



agency for science and higher education

**REPORT  
OF THE EXPERT PANEL  
ON THE  
RE-ACCREDITATION OF  
THE FACULTY OF LAW UNIVERSITY OF ZAGREB**

**23 May 2022  
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## INTRODUCTION

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

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

The Agency's Accreditation Council appointed an independent Expert Panel for the evaluation of the Faculty of Law, University of Zagreb.

Members of the Expert Panel:

- Prof. Dr. Salvatore Randazzo, PhD, Lum Giuseppe Degennaro University, Republic of Italy,
- Assoc. prof. Zsolt Bugarszki, PhD, Tallinn University, School of Governance, Law and Society, Republic of Estonia,
- Prof. Dr. Janja Hojnik, PhD, Faculty of Law, University of Maribor, Republic of Slovenia,
- Assoc. prof. Sandra Winkler, PhD, Faculty of Law, University of Rijeka, Republic of Croatia,
- Assoc. prof. Paula Poretti, PhD, Faculty of Law, Osijek University of Josip Jurja Strossmayer in Osijek, Republic of Croatia,
- Robert Olujić, student, Faculty of Law, University of Split, Republic of Croatia.

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

- Management (dean, vice-deans and secretary),
- Committee for accreditation and the Quality assurance committee,

- Students from the integrated undergraduate and graduate study of Law,
- Students from other undergraduate and graduate study programmes,
- Heads of the Study centres,
- Meeting with the administrative representatives (Students' Office, Head of the Library, Office for International Cooperation, Publishing Department, Student Counselling Centre, and IT Department),
- Heads of departments and the Legal Clinic,
- Alumni,
- Boards representatives (Board for International Cooperation, Board for Interinstitutional Cooperation, Board for Development Strategy and the Board for Scientific Activity, Board for International Cooperation and Mobility, Board for Interinstitutional Cooperation, Board of Study Programmes and Teaching Development and the Board for External Cooperation, Board for Library Development, Board for Practical and Clinical Learning, Board for Students, Relations with Other Student Associations and Student Standard, Board for Innovation and Knowledge Transfer, Board for Discrimination Prevention and Gender Equality, Board for Disabled Students, Board for Business Development, Board for Spatial Issues, Board for Stimulating Student Excellence, Board for Student Appeals, Board for Preserving the Tradition of the University of Zagreb Faculty of Law, Board for Development of Digital Infrastructure, Board for e-learning, Alumni board and Ethical Committee, Board for Life-long Learning, Publishing Board),
- Full-time teaching staff,
- Teaching assistants and postdoctoral research,
- Heads of scientific projects,
- External stakeholders.

Croatian Expert Panel members went to the preliminary site visit on 23 May 2022 during which they had a tour\* of the classrooms, computer classrooms, the library, IT classrooms, the student administration office, and attended sample lectures, where they held a brief Q&A session with students.

\*Trg Republike Hrvatske 3 and Vladimira Nazora 51, Zagreb.

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

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

The Report contains the following elements:

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

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

- Viktorija Juriša, coordinator, ASHE,
- Josipa Dragičević, coordinator, ASHE,
- Igor Opić, interpreter at the preliminary site visit and during the online meetings,
- Ivana Rončević, translator of the Report, ASHE.

On the basis of the re-accreditation procedure conducted, and with the prior opinion of the Accreditation Council, the Agency issues a following accreditation recommendation to the Minister for Higher Education and Science:

1. **issuance of a confirmation on compliance with the requirements** for performing the activities, or parts of the activities,
2. **denial of license** for performing the activities, or parts of the activities,
3. **issuance of a letter of expectation** with the deadline for resolving deficiencies of up to three years. A letter of expectation can include the suspension of student enrolment within a set period.

The accreditation recommendation also includes a quality grade of a higher education institution, and recommendations for quality improvement.

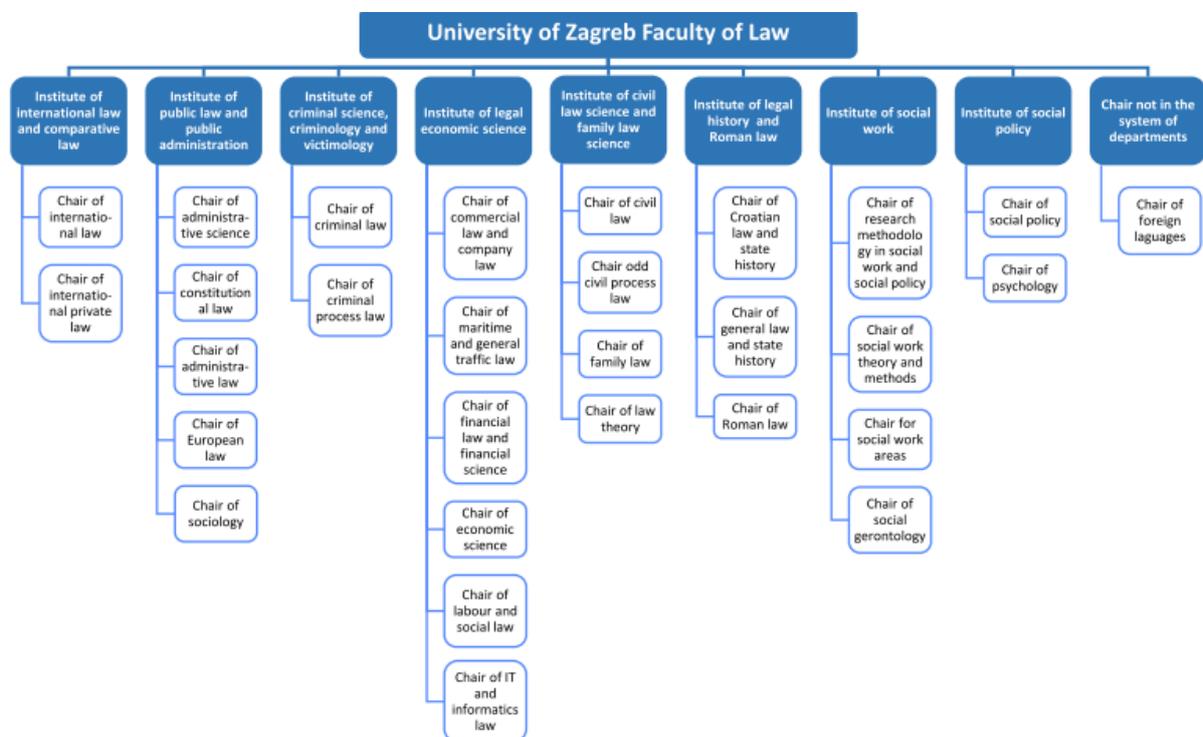
# SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION

**NAME OF HIGHER EDUCATION INSTITUTION:** Faculty of Law, University of Zagreb

**ADDRESS:** Trg Republike Hrvatske 14, Zagreb

**DEAN:** Prof. Dr. Sc. Ivan Koprić

## ORGANISATIONAL STRUCTURE:



Self-evaluation report, page 2

## STUDY PROGRAMMES AND NUMBER OF STUDENTS:

**Table 3.1. Number of students per study programme for the evaluated academic year**

<b>Study programme name</b>	<b>Full-time students</b>	<b>Part-time students</b>
Social Work (1611), undergraduate university study programme, Zagreb	521	363
Law (1612), integrated undergraduate and graduate university study programme, Zagreb	2.184	1.511
Taxation Studies (1614), professional undergraduate study programme, Zagreb	156	105
Public Administration (1615), professional undergraduate study programme, Zagreb	292	421
Public Law and Public Administration (1618), postgraduate specialist university study programme, Zagreb	0	10
Company Law and Commercial Law (1619), postgraduate specialist university study programme, Zagreb	0	28
Penal Law Studies (1621), postgraduate specialist university study programme, Zagreb	0	9
Psychosocial Approach in Social Work (1624), postgraduate specialist university study programme, Zagreb	0	14
Supervision in Psychosocial Work (1625), postgraduate specialist university study programme, Zagreb	0	35
Social Work and Social Policy (1636), postgraduate (doctoral) university study programme, Zagreb	0	29
Social Work (1637), graduate university study programme, Zagreb	91	34
Social Policy (1638), graduate university study programme, Zagreb	41	45
Public Administration (1639), specialist graduate professional study programme, Zagreb	103	109
<b>Total</b>	<b>3.388</b>	<b>2.713</b>

Analytic supplement to Self-evaluation report, page 2

## **Study Programmes exempt from the Analytical Supplement to the Self-evaluation Report (Mozvag)**

- Postgraduate specialist university study programme Regulation of the Electronic Communications Market\*
- Postgraduate specialist university study programme Intellectual Property\*
- Postgraduate specialist university study programme Public Administration\*
- Postgraduate specialist university study programme Diplomacy\*
- Postgraduate (doctoral) university study programme Human Rights, Society and Multi-level Governance\* (joint study programme)
- Postgraduate specialist university study programme Family Mediation\*
- Postgraduate (doctoral) university study programme Social Work and Social Policy\*
- Postgraduate (doctoral) university study programme Legal sciences\*
- Postgraduate specialist university study programme Public International Law and Private International Law
- Postgraduate specialist university study programme Fiscal system and Fiscal Policy
- Postgraduate specialist university study programme Civil and Family Law Studies
- Postgraduate specialist university study programme European Law
- Undergraduate university study programme Military Engineering\*\*
- Undergraduate university study programme Military Leadership and Management\*\*
- Postgraduate specialist university study programme Social Policy\*

\* The Faculty didn't conduct the study programme in the academic year 2020/2021

\*\* The Faculty is one of the providers of the study, not its holder

In January 2022, the new postgraduate university (doctoral) study of Legal Sciences was entered in the Register of study programs of the Ministry of Science and Education.

### **FIELDS OF STUDY:**

- Social sciences,
- Technical sciences,
- Interdisciplinary.

## NUMBER OF TEACHERS:

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

Staff*	Full-time staff		Cumulative employment		External associates	
	Number	Average age	Number	Average age	Number	Average age
Full professors with tenure	39	58,05	-	-	1	70
Full professors	23	52,26	-	-	12	59,9
Associate professors	50	43,9	-	-	8	50,83
Assistant professors	36	40,34	-	-	20	47,06
Scientific advisor (permanent/ with tenure)	-	-	-	-	-	-
Scientific advisor	-	-	-	-	1	67
Senior Research Associate	-	-	-	-	-	-
Research Associate	-	-	-	-	1	49
Teaching grades	4	51	-	-	14	53,92
Assistants	16	31,63	-	-	1	38
Postdoctoral researcher	6	35	-	-	-	-
Employees on projects	-	-	-	-	-	-
Expert assistants	-	-	-	-	77	47,19
Technical staff	-	-	-	-	-	-
Administrative staff	47	48,85	-	-	-	-
Support staff	20	53,05	-	-	-	-

\* Classification according to the Act on Scientific Activity and Higher Education

Analytic supplement to Self-evaluation report, page 15

## **SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION**

The Faculty of Law of the University of Zagreb (hereinafter: the Faculty) was founded on 4 November 1776. It is one of the oldest components of the University of Zagreb and its only component with uninterrupted continuity of operation. In almost two and a half centuries of work, the Faculty has accumulated knowledge and experience gained during its long existence, and as the oldest and largest law faculty in the country it has proven itself as a leader in improving legal education and practice in Croatia, as a custodian and promoter of the Croatian legal culture as a part of the central European legal tradition and as a centre of excellence with a recognizable identity and developed international cooperation. The mission and vision of the Faculty are defined in the Development Strategy of the Faculty of Law, University of Zagreb (hereinafter: the Strategy). The Faculty mission is to educate top experts in the field of law, social work and public administration who will use their knowledge and skills to improve and connect practice, education, scientific research and professional work in these areas. The Faculty vision is to be the leading higher education, teaching and research institution in its field in the region in accordance with the principles of excellence. In functional and organizational terms, the Faculty was a single entity until the Higher School of Administration and later the College of Administration and the Interfaculty Study for Social Workers were annexed to the Faculty, in 1968 in 1983 respectively, so a two-year study for administrative lawyers and a four-year study for graduate social workers were organized within the Faculty. In 1998, the three-year professional study course in public administration was entrusted with the Decree of the Government of the Republic of Croatia to the newly established Social Polytechnic, but in 2011 an agreement between the Ministry of Science, Education and Sports, the Ministry of Administration, the University of Zagreb, the Social Polytechnic in Zagreb, the Faculty and the Faculty of Kinesiology, the study became a part of the Faculty where, based on the permits obtained since 2013, it has been conducted as a three-year professional study and a two-year specialist graduate professional study. From the academic year 1996/97 a two-year tax study also operated at the Faculty as a study for special state needs, which was abolished in 2001 and then re-launched at the Social Polytechnic in 2005, and since 2012, following a permit, it has been conducted as a three-year professional study course at the Faculty as the only such course in the Republic of Croatia. Such a functional threefold effect was reflected in the structure of the Faculty, where in addition to legal studies, which is the organizational backbone of the Faculty, since 1995 there is the Social Work Study Centre, and since 2011 the Study Centre for Public Administration and Public Finance. The Social Work Study Centre is an organizational unit of the Faculty that organizes and performs scientific and professional work in the scientific field of social activities and organizes and participates in conducting studies of social work and social policy. The Study Centre for Public Administration and Public Finance is an

organizational unit of the Faculty that performs scientific and professional work and studies of public administration and public finance. The very valuable library of the Faculty, one of the richest law libraries in this part of Europe, is also an integral part of the development. Its fund, organized into 21 expert groups, includes 510,193 units of printed publications, 615 titles of domestic journals, 15,203 electronic journals with full text. A large selection of electronic sources of information covers all legal and related fields of social sciences. An extremely important part of the fund is the historical and recent collection of laws, as well as collections of legal regulations and official publications, a rich collection of reference books, legal terminology dictionaries, encyclopaedias, lexicons, bibliographies and domestic and foreign textbooks taught at the Faculty since its inception and 2 there are also some manuscripts and maps. The fund also includes a collection of doctoral dissertations, master's and specialist theses.

Self-evaluation report, page 1 and 2

## **BRIEF ANALYSIS OF THE INSTITUTIONAL ADVANTAGES AND DISADVANTAGES**

### **ADVANTAGES OF THE INSTITUTION**

1. A fairly large institution with a critical mass of staff and students, which enables research and teaching specialisation, and a large alumni community;
2. Highly developed social role and reputation;
3. Excellent international and interinstitutional cooperation;
4. Academic autonomy from government of all levels;
5. Good awareness of the importance of research in addition to teaching.

### **DISADVANTAGES OF THE INSTITUTION**

1. A lack of a formal and general institutional strategy and an underdeveloped quality assurance procedure;
2. Students do not have a visible and formalized role in annual studies and teachers' evaluation;
3. Poor grade transparency and ECTS balance;
4. Practical work is not formally included in curriculums;
5. Spatial problems after the earthquake.

## **LIST OF INSTITUTIONAL GOOD PRACTICES**

### **EXAMPLES OF GOOD PRACTICE**

1. Having a legal clinic (pro bono legal advice) that connects the HEI and the community;
2. Increasing participation in European competitive calls for reinforcing research sustainability and international visibility;
3. Legal practitioners conducting seminars transferring practical skills to the students;
4. The HEI publishes internationally recognized academic legal journals;
5. The HEI is successful at international moot court competitions, which confirm top-level mentoring, as well as rhetoric and writing skills.

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

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

#### **Analysis**

Each standard of this chapter is discussed in more detail below. To sum up, the Panel finds that the institution has not adopted a general Faculty strategy required by the state ordinance. This is especially disappointing considering that the previous accreditation made the same finding.

The institution has appointed a working group, which prepared a gender equality plan. It is a high standard document in line with the European Commission's guidelines. More needs to be done, however, for disabled and functionally deprived staff and students.

As far as academic integrity is concerned and considering the Faculty's size, the Panel finds it statistically highly unlikely that in reality no integrity misdemeanours occur. Harsher zero tolerance policy in this field needs to be implemented and promoted. Professors expressed a feeling of high academic freedom and senior professors (chairs) protect the younger in case of external interference in this freedom.

While the Faculty collects some basic information, such as the number of courses and students per programme, the Panel found that the institution does not systematically collect data on various aspects of its activities.

The Panel concluded that the institution has a remarkable social role. It is well integrated in the local, national and international community on which it has a multidimensional impact.

Finally, it is pointed out that the institution should approach lifelong learning more systematically.

#### **Recommendations for improvement**

- A formal institutional strategy needs to be adopted in line with the national ordinance, covering all fields of the Faculty development (teaching, research, students, premises, involvement in the local, national and international community). On the basis of this, an action plan for the next five years needs to be adopted. Annual reports on the implementation of the action plan then need to make assessment of the Faculty progress in all the areas covered by these two documents.

- Considerably more needs to be done in terms of establishing a proper self-evaluation system of quality than it has been done since the previous re-accreditation.
- Annual reports should include analyses based on surveys.
- Student satisfaction survey should become the standard that would enable the management to see stronger and weaker points within the institution. Staff surveys should contribute to the same end.
- Quantitative data analyses should also be regularly done and evaluated.
- The Faculty is encouraged to actively engage in promoting zero tolerance policy towards any form of unethical academic behaviour.
- The institution is advised to actively approach the situation of disabled and functionally deprived staff and students and make an action plan with measures to improve the identified problems.
- The Faculty should consider what data is most illustrative of its activities and could be collected.
- Improve reporting of the institutional social role in the self-evaluation report.
- Lifelong learning should be included in the Faculty's strategy, once it is adopted in a more structured way.

**Quality grade:** Minimum level of quality

## **II. Study programmes**

### **Analysis**

The Expert Panel observed that the HEI accomplished a partial progress concerning the implementation of recommendations for monitoring and improving the quality of the study programmes and regular revisions of the curriculum detected in the previous re-accreditation cycle.

In accordance with the recommendations stated in the Final Expert Report on the re-accreditation from the previous cycle, the HEI should have ensured that the learning outcomes of courses are explicitly matched to learning outcomes at the study programme level and are ideally formulated in terms that rely on Bloom's taxonomy and tested systematically (e.g. through the introduction of a 'testing matrix'); that it is clear and transparent that (and how) the actual workload of students matches the number of ECTS

allocated to a certain course; that low pass rates and slow study progress are addressed as problems; that at the study programme in Law more assessments take place during the courses and that Alumni tracking is done in a more systematic manner.

The HEI has adopted new learning outcomes at the level of study programmes and all courses, including individually all forms of teaching: lectures, seminars, exercises, practical or field teaching, based on previously agreed Guidelines for the preparation of learning outcomes at the level of the study programme and the Guidelines for the preparation of learning outcomes at the course level. All learning outcomes at the course level are related to the learning outcomes of the corresponding study programme. In addition, in accordance with the mentioned guidelines, they are based on the “constructive connection” of the teaching process, which means that they rely on Bloom's taxonomy linking individual teaching content with the intended teaching methods and evaluation methods to achieve learning outcomes (Self-evaluation report, p. 12).

However, the alignment of the actual workload of students with the number of ECTS credits, which also was recommended in the previous cycle of re-accreditation for the study of Law, was not conducted (Self-evaluation report, p. 34). Low pass rates and slow progress through the study of Law, which the Expert Panel detected, was addressed as a problem by the HEI in ac. yr. 2018/2019, by introducing a modular form of teaching in legal studies. Although the modular form of teaching has not yet covered all years of study, the HEI seems satisfied with initial indicators. However, the Expert Panel emphasizes the importance of regular and consistent monitoring of student pass rates in order to properly evaluate (and if necessary, adjust) the functioning of the newly-introduced modular teaching at the study programme of Law and its effect on the slow progress of students through the study. Namely, the students expressed concern and dissatisfaction with modular teaching in the existing framework of ECTS credits distribution at the study of Law. Although the same number of ECTS credits is attributed to all courses, the student workload at different courses varies significantly. Because after completing the lectures the students do not feel adequately prepared to pass exams at more demanding courses, they tend to postpone taking such exams. At the same time, the Expert Panel detected based on the data from the Analytic Supplement that the trend of a constant decrease in the number of students at the study of Law and undergraduate Public Administration study programme is still present, as well as a high drop-out rate. This should be addressed by further measures, which need to be introduced based on the regularly collected and analysed information on the pass rate and drop-out rate.

In the previous cycle, it was highlighted that in the study programme in Law more assessments should take place during the courses. According to the Self-evaluation report (p. 32) continuous testing through term exams was introduced in a significantly larger number of courses.

The Expert Panel was impressed by the volume of the HEI's Alumni base. The Alumni who participated in the meeting with the Expert Panel on 25 May 2022 have an

awareness of the activities and are included in various aspects of work at the HEI, and precisely because of the volume of the Alumni base, there should be a more formal and systematic manner of tracking, which was already suggested in the previous cycle. This could be easily achieved by organising an Alumni club or Alumni association. Such effort would allow the HEI and its students to benefit from a more structured cooperation with the Alumni in the future monitoring of the quality of the study programmes, planning of revisions of the study programmes, changes in the manner in which practical work is organized and an overall support to the possibility to develop a career advisory system at the HEI.

Despite the improvements made, the Expert Panel would like to address several aspects that will need considerable improvement.

The lack of a formal and general institutional strategy significantly undermines the possibility to align the objectives of study programmes with the strategic goals of the HEI. The Expert Panel would also like to emphasize the importance of a larger commitment of the HEI in systematic collecting, monitoring and use of different sources of information (reports, analysis and survey results, follow-up) on various aspects of the quality of study programmes, especially in the course of future amendments to the study programme. So far, this was not done at a satisfactory level. For example, regardless of a large number of changes made to the programme of the study in Law, they all seem to concern the introduction of elective courses in the fifth year of study. No efforts have been made in order to modernise the curricula or to include knowledge and skills required by the labour market. Since in the period from the last re-accreditation, the HEI failed to monitor the employability of students who completed the study programmes, there was a lack of data, which could have been used as a basis for implementation of any such changes.

The Expert Panel observed disparities in the level of quality of different study programmes, which the students also find problematic. Among such disparities, the students of the Social Policy study programme mention that their competences as graduates are not adequately recognized on the labour market in comparison to the graduates of the Social Work study programme. At the study of Law, the disparity in the level of practical knowledge and availability of student practice is obvious, especially when the Integrated study programme is compared to the professional study programmes. Student practice is considerably more developed at the Social Work study programme but at the Social Policy study programme, students are concerned because of the complete absence of practical courses in their curricula.

The Expert Panel finds that the HEI ensures that the intended learning outcomes are achieved. The provided examples of written exams, seminars and final papers and project assignments which the Expert Panel reviewed, as well as feedback from students, stakeholders and Alumni confirm such a conclusion.

However, the Expert Panel considers that significant efforts should be made in ensuring that standards of publishing up-to-date, complete versions of study programmes with all

relevant information on the official web page of the HEI are complied with. Additional efforts should be also put in transparent publishing of all relevant information, because the Expert Panel discovered different levels of awareness and knowledge of students of their rights and obligations during the studies.

The Expert Panel commends the HEI for its efforts in enabling student placement as a means of acquiring practical knowledge, as well as a large number of cooperation agreements entered into with judicial institutions, public authorities and business organisations in order to enable it. The Expert Panel also recognized the work of the Legal Clinic and participation at moot court competitions as the HEI's strong points, which should continue to be supported. However, such activities are available only to a limited number of students. Therefore, the HEI should address the significant disparities in the availability of opportunities to acquire practical knowledge and new skills through student practice for students at different study programmes. This is particularly evident in the professional study programme and the Social Policy study programme. The HEI is recommended to invest additional efforts in ensuring that more learning outcomes reflect the acquisition of actual practical knowledge at all study programmes and more ECTS credits are allocated to different practical courses.

#### Recommendations for improvement:

- The HEI should adopt a new general Strategy. After the Strategy is adopted, the HEI should develop formal mechanisms and adopt action plans for regular monitoring of the achievement of strategic goals.
- The HEI should adopt rules on a procedure for initiating new and revising the existing study programmes.
- Mechanisms such as regular monitoring and reports with feedback from stakeholders should be used both as an indicator of the needs for changes and a basis for initiating formal procedures of revision of the existing and introduction of new study programmes.
- Employability should be regularly monitored at several levels (Alumni, employers, labour market). Surveys of employability should be conducted.
- Enrolment quotas should be adjusted for each academic year based on employability indicators.
- Mechanisms for external evaluation of study programmes by stakeholders should be put in place.

- Alumni and other stakeholders should actively participate in the amendments of study programmes. The Expert Panel believes that a more substantial involvement of professional associations should be also ensured. More representatives from, not only the law profession, but social work and policy as well, should be included and be able to contribute to the future development of study programmes.
- More student practice and practical components should be included in the Social Policy and professional study programmes.
- A more structured cooperation with the Alumni should be established by organizing an Alumni club or Alumni association.
- Learning outcomes at the level of the study programmes should be published on the official website and made available to enrolled and future students.
- The HEI should take greater account of its obligation to publish complete syllabi for all study programmes for each academic year.
- The HEI is advised to create and publish the updated version of the Information package for students for each academic year. The Information package, among other information, should specify how learning outcomes, teaching methods and assessing the achievement of expected learning outcomes are linked.
- Student surveys, which have been recently created, should be regularly conducted in order for the HEI to assess the realization of the intended learning outcomes.
- The HEI should create a more systematic approach to defining the learning outcomes at the course level and especially their regular alignment with the learning outcomes at the level of study programmes.
- The HEI should organize regular meetings and workshops for teachers on the aspects relevant for continuous review and revision of learning outcomes.
- A formal procedure where proposals for a new study program, as well as all amendments and supplements of existing study programmes should be regularly monitored and checked in regard to the alignment of learning outcomes at the level of the study programme and course level through matrices should be established.
- Future improvements of learning outcomes should better reflect the transferable knowledge and skills that are valued by employers and allow for personal development, career change management, etc., which is of the utmost importance in the current conditions on the labour market.

- There should be a periodical assessment of the quality of the programme, in particular its effectiveness in delivering knowledge and skills based on relevant feedback. This would enable the HEI to continuously detect areas in which there are deficiencies that need to be eliminated.
- The HEI should put in place mechanisms, which enable an analysis of similarities as a basis for justification of a similar study programme within the same university, in case of such future occurrences.
- The HEI should publish syllabi with detailed and uniform information about courses (teachers, semester, learning outcomes, the number of ECTS credits, course description, objectives, evaluation, etc.) on the official website, not only on the LMS platform Merlin.
- The HEI should ensure that changes to the study programmes are not conducted merely as implementation of re-accreditation suggestions, but are a direct result of its internal evaluation processes.
- The HEI should record changes to the study programme in order to be able to analyse their impact on the quality of knowledge and skills, which are key for particular qualification acquired by graduates. This can be done only if there is an institutionalized system of monitoring different indicators, which needs to be established by the HEI.
- The Expert Panel suggests that the HEI revise the current ECTS allocation system, especially at the study programmes in Law.
- A thematic internal assessment procedure should be established to ensure that the ECTS credits match the real student workload. A systematic collection of feedback from students, which would enable them to directly initiate or influence change in regard to the issues relating to ECTS allocation, should be established.
- Monitoring of ECTS credits allocation and actual student workload through conducting surveys on student satisfaction with particular forms of teaching and allocating more ECTS to courses that have increased the ratio of practical classes, should be done as a first step towards the alignment of the actual student workload in all courses that carry the same number of ECTS credits.
- The Expert Panel considers that wherever there are comprehensive reading lists that require more independent student work, these courses should be compared to other courses that carry the same number of ECTS credits, but have less comprehensive reading lists. Such discrepancies between individual courses should be analysed and eliminated.

- As an additional step, the Expert Panel proposes the systematic implementation of a mutual peer-reviewing system that assesses the achievement of learning outcomes and ECTS allocation performed by teachers, who monitor each others' courses and report to the Quality Assurance Committee.
- Student practice should be consistently integrated into the study programmes. The defined learning outcomes should better reflect the level of practical knowledge acquired by students consistently throughout the studies.
- A more structured system of defined objectives, learning outcomes, monitoring procedures and assessment elements should be introduced for monitoring the acquisition of practical knowledge and skills at the integrated study programme.
- The HEI will need to make an effort to include more opportunities for students at the professional study programmes and the Social Policy study programme to acquire practical skills and knowledge, which they lack at the moment.

**Quality grade:** Minimum level of quality

### **III. Teaching process and student support**

#### **Analysis**

Each standard of this chapter is discussed in more detail below. With respect to student support, the Panel is satisfied that the support system exists, but its functionality should be analysed more thoroughly so as to introduce adjustments, if and when necessary. Furthermore, communication between the Faculty and its students has been pointed out as an issue once again, as in the previous re-accreditation report of June 2015. Student progress is being monitored and the figures show that it has improved since modular classes were introduced. However, from interviews with students, the Panel was able to learn that in their opinion some courses should be allocated more time than others instead of all being allocated an equal amount of time. That observation is indicative of the way ECTS credits should be distributed among the courses. With respect to programme delivery modes, classes are organized in the form of lectures, seminars and exercises, whereas practical and clinical courses should more widely and deeply be incorporated in the study programme in order to develop the skills students need upon completion of their studies. Cooperation with institutions such as social welfare services and courts is also important in this regard. There were no issues concerning the admission process, while as to the criteria for continuation of studies, the problem of

ECTS distribution arose. No major issues were found in the field of international mobility and cooperation, which is very well-established at the Faculty. Giving feedback to students on their evaluation results is a very important element of formative assessment and should as such be more encouraged. A committee that decides on student appeals against grades assigned to written exams was found to be inappropriately composed. Finally, particular attention should be paid to the employability of graduates and admission quotas aligned with social and labour market needs.

### Recommendations for improvement

- Reform ECTS allocation system so as to adequately reflect the time-consumptiveness of each course, because not all courses require the same amount of time;
- Encourage skill-developing modes of programme delivery (moot courts, legal clinics, practical assignments, etc.);
- Encourage and analyse the effectiveness of peer support and other forms of support to students with disabilities;
- Adhere as much as possible to the principles of formative assessment;
- Analyse employability of graduates in order to be able to determine the enrolment quotas appropriately;
- Use student surveys as a source of information on what could be improved.

**Quality grade:** Satisfactory level of quality

## IV. Teaching and institutional capacities

### Analysis

Each standard of this chapter is discussed in more detail below. To sum up, the Panel found that the student-teacher ratio has slightly improved compared to the period of the previous accreditation process. If Postdoctoral researchers and Assistants are also considered, a suitable proportion of 1:29.47 is achieved. Although a growth in the number of employees is visible, it is not clear how employment policies are conducted and formalised. The absence of a Strategy proves to be a gap that needs to be filled also in this field.

There is a balance between teaching activities, scientific activities and administrative obligations of the teachers. Professors are qualified for the courses they teach. The HEI links teacher recruitment to excellence in the field of academic research.

Teaching staff is mostly regionally recruited and mostly from the students of the HEI. It does not appear that there are employees/teachers from other parts of the country, nor from foreign countries.

The HEI offers concrete support for the professional development of teachers, although it pays more attention to certain segments of this professional development than others. Specifically, more attention was paid to the profile of professors' scientific growth than to their didactic growth. With some exceptions, no great interest in stays abroad emerges. The dramatic situation at the HEI following the earthquake that struck the city and compromised a large part of its facilities cannot be overlooked. The desire for the restoration of normality is perceptible, almost tangible, and the efforts made are commendable. However, it must realistically be said that they are improvised solutions that need to be replaced as soon as possible by serious and structural renovations. When, once the pandemic is over, the student population returns to crowd the HEI buildings, it will be evident that the current structures will not be sufficient, as well as the articulated book lending system, where the materials are not digitalized.

The library service appears to be organised and modern. Even now, when almost all the books are stored in a temporary location away from the Faculty, the library staff has been ingenious in planning an effective system to ensure library lending without inconvenience to users.

In respect of finances, the impression was that there is no system based on clear and transparent criteria for the attribution of a variable wage part in the event that this part is paid (given that the text of the self-evaluation report does not clearly show whether this variable part is paid or not).

### Recommendations for improvement

- Develop a Plan of Employment and Advancement to further improve the student-professor ratio.
- Introduce concrete measures in order to stimulate the teaching staff to attend advanced courses of study and teaching methods.
- The recruitment of professors should be inserted in the strategic goals of the HEI.
- Develop a professional development plan for young researchers.
- Develop a reward system for teachers' achievements.

- Modernise the HEI's buildings in accordance with the needs of the study process and the financial possibilities of the HEI.
- Extend library opening hours.
- Develop a financial plan for a period of at least five years.
- Develop criteria for employees' bonuses (a variable part of the salary and monetary rewards).
- Encourage the staff to opt for international mobility more frequently, particularly by assuring teaching replacement.

**Quality grade:** Satisfactory level of quality

## **V. Scientific/artistic activity**

### **Analysis**

Each standard of this chapter is discussed in more detail below. Overall, the Panel believes that the standard is achieved and that the institution has adequately addressed the individual points. The research commitment of the Faculty's scholars is overall demonstrated by an adequate number of high-quality scientific publications, including articles, conference papers, chapters and monographs, also published in an appreciable percentage (almost a third of total production) by highly prestigious international publishers.

A sufficient number of European Horizon 2020 projects and other important projects are listed. A variety of public and private institutions carry out activities involving the Faculty, and vice-versa, with ensuring a good transfer of knowledge, even among various sectors.

Overall, the level of scholarly achievements is demonstrated by a sufficient number of awards and recognition. The recognition on the institution internationally is sufficiently demonstrated.

The participation of professors in the boards of scientific conferences, and in the editorial boards of scientific journals is demonstrated, as well their participation as invited speakers at a high number of national and international conferences.

The sustainability of research is ensured overall by the institution. The institution adequately supports the researchers with a well-organized library. Overall, the efforts of the institution for ensuring the financial resources needed to improve the scientific research through adequate targeted investments is demonstrated.

The analysis also demonstrated a good effort of the institution and the scholars involved to develop a teaching activity related to research results.

### Recommendations for improvement

- Strengthening the relationship with the labour market by involving not only traditional professional sectors, but also industry;
- Increase the international mobility of scholars and a wider hosting of foreign scholars;
- Strengthen financial resources based on international funding, through participation in competitive calls for attracting new resources;
- Exchange of good practices in international publishing should be encouraged among the Faculty staff.
- High-quality peer review work should be encouraged, so that the Faculty staff is motivated to do this, be it for the purposes of the Faculty journals, habilitation procedures or for the Croatian Science Foundation's calls for project applications.
- The Faculty should establish ways to trace its research social impact (implications of research papers and monographs upon judicial case law, legislation proposals to the parliament, local by-laws, etc.).
- It should be checked whether professors can be offered more support with project administration work, so that they can focus on the content.
- The interaction with Alumni could be improved by establishing an institutionalized form of cooperation such as i.e. an Alumni club.
- Chairs with less intense international involvement should be additionally motivated to strengthen this aspect of their work.
- In the context of sustainability of research, the institution should pay attention to improving the quality of life of society, to scientific production policies in green open access. It is recommended that the HEI embarks on a path of greater openness.
- Awards for the best student (doctoral) theses should be discussed and possibilities to publish them in a monograph form examined.

**Quality grade:** Satisfactory level of quality

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

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

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

##### Analysis

The Panel finds that the institution has not adopted a general faculty strategy. This is especially disappointing considering that the previous accreditation made the same finding. The institution has recently adopted the Strategic programme of scientific research at the Zagreb Faculty of Law 2021 - 2025. Besides, the management follows the Dean's Plan. This, however, does not replace the need for such a large public education institution to have a proper, formal strategy that is adopted on the basis of a broad involvement of the Faculty staff and students considering their vision and plans for the future.

The last strategy was adopted in 2013. Many new challenges for the Faculty have arisen since then, both within the Faculty and more broadly within the European Higher Education Area. This urgently requires a new faculty strategy that will cover not just research but all other important areas of the Faculty activities and concerns. The Dean's Plan may be a form of strategy, but it is foremost one person's plan, which has not been adopted following the procedure that is expected for a strategy adoption to follow. The Faculty management mentioned having some plans in this respect, but nothing more.

The Ordinance on the Content of Licence and Conditions for Issuing Licence for Performing Higher Education Activity, carrying out a Study Programme and Re-accreditation of Higher Education Institutions, Article 18, requires education institutions to adopt a strategy and since this has not been done at the Faculty of Law in Zagreb, it means that some basic requirements for establishing a proper quality system have not been met. The purpose of the strategy, namely, is to convene the academic community and address the most important guidelines for the institution for the next years, and then for the management at all levels, as well as professors, administrative staff and students to act accordingly. Also, all forms of self-evaluations need to be made in light of the strategy. In particular, an action plan for the next five years needs to be adopted, based on this strategy, as it is missing, too. This makes the Faculty quality system a weak point of re-accreditation.

## Recommendations for improvement

A formal institutional strategy needs to be adopted in line with the national ordinance, covering all fields of the Faculty development (teaching, research, students, premises, involvement in the local, national and international community). The procedure for the adoption of such a strategy should be as inclusive as possible, giving various stakeholders an opportunity to contribute to the content of the strategy. On the basis of this, an action plan for the next five years needs to be adopted. Annual reports then need to make assessment of the Faculty progress in all the areas covered by these two documents.

**Quality grade:** Minimum level of quality

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

#### Analysis

In this respect, it has been found that there is an enormously large group of people involved in the re-accreditation process. This reduces the involvement and responsibility of each of the members. We would much rather see a considerably downsized quality assurance committee, but with a clear understanding of the role of each individual member of the committee and the committee as a whole, which would then adhere to establishing a clear-cut quality assurance system. It is recommendable that the minutes of the meeting are kept so as to keep track of the work.

We did hear many ideas on how to improve the quality system. This now needs to be put in practice. Despite the Faculty's members declared their intention of improving the quality system, the concrete implementation of surveys, analyses or plans to reach this objective by the Faculty is vaguely addressed. The Faculty management needs to understand better what the role of quality assurance is and why it is so important. Based on these analyses plans for improvement need to be made. Also, excellence needs to be awarded, be it in respect of successful students or staff work. This is harder to be done without proper data collection and analyses. The Panel has convinced itself that there are many very positive and high-quality activities at the institution. There are some problems, too. All this needs to be better reflected in the self-evaluation reports.

As these problems have already been identified at the previous re-accreditation, and it is hard to understand the lack of progress in this field, irrespective of other challenges that the Faculty has recently faced.

## Recommendations for improvement

The Panel finds that considerably more needs to be done in terms of establishing a proper self-evaluation system of quality than it has been done since the previous re-accreditation.

Annual reports need to be more than just a collection of lists; they need to include an analysis based on surveys.

Student satisfaction surveys should become the standard that would enable the management to see stronger and weaker points within the institution. Staff surveys should contribute to the same end.

Quantitative data analyses should also regularly be done and evaluated.

The Faculty management needs to make action plans based on the findings from the annual report and the future annual reports need to assess how these additional annual action plans have been put in practice.

**Quality grade:** Unsatisfactory level of quality

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

#### **Analysis**

The institution has appointed a working group, which prepared a gender equality plan. It is a high standard document in line with the European Commission's guidelines, pointing out the institution's commitment to gender equality and disapproval of any form of sex discrimination. It also includes a list of measures to this end, which will periodically be assessed. This was received by the Panel as a very positive aspect of the Faculty's equality policy.

More needs to be done, however, for disabled and functionally deprived staff and students. There is a committee in charge of this field, but they are not very effective.

As far as academic integrity is concerned, the Panel learned that there have in at least the last five to seven years not been any problems in this field. No procedures before the ethics committee have been started against a member of academia, nor has any case of plagiarism or similar behaviour been identified on the side of the students. Young researchers that have been interviewed, did not have any negative experience with their supervisors, they have never experienced a senior professor signing a paper to which they have not made considerable contribution to.

Considering the size of the Faculty, the Panel established during the reaccreditation procedure that it is statistically highly unlikely that this reflects the actual situation on

the ground. Vice-Dean for research expressed understanding and tolerance towards students' poor referencing of the work they've been using for their assignments, while anonymous student commentaries expressed doubts that professors actually read their papers.

Finally, professors expressed a feeling of high academic freedom. They are free to choose the topics of their research and they rarely experience any form of pressure by the national politics in terms of their research results. The Faculty management also does not interfere with the content of their research.

### Recommendations for improvement

We recommend that the Faculty actively engage in promoting a zero-tolerance policy towards any form of unethical academic behaviour. At the beginning of their studies, students should be systematically educated about the standards of ethics in academia and it needs to be pointed out that any integrity misbehaviour will be acted upon and sanctioned. Researchers in the early stages of their career should also receive systematic training on academic integrity, referencing and standards for authorship (e.g., as put forward by the Vancouver Protocol on Authors and Co-Authors).

Additionally, the institution is advised to actively approach the situation of disabled and functionally deprived staff and students and make an action plan with measures to improve the identified problems.

**Quality grade:** Minimum level of quality

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

### **Analysis**

While the Faculty collects some basic information, such as the number of courses and students per programme, the Panel has found that the institution does not systematically collect data on various aspects of its activities. As noted elsewhere in this report, this data is important to analyse institutional performance and to be able to compare the institution with other similar institutions. Also, it is an aspect to present the institution to its environment, prospective students, sources of funding of research, etc.

### Recommendations for improvement

The Faculty should consider what data is most illustrative of its activities and could be collected. The most appropriate time for collecting it, the responsible person and possibilities to automatize its collection should be defined. The collected data should then

be handed to the Faculty management and the committee for quality evaluation to be appraised in the annual report.

**Quality grade:** Minimum level of quality

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

#### **Analysis**

The Panel has convinced itself that the institution has a remarkable social role. It is well integrated in the local, national and international community on which it has a multidimensional impact:

- The Faculty has educated a large number of graduates that are members of the local and national environment, the judiciary, advocacy, notaries public, governmental and non-governmental organisations, foreign law firms, EU institutions, foreign universities, etc.
- By its research work, the Faculty staff has an important impact upon the development of the rule of law in Croatia. Judges admitted reading scientific journals published by the Faculty of Law and other publishers (albeit admitting they do not cite this work in their judgments, which may be questionable from the copyright point of view).
- Professional work of the Faculty staff is broad and involves cooperation with multiple stakeholders. They are involved with drafting legislation, executive acts, decisions by state agencies, etc. Many central pieces of the Croatian legislation have seen the daylight with contribution of the Faculty's staff. Advisory work of the Faculty staff is also broad, involving work for corporations, small business, law firms, etc.
- The Faculty's consultation service is well developed and had a particular role in the aftermath of the earthquake, when the service staff actively approached students from the most damaged areas and offered them their support.
- The Faculty projects in the field of criminal law offer support to the victims of crime.
- The Faculty's legal clinics is well developed and has offered free legal advice in numerous legal fields to numerous clients who cannot afford legal aid.
- The Faculty staff is actively involved in media reporting, offering expert clarification for the public of various legal issues relevant to them.

The Panel finds that the self-evaluation report does not give a full reflection of this social impact, which is nevertheless remarkable.

### Recommendations for improvement

Improve reporting of the institutional social role in the self-evaluation report. Do not just make a list of projects, but appraise their contribution to the academic legal research and to the society.

**Quality grade:** High level of quality

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

#### Analysis

The institution offers a long list of activities and events that could be considered as falling under the area of lifelong learning. This way the Faculty updates the knowledge of their former students and other legal professionals. Many conferences and seminars are organised annually to this end. There are many more of them, organised by other stakeholders, but with a contribution of the Faculty of Law in Zagreb.

Despite this, the institution should approach lifelong learning more systematically. The Panel was informed that only accredited lifelong learning programmes offer ECTSs to the attendees, yet, no such programme has actually been accredited. It is also not clear from the Faculty's website which programmes are offered under lifelong learning.

List of 22 Life long learning programmes, Self-evaluation page 23

Drafting legal regulations and acts (general and individual) of scientific organizations – examples of good and bad practice (later changed to: Science and Higher Education System), New regulatory framework for personal data protection, Summer School “Trends in Trends in International Taxation”, Public procurement, Nomotechnics in administrative law, Administrative procedures for environmental protection and nature, Legal Data Sources and Scientific Publishing, Criminal Aspects of the European Convention on Human Rights: Recent Judgments against the Republic of Croatia, Linguistic aspects of comparative analysis of companies in the Federal Republic of Germany and the Republic of Croatia, English and Croatian company law – linguistic implications of similarities and differences, English and Croatian terminology of civil law, English legal system compared to Croatian: problems of legal translation, Criminal liability of managers, members of management and supervisory boards, Restructuring of debtors in bankruptcy proceedings, Forensic Linguistics: Language, Crime and the Law, Italian criminal proceedings (basic terminology and some characteristics of the Italian

legal language), Italian litigation (basic terminology and some characteristics of the Italian legal language), Anti-corruption workshops: training programme in the field of anti-corruption, English and Croatian terminology of criminal procedure, English and Croatian criminal law – linguistic and legal aspects, Professionalization of legal translation, which is also performed in English.

### Recommendations for improvement

Lifelong learning should be included in the Faculty's strategy, once it is adopted. Lifelong learning programmes should be performed in a more structured way. They should be accredited and award ECTSs to the attendees, so as to offer them so-called micro credentials, which is useful for their future career. Moreover, lifelong learning should also clearly be presented on the Faculty's website, so as to improve their visibility.

**Quality grade:** Minimum level of quality

## II. Study programmes

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

### Analysis

The general HEI's Strategy dates back to 2013 and its goals reflect the development priorities of the HEI in that specific period and a vision, which was based on the needs of the society in that particular moment in time. The passage of time has influenced changes in social needs and opportunities in the labour market. In that sense, without a new Strategy, which takes account of such changes, the HEI lags behind the trends relevant today.

The HEI delivers programmes within a university and a professional study path. According to the self-evaluation report and inspected documentation, no significant changes or adjustments, which reflect the needs of the labour market, have been made to the study programmes in Law since the last re-accreditation. The Expert Panel finds the changes made to the Social Work study programme, by introducing new elective courses that contain practical forms of teaching and are a direct result of cooperation with professional associations, as a positive example to be followed in regard to other programmes, as well (Self-evaluation report, p. 26).

Since it was not evident to the Expert Panel how the HEI ensures that the study programmes are aligned with the HEI's and the University of Zagreb Strategy, we suggest that the HEI develops formal mechanisms and adopts action plans after a new Strategy is

adopted. Mechanisms such as regular monitoring and reports with feedback from stakeholders should be used both as an indicator of the needs for changes and a basis for initiating formal procedures of revision of the existing, and the introduction of new study programmes. In this way, the HEI will be able to strategically plan future development of study programmes and ensure that such development is in line with the economic and educational needs of the society.

The HEI's study programmes are the only such studies at the University of Zagreb and as such, their implementation is justified by the employment needs of the City of Zagreb, Zagreb County and closer counties (Self-evaluation report, p. 25). Apart from the regional social need, the HEI should monitor and take account of the employability context in the Republic of Croatia, as well as competitiveness in both European and international labour markets.

The HEI failed to provide evidence that their study programmes, especially in the course of introducing, planning, proposing and approving new programmes, and revising or closing the existing ones, are subjected to external evaluation by the professional associations and stakeholders from the labour market. At the institutional level, the HEI should ensure for such feedback to be a vital part of regular monitoring and ensuring the quality of study programmes and any interventions to its content. Although the participation of stakeholders in the Quality Assurance Committee is welcome (currently the head of the Supreme Court and head of Croatian Lawyers Chamber), the Expert Panel believes that a more substantial involvement of professional associations should be ensured. More representatives from, not only the law profession, but social work and policy as well, should be included and be able to contribute to the future development of study programmes. The Expert Panel found a positive example in the procedure for introduction of a new doctoral study of Legal Sciences for which recommendations were asked and obtained from the Croatian Bar Association and the Ministry of Justice and Administration (Self-evaluation report, p. 26). This example should be followed for any future revisions of introduction of new programmes. Detailed feasibility studies, which have not been made available for any study programme, should also be prepared in the courses of changes in the future.

The HEI is recommended to invest additional efforts in the regular monitoring and conducting surveys on employability of its graduates. The Expert Panel found no recent research or surveys, which provided the HEI with valuable information on how to plan content in the framework of its study programmes. No documents other than the HEI's Employability Survey, which was conducted in two different periods: persons who graduated from the HEI between 2004 and 2010 (first time) and between 2010 and 2014 (second time) were made available to the Expert Panel. The HEI relies on this research in order to show that there is a need for the HEI's graduates in the labour market and that most graduates are employed without any major difficulties. However, since it dates back to the period prior to the last re-accreditation cycle (Self-evaluation report, p. 25-

26), it cannot be considered as sufficient basis to observe the HEI's success in educating professionals competitive on the national and international market.

The Expert Panel commends the correction of the enrolment quota in Public Administration study programme. However, a brief analysis of CES data of the number of unemployed graduates of study programmes implemented by the HEI in the last three years (2018 – 2020) (Self-evaluation report, p. 27) gives the HEI a very limited insight and should not be considered as a sufficient source of information of trends in the labour market. The Expert Panel suggests that more information from employers is collected. In addition, a more structured cooperation with the Alumni could also be used in order to collect the necessary information. Once regular monitoring of employment needs is established, informed decisions on enrolment quotas, including necessary corrections will be possible and are recommended for every academic year.

Although the HEI has enhanced cooperation with external stakeholders in order to improve the teaching process and study programmes, which the Expert Panel commends, a systematic change in that sense is still lacking. The HEI provided no formal evidence that recommendations of professional associations are regularly requested or analysed. For the most part, the cooperation with different stakeholders depends on personal connections of professors or members of the Management to Alumni or other stakeholders, which cannot replace a more substantial involvement of professional associations in the procedures of planning, proposing and approving programmes that lead to regulated professions. The benefits of cooperation with professional associations in introducing new elective courses that contain practical forms of teaching in the study of Social Work (Self-evaluation report, p. 26) were already mentioned in this context. Having in mind the concerns of the students of the Social Policy study programme who mentioned during the on-site visit (23 May 2022) that the lack of practical knowledge and skills significantly undermines their position at the labour market, the Expert Panel recommends that additional effort be made to strengthen the practical component of that study programme.

It is also recommended that the HEI invest in strengthening the position of its graduates from the Professional Administration study programme at the labour market. Certain difficulties exist with graduates of Professional Tax Studies, partly due to the fact that it is difficult for them to continue their studies up to the graduate level (Self-evaluation report, p. 26-27). An increase in the practical content within the curriculum should have a positive effect, especially at the undergraduate professional study of Public Administration where only one compulsory course "Professional Practice" (2 ECTS credits) in the winter semester of the third year is taught (Self-evaluation report, p. 35).

## Recommendations for improvement

The HEI should adopt a new general Strategy. After the Strategy is adopted, the HEI should develop formal mechanisms and adopt action plans for the regular monitoring of the achievement of the strategic goals.

The HEI should adopt rules on the procedure for initiating new and revising the existing study programmes.

Mechanisms such as regular monitoring and reports with feedback from stakeholders should be used both as an indicator of the needs for changes and a basis for initiating formal procedures of revision of the existing and introduction of new study programmes. Employability should be regularly monitored at several levels (Alumni, employers, labour market).

Surveys of employability should be conducted.

Enrolment quotas should be adjusted for each academic year based on the employability indicators.

Mechanisms for external evaluation of study programmes by stakeholders should be put in place.

Alumni and other stakeholders should participate actively in the amendments of study programmes. The Expert Panel believes that a more substantial involvement of professional associations should be also ensured. More representatives from, not only the law profession, but social work and social policy as well, should be included and be able to contribute to the future development of study programmes.

More student practice and practical components should be included in the Social Policy and Professional study programmes.

A more structured cooperation with the Alumni should be established whether by organizing an Alumni club or association.

**Quality grade:** Minimum level of quality

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

## Analysis

The HEI followed reaccreditation recommendations and the need to adopt national regulations on the Croatian Qualifications Framework and adopted new learning outcomes at the level of the study programme for all study programmes and at the level of courses for all forms of teaching, including practical teaching in 2020/2021. The whole process was based on the Guidelines for the preparation of learning outcomes at the level

of the study programme and the Guidelines for the preparation of learning outcomes at the course level (Self-evaluation report, p. 29). The learning outcomes at the course level for all study programmes are published on the official website of the HEI. At the same time, adopted learning outcomes at the level of the study programmes are not published on the official website and the Expert Panel considers it important to make them available to enrolled and future students.

Although the Expert Panel values the efforts of the HEI, it is not clear which qualitative indicators were used as a basis of the process. The revision and amendments to the learning outcomes should ideally serve as an opportunity to further the quality of study programmes, their harmonization to the level and profile of the qualification, as well as relevant acts such as the Ordinance on Studies, which defines the teaching and examination methods, exam deadlines, student assessment, student progress. Furthermore, the process should contribute to the elimination of existing deficiencies based on the analysis of the matrix, evaluation and analysis of collected information from students and stakeholders. Having in mind the discrepancies of the ECTS credits and student workload, which was already found problematic in the previous re-accreditation cycle, the Expert Panel is not confident that the process was entirely successful.

Since the HEI has just recently initiated the creation of surveys, which could provide relevant information, the Expert Panel is convinced that the problem of ECTS credits inadequacy will be resolved in the future. According to students (discussions with the Expert Panel during the on-site visit on 23 May 2022 and meeting with students, 25 May 2022) the inadequacy of ECTS credits is especially obvious in the Integrated study programme. The students feel that this problem is particularly emphasized by the modular teaching, which due to the intensity of work and a short duration of teaching at courses would benefit from the reallocation of workload in the process of revision of the number of ECTS credits assigned.

Additionally, the HEI should take greater account of its obligation to publish complete syllabi for all study programmes for each academic year, in accordance with Article 4 Ordinance on Studies at Undergraduate and Graduate Study Programmes at the University of Zagreb. The official website of the HEI offers an incomplete version of the syllabi, which was also confirmed by the vice-dean for teaching (at the meeting of the Expert Panel on 25 May 2022), who explained that the complete versions of the syllabi are available only by way of LMS platform Merlin. Although the use of additional channels of information in an era of increased digitalization is desirable, it cannot replace publishing of relevant information on the official website of the HEI. This is also in conformity with the relevant obligation of the HEI to create key ECTS documents, including the Information package, which ensures the recognisability and understanding of the study programmes and study system under Article 5 in connection to Article 6 Ordinance on Studies at Undergraduate and Graduate Study Programmes at the University of Zagreb. Since the Expert Panel only had an opportunity to inspect an

outdated version of the Information Package (Self-evaluation report, p. 50) and was not able to find a newer version on the official website, the HEI is advised to create and publish the updated version for each academic year.

Learning outcomes of the majority of study programmes appear to be aligned with the CroQF and EQF level descriptors.

The HEI should create a more systematic approach to defining the learning outcomes at the course level and especially regular alignment with the learning outcomes at the level of study programmes. There should be regular meetings and workshops for teachers, which enable continuous review and revision of learning outcomes. So far, it seems that such workshops were provided only for members of the HEI within the Providentia Studiorum Iuris: Improving the quality of study at law schools in Croatia project (Self-evaluation report, p. 31). It would be advisable to introduce a formal procedure where proposals for a new study programme, as well as all amendments and supplements of existing study programmes would be regularly monitored and checked in regard to the alignment of learning outcomes at the level of the study programme and course level through matrices.

The already mentioned lack of regular collection of important information on employability, student and Alumni surveys and information from external stakeholders diminishes the efforts of the HEI to create learning outcomes needed for inclusion in the labour market and continuing education aspects which the HEI itself detected as problematic in regard to the Professional Tax study. This is obvious from the analysis of the table 2.1 of the Analytic Supplement, which shows that only several learning outcomes concern acquired practical knowledge and skills (e.g., Integrated study learning outcomes 15, 16, 17). In addition, in the learning outcomes at the professional study programmes there should be a clearer line between professional and general competencies. The Expert Panel believes that future improvements of learning outcomes should better reflect the transferable knowledge and skills which are valued by employers and which allow for personal development, career change management, etc., which is of the utmost importance in the current conditions on the labour market.

### Recommendations for improvement

Learning outcomes at the level of the study programmes should be published on the official website and made available to enrolled and future students.

The HEI should take greater account of its obligation to publish complete syllabi for all study programmes for each academic year.

The complete version of curricula should be published on the official website of the HEI for every academic year.

The HEI is advised to create and publish the updated version of the Information package for students for each academic year.

The HEI should create a more systematic approach to defining the learning outcomes at the course level and especially their regular alignment with the learning outcomes at the level of study programmes.

The HEI should organize regular meetings and workshops for teachers, which inform them of the aspects relevant for continuous review and revision of learning outcomes.

A formal procedure where proposals for a new study program, as well as all amendments and supplements of existing study programmes would be regularly monitored and checked in regard to the alignment of learning outcomes at the level of the study programme and course level through matrices should be established.

Future improvements of the learning outcomes should better reflect the transferable knowledge and skills valued by employers, which allow for personal development, career change management, etc., which is of the utmost importance in the current conditions on the labour market.

**Quality grade:** Minimum level of quality

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

#### **Analysis**

The HEI regularly monitors and measures the achievement of intended learning outcomes in several ways. Competent persons, namely the vice-dean in charge of students, the head of postgraduate specialist studies and the head of the doctoral study, carry out the verification of the appropriate teaching. In addition, after performing classes, the adoption and achievement of learning outcomes is checked in a prescribed manner by the course teachers. In the academic year 2021/2022 student surveys were created which will enable the HEI to assess the realization of the intended learning outcomes. The HEI is also aware of the importance of assessing the achievement of intended learning outcomes by way of graduate surveys (Self-evaluation report, p. 32). The Expert Panel is confident that such research will be introduced in the near future.

In order to revise and improve the teaching process at the Integrated study programme from the year 2018/2019 the HEI has invested significant efforts in establishing a new way of modular teaching, which the Expert Panel finds commendable. At the same time, other parts of the teaching process have been improved as well, including the increased use of various forms of e-learning and continuous knowledge testing in individual courses during the course of teaching. After each lecture through the Merlin system, a weekly assignment is set with a weekly worksheet, after which students receive feedback on the success of mastering the assignment. At the end of the semester, students submit consolidated worksheets, where learning outcomes are additionally checked by oral

exam, using various teaching methods (pair work, small group, service learning), etc. The result of a continuous revision and improvement of the teaching process is changing the field program practices from 2017 caused by the changes in the legal treatment and work with young people of socially unacceptable behaviour, and over time the programme has changed. As evidence of achieving the intended learning outcomes, the HEI provided the Expert Panel with examples of term exams and written exams in the first, third, fourth year for the graduate study of Social Work and graduate study of Social Policy (Self-evaluation report, p. 32).

Having in mind that the assessment and evaluation of student performance is regulated by the Ordinance on Studies at Undergraduate and Graduate Study Programmes at the University of Zagreb, which includes the obligation to publish the Information package that specifies how learning outcomes, teaching methods and assessing the achievement of expected learning outcomes are linked, the Expert Panel believes that complying with this obligation will additionally contribute to the quality and transparency of the teaching and evaluation process. This is important both in light of the issues detected by the Expert Panel in the previous re-accreditation cycle (Report of the Expert Panel, p. 12) and issues concerning transparency and consistency in testing, which students mentioned in the discussions with students during the on-site visit (23 May 2022) and observations gained during meetings of the Expert Panel with the students (25 May 2022).

### Recommendations for improvement

Student surveys, which have been recently created should be regularly conducted in order for the HEI to assess the realization of the intended learning outcomes.

HEI should publish Information packages that specify how learning outcomes, teaching methods and assessing the achievement of expected learning outcomes are linked for every academic year.

**Quality grade:** Minimum level of quality

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

### Analysis

While the HEI has continuously improved the social work study programmes on the basis of intensive cooperation with experts/external stakeholders from the social welfare system and social service providers (Self-evaluation report, p. 33) the Expert Panel finds that study programmes in Law, both at the university and professional level, somehow lag

behind in this process. In the Integrated legal study programme, there were no significant changes apart from the introduction of new elective content in the ninth semester and contents within the Erasmus+ programme (Self-evaluation report, p. 32). The increase in the practical component of the professional study programmes is still not at a satisfactory level. The changes in the literature (including new textbooks) (Self-evaluation report, p. 32) should be regarded as a regular periodical adjustment and modernisation of the course and as such are a welcome contribution to enhancing the quality of the existing study programme, not its amendments. The HEI's SWOT analysis, which is a part of the HEI's strategic documents and represents the backbone of (re)defining the annual quality assurance activities (Self-evaluation report, p. 9) identifies obtaining feedback from practice on the need to modify study programmes, which it characterizes as an inadequate and slow process, as a weakness. However, it does not seem that the HEI has taken any particular steps to minimise it since the previous re-accreditation cycle. As already mentioned, the participation of a few stakeholders in several committees cannot replace the lack of a central quality system which would monitor and collect information relevant for introducing substantial changes in the study programmes.

The HEI should commit to regular development activities related to study programmes, which include collecting feedback from a wide base of stakeholders to get a full and more nuanced insight into educational and employment needs in the society. There should be a periodical assessment of the quality of the programme, in particular its effectiveness in delivering knowledge and skills based on the relevant feedback. This would enable the HEI to continuously detect areas where there are deficiencies that need to be removed.

In the past period, the HEI has proposed and adopted a new study programme – the doctoral study of Legal Sciences based on a study, which thoroughly explains the justification and capacities of the study programme, compliance with social needs and strategic goals not only at the local and national level, but also at the European level. Professional associations and external stakeholders (Croatian Bar Association and the Ministry of Justice and Administration also contributed in the process and the Expert Panel considers this a good example to be followed in the course of amendments to the existing programmes as well. So far, the HEI was not successful in using the cooperation with different stakeholders; legal experts, foreign visiting professors, NGOs, social work associations, Alumni and others as a driver of positive changes to its study programmes, especially in Law.

The HEI considers their study programmes to be unique at the University of Zagreb. However, with the need to include more transversal skills and competences, which are highly respected by employers, the study programmes are becoming more diversified, but also may contain some similarities. The HEI should put in place mechanisms, which enable an analysis of the similarities as a basis for justification of a similar study programme within the same university, in case of such future occurrences.

The inspection of the official website shows that an integral version of the study programme and a more detailed version for each semester is available (Self-evaluation report, p. 33). The HEI does not publish syllabi with detailed and uniform information about courses (teachers, semester, learning outcomes, number of ECTS credits, course description, objectives, evaluation, etc.). As explained by the vice-dean for education, the detailed syllabi are only available at the LMS platform Merlin. The insight into the content of the syllabi is possible only with the password to students enrolled in the particular semester of the academic year (meeting with the vice-dean for teaching, 25 May 2022). A detailed list of activities undertaken related to the improvement of study programmes or their reorganization based on the recommendations from previous evaluations was provided to the Expert Panel in the Self-evaluation report (p. 33). For the most part, activities are related to the introduction of Merlin e-learning system, which has been additionally motivated by the Covid-19 pandemic and the earthquake in Zagreb, and the introduction of various forms of continuous testing (usually term exams), the improvement of practical forms of teaching, the introduction of modular forms of teaching at the integrated legal study programme and the development and adoption of new learning outcomes at all levels based on the constructive alignment of all elements of the teaching process, as measures to eliminate issues detected in the previous re-accreditation cycle. However, it seems that no significant changes were a direct result of internal evaluation processes of the HEI.

In order to accomplish this in the future, the Expert Panel would like to emphasize the importance of recording changes and analysing their impact on the quality of knowledge and skills, which are key for a particular qualification acquired by graduates. This can be done only if there is an institutionalized system of monitoring different indicators, which needs to be established by the HEI.

### Recommendations for improvement

There should be a periodical assessment of the quality of the programme, in particular its effectiveness in delivering knowledge and skills based on the relevant feedback. This would enable the HEI to continuously detect areas in which there are deficiencies that need to be removed.

The HEI should put in place mechanisms, which enable an analysis of the similarities as a basis for justification of a similar study programme within the same university, in case of such future occurrences.

The HEI should publish syllabi with detailed and uniform information about courses (teachers, semester, learning outcomes, the number of ECTS credits, course description, objectives, evaluation, etc.) on the official website, not only at the LMS platform Merlin.

The HEI should ensure that changes to the study programmes are not conducted merely as implementation of re-accreditation suggestions, but are a direct result of its internal evaluation processes.

The HEI should record changes to the study programme in order to be able to analyse their impact on the quality of knowledge and skills, which are key for particular qualification acquired by graduates. This can only be done if there is an institutionalized system of monitoring different indicators, which needs to be established by the HEI.

**Quality grade:** Satisfactory level of quality

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

### **Analysis**

Although in the year 2020/2021 the HEI adopted new learning outcomes at the level of the study programme for all study programmes and at the level of courses for all forms of teaching, including practical teaching, it did not use this opportunity to address issues regarding the allocation of ECTS credits. This issue has already been detected in the previous re-accreditation cycle where the Expert Panel concluded that it is not transparent how study load and ECTS are being matched. It appears to be the case that the study load has been 'set' at the time of introducing a course and not necessarily with the number of hours students are expected to study for 1 ECTS (30 hours) in mind. Also, there is no mechanism in place to ensure that workload and ECTS become or remain well matched. Without meaning to advocate a strict system for ECTS allocation (such as one that is based solely on the number of pages students have to read), the Panel does think that some sort of formula or guideline in this respect will help teachers prioritize within their subjects and help students in determining what is expected of them. In view of the many student complaints regarding the amount of literature that needs to be studied, FLZ would do well to demonstrate more explicitly how it expects students to spend their time within a particular course (Expert Panel report, p. 12).

The Expert Panel suggests that the HEI revise the current ECTS allocation system, especially at the study programmes in Law. A thematic internal assessment procedure should be established to ensure that the ECTS credits match the real student workload. In addition, the HEI should ensure that periodical audits are undertaken which provide feedback on inconsistencies and allow them to be removed in the course of procedures for amendments to the study programmes. Due to a lack of systematic collection of feedback from students, which they mentioned and criticized during the on-site visit (23 May 2022) and meetings of the Expert Panel with students, it seems that there is no possibility for students to directly initiate or influence change in regard to this issue. In some cases, students consider the student workload to be higher and in other lower than

the number of ECTS credits suggests. Although these are opinions of students, based on their own evaluation, the mere fact that there is the same number of ECTS credits allocated to all law courses at the Integrated study programme (all compulsory courses were assigned 8 ECTS credits, foreign languages, elective courses and seminars 4, exercises 2, and practical classes 10 ECTS credits; Self-evaluation report, p. 34) indicates that there are definitely instances where ECTS are not synchronised well with the student workload, and revisions are needed.

The HEI started collecting systematic feedback on the assessment of the planned ECTS credits for all courses and all forms of teaching in the academic year 2021/2022. Since the results were not presented to the Expert Panel, we could not confirm the conclusion that at the study programmes conducted at the Social Work Study Centre and the Study Centre for Public Administration and Public Finance, ECTS credits are harmonized with the actual student workload and reflect the required amount of teaching and independent student work planned by the course outcomes, as the Self-evaluation report suggests (Self-evaluation report, p. 34). However, the Expert Panel considers that wherever there are comprehensive reading lists that require more independent student work, the ECTS allocation should be compared to other courses that carry the same number of ECTS credits, but have less comprehensive reading lists. Such discrepancies between individual courses should be analysed and eliminated.

Monitoring of ECTS credits allocation and actual student workload through conducting surveys on student satisfaction with particular forms of teaching and allocating more ECTS to courses that have increased the ratio of practical classes, should be done as a first step towards the alignment of the actual student workload in all courses that carry the same number of ECTS credits. As an additional step, the Expert Panel proposes the systematic implementation of a mutual peer-reviewing system that assesses the achievement of learning outcomes and ECTS allocation performed by teachers, who monitor each other's courses and report to the Quality Assurance Committee.

Since the HEI has only recently started planning of regular student surveys to ensure that learning outcomes are also evaluated by students after passing a particular course or otherwise fulfil the prescribed obligations, the mechanisms which allow for informing students on the results of the analysis of collected data and implemented changes have yet to be established. The HEI provided no reports on the results of student surveys as the basis for re(defining)/improving the learning outcomes or ECTS allocation, but only templates for such surveys to be conducted in the future (Self-evaluation report, p. 30). Once the results are available, the Expert Panel encourages the HEI to present them and make available to all students.

### Recommendations for improvement:

The Expert Panel suggests that the HEI revise the current ECTS allocation system, especially at the study programmes in Law.

A thematic internal assessment procedure should be established to ensure that the ECTS credits match the real student workload. A systematic collection of feedback from students, which would enable them to directly initiate or influence change in regard to the issues relating to ECTS allocation should be established.

Monitoring of ECTS credits allocation and actual student workload through conducting surveys on student satisfaction with particular forms of teaching and allocating more ECTS to courses that have increased the ratio of practical classes, should be done as a first step towards the alignment of the actual student workload in all courses that carry the same number of ECTS credits.

The Expert Panel considers that wherever there are comprehensive reading lists that require more independent student work, the ECTS allocation should be compared to other courses that carry the same number of ECTS credits, but have less comprehensive reading lists. Such discrepancies between individual courses should be analysed and eliminated.

As an additional step, the Expert Panel proposes the systematic implementation of a mutual peer-reviewing system that assesses the achievement of learning outcomes and ECTS allocation performed by teachers, who monitor each other courses and report to the Quality Assurance Committee.

**Quality grade:** Minimum level of quality

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

### Analysis

The Expert Panel agrees that student practice seems developed and supported by the management and teaching staff, but is of the opinion that it should be integrated consistently into the study programmes. Since ECTS credits are awarded for practical learning at a later stage of the Integrated study programme, the defined learning outcomes do not seem to reflect the level of practical knowledge acquired by students consistently throughout the whole studies (Table 2.1. Analytic Supplement). This is further undermined by the fact that there are several different practical classes that take place; through practical exercises, the Legal Clinic and simulated trial within the course “Practical class”. However, moot courts (simulated trials) and the Legal Clinic are available to a certain number of students. The availability of these classes depends on the application and selection criteria, which is obvious from the number of students

participating e.g., in the Legal Clinic (in 2020/2021 105 students participated in the work of the Legal Clinic in the winter semester and 104 in the winter semester; Self-evaluation report, p. 36).

At the Integrated study programme, the successful completion of practical work is supervised by the vice-dean in charge of teaching, the work in the Legal Clinic by the head of the Legal Clinic, and the simulated trials by the head of the simulated trial (Self-evaluation report, p. 38). However, at the study of social work within the field practice conducted at the undergraduate and graduate programmes, there seems to be a more structured system of defined objectives, learning outcomes, monitoring procedures and assessment elements. A similar system should be applied at the Integrated study programme. The HEI will need to make an effort to include more opportunities for students at the professional study programmes to acquire practical skill and knowledge, which they lack at the moment. At the undergraduate professional Tax study, the emphasis is on the practical part of teaching, so almost 50% of teaching is in the form of practical exercises. At the specialist graduate professional study of Public Administration, students have the opportunity for practical and research work in seminars, research laboratories, but there are no practical courses. Students of the undergraduate professional study of Public Administration enrol in one compulsory course "Professional Practice" (2 ECTS credits) in the winter semester of the third year (Self-evaluation report, p. 37-39).

#### **Recommendations for improvement:**

Student practice should be consistently integrated into the study programmes. The defined learning outcomes should better reflect the level of practical knowledge acquired by students consistently throughout the whole studies.

A more structured system of defined objectives, learning outcomes, monitoring procedures and assessment elements should be introduced for monitoring the acquisition of practical knowledge and skills at the Integrated study programme.

The HEI will need to make an effort to include more opportunities for students at the professional study programmes and the Social Policy study programme to acquire practical skill and knowledge, which they lack at the moment.

**Quality grade:** Minimum level of quality

### III. Teaching process and student support

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

##### Analysis

Criteria for enrolment are adopted by the Council and published on the website of the Faculty. These criteria are in line with the Senate's decisions on enrolment. Competences for the admission and enrolment procedure are clearly delegated.

Admission criteria include the overall achievement in high school, success at State Matura exam obligatory courses (Croatian language, foreign language and Math) whereas elective courses deemed relevant for the study (for example Sociology, Logic, etc.) carry additional points, as well as success at state level competitions during high school. Ranking of candidates is conducted automatically.

While the criteria and the way they are created and implemented seem to be properly done, we received controversial information from students about the accessibility of this information referring to the poor UX design of the website.

Very positive is the establishment of the Student Information Centre in co-operation with the Student Union.

Regarding the admission criteria and enrolment process we didn't discover any issues, and none of the stakeholders (including students) were mentioning any challenges or critiques. During the stakeholder meeting it became clear that the Faculty has a prestige in the country where it is an honour to study and students also referred to their school as a respected institution where a successful admission is an honour.

We discovered some anomalies around the continuation of studies. Students required an extended exam period and this request was respected by the management but still in case of some subjects and study programmes passing subjects might be difficult with not always transparent or fair criteria.

This issue also appears in the allocation of ECTS credits and the newly introduced module system. There are established procedures for recognizing ECTS credits gained in the framework of mobility, as well as for students transferring from other HEIs. Learning another foreign language in high school is valued as an additional achievement for enrolment purposes.

##### Recommendations for improvement

The Panel recommends to review the website of the Faculty from UX perspective, increasing the accessibility of information.

Criteria for continuation of studies need further adjustments with an ECTS allocation reflecting more realistically the required amount of time for a given subject.

**Quality grade:** Satisfactory level of quality

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

#### **Analysis**

The procedure of monitoring student progress is properly and clearly described, students are informed about the criteria in advance according to their study plans. Gathering and analysing information on student progress is properly managed.

The introduction of modular classes helped students to prepare for their exams but the uneven amount of content and assignment criteria of the different modules causes problems.

#### **Recommendations for improvement**

Criteria for continuation of studies needs further adjustments with an ECTS allocation reflecting more realistically the required amount of time for a given subject.

**Quality grade:** Satisfactory level of quality

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

#### **Analysis**

Both the description of the self-evaluation report and the short presentations/answers during the interviews introduced a well-structured system with clear criteria but the nature of knowledge transfer is rather service centred where students are provided with high quality content in a professional manner leaving little space for student's preferred/optimal learning methods, pace and environment.

Students are satisfied with the high-quality theoretical studies at the Faculty while they would prefer to obtain more practical skills and a dialogical nature of learning.

In that respect, the Panel deems commendable the practice of having seminars and exercises held by administrative court judges, as well as the work of the Legal Clinic, which provides an excellent opportunity to develop autonomy and responsibility of students.

We saw more student-centred solutions in the system of moot court competitions which is a very practical and innovative way of learning, and at the level of research fellows and postdoctoral students who have more opportunities to follow their style and their learning/working process includes more elements of co-creation.

Maybe due to the high number of undergraduate and graduate students, the rate of failed exams is high, not only because of the high-standards of the school but also the challenges in designing flexible, student-centred solutions.

In terms of problem solving and creative and critical thinking, the examples of written tests submitted to the Panel during the re-accreditation procedure were mostly based on concrete situations and the questions derived from there, rather than unimaginatively requiring of students to write down everything they know about a particular topic.

### Recommendations for improvement

We recommend to introduce a more student-centred approach for undergraduate and graduate students where students may have more influence on their study plan, the pace of their studies and connection to impact oriented academic work.

Student-centred learning inevitably calls for students' engagement and interactive participation in classes as well as putting an emphasis on the ability to work with legal norms and apply them instead of merely reproduce their content, which goal can only be achieved through contributions of each course (for example, in developing students' writing and argumentation skills).

**Quality grade:** Minimum level of quality

### **3.4. The higher education institution ensures adequate student support.**

#### Analysis

Study centres and consultation services are important elements of the student support system and we met very committed colleagues running these services.

According to the report of the Student Counselling Centre, 534 counselling sessions were held in the previous academic year, which affirms the presence of the counselling service in the student population. The role of academic mentors is also important in providing guidance on studying, especially to first-year students. Another example of good practice is Career Days, which were held in February this year.

The role of the Office of the Student Ombudsman seems diminished by the fact that the only way to communicate with them is via e-mail, since coming to the office is currently unavailable due to construction works (information from the website).

Also, the HEI has demonstrated that examination procedures can be modified to suit students with disabilities, while at the same time ensuring the achievement of intended learning outcomes (part 3.8.6. of the Self-Evaluation Report).

Students the Panel has had the opportunity to talk to were not quite satisfied with the communication between them and the administration services as regards the promptness of information they receive. Others described the communication with the Faculty management as continuously poor.

### Recommendations for improvement

We recommend to increase the intake of consultation services and study centres and the Faculty may also consider to formalize the support professors are giving to students. Survey the students and analyse the results in order to improve communication between students and the Faculty staff.

**Quality grade:** Satisfactory level of quality

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

#### Analysis

The system supporting students from vulnerable and under-represented groups is rather discretionary instead of being rights-based. Decisions are made by the Vice Dean for Teaching and the heads of study centres which refers to a highly centralized solution.

The self-evaluation report is using terms like “continuously working” while we would expect quantified results, measured impact, achieved goals in such a report.

Social work students reported about voluntary-based support system for people with disabilities but they couldn't identify an explicit policy for integration and diversity neither a delegated coordinator with a clear competence in this regard.

Support to vulnerable students is provided by coordinators in each of the studies at the Faculty level and by the Office for Students with Disabilities at the University level. It follows that there are established support services for students from vulnerable groups at both university and university constituent levels.

Requests for adjustment of the teaching process are decided by a competent vice-dean, whose decisions are based on the recommendation of the Office for Students with Disabilities and the opinion of a competent school doctor, and are subject to appeal decided by an appellate committee of the Faculty.

Peer support is also organized in the form of a special course, called Peer Support to Students with Disabilities, which students of all study programmes may enrol if they know

a student with disabilities in need of support and willing to be provided support by them. However, no data was provided as to the effectiveness of this mechanism (e. g. how many students participate in this mode of support).

Also, the HEI provided support to students and communities affected by the 2020 earthquake (Sisak-Moslavina County). This included psychological support by the Student Counselling Centre, legal assistance to affected communities provided on site (in Sisak, Petrinja and Glina) by the Legal Clinics and a fund-raising campaign that resulted in nearly EUR 40,000 of collected means distributed to students as one-time aid.

### Recommendations for improvement

The Panel recommends to shift from a centralized discretionary system to a rights-based solution when it comes to the support of vulnerable people. There are references in the report to policies and efforts, but we received very little information about the impact/results of these efforts and in the interviews, it became clear to us that students are not aware/familiar with these support opportunities.

The HEI should encourage peer support system, which seems to have great potential.

The HEI should analyse the effectiveness of support mechanisms.

**Quality grade:** Minimum level of quality

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

#### Analysis

Participation in international programs is fully encouraged and the Faculty has an extended list of foreign university partners. The majority of international exchanges are occurring within the framework of the Erasmus program but students are at times also involved in international R&D projects.

We found a satisfactory level of English language skills among students who are potentially eligible for participating in international programs.

Students receive a relevant support from the Office for International Cooperation.

ECTS credits gained in the process of international mobility are recognized by the HEI. There are rules governing this procedure and the HEI submitted to the Panel as an example a decision recognizing ECTS credits gained at the Saxion University of Applied Sciences, School of Social Work, the Netherlands, by a student participating in the Erasmus+ Programme.

Information on student satisfaction with the quality of the HEI's support regarding practical matters of student mobility is collected. However, that satisfaction did not seem to be at a particularly high level (survey results, part 3.6.4. of the Self-Evaluation Report, p. 55).

#### Recommendations for improvement

While the support system for international studies is available at the Faculty, we still recommend to make efforts to increase the number of participating students.

Re-survey the students in order to see if the support in the practical issues of student mobility has improved.

**Quality grade:** Satisfactory level of quality

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

#### Analysis

Foreign students gave a very positive feedback about the Faculty, they reported about the high quality of education and the friendly environment at the Faculty.

The Faculty has more than 170 international agreements and is attracting a relevant proportion of the incoming students to the University of Zagreb.

All the relevant information is available to foreign students in English, and they have the opportunity to attend classes delivered in English.

Also, giving foreign students an opportunity to learn Croatian within the accredited Croaticum programs at the University level is of particular importance.

#### Recommendations for improvement

Seeing the good reputation of the Faculty and its popularity among foreign students, we recommend to elevate the available study opportunities to a new level. Providing English speaking modules (a group of courses ending with a certificate), micro degree program or considering to accredit entire English programs would turn the Faculty into an international hub.

**Quality grade:** Satisfactory level of quality

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

#### **Analysis**

Student achievements may be evaluated and graded during the semester, whereas the final grade is determined once the student takes an exam (art. 25 (1) of the Ordinance on Studies). Exams are conducted either orally or both orally and in writing. In the latter case both parts are graded altogether, with the exception that a student who fails the written part cannot proceed to the oral part (art. 27 §§ 1, 3, 4 of the Ordinance on Studies).

Evaluation and assessment methods are announced in detail (structure and duration of the exam) on the HEI's website, at least for some courses (e. g. Administrative Law, Croatian Legal History, see Self-Evaluation Report, p. 57).

With respect to the support provided by the HEI to the assessors in the development of skills related to the testing and assessment methods, it is to be noted that in the Self-Evaluation Report (part 3.8.3. on page 58) the HEI stated that the vice-dean for teaching analyses the results of the student survey on evaluation by students who have completed their studies in order to identify potential shortcomings and improve teachers' work. However, this does not seem to be a systematic support mechanism for the development of skills related to the testing and assessment methods. First, it seems to be resorted to sporadically (in case of need) rather than on a regular basis. Second, it relies solely on student surveys as an identifier of potential shortcomings. Third, its objective seems to be remedying existing problems, rather than preventing them by an effective skill-developing mechanism.

As regards the functionality of student appeals procedure, it is to be noted that a student who is dissatisfied with a grade may file an appeal within 24 hours of the moment they were notified of the grade (art. 36 (1) of the Ordinance on Studies). However, prescribing the time-limit in days rather than in hours would be recommendable as a matter of legal certainty since it is more feasible to determine the timeliness of an appeal that has to be lodged within one day rather than within 24 hours of the notification of the grade (the exact time is nowhere formally registered).

Furthermore, as regards the composition of an appeal committee, the Panel notes that a teacher whose grade is being appealed cannot preside over the committee but may be its member (Art. 36 (2) of the Ordinance on Studies). This is acceptable in case of an oral examination, which in the appellate process is conducted anew (art. 36 § 3). However, a written test is not repeated but re-evaluated (art. 36 § 4). In that case it is inappropriate that a teacher who initially graded a particular test grades it once again on appeal, deciding exactly the same matter they have already expressed their view on. A written test ought to be re-evaluated by a fresh committee, in which the teacher whose grade is being reviewed should not participate in whatever capacity, not even as a member.

With respect to the feedback received by students on the evaluation results, the Panel was informed that the practice of giving back to students their graded written exams varied from one exam term to another and depended on which teacher is concerned. Notwithstanding the students' right to see their graded tests (art. 33 (2) of the Ordinance on Studies), the Panel is of the opinion that this practice should be encouraged by the HEI rather than being left to the initiative of a particular student, for a couple of reasons. Firstly, it is an important way of giving feedback on the evaluation results (to both those who failed and those who passed). Secondly, having to request to see their graded tests may discourage some students. On the contrary, an organized class conducted after the exam in order to analyse the results may attract students to come and see their graded tests and learn from mistakes. After all, that is the goal of a formative assessment. Also, according to how ECTS credits are currently distributed, it would seem that almost all courses are equally time-consuming, which appears unlikely to actually be the case.

#### Recommendations for improvement

Introduce seminars and workshops for the development of skills related to the testing and assessment methods.

Amend the Ordinance on Studies (as above) in order to provide for an effective appeals mechanism.

Encourage the practice of giving feedback to students as regards their written exams and analysis thereof (most and less common mistakes), formative vs. summative assessment. Reform the ECTS credits distribution so as to reflect realistically the amount of time needed for a particular course.

**Quality grade:** Minimum level of quality

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

#### Analysis

The HEI issues appropriate documents upon completion of the studies (diplomas and Diploma Supplements) in accordance with the relevant regulations. Diploma Supplements are issued in both Croatian and English, free of charge.

#### Recommendations for improvement

None

**Quality grade:** High level of quality

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

#### **Analysis**

The HEI analyses the employability of its graduates in cooperation with the Croatian Employment Service, stating that the numbers show a decrease of unemployed graduates of all study programmes (part 3.10.1 of the Self-Evaluation Report, page 60). It is also said that quite a number of them do not register with the Croatian Employment Service and find work on their own with employers who hire them through direct contact.

However, the figures from the Analytic supplement (Table 3.7) point to a relatively high number of unemployed alumni in comparison to the number of students who completed the study in the respective year. This applies to all study programmes except for Public Administration, specialist graduate professional study programme and Social Work, undergraduate university study programme.

The HEI provides students with support regarding future career planning by organizing Career Days while additional guidance is available at the Student Counselling Centre.

Enabling students to practice in various offices of potential employers is of paramount importance. The experience gained through volunteering in the Legal Clinic is also valuable for students' future careers.

#### **Recommendations for improvement**

Analyse on a regular basis the alignment of admission quotas with social and labour market needs.

Adjust admission quotas accordingly (if needed).

The Panel also notes that in order to be effectively committed to the employability of graduates, the HEI is obliged, by virtue of its social role, to take into account several factors, one of them being that soon-to-be graduates are attractive to potential employers. This is to say that they need to be pre-prepared as much as possible for their future assignments (skill-equipped). Ability to express oneself clearly, concisely and coherently in writing, formulate arguments, analyse a text, apply the law to specific facts (beyond mere grammatical interpretation) etc., which is intrinsic to legal profession, has to be gained in time of study and not later on. Therefore, the Panel is of the opinion that more emphasis ought to be put on this practical aspect of knowledge throughout the study, bearing in mind that without these skills, theoretical knowledge remains unusable and serves no real-life purpose.

**Quality grade:** Minimum level of quality

## IV. Teaching and institutional capacities

### 4.1. The higher education institution ensures adequate teaching capacities.

#### Analysis

The number of teachers working at the HEI appears to be adequate for the proper implementation of the study programmes it offers. The HEI currently employs 174 teachers in different status (Full professors; Associate professors; Assistant professors; Postdoctoral fellows; Assistants; Senior Lecturers and Lecturers). As indicated in the self-analysis, HEI recognises a benefit in the implementation of the study programmes in its 135 external associates, who participate in the teaching processes, especially in the part dedicated to seminars and exercises. Therefore, it can be concluded that the number and qualifications of teachers are suitable for the implementation of the study programmes. The student-teacher ratio is slightly improved compared to the period of the previous accreditation process. If Postdoctoral researchers and Assistants are also considered, a suitable proportion of 1:29.47 is achieved.

This improvement is partly due to a specific measure taken by the HEI in order to optimize the student-teacher ratio. Such a concrete measure refers to the reduction of quotas in various curricula during the years covered by the evaluation period. However, the HEI points in its self-evaluation report to another relevant factor for the improvement of this ratio: the employment policy. Although a growth in the number of employees is visible (from 136 to 148 in the Professor categories), it is not clear how employment policies are conducted and formalised. The absence of a Strategy document and plan proves to be a gap that needs to be filled also in this field.

The Professors' load is compliant with applicable laws and regulations, decrees of competent authorities and collective agreements. Prior to the beginning of each academic year an analysis of the workload is made in an attempt to ensure a fair distribution between and within chairs among its members. During the meetings held during the visit, this was further explained by the teaching staff. Thus, a reasonable division of the workload emerged. It can be deduced that there is a balance between teaching activities, scientific activities and administrative obligations of the teachers.

Professors are qualified for the courses they teach. Mostly from what was reported in the self-evaluation report, as well as from the information gathered in the course of the meetings with the professors, a very active role of the professors emerges, especially in the dialogue with society and participation in projects, as well as in numerous scientific activities (participation in conferences, writing articles, papers and books). Conversely, it does not appear that as much attention is paid to the continuous updating of teaching methods, which inevitably have to be updated with the sudden changes in the world of

youth. More attention to the development of new study and teaching techniques would further improve the teaching framework.

### Recommendations for improvement

It is recommended to develop a Plan of Employment and Advancement to further improve the student-professor ratio.

It is recommended to introduce concrete measures in order to stimulate the teaching staff to attend advanced courses of study and teaching methods.

**Quality grade:** Satisfactory level of quality

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

### Analysis

The HEI in its analysis links teacher recruitment to one of the fundamental objectives of the HEI's Strategic Scientific Program 2021-2025 and that is to promote excellence in the field of scientific research. In addition, the HEI conducts the aforementioned procedures in accordance with the provisions of the Scientific Activity and Higher Education Act and related general regulations. In compliance with the relevant regulations for carrying out these procedures, vacancies are announced publicly in order to identify the best candidates. During the visit it was possible to examine the documentation made available and to see an example of the entire recruitment procedure. Furthermore, during the meetings it was explained to the Panel how the announcements are published, where and what the requirements are. Furthermore, as much in the text of the self-evaluation report as in the conversations during the Panel's visit both on site and virtually, a great deal of attention is paid to the profile of the professors' scientific production when it comes to their career advancement. In fact, as is emphasised in the self-evaluation report and repeatedly explained in the interviews, scientific production is followed and monitored. By contrast, the same attention does not seem to be paid to the internationalisation profile of the teaching staff. Teaching staff is mostly regionally recruited and mostly from the students of the HEI. It does not appear that there are employees/teachers from other parts of the country, nor from foreign countries. During the meetings, considerable weight was given by the interviewees to the element of internationality offered by some external collaborators participating in the lessons as visiting professors. However, it does not appear that there are full-time professors hired from abroad; neither does it emerge clearly the intensity of connection and affiliation of these visiting professors with the HEI.

Once again, also in this context, the absence of a Strategy document proves to be a gap that needs to be filled.

### Recommendations for improvement

The recruitment of professors should be inserted in the strategic goals of the HEI.

**Quality grade:** Satisfactory level of quality

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

#### Analysis

A careful analysis including the text of the self-evaluation report, the documentation made available by the HEI and examined during the visit, as well as conversations with the teaching staff, shows that the HEI offers concrete support for the professional development of teachers, although it pays more attention to certain segments of this professional development than others. Specifically, more attention was paid to the profile of professors' scientific growth than to their didactic growth. Several activities (in particular participation in projects and conferences) are listed during the visit that are particularly familiar to the teaching staff, who know that they can benefit from certain initiatives. This turns out to be true if one compares this information with the substantial number of projects carried out by HEI personnel.

It does not seem there is the same sensitivity at the HEI in stimulating its teachers to participate in seminars aimed at improving teaching techniques.

In the course of the interviews conducted, professors seem to be aware of the possibilities offered within the framework of international mobility programmes, both incoming and outgoing. However, especially among the younger population (the staff consisting of assistants and postdocs), with the exception of a few shining cases, no great interest in stays abroad emerges.

If by support one also considers forms of recognition - not only or necessarily in the form of remuneration - a system of reward and recognition of merit (such as an award system) does not emerge. Interest and support seemed to be perceived several times, particularly during the interviews when a question was asked on this point which was not clearly specified in the text of the self-evaluation report.

## Recommendations for improvement

It is recommended to introduce concrete measures in order to stimulate the teaching staff to attend advanced courses of study and teaching methods.

Develop professional development plan for young researchers.

Develop a reward system for teachers' achievements.

Encourage staff to opt for international mobility more frequently, particularly by assuring teaching replacement.

**Quality grade:** Satisfactory level of quality

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

## Analysis

The dramatic situation at the HEI following the earthquake that struck the city and compromised a large part of its facilities cannot be overlooked here. A detailed and precise analysis concerning the premises, equipment and the entire infrastructure (laboratories, IT service, work sites, etc.) is offered in the text of the self-analysis. Nevertheless, the site visit made it possible to realise both the proportions of the disaster and the concrete measures undertaken to allow the normal functioning of the life of both students and professors to be restored. During the visit some structures were visited: in particular that of Nazorova 51 (where the social work courses are held) and the locations at Trg Republike Hrvatske 3 (where the law courses are held and where the commission stayed during the visit).

The building located in Nazorova 51 was not compromised by the earthquake. However, it is a period building that requires a lot of maintenance and which is often not suited to the modern needs of students. During the visit it learned of a shortage of which the students complain in particular: the lack of a canteen. This appears to be a problem that worries students especially if we consider that the site in question is displaced from the centre. This seems to be a problem dating back to both the emergency due to the pandemic from COVID-19 and the earthquake. Another aspect that has been observed is that the coverage of the wireless network is not guaranteed throughout the building. The presence of new videos indicating the timetable of the lessons was also observed. Being a novelty, it has not yet been possible to understand if this will improve the organization and communication with students. The spacious garden that surrounds the building allows students to spend pleasant moments of pause in a healthy and peaceful

environment that allows a pleasant interlude from student fatigue. From the conversation with the HEI staff, the intention to further enhance these spaces emerges, as well as the awareness of the lack of an adequate place for refreshment and food for the students who remain in the building all day.

The building at Trg Republike Hrvatske 3 (where the Panel stayed during the visit in loco) is operational thanks to the numerous commendable efforts made by the administrations that have managed the HEI in recent years and it partially compensates the full non-usability of the building that could be defined as the main one (that of Trg Republike Hrvatske 14) where, for example, the main library was located, boasting an important number of volumes. A clear description of the situation prior to the earthquake can be reconstructed from the text of the self-analysis and unfortunately cannot be ascertained live. However, what can be ascertained without doubt was the requalification and upgrading of many spaces (up to the smallest) to try to restore normal functioning of the HEI structures. During the visit it was explained to the Panel which emergency measures had to be used first and the fact that many of these extraordinary expenses were borne by the HEI although they should have been covered by other bodies. The desire for a restoration of normality is perceptible, almost tangible, and the efforts made are commendable. However, it must realistically be said that they are improvised solutions that need to be replaced as soon as possible by serious and structural renovations. When, once the pandemic is over, the student population returns to crowd the HEI buildings, it will be evident that the current structures will not be sufficient, as well as the articulated book lending system, where the materials are not digitalized.

### Recommendations for improvement

Modernization of the HEI's buildings in accordance with the needs of the study process and the financial possibilities of the HEI.

**Quality grade:** Satisfactory level of quality

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

### Analysis

Considering that the period under examination also includes an important timeframe prior to the earthquake, and referring back to what has already been observed regarding the solutions necessarily improvised in the aftermath of the earthquake (see 4.4.), it is possible to conclude that looking over the entire period the library and library equipment,

including the access to additional resources, guarantee the availability of literature and other resources necessary for a high-quality study, research and teaching. The library service appears to be organised and modern. Even now, when almost all the books are stored in a temporary location away from the Faculty, the library staff has been ingenious in planning an effective system to ensure library lending without inconvenience to users. The number of library users is close to 9,000 counting students, professors and outsiders. During the on-site visit, the library staff also explained all the digital content (online journals, databases, etc.). The visit included both the library in the building where the social work course classes are held (Nazorova 51) and the building where the law courses are held (Trg Republike Hrvatske 3). The main reading room is located in the building that is closed to the public. However, in the text of the self-evaluation report there is a good description of these facilities and their organisation. The staff appears very helpful and competent. The Panel also learnt about the existence of the European Documentation Centre (EDC), as well as about the library collection and catalogue. In the period considered in the reaccreditation, the HEI acquired more than 2,000 books both from the national and foreign prestigious publishers. Moreover, the library has at disposal of its users a very high number of periodical publications; many of them are electronic journals. In addition to it, the library also has 54 databases. In light of the information and data collected, it is possible to ascertain a satisfactory level of functioning and management of the library services. In particular, it can be observed that the opening hours of the library are appropriate (this observation refers to the condition before the earthquake; while currently, even in the building on Trg Republike Hrvatske 3, working hours are limited to the 9 a.m. to 1 p.m. interval), if an exception is made for the library of the Nazorova 51 building where it would be advisable to consider an opening time to the public throughout the all day. The student population, in addition to suffering from the absence of a canteen in the Nazorova 51 building, appears to be limited in their student rights in accessing the library. Often the students find themselves staying in the structure even after the closing time of the library, not having the possibility to use a suitable place to study.

### Recommendations for improvement

Extend library opening hours

**Quality grade:** Satisfactory level of quality

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

### Analysis

In order to demonstrate that it manages financial resources rationally the HEI showed an example of the year 2020, based on the data from the MOZVAG Table 4.11. In the text of

the self-evaluation report the HEI offered a summary table showing the source of revenue with the respective amounts, taking the year 2020 as a reference. Precisely, the sources are divided into some categories like “the revenue from public sources”, “the revenue from own activities” and “the revenue under special regulations”. As explained by the HEI, the majority of the revenue belonging to the first category comes from the national budget through the Ministry of Science and Education. These funds are allocated to finance employee salaries, scholarships for fulltime undergraduate and graduate students as well as. In the second group (the non-revenue from public sources) for the year 2020, taken as reference the amount is indicated in the self-evaluation report. This second group includes revenues from numerous activities such as tuition fees (non-subsidized by the state), lifelong learning programmes, book sales and other sources. In the emergency situation described during the visit (following the earthquake), the possibility of relying on these funds made it possible for the Faculty to intervene quickly in the restoration of compromised structures without having to wait for a long period of time depending on funds that were not their own. However, it should be pointed out that the necessary renovation work far exceeds the resources of the HEI, which has nevertheless shown that it is also able to allocate its funds to overcome this difficult time where the specific needs following the earthquake and COVID-19 have come together. In this regard, the HEI has a Regulation on the utilization of own revenues and for the year 2020 it has been pointed out for which purposes these own revenues were used. As mentioned, the large majority of these funds was spent for the “reconstruction and renovation”. Nonetheless, the HEI also spent these funds for book acquisition, publishing activities, IT equipment, etc. As to the transparency, as pointed out by the HEI management during the meeting as well as in the self-evaluation report the “Accounting department works transparently and publishes all financial reports and plans on its website”.

Also worthy of mention is the initiative the HEI has been pursuing recently to develop a “normative model” to fund scientific and teaching activities.

Lastly, a further form of funding comes from the numerous international, European, national and university projects, which represent other income, although no amount is given as to what percentage this is of the total income.

However, in the end it should be pointed out that it would be useful if the HEI had included the entire examination period in its analysis. By offering the financial situation exclusively on the example of one year, it is not possible to conclude whether the HEI develops long-term financial plans or works in the short term based on annual calculations. The existence of strategic goals (which are not easy to recognize in the absence of a Faculty Strategy) would certainly enable simpler and more sustainable financial planning.

In the self-evaluation report, data on salaries, and especially on the variable part of them, were not elaborated. In this regard, during the visit, questions were asked regarding the criteria for the payment of the variable part of the salary, for which the Panel did not receive detailed explanations. The impression was that there is no system based on clear

and transparent criteria for the attribution of the variable part in the event that this part is paid (given that the text of the self-evaluation report does not clearly show whether this variable part is paid or not).

### Recommendations for improvement

Develop a financial plan for a period of at least five years.

Develop criteria for employee bonuses (a variable part of salary and monetary rewards).

**Quality grade:** Satisfactory level of quality

## V. Scientific/artistic activity

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

#### Analysis

The analysis was conducted through an accurate consideration of the documentation produced, also considering the strategic perspectives of the institution, with the support of the interviews with the Faculty's scholars, who collaborated with great commitment and willingness to work of the Panel. The research commitment of the Faculty's scholars is overall demonstrated by an adequate number of high-quality scientific publications, including articles, conference papers, chapters and monographs, also published in an appreciable percentage (almost a third of total production) by highly prestigious international publishers. In particular, it should be noted that the highest percentage of international publications is in the category of book chapters (in this category more than half of the total production goes to foreign publishers). Here, the efforts of the HEI professors are to be commended, thus contributing to the HEI's international visibility. The development of the Faculty's policy to support scientific research is demonstrated by the number and relevance of publications in the 2016/2020 period, compared to the previous period. The remarkable level reached by the institution is also confirmed by a good conference activity at regional level, and by the participation of the scholars in some international conferences in which the involved scholars have constantly contributed with publication in the proceedings of the conferences.

From a careful reading of the text of the self-evaluation report, the Panel easily and clearly deduced all the steps taken by the HEI to improve its scientific productivity during the period under review. In fact, the numbers reported and the explanatory graphs allow one

to unequivocally conclude that the HEI has a very research-focused approach (much more so than didactics) and the results are evident.

The Panel was also persuaded from the interviews that a strong research orientation is supported by the staff.

The Panel also appreciates that the HEI systematically monitors the scientific productivity of its professors. In fact, the productivity status is up-to-date and this has been observed both by randomly accessing researchers' CROSBİ profiles and other profiles such as Google Scholar. For the sake of accuracy, however, it should be pointed out that a search conducted on the profiles of the HEI's younger researchers failed to find several profiles. A culture of belonging to the HEI aimed at a common vision of a culture of excellence also depends on the awareness of the youngest to make their own contribution in this process.

### Recommendations for improvement

The Panel encourages systematic discussion of the research achievements, comparing the chairs between themselves so as to encourage less research active departments to increase internationally relevant publications.

Exchange of good practices in international publishing should be encouraged among the Faculty staff.

High-quality peer review work should be encouraged, so that the Faculty staff is motivated to do this, be it for the purposes of the Faculty journals, habilitation procedures or for the Croatian Science Foundation's calls for project applications.

The Panel also suggests the Faculty establishes ways to trace its research social impact (implications of research papers and monographs upon judicial case law, legislation proposals to the parliament, local by-laws, etc.). It seems this impact is high, but hard to trace due to a lack of citations by judges.

**Quality grade:** Satisfactory level of quality

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

### Analysis

The institution demonstrated a remarkable interrelationship of its scientific activity with society and labour market, taking adequately into consideration their needs. Overall, the participation of the scholars in the activities of scientific and professional organisations is sufficiently addressed, as the agreements with a good number of public and prestigious bodies demonstrates.

As to the HEI's projects, referring to the text of the self-evaluation report in the POIROT database in the observed period more than 100 projects were registered (exactly: 116). That denotes the attention of the HEI to the needs of society. Among the many projects coordinated by the HEI, the Panel here highlight a good number of European Horizon 2020 funded projects, as well as other projects funded by the Erasmus+ program, by the European Commission or by the European Social Fund. As an example of good practice, we could mention the project Jean Monnet Centre of Excellence - EU as a global leader in the rule of law, or a very interesting project "Developing Labs to Facilitate Home Care Innovation and Entrepreneurship in the Danube Region". Moreover, the Panel finds that a satisfying development of the Legal Clinic is also in progress. However, considering the considerable number of professors working at the HEI it would not be too ambitious to expect even a higher number of projects. The impression is that the effort to obtain projects and carry them out is not shared equally among the staff and that there are some researchers (and always the same ones) much more dedicated to these activities than others.

The text of the self-evaluation report as well as conversations with different categories of the HEI staff reveal a clear intention to intensify participation in projects - especially the international ones. Indeed, the HEI's plan is to further strengthen the Office's staff in the next period in order to offer a concrete support to professors with the preparation of project applications, as well as in administrative and financial matters related to project management. During the interviews, it became clear that professors need to be offered more support as they are rather fatigued by time-consuming project administration practices. It is commendable that the administrative staff of the international affairs and projects office are stimulated to international mobility exchanges as well as to improve their knowledge by undertaking specific courses and studies on European projects.

As to the HEI's system of support to research and transfer of knowledge and technology, during the meeting with Alumni, the existence of a variety of public and private institutions that carry out activities involving the Faculty was confirmed, despite the lack of a concrete contribution of most of the people involved in the meeting. These exchanges can be very valuable in reaching an excellent transfer of knowledge, even intersectoral, with reinforcing the credibility of the Institution at a domestic and international level. However, the interaction with Alumni could be improved by establishing an institutionalized form of cooperation such as i.e. an Alumni club. Overall, the participation of the institution's scholars in the activities of a number of scientific and professional associations is sufficiently clarified, and addressed through interesting activities in working groups, particularly related to a traditional legal sector, such as the participation to the "Forum of the Faculty of Law and of the Club of Lawyers of the City of Zagreb", and analogous activities.

Finally, it has to be pointed out that an appreciable effort to modernise project and research activities also aimed at sustainability and knowledge transfer is recognised in

the HEI's participation in the European UNIC project, represented by an alliance of European universities.

### Recommendations for improvement

A wider development of scientific activities, with involving not only the traditional professional sectors, but also the business world, could be valuable to strength the connections between research, public administration and the private sector. Indeed, the higher education institution has a not entirely developed support system for transfer of knowledge and technologies. The "Self-evaluation report 2022" does not offer details entirely satisfactory about the point, because it highlights the system of support to research, but the transfer of knowledge and technology is not fully clarified.

Therefore, the Panel suggests to partially modify the institution's approach, with increasing targeted activities, e.g., public conferences, opened to an active contribution "inter pares" of social partners, so as to start from the concrete needs of society, industry, and professionals and develop them with scientific method. This path may bring the institution even closer to the society within which it operates, and also create new avenues to facilitate working opportunities for the graduates, with encouraging the involvement of a private sector in innovative scientific projects, e.g., through participation to European calls that encourage the intersectoral approach between science and industry.

**Quality grade:** Satisfactory level of quality

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

#### Analysis

Overall, the level of scholarly achievements is good, and demonstrated by a sufficient number of awards and recognition, also international. The recognition on the institution internationally is sufficiently demonstrated through cooperation with prestigious European research centres. Research projects were stated by the institution, through participation in a number of international and domestic projects, particularly funded by Croatian Science Foundation, and also interdisciplinary and multidisciplinary. The variety of projects confirms the institution's efforts to cover wide sectors, e.g., in the sectors considered by the European Social Fund, with targeted projects.

The wide participation of professors as invited speakers at a high number of national and international conferences, is fully demonstrated and it confirms the strong scientific recognition of institution's researchers.

The participation of professors on the boards of scientific conferences, and the editorial boards of scientific journals is sufficiently demonstrated, particularly at domestic level. A remarkable effort to adopt best editorial practices for the journals published by the Faculty is highlighted.

Comparing with the period prior to the present reaccreditation procedure, the increased participation of the HEI research staff is evident in several activities considered here.

### Recommendations for improvement

Although the scholarly activity is adequately recognized at European and international level, chairs with less intense international involvement should be additionally motivated to strengthen this aspect of their work. Greater participation in European competitive calls is suggested, both as individual research opportunities for young scholars, and for the staff mobility.

**Quality grade:** Satisfactory level of quality

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

### Analysis

The analysis carried out through the evaluation of documentation and interviews showed that the sustainability of the research is ensured overall by the institution. The institution coherently supports its scientific perspectives.

Although the infrastructures could be improved, with a development of the available scientific electronic resources, the institution fully supports the researchers with a well-organized library.

Some awards are planned for professors, such as the award for young scientists, "Marko Petrak", in memory of a Roman law scholar, young but already internationally appreciated. These activities also reveal a strong ethical cohesion among scholars of the Faculty. The Self-evaluation report clearly demonstrates the financial efforts of the institution for ensuring the necessary resources for improving the scientific research through adequate targeted investments.

Nonetheless, it should be noted that no mention is made in the context of sustainability of research, which basically must also pay attention to improving the quality of life of society, to scientific production policies in green open access. Although part of the scientific production in the HRČAK database is already in open access, here the emphasis is more on foreign publications. The fact that these are edited by prestigious publishers does not exclude the possibility of making them widely known and accessible to a large community.

This is, after all, largely recommended in European projects, and it is therefore recommended that the HEI embarks on a path of greater openness in this regard.

### Recommendations for improvement

As affirmed in the Self-evaluation report 2022, the majority of resources for funding the material costs of scientific activities come from basic program funding from the state budget. Therefore, strengthening financial resources based on international funding, can help the institution to better develop scientific research both in the area and at the European level. The value of scholars involved in the Faculty could enable greater participation in competitive calls for attracting resources. Finally, a policy of greater involvement of social partners could attract resources from the private sector as well, allocating them to strengthening research and support for young researchers.

Develop policies more sensitive to open access scientific production.

**Quality grade:** Satisfactory level of quality

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

### Analysis

The analysis, conducted through documents and interviews, demonstrated a clear effort of the institution and the scholars involved to develop a teaching activity related to research results. The basic support to teaching and research activities is ensured from sufficient technological equipment. The Faculty's encouragement to connect scientific results to teaching activities is credibly presented in documents and confirmed through the interviews with professors.

It is also commendable that a number of internationally renowned law professors with whom the Faculty staff develop research cooperation also offer lectures to the students every year and that students are involved in organising international conferences at the Faculty, as well as participating in the scientific debate that evolves thereby. Dubrovnik international law conference is to be pointed out in this respect, by offering student scholarships to attend and by encouraging active participation in the debate.

### Recommendations for improvement

The organisation of space could be improved through a concentration of resources and equipment in specific areas for use at undergraduate, graduate and postgraduate studies,

by increasing the number of web-connected computers, because the visit evidenced a not fully adequate organization of space.

Concerning the achievements of the higher education institution, contribution to the teaching process, the institution reached a good standard. However, this aspect can be improved through a greater openness to the society at large, professions, and industry, into an international perspective, to help the Faculty to intercept the needs of society and give scientific answers to these needs. This can lead to a teaching activity more consistent with these needs, with the final result of fostering young people's learning and especially their employment prospects also beyond the traditional sectors.

Finally, the number and value of doctoral theses can offer an opportunity for implementing the publication of the theses, with increasing the support for enhancing the first-stage scholars in their scientific activities.

**Quality grade:** Satisfactory level of quality

## APPENDICES

### 1. Quality assessment summary - tables

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

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

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

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

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

### *Quality grade by standard*

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

## 2. Site visit protocol

**Reakreditacija  
Pravni fakultet  
Sveučilišta u Zagrebu**

**Re-accreditation of the  
Faculty of Law  
University of Zagreb**

*Edukacija članova stručnog povjerenstva i priprema članova povjerenstva za sastanke s visokim učilištem u virtualnom okruženju /Education of panel members and preparation of the expert panel members for the meetings with HEI in virtual form*

	<b>Ponedjeljak, 23. svibnja 2022.</b>	<b>Monday 23 May 2022</b>
<b>9:50 - 10:00 CET</b>	Spajanje na poveznicu ZOOM	Joining ZOOM meeting
<b>10:00 - 11:30 CET</b>	<ul style="list-style-type: none"><li>• Predstavljanje AZVO-a</li><li>• Predstavljanje sustava visokog obrazovanja u RH</li><li>• Postupak reakreditacije</li><li>• Standardi za vrednovanje kvalitete</li><li>• Kako napisati završno izvješće</li></ul>	<ul style="list-style-type: none"><li>• Presentation of ASHE</li><li>• Overview of the higher education system in Croatia</li><li>• Re-accreditation procedure</li><li>• Standards for the evaluation of quality</li><li>• How to write the final report</li></ul>
<b>11:30 - 11:45 CET</b>	<i>Pauza</i>	<i>Break</i>
<b>11:45 - 13:30 CET</b>	Priprema povjerenstva za sastanke s visokim učilištem (rasprava o samoanalizi i popratnim dokumentima)	Preparation of the expert panel members for the meetings with HEI (discussion on the self-evaluation report and supporting documents)

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

**Pravni fakultet / Faculty of Law, lokacija / location: Trg Republike Hrvatske 3, Zagreb**

	<b>Ponedjeljak, 23. svibnja 2022.</b>	<b>Monday, 23 May 2022</b>
<b>8:50 – 9:00 CET</b>	Spajanje dijela članova povjerenstva na poveznicu ZOOM	Joining the part of the expert panel members to the ZOOM meeting
<b>9:00 – 10:00 CET</b>	Sastanak članova stručnog povjerenstva s dekanom, prodekanima i tajnikom	Meeting of expert panel members with the dean, vice-deans and secretary
<b>10:00 – 10:15 CET</b>	<i>Pauza</i>	<i>Break</i>
<b>10:15 – 11:15 CET</b>	Sastanak članova stručnog povjerenstva s Povjerenstvom za reakreditaciju i Povjerenstvom za upravljanje kvalitetom	Meeting of expert panel members with the Committee for accreditation and the Quality assurance committee
<b>11:15 – 12:30 CET</b>	<b>Analiza dokumenata</b>	<b>Document analysis</b>
<b>12:30 – 13:30 CET</b>	<i>Pauza za ručak</i>	<i>Lunch break</i>
<b>13:30 – 15:30 CET</b>	<b>Obilazak fakulteta</b> (predavaonice, informatičke učionice, knjižnica, studentske službe i sl.) <b>i prisustvovanje nastavi</b>	<b>Tour of the Faculty</b> (classrooms, computer classrooms, library, student services...) <b>and participation in teaching classes</b>

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

	Srijeda, 25. svibnja 2022.	Wednesday, 25 May 2022
<b>8:50 – 9:00</b> <b>CET</b>	Spajanje na poveznicu ZOOM	Joining ZOOM meeting
<b>9:00 – 10:00</b> <b>CET</b>	Sastanak članova stručnog povjerenstva s prodekanom za nastavu i predstojnicima Studijskih centara	Meeting of expert panel members with the vice-dean for teaching and heads of the Study centres
<b>10:00 – 10:15</b> <b>CET</b>	<i>Pauza</i>	<i>Break</i>
<b>10:15 – 11:00</b> <b>CET</b>	Sastanak s predstavnicima stručnih službi (Studentska služba, Knjižnica, Ured za međunarodnu suradnju, Odjel za izdavaštvo, Psihološko savjetovalište, Odjel za informatičku tehnologiju...)	Meeting with the administrative representatives (Students' Office, Head of the Library, Office for International Cooperation, Publishing Department, Student Counselling Centre, IT Department...)
<b>11:00 – 11:15</b> <b>CET</b>	<i>Pauza</i>	<i>Break</i>
<b>11:15 – 12:00</b> <b>CET</b>	Sastanak sa studentima integriranoga preddiplomskog i diplomskog pravnog studija	Meeting with the students (integrated undergraduate and graduate study of Law)
<b>12:00 – 12:15</b> <b>CET</b>	<i>Pauza</i>	
<b>12:15 – 13:00</b> <b>CET</b>	Sastanak sa studentima ostalih prediplomskih i diplomskih studijskih programa	Meeting with the students (other study programmes)
<b>13:00 – 13:45</b> <b>CET</b>	<i>Pauza</i>	<i>Break</i>
<b>13:45 – 14:30</b> <b>CET</b>	Sastanak s alumnijima (bivši studenti koji nisu zaposlenici visokog učilišta)	Meeting with the alumni (former students who are not employed by HEI)
<b>14:30 – 14:45</b> <b>CET</b>	<i>Pauza</i>	<i>Break</i>
<b>14:45 – 15:30</b> <b>CET</b>	Sastanak s vanjskim dionicima (nenastavnim) s kojima visoko učilište surađuje	Meeting with external stakeholders (non-teaching)
<b>15:30 – 16:00</b> <b>CET</b>	Organizacija dodatnog sastanka o otvorenim pitanjima – <b>prema potrebi</b>	Organisation of an additional meeting with HEI on open questions - <b>if needed</b>

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

	Četvrtak, 26. svibnja 2022.	Thursday, 26 May 2022
<b>10:00 - 11:00</b> <b>CET</b>	Sastanak s prodekanom za međunarodnu i međuinstitucionalnu suradnju i upravljanje kvalitetom i predstavnicima Odbora visokog učilišta	Meeting with the vice-dean for international and interinstitutional cooperation and quality management and Boards representatives
<b>11:00 - 11:15</b> <b>CET</b>	<i>Pauza</i>	<i>Break</i>
<b>11:15 - 12:15</b> <b>CET</b>	Sastanak s nastavnicima u stalnom radnom odnosu (nisu na rukovodećim mjestima)	Meeting with full-time teachers who do not hold managerial positions
<b>12:15 - 12:30</b> <b>CET</b>	<i>Pauza</i>	<i>Break</i>
<b>12:30- 13:30</b> <b>CET</b>	Sastanak s predstojnicima zavoda i voditeljem Pravne klinike	Meeting with the heads of departments and Legal Clinic
<b>13:30 - 13:45</b> <b>CET</b>	<i>Pauza</i>	<i>Break</i>
<b>13:45 - 14:15</b> <b>CET</b>	Organizacija dodatnog sastanka o otvorenim pitanjima - <b>prema potrebi</b>	Organisation of an additional meeting on open questions - <b>if needed</b>

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

	Petak, 27. svibnja 2022.	Friday, 27 May 2022
<b>9:30 – 10:30 CET</b>	Sastanak članova stručnog povjerenstava s prodekanom za znanost, inovacije, transfer znanja i cjeloživotno obrazovanje i prodekanom za financije i poslovanje	Meeting with vice-dean for science, innovation, knowledge transfer and life-long learning and vice-dean for finances and business
<b>10:30 – 10:45 CET</b>	<i>Pauza</i>	<i>Break</i>
<b>10:45 – 11:30 CET</b>	Sastanak s asistentima i poslijedoktorandima	Meeting with teaching assistants and postdoctoral researchers
<b>11:30 – 11:45 CET</b>	<i>Pauza</i>	<i>Break</i>
<b>11:45 – 12:30 CET</b>	Sastanak s voditeljima znanstvenih projekata	Meeting with the heads of research projects
<b>12:30 – 12:45 CET</b>	<i>Pauza</i>	<i>Break</i>
<b>12:45 – 13:15 CET</b>	Organizacija dodatnog sastanka o otvorenim pitanjima – <b>prema potrebi</b>	Organisation of an additional meeting on open questions - <b>if needed</b>
<b>13:15 – 14:00 CET</b>	<i>Interni sastanak članova stručnog povjerenstva</i>	<i>Internal meeting of the expert panel members</i>
<b>14:00 – 14:15 CET</b>	Završni sastanak članova stručnog povjerenstva s dekanom i prodekanima	Exit meeting of expert panel members with the dean and vice-deans
<b>14:15 CET</b>	Interni sastanak članova stručnog povjerenstva – ocjenjivanje prema standardima kvalitete	Break and Internal meeting of the expert panel members – assessment according to quality standards

## SUMMARY

The Panel finds that the HEI under examination is a fairly large institution with a critical mass of staff and students, which enables research and teaching specialisation as well as a large Alumni community. The Panel has concluded that the institution has a remarkable social role: it is well integrated in the local, national and international community on which it has a multidimensional impact. High-level legal experts (from the Croatian Supreme Court to the European Court of Justice) and professors from renown foreign universities regularly visit the institution and engage in teaching and research at the Faculty. The staff claims that academic autonomy from the government of all levels is guaranteed, and rare interventions into their academic work take place. The staff also has good awareness of the importance of research in addition to teaching. The research commitment of the Faculty's scholars is overall demonstrated by an adequate number of high-quality scientific publications, including articles, conference papers, chapters and monographs, also published in an appreciable percentage (almost a third of total production) by highly prestigious international publishers. The HEI supports a legal clinic (pro bono legal advice) that connects the HEI and the community. It shows increasing participation in European competitive calls for reinforcing research sustainability and international visibility. The HEI is very successful at international moot court competitions, which is an evidence of top-level mentoring, as well as rhetoric and writing skills by the students. Legal practitioners conduct seminars, transferring practical skills to the students and the HEI publishes internationally recognized academic legal journals.

In contrast, a formal institutional strategy needs to be adopted in line with the national ordinance, covering all fields of the Faculty development. On the basis of this, an action plan for the next five years needs to be adopted. Considerably more needs to be done in terms of establishing a proper internal quality assurance system than it has been done since the previous re-accreditation. Self-evaluation reports should include analyses based on surveys among students, staff, alumni and the relevant professional institutions. As far as academic integrity is concerned and considering the Faculty's size, the Panel finds it statistically highly unlikely that in reality no integrity misdemeanours occur. Harsher zero tolerance policy in this field needs to be implemented and promoted. The institution has appointed a working group, which prepared a gender equality plan. It is a high standard document in line with the European Commission's guidelines. More needs to be done, however, for disabled and functionally deprived staff and students. The Panel also suggests that the HEI revise the current ECTS allocation system, especially at study programmes in Law. Employability should be regularly monitored at several levels and a more systematic cooperation with the Alumni needs to be established. The HEI should record changes to the study programme in order to be able to analyse their impact

on the quality of knowledge and skills, which are key for particular qualifications acquired by graduates. Moreover, it is pointed out that the institution should approach lifelong learning more systematically. Finally, the HEI's buildings need modernization in accordance with the needs of the study process and the financial possibilities of the HEI; library opening hours should be prolonged and a financial plan for a period of at least five years needs to be established.