic and full-text databases.

The activities of the Library are determined by the Rules of Procedure of the Library. The digital repository is located at this URL. The purpose of the digital repository of the Faculty of Education and Rehabilitation Sciences is to provide permanent digital storage offering controlled access to scientific research as well as intellectual and creative products from employees and students of the Faculty.

Before the beginning of the academic year, the IT Office of the Faculty opens AAI@EduHr user accounts for all new students of the Faculty (Authentication and Authorization Infrastructure of the Science and Higher Education System in the Republic of Croatia) and user e-mail accounts, which it maintains for them throughout the study period. During office hours, staff are available to all students to handle problems related to their work (e.g. ISVU system, computer classrooms, e-learning).

During the process of admission to undergraduate study, students are informed about the services available to them. They are given a presentation with information about the services of the University Computing Centre, the Faculty's website and existing IT support.

The number, educational structure and availability of employees in administrative services are as follows:

Student Office – the Student Office (Office for undergraduate and graduate programs; Office for postgraduate programs) has four employees: the Head of the Student Office (high-school graduate), one Expert Officer (high-school graduate), one student advisor for student affairs (university graduate) and a head (high school graduate) in the Postgraduate Office. Office hours are Monday through Friday from 7:30 a.m. to 3:30 p.m. Students may access the services of the Office from 10 a.m. to 1 p.m.

Office for International Cooperation and Projects – the Office has one employee with a university degree, with postgraduate specialization in project management. The working hours of the Office are on weekdays from 7:30 a.m. to 3:30 p.m.

All administration staff members are encouraged to participate in different forms of continuing education in order to improve their skills and competencies.

Library and Digital Repository – the Library has one employee: the Library Manager (university graduate). The Library employee may receive professional training at various domestic and international conferences and symposia, as well as at lectures at the Centre for Continuing Professional Development (CCPD – <http://www.nsk.hr/cssu/>).

Work with students and other users of the Library is usually carried out from 10 a.m. to 4 p.m.

The Library reading room is open to users for independent work from 8 a.m. to 6 p.m.

IT Support Centre – the Centre has two employees: one who is an Expert IT Associate, CARNet Coordinator and ISVU Coordinator; and another who is a System Engineer.

Employees of the Centre are provided with continuous professional development through courses organized by CARNet and the University Computing Centre, as well as domestic and international conferences and symposia related to IT issues.

Working hours of the Centre when users can contact employees are from Monday to Friday from 7:30 a.m. to 3:30 p.m.

3.5. The institution provides support to students from vulnerable and underrepresented groups.

Elements of the Standard

- *The higher education institution monitors the different needs of students from vulnerable and underrepresented groups.*
- *The classes are adapted to the individual needs of students of vulnerable and underrepresented groups.*
- *The institution invests resources for the provision of support to students from vulnerable and underrepresented groups.*

According to the National Plan for Improving the Social Dimension of Higher Education in the Republic of Croatia 2017–2020 (Annex: Underrepresented and Vulnerable Groups in Higher Education in the Republic of Croatia), the Faculty of Education and Rehabilitation Sciences (ERF) has identified the following vulnerable groups: students with disabilities, students with children and students who work and study.

The largest number of students from vulnerable groups are students with disabilities. During the last 5 years, the number of students with disabilities who have studied at the ERF and used some form of support during their studies has ranged from 16 (academic year of 2019/2020) to 39 (academic year of 2016/2017). In order to be able to exercise their rights, students and candidates with disabilities need to prove their condition by providing scanned documentation by e-mail to the Coordinator for Students with Disabilities, who is the only person with access to these documents. The documents do not need to be recent, and students usually submit the Decision on Taking the State Exam with Adjusted Examination Technology. Special attention is paid to ensuring that personal data, including data on students' challenges and disabilities, are protected and that students are not stigmatized in any way. In order to protect data, we provide only aggregated numerical data in reports to the Ministry of Science and Education of the Republic of Croatia and the University of Zagreb. In addition, the Coordinator does not divulge the specifics of a student's disability when he or she requests that teachers make specific adjustments for that student. All information intended for all students with disabilities (competitions for scholarships, special transportation, invitations to participate in research, etc.) is posted on the Faculty's website, and is not aimed at students with disabilities as a group, nor at individual students with disabilities.

Students with disabilities at the ERF enjoy all rights as stipulated in the Constitution of the Republic of Croatia, the Convention on the Rights of Persons with Disabilities (United Nations, 2006), the Act on Scientific Activities and Higher Education (Official Gazette Nos. 123/03, 198/03, 105/04, 174/04, 46/07, 63/11, 94/13, 139/13, 101/14, 60/15, 131/17), the Anti-Discrimination Act (OG Nos. 85/08, 112/12), the Act on Single Forensic Expertise Body (OG Nos. 85/14, 95/15), the Act on Croatian Sign Language and Other Communication Systems for Deaf and Deafblind Persons in the Republic of Croatia (OG No. 82/15) and the National Strategy for Equal Opportunities for Persons with Disabilities 2017–2020 (OG No. 42/17), as well as the Statute of the University and the Faculty and its numerous other documents and tenders.

In 2007, the Faculty instated a Coordinator for Students with Disabilities and a representative of students with disabilities (member of the Coordination). Together, in cooperation with the Management of the Faculty, they strive to ensure full accessibility of academic activities to students with disabilities at the Faculty. This involves the following:

- spatial accessibility (ramp, elevator, adapted sanitary facilities);
- markings in Braille, an accessible web page of the Faculty, digital formats of teaching and exam materials (the Faculty also provides a literature scanning service);
- a special area for students with disabilities equipped with a computer with a speech unit and a screen reader, a printer and a scanner;
- potential renting of additional equipment (personal computers, magnifiers, use of a Braille printer);

- adjustments in teaching and during mid-term and final exams. Recommendations for adjustments are proposed by the Coordinator, in accordance with the possibilities and needs of students who justify their request with appropriate documentation, and are approved by the Vice-Dean of Academic Affairs. These adjustments include extended exam-taking time, change of exam dates, multiple exam periods, oral exams instead of written ones or vice versa, enlarged fonts, use of personal computer, and flexibility in how the student's obligations can be fulfilled, where necessary and possible;
- other individualized adaptations, in cooperation with the Office for Students with Disabilities of the University of Zagreb, including assistance in finding adapted transport, accommodation in dormitories and assistance in dormitories, providing special meals in canteens, various forms of assistance, peer support, mediation in communication, etc.

In this regard, it is important to note that, when choosing alternative methods, techniques, teaching formats and teaching materials, we take special care not to compromise academic standards or the acquisition of competencies as prescribed by the study program.

The Coordinator also provides support to candidates to enroll at the Faculty as well as support to their parents and professional associates in the high schools they attend. They are provided with individual counselling via e-mail and/or a visit to the Faculty and a conversation with the Coordinator and study heads about the possibilities of adaptation and study requirements. The classification procedure is completely adapted to their capabilities. Based on the documentation sent exclusively to the Coordinator and subject to special requirements and in agreement with the candidate, the written parts of exams are performed in a separate space, if necessary, with up to 50% extended time and using an adapted form of exam materials, while oral exams are organized under conditions best suited for the candidates.

Every semester, the Coordinator and four other ERF teachers, give lectures within the course *Peer Support for Students with Disabilities*, which focuses on educational work with students without disabilities on how to support their colleagues with disabilities. That course was created within the framework Tempus Project - Education for Equal Opportunities at Croatian Universities - EduQuality, whose Head was a ERF teacher. Other ERF teachers also participated in its creation, and it was introduced as an elective course at the Universities of Zagreb, Rijeka and Pula. The University of Zagreb first started its implementation in the academic year of 2011/2012 and the course has been conducted every semester since then. The course is available to students of faculties belonging to the University of Zagreb, and all levels of study (undergraduate, graduate and postgraduate). This course enables students with disabilities to gain the support of peer assistants, which they may require in the academic environment, depending on the nature of their challenge/disability (e.g. support when coming to the Faculty and moving around the rooms, lecture halls, offices, libraries, offices, student canteens, etc.; support in completing administrative procedures; support in taking notes from lectures; verbal descriptions of visual content; support in various social situations such as mediation in communication; personal support as needed, such as support when using toilets, etc.).

Two teachers from the Faculty are involved in the implementation of two-day workshops for teaching and one-day workshops for non-teaching staff of the University, offered by the Office for Students with Disabilities of the University of Zagreb. The previously mentioned Tempus project EduQuality, which was implemented from 2010 to 2013, represents a framework for the recently initiated process of educating teachers and professional and administrative staff at Croatian universities on working with students with disabilities and on adapting the academic environment to their abilities. A total of 22 people from all Croatian universities were trained to conduct educational workshops; these individuals included six from the University of Zagreb, three each from the universities of Rijeka, Zadar, Osijek and Split, and two each from the universities of Dubrovnik and Pula. Persons involved in the work of university support services for students with disabilities and persons involved with issues and topics of persons with disabilities were trained and showed interest in conducting workshops. In the academic year 2011/2012, the trained individuals began conducting two-day workshops at their university for teaching staff and one-day workshops for professional and administrative university staff. The plan is for the trained individuals to continue with the implementation of workshops within the work of support services for students with disabilities, and this has been achieved at the University of Zagreb. To date, the University of Zagreb has trained 75 teachers from 26 parts of the university, mostly Coordinators for Students with Disabilities, Vice-Deans for Academic Affairs, Student Support Coordinators, heads of departments and of offices, as well as members of committees and quality committees. A total of 99 members of professional and administrative staff from 24 faculties belonging to the University of Zagreb have been trained, as well as staff from the University Rectorate and the Student Centre, most often heads and associates of student services, libraries and Offices for International Cooperation, ISVU System Coordinators, administrative and IT officers and department secretaries.

Within the TEMPUS project EduQuality, educational manuals (comprising eight manuals: General Guidelines, Spatial Accessibility, Access to Information and Services, Teaching and Learning Outcomes, Mentoring and Consultation, International Student Mobility, Leisure and Psychosocial Needs of Students) were created, printed and distributed to all

parts of all universities in the Republic of Croatia. Their purpose is to serve the teaching, professional and administrative staff; they contain, among other things, a number of practical and concrete guidelines on working with students with disabilities and on the possibilities of academic adaptation (Ensuring Minimal Standards of Accessibility of Higher Education to Students with Disabilities in the Republic of Croatia, 2012). The co-authors of these manuals are eight teachers, two students and one Professional Associate from the Faculty. One teacher and one student also participated in the creation of the above-mentioned document Ensuring Minimum Standards for Accessibility of Higher Education to Students with Disabilities in the Republic of Croatia, which was accepted in 2013 by the University of Zagreb and the Rector's Assembly.

In 2015, the Ministry of Science, Education and Sports signed an agreement with all public higher education institutions (universities, polytechnics and colleges) on co-financing tuition and material costs for full-time students in the academic years of 2015/2016, 2016/2017 and 2017/2018. One of the mandatory general objectives of the agreement is to ensure equal access to higher education for all full-time students in the Republic of Croatia, including facilitating access to study activities for students with disabilities. The Faculty of Education and Rehabilitation Sciences has spent some of the funds obtained for that purpose.

Also, a number of scientific studies have been conducted on and with students with disabilities at the Faculty. In the last five years, based on these studies, 10 papers have been published and presented at conferences, which are listed in Appendix 3.5.1.

From 2007 to 2009, a Faculty teacher participated in the implementation of the Tempus project "DUCAS – Developing University Counselling and Advisory Services", organized by the University of Groningen, and ERF was a partner university in the implementation of the Tempus project Isheds, accepted by the Senate of the University of Zagreb. Isheds developed guidelines for equalizing study opportunities for students with dyslexia, in cooperation with the Office for Students with Disabilities of the University of Zagreb.

At the University level, an ERF teacher encouraged the development of a support system for students with disabilities and was also the President of the Committee for Students with Disabilities of the University of Zagreb from 2007 to 2016. In 2010, the Committee received special recognition from the Rector of the University of Zagreb, Prof. Aleksa Bjeliša, PhD, for exceptional contribution to the establishment of the University Office for Students with Disabilities, with the aim of creating equal study opportunities and increasing the accessibility of higher education to students with disabilities. Furthermore, from 2014 to 2015, the same teacher was a member of the Working Group for the Drafting of National Guidelines for the Development of Student Support Systems, and from 2013 to 2014 she was a member of the Expert Council of the Centre for Student Counselling and Support of the University of Zagreb. Since 2015, she has been a member of the National Group for the Improvement of the Social Dimension of Higher Education, which operates within the Ministry of Science and Education.

Based on extensive experience in the development and implementation of support systems for students with disabilities at the University of Zagreb and at the Faculty, the Faculty of Education and Rehabilitation Sciences was invited to participate in the application and implementation of the Erasmus + (KA2) Capacity Building project: Developing Inclusive Education for Students with Disabilities in Sri Lankan Universities / IncEdu, developed by the University of Peradeniya, Sri Lanka. The project is being implemented from 2019 to 2022.

In 2011, the Faculty appointed a Student Support Coordinator whose function is to improve the quality of studies by providing information, counselling and support to students. The Coordinator informs, advises and mediates for the small numbers of students with children or who are employed, but also for other students who need support during their studies, as well as their teachers. In cooperation with the Management of the Faculty, we strive, whenever possible, to accommodate these students as much as possible so that they may coordinate all their obligations and successfully complete their studies.

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

Elements of the Standard

- *Students are informed about the possibilities of attending part of their studies abroad.*
- *The higher education institution provides support to students in the process of applying for and participating in exchange programs.*
- *The higher education institution ensures the recognition of ECTS credits acquired at another higher education institution.*

- *The institution collects data on student satisfaction with the quality of the support provided by the institution in practical issues of student mobility.*
- *Students acquire the competences needed for performing professional activities in an international environment.*

The Faculty of Education and Rehabilitation Sciences, in accordance with its [Strategic Development Plan 2014-2018](#), the [Strategic Development Plan 2019-2023](#) and the [Strategy of Internationalisation of the University of Zagreb 2014-2025](#), actively encourages and develops international cooperation and mobility of its students and employees. About 30 international [bilateral agreements](#) are currently in force that enable mobility for the purpose of attending classes and/or professional internships (for students) as well as teaching and/or training for employees.

The Erasmus+ program is the most popular and most represented mobility program among students of the Faculty of Education and Rehabilitation Sciences. Information on mobility, announcements of mobility tenders, scholarship tenders, application instructions and other important information are published regularly on the Faculty [web pages](#) and the bulletin board, and important information is sent, if necessary, to the students in group e-mails. The Faculty's website (section on International Cooperation) is regularly updated, and all procedures, from application instructions to detailed instructions for selected candidates, are described in detail and presented to students.

After its announcement, the Erasmus+ student mobility tender is presented to students at the Info Day, which the Expert Associate for International Cooperation and the ECTS Coordinator also attend. Students are presented with detailed information on all associated foreign universities and receive advice about choosing the right university. The event is also attended by students who have already participated in previous mobility programs and who can offer useful advice to the new candidates.

The practice of involving students in the process of attracting new candidates for mobility programs has proven very successful. Students who have already had mobility experience help colleagues choose courses that are compatible with their program and that were recognized after the mobility, which greatly facilitates the selection of universities and courses for future mobility participants and makes them feel more confident about deciding to conduct part of their studies abroad.

Support for students related to applications for tenders and the preparation for participation in mobility programs from start to finish is provided by the Expert Associate for International Cooperation and the ECTS Coordinator. In addition to organized lectures, consultations with the Expert Associate can occur every day, in person or by e-mail. After the announcement of the results of the mobility tender, additional meetings are organized with the selected candidates, in spring in the case of candidates leaving in the winter semester and in autumn in the case of candidates leaving in the summer semester. The topics of these meetings are the procedures for applying to a foreign university, clarification of the schedule, application deadlines, selection of subjects, the content of the Learning Agreement, etc.

At this stage, with the help of the ECTS coordinator, the students fill out the [Request for Subject Consolidation](#), which contains the list of all the courses they will take at the foreign and home institution, as well as a list of recognized subjects and all the obligations they have after returning. This internal document provides the initial information to students about all possible compensatory work and obligations they will have after their return. After the ECTS Coordinator agrees with the subject teachers on the methods of compensation and/or course recognition, the Request is approved and the Learning Agreement is signed. Records of recognition of ECTS credits and courses are available for inspection at the Office for International Cooperation. Even though most students, upon their return to the Faculty, must pass a number of exams that are not recognized (about which they are well informed in advance), they nevertheless decide to participate in mobility programs. In the last few years, students have expressed dissatisfaction with the number of recognized subjects, due to the inflexibility of some teachers who insist that they attend classes of their courses, forcing the students to withdraw from mobility programs. Our goal is to increase the number of recognized courses, in agreement with teachers, so that students would not have to take almost the same number of exams again at the Faculty after passing the courses at a foreign university. We are aware of the fact that study programs at ERF are not fully compatible with programs at foreign universities with which we have concluded agreements, but they are similar enough for a student to gain valuable experience and knowledge and achieve learning outcomes.

Upon completion of the mobility program, the students are issued the *Certificate of Post-Mobility Recognition of Subjects* prepared by the Office for International Cooperation on the basis of a previously approved Request, the Learning Agreement and any changes thereto, as well as an official transcript of grades from the foreign university. The students submit the Certificate to the Central Office for International Cooperation of the University of Zagreb together with final documentation, which represents proof of post-mobility recognition of the subjects by the home Faculty.

Given the existence of an already well-established procedure, the motivation of students and detailed instructions that are regularly sent to them by e-mail and published on the website, we are very satisfied with the way in which activities related to student mobility are carried out.

After the completion of the mobility program, the Expert Associate for International Cooperation sends a Mobility Questionnaire to the students, which is an internal document that provides us with student feedback on the mobility experience from the process of application, through implementation until conclusion of the program. Students evaluate the support system they received at the Faculty and at the foreign institution and give their suggestions and comments. Although completing the Questionnaire is not mandatory, students are encouraged to participate and we receive feedback from most students. The completed questionnaires are archived in the Office for International Cooperation. Also, students can send an account about their experience at the foreign university, which is published on the [Faculty website](#) with their permission.

ERF students have the opportunity to meet and support foreign students who come to study at the Faculty. Domestic students are also invited to the initial meeting with foreign students to help foreign colleagues learn the ropes, schedule lectures, enrollment procedures, find literature, etc., and thus encourage contact between domestic and foreign students (the so-called "buddy system").

In addition to the study stay of one semester, students are increasingly applying to Erasmus+ tenders for **professional internships** abroad. Without exception, students perform a professional internship after completing the last year of graduate study and stay for an average of three months. A certain number of students who apply for internships abroad have previously studied at a foreign university through mobility programs; these students wish to take advantage again of the opportunity to study and live in a foreign country. This clearly speaks in favor of the benefits of mobility for the personal and professional development of students, who in turn become more open and motivated, and the Faculty supports them in this endeavor by providing them with support and counselling.

In addition to mobility programs, ERF students participate in the implementation of various international projects in which they spend a week at foreign institutions (Intensive Week, Erasmus+ projects, IP Light) and in two-week exchange programs based on bilateral university agreements (e.g. collaboration with Indiana State University). Data on student mobility is presented in Table 3.6.1 below and in Table 3.6 of the Analytical Supplement to the Self-Evaluation Report.

Table 3.6.1. Outgoing student mobility in the last 5 academic years

	OUTGOING MOBILITY	
	Up to 3 months	3 and more
2014/2015	4	9
2015/2016	17	9
2016/2017	12	16
2017/2018	34	14
2018/2019	13	7
TOTAL	80	55

The Faculty encourages the mobility of doctoral students by signing agreements (2019) with foreign universities specifically for doctoral level studies (University of Seville, University of Oregon) and thus enables doctoral students to conduct part of their studies abroad and work with foreign experts. Doctoral students have the opportunity to apply for the Academic Mobility Competition (Item C) for the purpose of attending conferences abroad. This opportunity is announced on the website, the bulletin board and by e-mail.

3.7. The higher education institution ensures favourable conditions for the study of foreign students

Elements of the Standard

- *Information on enrolment and study opportunities is available to foreign students in a foreign language.*
- *The higher education institution provides support to foreign students when applying and studying at the local higher education institution.*
- *The institution receives feedback on the satisfaction and needs of foreign students.*
- *Foreign students have the opportunity to attend classes in a foreign language (English).*

- *Croatian language learning for foreign students is provided at the constituent or University level.*

Foreign students who want to study at the Faculty of Education and Rehabilitation Sciences can access all the necessary information on the websites of the [University of Zagreb](#) and the [Faculty of Education and Rehabilitation Sciences](#). Almost all foreign students arrive within the Erasmus+ program; only some students come within the framework of university bilateral agreements. Foreign students contact the Expert Associate for International Cooperation by e-mail, and arrange the content of the Learning Agreement, choose courses and resolve other administrative procedures. In order to better define the content of the Learning Agreement prior to the arrival of students and to avoid doubts about the choice of courses, the Expert Associate is available to students by e-mail months before arrival. Due to the specifics of study programs, foreign students sometimes cannot choose courses that fully correspond to their study program, so flexibility and individual arrangements with course teachers are needed to find an appropriate solution for each student, while ensuring that students meet the enrollment prerequisites of each course. [The Catalogue of Subjects in English](#) is available on the Faculty's website; it is regularly updated and aligned with the Implementation Plan and Program. In the Catalogue, foreign students can find a list of courses in English, as well as a detailed syllabus and enrollment prerequisites for each course.

The problem we have been facing for the last two academic years is an insufficient number of subjects in English. Although we still provide an acceptable number of subjects in English, teachers are increasingly withdrawing their subjects from the option of teaching in English, which leads to the fact that some study programs and/or study levels offer no subjects in English at all. This is due to the absence of any compensation for additional work with foreign students, either financially or through the recognition of overtime hours, which demotivates teachers. Teachers teach foreign language on a voluntary basis, which is a problem that should be addressed at both the University and Faculty level. The reduced number of courses available in English directly contributes to the reduced number of incoming students, who cannot choose courses that would enable them to obtain the appropriate number of ECTS credits, so they decide against coming to the Faculty. The lack of subjects in English is also the only complaint that foreign students sent to the Faculty in the Questionnaire following mobility. Data on incoming student mobility is presented in Table 3.7.1 below and Table 3.6 of the Analytical Supplement to the Self-Evaluation Report.

Table 3.7.1. Incoming student mobility in the last 5 academic years

	INCOMING MOBILITY	
	Up to 3 months	3 and more
2014/2015	8	8
2015/2016	-	5
2016/2017	34	6
2017/2018	-	16
2018/2019	17	7
TOTAL	59	42

Due to the relatively small number of students who participate in mobility programs for the entire semester, the number of foreign students in some courses is not large and classes are organized through individual consultations with teachers in English. At the first meeting with teachers, students are instructed with regard to the manner of taking the exam, the schedule of consultations and other obligations during the semester. Subject to the disposition of the teacher, the student can be involved in lectures with domestic students (with translation) or participate in the practical part of classes (school visits, professional visits).

The Office for International Cooperation of the Faculty coordinates class activities for incoming students, their course selection, enrollment, issuance of certificates and transcripts, and it provides other types of administrative support.

In addition to the mobility program throughout the semester, incoming students can visit the ERF for shorter periods as well (a week or two). These exchange programs are based on bilateral university agreements or occur as group visits by foreign students within the framework of a practical part of a course that includes a visit to a foreign university.

Although the Central Office for International Cooperation of the University of Zagreb keeps records of all incoming students, the Faculty of Education and Rehabilitation Sciences also systematically collects information on incoming students and maintains its own internal records. Also, after the mobility program, foreign students receive a Mobility Questionnaire, in which they can provide feedback on studying at the ERF and also give an account about [their experience](#), which is subsequently published on the Faculty's website.

Since the Faculty does not offer foreign students the possibility of learning Croatian, students are referred to the information on the [website of the University of Zagreb](#), which provides that possibility.

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

Elements of the Standard

- *Criteria and methods of evaluation and assessment are clear and published prior to the start of individual courses.*
- *The higher education institution provides support for the development of skills related to testing and examination methods to all persons who evaluate students.*
- *If possible, the higher education institution conducts evaluation procedures.*
- *Evaluation procedures take into account the special circumstances of studying for certain groups of students (adjustment of examination technology, e.g. for students with disabilities).*
- *Students receive feedback on evaluation results and, as appropriate, advice regarding learning the material.*

When adopting the class curriculum for the next academic year, teachers are invited to define (update) the criteria and methods of evaluation and assessment, which are then uploaded to the [ISVU system](#) and made accessible to students.

Teachers also inform students about their course and provide all relevant information during the introductory class of the course in accordance with the [Ordinance on Undergraduate and Graduate Studies at the Faculty of Education and Rehabilitation Sciences of the University of Zagreb](#). Many courses are also provided in the form of e-courses. This increases the accessibility of the course content and implementation plan.

Thesis procedures for all undergraduate and graduate studies have also been defined and published.

Different ways of verifying knowledge, i.e. learning outcomes, are employed to assess the competencies acquired in individual courses. There are continuous tests of knowledge (mid-term exams, homework, etc.), project presentations, drafting and presentation of seminars, written exams, oral exams, or combinations of these assessment methods. The results of the written exam and the oral exam are public, contributing to their impartiality and objectivity. [The process of appeal](#) is carried out according to the regulations on studying at the undergraduate and graduate studies of the Faculty and the University ([link 1](#) and [link 2](#)).

The Faculty provides support in the development of skills related to testing and examination methods to all persons who evaluate students. The Faculty financially supports its staff attendance at workshops in that regard. Teachers attended workshops on defining learning outcomes, as well as methods of evaluation and assessment, and they are provided with relevant literature (e.g. [the manual](#) "How to Achieve Desired Outcomes in Study Programs") and receive information and invitations to participate in workshops.

The Faculty conducts assessment of student evaluation procedures by analyzing student surveys. Possible inconsistencies in evaluation procedures in a particular course are determined through additional analysis of student complaints regarding evaluation.

Evaluation procedures take into account special circumstances, as previously stated in Standard 3.4; students with disabilities and students with speech or reading difficulties are issued decisions on the requirement to adjust the exam format.

In accordance with the Ordinance on Undergraduate and Graduate Studies, the course teacher is obligated, at the student's request, to allow him or her to see their graded written exam within a certain time slot. The results of the written part of the exam are published in the ISVU and Merlin systems. The teacher is obligated to inform the students of the results of the oral exam immediately after it has taken place.

3.9. The higher education institution guarantees the issuance of diploma supplements and relevant qualification information

Elements of the Standard

- *Upon completion of the studies, students are issued appropriate documents (diploma and diploma supplement), which describe the qualification, the achieved learning outcomes and the level, content and status of the study program. The diploma and the diploma supplement are issued in accordance with the relevant regulations.*

Upon completion of studies, students are issued a diploma and a diploma supplement. The diploma supplement contains:

1. information about the diploma holder (name and surname, date and place of birth, student ID number)
2. information regarding the acquired qualification (title of the educational qualification in Croatian and the language in which it was acquired, main areas of study, name and legal status of higher education institutions conducting the study programs, name and legal status of higher education institutions issuing the qualifications, language in which the study program was conducted)
3. information regarding the level of qualification (degree of qualification, duration of studies, required educational level for enrollment in study)
4. information regarding the content and results of the obtained qualification (study program format, the regulation authorizing the study program, study requirements and achieved learning outcomes, basic data on the course of the study program, grading system with obtained grades and grade point average, title and grade of final/diploma thesis, level acquired and possible commendation [*summa cum laude*, etc.])
5. information regarding employment opportunities or inclusion in further study programs
6. additional information (awards, etc.)
7. certification of the diploma supplement (name and surname of the signatory, date and place of issue and stamp)
8. information regarding the higher education system in the Republic of Croatia (structure of the entire education system, information regarding the levels of the higher education system, sources of information on the higher education system).

3.10. The higher education institution dedicates special attention to the employability of students after their studies

Elements of the Standard

- *The higher education institution analyses the employability of its graduates.*
- *Enrolment quotas are in line with social and labour market needs and the resources of the higher education institution.*
- *The institution informs future students about the possibilities of continuing education or employment after graduation.*
- *The institution provides support to students in terms of future career planning.*
- *The institution maintains contacts with its alumni.*

Data from the Croatian Employment Service, shown in Table 3.7 in the Analytical Supplement, show a low unemployment rate for speech and language therapists, social pedagogues and educational rehabilitators in Croatia. These are considered bottleneck professions according to the Recommendations for Educational Enrolment Policy and Scholarship Policy published by the Croatian Employment Service every year, although the shortage is uneven across Croatian counties:

- 2016 https://www.azvo.hr/images/stories/novosti/preporuke_15.pdf
- 2017 https://www.azvo.hr/images/stories/novosti/Preporuke_HZZ.pdf
- 2018 https://www.hzz.hr/images/content/preporuke_17.pdf
- 2019 https://www.hzz.hr/images/content/preporuke_18.pdf
- 2020 https://www.hzz.hr/content/publikacije-skole/2020/hzz_preporuke_obrazovna_i_upisna_politika_stipendiranja_2020.pdf

Due to the shortage of these occupations in Croatia, that dates back from before 2015, enrollment quotas for all three study programs were increased in 2013 from 30 to 50 students per generation. Due to the ongoing significant shortage of experts, in the academic year of 2020/2021 the quota for the study of Speech and Language Pathology was increased to 80 students. In addition, the **part-time undergraduate study** of Rehabilitation (2019/2020) and Social Pedagogy

(2019/2020) were launched with a quota of 30 students each. Another effort of the Faculty to reduce the deficit of speech and language therapist has been to include teachers from the study program of Speech and Language Pathology in the creation of the program of another undergraduate study of Speech and Language Pathology in Croatia – at the University of Rijeka, where the first generation of 30 students will start their study in autumn 2020. This, along with the increase of the ERF quota measures, should help in reducing the deficit of all three professions in Croatia.

It should be noted that the capacities of the lecture halls at the Faculty do not allow for a significant simultaneous increase in the quotas of full-time study in all three study programs. Most lecture halls have a capacity of up to 60 persons, and only one has a capacity of 120, and due to the increase in the quota for Speech and Language Pathology, it may be necessary to rent a lecture hall with the appropriate number of seats at one of the remaining faculties at the Borongaj Campus. The project of adding another storey (about 900 m²) to the Faculty building is in progress, where, among other things, two lecture halls for 120 students are planned, which can be merged into a single hall. Also, since a significant part of the exercises in the study of Speech and Language Pathology are held at the ERF Rehabilitation Centre, rooms in the Centre are planned to be connected via video link to the lecture halls, which will increase the number of students who will be able to observe clinical work at the same time, which, so far they have followed in small groups through a one-way mirror.

The student-teacher ratio at the ERF (Table 3.10.1) is satisfactory, and has ranged between 14.13 to 15.51 during the last 5 years, which is far lower than the maximum ratio of 30 students per teacher. The data for 2018/2019 show that the average number of students per teacher (14.13) at the ERF is higher than the average of the University of Zagreb (12.2 students per teacher) and the national average (8.99 students per teacher). This information may indicate the lack of teaching staff in relation to other higher education institutions in the Republic of Croatia, which could have negative effects on the quality of study programs.

Table 3.10.1 The student-teacher ratio in the last five academic years

Academic year	Number of students	Number of teachers	S-T ratio
2015/2016	806	52	15.5
2016/2017	777	52	14.94
2017/2018	822	56	14.67
2018/2019	820	58	14.13
2019/2020	869	56	15.51

On its website the Faculty informs future students about employment opportunities, as well as about the continuation of studies through postgraduate studies, as well as through life-long learning programs. Such information is also available through social networks:

- Doctoral study of Prevention Science and Disability Study
Facebook: <https://www.facebook.com/PhDPreventionScienceCroatia/>
Instagram: https://instagram.com/dr.sc._pzi?igshid=glq4m4lcnpy
- Doctoral study of Speech, Language and Hearing Disorders
Facebook: https://www.facebook.com/Poreme%C4%87aji-jezika-govora-i-slu%C5%A1anja-2229701117275460/?ref=nf&hc_ref=ARRZSMPDA22uAEW93Umr4RW3k-QMMb5CyxN8uzLSgVviE-doXIW9Y_3HwA-tJxgQTCU
- Postgraduate specialist study of Early Intervention in Educational Rehabilitation
<https://www.facebook.com/rainintervencija/>

Career counselling is an activity that the Faculty has only recently started to perform systematically. In 2018, three career counsellors were appointed, one for each of the three fields of study, and they initiated training in this area through workshops organized by the Agency for Science and Higher Education, as part of a series of workshops for career counsellors, "Careers". One of the three advisors (the one for the study program Social Pedagogy) participated in two workshops – one held on 3 December 2019 at the Faculty of Economics of the University of Rijeka, where the following topics were presented: *Contribution of Alumni Clubs to Early Development of Student Careers* and *Awareness of Employers Regarding the Importance and Requirements of Involving Students in Professional Internships*. These ideas, along with the contact information of the lecturers, were conveyed to the President of the AMCAE ERF association. The second workshop was held on 27 January 2020 at the Faculty of Humanities and Social Sciences in Zagreb, entitled "Millennial Students". Career counsellors also learned about the following content related to career counselling by consulting workshop materials on the website of the Agency for Science and Higher Education: *Methods of Developing Self-Perception Skills Related to Career Attitudes and Motivation, Methods of Career Assessment and Student Counselling, Methods of*

Developing Competences Required for Career-Related Decisions and Choices and Active Job Search, and Professional Guidance in the Higher Education System.

In the second year of the graduate study program Social Pedagogy, the program's career counsellor teaches the course Planning and Development of Professional Identity, in which the students are presented with some of the topics covered in the Careers cycle: *Career Adaptability of Students, Disposable Employability, Job Search and Career Management Strategies, and Social Capital*, which the students found extremely useful in planning their careers. With the addition of content from the aforementioned Careers cycle, this academic year (2019/2020) the counsellor improved the course Planning and Development of Professional Identity, and described the steps of career planning through exercises with the students and made an effort to strengthen their competencies for the job search (writing CVs and job applications, personal presentation at job interviews).

Career counsellors also inform second-year graduate students about the obligations and procedures of taking professional (providing a licence) exams.

It is necessary to further strengthen the competencies of career counsellors through workshop training in the field of career counselling. In the Strategic Development Program of the ERF 2019–2023, improving career counselling is one of the sub-objectives within the framework of improving student support.

The Faculty of Education and Rehabilitation Sciences **maintains contact with alumni** by means of active participation of teachers in the work of professional associations: the Croatian Logopedic Association (HLD), the Croatian Association of Social Pedagogues (HUSP) and the Association of Educational Rehabilitators of Croatia (SERH). The Faculty regularly co-organizes biennial scientific and professional conferences in collaboration with three professional associations, and many former ERF students participate in the international scientific conference ERFCON organized every five years by the Faculty, as well as in various smaller conferences and symposia. The Faculty of Education and Rehabilitation Sciences keeps a database of contacts of its alumni, which it uses when organizing these and other activities.

Within the project *Improving the Quality of Study Programmes in Speech and Language Pathology, Social Pedagogy and Educational Rehabilitation (ERF-LOSPER)*, 15 prominent alumni together with 15 ERF teachers are developing occupational standards for the three professions as well as standards for three types of qualifications (Master of Speech and Language Pathology, Master of Social Pedagogy and Master of Educational Rehabilitation). The list of key jobs in each occupation and the competencies required were defined with the participation of 280 experts from the three professions and their employers from five cities (regional centers) in Croatia and all relevant systems in which these professionals work. This will ensure that new study programs are created on the basis of occupational and qualification standards aligned with the needs of the professional world and labor market.

The Croatian Association of Graduates of the Faculty of Education and Rehabilitation Sciences (AMCA-ERF) was established in 2010 in order to preserve and nurture the tradition and reputation of the Faculty of Education and Rehabilitation Sciences, primarily by connecting former and current students of all three study programs represented at the Faculty: educational rehabilitators, speech and language therapists and social pedagogues. In addition to preserving the tradition of the Faculty of Education and Rehabilitation Sciences of the University of Zagreb and promoting the reputation of our Faculty in Zagreb, Croatia and the world, the goals and activities of AMCA-ERF are to foster ethics among university students, build and strengthen ties and cooperation among graduates of the Faculty, encourage and establish links between the Faculty and similar or related institutions in the Republic of Croatia and in the world, publish in support of the goals of the Association, organize meetings of members (lectures, round tables), provide regular and appropriate information to members (newsletter, website), and celebrate significant anniversaries and the success of our alumni. In 2013, AMCA-ERF has become a member of the Alliance of AMCA Associations of the University of Zagreb. The rhythm of AMCA-ERF activities vary each year, but are always focused on existing and future alumni.

The Association also organizes meetings of generations of former students once a year. So far, meetings have been held for generations of 1965–1973, and 1974–1979. Also, within the annual assembly, guest lectures are organized once a year to present the results of the latest research in a particular area.

AMCA-ERF activities are regularly presented on the Facebook profile of the Association, as well as the pages of the Gazette of the Association of Alumni and Friends of the University of Zagreb:

- http://www.unizg.hr/fileadmin/rektorat/Suradnja/AMAC_Alumni/AMAC/Glasnik/Glasnik_20..pdf
- http://www.unizg.hr/fileadmin/rektorat/Suradnja/AMAC_Alumni/AMAC/Glasnik/Glasnik_ALUMNI_UNIZG_22.pdf
- http://www.unizg.hr/fileadmin/rektorat/Suradnja/AMAC_Alumni/Glasnik_24.pdf
- http://www.unizg.hr/fileadmin/rektorat/Suradnja/AMAC_Alumni/ALUMNI_UNIZG_br_25_web.pdf

- <http://www.unizg.hr/fileadmin/alumni/26/alumni.php#page/1>
- <http://www.unizg.hr/fileadmin/alumni/27/alumni.php#page/14>

The ERF Strategic Development Plan 2019–2023 provides for the creation of an online platform that will combine data on institutions and services in the field of speech and language pathology, social pedagogy and educational rehabilitation, as well as data on ERF alumni from all over Croatia.

4. TEACHING AND INSTITUTIONAL CAPACITIES (ESG 1.5, ESG 1.6)

4.1. The higher education institution provides adequate teaching capacities

Elements of the Standard

- *The number and qualifications of teachers are suitable for the implementation of the study program and the acquisition of the intended learning outcomes.*
- *The ratio of students and teachers permanently employed at the higher education institution is appropriate for a quality study process.*
- *The workload of teachers is in line with the applicable legislation.*
- *The workload of teachers ensures an even distribution of teaching obligations, scientific/artistic work, professional and personal development, as well as administrative obligations.*

The Faculty does not employ a sufficient number of teachers, which is demonstrated by the Analytical Supplement. In the last five years, the Faculty has not managed to reduce the significant workload of individual teachers in certain study programs. On the other hand, some study programs show either optimal or below-average teaching workload. This situation was brought about by the policy of allocating salary coefficients, both at the University and in the institution. In spite of the apparent need for new personnel, the legislation adopted in the last five years makes hiring practically impossible. The Faculty has often self-financed the employment of teaching staff. All employed and engaged teachers possess appropriate qualifications to achieve educational goals and maintain study programs (MOZVAG, Tables 4.1, 4.3, 4.4). One of the major tasks within the upcoming period is to ensure a balanced workload of the teaching staff, which will require the support of the University of Zagreb and the Ministry of Science and Education. In the academic year of 2018/2019, a total of 61 teachers were employed at the Faculty: 22 full professors, 17 associate professors, 21 assistant professors, one senior lecturer and 45 external associates (of whom 4 are senior lecturers).

These numbers may seem large taking into account the specific aspects of each program and their multidisciplinary nature, as well as the fact that, on average, 20% of study programs fall outside the field of Educational Rehabilitation and Speech and Language Pathology. However, a significant proportion of external associates are also engaged in doctoral studies.

Studies at the Faculty are performed in the fields of Social Sciences, Educational Rehabilitation as well as Speech and Language Pathology, so the largest proportion of teachers hold scientific-teaching titles in those areas. Most teachers of individual courses received their doctorates in topics closely related to those subjects, and their research work is also related to those subjects, which ensures the competence of teachers and associates.

The ratio of students to teachers ranged from 14.13 to 15.51 from the academic year of 2015/2016 to 2019/2020. These ratios are good because they are significantly below the upper limit of 30 and meet the requirements of the Ordinance on the Content of the Permit and the Conditions for Issuing a Permit for Performing Higher Education Activities, Conducting Study Programs and Re-Accrediting Higher Education Institutions. However, the specifics of study programs should be taken into account in this context.

In conclusion, the Faculty, being aware of problems such as the uneven workload of teachers, makes great efforts to reduce that workload, such as by engaging additional mentors to perform demonstration classes and clinical exercises in partnership institutions and workplaces (Rehabilitation Centres, schools, speech therapy offices, etc.).

4.2 Processes of recruitment, promotion and re-election of teachers are based on objective and transparent procedures that include the evaluation of excellence

Elements of the Standard

- *Teacher recruitment procedures are based on the objectives of higher education development and coordinated with positive legal regulations and internal acts.*
- *When selecting, appointing and evaluating teachers, their previous activities are taken into account (teaching activity, research activity, feedback from students, etc.).*
- *The higher education institution has appropriate methods of selecting the best candidates for each job, and, apart from the prescribed national minimum requirements for each job, it has prescribed competitive criteria for selecting excellence.*
- *Procedures for the advancement of teachers to higher titles are based on the evaluation and rewarding of excellence and take into account important achievements (e.g. international contribution to the subject, prestigious publications, significant scientific discoveries, successfully completed projects, successfully secured additional funds, mentorships, monitoring final and graduate theses, producing class materials, textbooks, giving popular lectures, etc.).*
- *Indicators of excellence include scientific/artistic, teaching and professional work and contributions to the development of higher education.*
- *Additional criteria for the advancement of teachers to higher titles reflect the strategic objectives of the higher education institution.*

The vision of the Faculty of Education and Rehabilitation Sciences is to become a higher education institution internationally recognized for its excellence in teaching and scientific research and for professional influence on the environment in which it operates. One of the most important preconditions for realizing this vision is high-quality personnel. Therefore, when hiring new employees and promoting teachers employed at the Faculty, their achievements in all three areas of activity (scientific, teaching and professional) are carefully evaluated.

Recruitment and promotion of teachers at the Faculty is carried out in accordance with the regulations contained in the Act on Scientific Activity and Higher Education, the Ordinance on the Conditions for Conferment of Scientific Titles adopted by the National Council for Science, Higher Education and Technological Development, the Decision on the Necessary Conditions for Assessment of Teaching and Professional Activities in the Process of Conferment of Scientific-Teaching Titles, adopted by the Rector's Assembly, and the Statute of the ERF.

Employment and promotion to scientific-teaching titles at the Faculty is carried out after the necessary coefficients exist for a new job position or promotion. This usually occurs when teachers retire or, less often, when the Faculty obtains approval from the University to create a new job position after justifying the need for it due to increased teaching workload. A higher scientific title may be obtained after a period of five years has passed since the previous promotion. If coefficients do not exist for promotion to a scientific-teaching title, the teacher may request promotion to a higher scientific title.

The Ordinance on the Conditions for Conferment of Scientific Titles prescribes the minimum number of scientific papers and categories of journals (based on indexation) in which these papers should be published in order to meet the selection requirements for promotion within the hierarchy of scientific titles (Research Associate, Senior Research Associate, Scientific Advisor, Tenured Scientific Advisor). The Faculty performs scientific activity in the field of social sciences.

The Decision on the Necessary Conditions for the Assessment of Teaching and Professional Activities in the Process of Conferment of Scientific-Teaching Title (Assistant Professor, Associate Professor, Full-Time Professor, Tenured Full-Time Professor) prescribes the minimum criteria (number of activities/indicators) that the candidate must meet in relation to:

- **General conditions:** prescribed number of hours of teaching for each title; for the first conferment of the title of Assistant Professor, an inaugural lecture is held, while for conferments of higher titles, positive results of student evaluations of the teacher's work are provided.
- **Special conditions: criterion of teaching contribution:** mentoring of final or graduate theses; publishing a paper in co-authorship with a student, related to the topic of his/her final or graduate thesis; training aimed at improving scientific work competencies/ professional skills / teaching skills; authorship or co-authorship of a published scientific book, university textbook or university manual; innovation of teaching content; mentoring of doctoral dissertations; co-authorship of a published paper with a doctoral student related to the topic of his/her doctoral thesis; reviewing study programs, i.e. membership in a committee for re-accreditation of study programs; reviewing a scientific book, university textbook or university manual; cooperation with institutions which provide clinical exercises for students.

- **Special conditions: criterion of scientific-professional contribution:** presentation of papers at scientific or professional conferences; invited lectures at international scientific or professional conferences; leading or participating in the implementation of scientific projects of the Ministry of Science, Education and Sports; leading or participating in a scientific program within scientific centers of excellence, European or international competitive projects, or projects of the Croatian Science Foundation; editing proceedings; reviewing articles in journals and proceedings; reviewing projects; membership in an organization or program committee of a scientific conference; publishing professional papers; receiving an international or prominent domestic award or recognition for scientific, teaching or professional work; participation in science popularization programs.
- **Special conditions: criterion of institutional contribution:** performing leadership functions in the institution; performing leadership functions in an organizational unit of a higher education institution; membership in university bodies and leadership in constituent bodies; leading or participating in university development projects or other professional projects; participation in management of alumni associations; participation in the development and/or implementation of lifelong learning programs; participation in the development and implementation of knowledge and technology transfer programs; membership in international or national bodies for science and higher education; membership in the editorial board of scientific and professional journals; receiving awards or recognitions from academic institutions and associations.

In each election procedure, at the proposal of the department where the title is needed, the Faculty Council makes a decision on the announcement of a public tender, and appoints an Expert Committee for the implementation of the procedure. Each tender is published on the Faculty's website, in the Official Gazette of the Republic of Croatia, in daily newspapers and on the official European Research Area website for jobs (EURAXESS). The Expert Committee consists, as a rule, of three members, who must hold the same or higher title than the one being conferred to the candidate. Two members of the Committee are teachers at the Faculty, and one member must be from another institution, but from the same or a related scientific field. The Committee thoroughly considers the applications received for the tender and **selects the candidate with the best achievements** in relation to the aforementioned prescribed quantitative and qualitative conditions for the scientific branch or subject. The report of the Committee must be accepted by the Faculty Council.

The report of the Committee about the conferment of the **scientific title** is then forwarded to a body (appointed by the National Council for Science, Higher Education and Technological Development) which makes the final decision on the selection of candidates. Afterwards, the Faculty Council conducts the conferment of the **scientific-teaching title** and forwards the report on the selection to the University of Zagreb, which must ratify it.

Five years from the last conferment of the title, if coefficients for promotion to the scientific-teaching title are unavailable, **re-election into the same title** is carried out. In the re-election procedure, a public competition is not conducted, but an Expert Committee is also formed in the same way as in the conferment procedure, and the evaluation of the teacher's work is performed according to the aforementioned criteria prescribed in the previously indicated documents.

Special attention is paid to the recruitment of young scientists and teachers at the Faculty. The Statute of the Faculty provides for the procedure of selecting candidates for the titles of Assistant and Postdoctoral Researcher, as well as for monitoring their work. Assistants and Postdoctoral Researchers assist in the teaching activities, exams and scientific and professional activities of the Faculty. Their selection is also carried out on the basis of a public competition published in the Official Gazette, the daily press, on the Faculty's website and on the official online job portal of the European Research Area. Assistants and Postdoctoral Researchers **are chosen very carefully, from the ranks of the most successful students**. For the position of Assistant, the Faculty may select a person who has completed a graduate university study and sign with him/her a fixed-term, six-year employment contract. The Assistant is required to enroll in and regularly attend doctoral studies. A person who has completed doctoral study may, on the basis of a public tender, be selected by the Faculty for the title of Postdoctoral Researcher. A fixed-term employment contract for the position of Postdoctoral Researcher may be signed with a candidate for a maximum of four years. At the request of the head of the scientific project, the Faculty may employ an Assistant or Postdoctoral Researcher to work on the project, with the employment costs covered out of project funds. The Faculty Council appoints one or more mentors to each Assistant, and they monitor his/her work. Every year, the Faculty evaluates the work of the Assistant. The assessment is based on a written report of the mentor in which the Assistant's achievements in scientific and teaching work, as well as in postgraduate studies are evaluated. At least once every two years, the Faculty Council evaluates the work of the Assistant's mentor on the basis of his report on the Assistant's work, as well as on the Assistant's report and evaluation of the mentorship. A mentor who has been negatively assessed twice can no longer be appointed as a mentor. At least once every two years, the Postdoctoral Researcher submits a report on his/her work to the Faculty Council, which serves as the basis of evaluation of his/her achievements in scientific and teaching work. If the Faculty Council negatively evaluates the work of an Assistant

or Postdoctoral Researcher two times, the procedure of regular termination of the employment contract is initiated (dismissal conditioned by misconduct of the employee). During their visit to the Faculty, the Committee will be able to review examples of documentation from promotion to a scientific-teaching title, re-election, Postdoctoral Researcher selection, Assistant selection and employment, as well as examples of Assistant evaluations.

The Faculty encourages excellence in the work of its teachers and associates, in accordance with the provisions of the Ordinance on Awards and Recognitions of the ERF (2018). The *Lifetime Achievement Award* is awarded to a teacher with a scientific-teaching title who, through many years of work and achievements, has made an exceptional contribution to the work of the Faculty and promoted its position and reputation in the country and abroad. The criteria for the Committee's decision are: scientific-teaching title, length of service at the Faculty, scientific papers published in internationally recognized publications, other outstanding contributions to the activities of the Faculty. The *Special Award for Achievements in Scientific Research* is awarded to the teacher who has published papers in renowned international scientific journals, won national or international awards for scientific research, shown exceptional success in leading scientific, particularly international, projects, been a very successful mentor in doctoral studies and involved students in scientific projects. The *Award for Successful Young Scientist* is awarded to a scientist under the age of 35 at the time of submitting the proposal, who has shown exceptional success in scientific research and international cooperation. The criteria for the Committee's decision are: number and quality of published scientific papers, high status of journals in which the papers were published, period of time needed for completion of postgraduate studies, and exceptional engagement in the activities of the project(s). The *Award for Special Achievements in Teaching* is awarded to a teacher who was been rated the highest by the students (in the paper-pencil survey), or a teacher who has significantly improved the quality of the teaching process at the Faculty. The *Award for Other Significant Achievements* is awarded to individuals or groups of Faculty employees who have made significant achievements of another nature at the Faculty and the University, within the wider social community or internationally.

Awards and recognitions are awarded on the proposal of the Dean and organizational units of the Faculty. The ERF Committee for Awards and Recognitions considers the received proposals and formulates the final proposal, which is thereafter ratified by the Faculty Council. The list of awarded prizes and recognitions from 2015 to 2019 can be seen in Appendix 4.2.1.

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

Elements of the Standard

- *The higher education institution provides an opportunity to improve the competences of teachers at the component (institution) or university level.*
- *The higher education institution encourages the evaluation and improvement of teacher competences on the basis of recommendations obtained from the assessment of fellow teachers in the teaching process and the results of student evaluation of the teachers' work.*
- *Teachers participate in international mobility programs, collaborative projects, networks, etc.*

Excellence in scientific, teaching and professional work is a strategic objective that the Faculty of Education and Rehabilitation Sciences seeks to achieve by supporting the development of professional competencies and achievements of its teachers.

The Faculty provides financial support for participation in training aimed at improving the scientific, teaching and professional competencies of teachers. In addition to supporting teacher participation in various types of training, the Faculty itself organizes training to improve teacher competencies. A complete list containing information on participants and organizers of all trainings attended by ERF teachers in the past five years (a total of 302 instances of participation) is provided in Appendix 4.3.1.

Thus teachers attended trainings focused on **strengthening their research competencies**, i.e. on enhancing their methodological competencies (various measuring methods, statistical processing and analysis methods, use of computer software etc.), as well as competencies needed for writing successful scientific project proposals, preparing scientific work for publication and editing scientific journals.

In addition, teachers attended trainings aimed at **strengthening their competencies** in undergraduate and postgraduate teaching. Every year, the training is provided to teachers who have not yet completed the Active Learning and Critical Thinking training. Teachers in doctoral studies who have not yet mentored any doctoral students attend mentoring

workshops. The topics of trainings in the past five years, most of them organized by the Faculty, have also included defining learning outcomes, writing textbooks, e-learning and improving student internship programs. Particularly intensive in past five years were the activities aimed at enhancing teachers' competencies in **e-learning**. Namely, in that period the Faculty became an institutional user in the Merlin e-learning system (a system based on the Moodle open source system developed by the team at the E-Learning Centre within the University Computing Centre). This enabled the connection of the ISVU and Merlin systems, which enabled automatization of the opening of courses and the enrollment of students in e-courses. At the same time, in the academic year of 2016/2017, the Faculty Management adopted a requirement to provide all course as e-courses on Merlin, on which at least a minimal amount of information (on teachers, syllabi, literature) must be available. In order to implement the decision, it was necessary to carry out a series of activities to promote e-learning and enhance the competencies of teachers regarding e-learning. All teachers received support in the form of a series of basic and advanced courses organized at the ERF, and several brochures were issued to provide assistance. The continuous transfer of information on available resources for self-education, housed mainly in the E-Learning Centre, has contributed to the fact that many teachers have learned how to conduct e-learning and have begun to implement it systematically. The persons in charge of supporting teachers are continuously further educated and follow the events and news of the Centre for E-Learning of the University Computing Centre, receiving thereby the education about e-learning outside the university system as well. Within a five-year period, **16 workshops on e-learning** lasting **76 hours** and involving a total of **153 participations** have been held at the Faculty, and currently all courses are present on Merlin.

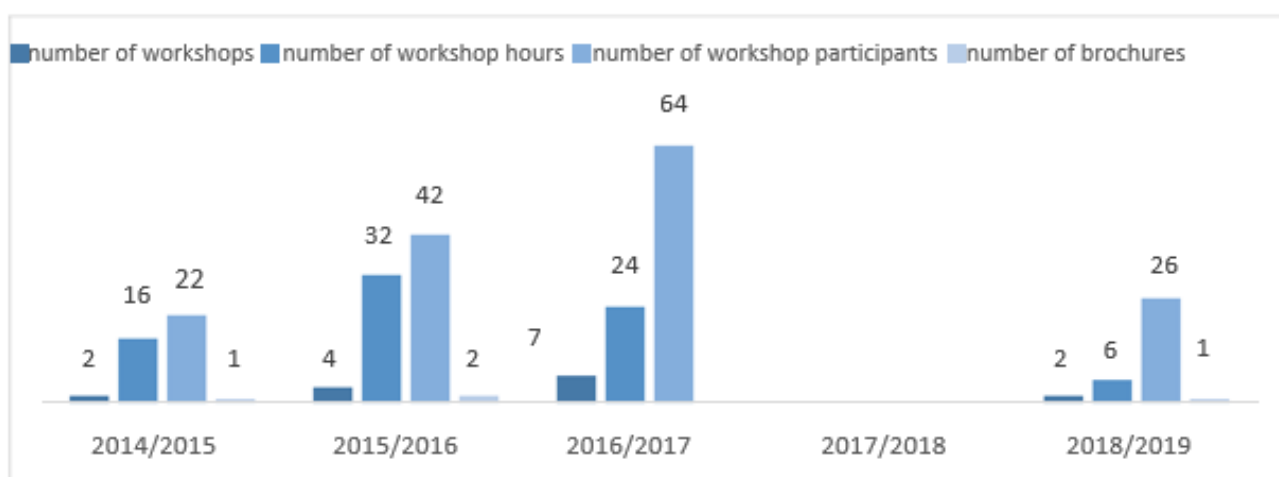


Figure 4.3.1. Overview of e-learning activities at the ERF over a five-year period

In the observed period, up to 20% of classes of each course were allowed to be conducted through e-learning. Many teachers took this opportunity to elevate their courses to a higher level of e-learning. Over the years, **the number of courses offered on Merlin increased** due to interest from teachers in that modality as well as the requirement to open courses in the academic year of 2016/2017. **Teachers are further developing their courses** and thus, with each academic year, the number of courses increases, and other e-learning activities are implemented in addition to mandatory ones (information about the course and lecturers, literature, course content, forum for communication with students). **The average number of activities per course has been growing continuously since 2014**, with teachers improving their e-courses further. The activities File, Forum, Bookmark, Page, Task, Folder, Student Folder, Database, Test, Book, Wiki and Workshop are used.

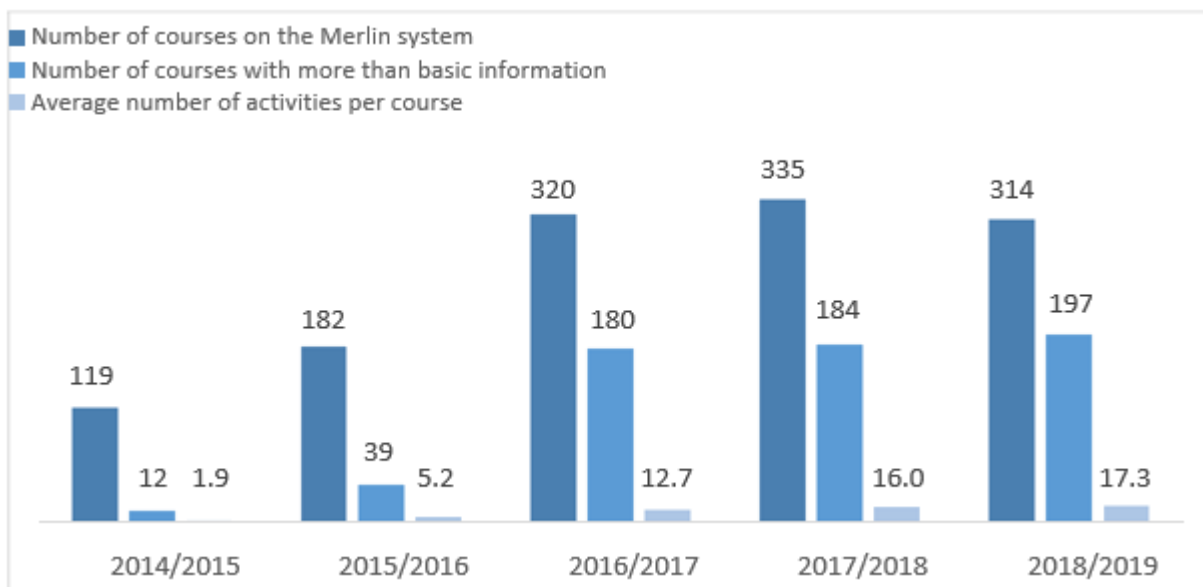


Figure 4.3.2. Data on the courses using e-learning in the period 2015-2019

In addition to trainings and workshops for strengthening competencies in scientific and teaching work, ERF teachers have attended numerous **trainings and workshops for improvement of their professional competences in the areas of their interest** (Appendix 4.3.1).

These trainings have focused on the acquisition of new knowledge and skills in the field of prevention, diagnosis and treatment of various difficulties and disorders, as well as on the development of occupational standards and qualification standards within the Croatian Qualifications Framework.

The Faculty provides support for the professional development of its teachers also by providing financial support for various activities. In addition to trainings for the improvement of teacher competencies, the Faculty funds teachers' trips to conferences, *proofreading* of scientific papers in English accepted for publication in A1 journals, chapters in books by international publishers and project proposals, tuition fees of doctoral students who are ERF employees, organization of the ERFCON scientific conference and ERFUSS student congress, co-organization of other conferences, publication of books and three scientific journals at the Faculty, and awarding of prizes for excellence in scientific, teaching and professional work. The Faculty also procures literature, journals and computer programs and equipment for the needs of scientific, teaching and professional work. Each teacher has HRK 10,000.00 at their disposal per year from the Faculty's own funds for the purpose of attending trainings and conferences. The amounts that the Faculty has invested from its own funds for the development of its scientific, teaching and professional activities in the last five years are presented in the Chapter 5.4. and Appendix 5.4.1. In the past five years, the Faculty has invested HRK 3,400,000.00 of its own funds in development, close to an average of HRK 700,000.00 per year.

Twelve years ago, the Faculty hired an Expert Associate to support scientific research and international cooperation. Since both areas of work have developed over the years, the Strategic Development Plan of the Faculty 2019–2023 (strategic objective: Improving Management and Resources) plans to hire another associate and divide areas between the two associates. Also, during the past period, the Faculty hired, from its own funds, an employee for accounting and financial administration of projects. The original employee has since left, and the hiring of a replacement is in progress.

As previously stated, **the Faculty rewards excellence** of teachers in scientific, teaching and professional work (Chapter 4.2), and it also **implements necessary measures** to encourage poorly rated teachers to make additional efforts to improve the quality of their teaching (Chapter 1.1).

According to the Statute of the ERF, Faculty teachers with the scientific-teaching title of Full-Time Tenured Professor, Full-Time or Associate Professor have the right to a paid **free study year (sabbatical)** for every six years of work at the Faculty. The use of the sabbatical is approved by the Faculty Council at the proposal of the Study Program Council. The sabbatical may be used by a maximum of three teachers at the same time (one from each Study Program Council). During the sabbatical, there is an obligation to ensure regular classes and fulfilment of other obligations of the absent teacher. After using the sabbatical, the teacher submits a report about it to the Faculty Council. Within the last five years, **nine** ERF teachers have taken a sabbatical, during which they prepared a total of 37 papers for publication.

The Faculty also encourages the mobility of teaching and non-teaching staff by providing administrative support in applying, selecting and implementing mobility programs. Information on tenders, scholarships and opportunities to participate in mobility is published regularly on the website of the University of Zagreb, as well as on the website of the Faculty, with detailed instructions. The Expert Associate for International Cooperation is available for consultations in person or by e-mail throughout the year. The Office for International Cooperation of the Faculty provides support by organizing and administering the international exchange of teaching and non-teaching staff, coordinating all international activities of the Faculty and cooperating with the offices of the University of Zagreb as well as relevant agencies and ministries.

The Office for International Cooperation informs employees in a timely manner about tenders by announcing them on the Faculty's website, on the bulletin board of the Office, and at the sessions of the Faculty Council; issues invitation letters and residence certificates; and performs administrative and financial tasks for incoming and outgoing mobility. Mobility is achieved on the basis of signed interinstitutional agreements. The Faculty keeps a record of its partnership agreements, which are available to students and teachers on its website and are regularly updated. International outgoing teacher mobility is most often achieved through tenders announced by the Central Office for International Cooperation of the University of Zagreb involving the Erasmus+ program (KA103 program countries), Academic Mobility Tender, and Erasmus+ program (KA107 partner countries, bilateral exchange). The central Office as well as the Faculty Office for International Cooperation provide administrative support during application to, and implementation of, mobility programs.

Teachers mostly attend shorter mobility programs (up to a week) for the purpose of teaching. In recent years they have increasingly participated in professional development within the Erasmus+ program. In addition to participating in various mobility programs, teachers often come to individual agreements with foreign colleagues for mobility to support joint research, project work, teaching or other types of future collaboration. In addition, some teachers lead groups of students to international workshops and organize student conferences during which they visit foreign universities and professional institutions. During 2019, longer teacher mobility programs (5 months) also took place. Some Assistant Professors have spent part of the academic year at foreign universities on the basis of scholarships (Fulbright program, foreign government scholarships). Data on teacher mobility are shown in Table 4.3.1 of this Report and in Table 4.5 of the Analytical Supplement.

Table 4.3.1. Teacher and associate mobility in the last five academic years

	TEACHER AND ASSOCIATE MOBILITY				NON-TEACHING STAFF MOBILITY			
	OUTGOING MOBILITY		INCOMING MOBILITY		OUTGOING MOBILITY		INCOMING MOBILITY	
	Up to 3 months	3 and more	Up to 3 months	3 and more	Up to 3 months	3 and more	Up to 3 months	3 and more
2014/2015	12		8		2			
2015/2016	12		7		2		2	
2016/2017	7		16	1	3		1	
2017/2018	10	1	11		3			
2018/2019	7	2	7					
TOTAL	48	3	49	1	10		3	

In the last few academic years, an increasing number of non-teaching staff have participated in one-week professional development programs within Erasmus+ (staff weeks). This is a result of intensified activities to promote mobility among non-teaching staff. Mobility programs for the purpose of professional development were attended by employees in the departments of Accounting, Library, Office for International Cooperation and Student Office. The good practices of the ERF that led to an increase in the number of outgoing mobility of non-teaching staff were recognized by the University, and the ERF International Cooperation Expert was invited to give a presentation at the First Day of International Cooperation of the University of Zagreb in December 2018. The Expert spoke about motivating non-teaching staff to participate in mobility programs. Data on non-teaching staff mobility are shown in Table 4.3.1 of this Report and in Table 4.6 of the Analytical Supplement.

In addition to outgoing mobility, the Faculty also supports and promotes incoming mobility of teaching and non-teaching staff (Table 4.3.1). Incoming mobility is most often achieved through the Erasmus + program and involves one-week visits for conducting classes, while visits for professional training are also frequent. Professional visits also include becoming familiarized with the work of the ERF Rehabilitation Centre, coordination of visits by foreign guests to various associations and institutions of the profession, to which the Office for International Cooperation of the Faculty provides its support. Incoming mobility is also realized on the basis of individual agreements with local teachers, guest lecturers, professors and experts at professional meetings, conferences and project meetings. The Faculty has a long-standing successful cooperation with the American Embassy in Zagreb, and as part of the Fulbright program, it has hosted several American professors who spent about a month at the ERF for the purpose of teaching.

All incoming and outgoing mobility is recorded by the Office for International Cooperation of the Faculty and additionally entered into the online database of Records of International Cooperation on the website of the University of Zagreb. The mobility participant reports about his or her mobility by submitting the Mobility Record Form to the Office for International Cooperation.

The Faculty provides administrative support during the application for, and implementation of, projects. At the end of 2015, a Protocol for application, contracting, management and monitoring of ERF projects was adopted, with the purpose of systematizing and consolidating all information related to projects, and, most importantly, describing in detail the procedures from project application, through implementation to final project reporting. The Protocol was updated and expanded in 2017. In most cases, the Protocol and the accompanying project application form enable the administration of project applications and the implementation of some projects through the Service for International Cooperation and Projects. Although the Protocol has introduced project application procedures and significantly improved project management, there is still a need to continuously inform teachers about the procedures in order to facilitate the collection of information needed for various reports. In the near future, the establishment of a faculty online project database is planned that should significantly facilitate administrative processes for teachers and professional support services.

All organizational and administrative activities related to international mobility and administrative project management [signing cooperation agreements, conducting tenders for student and (non)teaching staff mobility, project activities] are the responsibility of a single person, the Expert Associate for International Cooperation and Projects. The new Statute of the Faculty adopted in June 2020 was the first to provide for the Office for Projects and International Cooperation as one of the services in the organizational unit of the Department of Common Affairs. The Office still consists of only one employee, which is insufficient given the scope, complexity and diversity of the work performed. Additional administrative staff should be hired as soon as possible to carry out the ever-expanding activities of the Office.

4.4 The space, equipment and the entire infrastructure (laboratories, IT service, work sites, etc.) are suitable for the implementation of study programs and ensure the achievement of the envisaged learning outcomes and the realization of scientific/artistic and professional activities

Elements of the Standard

- *The higher education institution plans and improves infrastructural development in accordance with strategic objectives.*
- *The space, equipment and the entire infrastructure (laboratories, IT service, work sites, etc.) are appropriate for the implementation of study programs and ensure the achievement of the intended learning outcomes.*
- *The space, equipment and the entire infrastructure (laboratories, IT service, work sites, etc.) are suitable for the realization of scientific/artistic and professional activities.*

The Faculty of Education and Rehabilitation Sciences has been operating at its current location on the Borongaj University Campus since 2007, when the buildings of the former military facilities were renovated to accommodate the Faculty's scientific-teaching and professional activities.

The work of the Faculty takes place in two buildings – the main building (2500 m²) and the Rehabilitation Centre (775 m²), and two of the six ERF laboratories operate at different locations.

In the main building of the Faculty, there are 8 lecture rooms (3 in the basement, 4 on the ground floor and 1 on the first floor), one computer room with 30 computers, 39 teachers' offices (in three of which there are research laboratories as well), one meeting room, 14 rooms for administrative services, the library, the warehouse and archive. Students have two rooms at their disposal (for the needs of the Student Union and the "Pupovci" association), and a hallway with 20

computers. There are two lecture halls in the Rehabilitation Centre building. The surface area of these facilities is listed in Table 4.8 of the Analytical Supplement to the Self-Evaluation Report.

The staff (teachers, administration and the Rehabilitation Centre staff) use a total of 180 computers. All computers at the Faculty have the following characteristics: the MS Windows 7 and MS Windows 10 operating systems, MS Office 365 and applications for everyday work such as Adobe Acrobat Reader, VLC player, 7-zip, Google Chrome, and Mozilla Firefox. In addition to these applications, there are also Adobe Photoshop (1 license), Acrobat Pro (1 license), Abbyy Fine Reader (2 licenses), Jaws (1 license), NVivo (5 licenses), SPSS (8 licenses), Metel (library program) and Wintask (business support).

The class/lecture rooms are equipped with computers and projectors and speakers. There are a total of 10 computers and 10 projectors in the halls. There are 50 computers available to students. SPSS (30 + 1 license) is also installed on the computers in the computer room for teaching purposes. Among other equipment, we should mention 11 servers (Win + Linux), 70 printers, 3 ISVU system terminals, 2 self-service counters and 20 laptops.

Out of **six research laboratories** of the Faculty, two operate outside the main building and the Rehabilitation Centre: the Laboratory for Psycholinguistic Research POLIN, for which the Faculty rents about 85 m² of space in the nearby building of the BioCentre on Campus; and Child Communication Research Lab LIDEK (76 m²), which operates on the premises of the Croatian Brain Institute. Of the remaining four laboratories, three operate in the main building [the Laboratory for Hearing and Speech Acoustics, Laboratory for Research of Croatian Sign Language and Deaf Culture (HZJ LAB), and the Laboratory for Prevention Research (PREVLAB)], each about 20 m² in size, which are also teachers' offices. The Laboratory for Alternative and Augmentative Communication Research (AAC-LAB, approximately 15 m²) operates on the premises of the Rehabilitation Centre.

ERF laboratories equipment, procured from project funds, meets their current needs for scientific work, but will soon need to be replaced. Appendix 5.1.1 shows the data on space, equipment, research and teaching activities within the ERF laboratories. Twenty-four ERF projects have been implemented within these laboratories in the last five years, leading to a total of 81 published scientific publications. Numerous final theses of students have been produced through the research activities of the laboratory: six doctoral dissertations, six specialist final theses and 134 graduate theses. Laboratory equipment is used for teaching in a significant number of courses, and the knowledge gained in laboratory research is incorporated into teaching content.

In the **Rehabilitation Centre**, there is a total of 12 clinical work units (see Chapter 1.5), the Laboratory for Alternative and Augmentative Communication Research and two lecture halls ("Mljet" and "Plitvice"), which are used for teaching and other educational and project activities. Four units of the Centre are equipped with one-way mirror. The rooms with one-way mirror are interconnected by an audio system so that smaller groups of students can participate in practical work during clinical exercises by observing the child/person/family and the expert behind the glass, which significantly improves classwork.

The plan is to equip the Centre with a video system that will enable real-time recording and observation of clinical work from several ERF rooms, which will allow more students to simultaneously observe assessment, treatment and counselling procedures, that is, participate in exercises in various subjects.

The standard equipment of all units in the Centre includes a computer connected to a printer and the equipment needed to create individualized materials for working with beneficiaries. The Autism Spectrum Disorder Unit is equipped with two video cameras.

All units that provide developmental assessment services are equipped with standardized measuring instruments. These departments are the Developmental Assessment and Support Unit, Early Communication Unit, Speech and Language Pathology Unit, Autism Spectrum Disorder Unit, Visual Impairments Unit, and Psychomotor Stimulation Unit. The measuring instruments most frequently used in these departments are listed below:

- Test for Reception of Grammar—Version 2 (TROG–2), Croatian edition
- Peabody Picture Vocabulary Test - III, Croatian edition
- New Reynell Developmental Language Scales, Croatian edition
- Communication Development Scales
- Test for Assessing Pre-Reading and Pre-Writing skills
- Autism Diagnostic Observation Schedule, Second Edition (ADOS-2), Croatian edition
- Raven's Coloured Progressive Matrices
- Čturić Developmental Test
- School Readiness Test
- Wechsler Intelligence Scale for Children, Fourth Edition

- WPPSI-III intelligence scales
- Bender-Gestalt Test (BG)
- SNAP-IV Teacher and Parent Rating Scale
- Beery-Buktenica Developmental Test of Visual-Motor Integration
- Bruininks-Oseretsky Test of Motor Proficiency 2, short form
- ASQ-3 and ASQ:SE-2
- WATI (2017)

About 900-1000 beneficiaries a year use the services of prevention, assessment, therapy and/or counseling in the Centre. More on clinical work and services of the Centre is given in Chapter 1.5..

Each academic year clinical exercises for about 40 courses of ERF undergraduate, graduate and postgraduate study programs use to be carried out in the Rehabilitation Center (see Chapter 5.5).

The Centre also implements scientific and professional projects in which students regularly participate. From 2015 to 2019, a total of 13 projects were implemented in the Centre (more in Chapter 1.5), and a total of 28 students prepared their graduate theses based on data collected at the Centre (see Chapter 5.5).

Given the increase in the number of services in the Centre as well as in the number of professional associates, the Rehabilitation Centre will require more space soon.

Resource development is one of the important strategic objectives of the Faculty of Education and Rehabilitation Sciences. The ERF Strategic Development Plan 2019-2023 stipulates specific goals in improving financial, legal, spatial, human and equipment resources at the Faculty. The Action Plan for achieving the strategic objectives from July 2020 to July 2021 also contains a report on the achievement of objectives for the period from July 2019 to July 2020 and provides a further elaboration of measures for the next one-year period.

These documents show that the main priority at the moment is to increase space in the main building, i.e. the construction of an additional floor of about 900 m², with a new library, space for laboratories, teachers' offices and lecture halls. The preparation of the project documentation for the upgrade of the main building has been completed, and the building permit issuance is underway. About 7 million HRK will need to be invested in the construction and equipment of the new floor of the building. Given the importance of the Rehabilitation Centre as a clinical, teaching and research base of the ERF, it is scheduled to be equipped soon with a video system worth about HRK 225,000.00, which will enable recording and observation of clinical work from other rooms at the Faculty. This will expand the possibilities for conducting student exercises and research. Updating equipment in teachers' offices and in spaces used by students, as well as the existing inventory of diagnostic instruments and literature, is part of the continuous regular activities at the Faculty. In 2018 and 2019 (Table 4.12 of the Analytical Supplement to the Self-Evaluation Report), the Faculty invested approximately HRK 300,000.00 per year in the purchase of new computers; in the last five years, it has invested slightly over HRK 200,000.00 in the purchase of software (Appendix 5.4.1).

4.5 The library and its equipment, as well as access to additional facilities, ensure the availability of literature and library services for the needs of quality study and quality scientific-teaching and artistic-teaching activities

Elements of the Standard

- *The library and its equipment and additional facilities ensure the requirements of quality study.*
- *The library and its equipment and additional facilities ensure the requirements of quality scientific-teaching and artistic-teaching activities.*

The Library of the Faculty of Education and Rehabilitation Sciences is an organizational unit of the Faculty which, by performing library activities and cooperating with other organizational units of the Faculty, ensures the conditions and realization of scientific research, teaching, professional, educational and publishing activities of the Faculty. The Library has a Library Manager who is responsible for its work, and support for the work of the Library is provided by the Library Committee, which acts as an advisory body.

The Library, with a total area of 123 m², is located in the basement of the Faculty building. All library materials are contained within an area of 95 m², where they are placed on library shelves and arranged according to the type of material and collections. The material is well protected from direct light, while the space itself is adequately lit and inspected and enables easy navigation for users. The Library contains a reading room intended for students, with an area of 28 m²,

equipped with 20 seats, one computer, one e-magnifier for the visually impaired, and one laptop. The Library space contains two more seats for users, one lending computer, and one computer for the Library Manager.

The space intended for the reading room is still insufficient, which was one of the remarks from the previous re-accreditation. However, until now it has been impossible to expand the Library. The collection of the necessary documentation for the construction of another floor of the building is now underway, where a new library will be located. Twenty-one computers for student work, which are now located in the hallway in front of the Library, will be moved to the new space, which will further improve the already very good level of technical equipment. Also, the additional space will open up new possibilities for creating a visual identity for the library collections and ensuring the sustainable development of the Library collection.

The Library collection contains 10,257 volumes of publications, of which 308 are master's theses and doctoral dissertations, 4,203 are volumes of journals, and 12 are audio-visual materials. Most of the material is freely accessible, so users are free to consult it, while a small part of the material, such as evaluation papers, reference works, valuable or unique material and measuring instruments, is in closed access. The Library provides 1,255 volumes of material for 549 titles of mandatory study literature. In addition to physical copies of the material, students and teachers can also use electronic databases with about 45,000 full-text e-journals and about 170,000 e-books through a national and university license. Moreover, a valuable source of information is the Digital Repository of the Faculty within the DABAR platform, a platform with final theses written by ERF students. A total of 606 archived theses have wide regional and international visibility and reach.

The Library collection expands through purchases, gifts, exchanges and publishing activities of the Faculty. In the last 5 years, the Faculty has allocated an average of HRK 50,000 per year for the purchase of new titles, needed mainly for teaching and research purposes. The acquisition of new titles of serial publications has been achieved to a lesser extent through purchase, and to a greater extent through exchange with Faculty journals: the *Croatian Review of Rehabilitation Research, Criminology and Social Integration*, and *Logopedics*. All three magazines are published on the "Hrčak" digital platform. In addition to these journals, the Faculty also issues other publications – scientific and professional books, textbooks, book translations and measuring instruments. In the last five years, the Faculty has published three scientific books, 11 professional books and three higher education textbooks, primarily intended for ERF students. The list of those publications is provided in Appendix 5.1.4.

Based on its state of preservation, updated contents and numbers of copies, the Library collection can be considered very good. The funds allocated annually for procurement are adequate for the gradual modernization of the collection. In the medium term, priority will need to be given to the acquisition of more copies of mandatory literature in order to ensure their availability. Additional efforts are needed to increase the number of higher education textbooks authored by ERF teachers. Detailed analysis of the condition and needs of the Library collection will be carried out at the end of 2020, when the entire collection will be reviewed, and this will provide insights to inform future acquisition plans.

The lending of materials and all other Library operations are regulated by the new Rules of Procedure of the Library, which was adopted in November 2019 and which provides for the possibility of lending a larger number of copies based on the specifics of the material and the relevant interest of users. The availability of materials can be checked by making a direct inquiry at the Library or by searching the Library's online catalogue. At the end of 2019, through the National and University Library in Zagreb, the library catalogue was integrated into the unified search engine EBSCO Discovery Service, which increased the reach and visibility of the Library collection. The Library is open from 8 a.m. to 6 p.m. from Monday to Friday. As the Library currently has one employee, students work during certain periods to cover the entire working time.

Although student work in the Library has a positive effect on bringing it closer to the student population and creating a more relaxed working atmosphere, a long-term solution would be to hire another Librarian in order to make Library services more available to users, especially part-time students who have limited time to visit the Library.

The Library places special importance on the provision of information-referral and information-educational services. Library users can get answers to their inquiries every day, and they can also request thematic searches or receive support and advice in carrying them out themselves.

At the beginning of each academic year, students are guided on tours of the Library, and introduced to the space, the arrangement of materials, the basics of Library work and the conditions of lending and return. The Library Manager, as a guest lecturer in the Practicum of the Academic Skills course, gives a lecture on searching electronic databases and other information sources, citing and quoting, as well as other important topics in the field of information and academic literacy. Students can acquire more advanced knowledge and skills on these topics in individual workshops available to them. The

Library also provides bibliometric services for teachers of the Faculty, which include conducting bibliometric analyses and issuing bibliometric certificates. Also, teachers are continuously informed about news in the field of scientific publishing, access to new information sources, and opportunities to use new software, and the Library supports them in carrying out scientific research, teaching and professional activities.

The involvement of the Library in promoting information and academic literacy and increasing the quality of Faculty work is quite satisfactory, and is expected to continue by the further development of systematic information and academic literacy programs for students.

4.6 The higher education institution rationally manages its financial resources

Elements of the Standard

- *Financial sustainability and efficiency are apparent in all aspects of the work of the higher education institution.*
- *The higher education institution manages financial resources transparently, efficiently and purposefully.*
- *Additional sources of funding are used to develop and improve the higher education institution.*
- *Additional sources of funding are provided through domestic and international projects, cooperation with the industry, the local community, etc.*

Improving management, financial operations and infrastructure are important objectives of the Faculty, which are realized primarily through the general objective of ***Improving Management and Resources*** in the Strategic Development Plan of the Faculty of Education and Rehabilitation Sciences 2019–2023. The specific objectives are to create optimal business conditions, achieve efficient use of and investment in existing resources, and create its own, new resources to invest in further development of scientific, teaching and professional activities to strengthen the position of the Faculty as an institution internationally recognized for excellence in scientific research and teaching as well as for professional impact on the environment in which it operates.

One of the important specific objectives is to expand the use of information technology, which would reduce the administrative burden on teachers and facilitate mutual communication and transparency in business operations.

The financial operations of the Faculty, which is a publicly funded institution, are compliant with the Budget Act (OG Nos. 87/08, 136/12, 15/15), the Act on Execution of the State Budget of the Republic of Croatia of 2018 (OG Nos. 113/18, 111/19), the Act on the System of Internal Financial Controls in the Public Sector (OG Nos. 78/15, 102/19), the Act on Fiscal Responsibility (OG No. 111/18) and a series of other laws and regulations.

The Faculty regularly prepares annual financial plans, announces annual financial reports, makes procurement plans, and keeps a register of concluded public procurement contracts. All organizational units participate in the preparation of these documents in order to ensure transparency of operations, and the Department for Accounting and Financial Affairs regularly analyzes the results of financial operations and informs the Dean and competent institutions thereof. In order for planning to be effective, at the end of each calendar year, the heads of organizational units coordinate the development of financial plans and procurement plans at the level of their organizational unit, in order to develop a financial plan and procurement plan for the entire Faculty, in accordance with regulations and internal acts. The Faculty also regularly conducts external state accounting audits, the most recent of which was conducted in 2015 for 2014. Based on the findings and recommendations from the audit, the Faculty takes actions to eliminate deficiencies and improve operations.

The Faculty generates income from several sources. It operates as a non-profit organization, and additional revenues that it generates on the market are used to develop and improve all activities. The allocation of funding obtained from different sources for the common needs and development of the Faculty is determined in accordance with the Ordinance on the Criteria and Manner of Distribution of Revenue Generated on the Market by Own Activities. Since the Ordinance is outdated, a new one is being drafted. To ensure that current, justified needs are met, the Dean adopts Decisions on the Allocation of Funds in accordance with the financial state of the Faculty. Those Decisions involve the allocation of revenues from scientific projects, professional projects, professional work, publishing, registration fees, lifelong learning, as well as postgraduate doctoral, specialist and part-time studies.

The degree of the Faculty's autonomy and flexibility in financial operations is determined by the ratio of public funding to self-earned revenue in the Faculty's total budget. In order to increase this degree of autonomy and flexibility, the share of the total budget due to the Faculty's own revenues must be increased. About 50% of its own revenues come from tuition fees for undergraduate, graduate, postgraduate specialist studies and postgraduate doctoral studies, as well as from other fees related to student enrollment. This revenue structure is satisfactory but should be increased, especially revenues from international projects, commercial projects and economic partnerships.

Total **revenues** of the Faculty in 2018 amounted to HRK 27,957,007.03, while the total **expenditure** in 2018 amounted to HRK 27,357,245.44. HRK 20,929,411.06 or 75% of total expenditure was spent on employees; HRK 394,074.45 or 1% of the total, on materials and energy; and HRK 2,913,673.05 or 10% of the total, on services. Expenditures for the acquisition of non-financial assets amounted to HRK 465,269.09, or 2% of the total. The state budget and other sources of public funding covered 80% of total expenditure, while 20% was financed from self-generated revenue.

Total **revenues** of the Faculty in 2019 amounted to HRK 29,264,843.18, while the total **expenditure** in 2019 amounted to HRK 31,312,762.40. HRK 22,890,609.74 or 73% of total expenditure was spent on employees; HRK 407,060.87 or 1% of the total, on material expenses and energy; and HRK 3,998,675.13 or 13% of the total, on services. Expenditures for the acquisition of non-financial assets amounted to HRK 345,339.35, or 1% of total expenditure. The state budget and other sources of public funding covered 75% of total expenditure, while 25% was financed from self-generated revenue. Although expenditure exceeded revenue, the Faculty had a positive balance at the end of 2019 in the amount of HRK 1,545,485, which is evident from the [financial report](#). The negative difference between revenue and expenditure in 2019 was due to delays in project financing and was explained in the [Notes to the Financial Statements of the Faculty of Education and Rehabilitation Sciences of the University of Zagreb for 2019](#). The application and signing of contracts for projects developed by the Faculty and funded by the Croatian Science Foundation, EU, UNICEF and others, requires that the Faculty cover the costs of activities and salaries of employees on projects, and these expenditures are then refunded later, after acceptance of quarterly, semi-annual or annual reports.

Other sources of funding are: own revenue (revenue from tuition fees for postgraduate studies, scientific and professional projects, training, rental revenue), assigned revenue (revenue under special regulations - tuition fees for undergraduate and graduate studies, etc.) and other (donations, diploma verifications, etc.).

Revenue from tuition fees is allocated to raise the quality of teaching activities, such as student projects; and to improve study conditions, by renovating classrooms, procuring and maintaining IT equipment for students, encouraging the activities of student associations and extracurricular activities (sports and art), and funding student presentations at congresses, etc.

In its accounting system, the Faculty has established analytical monitoring of revenue and expenditure from all sources of funding and coordinates with the procurement service. Invoices are paid by online banking under the control of the Head of the Department of Accounting and Financial Affairs and the Dean. For its development, the Faculty draws on its own funding as well as funding from domestic and international projects from national and European Union sources.

Projects in which the Faculty acts as the developer or partner are not capital projects that would provide the Faculty with capital equipment worth over HRK 200,000. Financial revenue from such projects goes primarily toward covering the costs of project activities, including travel expenses, publication of educational and scientific publications, knowledge dissemination, and material and operational costs. However, the Faculty also procures resources for work in the form of laptops, cameras, etc., which improve its equipment inventory and working conditions for teachers and students.

The financial investments of the Faculty from its own resources are aimed at encouraging scientific productivity of scientific-teaching and associate staff, increasing teaching and professional competencies of employees, encouraging scientific and professional work of students and their associations, modernizing the library collection, renewing IT equipment as well as procuring equipment for laboratories and for work in the Rehabilitation Centre. Long-term investments are made in infrastructure, construction and remodelling of new premises that enable additional modernization of the teaching process in accordance with current trends, as well as provide the necessary conditions for teaching. For this purpose, in 2018, the Faculty co-funded the tender of the Ministry of Education for new construction at the Faculty in the amount of HRK 2,000,000, which represents a priority financial investment in the upcoming period.

5. SCIENTIFIC/ARTISTIC ACTIVITIES

5.1. Teachers and associates employed at the higher education institution are devoted to achieving a high quality and quantity of scientific research

Elements of the Standard

- *Teachers and associates publish an appropriate number of high-quality scientific publications.*
- *The higher education institution has effective procedures in place for encouraging high-quality scientific publishing activities.*
- *The higher education institution records data on publications (indexation, citations, h-index, if applicable).*
- *The scientific/artistic activities of the higher education institution are reflected in doctoral dissertations.*
- *Teachers and associates of the higher education institution actively promote scientific/artistic achievements at national and international conferences.*

According to data from the Croatian Scientific Bibliography (CROSBI) database, from 2015 to 2019, ERF teachers published a total of 334 scientific papers in over 50 different journals. As can be seen in the link and Table 5.1.1, the total number of published papers during those five years was around 68/69 papers per year (with the exception of 2015). Therefore, the total average scientific productivity during this period amounted to 1.24 papers per year per teacher (on average, 54 teachers were employed at the Faculty during those five years). The average productivity of the organizational units of the Faculty ranged from 0.8 to 1.56 papers per teacher.

Of the 334 published scientific papers, 155 papers (46%) were published in publications indexed in the WoS and Scopus databases, which amounts to 0.58 papers per teacher per year, and 179 papers (54%) were published in other publications, which corresponds to 0.66 papers per teacher. Twenty papers published in journals with the highest impact factors are shown in Table 5.1.2 below.

Table 5.1.1 Published scientific papers in the period from 2015 to 2019

	2015	2016	2017	2018	2019	Total
Total number of scientific papers	59	69	70	69	67	334
Papers of the highest category:	17	36	39	33	30	155
• papers in journals	15	31	38	31	28	143
• chapters in books	1	2	0	0	1	4
• papers in proceedings	1	3	1	2	1	8
Other scientific papers	42	33	31	36	37	179
• papers in journals	19	19	14	11	8	71
• chapters in books	10	2	1	9	20	42
• papers in proceedings	13	11	13	16	9	62
• authored books	0	1	3	0	0	4

Out of a total of 46 chapters published in scientific books, 20 have been published by foreign publishers.

The total citation rate of teachers of the Faculty of Education and Rehabilitation Sciences according to the Scopus database is 1012, and the total h-index is 12 (Table 5.1 of the Analytical Supplement to the Self-Evaluation Report).

Table 5.1.2 List of scientific papers published by ERF teachers in journals with the highest impact factors

	Paper Reference	Impact factor (JCR) / SJR (SCImago) of the journal in the year of paper publication	Journal quartile in the year of paper publication (JCR/SCImago)	Link to paper
1.	Katsos, N., Cummins, C.; Ezeizabarrena, M-J.; Gavarró, A., Kuvač Kraljević, J.,; Hrzica, G., et al (2016) Cross-linguistic patterns in the acquisition of quantifiers. Proceedings of the National Academy of Sciences of the United States of America, 113 (33); 9244-9249 doi:10.1073/pnas.1601341113	IF 9.661 / SJR 6.576	Q1 / Q1	https://doi.org/10.1080/02687038.2019.1650160
2.	Rofes, Adrià; Zakariás, Lilla; Ceder, Klaudia; Lind, Marianne; Blom Johansson, Monica; de Aguiar, Vânia; Bjekić, Jovana; Fyndanis, Valantis; Gavarró, Anna; Simonsen, Hanne Gram et al. Imageability ratings across languages. // Behavior research methods, 50 (2018), 1-11.	IF 4.063 / SJR 2.686	Q1/Q1	https://link.springer.com/article/10.3758/s1428-017-0936-0
3.	Daniels, Amy; Como, Ariel; Hergüner, Sabri; Kostadinova, Krasimira; Stošić, Jasmina; Shih, Andy (2017). Autism in Southeast Europe: A Survey of Caregivers of Children with Autism Spectrum Disorders // Journal of autism and developmental disorders, 47, 8; 2314-2325.	IF 3.476 / SJR 1.81	Q1/Q1	https://link.springer.com/article/10.1007/s10803-017-3145-x
4.	Matić, Jelena; Löw, Ajana; Bratko, Denis. Personality and ideological bases of anti- immigrant prejudice among Croatian youth. // Journal of Ethnic and Migration Studies, 45 (2019), 13; 2387-2406	IF 3.116 / SJR 1.475	Q1/Q1	https://doi.org/10.1080/1369183X.2018.1444470
5.	Kassis, Wassilis; Artz, Sibylle; Maurović, Ivana; Simoes, Celeste. What doesn't kill them doesn't make them stronger: Questioning our current notions of resilience. // Child abuse & neglect, 78 (2017), 78-84	IF 2.899 / SJR 1.681	Q1/Q1	https://pubmed.ncbi.nlm.nih.gov/29254696/
6.	Štambuk, M., Taylor, L., Löw, A., Čorkalo Biruški, D., Merrilees, C., Ajduković, D. & Cummings, E. (2019). Parental competitive victimhood and interethnic discrimination among their children: The mediating role of ethnic socialization and symbolic threat to the in-group. British Journal of Social Psychology, 59, 87-110	IF 2.736 / SJR 1.501	Q1/Q1	https://doi.org/10.1111/bjso.12321
7.	Code, Chris; Papathanasiou, Ilias; Rubio-Bruno, Silvia; María de la Paz Cabana; Villanueva, Maria Marta; Haaland-Johansen, Line; Prizl-Jakovac, Tatjana; Leko, Ana; Zemva, Nada; Patterson, Ruth et al. International patterns of the public awareness of aphasia. // International journal of language & communication disorders, 51 (2016), 3; 276-284	IF 2.195 / SJR 1.222	Q1/Q1	https://doi.org/10.1111/1460-6984.12204
8.	Huić, A., Kranželić, V., Dodig Hundrić, D., Ricijaš, N. (2017): Who really wins?: Efficacy of a Croatian youth gambling prevention program, Journal of Gambling Studies, 33, 1011–1033.	IF 2.090 / SJR 0.969	Q2/Q1	https://link.springer.com/article/10.1007/s10899-017-9668-4
9.	Huić, A., Dodig Hundrić, D., Kranželić, V., Ricijaš, N. (2017): Problem Gambling among Adolescent Girls in Croatia—The Role of Different Psychosocial Predictors, Frontiers in Psychology, 8, 792	IF 2.089 / SJR 1.043	Q2/Q1	https://www.frontiersin.org/articles/10.3389/fpsyg.2017.00792/full

10.	Bonetti, A., Bonetti, L., Čipčić, S. (2019). Self-Assessment of Vocal Fatigue in Muscle Tension Dysphonia and Vocal Nodules: A Preliminary Analysis of the Discriminatory Potential of the Croatian Adaptation of the Vocal Fatigue Index (VFI-C). <i>Journal of Voice</i> . In Press Corrected Proof. Published online: October 09, 2019.	IF 1.903 / SJR 0.797	Q2/Q1	https://doi.org/10.1016/j.jvoice.2019.08.028
11.	Mihić, Josipa; Novak, Miranda; Hosman, C.; Domitrovich, C. Assessing the Quality of Mental Health Promotion and Prevention in Croatia: The Case of Istria. // <i>Health promotion international</i> , 32 (2017), 3; 1-11.	IF 1.866 / SJR 0.812	Q2/Q1	https://doi.org/10.1093/heapro/dav111
12.	Bonetti, L., Šimunjak, B., Franić, J. (2018). Validation of self-reported hearing loss among adult Croats: the performance of the Hearing Self-Assessment Questionnaire against audiometric evaluation. <i>International Journal of Audiology</i> , 57, 1, 1-9. Published online	IF 1.821 / SJR 0.933	Q2/Q1	https://doi.org/10.1080/14992027.2017.1355073
13.	Hrastinski, Iva; Wilbur, Ronnie B. Academic Achievement of Deaf and Hard-of-Hearing Students in an ASL/English Bilingual Program. // <i>Journal of deaf studies and deaf education</i> , 21 (2016), 2; 156-170	IF 1.783 / SJR 1.044	Q1/Q1	https://doi.org/10.1093/deafed/env072
14.	Novak, M.; Mihić, J., Bašić, J.; Nix, R. L. (2016): PATHS in Croatia : A school-based randomised- controlled trial of a social and emotional learning curriculum // <i>International journal of psychology</i> , 52 (2016), 2; 87-95	IF 1.778 / SJR 0.763	Q2/Q2	https://onlinelibrary.wiley.com/doi/full/10.1002/ijop.12262
15.	Brady, M.C....[et al.] RELEASE: a protocol for a systematic review based, individual participant data, meta- and network meta-analysis, of complex speech-language therapy interventions for stroke-related aphasia. // <i>Aphasiology</i> , 34 (2019), 2; 137-157. Publ. online.	IF 1.720 / SJR 0.897	Q1/Q1	https://www.tandfonline.com/doi/full/10.1080/02687038.2019.1643003
16.	Vuk, Mateja; Doležal, Dalibor. Idleness and Inmate Misconduct: A New Perspective on Time Use and Behavior in Local Jails. // <i>Deviant behavior</i> , 40 (2019), 1-23	IF 1.348 / SJR 0.782	Q2/Q1	https://doi.org/10.1080/01639625.2019.1614141
17.	Law, James; Levickis, Penny; Rodríguez-Ortiz, Isabel R.; Matic, Ana; Lyons, Rena; Messarra, Camille; Hreich Kouba, Edith; Stankova, Margarita. Working with the parents and families of children with developmental language disorders: An international perspective. // <i>Journal of communication disorders</i> , 82 (2019), 105922, 12	IF 1.315 / SJR 0.628	Q2/Q1	https://doi.org/10.1016/j.icomdis.2019.105922
18.	Varlokosta, S....[et al.]. A Cross-Linguistic Study of the Acquisition of Clitic and Pronoun Production. // <i>Language Acquisition: A Journal of Developmental Linguistics</i> , 22 (2015), 4; 1-35	IF 1.303 / SJR 1.014	Q1/Q1	https://doi.org/10.1080/10489223.2015.1028628
19.	Ricijaš, Neven; Dodig Hundrić, Dora; Huić, Aleksandra. Predictors of Adverse Gambling Related Consequences Among Adolescent Boys. // <i>Children and youth services review</i> , 67 (2016), 168-174.	IF 1.226 / SJR 0.676	Q2/Q1	https://doi.org/10.1016/j.childyouth.2016.06.008

20.	Sauerland, Uli; Grohmann, Kleanthes; Guasti, Maria Teresa; Anđelković, Darinka; Argus, Reili; Armon-Lotem, Sharon; Arosio, Fabrizio; Avram, Larisa; Costa, João; Dabašinskiè, Ineta et al. How do 5-year-olds understand questions? Differences in languages across Europe. // <i>First Language</i> , 36 (2016), 3; 169-202	IF 1.196 / SJR 0.975	Q2/Q1	https://doi.org/10.1177/0142723716640236
-----	--	----------------------	-------	---

In the context of scientific work at the Faculty, notable **activities and contributions are provided by six research laboratories**: the Laboratory for Psycholinguistic Research (POLIN), Laboratory for Child Communication Research (LIDEK), Laboratory for Hearing and Speech Acoustics, Laboratory for Research of Croatian Sign Language and Deaf Culture (HZJ LAB), Laboratory for Prevention Research (PREVLAB) and the Laboratory for Alternative and Augmentative Communication Research (AAC LAB). In the past five years, a total of 24 projects have been implemented in the laboratories and a total of 81 scientific papers have been published. The list of published scientific papers and the projects carried out in laboratories are provided in Appendix 5.1.1.

Data on teacher publications are recorded in annual individual teacher's reports, as well as in the department and Faculty annual reports. The regular presentation of the annual report at the Faculty Council meeting includes an analysis of the results of research work in the past year. In addition, data on the indexation and citation of published papers is an integral part of the reports that teachers submit during the procedure for conferment of scientific-teaching positions.

The Faculty financially supports the publication of books issued by the Faculty from its own funds (Appendix 5.4.1), as well as the costs of proofreading papers of the highest category written in English (after the manuscript has been accepted for publication). In addition, in the past five years, a total of three trainings have been organized on the topic of preparing scientific papers for publication. Scientific activities of teachers are also encouraged through annual awards for the most successful scientists (Appendix 4.2.1). Teachers can use a sabbatical period to prepare publications and project applications. In the past five years, nine teachers have used the sabbatical, during which they have prepared 37 papers for publication. Heads of competitive scientific projects can reduce their teaching workload if the project contract requires them to dedicate more than 45% of their total working hours to the project, as prescribed for scientific work by the Collective Agreement for Science and Higher Education. This Collective Agreement specifies that the total working hours be distributed as follows: teaching, 45%; research, 45%; and institutional activities, 10%.

Two doctoral study programs are conducted at the Faculty of Education and Rehabilitation Sciences. The doctoral study program Prevention Science and Disability Study, initiated in 2008, enrolled its fifth generation of students in 2019, and the study program Speech, Language and Hearing Disorders, which started in 2017, enrolled its second generation in the fall of 2020. In the last five years, a total of 8 doctoral dissertations have been defended (listed in Appendix 5.1.2), all within the program of Prevention Science and Disability Study.

Every year, ERF teachers present the results of their research at numerous, mostly international, scientific conferences. A list of scientific conferences is given in Appendix 5.1.3, and the titles of presentations can be found at the CROSLI database URL.

The Faculty of Education and Rehabilitation Sciences organizes scientific conferences as well. The largest one is the ERFCON International Conference, which is held every five years and where domestic and international experts from relevant professions present the results of their research and exchange experiences. In 2017, the ERFCON was held for the ninth consecutive time and organized in cooperation with the Faculty of Education at the University of Ljubljana and the Department of Kinesiology, Recreation and Sports of Indiana State University. It was attended by 348 participants from 25 countries, who held a total of 280 presentations. Apart from the main conference, 15 accompanying events were held (pre-conferences, scientific-professional and professional gatherings, workshops, methodology courses and forums).

In addition to the ERFCON, the Faculty also organizes symposia and smaller conferences, very often in cooperation with other faculties and, especially, with professional associations: the Croatian Logopedic Association (HLD), the Croatian Association of Social Pedagogues (HUSP) and the Croatian Association of Educational Rehabilitators (SERH). In the past five years, the Faculty has organized a total of 22 conferences in cooperation with other institutions and associations (Table 5.4 of the Analytical Supplement).

Special mention should also be made of the scientific-professional congress of students of the Faculty of Education and Rehabilitation Sciences, ERFUSS, organized by the ERF Student Union. This congress has been held biannually since 2014, and it has brought together students of Speech and Language Pathology, Rehabilitation and Social Pedagogy, while taking

on an increasingly international and interdisciplinary character. In 2019, ERF students who participated in the organization of the 2018 conference received the Rector's Award for their work.

The Faculty of Education and Rehabilitation Sciences also publishes three online, open-access scientific journals: the *Croatian Review of Rehabilitation Research* (indexed in Scopus, Q3/Q4), *Criminology and Social Integration* (PSYC-INFO, DOAJ, ProQuest, Sociological Abstracts, Sociology Database, Criminal Justice Database, Social Science Database, International Bibliography of the Social Sciences, HeinOnline, Criminal Justice Abstracts, SocINDEX) and *Logopedics*. The *Croatian Review of Rehabilitation Research* has its own website, and the other two journals are available on the "Hrčak" portal of Croatian scientific journals. Data on the number and type of papers published in the three journals in past five years are shown in Table 5.1.3.

Table 5.1.3. Journals of the Faculty of Education and Rehabilitation Sciences

JOURNAL	Year	Total papers (scientific + professional)	Scientific papers	In English
Croatian Review of Rehabilitation Research (HRRR) <i>Total h-index: 7</i> <i>Total citations: 395</i>	2015	16	12	7
	2016	22	18	6
	2017	46	44	29
	2018	19	18	4
	2019	13	11	3
Total HRRR 2015–2019		116	103	49
Criminology and Social Integration (CSI)	2015	12	7	7
	2016	12	12	5
	2017	9	9	9
	2018	7	7	5
	2019	11	8	3
Total CSI 2015–2019		51	43	29
Logopedics	2015	10	9	1
	2016	10	8	0
	2017	10	6	0
	2018	10	7	3
	2019	10	7	1
Total Logopedics 2015–2019		50	37	5
OVERALL 2015–2019		217	183	83

In the last five years, a total of 183 scientific papers have been published in journals published by the Faculty, of which 83 were in English. The *Supplement* to the *Croatian Review of Rehabilitation Research* of 2017, with 23 selected papers from the ERFCOON 2017 Conference, was published in its entirety in English, with a number of *foreign reviewers* participating in its preparation. During the period of 2014–2018, papers were reviewed by 73 foreign reviewers, mostly from the USA, Canada, Australia and the United Kingdom, and, to a lesser extent, from about 10 European countries. As of January 2020, papers submitted for publication in the *Croatian Review of Rehabilitation Research* must (also) be prepared in English.

Out of the total of 334 published scientific papers, ERF teachers published a total of 88 papers (85 scientific and 3 professional), or 25% of the total, in journals published by the Faculty. A total of 39 scientific papers were published in the journal *Croatian Review of Rehabilitation Research*, which represents 25% of the total number (155) of published papers in the highest-category journals. A total of 15 papers were published in the journal *Criminology*, and 31 in the journal *Speech and Language Pathology*. At the same time, ERF teachers are the authors of 40% of all papers published in the three journals issued by the Faculty.

The publication of the journals is financed by the Faculty from its own resources. Until 2018, about 30% of costs were covered by the Ministry of Science and Education. After 2018 scientific journals published by faculties in Croatia do not obtain financial support anymore. In the last five years (Appendix 5.4.1), the Faculty has invested around HRK 850,000.00 of its own funds in publishing the three journals.

Apart from the aforementioned journals, the Faculty publishes a number of other scientific and professional publications. Currently, the Faculty offers about 80 publications that it publishes or co-publishes, of which 40 are newer editions. Within the last five years, the Faculty has published three scientific books, 11 professional books and three higher education textbooks. The list of publications published by the Faculty in the past five years is provided in Appendix 5.1.4. In the past five years, the Faculty has invested around HRK 200,000.00 of its own funds in (co-)publishing books and monographs.

5.2. The higher education institution proves the social relevance of its scientific, professional and artistic research and knowledge transfer

Elements of the Standard

- *The higher education institution monitors the needs of society and the labour market and takes them into consideration when planning its research activities.*
- *The higher education institution has an effective system of support in place for research and transfer of knowledge and technologies.*
- *Teachers and associates participate in the activities of scientific, artistic and professional associations.*

Professional influence on society is an essential component of the mission of the Faculty of Education and Rehabilitation Sciences, and teachers are truly committed to achieving this goal. Therefore, scientific projects implemented by the Faculty of Education and Rehabilitation Sciences as project organizer or partner always try to address current social needs in the field of care for children with disabilities, i.e. people with social integration difficulties, and they often result in recommendations, new diagnostic instruments, scientifically evaluated programs and technological solutions for improving practices of prevention, diagnosis and treatment of difficulties and disorders. Professional projects are often aimed at improving the provision of various forms of support to children with disabilities, their families and professionals; the implementation of behavioral disorder prevention programs; and the improvement of higher education. The transfer of scientific and professional knowledge to society is a prominent component of almost all projects. Many projects have been implemented in cooperation with other educational institutions, civil society organizations, public agencies and the economic sector.

In this section, we will emphasize the social relevance and social contributions of knowledge and technology transfer that have emerged from scientific and professional projects at the ERF in the last five years.

- The project *ICT Competence Network for Innovative Services for Persons with Complex Communication Needs* is aimed towards knowledge transfer and development of new assistive communication services in the field of information and communication technology (ICT) intended for people with complex communication needs. About 50 software solutions or applications have been developed within the project, which are available free of charge to children with developmental risks or difficulties, as well as normally developed children (<http://www.ict-aac.hr/index.php/hr/ict-aac-razvijene-aplikacije>).
- The project *Synergy Between a Humanoid Robot and a Personal Mobile Device as a New Intervention Tool For Children with Autism Spectrum Disorder (SMART)* evaluates the efficacy of using a humanoid robot and a mobile application in the treatment of children with an autism spectrum disorder.
- The project *Autism Diagnostic Observation with Robot Evaluator (ADORE)*, on which ERF researchers collaborated with the developer (the Faculty of Electrical Engineering and Computing, University of Zagreb), led to the creation of a diagnostic protocol for the diagnosis of autism with the help of robots, the application of which to clinical practice was evaluated.
- The project *Diagnostics of feeding-sucking-swallowing disorders in newborns* enabled the implementation of early diagnosis of feeding and swallowing disorders. The importance of the project was recognized by the medical profession, neonatology, parents, and the wider community. Based on public voting, the project won the ZABA Start tender for donations by the bank Zagrebačka banka.
- Through the implementation of the project *Adult language processing* funded by the Croatian Science Foundation, the first Croatian language test for assessing language skills in people with aphasia (CAT-HR) was developed. The Croatian Discourse Corpus of Speakers with Aphasia was also created (CroDA), and was set up and made publicly available in the *AphasiaBank*, as the first discourse corpus of speakers with aphasia in the Croatian language. The

corpus provides new insights into specific linguistic features of discourse production of speakers with aphasia and can serve as a useful resource for quantitative and qualitative analyses. The Croatian Adult Spoken Language Corpus (HrAL) was also developed and made publicly available at the [TalkBank](#) by sampling spontaneous conversations among 617 speakers from all Croatian counties. This corpus contains more than 250,000 occurrences and over 100,000 variants.

- The project *[Prerequisites for Academic Equality: Early Recognition of Language Disorders](#)*, aimed at increasing the visibility of children with developmental language disorders, and it resulted in a series of trainings for educators and speech therapists, an analysis of screening procedures, and development of *the first screening test* for this disorder in the Croatian language.
- The project *[Prerequisites for Academic Equality: Early Recognition of Language Disorders](#)*, aimed at increasing the visibility of children with developmental language disorders, and it resulted in a series of trainings for educators and speech therapists, an analysis of screening procedure. The collaboration between the science sector and a small/medium-sized enterprise (ERF and OmoLab) made possible the [scientific validation](#) of the efficiency of the [OmoReader application](#) for adapting an interface when people with dyslexia read texts in electronic format.
- Projects *[Sexual Victimization of Children](#)*, *[Missing Persons](#)* and *[Research on the structure and dynamics of the drug market in the Republic of Croatia](#)*, dealing with extremely relevant social problems, were carried out in cooperation with the Ministry of Justice of the Republic of Croatia. The results provide a basis for creating specific prevention programs.
- Research on addiction has covered the [promotion of best practices in the self-assessment of problems related to addictive substances](#), [substance abuse in Roma communities](#), the characteristics of addiction treatment in the Republic of Croatia and characteristics of clubs of recovered alcoholics and perceptions of their effectiveness. The problem of legal and illegal drug abuse in society is recognized in Croatia and internationally. The World Health Organization (WHO, 2010) places the problem of addiction among the leading health and social problems, and, in this sense, the Republic of Croatia has two strategic documents (the National Strategy and the National Action Plan) that call for research activities and implementation of their results in order to improve prevention and treatment efforts.
- Research that creates, monitors and evaluates [addiction treatment programs during periods of imprisonment](#) will contribute to [the establishment of such models of treatment in the prison system](#). Such models still do not exist in Croatia. The Ministry of Justice is in need of high-quality, validated programs for working with prisoners, and it encourages their creation and engages scientists for that purpose. The Ministry is also interested in improving the work quality of its staff and protection of its staff. This has been informed by [research on the welfare of probation officers](#). All these projects were implemented with the consent of the Ministry of Justice, and some were even commissioned by, and carried out in cooperation with, officials of the Ministry.
- Data on the state and prospects of people released from prison, especially data on recidivism, have emerged from research on post-penal protection of prisoners and the community: [predictors of criminal recidivism in the Croatian prison system](#) can be the basis for planning measures to improve post-penal care and reduce recidivism.
- The project *[Procedural safeguards of accused or suspected children: improving the implementation of the right to individual assessment \(IA CHILD\)](#)* addresses the issue of improving the rights of children who are suspects or accused in criminal proceedings. It promotes and protects the right of suspected or accused children to individual assessment during criminal proceedings. The lessons learned from the project should contribute to the adequate implementation of Article 7 of the Directive (EU) 2016/800 on procedural safeguards for children who are suspects or are accused in criminal proceedings.
- Traditionality in part of Croatian society prompted a survey regarding the [attitudes of future experts in criminal law professions](#) towards persons of non-traditional sexual orientation, with the prospective aim of abolishing homophobic attitudes.
- The Youth Gambling Prevention program "[Who really wins?](#)" was developed as part of the scientific project *[Design, Implementation and Evaluation of Programs for Preventing Youth Gambling](#)*, within the program package "Youth Gambling in Croatia" financed by the Croatian Lottery. The purpose of the project is to ensure effective and scientifically based universal prevention of youth gambling in Croatia.
- The project *[Positive Youth Development in Croatia](#)* provided scientific indicators of the state of youth development in Croatia, including risky behaviors and internalized problems (truancy, use of addictive substances, violent behavior, gambling, depressive and suicidal symptoms), based on a sample of 10,138 adolescents from the major

Croatian cities of Zagreb, Split, Rijeka, Osijek, Varaždin and Pula. The importance of the project was recognized by many partners, including local communities, schools and school associates, UNICEF, the Education Agency and NGOs. As part of the project, four round tables and two conferences based on the results were organized, and the project findings attracted substantial media attention.

- The lessons learned from the research Participation of Children in the Education System and Participation of Vulnerable Groups of Children provides a foundation for policy development and advocacy for child participation; for development of methods for working directly with children in exercising their rights to participate, especially in cases of children from vulnerable groups; and for future research on child participation. The right of children to participate is one of the four fundamental principles of the UN Convention on the Rights of the Child, and it refers to children's right to freedom of expression in all matters affecting them.
- The research Towards Caring & Mindful Schools Model – The Whole-School Approach in Understanding the Processes and Outcomes of Contemplative Methods in Education and the Study of effectiveness of mindfulness app MIND YETI endeavored to respond to society's strong need for effective socio-emotional learning programs to prevent behavioral problems in children. These studies have provided insight into the effectiveness of such programs in several European countries. It also described the development of protocols for assessing social and emotional skills of early primary school children, and it tested the impact of mindfulness-based audio-video applications on these children. The findings of these studies may contribute to the design of effective and innovative preventive interventions supported by new technologies, which may help prevent behavioral problems in children. In fact, the project dealing with the development of models of caring and "Mindful" schools represents the first application and testing of mindfulness on the entire school staff in Croatia, even when such research is still rare globally. Since previous research has found that mindfulness practices improve mental health, this project also sought to respond to the needs of teachers and school staff for programs of this kind. The research examined not only children's self-expression, but also physiological indicators such as heart rate and blood pressure. The findings may contribute to the promotion of mental health of employees and students in the education system.
- The project Specific Characteristics of Families At-Risk: Contribution to Complex Intervention Planning, funded by the Croatian Science Foundation, aimed to shift from research on individuals to research on families, from research on risks and problems to research on strength and resistance. It sought to gain new insights into how to approach families during research and interventions, and how to better understand what one needs to know about the individual, their environment and interventions in order to plan interventions that meet the needs of the individuals and their families. The work also explored how to reduce the fragmentation of the intervention system for at-risk persons/families.
- In the project Socioeconomic Well-being of Persons with Disabilities in Companies of the Calzedonia Group in Croatia, which arose through collaboration between the academic community and the economy sector, participants of the research (persons with disabilities, members of their families, members of the company's management, associates and representatives of relevant local community institutions) presented their views on benefits and obstacles to successful employment and the work of persons with disabilities in the Calzedonia Group. This led to proposals for solutions and improvements to the system. Although the sample was convenient, consisting of research participants and one employer operating in two counties, the results of the research may be generalizable and so can provide clear guidelines for improving the support system for employers and persons with disabilities in their employment and work in the Republic of Croatia.
- The ERASMUS+ project Evidence Based Education – European Strategic Model for School Inclusion (EBE-EUSMOSI) is focused on the implementation and evaluation of new educational approaches and evaluation procedures for achieving inclusive school environments in five European countries. The goal is to guide the implementation of the proposed programs/tools in school systems.
- Based on the results of the research Experience of bullying, social and emotional competences of children with disabilities guidelines were generated to improve current practice in working with students with mild intellectual disabilities. The guidelines call for including activities that develop social and emotional competence into the curricula of these students.
- The research Sexual Identity, Experiences and Attitudes of Persons with Developmental Disabilities employed a phenomenological approach in order to determine the characteristics of the sexual identity of persons with intellectual disabilities and motor disorders. It took into account the personal perspective of the participants, and it may contribute to a better understanding of their development, experiences and needs for support. Such support is stipulated in the United Nations Convention on the Rights of Persons with Disabilities (2006), ratified by Croatia in 2007.

Professional projects:

- The ERF project *Improving the Quality of Study Programs in Speech and Language Pathology, Social Pedagogy and Educational Rehabilitation (ERF-LOSPER)* will generate occupational standards for Speech Therapists, Social Pedagogues and Educational Rehabilitators; qualification standards for Masters of Speech and Language Pathology, Social Pedagogy and Educational Rehabilitation; as well as new study programs for the acquisition of these three qualifications. In this way, the Faculty of Education and Rehabilitation Sciences will contribute to the establishment of a qualification framework in Croatia and link its scientific and teaching activities more closely to the needs of the labor market. Other important elements in the project are a series of trainings for teachers and students to strengthen their teaching/learning competencies, and the drafting of new regulations and manuals on quality in order to improve the ERF quality management system.
- The project *Supporting Early Intervention in Childhood Through Social Learning in the City of Zagreb and Brod-posavina County* introduced a Service Learning approach in the specialist study program of Early intervention in Educational Rehabilitation within three courses: *Early Intervention – Contemporary Approaches*; *Augmentative and Alternative Communication in Early Intervention* and *Communication with Families*. A syllabus was designed for a new course, *Interprofessional Collaborative Practice*, which integrates the concept of service learning into the study curriculum. The purpose of this course is to improve early intervention in local communities and encourage civic engagement of students.
- Based on the experiences, achievements and contributions made by the Faculty of Education and Rehabilitation Sciences to the improvement of inclusive higher education in Croatia (see Chapter 3.5), the Faculty was invited to be a partner in the Erasmus+ (KA2) Capacity Building project: *Developing Inclusive Education for Students with Disabilities in Sri Lankan Universities / IncEdu*, the purpose of which is to improve inclusiveness of higher education and raise the quality of studies and the number of students with disabilities in tertiary education in Sri Lanka.
- The project *For every child: a VOICE. Harnessing 21st century technology to promote communication, education and social inclusion for young children with developmental delays and disabilities* is aimed at supporting children with complex communication difficulties. Within the project, an application with communication symbols has been adapted for use in Croatian-speaking areas. After testing by experts, children and parents, it will be made available, free of charge, to any child with complex communication difficulties. The project is extremely important for improving the quality of life of children with complex communication needs, and it will provide new knowledge and skills to professionals from different disciplines who work with children with disabilities.
- A model of support for young children with suspected autism spectrum disorder is being developed within the project *Interdisciplinary Model of Support for Children with Autism Spectrum Disorder*, funded by the City of Zagreb.
- The project *Building a National Capacity to Support Augmentative and Alternative Communication (AAC) as an Early Intervention Method for Children aged 0-8 years with Developmental Delay/Disabilities* conducted in cooperation with UNICEF Croatia, was aimed at strengthening the capacities of professionals working in health care institutions, social care institutions and civil society organizations for the systematic application of assisted communication in working with children aged 0-8 with developmental disabilities.
- The objective of the project *UPCAdapt: Implementing a Prevention Training Curriculum in Europe: Adaptation and Piloting* is to develop and pilot the European Universal Prevention Curriculum (EUPC) for educating experts from nine EU countries about substance abuse prevention. The EUPC is designed to respond to current demands for comprehensive education in the field of prevention of the use of psychoactive substances, which will be evidence-based.
- The purpose of the project *Building effective drug prevention results across Europe, based on prevention systems analysis and widespread professional training - ASAP Training* is to improve the quality of efforts to prevent the use of addictive substances in Europe through a systematic approach and through strengthening of competencies and skills of prevention experts, adaptation of quality standards in different European countries, and creation of a political environment that promotes the spread and sustainability of prevention activities.
- The purpose of the project *Creating materials and educative content for the dissemination of the Youth Gambling Prevention Program "Who really wins?"* is to provide a complete educational and implementation package for the implementation and dissemination of the Youth Gambling Prevention Program "Who really wins?" in the Republic of Croatia. This will be used as material for trainings within the ERF Centre for Lifelong Learning. This project is a continuation of the project "Design, Implementation and Evaluation of Youth Gambling Prevention Programs" and as such provides a complete project package for implementation and evaluation, which includes educational materials

(manuals for implementers and workbooks for students) and evaluation questionnaires (tools) for monitoring of performance and processes.

- The international project *Biography work: if we know where we came from we better know where to go* is aimed at evaluating the biographical method "Lifebook for Youth" for strengthening the resources of children and youth in alternative care. The project also examines ways to train individuals in applying this method to children and youth in alternative care.
- The purpose of the project *Improving the Assessment Standards for Children and Youth with Behavioural Problems* is to contribute to the coordination and standardization of how the needs of children and young people with behavioral problems in correctional institutions are evaluated, as well as the needs of their families.

In accordance with changes in society, a modern approach to assessing the needs of children and young people has emerged from the Convention on the Rights of the Child and the findings of research on the effectiveness of interventions for children and young people with behavioral problems. This approach focuses on resilience, the strength of the individual/family and the community, as well as the perspective and participation of beneficiaries.

The Strategic Plan for the Development of Scientific Activity of the ERF 2019–2023 [provides for research topics](#) defined by the departments that are aligned with the current needs of society and with the qualifications and scientific interests of researchers.

In addition to the implementation of scientific and professional projects, the Faculty of Education and Rehabilitation Sciences transfers knowledge to society by publishing professional papers. According to data from the CROSB database, ERF teachers have published a total of 119 professional papers in the past five years (Table 5.2.1), corresponding to an average of 0.44 papers per teacher per year.

Table 5.2.1. Professional papers published from 2015 to 2019

	2015	2016	2017	2018	2019	Total
Total number of professional papers	31	20	30	24	14	119
• papers in journals	5	9	8	7	5	34
• papers in proceedings	1	1		5	3	10
• authored books	2		3	1	1	7
• editorial books	3	1	1	3	1	9
• chapters in books	20	9	18	8	4	59

Numerous other activities that ERF teachers perform in order to transfer scientific and professional knowledge to society are described in detail in Chapter 1.5 – *The higher education institution comprehends and encourages the development of its social role*. The social relevance of the work done by the Faculty is reflected in frequent invitations for project partnerships, invited lectures, professional trainings held by ERF teachers for different groups of participants, great demand for the services of the ERF Rehabilitation Centre, invitations to teachers to participate on numerous commissions at ministries and in other public agencies, and various requests for expert opinions. These invitations indicate that the Faculty's efforts in fulfilling its social role are recognized and appreciated by the public.

In this context, the special importance of the ERF Rehabilitation Centre in the transfer of knowledge should be reiterated (see Chapter 1.5).

ERF teachers are also members of numerous national and international professional and scientific associations. A list of these associations is provided in Appendix 5.2.1.

5.3 Scientific/artistic and professional achievements of the higher education institution are recognized in national and international frameworks

Elements of the Standard

- *Teachers, associates and professional staff have won university, national and international awards and recognitions for scientific/artistic/professional achievements.*
- *The higher education institution is in charge of an appropriate number of scientific/artistic/professional projects (university, national, international levels).*

- *A significant number of teachers, associates and experts participates with invited lectures at national and international conferences.*
- *Teachers and associates are members of scientific/artistic/professional conference committees and editorial boards.*

The planning and implementation of scientific work at the Faculty is the responsibility of the departments as organizational units. There are seven departments at the ERF: the Department of Speech and Language Pathology, the Department of Hearing Impairments, the Department of Visual Impairments, the Department of Motor Disorders, Chronic Diseases and Art Therapies, the Department of Behavioural Disorders, the Department of Criminology and the Department of Inclusive Education and Rehabilitation (with teachers of the last department engaging in education and rehabilitation in the context of intellectual disabilities, learning difficulties, autism and ADHD). Within each of the mentioned departments and areas of teachers' work, there are a number of more specific, specialized areas in which they are engaged. Moreover, the Faculty is a partner in high demand for projects of other developers, which makes scientific activities at the Faculty broad, diverse and manifold.

In the past five years, the teachers of the Faculty of Education and Rehabilitation Sciences have participated in the implementation of a total of 40 scientific projects (16 international and 24 domestic), of which 30 were competitive (15 international and 15 domestic) (Appendix 5.3.1 and Table 5.3 of the Analytical Supplement). Out of a total of 40 projects, the Faculty was **the leading institution in a total of 20 projects** (4 international and 16 domestic), of which 11 were competitive, and partner or institutional associate in 20 projects (12 international and 8 domestic), of which 19 were competitive. Three of the nine domestic competitive projects implemented by the Faculty were funded by the Croatian Science Foundation, and three by EU programs. In addition, the Faculty is the **leading institution of 32 research projects** mostly of a smaller scale, conducted **with the financial support of the University of Zagreb**. Moreover, for the past five years, ERF researchers have participated in the implementation of another 38 projects of other institutions (17 international and 21 domestic) through independent individual collaborations of researchers, without institutional contracting and funding (Appendix 5.3.2).

Much of the research activity at the Faculty takes place within the framework of **research laboratories**. In the last five years, a total of 24 ERF projects have been implemented within laboratories, from which a total of 81 published scientific papers have been produced (Appendix 5.1.1).

The Faculty of Education and Rehabilitation Sciences also participated (Appendix 5.3.1 and Table 5.3 of the Analytical Supplement) in the implementation of a total of 33 professional projects (10 international and 23 domestic), of which 14 were competitive. **The Faculty was a leading institution in a total of 18 professional projects** (3 international and 15 domestic, 4 competitive), and an institutional partner or associate in a total of 15 projects (7 international and 8 domestic, 10 competitive). Three projects developed by the ERF were funded by EU programs, three by UNICEF and five by the Office for the Prevention of Drug Abuse. Furthermore, through independent collaborations without institutional contracting or funding, ERF teachers participated in the implementation of a total of 86 professional projects of civil society organizations, educational institutions and public agencies (listed in Appendix 5.3.3), which we consider important and valuable for transfer of scientific and professional knowledge to society.

In addition to the 60 invited professional presentations mentioned in Chapter 1.5, 42 ERF teachers have held a total of about **140 invited presentations** at international and national scientific and professional conferences, of which 42 conferences took place abroad. A list of all guest presentations can be seen in Appendix 5.3.4.

In the past five years, a total of 27 deserving ERF teachers have received awards and recognitions for their work:

- **"Sloboda" Medal 2018, for continuous contribution to the development of prevention science at the European and international level.** The award is given by the European Society for Prevention Research. (Prof. Martina Ferić, PhD; Asst. Prof. Josipa Mihić, PhD; Asst. Prof. Miranda Novak, PhD; and Assoc. Prof. Valentina Kranželić, PhD)
- **National Science Award 2017** (Assoc.Prof. Jelena Kuvač Kraljević, PhD)
- **The annual "Ivan Filipović" Award for the promotion of pedagogical theory and practice in 2014:** ICT-AAC project team (Asst. Prof. Jasmina Ivšac Pavliša, PhD; Prof. Jasmina Frey Škrinjar, PhD; Assoc. Prof. Zrinjka Stančić, PhD; Assoc. Prof. Tatjana Prizl Jakovac, PhD; Asst. Prof. Luka Bonetti, PhD; Jasmina Stošić, PhD; Asst. Prof. Ana Leko Krhen, PhD). They were awarded on 11 November 2015.
- **The Recognition of the Croatian Society of Speech Therapists for exceptional contribution to the development of new areas of speech and language therapy of 2018.** (Assoc. Prof. Jelena Kuvač Kraljević, PhD; and Assoc. Prof. Jasmina Ivšac Pavliša, PhD)

- The Recognition of the Croatian Psychological Association "Marulić: Fiat Psychologia" for special contribution to applied psychology in Croatia in 2016 (Assoc. Prof. Snježana Sekušak Galešev, PhD);
- The Acknowledgment of the Probation Sector of the Ministry of Justice for the successful cooperation in the execution of probation activities in 2016 (Prof. Irma Kovčo, PhD, and Assoc. Prof. Neven Ricijaš, PhD).
- Acknowledgment / Letter of Recognition for cooperation and support to the Faculty of Science and Education of the University of Mostar of 2019. (Prof. Rea Fulgosi Masnjak, PhD)
- The Plaque for Special Contribution to the Reputation and Promotion of the Faculty of Humanities and Social Sciences of the University of Mostar of 2018
(Prof. Draženka Blaži, PhD, and Assoc. Prof. Emica Farago, PhD)
- The Plaque for Outstanding Contribution to the Development of the University of Mostar of 2017 (Prof. Draženka Blaži, PhD)
- Acknowledgment / Letter of Recognition for cooperation and support to the Faculty of Science and Education of the University of Mostar of 2017 (Prof. Rea Fulgosi Masnjak, PhD)

ERF teachers participated in the work of organizational and program committees (Table 5.4 of the Analytical Supplement) at a total of 71 conferences, of which 22 conferences were (co-)organized by the Faculty. Of the remaining 49 conferences organized by ERF teachers, 24 were organized by foreign institutions.

Moreover (Table 5.5 of the Analytical Supplement), ERF teachers participate as members of the editorial boards of a total of 11 scientific journals, of which six are foreign. They are editors in three journals published by the Faculty (*Croatian Review of Rehabilitation Research, Criminology and Social Integration* and *Speech and Language Pathology*). Of these 11 journals, 2 are indexed in the Scopus database, three in the ProQuest Social Science Premium Collection database and one in the PsychInfo database.

5.4 The scientific/artistic activities of the higher education institution are sustainable and developmental

Elements of the Standard

- *The strategy for the development of scientific/artistic activities is in line with the vision of the development of the higher education institution.*
- *Scientific/artistic activities of the higher education institution represent the realization of a strategic program.*
- *The higher education institution possesses adequate resources for scientific/artistic activities.*
- *The institution recognizes and rewards the scientific/artistic achievements of its employees.*
- *The institution continuously improves its scientific/artistic activities through funding, increasing human resources, adapting space and investing in the necessary equipment, procuring appropriate literature, supporting the dissemination of results and the preparation of doctoral dissertations.*

The vision of the Faculty of Education and Rehabilitation Sciences is to become a higher education institution internationally recognized for its excellence in teaching, scientific research and professional influence on the environment in which it operates. Continuous improvement of scientific activities is therefore an objective that the Faculty has been developing and putting into operation as part of its strategic planning.

In the Strategic Document of the Faculty for the period 2014–2018, the strategic objectives set in the field of scientific activity were: increasing the number of postgraduate studies from two to three, increasing their quality by 10% and increasing scientific productivity by 10%.

During 2016 and 2017, a new doctoral study program in the field of Speech and Language Pathology was prepared and approved by the University of Zagreb: Speech, Language and Hearing Disorders. Classes began in the fall of 2017, with the first enrolled generation of 12 students.

Based on the revision of the only doctoral study program at that time at the ERF, Prevention Science and Disability Study, the implementation plan and study program of the academic year 2014/2015 included ERF experts recognized as the most methodologically competent in order to improve the quality of studies, in accordance with the measures specified in the Strategic Program. Furthermore, trainings or workshops were organized to improve the methodological competencies of doctoral students:

- Methodology school: Visual elicitation methods: A comprehensive introduction to their use in qualitative research, 20– 21 May 2017, Prof. Linda Liebenberg
- Using visual elicitation research methods: An introduction to the use of images and artifacts in elicitation-based research, 5 September 2016, Prof. Linda Liebenberg
- Multivariate data analysis: Factor and regression analysis, 9 July 2017, Asst. Prof. Martina
- Lotar Rihtarić, PhD.

In accordance with the strategic objectives, activities focused on the international promotion of studies at the ERF have been undertaken. Doctoral studies were presented at the Fifth EUSPR Conference and Members' Meeting (Ferić. M.: Postgraduate doctoral study Prevention Science and Disability Study: an overview), 16–18 October 2014, Palma de Mallorca, Mallorca. Bilingual profiles of studies have also been opened on social networks: Facebook and Instagram. Furthermore, in order to increase international teaching and research activities in doctoral studies, cooperation agreements were signed in 2019 with the University of Oregon for the doctoral study program Preventive Science and Disability Study, as well as an Erasmus+ agreement with the University of Seville for the doctoral study program of Speech and Language Pathology, which will enable the exchange of teachers and students in these doctoral studies.

In order to increase scientific productivity in accordance with strategic objectives, the Faculty organized two trainings in 2015 and 2016 on the preparation and publication of papers in foreign journals. The third was organized in 2019 for doctoral students. Also, in 2015, the practice of covering the costs of proofreading papers in English was introduced, up to a limit of HRK 7,500.00 per *study program* per year. This limit was removed at the beginning of 2018: since then, the only condition for getting these costs covered is that the paper be accepted for publication in a journal indexed in the WoS or Scopus databases. Since 2018, funding for proofreading of project applications in English has been regulated. Although awards had been given at the Faculty previously, the Ordinance on Awards and Recognitions was adopted in 2018 in order to regulate awards to ERF employees, as well as external associates and meritorious institutions; these awards include prizes for achievements in scientific work.

Data from the database of the Croatian Scientific Bibliography (CROSBI) show that a total of 334 papers were published from 2015 to 2019 versus 281 papers in the period from 2010 to 2014, and that the number of papers published in journals indexed in relevant citation databases increased from 140 to 155 (summarized in Table 5.4.1 below). However, the number of employed teachers in scientific and teaching professions also increased (from an average of 44 teachers within the first five-year period to an average of 54 teachers in the second), and the average number of published papers per teacher remained de facto unchanged (1.27 versus 1.24), whereas the number of papers in the highest category decreased slightly (0.65 versus 0.57). Therefore, it cannot be claimed that the strategic objective from the previous five-year period was achieved. The Strategic Plan of 2019–2023 and the current Action Plan provide for the definition of additional measures to encourage scientific productivity.

Table 5.4.1 Published scientific papers in the periods 2010– 2014 and 2015–2019

	2010	2011	2012	2013	2014	SUM	2015	2016	2017	2018	2019	SUM
ALL	68	62	49	44	58	281	59	69	70	69	67	334
WoS and Scopus	29	29	25	32	25	140	17	36	39	33	30	155

In order to improve project activities at the Faculty, i.e. to systematically record data on project activities, the Protocol for Project Registration, Contracting, Management and Monitoring was made in 2015, and it covered projects conducted at the Faculty. The Protocol was improved in 2017. Based on the provisions of the Collective Agreement in Science and Higher Education (January 2019), heads of scientific competitive projects are given the opportunity to reduce the workload in teaching in favor of scientific work, depending on the agreed percentage of work on the project and in accordance with the study program demands.

With regard to the financing of scientific research activities at the Faculty in the observed period, Table 5.3 of the Analytical Supplement, which presents scientific and professional projects in which the ERF was the leading institution or partner in the period from 2015 to 2019, shows that the prevalent source of project funding were EU funds. A total of 25 projects were funded from these sources (15 scientific and 10 professional), in the total *amount* of HRK 16,748,751.00 *for the Faculty*. Scientific projects were financed from these sources in the observed period in the amount of HRK 7,939,234.00, and professional projects in the amount of HRK 8,809,517.00. In addition to these sources, the scientific projects were funded to a larger extent by the Croatian Science Foundation (a total of HRK 1,923,583.00) and the University of Zagreb (a total of HRK 1,246,000.00), as well as by professional projects from the City of Zagreb (a total of HRK 814,600.00) and UNICEF (HRK 575,430.00).

The Faculty also invests its own funds in encouraging scientific activities. Appendix 5.4.1 shows that, over the past five years, the Faculty has invested nearly HRK 3.5 million of its own funds in development and has shown a trend of increasing investment in conferences, education, proofreading of papers and project applications, and rewarding employees. For example, until 2018, the Faculty would pay for only part of the costs of active participation in one international and one domestic conference per year. However, from 2018 onwards, HRK 10,000.00 per year is available to teachers for the purpose of attending conferences or for receiving scientific or professional training. The Faculty also regularly renews its library collection with new titles in the amount of about HRK 50,000.00 per year, it pays tuition costs to doctoral students employed at the Faculty, and it employs an associate in Accounting for the purpose of financial monitoring of projects, as well as one of the two IT specialists at the Faculty.

The financial plans of the Faculty for the observed period, with projections for the next two years, are presented in Appendix 5.4.2.

The [ERF Strategic Development Plan 2019–2023](#), adopted in July 2019, prioritizes the improvement of scientific activities of the Faculty at the top of its strategic objectives. Specific goals set for the period from 2019 to 2023 are aimed at further increasing scientific productivity, further improving the quality of doctoral studies, improving the working conditions of research laboratories, further improving the quality of journals published by the Faculty, encouraging students' scientific work as well as improving archiving and visibility of scientific activities at the Faculty. The strategic plan for the improvement of scientific activities in the period from 2019 to 2023 also includes [planned ERF research topics](#) defined by the departments in accordance with the current needs of society and the qualifications and scientific interests of their researchers.

Under the Strategic Development Plan, expanding space and equipment of the ERF laboratories and the Library (more on space and equipment of the Faculty is in Chapter 4.4) is envisaged, as is the final phase of preparation of documentation, as previously mentioned, for the construction of another floor of the building, where the laboratories and new Library will be located. Another plan is to equip the ERF Rehabilitation Centre with a video system that will enable recording of clinical work for teaching and research, as well as real-time monitoring of clinical work from other rooms/lecture halls at the Faculty.

We consider especially important the creation of an online platform for collecting all data about work at the Faculty, which will enable easier and more efficient monitoring of achievements in scientific, teaching and professional work as well as quality management.

The Strategic Development Plan also provides for strengthening the staff of professional services who provide administrative support for project implementation: two new associates will be hired, one for international cooperation, which would allow the existing associate, who currently performs tasks related to both international cooperation and project management, to focus on projects; the other associate would be in charge of the financial monitoring of projects. The number of projects implemented at the Faculty has outgrown current staff capacity.

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

Elements of the Standard

- *Space and equipment for scientific/artistic research and professional activities is used in undergraduate, graduate and postgraduate teaching activities.*
- *Undergraduate, graduate and postgraduate students are involved in scientific/artistic/professional projects of the higher education institution.*
- *Class activities at postgraduate university studies and doctoral theses reflect scientific/artistic research, professional activity and achievements of the higher education institution.*

The scientific and professional activities of the Faculty are the basis of its teaching activities.

In the period from 2015 to 2019, a total of 105 graduate theses and 9 doctoral dissertations **resulted from scientific projects** conducted at the Faculty (list in Appendix 5.5.1).

In addition to these student participations in scientific projects that resulted in final theses, another 185 students have participated in the implementation of 21 scientific and professional projects in the past five years (data in Appendix 5.5.2).

Students, for example, were involved in the drafting of the [Croatian Corpus of Spoken Language](#), the making of the [Croatian Narrative Corpus – FrogStory](#) and the [Croatian Narrative Corpus – MAIN](#) (student names can be found at the URLs).

A total of 104 scientific papers were co-authored by students and teachers, 31 of which were published by doctoral students, as well as 12 professional papers. A list of all published papers is provided in Appendix 5.5.3.

Some courses use equipment from **Laboratories** (the Laboratory for Hearing and Speech Acoustics, the Laboratory for Research in Croatian Sign Language and Deaf Culture, Laboratory for Psycholinguistic Research and the Laboratory for Alternative and Augmentative Communication Research), and findings from scientific research conducted at the Faculty are regularly implemented in teaching activities. Numerous final theses of students have resulted from the research activities of the laboratories or the use of their equipment, including six doctoral dissertations, six specialist final theses and 134 graduate theses. The list of courses that involve laboratory activities and the list of theses of students resulting from research in laboratories or using laboratory equipment are provided in Appendix 5.1.1.

The premises and equipment of the Rehabilitation Centre are also used for teaching. The Centre conducts clinical exercises for about 40 courses of undergraduate, graduate and postgraduate study programs and student internships. The list of all indicated courses is provided in Table 5.5.1. below. In the past five years, the resources of the Centre have been used mostly by the study programs Speech and Language Pathology and Rehabilitation. Furthermore, each semester five students perform internships in different offices of the Centre. All forms of cooperation between the Centre and students must involve the consent of beneficiaries and their families, and the quality of work is kept as high as possible.

Table 5.5.1 List of subjects with clinical exercises performed at the ERF Rehabilitation Centre

Study Program: SPEECH AND LANGUAGE PATHOLOGY	Course title
Undergraduate Studies	Introduction to Speech and Language Pathology, Dyslexia I, Articulation and Phonological Disorders, Volunteer work, Specific Learning Difficulties, Rehabilitation of Hearing and Speech I
Graduate Studies	Augmentative and Alternative Communication, Speech and Language Pathology Diagnostics, Disorders of Social Communication, Phonologic Disorders, Voice Disorders II, Rehabilitation of Hearing and Speech II, Stuttering, Practice of Speech and Language Pathology, Dyslexia II, Aphasia I
Study Program: REHABILITATION	Course title
Undergraduate Studies	Early Developmental Rehabilitation, Exercises in Early Developmental Rehabilitation, Development of Persons with Disorders of the Autism Spectrum, Volunteer Work, Stimulating Perceptive-Motoric Abilities, Behavioural Approach to Learning, Study of Persons with Disorders of the Autism Spectrum, Introduction to Rehabilitation Methods for Persons with Motoric Disorders and Chronic Diseases, Planning Programme in Rehabilitation of Children and Youth with Intellectual Disabilities
Graduate Studies	Programming in the Work with Persons with Autism Spectrum Disorder, Play Therapy Training, Methods of Educational and Occupational Therapy, Assistive and Rehabilitational Technology, Exercises in Elected Course, Individualized Support Planning I, Early Intervention
Postgraduate Specialist Studies	Course title
Early Intervention in Educational Rehabilitation	Early Intervention Programs in Speech and Language Pathology, Early Communication Development, Guided Exercises in Early Intervention Programs in Speech and Language Pathology, From Screening to Diagnosis, Student Demonstration Classes, Early intervention programs for children with autism spectrum disorder and severe developmental difficulties, Augmentative and alternative communication in early intervention, Guided practicum on early intervention programs for children with autism spectrum disorder and severe developmental difficulties, Social cognition difficulties in preschool period.

From 2015 to 2019, a total of 28 students prepared their graduate theses based on data or research conducted at the ERF Rehabilitation Centre (list in Appendix 5.5.4). The list shows that research topics are diverse and often relate to the

evaluation of different interventional procedures in beneficiaries with hearing impairment, autism spectrum disorder, multiple impairments and visual impairments. Through this work, students also acquire clinical skills.

The results of the research are regularly implemented in teaching. A few examples are indicated below:

- an elective course in the undergraduate study of Social Pedagogy entitled "Gambling and Other Behavioural Addictions" was developed on the basis of research results within the broader project "Youth Gambling in Croatia";
- the results of the research of projects related to the effects of meditative mindfulness practice in the prevention and promotion of mental health resulted in the elective course "Mindfulness – Focused Awareness in Social Pedagogy".

The research results from the projects: "Specific Characteristics of Families at Risk: Contribution to the Planning of Complex Interventions", " Family resilience research " and "Resilience of Families at Risk: Mapping and Analysis of Interventions for Families with Complex Needs, are used in the course Social Pedagogical Work with the Family.

- The results of the project "Resilience of Professionals from Different Professions" are used in the course Planning and Development of Professional Identity.
- Within the elective courses of Sexuality and Self-Advocacy, the project "Sexual Identity, Experiences and Attitudes of Persons with Developmental Disabilities " was presented within the curriculum, and published scientific papers and graduate theses in that field are part of the mandatory and additional literature.
- Within the mandatory course Support Programmes for Adults with Intellectual Difficulties and the elective course Supported Employment, the "Bellbook Cook Project" and the project "Socioeconomic Well-being of Persons with Disabilities in Companies of the Calzedonia Group in Croatia " were presented within the curriculum, and the scientific papers and graduate theses in the area were part of the mandatory and additional literature.
- Within the projects "ICT Competence Network for Innovative Services for Persons with Complex Communication Needs", "Interdisciplinary Model of Support for Children with Autism Spectrum Disorder", "Building National Capacity to support Augmentative and Alternative Communication (AAC) as an Early Intervention Method for Children aged 0-8 years with Developmental Delay/Disabilities" (RAINT ICT-AAC) and "For every child: a VOICE. Harnessing 21st century technology to promote communication, education and social inclusion for young children with developmental delays and disabilities", software solutions (applications) have been developed for communication of children with language difficulties and complex communication needs. In their seminars and exercises, graduate students of Speech and Language Pathology have the opportunity to actively participate in testing applications and their use (ICT-AAC applications, Cboard application).

ERF teachers also mentor the preparation of student presentations at ERFUSS student congresses, as well as at other conferences and outreach activities involving students (e.g. Brain Week; Croatian Sign Language Week, ERF, 2015; 6th Student Congress of Neuroscience: NeuRi 2016, Rijeka-Rab; Cerebral Visual Impairment, ERF, 2017; Learning and Memory of People with Disabilities, ERF, 2019; 9th Student Congress of Neuroscience: NeuRi 2019, Rijeka-Rab).