



# Self-evaluation 2022



## UNIVERSITY OF ZAGREB FACULTY OF LAW

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MARCH, 2022

**University of Zagreb**  
**Faculty of Law**

**SELF-EVALUATION**

**March, 2022**

**Name of the evaluated higher education institution:**

Faculty of Law

**Name of the university within which the evaluated higher education institution is located:**

University of Zagreb

**Year of establishment:**

1776

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University of Zagreb Faculty of Law PFZG

<https://www.facebook.com/Pravni-fakultet-Sveu%C4%8Dili%C5%A1ta-u-Zagrebu-PFZG-100397715378863>

**LinkedIn page:**

Zagreb Faculty of Law Alumni Network

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pravo\_1776 - [https://www.instagram.com/pravo\\_1776/](https://www.instagram.com/pravo_1776/)

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**Name of the bank and account number through which the higher education institution operates:**

Zagrebačka banka d.d., HR9823600001101264729

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- Prof. Ivan Koprić, PhD, dean
- Prof. Iris Goldner Lang, PhD, vice-dean for international and interinstitutional cooperation and quality management
- Prof. Elizabeta Ivičević Karas, PhD, vice-dean for science, innovations, knowledge transfer and life-long learning
- Assoc. prof. Mirela Krešić, PhD, vice-dean for teaching, mobility, students and study programmes
- Assist. prof. Mario Krešić, PhD, vice-dean for finances and business
- Assoc. prof. Gordana Berc, PhD, head of the Social Work Study Centre
- Assoc. prof. Frane Staničić, PhD, head of the Study Centre of Public Administration and Public Finance

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- Prof. Maja Seršić, PhD
- Assoc. prof. Tereza Rogić Lugarić, PhD
- Assist. prof. Marko Jurić, PhD
- Prof. Ivan Rimac, PhD
- Prof. Marko Šikić, PhD
- Assoc. prof. Mirela Krešić, PhD
- Assoc. prof. Anamarija Musa, PhD
- Assoc. prof. Frane Staničić, PhD
- Assoc. prof. Ksenija Grubišić, PhD
- Assist. prof. Mario Krešić, PhD
- Marko Stilinović

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- Prof. Iris Goldner Lang, PhD, head of the Committee
- Prof. Elizabeta Ivičević Karas, , PhD, deputy head
- Prof. Ivan Rimac, PhD
- Prof. Maja Seršić, PhD
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- Assist. prof. Tena Hoško, PhD
- Milena Mikulić, head of the student service
- Radovan Dobronić, MSc, head of the Supreme Court of the Republic of Croatia
- Josip Šurjak, head of the Croatian Lawyers Chamber
- Karlo Kožina, student
- Lana Kotlo, student (Tina Perić, student, deputy)

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<https://www.pravo.unizg.hr/fakultet/ustroj/vijece/odbori>

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- Board for International Cooperation and Mobility  
Prof. Iris Goldner Lang, PhD, head
- Board for Interinstitutional Cooperation  
Assist. prof. Mario Krešić, PhD, head
- Board for Scientific Activity  
Prof. Elizabeta Ivičević Karas, PhD, head
- Board for Study Programmes and Teaching Development  
Assist. prof. Mirela Krešić, PhD, head
- Board for Library Development  
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- Board for Practical and Clinical Learning  
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- Board for Students, Relations with Other Student Associations and Student Standard  
Assoc. prof. Ana Horvat Vuković, PhD, head
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Assist. prof. Marko Bratković, PhD, head
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- Board for Disabled Students  
Assist. prof. Teo Giljević, PhD, head
- Board for Business Development  
Prof. Petar Miladin, PhD, head
- Board for Spatial Issues  
Assoc. prof. Luka Burazin, PhD, head
- Board for Student Careers  
Assoc. prof. Olja Družić Ljubotina, PhD, head
- Board for Awards, Social and Public Awards and Medals  
Prof. Dražen Dragičević, head
- Board for Stimulating Student Excellence  
Assoc. prof. Maja Munivrana, PhD, head



- Board for Student Appeals  
Assist. prof. Aleksandar Maršavelski, PhD, head
- Board for Preserving the Tradition of the University of Zagreb Faculty of Law  
Assoc. prof. Ivan Kosnica, PhD, head
- Board for Development of Digital Infrastructure  
Assoc. prof. Tihomir Katulić, PhD, head
- Board for e-learning  
Assist. prof. Ivana Kanceljak, PhD, head
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Prof. Dalibor Čepulo, PhD, head
- Mediation Board
- Board for Student Competitions
- Board for Foreign Language Programmes
- Board for External Cooperation  
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- Andrea Horić, PhD, head of Library
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- Jelena Tadić Cegnar, Office for International Cooperation
- Branka Kušić Milošević, Personnel and Legal Department
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- Jasmin Mujinović, postgraduate studies
- Krunoslav Fučkor, web page and life-long learning
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- Elena Kremer, deputy president
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We would hereby like to thank the Faculty Management who performed their duties in the academic years 2019/2020 and 2020/2021, as well as all teachers and associates, other employees and students of the Faculty, representatives of external stakeholders and external associates for their cooperation and contribution in the preparation of the Faculty for re-accreditation.

The self-evaluation of the University of Zagreb Faculty of Law was adopted at the 6th session of the Faculty Council in the academic year 2021/2022 held on 30 March 2022.

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## DEVELOPMENT, MISSION AND VISION OF THE UNIVERSITY OF ZAGREB FACULTY OF LAW

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, encyclopedias, lexicons, bibliographies and domestic and foreign textbooks taught at the Faculty since its inception and

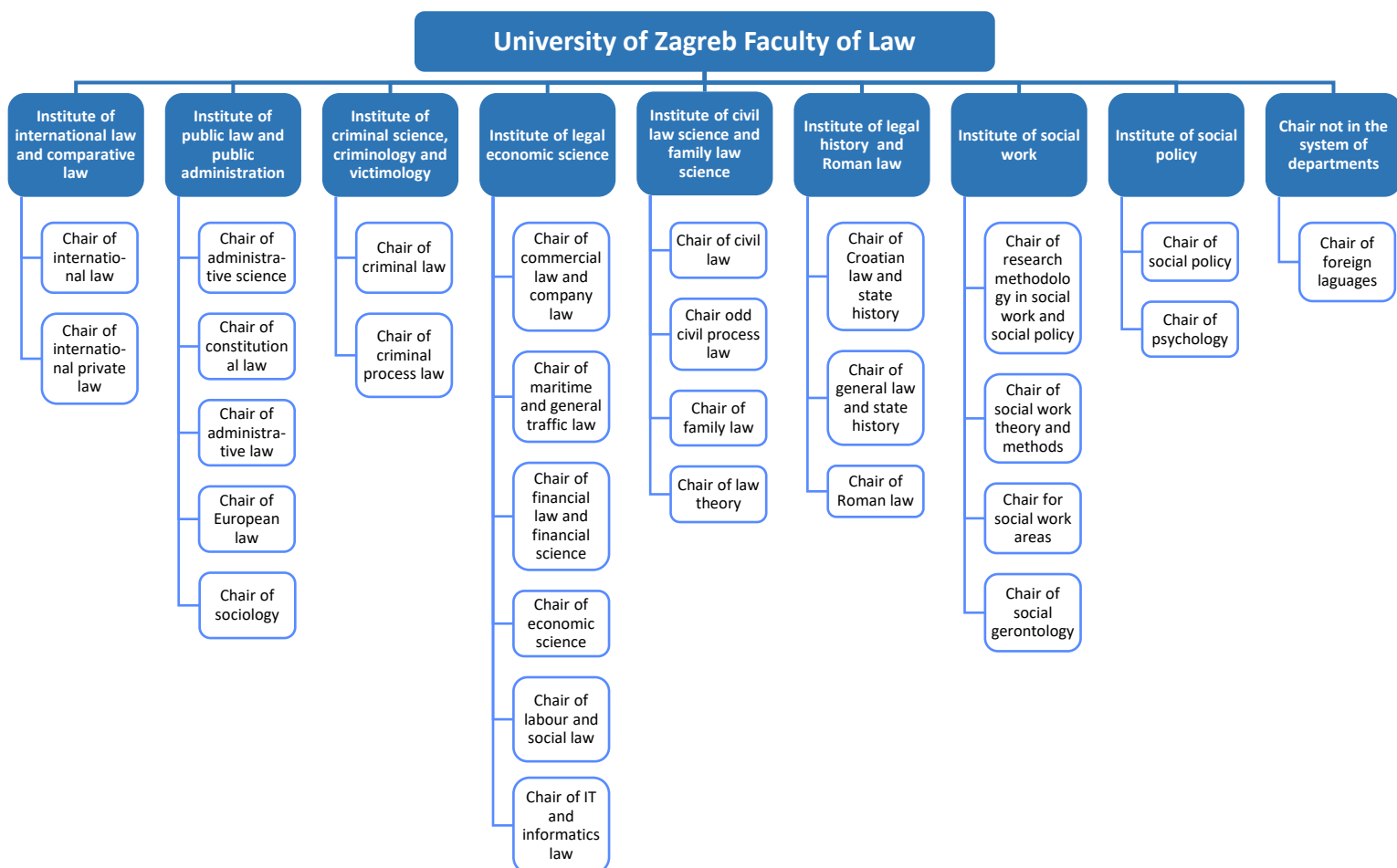
there are also some manuscripts and maps. The fund also includes a collection of doctoral dissertations, master's and specialist theses.

## FACULTY ORGANIZATION

The governing bodies of the Faculty are prescribed by Art. 5 of the Statute of the Faculty (hereinafter: the [Statute](#)). These are the dean and the Faculty Council. The Faculty Council includes all internal stakeholders: all employees elected to scientific-teaching positions, representatives of employees elected to teaching positions, representatives of assistants or doctoral students and representatives of students whose number is determined in the faculty council at the beginning of each academic year and amounts to 15% of the total number of members in the Faculty Council.

The organizational units of the Faculty are chairs, institutes, Social Work Study Centre, Study Centre for Public Administration and Public Finance, Legal Clinic, Department of Publishing, IT Department, Library, Office for International Cooperation and Projects, and the Secretary Office.

Chairs are the basic organizational units of teaching and scientific work at the Faculty. Institutes are organizational units composed of several chairs that organize and perform scientific and professional work in the relevant scientific branches. In addition to teachers and associates, external stakeholders and practitioners, such as judges, lawyers, notaries, employees of various public administration bodies, social workers, etc. also participate in the work of chairs and Institutes. In addition to external stakeholders, our best students contribute significantly to teaching, professional and scientific work as demonstrators at the chairs. Permanent and temporary committees and committees of the Faculty Council play an important role in the work of the Faculty.



## STUDY PROGRAMMES

The Faculty is registered in the Register of Scientific Organizations and organizes and conducts university and professional study programmes in the scientific field of law and the scientific field of social activities. The Faculty is the holder of 21 study programmes, one of which is a joint study programme: Integrated University Undergraduate and Graduate Law Study, Undergraduate University Study in Social Work, Graduate University Study in Social Work, Graduate University Study in Social Policy, Undergraduate Professional Study in Public Administration, Undergraduate Professional Study in Tax, Specialist Graduate Professional Study of Public Administration, 11 postgraduate specialist studies (Fiscal System and Fiscal Policy, Civil and Family Law Sciences, Public Law and Public Administration, Company Law and Commercial Law, International Public and International Private Law, Criminal Law Sciences, European Law, Social Policy, Family Mediation, Psychosocial Approach in Social Work and Supervision of Psychosocial Work), two doctoral studies (Legal Sciences and Social Work and Social Policy) and the joint doctoral study Human Rights, Society and Multilevel Governance.

The following study programmes were conducted in the academic year 2020/2021:

| TITLE OF THE PROGRAMME,<br>ACCREDITATION YEAR                            | DURATION OF<br>THE STUDY,<br>MANNER AND<br>PLACE OF<br>PERFORMANCE | ECTS<br>CREDITS | PROFESSIONAL OR<br>ACADEMIC TITLE,<br>CQF LEVEL |
|--|--|-----------------|---|
| Integrated university undergraduate and graduate study of Law, 2005      | Five years,<br>FT and PT,<br>Zagreb                                | 300             | Master; 7.1.un                                  |
| Undergraduate university study of Social Work, 2005                      | Four years,<br>FT and PT,<br>Zagreb                                | 240             | University bachelor; 6.un                       |
| Graduate university study of Social Work, 2007                           | One year,<br>FT and PT,<br>Zagreb                                  | 60              | Master; 7.1.un                                  |
| Graduate university study of Social Policy, 2007                         | One year,<br>FT and PT,<br>Zagreb                                  | 60              | Master; 7.1.un                                  |
| Undergraduate professional study of Public Administration, 2013          | Three years,<br>FT and PT,<br>Zagreb                               | 180             | Professional bachelor; 6.pr                     |
| Undergraduate professional study of Tax, 2013                            | Three years,<br>FT and PT,<br>Zagreb                               | 180             | Professional bachelor; 6.pr                     |
| Specialist graduate professional study of Public Administration, 2013    | Two years,<br>FT and PT,<br>Zagreb                                 | 120             | Professional specialist; 7.1.st                 |
| Postgraduate specialist study Public Law and Public Administration, 2016 | Two years,<br>PT, Zagreb   | 120             | University specialist; 7.2.                     |

|  |                            |     |                             |
|--|----------------------------|-----|-----------------------------|
| Postgraduate specialist study<br>Company and Commercial Law,<br>2017           | Two years,<br>PT, Zagreb   | 120 | University specialist; 7.2. |
| Postgraduate specialist study<br>Criminal Law Sciences, 2016                   | Two years,<br>PT, Zagreb   | 120 | University specialist; 7.2. |
| Postgraduate specialist study<br>Psychosocial Approach in Social<br>Work, 2017 | Two years,<br>PT, Zagreb   | 120 | University specialist; 7.2. |
| Postgraduate specialist study<br>Supervision of Psychosocial Work,<br>2018     | Two years,<br>PT, Zagreb   | 120 | University specialist; 7.2. |
| Doctoral study Social Work and<br>Social Policy, 2014                          | Three years,<br>PT, Zagreb | 180 | Doctor of science; 8.2.     |

## DESCRIPTION OF SELF-EVALUATION COURSE

So far, the Faculty has passed one reaccreditation procedure and two postgraduate doctoral studies reaccreditations. Based on the results of the above external evaluations, in the academic year 2020/2021, the Faculty started to prepare for the second evaluation cycle. In the mentioned academic year, the [Reaccreditation Committee](#) was appointed, composed of the then and future members of the Management Board and teachers in charge of quality assurance. Since then, the committee has met regularly to coordinate the process of developing new learning outcomes and start to collect and analyse data which are not part of MOZVAG. The update of the MOZVAG analytical supplement began at the beginning of October. During November, the Faculty Quality Management Committee also met in order to agree with the members – external stakeholders – on the planned activities for the following period. At the end of December, the first update of MOZVAG was completed, which formed the basis for the preparation of the self-evaluation. The self-evaluation was adopted at the session of the Faculty Council held on 30 March 2022.



## 1. INTERNAL QUALITY ASSURANCE AND SOCIAL ROLE OF THE HIGHER EDUCATION INSTITUTION

### 1.1. Higher education institution set up a functional system of internal quality assurance

Since the last re-accreditation procedure in 2015, the Faculty has improved all its activities, some of which are the following:

- from the academic year 2018/2019, a **modular form of teaching in the study of Law** was introduced, which contributed to a higher pass rate of students through the study;
- the teaching process was improved: **online teaching** and **practical teaching online application** were introduced, as well as **new learning outcomes** at the level of courses for all forms of teaching and learning outcomes at the level of study programmes, continuous knowledge testing in several courses, improved practical forms of teaching;
- **Career Day** was established;
- a permit for a **new doctoral study** of *Legal Sciences* was obtained;
- **22 new lifelong learning programmes** were launched;
- a new **Strategic Programme for Scientific Research 2021-2025** was adopted;
- the Faculty has adopted **over 30 additional documents** (rules, procedures, guidelines, instructions, standards, forms, reports) **that ensure the quality of various activities of the Faculty**;
- a total of **65 changes in study programmes** were made in the scope of less than 20%;
- **59 new elective courses** were introduced or improved, a large number of which are also conducted in English;
- **a total of 61 doctoral theses were defended in both doctoral study programmes**;
- **157 employees** were promoted to higher titles;
- a total of **27 teachers and associates** of the Faculty were **hired**;
- a total of **4188 students** were **promoted**: **682** university bachelors, **665** professional bachelors, **356** professional specialists and **2485** masters;
- a total of **335 Dean's Awards** were given to students: 31 awards for written work, 54 for team or individual student achievement in a simulated trial (moot court), 6 for presentations of authorial or co-authored work at an international conference, 101 awards for community service in academic and the wider community, 22 for team or individual competitive success, and 121 Dean's Awards to the best students in each academic year;
- **12 new student support systems have been established**: 1) academic mentor, 2) two commissioners for the protection of student dignity, 3) support for students from vulnerable groups, 4) improved Psychological Counselling for students, 5) Career Days, 6) Alumni Association, 7) social networks Facebook, Instagram, YouTube, LinkedIn, 8) Merlin E-learning system, 9) PFZG weekly newsletter for students, 10) coordinators for students with disabilities, 11) e-student support system, 12) connection with 575 offices / institutions has been provided via the practical teaching application;
- **40 books have been published by the Faculty**;
- since 2021 the Faculty has its own online store through which it is possible to buy Faculty editions and souvenirs;
- a total of **4,124 volumes of books in the amount of HRK 2,243,055.63** were obtained for the needs of teaching, scientific research and professional work;
- a completely **new Faculty website** was created;
- HRK 21,878,169 of own funds for space and equipment were spent, of which HRK 14,788,359 for the reconstruction of three buildings after the earthquake (of which we are

- currently the only ones at the University), HRK 3,149,981 for computer equipment and HRK 3,143,951 for adaptation space and 795,878 for office furniture;
- teaching staff and associates participated in the editing of a total of **81 journals**;
  - Faculty teaching staff and associates held **380 invited lectures** at international and **242 invited lectures** at national scientific and professional conferences;
  - the Faculty (co) organized a total of **69 scientific or scientific-professional conferences and 41 forums**;
  - teaching staff, associates and professional staff of the Faculty are the winners of **27 scientific and professional awards and recognitions**;
  - Faculty teaching staff and associates published a total of **1536 scientific papers**, of which 706 scientific papers in journals, 275 in conference proceedings, 49 scientific monographs and 506 scientific chapters in books;
  - **the average number of citations per paper was increased from 0.5 to 0.86 in Scopus and from 0.60 to 0.80 in WoSSC** for the period 2016 – 2020 compared to the period from 2010-2014
  - a total of **116 projects** were implemented at the Faculty, of which **101 scientific, 4 professional, 1 infrastructural and 10 projects in higher education**;
  - a total of **586 incoming mobilities** and **391 outgoing student mobilities** within the Erasmus+ programme were recorded;
  - a total of **190 outgoing teacher mobilities** were achieved for the purpose of teaching and / or scientific and professional development;
  - **100 foreign teachers stayed at the Faculty**;
  - the initiative called *Friends of the Faculty of Law in Zagreb* was launched, aiming to further improve international cooperation and visibility of our Faculty;
  - **121 to 150 Erasmus+ cooperation agreements** and 30 bilateral agreements signed;
  - signed an agreement or consent obtained with more than **50 external stakeholders**, including the **Government of the Republic of Croatia**, for cooperation and further development of the career system at the Faculty;
  - **353 employee trainings were completed**: 35 courses, 23 of which were international, 37 summer schools, 35 of which were international, 64 trainings, 33 of which were international, 137 professional educations, 117 of which were international, and 80 workshops, 40 of which were international;
  - the Faculty invested HRK **4,279,934** for the **improvement of scientific research work (publishing of journals)**, of which HRK **212,634** for **student journals** (Lawyer, Pro bono);
  - **HRK 1,523,674 of Faculty funds were spent for the improvement of practical forms of teaching** (total costs for the application of practical classes) – HRK 395,041, Legal Clinic – HRK 658,925, Moot Court competitions – HRK 469,708, etc.;
  - **HRK 1,148,555 of Faculty funds** were spent on scientific and professional development of employees.

**1.1.1. Internal quality assurance system encompasses and evaluates the overall operation and all activities of the higher education institution (study programmes, teaching process, student support, support for the students from underrepresented and vulnerable groups, study resources, scientific/artistic activity, professional activities, etc.) and corroborates it with documentation.**

The legal basis for improving the quality assurance system consists of legislation and other relevant documents: the Law on Quality Assurance in Science and Higher Education, the Law on Croatian Qualifications Framework and general acts adopted on the basis of these laws, the Ordinance on Quality Assurance System at the University of Zagreb, and the document Standards and Guidelines for Quality Assurance in the European Higher Education Area.

Considering that, the Faculty **internal quality assurance system** is based on:

1. **Standards for evaluating the quality of the university and university constituents in the procedure of higher education institution reaccreditation and Standards and guidelines for quality assurance in the European Higher Education Area,**
2. **Reports and recommendations from past procedures of external evaluation of the Faculty,**
3. **Faculty regulations,**
4. **SWOT analysis,**
5. **Development and self-evaluation of internal quality assurance system.**

The reports and recommendations of past external evaluation procedures is covered in the second part of the chapter.

Regarding the regulations on which the internal quality assurance system is based, the following general acts of the Faculty should be pointed out:

1. [Regulation on the quality assurance system of the University of Zagreb Faculty of Law](#) (hereinafter: Regulation);
2. [Manual on quality assurance on the Faculty of Law;](#)
3. [Quality policy;](#)
4. [Strategy of development of the University of Zagreb Faculty of Law;](#)
5. [Strategic programme of scientific research at the Zagreb Faculty of Law 2016 – 2020;](#)
6. [Strategic programme of scientific research at the Zagreb Faculty of Law 2021 – 2025;](#)
7. [Annual quality assurance reports](#) and [Activity plans for quality assurance.](#)

The quality assurance system at the Faculty is developed in accordance with the Quality Policy, the areas of which are precisely elaborated in all the above general acts. They specifically elaborate activities to achieve the following goals:

1. Expansion of the organizational structure of the quality management system to all areas of the Faculty operation,
2. Development of quality assurance mechanisms,
3. Informing stakeholders about programmes, projects and qualifications implemented and acquired at the Faculty,
4. More active cooperation with graduates (alumni).

In addition to the governing bodies prescribed by the Statute, the Quality Management Committee has a central role in the internal quality assurance system. The Ordinance prescribes its competencies, scope of work and specific tasks such as: 1. *Encouraging development programmes aimed at quality assurance, in accordance with faculty, university, national and international standards;* 2. *Proposing to the governing bodies of the Faculty measures for quality assurance in certain areas;* 3. *Planning and implementation of the internal quality assurance system process in accordance with the decisions of the Faculty;* 4. *Monitoring and encouraging the involvement of students and other stakeholders in the quality assurance process;* 5. *Monitoring the effectiveness of the quality assurance system;* 6. *Performing other tasks in accordance with the decisions of the Faculty.*

Some areas of quality have been under the jurisdiction of other faculty committees for decades, such as the Teaching Improvement Committee, the Postgraduate Study Council, the Student Excellence Committee, etc. Even today, although to a much lesser extent, quality assurance procedures are under the jurisdiction of those or some other bodies. For example, the Committee for the Advancement of Studies continuously monitors the implementation of study programmes and their amendments through proposing new courses and new forms of teaching, development of implementation curricula, and other documents needed to ensure quality in

teaching. The Committee for the Promotion of Student Excellence proposes the awarding of university and faculty awards and recognitions. The Council of Postgraduate Studies continuously monitors the implementation of postgraduate study programmes and takes care of the procedures for ensuring the quality of programmes at this level.

**1.1.2. Internal quality assurance system actively involves all higher education institution stakeholders (students and external stakeholders – employers, alumni, representatives of professional associations, civil society organizations/associations and internal stakeholders).**

The 11 members of the Quality Management Committee are elected by the Faculty Council and their **election enables the representation of both internal and external stakeholders**. In that sense, Art. 7 of the Ordinance stipulates that the Committee shall include one of the vice-deans who is also the chairman of the Committee, five representatives of employees in scientific-teaching, teaching and associate positions, two student representatives, one of whom is a representative of postgraduate students, a representative of administrative services and two representatives of external stakeholders.

The importance of involving external stakeholders in the internal quality assurance system can also be read from Art. 4 of the Ordinance which explicitly determines the way internal and external stakeholders participate in the creation and development of the quality assurance system and use the results of its work in the educational process, scientific research and professional work of the Faculty. For example, in the new doctoral study of *Legal Sciences*, the Ministry of Justice and Administration and the Croatian Bar Association gave their contribution and written consent in the consideration and initiation of the study. Furthermore, paragraph 3 of the same article stipulates that external stakeholders "contribute to the improvement of the quality assurance system in the procedures of evaluation, teaching, research, defining learning outcomes and other areas of quality assurance". The following chapters of the Self-evaluation will provide in detail all the data on external stakeholders (both natural and legal persons) with whom the Faculty has signed contracts and/or achieved systematic cooperation in order to improve all activities of the Faculty, especially practical forms of teaching. In addition to bringing together the largest number of the most relevant employers, alumni, representatives of professional associations and civil society organizations, in the framework of this cooperation, the Faculty achieves exceptional results that are highly recognized in society and the wider academic community.

In the academic year 2019/2020, on the occasion of starting activities more directly related to the establishment and development of qualification and career system at the Faculty, as the most important part of internal quality assurance for students, the Faculty received (**additional**) [written consent](#) from the following institutions/associations/societies for **participation in activities and projects in order to develop practical forms of teaching** in all study programmes and the **establishment of a career centre/service**, which would expand the possibilities of the current way of monitoring the employment of graduates and prepare senior students for the labour market. These are the following external stakeholders: *Atlantic Grupa dd, Social Welfare Centre Hrvatska Kostajnica, Social Welfare Centre Zagreb, State Attorney's Office, Ericsson Nikola Tesla dd, Erste & Steiermarkische bank dd, Hrabri telefon, Croatian Notary Chamber, Croatian Chamber of Social Workers, Croatian National Bank, Croatian Bar Association, Hrvatski Telekom dd, Croatian Association of Paraplegics and Tetraplegics, Croatian Employers' Association, Croatian Association of Social Workers, Croatian Insurance Bureau, KBC Sestre Milosrdnice – Clinic for Psychiatry, Clinical Hospital Centre Zagreb, Končar Electrical Industry, Ministry for Demography, Family, Youth and Social Policy, Ministry of Administration, Matana & Partners Law Firm, Zagreb Child Protection Clinic,*

*Pragma, Constitutional Court of the Republic of Croatia, High Commercial Court of the Republic of Croatia, High Administrative Court of the Republic of Croatia, Supreme Court of the Republic of Croatia, Zagreb County Court and Zagrebačka bank.*

**1.1.3. Higher education institution adopted the quality assurance policy, which is a part of the strategic management of the higher education institution and is realized through strategy implementation, including the strategic programme of scientific research for the period of at least five years.**

The main determinants of the Quality Policy are an integral part of strategic decisions and documents made by the bodies of the Faculty. In this context, the following objectives of the Policy should be emphasized: “Building a quality management system based on international, European and national quality standards in higher education”; “continuous implementation of activities to improve and develop teaching, research and professional activities and contribute to society in accordance with high quality standards”; “commitment to continuous training of employees (teaching and non-teaching staff), building a desirable and stimulating place for professional development and encourage employees to participate in achieving the vision and strategic goals of the Faculty”; “encourage cooperation and involvement of all stakeholders in design and implementation quality management activities”. In line with these objectives, strategic areas and key activities in the Strategy were identified, which were adjusted and supplemented through the [Annual Reports and Action Plans](#). Both documents are brought and adopted annually by the Faculty Council with the prior consent of external stakeholders and student representatives who are members of the Quality Management Committee. Also, a new strategy for the development of the Faculty provided in the [Dean's programme](#) is being drafted for all strategic documents of the Faculty, based on the collected feedback from all stakeholders and reports listed below in the Self-evaluation. In accordance with the above, at the session of the Faculty Council in October, the [Committee for Development Strategy](#) was appointed, which adopted the first [conclusions](#). Also, in the period since the previous re-accreditation, two strategic research programmes for the five-year period have been adopted, including the [Implementation Report](#).

**1.1.4. Implementation of the strategy includes SWOT analysis and similar, strategic goals, programme agreement goals (where applicable), operative plan, defined responsibility for the implementation, monitoring mechanisms and the report about its realization. The stakeholders recognize the strategy as an efficient tool for the development of the higher education institution.**

[SWOT](#) analysis is a part of the Faculty strategic documents and represents the backbone of (re)defining the annual quality assurance activities.

**1.1.5. The higher education institution systematically collects and analyses data on its processes, resources and results and uses them for effective management, improvement of all its activities and further development.**

The Faculty has effective mechanisms for promoting quality and achieving its highest level in teaching and research activities and professional and administrative activities at the Faculty. The development of the internal quality assurance system of the Faculty includes the areas prescribed by Art. 5 of the Rulebook: 1. Rules and procedures for quality assurance of the Faculty; 2. Application of the system at all levels of external and internal quality control; 3. Study programmes; 4. Teacher work and teacher evaluation; 5. Student work and student assessment; 6. Resources for learning and student support; 7. Resources for educational, scientific-research and professional activities; 8. Scientific research activity; 9. Professional activity; 10. International cooperation and mobility; 11. Faculty information system; 12. Public



action. Within the highlighted areas, the Faculty has adopted and applies a number of documents which prescribe the manner of implementation of various methods of collecting quality information, and some of them are presented below.

**1.1.6. The higher education institution uses various methods of collecting information about quality (student surveys on teaching, surveys on satisfaction with studies, peer review, feedback from employers and / or associates, graduates, etc.).**

Following paragraph 1.1.5, the Faculty conducts the following surveys:

1. [Student survey for evaluating the work of teaching staff and associates](#). It is conducted after attending certain forms of teaching at the end of the module/semester, before knowledge check;
2. [Survey on realized learning outcomes at course level](#) filled by students after passing an exam or fulfilling their obligations on the seminar or exercises;
3. [Survey on realized learning outcomes at study programme level](#) filled by students after graduating;
4. Student/postgraduate student surveys about the work of administrative services;
5. Surveys planned by the new doctoral study programme *Legal Sciences*.

These surveys were adopted in the ac. yr. 2021/2022, while in the two academic years preceding their adoption a pilot survey was conducted on modular teaching of legal studies.

Besides that, the Faculty has been conducting the following surveys for a series of years:

6. Student survey for evaluating the work of teaching staff and associates of the University of Zagreb;
7. Survey for evaluation of the study programme after graduation;
8. [Survey on conducting practical forms of teaching](#);
9. [Lifelong learning students survey](#) on evaluating the topics and study programme providers;
10. Survey on satisfaction of incoming students with the services of international cooperation of the Faculty of Law in Zagreb;
11. Survey on the needs and satisfaction of students with the support at the Faculty of Law in gaining international experience;

Also, the Faculty conducted extensive research in two different periods on the employability and careers of persons who graduated from the Faculty of Law between 2004 and 2010 (first time) and between 2010 and 2014 (second time). The results of the research were published and presented publicly in February 2019 at the Faculty in cooperation with external stakeholders. We are the only higher education institution in the Republic of Croatia that has conducted such empirical research.

In addition to surveys, information on the quality of the implementation of certain activities is conducted through reports discussed and also adopted (usually once a year) by the Faculty Council, such as:

12. Report on Dean's activities;
13. [Report on the work of the Legal Clinic](#);
14. [Report on the work of Student Counselling Centre](#);
15. [Report on the work of publishing head](#);
16. Report on the work of Student Ombudsperson;
17. [Reports on the work of assistants and postgraduate students](#);
18. [Reports on the work of Faculty journal editor](#).

From this academic year, reports on the results of conducted surveys, i.e. achieved learning outcomes, and reports on the implementation of academic mentoring will be submitted to the

Faculty Council. The manner of monitoring their implementation and results will be regulated by the Ordinance on the processing of results and the preparation of reports on conducted surveys, which is being prepared.

**1.1.7. The higher education institution is dedicated to the development and implementation of policies for the management of its human resources (managerial, teaching-scientific, teaching-artistic, administrative, professional and technical), in accordance with the principles and standards of the profession.**

Already on the basis of the areas of quality prescribed pursuant Art. 5 of the Ordinance, it is clear that the Faculty is committed to the development and implementation of the management of all its human resources. In doing so, its activities aim to guarantee the autonomy prescribed by the Constitution of the Republic of Croatia, principles of academic freedom, honesty, equality, i.e. all principles prescribed by law, the Statute and other acts of the Faculty which promote and protect employment principles, ethical principles and professional standards.

**1.2. The higher education institution applies the recommendations for quality improvement from previously conducted evaluations**

**1.2.1. The higher education institution analysed proposals for improvements and implements activities based on previously conducted evaluations (internal and external).**

The following is a list of Reports and recommendations from previously conducted external evaluation procedures of the Faculty:

- I. [Report by the Expert Committee on the reaccreditation of the University of Zagreb Faculty of Law;](#)
- II. [Report by the Expert Committee on the reaccreditation of the postgraduate university study programme Legal Sciences;](#)
- III. [Report by the Expert Committee on the reaccreditation of the postgraduate university study programme Social Work and Social Policy.](#)

**I. Following the Report of the Expert Committee of the first cycle of re-accreditation, below we list the measures and activities taken in order to implement the adopted recommendations.**

**I.1. Management of the higher education institution and quality assurance**

- “Higher education institution should improve the way of collecting and analysing relevant data (e.g. hours of teaching and scientific quality).”

In the academic year which followed the submission of the Report, the Faculty posted the **application Record of held classes** on the staff intranet in which all teachers and associates are required to register the classes held during the semester or immediately after the end of class. Regarding the collection of scientific quality data, the Committee emphasized in the **Accreditation Recommendation “the above-average productivity of scientific staff, which includes publishing many high-quality scientific papers in prestigious publications”**, and “recognized the well-developed cooperation with foreign universities, as well as the membership of the institution in many important international associations”. More systematic monitoring of “high quality scientific papers in prestigious publications” at the strategic level is supported by the fact that in the period since the adoption of the Self-evaluation on the first cycle of reaccreditation until today, the **Faculty has adopted two strategic documents** accompanying the Faculty scientific activities: the Strategic Programme of Scientific Research at the Zagreb Faculty of Law 2015 – 2020 and the Strategic Programme of Scientific Research



at the Zagreb Faculty of Law 2021 – 2025. In addition, the Faculty is taking additional measures in order to timely enter scientific productivity into relevant databases.

- “Quality assurance mechanisms should be more proactive and include more direct feedback for Institutes and students.”

The Expert Committee explains this recommendation by the need to introduce more frequent evaluation procedures, which the Faculty has achieved in several ways. The most important is the **introduction of term exams** as a continuous and more frequent knowledge test **in courses where such type of knowledge tests did not take place**. Furthermore, new possibilities for using the informational package have been improved and opened, which require, among other things, timely informing students (at the beginning of the academic year) about the conditions for taking exams and attending classes, further improved by introducing Merlin e-learning system.

### I.1.1 Study programmes

- “Course learning outcomes should be more clearly linked to learning outcomes at the level of study programmes and would ideally be expressed relying on Bloom's taxonomy and checked regularly (e.g. by introducing a “test matrix”).”

In accordance with the recommendations of the Commission, the Faculty 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](#). All learning outcomes at the course level are related to the learning outcomes of the corresponding study programme. Also, in accordance with the 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. In addition to the envisaged evaluation methods, learning outcomes are also evaluated by students through **student surveys** after passing a particular course or otherwise fulfil the prescribed obligations. The report on the results of student surveys is the basis for re(defining)/improving them.

- “The alignment of the actual workload of students with the number of ECTS credits awarded to individual courses should be clear and transparent.”

The development of new learning outcomes at the level of the study programme and at the level of courses is related to the new (future) distribution of ECTS credits. Namely, the outcome tables determine more precisely the values of each awarded ECTS and after the end of the first cycle of internal evaluation it is planned to review the compliance of the distribution of ECTS credits by courses at the study of law and, depending on the survey results, other study programmes.

- “Low pass rates and slow progress through study should be recognized as a problem.”

The low pass rate was primarily related to legal studies. In accordance with the recommendation by the Expert Committee that “the issue should be put on the agenda at the Faculty level”, the Faculty did so. Namely, from ac. yr. 2018/2019, based on the decision of the Faculty Council, a **modular form of teaching in legal studies** was started, first applied in the first year of study, then at the second year of study, etc. Although the modular form of teaching has not yet covered all years of study, the initial indicators indicate better student pass rate.

- “The study programme Law should include more knowledge tests during the course.”

The previously highlighted introduction of continuous testing through term exams in a significantly larger number of courses contributes to the realization of this recommendation.

- “Follow-up with alumni should be carried out in a more systematic way.”

At the end of the first part of this chapter, it was pointed out that we are **the only higher education institution that conducted extensive [research on the employability and careers of people who graduated from the Faculty of Law](#)** between [2004](#) and [2010](#) (for the first time) and between [2010](#) and [2014](#) (second time). Due to the epidemiological situation, the third study was a bit delayed, but is planned in 2022. The data obtained from the research, which are published, contradict the statement concerning primarily graduates of social work, as “The Expert Committee *heard* that it was difficult to find a job, especially with a bachelor's degree in rural areas, which could be a good reason for introducing a 3 + 2 system.”

### **I.1.2 Students**

● “Communication with students should be improved and standardized for all chairs.”  
In order to achieve more systematic and efficient communication with students, the Faculty has introduced several innovations since the last re-accreditation:

- introduction of a special quick link [Student support](#) for the purpose of obtaining timely information, but also monitoring inquiries,
  - mail [name.surname@student.pravo.hr](mailto:name.surname@student.pravo.hr) which the students have to use in communication with the students and employees of the Faculty, whereby through this address the students obtain all important information in the shortest time possible,
  - asking for information through mail address [podrska@pravo.hr](mailto:podrska@pravo.hr) which provides a student with a card they have to fill in to get a tracking number,
  - using **social networks Facebook, Instagram YouTube, and LinkedIn particularly intended to developing an alumni network** (also following the Committee recommendations),
  - on Fridays, the students obtain [Bulletin PFZG](#) with information about the study, events at the Faculty, scholarships and training possibilities,
  - **e-learning system Merlin was introduced at all study programmes and for all courses (lectures and seminars)** which contributes to faster and regular communication with students.
- “Students rarely use mechanisms for official complaints and participation because it seems to them that they cannot achieve anything, and due to the consequent low percentage of feedback, the Faculty Management cannot take any steps. It is a vicious circle that should be broken.”

We assess the aforementioned novelties as good preconditions for achieving more effective problem-solving mechanisms arising from the latter remark. Besides them, from the last academic year on an informal, and from this on a formal level the Faculty introduced **academic mentoring** as additional support to students. The [Ordinance on the Academic Mentoring Programme](#) was also adopted, which regulates the manner of implementing this type of support to students.

In this part, it is useful to mention the work of the **Counselling Centre for the students of the Faculty**, especially because it is also mentioned in the Report of the Expert Committee. The following is stated: “The report on the work of the Counselling Centre for 2014 shows that in the summer semester of that year, the Counselling Centre was visited by 27 students, which is small considering the total number of students at the Faculty. The main problem seems to be to convince students to make effective use of the opportunities available to them.” The extent to which the situation has changed in the meantime is shown by the following statement from the Report on the work of the Counselling Centre adopted at the Faculty Council session on 27 October 2021: “Number of conducted consultations for the reporting period: In the reporting period, the counselling centre was visited by an average of 10 to 14 students a week from the Faculty of Law, University of Zagreb. **From 1 October 2020 to 30 September 2021 a total**

**of 534 counselling meetings** were held (approximately 267 hours per counsellor), and one group counselling (crisis intervention). The majority of students who use the services of the Counselling Centre are law students (60 percent), followed by social work students (30 percent) and administrative law students (10 percent)”

- “The Faculty should be committed to ensuring the consistency and transparency of knowledge assessments.”

All novelties, especially those listed under 1.3., significantly contribute to the consistency and transparency of knowledge tests. Also, with the introduction of the modular form of teaching in law studies, the systematic use of the Merlin e-learning system began, which further contributes to transparency and timely information of students and opens the possibility of using additional tools to achieve higher levels of quality and introduced in all study programmes.

### **I.1.3 Teaching staff**

- “As part of the medium-term plan, the Faculty should consider adopting an international policy for attracting and hiring staff (which, of course, may still include hiring experts in national law for certain positions).”

The Faculty systematically takes care of employment as well as the advancement of teachers, thus improving the staff of the best professionals who, in terms of number and excellence, include all study programmes and courses. This was recognized by the Expert Committee in the previous reaccreditation, emphasizing, among other things, “above-average productivity of scientific staff”. The adoption and then the realization of the international policy of attracting and hiring employees do not depend only on the plans and possibilities of the Faculty. Nevertheless, the Faculty achieves successful results in this direction through projects and invited lectures.

- “As a short-term goal, encouraging younger staff (doctoral students and assistants) to apply for (temporary) academic positions abroad could bring multiple benefits to the institution.”

The Faculty continuously encourages doctoral students, assistants, research fellows and postdoctoral students to various mobility programs and (co)finances – from its own resources – based on Dean's Decisions, the participation in conferences or foreign universities.

- “It is advisable to introduce programmes for improving didactic and other teaching skills (e.g. formulating verifiable learning outcomes).”

Teachers and associates of the Faculty participate in trainings and workshops or projects related to the methods of preparing learning outcomes, the establishment of a qualification system. Also, by providing timely information, the Faculty encourages employees to acquire such skills.

### **I.1.4 Scientific and professional activities**

- “The number of papers published in internationally recognized journals could be further increased in the next few years, for example, by introducing incentives such as reducing the teaching load.”

In the Report by the Expert Committee, in addition to “reducing the teaching load”, the possibility of a “financial reward” was mentioned as an incentive. The aforementioned Dean's Decision, on the basis of which the Faculty provides financial support from its own resources for visits or conferences, also provides financial incentives for publishing papers in internationally recognized journals.

### **I.1.5 International cooperation and mobility**

- “The Faculty should consider introducing an international scholarship programme for researchers.”

The Faculty participates in a number of international projects through which it provides support to teachers, and additional support to young researchers through two Faculty Foundations.

#### **I.1.6 Resources: administrative services, space, equipment and finances**

- “IT equipment in lecture halls could be modernized. Library opening hours should be extended. Students should have access to electronic databases outside the Faculty via VPN connection.”

The IT equipment in the lecture halls has been completely renovated. Due to this recommendation of the Expert Committee, the working hours of the library have been changed and extended.

**II. The report of the Expert Committee on the reaccreditation of the postgraduate university study of Legal Sciences** was the occasion for the Faculty to prepare and adopt a new doctoral study of Legal Sciences. In preparing the Study programme [Report](#) we were guided by the recommendations from the Committee Report, which is evident from its description contained in later chapters of Self-evaluation.

**III. Regarding the Report by the Expert Committee on the reaccreditation of the postgraduate university study of Social Work and Social Policy**, [changes](#) to the programme were proposed and adopted in accordance with the recommendations of the Expert Committee. The changes refer to item 5, Recommendation for improving the quality of the study programme (p. 6), which states that it is necessary to “Reduce the number of thematic courses, which sometimes leads to repetition of material from the previous level of study. Emphasize methodological courses.” This is later mentioned again in items 4.3. and 4.5. (p. 22) of the Recommendations.

#### **1.2.2. Higher education institution analyses the improvements, which form the basis for further development.**

In this part, for the purpose of clarity, we have prepared a [tabular overview of activities](#), implementation indicators, monitoring and improvement mechanisms, responsible persons and deadlines for their implementation in accordance with the previously highlighted areas of quality assurance prescribed by Art. 5 of the Ordinance. These activities also include **recommendations from previous external evaluation procedures of the Faculty, Faculty regulations or SWOT analysis, and procedures for development and self-evaluation of the internal quality assurance system** as presented in the Annual Reports on Quality Assurance Action Plan and Quality Assurance Action Plans adopted at the Faculty Council level.

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

##### **1.3.1. The higher education institution supports academic integrity and freedom and ensures ethics of work and preserves academic integrity and freedom.**

The Faculty supports academic integrity and freedom at all levels, ensures ethical work and preserves the academic integrity and freedom of its employees and students, continuously works on education and nurturing ethical behaviour and business, and prevention of all forms of violence. The Faculty has appointed an Ethics Committee for a four-year term (2019 – 2023) and the Ethics Committee for Research (when research involves subjects and to protect personal data) has been appointed at the Social Work Study Centre to ensure that all teaching staff adhere to moral principles and principles of professional ethics in accordance with the

Code of Ethics of the University of Zagreb applied by the Faculty. Other bodies have also been appointed to ensure the maintenance of academic integrity and freedom and ethics of work – the Commissioner for the Protection of Employee Dignity, the Commissioners for the Protection of Student Dignity, the Quality Management Committee, and the Student Ombudsman is appointed each year.

The Statute obliges teachers, scientists and associates to adhere to moral principles and principles of professional ethics and to base their work on the freedom of scientific creativity (Art. 68 par. 2), and also students on behaviour in accordance with the code of ethics of the academic community (Art. 62 par. 3). In addition, the Statute guarantees the freedom of scientific and professional research and creativity, as well as mutual cooperation and association (Art. 92 par. 1).

### **1.3.2. The higher education institution effectively uses mechanisms to prevent unethical behaviour, intolerance and discrimination.**

In its activities, the Faculty respects all necessary legislative, administrative, social and educational measures to protect employees and users from any form of discrimination, physical or mental violence, injury or misuse, abuse or exploitation, including sexual abuse. The Faculty encourages the development and organization of a system of violence prevention which protects the interests of students and implements high ethical and professional principles of the institution. At the sessions of the Faculty Council in January and February 2022, the [Gender Equality Plan](#) and [Ordinance on the protection of students from sexual harassment and other forms of gender discrimination](#) were adopted.

The Dean of the Faculty is authorized to initiate proceedings before the Faculty Ethics Committee for violations of the Code of Ethics of the University of Zagreb if he suspects that there is any basis for suspicion that an employee of the Faculty has violated the Code of Ethics. The procedure is conducted before the Ethics Committee, which gives an opinion on the possible violation, which is made public, in accordance with the University Code of Ethics. In case of violations of the Code of Ethics or other violations by students, proceedings are initiated before the Faculty Disciplinary Court in accordance with the [Rules on disciplinary responsibility of students](#), which may result in various sanctions – from reprimands to expulsion from studies.

The Faculty has appointed one coordinator for students with disabilities at the Faculty of Law, the Social Work Study Centre and the Study Centre for Public Administration and Public Finance. The role of the coordinator is to address any problems that students with disabilities may face during their studies. Also, the Faculty actively provides support to the Student Ombudsman in his work in the protection of students' rights. In the last five years, there have been no proceedings against the teachers of the Faculty for violating the Code of Ethics and proceedings against students for violating the Rulebook on Disciplinary Responsibility of Students and/or the Code of Ethics are relatively rare. This shows the preventive action of a system that effectively prevents unethical behaviour, intolerance and discrimination.

### **1.3.3. The higher education institution conducts activities to sanction unethical behaviour, intolerance and discrimination.**

Failure to fulfil obligations, violation of the rules of conduct set out in this Statute or the Statute of the University or general acts based on them, as well as damage to the reputation of the Faculty, i.e. the University and its employees entails disciplinary liability. In the case of these violations, teachers and associates may be reprimanded, publicly reprimanded or their employment contract terminated. Also, the Faculty has established a Student Counselling



Centre where, among other things, students can be informed about what is considered unethical behaviour, intolerance and discrimination, and ways to initiate proceedings.

**1.3.4. The system of jurisdiction for resolving conflicts and irregularities is functional at all levels of higher education institution.**

In accordance with the legal framework, appropriate proceedings are conducted before the Faculty bodies. According to the University Code of Ethics, the Dean is obliged to initiate proceedings before the Ethics Committee on his own initiative or at the proposal of other bodies or members of the university community (Article 33, paragraph 2). Therefore, every employee and student can suggest to the Dean to initiate ethical proceedings before the Ethics Committee. If the request for the procedure refers to the Dean, then the applicant may send his request to the Faculty Council (Article 33, paragraph 3 of the Code of Ethics). If it is a matter of disciplinary violations committed by an employee of the Faculty, disciplinary liability is prescribed, provided that the Rulebook on the work of the Faculty in certain cases allows for extraordinary termination of the employment contract.

If the employee considers that the employer is endangering his employment rights, he may contact the Commissioner for Employee Dignity Protection and if the student considers that he is harassed and/or sexually harassed by the employees and associates of the Faculty, he may contact the Commissioners for Student Dignity Protection. Such actions are urgent and all information is confidential.

In case of disciplinary violations by students, the procedure is conducted before the Disciplinary Court, which has a first and second instance council. The proposal to initiate the procedure is submitted by the dean or vice-dean, on his own initiative or at the proposal of the interested party (if he deems it justified).

**1.3.5. Higher education institution staff, students and external stakeholders base their work on the principles of academic ethics.**

In accordance with the principles on which scientific activity is based (freedom and autonomy of creativity, publicity of work, ethics of scientists), each employee of the Faculty is obliged to base his work on the principles of academic ethics. Violations of the employees' obligation to base their work on the principles of academic ethics is the basis for initiating proceedings before the Faculty Ethics Committee. Equally, violations of the obligation of each student to base their work on the Code of Ethics is a violation that is the basis for initiating disciplinary proceedings before the Disciplinary Court. In addition, each scientific work of Faculty employees is subject to anonymous (usually double) peer review, which should ensure maximum ethics in their work. Each student work (seminar paper, practical work, diploma or final work) is subject to the academic control by the mentor who is responsible for the ethics of student work (along with the student).

**1.3.6. The higher education institution systematically solves the problems of plagiarism, copying and falsification of results.**

The Faculty systematically works on the prevention of all forms of plagiarism, copying and falsification of the results of scientific and research work. Appropriate bodies have been established to take care of the recognition and sanctioning of unethical behaviour in scientific and research work, there is a system of sanctioning plagiarism and all its manifestations. In addition, a [plagiarism detection system plagscan](#) has been procured, which is available to teachers and students, so software solutions are available to facilitate the detection of plagiarism and all its manifestations.

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

**1.4.1. Information on study programmes and other activities of the higher education institution is publicly available in Croatian and some of the world's languages.**

During the academic year 2018/2019 **completely new Faculty website** has been launched: improved, more transparent, completely redesigned and transferred to a new, more modern and efficient operating system. The links to the pages are divided in a more transparent way so that all interested visitors and users – both internal and external stakeholders – can get to the necessary information faster. The Faculty consistently publishes all information and data that unite all areas of activity, such as data on study programmes, students, research, international activities, etc. In addition to these menus, there are also menus: “Announcements of events at the Faculty”, “News and Events”, “Library”, “Office for International Cooperation”, “Legal Clinic”, “E-mail”, “Library”, “Publishing Department”, etc., as well as quick links on the quality management system, notices for students, the right to access information, job vacancies, public procurement and financial reports on the work of the Faculty.

Furthermore, from the same academic year, the Faculty regularly publishes all **important information through the social networks** Facebook, Instagram, and YouTube channels, and from 2020/2021 through the LinkedIn network intended primarily for Faculty alumni. Also, in 2019, the Faculty started publishing **two PFZG Bulletins**. One is for [all employees](#) and the other for [all students](#). Both newsletters have been delivered to students and teachers by e-mail **since the beginning of the publication on Friday**. They contain **all relevant information** on competitions, conferences, new publications and successes of employees and students, and in the case of student bulletins, all information on exams, competitions, studies, courses, additional education, etc. If certain information important to students arrives during the week, they are published on the website before the newsletter is published and all students receive them immediately to their e-mail addresses “name.surname@student.pravo.hr”. Until the beginning of the pandemic, TV displays were set up (and are now slowly returning) on the premises of the Faculty, through which important information was additionally highlighted and/or current events at the Faculty were promoted.

Information on study programmes, i.e. courses conducted in English, on international exchange and increasingly important information about the Faculty are part of the pages in English, which are continuously updated.

**1.4.2. The higher education institution informs the interested public about the enrolment criteria, enrolment quotas, study programmes, learning outcomes and qualifications, forms of support available to students.**

Updated conditions and data on enrolment criteria for all study programmes are published in a **timely manner on the Faculty's website and on social networks**. Special promotional brochures and leaflets are often produced. After being adopted at the Faculty Council and/or the University of Zagreb, decisions on enrolment quotas are published on the website separately, if enrolment quotas are not prescribed by the study programme itself. All study programmes carried out by the Faculty of Law and the associated learning outcomes are publicly available, as well as the relevant criteria for their adoption.

The Faculty is trying to support the students during their studies in several different ways. Information about this is also available on websites and social networks and the timeliness and speed of their availability is guaranteed by the weekly publication of the [PFZG Bulletin for students](#) and by directly receiving all important information via e-mail. On the website in one



of the main menus “Students”, there is the corresponding menu is *Student Support* where students can get basic information about the Student Counselling Centre, different types of support, contacts of commissioners for student dignity protection, coordinators for students with disabilities, board members, as well as data on the student ombudsman, student associations, etc.

#### **1.4.3. Information on the social role of the higher education institution is available to the interested public.**

Information on conferences, forums and lectures organized by the Faculty, which are intended for the academic and general public, is regularly posted on the home page, including other means of information mentioned so far. These activities are the result of **many years of cooperation between the Faculty and professional associations, societies, public authorities, employers, alumni, public institutions**, etc. in the Republic of Croatia and the **international recognition of the Faculty**. Teachers are leaders in their fields in terms of their scientific achievements, professional activities and social engagement. This, on the one hand, is confirmed by the data on scientific productivity and social engagement of the Faculty, its employees, students and alumni listed in this Self-evaluation. On the other hand, in this context, it is important to emphasize the fact that the members of our teaching staff and our alumni have held the highest state duties in the Republic of Croatia, i.e. are involved in the work of bodies influencing the development of the profession and society as a whole and they are also highly positioned in reputable international professional and political bodies.

#### **1.4.4. The higher education institution informs the interested public about other indicators (e.g. pass rate analyses, employment of graduates, dropout rates, outcomes of previous evaluations, etc.).**

The Faculty strives to continuously inform the public about all indicators important for the successful and quality implementation of basic activities. If some of the listed indicators are not available via the quick link “**Right to access information**” on the home page of the Faculty's website, the visitor can find information about the Faculty Information Commissioner and fill out the appropriate attached forms. Furthermore, the Faculty publishes the results of previous evaluations and regularly monitors the employability of graduates. The collected data, in addition to being publicly available, are printed in a special publication. A promotion was also held with the participation of representatives of professional associations, ministries, employers and external stakeholders.

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

##### **1.5.1. The higher education institution contributes to the development of the economy (economic and technological mission of the university).**

The mission of the University of Zagreb is determined, among other things, with the following two goals: “The University will engage in public activities as a generator of technological, economic and social development in accordance with the strategic needs of the Republic of Croatia” and “The University will develop study programmes, as well as nationally and strategically necessary programmes”. Given the stated goals and the fact that the Faculty conducts study programmes in the field of law, public administration and social activities, it should be noted that the **rule of law and legal security are the most generally accepted and ubiquitous legal values in every society, whose application and interpretation are dependent on the development of legal science, but also on changes in all areas of society**. It is, therefore, a complex process that necessarily involves the wider social environment and which **requires continuous research at both professional and scientific level, especially in**

**the areas of study programmes conducted at the Faculty.** The fact that these are “strategically necessary programs” is confirmed by national strategies such as the Strategy of Education, Science and Technology, Industrial Strategy of the Republic of Croatia, Strategy of Encouraging Innovation of the Republic of Croatia, Smart Specialization Strategy, Public Administration Development Strategy for the period from 2015 to 2020, Anti-Corruption Strategies, etc., which have been relevant pillars for launching new study programmes or modifying the existing ones.

Therefore, it is not surprising that the **mission** of the Faculty is determined as a **contribution to the development of society through the development of education, learning and research and other goals determined by the specific characteristics of the Faculty and its position in society.** The following confirms the realization of the mission in *this context*:

1. *learning outcomes of study programmes and related courses,*
2. *a number of scientific and professional projects in the field of law, public administration, public finance, social work, social policy, but also economic, political and other social sciences,*
3. *a series of agreements and contracts signed with relevant subjects in law, public administration, social activities, economy with the purpose of performing practical forms of teaching, field teaching, but also aiming to systematically improve all activities of the Faculty which include the application of acquired knowledge and research results in society,*
4. *holding lifelong learning programmes, public forums, round tables and lectures with the purpose of popularizing science, but also the opening of important and current social issues,*
5. *employment of our graduates in economy, law, public administration (state administration, agencies), local and regional self-government bodies, social welfare centres and other institutions that perform social activities, etc.*
6. *performing the highest state duties of our teachers and alumni of the Faculty, and high positioning of our teachers in various (international) bodies,*
7. *a number of projects aimed at cooperation between the Faculty and the economy.*

#### **1.5.2. The higher education institution contributes to the development of the local community.**

The prominent strategic determination of the Faculty and the previously listed activities have an important and noticeable impact on the wider regional level and on the development of the local community. Therefore, here we single out the activities that have been held continuously at the Faculty for many years, and whose effect is more directly visible in the local environment.

1. *Regular Forums of the Faculty of Law, the Club of Lawyers of the City of Zagreb and other public lectures at the Faculty*

In the last five academic years, 56 Forums were held at the Faculty, where the exhibitors were teachers and alumni of the Faculty and external stakeholders. A list of all topics can be found on the website. In addition, in the period from 2018 to 2020 alone, the Faculty organized over 30 international conferences, round tables, lectures given by invited professors, international experts and practitioners.

2. *Work of Faculty employees in professional associations and groups for drafting regulations and strategic documents*

One of the most **dominant features of the Faculty is certainly the comprehensive and long-term involvement of teachers in drafting regulations and strategic documents.** This has been particularly pronounced in the past five years. Apart from being external members of the Croatian Parliament and permanent members of various (and international) arbitration courts, a large number of teachers have participated in drafting laws and national strategic documents – such as the Enforcement Act, the Social Work Act, the Bankruptcy Act, the amendments to the Law on Scientific Activity and Higher Education, the Law on General Administrative Procedure, the General Tax Law, the Criminal Code, etc. – as well as in drafting national strategies and other documents of general social importance such as the Strategy for the Elderly at the Ministry of Demography, Family, Youth and Social Policy, the Strategy for the Elderly of the City of Zagreb at the City Office for Social Protection and Persons with Disabilities, documents of the Commission for Palliative Care of Children, the National Ethical Committee for Research with Children for Auditing and the Code of Ethics for Research with Children, etc.

*3. Membership and work in bodies/institutions/societies and organization and participation in professional meetings, activities for popularization of science*

Here we **single out only a part of the bodies/institutions/companies in which our employees are members, representatives or chairpersons** (a detailed list is given in Chapter 5):

Croatian Association for Legal and Social Philosophy and Theory of Law and State (Croatian section of Internationale Vereinigung für Rechtsund Sozialphilosophie/International Association for Philosophy of Law and Social Philosophy), Commission for Commercial Law and Practice ICC Croatia, Association of Lawyers in Economy, UNCITRAL Commission for Commercial Law and Practice of the International Chamber of Commerce, Committee for Comparison of Foreign Professional Qualifications, International Association of Community Development, working group “Systems for Security, Practitioners”, Migration and Home Affairs Directorate General, Innovation and Industry for Security, management board of the Croatian Association for the Supervision and Organizational Development, Croatian Society for European Law (CroSEL) which is a branch of the International Federation of European Law (FIDE), European Law Institute, Society of European Contract Law (SECOLA), Croatian Society for Civil Law Science and Practice, Croatian Association for Labour Law and Social Security, Croatian Association for European Criminal Law, Legal Experts Advisory Panel (LEAP) organization FAIR TRIALS, Croatian Association of Lawyers in Economy, Permanent Court of Arbitration of the Croatian Chamber of Commerce, Croatian Association of Criminal Sciences, Balkan Criminology Group, European Association of Criminology, Academy of Legal Sciences, Commission for Corporate Social Responsibility and Anti-Corruption ICC – Croatia (International Chamber of Commerce – Croatia), Committee of the International Association for international law, (International Law Association – ILA): Procedure of International Courts and Tribunals, Permanent Court of Arbitration, Croatian Chamber of Social Workers, International Society for the Sociology of Religion, Academic Advisory Board of the European Institute of Transport Law, Network of Maritime Safety Legal Experts – MARSAFENET, Scientific Council for Public Administration, Justice and Rule of Law of the Croatian Academy of Sciences and Arts, Board of the Croatian Insurance Law Association, Croatian Society for Family Mediation, Society for Croatian History, Supervisory Board of the Croatian Association of Social Workers, Board of the Association for Psychological Assistance,

National Coordination Team for Research EUROSTUDENT VI, Institute for public administration, etc.

4. *Initiating, organizing and supporting humanitarian actions. Pro bono consulting work*

At the Faculty, both students and teachers regularly initiate humanitarian actions, they are members of various humanitarian associations such as Step by Step, POTICAJ, Hrabri telefon, Association for Encouraging Quality Development of Children and Youth. Also, the **Legal Clinic of the University of Zagreb Faculty of Law** is particularly prominent in the Pro bono consulting work, and its current way of working and achieved results, recognized and sought in the local community and beyond, are a measure of success for other legal clinics in Croatia.

**1.5.3. The higher education institution contributes to the foundations of the academic profession and the responsibility of university teachers for the development of the university and the local community.**

The uniqueness and recognisability of the Faculty is reflected in the **scientific productivity and excellence of our teachers and their role in society**.

The activities of the Faculty are based on **freedom and autonomy of creativity, publicity, ethics, international standards of quality, recognition, connection with the education system, protection of intellectual property**, academic freedoms, academic autonomy, openness to the public and citizens, indivisibility of teaching and research, respect and affirmation of human rights and freedoms, European humanistic and democratic tradition, and harmonization with the European higher education system, the concept of lifelong learning, etc. In addition, we would like to highlight some of the activities carried out by the Faculty, with which it contributes to the **foundations of the academic profession and responsibility of university teachers in the development of the university and local community**. These activities are the following:

1. *Participation of our teachers in different university bodies,*
2. *Participation of our teachers in different types of study programmes led by the University (joint studies, common studies, interdisciplinary studies),*
3. *Participation of our teachers and/or management of various projects by the University of Zagreb funded from European Union or the World Bank relating, for example, to technology transfer and intellectual property or to the prohibition of illicit behaviour and ethics in academic community. One of the recent project activities should definitely be mentioned. Namely, the Faculty of Law has a leading role at the University of Zagreb in the project of shaping the European University of Post-Industrial Cities, which was approved by the European Commission within the Erasmus+ program. UNIC is an alliance consisting of Deusto universities in Bilbao, Spain, Ruhr in Bochum, Germany, Koç in Istanbul, Turkey, Erasmus in Rotterdam (coordinator of the alliance), the Netherlands and universities in Cork, Ireland, Liège, Belgium, Oulu, Finland and Zagreb, Croatia (<https://www.unic.eu/>).*

**1.5.4. The development of the social role is part of the mission of the higher education institution (e.g. the development of civil society, democracy, etc.).**

A large number of our employees participate as members in the work of **civil society associations/bodies**, which also contributes to its development, and some of them directly promote and/or protect democratic values. Although their complete list is the content of the fifth chapter of Self-evaluation, here we only cite as examples the membership and activities of our employees in associations such as Step by Step, Association for Promoting Quality Development of Children and Youth, Gong, Croatian Anti-Poverty Network, Psychological

Crisis Intervention Team at the Ministry of Science and Education, the Miko Tripalo Centre for Democracy and Law, etc.

**1.6. The lifelong learning programmes implemented by the higher education institution are in line with the strategic goals and mission of the higher education institution and social needs.**

**1.6.1. The higher education institution proves the alignment of the general goals of the lifelong learning programme with the mission and strategic goals of the higher education institution.**

The Faculty is extremely active in conducting lifelong learning programmes. Only in the period from 2016 to the end of the academic year 2020/2021, **22 new lifelong learning programmes** have been launched. These are the following programmes: *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*.

The goal of these, as well as all (other) existing lifelong learning programs is to improve and expand knowledge and skills in specific areas whose importance is especially conditioned by the current needs of the labour market, but also by choosing topics that will help students succeed in their careers, and thus in their personal, professional and social development in the environment in which they operate. By environment we mean a wider area that includes the European Higher Education Area or the European Qualifications Framework. The latter is reflected in: the possibility of conducting individual programmes in a foreign language, in the topics of the programme, in the achieved processes of programme development through which the learning outcomes are achieved and acquired ECTS credits and, finally, in the planned further steps that will include creating an applying partial qualifications in accordance with the regulations on the Croatian Qualifications Framework.

The Faculty continuously implements scientific and professional projects and studies, organizes domestic and international scientific and professional conferences and symposia and, which should be emphasized in this context, continuously maintains lifelong learning programmes for interested internal and external stakeholders. Moreover, one of the strategic goals of the Faculty is to encourage mobility and institutional support in the development of lifelong research and professional careers. In the Strategy, the strategic goals of the Faculty are divided into the following areas: “Teaching and students”, “Scientific research”, “R&D”, “Quality Assurance and Resource Management System” and “International Cooperation”. In

the mentioned strategic document, the launch of the lifelong learning programme is **explicitly prescribed as one of the three specific goals in the field of “Professional Development”** defined as: *Strengthening regional competitiveness based on strong connection between the Faculty and the environment, public and economic entities, strengthening the alumni organization and introducing lifelong learning and training programmes.* There are two activities that should contribute to the achievement of such a specific goal. The first is the establishment of a committee for lifelong learning, and the second is the maintenance of existing and the organization of new courses, seminars and postgraduate specialist studies within the lifelong learning programme in cooperation with external stakeholders and alumni organization. Both activities have been realized in the meantime.

#### **1.6.2. The higher education institution proves the harmonization of the general goals of the lifelong learning programme with the social needs.**

It is clear from the previous statements that participation in the development of society is one of the basic tasks and missions of the Faculty, which systematically directs part of its research activities towards basic and development research for the needs of the community in which it operates. Indicators of the success of these efforts are the **projects and contracts that the Faculty of Law realizes with the economy, local community and civil society institutions**, a number of studies prepared for the needs of the community, providing various advisory services and a large number of teachers who are members of supervisory or management boards and other bodies involved in the work on planning processes for the development of certain parts of society. In the context of these indicators, the Faculty has proved to be one of the most important higher education institutions in the country.

External stakeholders are involved in all existing programmes, sometimes with an advisory role and more often with an active role in the implementation of the programme. Also, for the purpose of further and more systematic connection, Art. 2 par. 4 of the [Ordinance on Lifelong Learning](#) prescribes the possibility of organizing programmes with professional associations, institutions, state and local government bodies and other partners, and Art. 3 provides for the possibility for experts from practice to participate in the teaching process.

#### **1.6.3. The revision and development of lifelong learning programmes is carried out systematically and regularly.**

Revision and development are prescribed by the aforementioned Ordinance. Each new proposed programme must include, inter alia, forms of quality monitoring, learning outcomes and ECTS credits if the programme envisages their acquisition. The Faculty Council decides on the programme proposal based on the proposal by the Committee for Lifelong Learning and Cooperation with External Stakeholders. After the completion of each programme, the holder is obliged to evaluate the programme by conducting a survey among participants or in another appropriate way and submit a written report containing a list of students, a list of lecturers, etc.

## 2. STUDY PROGRAMMES

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

**2.1.1. The higher education institution proves the compliance of the study programmes general goals with the mission and strategic goals of the higher education institution**

The mission of the Faculty is to educate competent experts in the field of law, social work, social policy and public administration who, with their knowledge and skills, improve practice, education and scientific research in these areas. The goals of study programs are determined accordingly. Continuous improvement of teaching at all levels of study programmes contributes to scientific productivity of teachers, introduction of measures and changes in the implementation of teaching processes, as well as changes in study programmes that contribute to the success of our students, clearer connection of learning outcomes with the labour market and thus indirectly to their professional development. Therefore, the Faculty invests significant means in providing the necessary resources for scientific research, encouraging student excellence, including doctoral students, as well as encouraging their teaching and non-teaching activities. These efforts include intensive international activities: international cooperation has been strengthened for years by Faculty members participating in the work of a large number of foreign scientific institutions and continuously cooperating with scientists in other countries, an increasing number of students stay at foreign faculties and a significant number of visiting foreign students at the Faculty have been showing a tendency of constant growth for years.

**2.1.2. The justification for the implementation of study programmes is explained in relation to social/economic needs and includes an analysis of the necessary capacities of the higher education institution for the implementation of these programmes**

The justification for the implementation of study programmes results from:

1. *The Faculty study programmes are the only such studies at the University of Zagreb.*
2. *Criteria arising from national quality regulations that explicitly include the Network of Higher Education Institutions and Study Programmes where the Faculty in many categories exceeds the minimum criteria.*
3. *Recommendations for the educational enrolment policy and the scholarship policy of the Croatian Employment Service published in December [2020](#) and December [2021](#) show that the enrolment policy for the field of law and the field of social work and social policy is appropriate for the City of Zagreb, Zagreb County and closer counties. Following the recommendation to reduce the enrolment quotas in public administration, the Faculty Council adopted the appropriate [Decision](#).*
4. *National strategic documents – e.g. Education, Science and Technology Strategy, Industrial Strategy of the Republic of Croatia, Innovation Strategy of the Republic of Croatia, Smart Specialization Strategy, Public Administration Development Strategy, Anti-Corruption Strategy – encourage postgraduate studies whose connection with social and economic needs is visible from the areas of these studies. Their purpose is to deepen and/or specialize existing knowledge and train students for independent research work in the field of legal sciences, social work and social policy.*
5. *The Faculty is the only higher education institution in Croatia that **systematically monitors the employability and working careers of graduates**. Research shows that*



*there is a need for them in the labour market and most graduates are employed without any major difficulties.*

**2.1.3. If it conducts study programmes that lead to regulated professions, the higher education institution takes into account the recommendations of professional associations that conduct their licensing.**

The Faculty systematically develops and expands cooperation with external stakeholders, including professional associations. According to the number of concluded contracts and agreements on cooperation, as well as according to various joint outcomes of scientific and professional cooperation, the Faculty is more prominent in relation to other law faculties and in comparison with other universities in Croatia (see Chapter 5 of Self-evaluation). The social role of the Faculty is recognized through the work of our teachers and students. Therefore, the Self-evaluation emphasizes certain student activities and successes in practical forms of teaching that *necessarily* result from cooperation with professional associations and other external stakeholders. In the last ten years, the Faculty has systematically improved cooperation with external stakeholders in order to improve the teaching process and study programmes, as evidenced by the following activities of the Faculty:

1. **Improving practical forms of teaching:** *continuous increase of institutions where students do internships, establishment of practical teaching application used by students and employers on the Faculty's website, the exemplary work of the Faculty's Legal Clinic generally recognized in society, prestigious international successes of students at Moot Court competitions, by introducing new elective courses in the study of social work that contain practical forms of teaching and are a direct result of cooperation with professional associations.*
2. **Participation of external stakeholders in the work of a number of [Faculty committees and boards](#),** *particularly emphasizing the Quality Management Committee, in which two members are external stakeholders. In this term of office, they are the President of the Supreme Court of the Republic of Croatia and the President of the Croatian Bar Association. In addition, the Committee for Inter-Institutional Cooperation has been established, consisting of members and the President of the Association of Croatian Judges, State Secretary at the Ministry of Foreign and European Affairs and Director of the Ministry of Justice and Administration.*
3. **Participation of a growing number of external stakeholders in the Career Days,** *which the Faculty continuously organizes in order to provide students and teachers with direct information about the needs of the labour market, required skills and competencies. In 2022 more than 120 students participated, which confirms the growing interest of students and the need to continue with Career Days. It should be emphasized that a growing number of Faculty alumni and employers recognize the importance of Career Days, which has a great impact on their content and diversity.*
4. **Preparing and introducing 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.*

**2.1.4. The higher education institution educates professionals competitive on the national and international labour market**

Data published by the CES show that graduate students of the Faculty are not among the surplus occupations in the Republic of Croatia. 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. There is an ongoing discussion on changes to the graduate professional

specialist study of public administration in order to further open it to graduate students of the professional tax study. The analysis of CES data shows that the number of unemployed in the last three years (2018 – 2020) is significantly lower each year than the number of graduates for each study programme. In 2020, 245 students completed integrated legal studies, while according to CES statistics, there were 158 unemployed persons at the national level with this qualification. A total of 40 students completed the professional tax study, while at the national level there were 22 unemployed with this qualification. Special emphasis should be placed on the employability of graduates of the specialist graduate professional study of public administration, and in 2020 there were 53 graduate students, while on the national level there were only 14 unemployed with that qualification.

Below are parts of the Faculty's [Employability Survey](#), which was conducted in two different time periods: persons who graduated from the Faculty between 2004 and 2010 (first time) and between 2010 and 2014 (second time). The results of the research show that the dynamics of finding employment for the first generations of students who completed their legal studies between 2010 and April 2015 are relatively favourable in the Croatian context, despite the deep economic crisis, the ban on employment in the public sector and the unavailability of the measure of professional training of interns for the bar exam. A tenth already had a job at the time of graduation, two-thirds were employed within six months, and 90% within a year after graduation. The results showed that for faster employment, professional work experience during studies was relevant, and for law students, a higher average grade was also relevant. Comparing the employment dynamics of the last pre-Bologna and first Bologna generations, it can be seen that the generations that graduated in 2009 and 2010 had a slightly slower employment dynamics, while for generations who completed their studies before the crisis (2004 – 2007) and in the economically unfavourable period (2011 – 2013) employment dynamics was very similar, i.e. for the generations 2011 – 2013 somewhat more favourable in the first three months.

|                                      | Year of graduation | Worked at the moment of graduation | Job within three months | Job within six months | Job within 12 months | Job within 24 months |
|--------------------------------------|--------------------|------------------------------------|-------------------------|-----------------------|----------------------|----------------------|
| <b>Under-graduate (pre-Bologna)</b>  | 2004               | 8 %                                | 39 %                    | 73 %                  | 91 %                 | 97 %                 |
|                                      | 2005               | 7 %                                | 39 %                    | 75 %                  | 91 %                 | 95 %                 |
|                                      | 2006               | 10 %                               | 46 %                    | 72 %                  | 91 %                 | 98 %                 |
|                                      | 2007               | 6 %                                | 39 %                    | 73 %                  | 89 %                 | 95 %                 |
|                                      | 2008               | 9 %                                | 42 %                    | 65 %                  | 85 %                 | 93 %                 |
|                                      | 2009               | 9 %                                | 27 %                    | 53 %                  | 73 %                 | 93 %                 |
|                                      | 2010               | 7 %                                | 26 %                    | 47 %                  | 80 %                 | 93 %                 |
| <b>Integrated graduate (Bologna)</b> | 2010               | 4 %                                | 46 %                    | 68 %                  | 89 %                 | 96 %                 |
|                                      | 2011               | 6 %                                | 43 %                    | 70 %                  | 86 %                 | 98 %                 |
|                                      | 2012               | 5 %                                | 42 %                    | 71 %                  | 90 %                 | 95 %                 |
|                                      | 2013               | 5 %                                | 47 %                    | 74 %                  | *89 %                | *97 %                |
|                                      | 2014               | 10 %                               | 43 %                    | 76 %                  | *87 %                | .                    |
| <b>Module</b>                        | Civil law          | 10 %                               | 35 %                    | 67 %                  | 85 %                 | 98 %                 |
|                                      | Criminal law       | 6 %                                | 44 %                    | 74 %                  | 89 %                 | 94 %                 |
|                                      | International law  | 7 %                                | 45 %                    | 71 %                  | 86 %                 | 100 %                |
|                                      | EU law             | 11 %                               | 46 %                    | 74 %                  | 93 %                 | 100 %                |

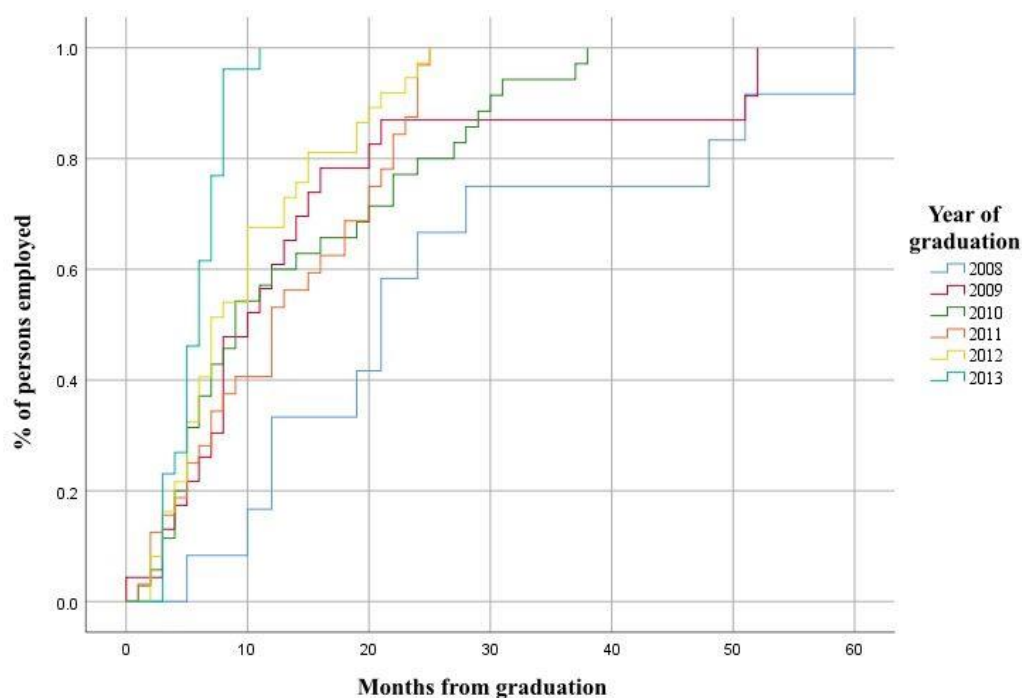
|  |  |             |             |             |             |             |
|--|--|-------------|-------------|-------------|-------------|-------------|
|  | Commer-<br>cial law                        | 9 %         | 52 %        | 81 %        | 90 %        | 96 %        |
|  | Constitu-<br>tional<br>admini-<br>strative | 3 %         | 49 %        | 74 %        | 88 %        | 93 %        |
|  | <b>Total<br/>integrated</b>                | <b>13 %</b> | <b>35 %</b> | <b>63 %</b> | <b>77 %</b> | <b>93 %</b> |

For students of graduate studies of social work or social policy in the period 2011 – 2014, the probability of employment depended on the year of completion of the study. In the first six months after graduation, it was the least favourable for the generation that graduated in 2013, and around the 9<sup>th</sup> month, the dynamics converged with the generations of 2011 and 2012, and later surpassed them. The reason for this is the termination of contracting professional training at the end of 2013 and temporary suspension of part of the funds for this measure at the beginning of 2014. However, the biggest difference is visible in the generation of 2014, which mostly graduated at the end of the year when significant additional funds for vocational training were opened and which remained available in the pre-election year 2015. Thus, 60% of them were employed within four months (which is the target criterion of the youth guarantee), 90% found their first job within a year, while this was the case for only two thirds of previous generations.

| <b>Year of<br/>graduating</b> | <b>Worked<br/>at the moment<br/>of graduation</b> | <b>Job within<br/>three<br/>months</b> | <b>Job within<br/>six months</b> | <b>Job within<br/>12 months</b> | <b>Job within<br/>24 months</b> |
|-------------------------------|---|--|----------------------------------|---------------------------------|---------------------------------|
| 2004                          | 12 %  | 26 %                                   | 46 %                             | 62 %                            | 92 %                            |
| 2005                          | 17 %  | 42 %                                   | 54 %                             | 73 %                            | 87 %                            |
| 2006                          | 11 %  | 30 %                                   | 60 %                             | 75 %                            | 94 %                            |
| 2007                          | 10 %  | 34 %                                   | 62 %                             | 76 %                            | 90 %                            |
| 2008                          | 12 %  | 36 %                                   | 70 %                             | 89 %                            | 95 %                            |
| 2009                          | 18 %  | 48 %                                   | 70 %                             | 86 %                            | 96 %                            |
| 2010                          | 15 %  | 45 %                                   | 71 %                             | 83 %                            | 94 %                            |
| 2011                          | 8 %   | 34 %                                   | 50 %                             | 64 %                            | 91 %                            |
| 2012                          | 14 %  | 32 %                                   | 60 %                             | 64 %                            | 88 %                            |
| 2013                          | 8 %   | 22 %                                   | 50 %                             | 67 %                            | (97 %)                          |
| 2014                          | 14 %  | 35 %                                   | 79 %                             | (89 %)                          | .                               |
| <b>Total</b>                  | <b>13 %</b>                                       | <b>35 %</b>                            | <b>63 %</b>                      | <b>77 %</b>                     | <b>93 %</b>                     |

Among graduates of undergraduate professional study of public administration, 70.9% of graduates applied to the Croatian Employment Service after graduation, of which 64% within a month of graduation, only 6.9% later, and the dynamics of finding a first job shows that, when we look at all those who complete the study of public administration, about 14% of graduates are employed within three months of graduation, a further 36% of graduates are employed within six months, 64.5% of graduates are employed within a year, and as many as 90% of them are employed within two years from the date of graduation. The results showed differences in the speed of finding a job by generations, with those who completed the study in 2012 and 2013 generations having a more favourable dynamics of finding the first job compared to other generations.

Dynamics of finding employment for persons who completed the study of public administration in the period from 2008 to 2013, according to the years of completion of the study.



### **2.2. Expected learning outcomes of study programmes conducted by the higher education institution correspond to the level and profile of qualifications acquired by them**

#### **2.2.1. The higher education institution has clearly defined the learning outcomes of study programmes that are in line with the mission and goals of the higher education institution**

The first learning outcomes at the level of courses and at the level of study programmes were adopted by the Faculty during the academic year 2013/2014 and 2014/2015. Due to reaccreditation recommendations and the adoption of national regulations on the Croatian Qualifications Framework, in 2020/2021 the Faculty 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. Both groups of learning outcomes were prepared on the basis of the [Guidelines for the preparation of learning outcomes at the level of the study programme](#) (hereinafter: Guidelines 1) and the [Guidelines for the preparation of learning outcomes at the course level](#) (hereinafter: Guidelines 2). The learning outcomes of study programmes ensure the competitiveness of graduates of all studies in the labour market as well as the possibility of continuing studies at higher levels (specialist professional, specialist postgraduate and doctoral studies) in accordance with the mission, vision and goals of the Faculty.

#### **2.2.2. The higher education institution checks and ensures the harmonization of learning outcomes at the level of the study programme and subjects**

Course-level learning outcomes are linked to the outcome of the corresponding study programme. Therefore, in the academic year 2020/2021 the Faculty Council adopted the learning outcomes of all study programmes conducted at the Faculty and published on the

Faculty's [website](#). After that, the learning outcomes for individual courses were developed. According to [Guidelines 2](#), each course learning outcome should have been “a link with at least 2 to 4 learning outcomes at the level of the study programme”. At the 4<sup>th</sup> extraordinary session of the Faculty Council 2020/2021, entirely dedicated to the improvement of the internal quality system, along with the learning outcomes, [surveys for teacher assessment](#) and surveys to evaluate the learning outcomes of the [study programme](#) and [individual courses](#) to systematically check and improve their compliance were also adopted.

**2.2.3. Learning outcomes achieved by completing study programmes correspond to the descriptions of the level of the CROQF and the EQF at which the programme is conducted (level)**

[Guidelines 1](#) (especially in item 4) explicitly prescribes and explains the method of determining the learning outcomes of study programmes that correspond to the CROQF and EQF level descriptors, given that in adopting the learning outcomes the Faculty acted in accordance with the Croatian Qualifications Framework Act, the Ordinance on the CROQF Register and methodologies and guidelines adopted at the level of ministries.

**2.2.4. In defining learning outcomes, the higher education institution acts in accordance with the requirements of the profession and internationally recognized standards for that profession, and ensures the modernity of the program (profile)**

The methodology prescribed in [Guidelines 1](#) and [Guidelines 2](#) consolidates all required requirements. In addition to the legal framework, i.e. the provisions on quality assurance and the provision on the qualifications framework, the relevant European quality standards, Bloom's taxonomy and relevant recommendations from previous reaccreditation cycles were highlighted as the starting point for creating learning outcomes. Following item 1 of [Guidelines 1](#), learning outcomes at the study programme level should **clarify the competencies acquired by completing a certain programme for the employer and the student/doctoral student, be a link with learning outcomes at the course level, be subject to regular internal evaluation through surveys, be a subject of regular internal evaluation through surveys, represent a basis for quality assurance and reliability of qualification acquisition, and provide a basis for the evaluation of non-formal and informal learning.**

The described methodological framework as well as the formal determination of learning outcomes is the result of cooperation between teachers and professional associations and other external stakeholders, taking into account positive foreign recommendations and experiences.

**2.2.5. The anticipated learning outcomes clearly reflect the competencies needed for inclusion in the labour market, continuing education or other needs of individuals/society**

Respecting the opinion and requirements of the profession, the adopted learning outcomes provide students of all levels of study programmes with exit competencies comparable to the exit competencies of those who complete the same or similar studies at renowned world universities and increase their competitiveness in the Croatian and European labour market.

**The labour market, continuing education or other needs of individuals/society are explicitly listed** in item 4 of the [Guidelines 1](#) and further elaborated in other parts of [Guidelines 1](#) and [Guidelines 2](#). The following indicators/ Faculty activities indicate the optimal elaboration of all three prominent legal criteria in order to systematically meet them by achieving learning outcomes:

1. *The employability of Faculty graduates shows how the learning outcomes correspond to the needs of the labour market.*

2. *Three Faculty teachers were members (one of whom was also the president) of the Sectoral Council for the Field of Law and Public Administration at the Ministry of Science and Education of the Republic of Croatia and they participated in the evaluation of occupational standards and qualification standards for enrolment of study programmes in the CROQF Register, which represents an additional perspective of understanding the whole process of establishing a qualifications framework whose main purpose is to link learning outcomes with the labour market.*
3. *The Faculty is a partner in the project Providentia Studiorum Iuris: Improving the quality of study at law schools in Croatia, funded by the European Social Fund. Within this project, a member of the team who is a teacher at the Faculty developed a proposal for the standard of occupation "Secretary of the scientific organization". On this occasion, in the information system of the Croatian Qualifications Framework Registry in December 2021, the procedure of registration of the highlighted standard was initiated.*
4. *Following the workshops organized within the said project and the cooperation with the Institute for the Development of Education in [Guidelines 2](#), the criterion that forms the backbone of the development of learning at the course level is particularly emphasized. It relates to **constructive alignment** of individual outcomes with other parts of the teaching process: teaching methods, evaluation methods, ECTS credits, learning contents (teaching units), skills, area of knowledge and understanding and study programmes learning outcomes. For all courses, constructive alignment is shown in the given table which is an integral part of Guidelines 2, which on the one hand contributes to easier monitoring of their implementation in relation to the three prominent legal criteria while, on the other hand, contributes to easier evaluation by students.*
5. *The development of learning outcomes in social work study programmes was preceded by **extensive research** conducted by the Faculty and the Croatian Chamber of Social Workers, and the partners were the Croatian Association of Social Workers and the Ministry of Demography, Family, Youth and Social Policy. As part of this project, a total of 614 indicators of social workers professional competencies were extracted using theoretical, empirical and legislative sources. Further qualitative and quantitative methodology identified key areas of social workers professional competences: process competencies and seven areas of meta-competencies or generic competencies.*

### **2.3. The higher education institution proves the achievement of the intended learning outcomes in the study programmes it conducts**

#### **2.3.1 The higher education institution ensures the achievement of the intended learning outcomes in the study programmes it conducts**

The method of checking the achievement of intended learning outcomes in study programmes is provided in several ways, bearing in mind that teaching is carried out in accordance with the [Ordinance on Studies](#), the [Ordinance on Postgraduate Specialist Studies](#) and the [Ordinance on Postgraduate University \(Doctoral\) Studies in Legal Sciences](#). First, the verification of the appropriate teaching is carried out by the competent persons, namely the vice-dean in charge of students, the head of postgraduate specialist studies and the head of the doctoral study. Secondly, after performing classes, the adoption and achievement of learning outcomes are checked in the prescribed manner by the course teachers. Third, the assessment of the realization of the intended learning outcomes in all study programmes is checked by student surveys, which have been tailored in the academic year 2021/2022 and contain detailed



questions related to each individual learning outcome. An additional way of assessing the achievement of intended learning outcomes are surveys of graduates.

**2.3.2. The higher education institution, on the basis of evidence of achieving the intended learning outcomes (e.g. student tests, seminar papers, presentations, etc.), continuously revises and improves the teaching process**

The adopted learning outcomes are the result of a long process of harmonization at the Faculty level (for the outcomes of study programmes) and the work of all teachers in the chairs in order to improve the teaching process (for the course learning outcomes). In the academic year 2017/2018, the Faculty conducted an extensive discussion on the need for changes in the way teaching is carried out in order to ensure the improvement of the teaching process, with the issue of student passing rate through the study being the focus of the discussion. These discussions have resulted in a new way of teaching at the integrated legal study programme from the year 2018/2019, the so-called modular teaching. At the same time, other parts of the teaching process have been improved, including the increased use of various forms of [e-learning](#) as well as the continuous knowledge testing in individual courses during the course of teaching. For example, 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 continuous revision and improvement of the teaching process is changing the field program practices from [2017](#) caused by changes in legal treatment and work with young people of socially unacceptable behaviour, and over time the programme changed until the [current academic year](#). In order to monitor learning outcomes, [term exams](#) and written exams are conducted (example of exams in the [first](#), [third](#), [fourth year](#) for the [graduate study of social work](#) and [graduate study of social policy](#)). Surveys for students that apply to all courses from academic year 2021/2022 guarantee a continuous revision of the teaching process based on the collected feedback from students to the extent in which surveys show that certain learning outcomes are not fully achieved.

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

**2.4.1. Development activities related to study programmes are systematic and regular, involving various stakeholders**

The Faculty is continuously improving its study programmes. The integrated legal study systematically introduces new elective contents of the ninth semester, contents within the Erasmus+ programme as well as new textbooks, while external stakeholders are included in certain forms of teaching, mostly in practical classes and exercises in the third and fourth year of study.

Intensive cooperation with experts/external stakeholders from the social welfare system and social service providers continues at the Social Work Study Centre, which includes continuous (from 2016 until today) [annual professional meetings with field teachers](#) and with the aim of improving field practice programmes. Based on the achieved cooperation, changes were made in the social work study programme in such a way that in academic year 2020/2021 introduced four elective courses at the undergraduate program of social work: Subjective welfare of children, Social work aimed at improving partnerships and family relationships, Abuse and neglect of the elderly and Social work with people with intellectual disabilities at the graduate program.

In addition, a new catalogue of competencies of the social work profession is being developed on the basis of research in which experts from social welfare centres also participated and on the basis of which changes in the social work study programme will be considered. In order to improve the teaching methods at the Social Work Study Centre from 2018 to 2020, **three projects of service learning** were implemented and an elective course [Service learning and social interventions](#) was launched, in which students are encouraged to combine theoretical knowledge with practical experience and to create professional activities for user groups. It is a teaching method that allows students to apply the acquired knowledge and skills in the development of a project that solves a social problem, with the aim of enriching the process of acquiring knowledge through critical reflection on complex causes of social problems and cooperation on a joint project. Service learning projects are funded by the European Social Fund, and out of a total of 27 approved projects at the national level, [three were implemented at the Social Work Study Centre](#). All projects were implemented in cooperation with civil society organizations.

### **2.4.2. Planning and proposing new study programmes includes the analysis of justification, capacity and compliance with strategic goals at the local and state level and other needs in society**

In the past period, the Faculty has proposed and adopted a new study programme – the doctoral study of Legal Sciences. The [Report](#) of the mentioned study thoroughly explains the justification and capacities of the study, compliance with social needs and strategic goals not only at the local and national level, but also at the European level. An important contribution to the preparation and adoption of the Report was made by professional associations and external stakeholders (Croatian Bar Association and the Ministry of Justice and Administration).

### **2.4.3. The higher education institution proves the justification of conducting the same or similar study programmes within the same university**

Faculty study programmes are unique at the University of Zagreb.

### **2.4.4. The high education institution publishes current versions of study programmes**

Amendments to study programmes, proposals for the adoption of new (doctoral study of Legal Sciences) and new implementation plans were adopted or presented at the Faculty Council or other bodies of the Faculty together with an analysis of the adequacy of these changes. The improvement of the Faculty's website in the last three years, which is accompanied by the introduction of new data update systems, enables prompt publication and high visibility of all versions of study programmes. Study programs are publicly published on the Faculty's website in the [integral](#) version, and in a detailed version for each [semester](#).

### **2.4.5. The higher education institution records changes in study programmes and analyses their adequacy**

A detailed list of activities undertaken related to the improvement of study programmes or their reorganization based on the recommendations from previous evaluations is given in the first chapter of the Self-evaluation. These include: the introduction of the Merlin e-learning system in the courses of all study programmes, 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 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. Depending on the activities, their expediency is analysed either on the basis of the results of student passing rate or through surveys that have been

systematically applied in certain teaching activities for several years (e.g. in [practical forms of teaching](#)) or through surveys whose implementation has started this academic year and encompasses the teaching process as a whole. It is worth mentioning that the new learning outcomes and related skills largely reflect the list of required competencies (professional and generic) obtained based on the feedback from students in the Faculty [Employability Survey](#), but also employer surveys as evidenced by the aforementioned socially beneficial learning projects of the European Social Fund.

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

### **2.5.1. The higher education institution harmonizes ECTS credits with the actual student workload based on stakeholder feedback analysis in the teaching process or other procedures**

In the integrated legal study, all compulsory courses were assigned 8 ECTS credits, foreign languages, elective courses and seminars 4, exercises 2, and practical classes 10 ECTS credits. The Faculty is aware that the existing distribution of ECTS credits does not reflect the actual student workload. Therefore, the development of new learning outcomes at the level of the study programme and at the level of the course is related to the new (future) distribution of ECTS credits. Namely, the outcome tables determine more precisely the values of each awarded ECTS, and after the end of the first cycle of internal evaluation it is planned to review the compliance of the distribution of ECTS credits by legal study courses and, depending on the survey results, other study programmes. We believe that in 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 considering that certain types of teaching (e.g. lectures) do not carry the same number of ECTS credits. However, as we 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, there is the possibility of change with regard to feedback.

### **2.5.2. Feedback on the results of the analysis of collected data and implemented changes is available to students**

When proposing amendments to study programmes, teachers systematically propose teaching and evaluation methods, learning outcomes and student obligations, and the planned ECTS credits in the prescribed forms of the University. Within these processes, which include reports on new study programmes, feedback collected from external stakeholders, students, etc. is taken into account. From the academic year 2015/2016 to 2020/2021 there were a total of 65 changes in study programmes in the range of 20%, with the aim of improving their quality, achieving a greater number of electives during studies and reducing student workload. Regarding the latter, we would like to emphasize the changes in six postgraduate specialist study programmes with the purpose of shortening them. Regarding new elective content, 59 new elective courses were introduced or improved in the specified period, many of which are conducted in English. All amendments have been made public and are subject to regular internal audit.

### **2.6. Student practical work is a constituent part of study programmes (where applicable)**

#### **2.6.1. The higher education institution enables learning and acquiring skills through student practical work, where applicable**

Practical forms of teaching are part of the study programmes of all undergraduate, graduate professional and university study programmes and integrated law study. The Faculty provides student internships in a variety of ways. For students of *integrated legal study*, **practical classes** take place through practical exercises, the legal clinic or a simulated trial within the course “Practical class”. The importance of practical teaching is evidenced by the fact that this is the course that carries the most ECTS credits of all courses in the study – a total of 10 ECTS, as well as data from which it is clear that the Faculty has signed contracts to improve practical teaching in cooperation with all relevant institutions in the Republic of Croatia. For students of the *undergraduate study of social work*, field practice is a mandatory course in the second, third and fourth year with a total hourly rate of 350 hours, and at the *graduate study of social work* there is a total of 120 hours. In both studies, the **field practice** is conducted according to a structured programme determined depending on the course/area from which the practice is performed and carries 2 ECTS credits at the undergraduate level and 8 ECTS credits at the graduate level. Students perform field practice in institutions of the social welfare system, health care, justice system, education system, civil society organizations and other non-governmental organizations. At the *professional tax study*, a large part of the teaching is held through **practical exercises** that are usually performed by practitioners. Students of the *undergraduate professional study of public administration* enrol in the compulsory course “Professional Practice” (2 ECTS credits) in the winter semester of the third year. The practice is carried out in state administration bodies, administrative bodies of local and regional self-government units and in other organizations in which professional bachelors of public administration can be employed. Students are assigned specific jobs and according to a pre-prepared protocol of observation and participation, they write down data on the structure, manner of providing public services, functioning, working methods, relations with citizens, and other relevant aspects of the administrative organization. Owing to previously acquired theoretical knowledge and practical classes, students are trained to work in public administration.

#### **2.6.2. Student practical work is a part of study programmes organized outside the higher education institution in cooperation with the labour market, where applicable**

In law study, students choose one of three ways of conducting practical classes: practical exercises, legal clinic or simulated trials (Moot Court):

1. *Practical exercises, students choose practical classes through the [application](#). Special [Guidelines](#) have been published for students to work through the application. Practical work is performed outside the Faculty on the basis of agreements and contracts signed by the Faculty with external stakeholders. The application records **575 offices/institutions** where students can perform this type of practical classes as a result of, among other things, signed agreements with the Croatian Bar Association, the Croatian Notary Chamber, the Ministry of Justice and Administration, Hrvatski Telekom d.d., Hrvatska elektroprivreda d.d., Pliva d.d., Agency for Personal Data Protection, Centre SOLVIT by the Ministry of Economy, Ericsson Nikola Tesla d.d., Erste&Steiermarkische Bank d.d., Croatian Insurance Office, various insurance houses, etc. The application also enables students to ask for practical work in offices that are not on the list.*

2. The activities of the [Legal Clinic](#) are organized at the Faculty, although it is directly related to the surroundings. Through the Legal Clinic, the students participate in the system of providing free legal aid to persons who have a legitimate interest and cannot obtain it from other sources. Some of the indicators of the work of the Faculty of Law Clinic:
  - a) more than 40 agreements with civil society organizations out of a total of 55 signed agreements, including the one signed with the City of Zagreb, the City of Zaprrešić, the Ministry of the Interior, the Croatian Association of Court Experts, the Ombudsperson for Children, the Ombudsperson for Persons with Disabilities, the Ombudsperson for Equality Gender, Sisak Civil Rights Project, etc.;
  - b) more than 17500 received cases according to the report for 2020/2021;
  - c) in 2020/2021 105 students participated in the work of the Legal Clinic in the winter semester and 104 in the winter semester;
  - d) realized international cooperation and recognisability of the work of the Legal Clinic through projects: Public and Private Justice, Exchange programme between student clinics in Zagreb and Oslo (partner The Royal Norwegian Embassy), Assistance mechanism for effective social integration of Roma and people with disabilities (partners Finnish Embassy, Human Rights Centre, Croatian Institute for Health Insurance), Support to setting up of the Legal Clinic for the Zagreb Faculty (partners British Embassy Zagreb), Triple A for Citizens (partners [Law Centres Network](#), [National Association of Citizens Information Service](#), [Association Democracy Initiative Sarajevo](#), [European Citizens Action Service](#), [National fund for civil society development](#), [Lawyer Committee for Human Rights](#)) and the project ENEMLOS;
  - e) External Clinics project launched in 2012 under the auspices of the Embassy of the Kingdom of Norway. Clinical students, in cooperation with civil society organizations and local self-government units, go to cities outside Zagreb and provide legal assistance, i.e. take over cases and provide general legal information and legal opinions to users who are unable to come to the premises of the Legal Clinic in Zagreb;
  - f) individual clinical groups are also involved in concrete work with civil society associations and other civil society organizations with which the Legal Clinic has concluded cooperation agreements. Thus, the Group for Assistance to Asylum Seekers and Foreigners, the Group for the Suppression of Discrimination and Protection of Minority Rights, the Group for the Protection of Patients' Rights, the Group for Children's Rights and Family Maintenance, and the Group for the Protection of Workers' Rights are active. Also, immediately after the earthquake, a separate link "Earthquake assistance" was posted on the website of the Legal Clinic.
3. Through simulated trials, students are prepared to work in practice through various student competitions at the Faculty. The following successes have been achieved in recent years:

**Price Media Law Moot Court**

(2015/2016) Regional competition: team (1), best speaker; best second speaker;  
 Oxford – 16 best teams; best speaker  
 (2016/2017) Oxford – finals  
 (2017/2018) Oxford – finals

**Willem C. Vis Arbitration Moot**

(2015/2016) Honourable Mention for Respondent  
 (2016/2017) Oral Rounds – finals; Honourable Mention for Claimant



|  |
|--|
| (2017/2018) Oral Rounds – finals; Honourable Mention for Claimant<br>(2018/2019) Honourable Mention for Claimant<br>(2019/2020) Oral Rounds – finals; Honourable Mention for Respondent    |
| <b>Philip C. Jessup International Law Moot Court Competition</b><br>(2017/2018) Overall Team Ranking: 87/121   |
| <b>European Law Moot Court (ELMC)</b><br>(2015/2016) Regional competition  |
| <b>Central and Eastern European Law Moot Court (CEEMC)</b><br>(2017/2018) Team (2); Best Speaker's Award; Speaker's Award<br>(2018/2019) Team (1)<br>(2020/2021) Team (3); Speaker's Award |
| <b>ICC Moot Court Competition</b><br>(2016/2017) Quarterfinals total 18 <sup>th</sup> place<br>(2017/2018) Quarterfinals total 10 <sup>th</sup> place                                      |
| <b>UN Law (UN Convention Against Corruption Committee)</b><br>(2018/2019) Outstanding delegate, 2 <sup>nd</sup> place; Honourable mention, 3 <sup>rd</sup> /4 <sup>th</sup> place          |

Student practical work at the **professional undergraduate study** is organized in various state administration bodies, local and regional self-government units. The purpose of professional practice in the professional study of public administration is to acquaint students with the working environment in public sector organizations, orientation in solving practical tasks and a critical assessment of the established state of the administrative organization in which the practice is conducted. 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, etc. In the academic year 2021/2022, following the example of the Legal Clinic, an initiative was launched to introduce the Administrative Clinic, where students would help citizens under academic mentorship to establish contacts with public administration. Field practice at the university undergraduate and graduate **study of social work** is carried out on the basis of a [tripartite agreement on cooperation with the relevant ministry and the Croatian Chamber of Social Workers](#), [Ministry of Justice](#), [Clinical Hospital Sestre Milosrdnice](#), [Psychiatric Clinic Vrapče](#), [Centre for Education Goljak](#), providers of non-governmental organizations (e.g. [Red Cross](#)). At the undergraduate study of social work, practical forms of teaching have been an integral part of the course since the second year of study. Students perform field practice related to user groups and methods of work in a number of different courses, where the practice is conducted in a total of [171 institutions/associations](#). Each of the mentioned [field works](#) at the undergraduate level takes place according to a specific programme depending on the area from which it is performed, and the same applies to the course [Practical work at the graduate level](#), which lasts four weeks or 120 hours and is carried out exclusively in [social care centres throughout Croatia](#). In the academic year 2020/2021 field classes were conducted through various webinars with visiting experts from various fields of work within the social welfare system and representatives of other social service providers in Croatia. This way of working enabled the connection of our study with the University of Sarajevo Department of Social Work of Political Science through a two-year project that began in 2020, through which social work students from the University of Sarajevo and Zagreb get acquainted with the specifics of social workers' work with beneficiaries in different circumstances, especially at the time of the Covid-19 pandemic.



### **2.6.3. Student practical work is conducted in a systematic and responsible manner that enables the achievement of intended learning outcomes related to student practical work**

In integrated legal 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. Namely, every student attending practical work is obliged to present a [work log](#) which is first certified by the office/institution where the student performed the practical work, and finally assessed by the vice-dean for teaching. After practical work, students fill out a survey to assess: their satisfaction with the office in which they performed practical work, personal recommendations of the office for practical work to future students and the extent to which office employees helped them gain practical knowledge. In the academic year 2020/2021, the [survey](#) was completed by 177 students, 170 of whom graded all questions with an excellent grade. The work of students in the Legal Clinic is under the control of academic mentors and heads of the Legal Clinic, which ensures the achievement of the intended learning outcomes. Also, the achieved results are evidenced by the reports on the work that the head of the Legal Clinic submits to the Faculty Council for adoption every year. Finally, the exceptional continuous international success of the Faculty students in competitions in simulated trials should be emphasized, which proves the successful achievement of the intended learning outcomes.

At the study of social work within the field practice conducted at the undergraduate and graduate programmes, the students receive [specific tasks and guidelines](#) with regard to the planned program and depending on the course in which the practice is performed. Objectives and expected outcomes of field practice are related to (1) developing the ability to understand the user's context and roles in a specific environment, (2) developing communication skills, counselling skills, assessment, writing social history, (3) learning about the work of the institution/association, scope of work of a social worker and teamwork, and institutional and cross-sectoral cooperation. During the implementation of the field practice, students are led by experts-field teachers, while a certain part of the schedule is provided for consultative and supervisory meetings at the Faculty. At the end of practical work and other obligations related to it, such as supervision and consultation meetings and writing a practical work log, the students receive a descriptive grade. During the pandemic, part of the field practice schedule was conducted through webinars, the Merlin platform, video analysis, written case studies, and supervision and consultation meetings. The evaluation of field practice is systematically carried out for each course and the area in which the field practice takes place. Based on the obtained results of student evaluation of field experience and field teachers on their experience of working with students, the possibilities of improving existing field practice programmes are considered and improved in accordance with the possibilities (for example, increasing the hours spent in field surveys). The most common form of evaluation of field practice in graduate studies is a **survey** that has been regularly applied to [students](#) and [field teachers](#) in recent years and results in an annual evaluation of fieldwork of students ([2017/2018](#), [2018/2019](#), [2019/2020](#), [2020/2021](#)) and field teachers ([2017/2018](#), [2018/2019](#), [2019/2020](#), [2020/2021](#)). The results of the surveys are presented at the [annual symposium for field teachers](#), where, in addition to presentations and reports on field practice, the mentioned possibilities of improving the field practice programme are considered, as well as other programme contents at the undergraduate and graduate level.

Professional practice at the undergraduate professional study of public administration is carried out in state administration bodies, administrative bodies of local and regional self-government units and in other organizations where professional bachelors of public administration may be

employed. Upon arrival, students are assigned a civil servant in the capacity of a **mentor** in charge of them during the practical work.

Students are assigned specific jobs, and according to a pre-prepared **protocol of observation** and participation, they record data on the structure, manner of providing public services, functioning, working methods, relations with citizens, and other relevant aspects of the administrative organization. After completing practical work, students submit a **practical work report** based on the practical work log they keep each day.

Based on the practical work report and the mentor's feedback, a descriptive assessment of practical work is concluded. For the last three years, for epidemiological reasons, practical work has been adapted to the new circumstances in such a way that students were given a **research task** in which they had to process practical aspects of the selected administrative organization according to a pre-arranged protocol/form. Students of professional studies are also student assistants trained for independent research and professional work and make contact with practice. The Faculty also [analyses the forms and success of internships in public administration and the connection with the study of public administration](#).

In conducting professional practice, the Faculty cooperates with professional associations such as the Institute of Public Administration (IJU) and the Association of Croatian Diplomats and provides students with free professional literature, especially [libraries](#) (book series) and [Professional Development Manuals](#) (17 books so far), Modern Public Administration (1 book, 2 in preparation), [scientific proceedings](#) (1 book) and [Forum on Public Administration](#) (16 publications; collaboration with the Friedrich Ebert Stiftung Foundation). IJU publishes the international scientific-professional journal [HKJU - CCPA](#), whose editors-in-chief, executive editors and chief editor assistants are teachers who teach at the Study Centre for Public Administration and Public Finance. Through the IJU awards for [students](#), a dozen awards were given and the awarded papers were published in the journal HKJU-CCPA. The students actively participate in the organization of [annual meetings](#) of the Institute and in the organization of international meetings organized by the Institute in Dubrovnik (2013, 2015, 2017 and [2019](#)). Professional content in the Institute's journal (special supplement) is edited by a student of the graduate professional study of public administration, while the editorial board secretary is an alumni of the faculty. The mentioned books, manuals and journals are available free of charge to all students and constitute a significant part of the examination materials in the study programmes, so the importance of the Faculty's cooperation with the Institute is obvious.

**For all forms of practical teaching at all study programmes new learning outcomes have been adopted in the academic year 2020/2021 which will be further evaluated through surveys**

### 3. TEACHING PROCESSES AND STUDENT SUPPORT

**3.1. Conditions for enrolment or continuation of studies are in line with the requirements of the study program, are clear, published and consistently applied**

#### **3.1.1. Criteria for enrolment or continuation of studies have been published**

Criteria for enrolment in the first year of study are prescribed by the [Ordinance on undergraduate and graduate studies at the University of Zagreb](#) and are adopted at Council sessions and published on the website of [Legal Studies](#), Social Work Study Centre ([undergraduate](#) and [graduate studies](#) in social work and social policy) and the Study Center for Public Administration and Public Finance ([undergraduate](#) and [graduate professional study of public administration](#) and [tax study](#)). The criteria are an integral part of the Senate's decisions on enrolment in the first year of study, based on which the University of Zagreb announces a competition. Decisions and competitions are published on the [website of the University of Zagreb](#). Conditions and criteria for enrolment are also available through the [Become a Student](#) web portal. Criteria for enrolment in higher years of undergraduate and graduate studies are prescribed by the Ordinance on undergraduate and graduate studies at the University of Zagreb and the [Ordinance on studies at the Faculty of Law](#), which also prescribes criteria for continuing study programs started at other universities in the country and abroad. Criteria for enrolment and continuation of postgraduate studies are prescribed by the [Ordinance on postgraduate specialist studies](#) and the [Ordinance on postgraduate university \(doctoral\) studies in Law](#). With the public announcement of the criteria for enrolment in the first year and higher years of study with the aim of further informing candidates/ students, the Faculty, in cooperation with the Student Union, launched the [Student Information Centre](#).

#### **3.1.2. Criteria for enrollment or continuation of studies are consistently applied**

In accordance with the regulations governing the enrolment of studies, all students must meet the set and published criteria for enrolment. The enrolment procedure is conducted and supervised by the competent vice-dean, the head of studies and the student service. The Student service conducts enrolment in the first year, i.e. the continuation of studies according to the prescribed and publicly announced criteria.

#### **3.1.3. Criteria for enrolment or continuation of studies ensure the selection of candidates with appropriate prior knowledge, in line with the requirements of the study program**

In order to select candidates with appropriate prior knowledge in the past period, the criteria for **enrolment in the first year of study** have changed. In the academic year 2015/2016 and 2016/2017 the ranking list of registered candidates for enrolment in integrated and undergraduate university studies was based on the enrolment criteria, which included: a) evaluation of success in high school (all programs), b) taking all mandatory state matura exams (all programs), c) tests of special abilities through a test in which comprehension of the text and logical reasoning are checked (for integrated legal study; for undergraduate university study) and d) evaluation of additional achievements of candidates (for integrated legal study; for undergraduate university study). From academic year 2017/2018 enrolment is carried out without checking special abilities and the ranking list of registered candidates is based on accepted enrolment criteria which include: a) evaluation of success in high school (all study programs), b) taking all mandatory state matura exams (all study programs), c) taking an elective course at the state matura (for integrated legal studies; for undergraduate university studies) and d) evaluation of additional achievements of candidates (for integrated legal studies and for undergraduate university studies). By the [decision](#) of the Faculty accepted by the Senate

of the University of Zagreb, the enrolment quota for part-time students in integrated law studies was reduced from 150 to 50, while the enrolment quotas for full-time students and other study programs remained the same. From academic year 2018/2019 additional achievements that are evaluated include: a) for integrated legal studies - the first three places in the state competition organized by the Ministry of Science and Education in any social, humanistic, natural or artistic subject; athlete from the Croatian Olympic Committee categorization; knowledge of another foreign language that the candidate studied in high school for at least three years); b) for undergraduate university studies - the first three places in a state competition organized by the Ministry of Science and Education in any social, humanistic, natural or artistic subject. The filling of the enrolment quotas of the Faculty in the study programs for full-time students shows the correctness of the set criteria and the appropriate determination of the enrolment quotas. Filling the enrollment quotas for part-time students, except for the programs of the [Social Work Study Centre](#), is stagnant, so the Faculty has adopted a [decision](#) on enrollment quotas for academic year 2022/2023 with the aim of redistributing existing quotas for full-time students or reducing the enrolment quota for part-time students. Criteria for **enrolment in higher years of study** are prescribed by university and faculty regulations. The student enrolls in the academic year in accordance with his/her achievements and enrolls only those courses (ECTS credits) for which he/she has acquired the prerequisites according to the study program and the study plan. The student is obliged to enrol unfulfilled obligations in the next academic year in such a way that enrolment and taking the third year of study is possible after achieving all ECTS credits in the first year of study, enrolment and taking the fourth year is possible after achieving all ECTS credits in the second year of study, i.e. the fifth year with the realization of all ECTS credits in the third year of study. Based on the criteria for **continuing studies** started at other higher education institutions in the country and abroad, the corresponding years of study and passed subjects whose curricula correspond to the curricula of subjects at the Faculty are recognized. The [Decision on the continuation of studies](#) is made by the dean after obtaining the opinion of the head of the chair on the recognition of exams in subjects taken at other higher education institutions. Criteria for continuing studies provide candidates with appropriate prior knowledge, which is supported by the obligation of students who enrol in graduate studies in social work and social policy to take, [during the preparatory semester](#), certain courses. Also, graduate professional specialist study of public administration can be enrolled by students who have previously completed professional tax study by [taking differential exams](#).

#### 3.1.4. The university has an effective mechanism for recognizing prior learning

The faculty evaluates various competencies acquired through prior learning through formal and non-formal education and informal learning. Thus, for example, when enrolling in the first year of law studies, the knowledge of another foreign language that the candidate studied in high school for at least three years is evaluated as an additional achievement. Furthermore, when transferring from the programs of other higher education institutions or other programs of the University of Zagreb, the procedure of recognition and evaluation of previous learning prescribed by a [competition](#) or [decision](#) is carried out. In accordance with the [Ordinance on the allocation of ECTS credits for extracurricular activities of the University of Zagreb](#), the Faculty recognizes students acquired ECTS credits in non-formal education as enrolment of additional credits in the diploma supplement. ECTS credits earned in the framework of mobility, international and domestic horizontal, are recognized in accordance with the [Ordinance on International Mobility](#), the [Decision on the recognition of courses that the student has attended and passed in the framework of international mobility](#).

### **3.2. The university collects and analyses data on the progress of students in their studies and based on them ensures the continuity of studies and the completion of students**

#### **3.2.1. Procedures for monitoring student progress are clear and accessible**

Student progress is defined by learning outcomes at the level of the study program and at the level of individual subjects and is based on the achievement of certain ECTS credits. Methods of evaluating student knowledge are published [in advance](#) and are applied regularly. Progress in the adoption of learning outcomes is continuously monitored during the course of teaching through the so-called self-examination of knowledge, various quizzes - examination of knowledge, colloquium and after the end of the lecture through the final exam (written and oral or only oral). Criteria and conditions for enrolment in higher years of study are clearly prescribed and published on the Faculty's website (see 3.1.). In addition to the public announcement of the criteria for enrolment in higher years of study with the aim of further informing students, the Faculty, in cooperation with the Student Union, launched the [Student Information Centre](#).

#### **3.2.2. Collection and analysis of data on student progress in the study is carried out regularly**

The Faculty regularly collects data on the progress of students in the study activities carried out by the Quality Management Committee, the competent vice dean and the heads of study centres. Data on the progress of students in integrated law studies have prompted changes in the way of teaching from academic year 2018/2019 by introducing the so-called **modular classes**. Data on student progress in the programs of the Social Work Study Centre show a decrease in the average duration of four-year undergraduate study of social work from 5.4 years (2012) to 3.9 years (2017) and relatively good pass rate from the first to the second year. According to the data for graduate studies, the completion rate is almost 100% with an average duration of (one year) studies of 1.2 years. Data on the progress of students in the programs of the Study Centre for Public Administration and Public Finance indicate difficulties in passing through undergraduate studies and relatively poor student completion. In this regard, the Faculty has reached a [decision](#) to reduce enrolment quotas for academic year 2022/2023, and preparations are underway for the introduction of additional activities aimed at improving the quality of professional studies. Among other things, stricter enrolment requirements to ensure the enrolment of candidates with appropriate prior knowledge and skills to master learning outcomes as well as the adaptation of teaching methods in order to successfully transfer knowledge and master the study program. At the same time, it should be emphasized that the completion of students attending specialist graduate professional studies in public administration exceeds 75% with an average duration of (two-year) study of 2.5 years.

#### **3.2.3. The university provides effective mechanisms for analysing the success and success of students and based on them initiates appropriate activities**

The data collected on the success and passing of students in integrated legal studies resulted in a consensus on the need to change the teaching process. The introduction of the modular form of teaching in the first year of study began in the academic year 2018/2019. The first results showed better pass rate and success of students in lower years of study in mastering the expected learning outcomes, and the number of students enrolled in the first year of study and who earn at least 60 ECTS credits is continuously increasing. In 2020 the increase in the number of such students compared to 2019 was 119%, with the number of enrolled in 2020 compared to 2019 being only 10% higher. As modular teaching is introduced year after year,



an in-depth analysis of the results of introducing changes in the teaching process will be performed after the end of the fourth year of conducting this type of teaching.

In the undergraduate study of social work, the pass rate from the first to the second year is high and shows stability throughout the reference period, while the indicators of pass rate in the undergraduate professional studies are worrying. We are of the opinion that this is largely due to inadequate enrolment quotas, and a decision was made to reduce the number of enrolment places in both undergraduate professional studies. Namely, the plan for improving the pass rate in all study programs of the Faculty includes the necessity of obtaining quality candidates and optimal planning of enrolment quotas. The need to strengthen the work with part-time students of vocational studies was recognized in the [program](#) of the head of the Study Centre for Public Administration and Public Finance. This fact, with the support of the Dean of the Faculty, resulted in equalizing the scope of teaching for part-time students with the scope of teaching for full-time students from academic year 2021/2022 and should have a positive effect on achieving more ECTS credits. A module is being prepared that would enable students of professional tax studies to continue their studies at the graduate professional study of public administration. In this way, we strive to increase the attractiveness of professional tax studies and increase the number of quality candidates. We especially emphasize that the third research on the employability of graduates of the Faculty will be conducted, but only the second research on the employability of students of professional studies with the appropriate comparative analysis. All of the above shows a strong focus on strengthening and improving all professional studies conducted at the Faculty. We also emphasize the fact that since this academic year, the possibility of academic mentoring of all first-year undergraduate students has been provided (for the first time), which should also increase the pass rate from the first to the second year of these studies.

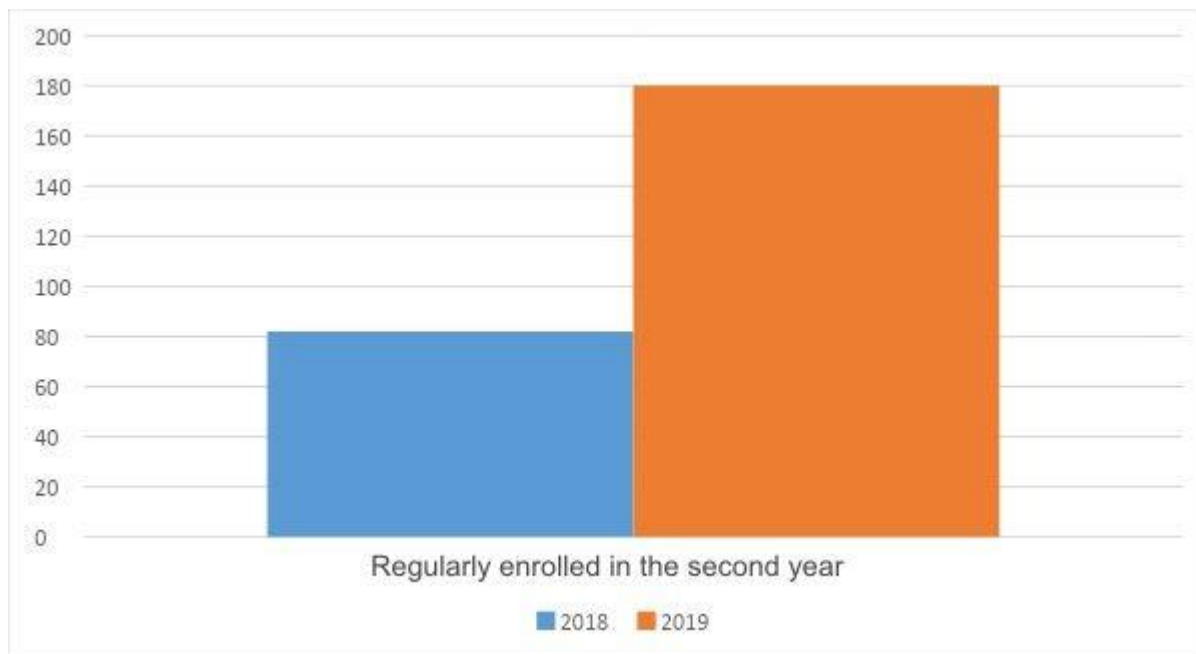
The quality of monitoring student pass rates is ensured by a mentoring approach - student mentors who help younger colleagues, as well as academic mentors. The Institute of Academic Mentors, at the initiative of the Vice Dean in charge of teaching, was introduced in the academic year 2020/2021 based on the decision of the Dean, and then the Faculty Council in 2021 adopted the [Ordinance on the academic mentoring program at the Faculty of Law](#), University of Zagreb, which provides support to all first-year students who enrol in any study program at the Faculty and express interest in such support. Given the conditions of study caused by the pandemic and the earthquake, the activities of the Student Counselling Centre, which provides students with learning assistance in order to achieve effective and successful study, proved to be significant. The continuous measure of adjustment of first-year students of all study programs takes place through the Orientation Days. In order to ensure that students who continue their studies (for example, in graduate studies in social work or social policy or specialist graduate professional studies in public administration) have the competencies required to complete their studies, certain distinctive courses have been introduced which students who have not completed professional studies at the Faculty, and who enrol in these studies must pass in order to be able to continue their studies.

#### **3.2.4. Pass rate in the study program from the first to the second year of study (only for undergraduate and integrated study programs) in the last five academic years in relation to the year of evaluation**

The pass rate from the first to the second year of integrated legal studies showed a slight upward trend during the first four years of the reference period, from 11% of those regularly enrolling in the second year of the 2015 generation to 16% of students in the 2018 generation. With the purpose of increasing the pass rate, and after an extensive discussion, modular teaching was introduced in the academic year 2018/2019. Already the first year of implementation



introduced a significant improvement and 32.43% of students enrolled in 2019 regularly enrolled in the second year of study, which is an increase of 100% compared to the generation enrolled in 2018.



Although these are still not satisfactory figures, the fact is that, compared to 50% of students who achieve some success in study (generation 2015), at the end of the reference period we have 68% of students who achieve some success in study (generation 2019). Given the fact that the average grade of enrolled students is uniform, we can largely attribute the improved trends in pass rate to **changes in the way of teaching at integrated legal study programme**.

It is not negligible that about 40% of students earn a certain number of ECTS credits, although insufficient for a proper course of study, which shows the existence of a relatively large base of students who have the potential to complete the study. Therefore, for each academic year, within the system of student-mentors and teacher-mentors, the activities of these mentors will be focused on providing support in order to facilitate the pass rate through the study.

In the forthcoming period, after the completion of one cycle of modular teaching, the Faculty will conduct an **in-depth analysis of modular teaching and initiate the reform of ECTS credits**. We are of the opinion that one of the problems faced by students is the inadequate workload and distribution of ECTS credits, and the combination of the effects of modular teaching and the appropriate distribution of ECTS credits could result in adequate success of law students.

The pass rate in the undergraduate study of social work from the first to the second year of study shows a stable trend. The number of students enrolled in the first year and regularly enrolling in the second year in the initial year of the reference period (2015) was 55.75%, while the number of students lagging behind but still active and with high prospects of compensating for the backlog was 27.84%. Thus, over 83% of students are relatively successful in their studies. Extremely small number of students were significantly behind, averaging about 3%. During the reference period, the figures did not change significantly.

The pass rate in undergraduate professional studies is not satisfactory. At the professional tax study, 12% of students enrol in the second year without a major gap in ECTS credits, while 31% of students earn a certain number of ECTS credits, which is still not enough to study

without a major gap in ECTS credits. Therefore, over 57% of students achieve a minimum or no ECTS credits. In the professional study of public administration, the situation is similar, 9% of students enrol in the second year without a major gap in ECTS credits, 19% of students earn a certain number of ECTS credits. Therefore, over 70% of students achieve a minimum or no ECTS credits. We are of the opinion that one of the causes of low pass rates is the reduced quality of incoming students. Equal or increased capacities of higher education, and in the context of negative demographic indicators, lead to the inclusion of persons who have met the minimum criteria for completion of secondary education in previous education. Namely, in the period 2018-2020, undergraduate professional studies were enrolled by students with an average success rate at the state matura of 49.6% (professional tax study) and 51.35% (professional study of public administration). In the same period, the average grade from high school enrolled students dropped from 3.78 to 3.69 (professional tax study) and from 3.83 to 3.73 (professional study of public administration). In addition, it is not a negligible fact that in the field of professional study of public administration there is extremely high competition in the Republic of Croatia and professional study at the Faculty is perceived (largely correct) as more demanding than other similar studies. The increase in the number of higher education institutions, especially in the field of vocational education, increases the availability of entry into higher education, but reduces competition. Therefore, the Faculty decided to reduce the enrolment quotas for professional undergraduate studies. In addition, part of the [program](#) of the head of the Study Center for Public Administration and Public Finance is the adaptation of examination literature to students of professional studies, which is being worked on intensively. It has already been pointed out that since this academic year, for the first time, the academic mentoring program is available to first-year students of both undergraduate professional studies, and we believe that this will help increase the pass rate from the first to the second year. The plan is to conduct a pass rate analysis for individual courses in order to determine the points that cause impassibility of studies, after which a discussion will be initiated with the aim of introducing changes in the study programs of professional studies of the Faculty. The head of the study centre for public administration and public finance will, with the support of the Faculty Administration, initiate talks with the heads of chairs that teach at the study centre and individual teachers in order to eliminate shortcomings that may be shown by passing the analysis of individual courses.

#### 3.2.5. Completion of the study program

Graduation in the study programs of the Faculty is not uniform. There are **different reasons** for this, from the different quality of incoming students, the way the study program is conducted (university, professional, integrated, undergraduate, graduate) as well as the motivation of students to study. By analysing the situation and recommendations of the re-accreditation procedure from 2015, the Faculty started with activities aimed at mitigating negative trends.

In the period 2018-2020, the average grade of students enrolled in the first year of undergraduate university study of social work is 4.24 students enrolled in integrated legal studies 4.03, while the average grade of students enrolled in undergraduate professional studies is 3.71, so **it is not possible to expect equal student success**. However, a distinction should be made between graduate studies and undergraduate studies and integrated law studies. At the graduate studies of social work and social policy, the completion rate is almost 100% with a duration of studies that is slightly above the planned one year. It is similar to the graduate specialist professional study of public administration where no student has lost the right to study, and the average completion rate exceeds 75% with an average duration of (two-year) study of 2.5 years. It should be noted that in this graduate study a large number of students study part-time and it is realistic to expect that the average length of study would be shorter.

Completion of integrated legal study programme is a consequence of the challenge faced by the Faculty in solving the transience through study and must be analysed in the context of a higher percentage of students who drop out of the study and which can be continuously monitored since 2012. In the generations enrolled before 2017, over 40% of students dropped out of studies, today there are almost 38% of them per generation and it is likely that in each generation there will be about 40% of students. This percentage can be related to the fact that integrated legal studies are enrolled by students who thus acquire student rights or various benefits, without real intention to study or with the intention of waiting for enrollment in study programs with highly prohibitive enrollment quotas. Number of students who do not register for any exam during academic year is significant, and the introduction of modular teaching has further helped to identify such students, as evidenced by the fact that from the premodular 10% this category of students has grown to 14% in the first year of study. Of course, the fact remains that the completion rate is on average 20% with an average duration of (five-year) study of almost 6 years. Comprehensive results of changes in teaching methods can be expected only in two years, but given the increase in the share of successful students, a visible shift towards shorter average study can be expected. The Faculty expects that the effects of modular teaching with the announced reform of ECTS credits will result in **increased student completion and shortening the average duration of study**.

At the undergraduate university study of social work, there is a small number of students who drop out of studies, an average of 18 per generation (out of 160 students) or slightly more than 12%. 58.4% of the students enrolled in 2015 completed this study, 52% of those enrolled in 2016, and 29% of those enrolled in 2017, with an average duration of 4.3 years. Therefore, it is expected that over 80% of enrolled students will complete their studies, of which 50% within the deadline, which is satisfactory data.

The analysis of completion in undergraduate professional studies shows that one third of enrolled students drop out of their studies, on average 35% of students in the professional study of public administration, and 29% of students in the professional study of tax studies. That is, the professional tax study is completed by an average of 30% of enrolled students per generation, and the professional study of public administration by about 20%, with the average duration of (three-year) professional studies being 3.8 years. With the aforementioned measures, the Faculty will improve the graduation of students of professional studies and shorten their study time. Also, in the future, as already mentioned, the Faculty will pay more attention to teaching in professional studies. It should be emphasized that the Faculty Administration in the academic year 2021/2022 increased the scope of teaching part-time students in professional studies the most because until this academic year they had only 30% of the scope of teaching full-time students, compared to 50% of the scope of teaching for part-time students for students in integrated law studies and studies at the study center for social work. In addition, in order to strengthen professional studies at the Faculty, the **preparation of a new professional study of mixed type** (economic-managerial) is in progress. We believe, at the same time, that the introduction of an additional module in the graduate specialist professional study of public administration (in the plan for the upcoming academic year) targeted at students who complete the professional tax study will increase the attractiveness of this study. Equally, this measure will have a motivating effect on current students of tax studies and encourage some of them to complete their studies. The Faculty is working to strengthen the perception of professional studies in public and proposals are being prepared to the Ministry of Justice and Administration to conclude a series of agreements to facilitate professional practice and thus strengthen the practical component in teaching and connect students with future employers. The model of organizational strengthening of the Study Center for Public Administration and Public Finance as an organizational unit of the Faculty is also considered.

The Faculty encourages the **re-establishment of the association of students of professional studies** as well as the participation of students in scientific work. Therefore, special emphasis should be placed on cooperation with the Institute of Public Administration and activities of the Institute in which students of professional studies participate, such as the annual [scientific-professional meeting](#) of the Institute, a series of [Forums on Public Administration](#), conducting forums [Theoretical talks on public administration](#), etc. The Faculty is preparing for the reform of public administration studies and the analysis of the introduction of a university study of public administration, which would be the only one of its kind in the Republic of Croatia. For this purpose, the Faculty prepared **comparative analyses of study programs** and participated in projects, such as the [NISPAcee project "Public Administration Education Quality Enhancement \(PAQUALITY\)"](#), within which the study [Public administration education in Croatia](#) was published.

### 3.3. The university provides student-centered teaching

#### 3.3.1. The university encourages different ways of teaching in accordance with the anticipated learning outcomes

In addition to the [Ordinance on Studies](#), the learning outcomes of each individual course include, among other things, the methods of teaching in accordance with the learning outcomes. Classes are held in the form of **lectures** in which students are introduced to the content of the study program, theoretical knowledge, practical solutions of the Croatian legal, administrative and political system, and the system of social work and social policy, as well as comparative European and other systems; **seminars** in which students become more and more acquainted with the subject matter, and in seminars of university studies and for the purpose of introduction to scientific work; **exercises** performed in order to acquire practical knowledge and skills, often outside the Faculty, in accordance with the agreements that the Faculty has with other institutions; **practical classes** within which they differ: practical exercises, legal clinic or simulated trial for law students, field classes for students of social work studies and professional practice for students of professional study of public administration. In addition, **consultations** are available to students, group or individual, as a way of additional teaching. Each teacher is obliged to hold consultations once a week for two school hours, and the right to consultations is the right of every student.

#### 3.3.2. Various teaching methods are used to encourage interactive and exploratory learning, problem solving and creative and critical thinking (e.g. individual and group projects, collaborative learning, problem-based teaching, fieldwork and other interactive methods)

The envisaged forms of teaching realize different teaching methods that encourage the interaction of teachers and students, i.e. encourage students to independent research work. They are further systematized and improved in the adoption of learning outcomes by constructive alignment with teaching methods. Within the seminar teaching and exercises, problem-based teaching is represented in such a way that students are obliged to independently create certain tasks aimed at achieving the set learning outcomes. Through practical classes, students have the obligation, but also the opportunity to do practical exercises, fieldwork and professional practice and meet real life situations that they will solve after graduation. For [practical exercises](#) law students can choose institutions, offices (lawyers and notaries) and companies with which the Faculty has an agreement, participate in the work of the [Legal Clinic](#) and under the supervision of mentors within different groups to solve real cases acting as one of the largest providers of free legal aid in the territory of the Republic of Croatia. Also, students are enabled to participate in numerous competitions in simulated trials ([moot court competitions](#)) where

they gain experience in teamwork, legal argumentation, logical reasoning and competitiveness. We especially emphasize the fact that law students enrol in the course "[Advanced Seminar and Diploma Thesis](#)" in order to get acquainted with the subject of individual subjects at a higher level, conducting independent research and writing and defending the thesis. In the programs of the Study Center of Social Work during regular classes, different teaching methods are used (individual work, pair work, group work) according to the principles of [active learning](#) and [critical thinking](#) and [service learning](#). The special importance of [field teaching](#) is to get to know different forms of assistance and support to users of rights in the social welfare system, providers of social services outside the social welfare system and direct work with beneficiaries. Students are focused on the work of a social worker in an interdisciplinary team, the activities of the institution and inter-institutional cooperation. During the internship, students are taught social work interventions, social planning procedures, assessment, counseling processes, social action, research, evaluation and supervision. Field practice is carried out in [Social Welfare Centers](#) and [other institutions within the social welfare system](#) such as social care homes, community service centers, homes for the elderly and infirm, associations, civil society organizations, religious communities, child and youth care centers, judicial institutions and the like.

In the programs of the Study Center of Public Administration and Public Finance, within [professional practice](#) students get acquainted with the working environment in public sector organizations, solving practical tasks and critical evaluation of the state of administrative organization (state administration, administrative bodies of local and regional self-government units and other organizations in which it is possible to employ professional bachelors in public administration) in which the practice is carried out under the mentorship of one of the public servants. In the second year of undergraduate professional tax studies, almost 50% of classes are conducted in the form of [practical exercises](#). At the specialist graduate professional study of public administration, students have various opportunities for practical and research work, with special emphasis on the [Laboratory of Administrative Innovation](#), and the introduction of the Administrative Clinic, modeled on the Legal Clinic, through which students with academic mentorship help citizens. The possibility of participation of vocational students in the program of [city laboratories](#) within the UNIC project should be emphasized.

### **3.3.3. Ways of teaching and teaching methods are continuously evaluated and adjusted**

All these forms of teaching and methods are continuously evaluated by teacher surveys. Given the newly adopted learning outcomes in law studies, the Study Center for Social Work and the Study Center for Public Administration and Public Finance apply [surveys](#) that evaluate the performance of teaching and teaching methods. Given the results of the survey, the Quality Management Committee in cooperation with the Vice Dean for Teaching and the heads of study centers will adjust the forms of teaching and teaching methods in order to improve the quality of teaching and learning. Some teachers create their own [surveys](#) that use the Merlin e-learning platform to check students' attitudes about teaching and use the results to improve teaching and teaching methods.

### **3.3.4. Teaching methods are adapted to a diverse student population (non-traditional student population, part-time students, older students, underrepresented and vulnerable groups, etc.)**

Teaching methods are adapted to a diverse student population in different ways, e.g. at adapted teaching times. Thus, all forms of teaching for part-time students (mostly older students and part-time students) are organized in the afternoon, when possible. Since academic year 2021/2022 part-time students had 50% of the hours of full-time students (legal studies and



studies at the Study Center for Social Work), and 30% of the hours of full-time students (Study Center for Public Administration and Public Finance). From academic year 2021/2022 the schedule of part-time students is equal to the schedule of full-time students in all study programs in order to reduce the lag of part-time students in the performance of study obligations in relation to full-time students. For students who, for justified reasons, cannot attend classes properly, e.g. a seminar, it is possible by the decision of the dean and at the suggestion of the teacher to determine the subsequent time and manner of execution of the seminar obligation. Students are also guaranteed the adjustment of the teaching process by the [Procedure for making recommendations for the adjustment of the teaching process and taking exams](#).

#### **3.3.5. The university ensures the use of advanced technologies with the aim of modernizing teaching**

The Faculty has been encouraging the use of advanced technologies in the teaching process for many years. This process was coordinated by the competent Vice-Dean, Commissioners and Coordinators for e-learning, and then by the Committee for E-learning. The experience of using advanced technologies in teaching enabled the Faculty to organize [distance learning](#) (so-called online teaching) via the [Google meet application](#) in March 2020 in the circumstances of a pandemic and earthquake, and an *online* spring exam in April, which was recognized as a valuable [contribution](#). The faculty uses Merlin - an [e-learning system](#) within which various teaching materials, implementation plan and program for a specific subject are set up and written tests (e.g. colloquia) are conducted. In the academic year 2020/2021 a [competition](#) has been announced for the award for the best e-course. These achievements were presented at the [e-learning days](#) organized by SRCA (December 2021). The e-learning committee is in the process of preparing an e-learning strategy, materials for teachers with examples of good practice and proposals for holding a series of new workshops on methodological and didactic teaching methods.

#### **3.3.6. Available and dedicated teachers contribute to motivating students and their engagement**

Teachers are available to students both before, during and after the completion of certain forms of teaching and during consultations. The time of the consultations is determined in advance by the curriculum, but teachers also hold consultations "as agreed" or outside the prescribed time. The time of the consultations is published on the website of each chair, and deviations from the established deadlines must be announced in advance in an appropriate manner. The Faculty has enabled all its students to use the faculty e-mail address ([name.surname@student.pravo.hr](mailto:name.surname@student.pravo.hr)) in order to guarantee greater availability of teachers to students because now the teacher can know for sure that the student of the Faculty addressed him by e-mail and communication with students takes place exclusively through their official addresses. The availability of teachers is especially important in the first year of study of all study programs and during academic year 2020/2021 by the decision of the dean a program of academic mentors was introduced. Academic mentoring program at the beginning of the academic year 2021/2022 has been regulated by the [Ordinance on the Academic Mentoring Program at the Faculty of Law, University of Zagreb](#).

#### **3.3.7. The university encourages the independence and responsibility of students**

The Faculty encourages and supports the independence and responsibility of students in various ways. Students, independently or in cooperation with the Faculty, participate in the implementation of various teaching and extracurricular activities or projects that are recognized not only in the faculty and university framework but also have a wider social significance. We



especially highlight the project "[Financial and legal literacy](#)" of the association Meritokrat, as well as continuous humanitarian and volunteer work such as the Christmas humanitarian action "[Every 25<sup>th</sup> Christmas to someone...](#)". Students regularly participate in scientific research and publish papers, for example, in the journal [Pravnik](#), the oldest professional student journal for legal and social issues in the Republic of Croatia. At the same time, the Faculty encourages students to participate in international exchanges, various seminars and [summer schools](#).

### **3.4. The university provides appropriate support to students**

#### **3.4.1. The university provides students with counseling on studying and career opportunities (e.g. tutors, mentors and other counselors to help students learn and progress)**

The faculty provides students with different types of support, and special attention is paid to first-year students. For them, the Days of Orientation at the [Study of Law](#), the [Study Center of Public Administration and Public Finance](#) and the [Study Center of Social Work](#) have been continuously organized, which have been held live in recent years, and during the pandemic in an online environment. During the Orientation Day, students are given basic information through [presentation](#) about the content of studies, work of the chairs, ISVU and AAI@EduHr system, student rights and obligations, work of the library and the work of coordinators for students with disabilities and ECTS coordinators, work of Student Counselling Centre and the like. An [info package](#) is available to students, which contains all relevant information on, for example, studies, exams and exam literature.

The faculty takes care of the success of student studies and supports them in planning and dynamics of studies through the institute of academic mentor, and at the beginning of each academic year teachers are invited to apply for an academic mentor, especially for mentoring first year students.

At the Faculty, the practice of holding consultations for students of all levels of study is established, with teachers holding weekly [consultation dates](#). Teachers are also available to students via e-mail outside the consultation period, which students and teachers often use as a form of communication. During the epidemic, teachers continuously held consultations with students in the *online* environment.

In order to acquaint students with future professions, [Career Days](#) are held continuously. During the Career Day [program](#), eminent experts in the field of law, public administration and public finance, and social work participate, who introduce students to the basic tasks of these professions through presentations and interactive discussions.

In order to inform students, the Faculty publishes information on various events on its [website](#) and [social networks](#), such as Career Day, Erasmus competitions, [various conferences, round tables at the international and national level](#). In addition, informing students and teachers is regularly conducted through the [PFZG for students](#) and the [PFZG Bulletin for Teachers](#).

#### **3.4.2. The University has established functional procedures for professional guidance of students, psychological counselling, legal counselling, support for students with disabilities, support for inclusion in outgoing and incoming mobility programs and library and student services at university or faculty level and students are familiar with them**

In order to provide various types of support to students, the Faculty has a student counselling center, coordinators for students with disabilities, the Office of the Student Ombudsman, the Student Complaints Board, the Office for International Cooperation, the Student Committee,

relations with student associations and the student standard, Faculty Library and Student Office.

The [Student Counselling Centre](#) has been operating continuously since 2014 and provides individual psychological support to students in adjusting to study and student life, support for academic progress and personal health problems, various life circumstances (e.g. studying and childbirth, part-time study, etc.), as well as professional guidance of students (activities visible in [annual reports](#)). The Counselling Centre works twice a week and applies a personal "face to face" approach, so during the pandemic and after the earthquake, the Counselling Centre worked online and published guidelines for maintaining mental health available to all students. Support for students with disabilities is provided through the work of the [coordinator for students with disabilities](#), vice dean for teaching, lecturer and the engagement of the head of the Faculty Library and head of the library of the Study Centre for Social Work regarding access to literature. Coordinators provide support related to the exercise of the right to adjustment in teaching and taking exams, communication with the University Office for Students with Disabilities, faculty members and the Counselling Centre. In order to provide timely information on the availability of this support to students, the coordinators for students with disabilities and the Counselling Centre present their work to freshmen on [orientation days](#). Depending on the specifics of their difficulties, students with disabilities are provided with alternative ways of taking exams and achieving learning outcomes (e.g. by [making decisions](#) on oral instead of written tests of knowledge or extending the time to write a test for dyslexic students, increasing font size for visually impaired students, etc., on the recommendation of the Office for Students with Disabilities, University of Zagreb).

[The Office of the Student Ombudsman](#) provides legal advice to students and receives complaints from students regarding their rights and discusses them with the competent bodies of the faculty, and advises them on how to exercise their rights. The Ombudsperson may participate in disciplinary proceedings against students in order to protect their rights and perform other tasks related to the rights of students of the Faculty.

The Faculty also has a Student Complaints Board, which deals with resolving student applications and appeals for resolving various student issues. Board members are teachers and students of the Faculty. The Committee on Students, Relations with Student Associations and Student Standard also deals with student issues, the quality of study and student life, and their activism through student associations. The administration has special consultation dates for direct contact with students and meets regularly with student representatives through the usual communication via e-mail.

[The Office for International Cooperation](#) works to provide administrative support to students during the application process for various international exchange programs and through motivating students for them. In addition, it provides support to students during and after their return from the exchange ([study mobility](#), [internship](#)) in cooperation with ECTS coordinators and the student service. The Office is actively working to provide support to incoming students for whom it organizes various activities such as [Welcome Day](#).

[The Library of the Faculty of Law](#) and the [Library of the Study Centre for Social Work](#) provide assistance and support to students in searching for and finding literature and in adapting literature for students with disabilities. The library is subscribed to hundreds of domestic and foreign journals in paper or digital form, which ranks it among the leading law libraries and social work libraries in the country. At the same time, the Library conducts trainings related to academic writing or searching legal sources and databases at the undergraduate or postgraduate level, and presents its work at the [Orientation Days](#). In cooperation with the ELSA student

association, the Library organizes a three-day workshop called "Academic Writing" once a year, which has been attracting more and more students for several years.

[Student service](#) at the faculty level is provided for all three studies and which performs a significant number of administrative tasks related to student issues.

In addition to the above sources of support for students, the Faculty intends to launch the so-called mentoring program that would provide students who wish to do so with mentors - senior students with the aim of providing support during their studies. Students are informed about these forms of support through the [Faculty's website](#), social networks, bulletin boards in the Faculty, by organizing an [orientation day for first-year students](#) in order to inform students about organizational units in the student service (e.g. administration, student counselling, coordinator for students with disabilities, student assembly, student ombudswomen, etc.), their rights, programs, mobility opportunities, etc., but also through student media such as [Socius](#) created and edited by students of the Social Work Study Centre.

**3.4.3. Student support is adapted to a diverse student population (part-time students, senior students, students from abroad, students from underrepresented and vulnerable groups, students with certain difficulties in mastering the material and passing through studies, etc.)**

Classes at the Faculty are held in shifts. Afternoon shifts are intended for students who study with work or some other activity that requires students to provide customized dates and ways of performing the program in accordance with the implementation plan. Thus, for example, at the Social Work Study Centre, part-time students can be included in a group of exercises and/or lectures in the afternoon, which is provided by the [schedule of classes](#) for all years of study (held during the pandemic). [Adaptation of teaching for part-time students](#) also exists in law studies. In professional studies, special classes are planned exclusively for part-time students in the afternoon. The faculty pays special attention to students with disabilities in the development of teaching schedules in order to ensure that classes are conducted in halls accessible to them. The head of the Library, as well as other employees of the Library, have been cooperating for many years with the Association Ideas in adapting the examination literature to blind and visually impaired students.

**3.4.4. The university employs an adequate number of qualified and committed professional, administrative and technical staff**

The Faculty employs a total of 236 workers. There are 174 employees in the scientific-teaching and associate professions, and according to the structure of titles, there are 39 full professors, then 23 regular professors, 50 associate professors, 36 assistant professors, 4 senior lecturers, 6 postdoctoral students, 16 assistants. In the category of non-teaching staff, 69 employees are employed according to the following structure of non-teaching staff qualifications: doctor of science (Ph.D., 2), university degree (VSS, 18), higher expertise (VŠS, 8), secondary education, 28), skilled worker (KV, 1) and unskilled worker (NKV, 12). Structure of non-teaching staff positions: administrative staff (37), library staff (9), other employees (23). Gender structure of non-teaching staff: women (53), men (13). A comparison of the number of non-teaching staff with the total number of employees shows that they make up 29% of the employees at the Faculty. One person from the group of non-teaching staff has slightly more than two persons with scientific-teaching, teaching and associate titles. 6160 students are currently studying at the Faculty, undergraduate and graduate studies (3695 undergraduate and graduate integrated legal studies; 884 undergraduate university study of social work; 125 graduate study of social work; 86 graduate study of social policy; 713 undergraduate professional study of public administration; 261 tax study; 212 Specialist graduate professional

study of public administration). It follows that one person of professional, administrative and technical staff has about 85 students.

#### **3.5. The university provides support to students from vulnerable and underrepresented groups**

##### **3.5.1. The university monitors the different needs of students from vulnerable and underrepresented groups**

The Faculty strives to provide equal opportunities for all its students and in an organized manner monitors and takes care of the needs of all students, including students from vulnerable and underrepresented groups. The provision of appropriate support to students is taken care of by the faculty committees - the Committee for Students with Disabilities and the Committee for Students, Relations with Student Associations and Student Standards, which in their work consider improving study conditions. In recent years, changes have been introduced to improve the spatial accessibility of buildings owned by the Faculty - access ramps, organization of seating in halls, elevators adapted for students with physical disabilities, as well as the hygiene block. Faculty teachers regularly participate in education on the needs of certain groups of students with disabilities, as well as scientific and professional conferences on this topic, and [educational materials](#) are permanently available on the Faculty's website. The support provided to students within the framework of academic mentoring has proven to be important for students from vulnerable and underrepresented groups, because in this way they can, without standing out from other students, be empowered and thus function better as part of the student body. Special support for students from vulnerable and underrepresented groups is provided by [coordinators](#) in each of the studies as well as [Commissioners in the process of protecting student dignity](#) established as a special institution with the task of receiving complaints related to student harassment and proposing appropriate solutions. Vulnerable and underrepresented groups of students can exercise various rights, such as the right to [direct accommodation in a dormitory](#), and by enrolling in the inter-constituent course [Peer Support for Students with Disabilities](#), students with disabilities are assisted by fellow students from the same study and year.

##### **3.5.2. The teaching process is adapted to the individual needs of students of vulnerable and underrepresented groups**

In the process of adapting the teaching process to students of vulnerable and underrepresented groups, the Faculty follows the [Procedure for making recommendations for adapting the teaching process and taking exams](#) based on which the teaching and examination process is adapted to the specific needs of students in such a way that, for example, blind students are released from the written part of the exam while students with motor disabilities are allowed to extend written exams. The Vice Dean for Teaching and the heads of study centres make [decisions](#) on adjusting the teaching process for students with disabilities in cooperation with the [coordinator](#) for people with disabilities and based on the recommendation of the [Office for Students with Disabilities](#) and the opinion of the competent school doctor. The library is continuously working on adapting the examination literature to blind and partially sighted students, and students are encouraged to move internationally within the Erasmus + program and through the UNIC project, which is specifically aimed at strengthening the [inclusion of all categories of students](#) regardless of their socioeconomic and other status in all teaching processes and within which it is possible to achieve [virtual mobility](#) as a form of gaining international experience. In the last two years, in pandemic conditions and circumstances caused by the earthquake in the preparation of the spatial schedule of classes, special attention

is paid to spatial accessibility, so that students with severe disabilities can independently access the halls where classes are held.

### **3.5.3. The university invests in supporting students from vulnerable and underrepresented groups**

The Faculty enables all students who pay a participation in the costs of their studies to [pay in instalments](#) without submitting an application and a special decision approving the payment in instalments. In accordance with the [Ordinance on the use of own revenues](#), the Faculty covers the costs of helping students with lower financial status as well as the costs of adjusting classes and study conditions to the needs of students with disabilities by financing, for example, [teaching assistants](#), that is, it supports humanitarian fundraising actions for students of lower financial status, such as the [humanitarian indoor soccer tournament](#) "Kristian Jukić". The funds raised were donated to a blind student of the Faculty in agreement with the coordinators for students with disabilities. In academic year 2020/2021 two personal computers are donated to blind students while in December 2020 the Faculty launched a [program to help students with earthquake affected areas](#), which included providing psychological support in Student Counselling Centre, free legal aid of the Legal Clinic and the fundraising campaign raised HRK 295,000.00 distributed to students as a one-time aid.

## **3.6. The university enables students to gain international experience**

### **3.6.1. Students are informed about the possibilities of attending part of their studies abroad**

The Faculty regularly informs students about the possibilities of participating in international exchange programs by publishing competitions on the Faculty's [website](#) and social networks. In order to inform students, the [Office for International Cooperation](#) organizes [info workshops](#). The Office and [ECTS coordinators individually advise](#) students on exchange opportunities. In the field of international exchange, the Faculty is one of the most successful components of the University of Zagreb and the most successful and most attractive law faculty in the country and region, which shows a steady increase in the number of agreements and outgoing mobility. In the academic year 2020/2021 the Faculty had 147 [Erasmus agreements](#) and 30 [bilateral agreements](#). The Faculty is also a member of the international network of law faculties [CIEL](#). In addition to faculty bilateral agreements, students also use university bilateral and multilateral [agreements](#) for the purpose of mobility. Significant mobility (physical and virtual) is also realized within the project of the European University of Post-Industrial Cities ([UNIC](#)), which is coordinated by the Faculty at the level of the University of Zagreb. The number of outgoing student mobility has a tendency to increase, and in the last five years, according to the Office for International Cooperation and the Office, an average of eighty students have spent an exchange per year, usually one semester, including pandemic academic year 2020/2021 when 74 outgoing mobilities were achieved.

### **3.6.2. The university provides support to students in applying for and implementing exchange programs**

The Faculty provides support to the activities carried out by the [Office for International Cooperation](#) and [ECTS coordinators](#) during the application and implementation of exchange programs for the purpose of study stay and professional practice. Competitions are published on the [Faculty's website](#) and social networks. The Office prepares faculty supplements to the competition documentation ([questionnaire](#)), reviews the documentation of each student, compiles priority lists according to the number of ECTS credits and average grades, assigns each student a place at a foreign university, delivers nomination letters to foreign universities



and accompanies students during their study stay. The Office for International Cooperation is in constant contact with the [Office for International Cooperation of the University of Zagreb](#).

#### **3.6.3. The university ensures the recognition of ECTS credits earned at another university**

The Faculty ensures the recognition of ECTS credits earned at another university in accordance with the [University Regulations on International Mobility](#) and the [Faculty Decision on the recognition of subjects that the student has attended and passed](#) as part of international mobility. After the return of the student from the exchange in the [process of recognition](#), the students shall have recognized the acquired ECTS credits by the [decision](#) and then enrolled in the ISVU system.

#### **3.6.4. The university collects data on student satisfaction with the quality of higher education support in practical issues of student mobility**

The faculty collects data on student satisfaction with the quality of support it provides in practical issues of student mobility through [questionnaires](#). During the academic year 2020/2021 78 students completed the survey. The years of enrolment of students who completed the survey range from 1999 to 2020, and most students enrolled between 2015 and 2020. 31% of respondents were enrolled in the fourth year of study at the time of completion, which means that they have been familiar with the support of the Faculty related to student mobility for at least four years. 14% of respondents stated that they had attended part of their studies or a course as part of their studies abroad, 83% said no, while 2% did not answer this question. However, 53% of respondents said they would do so or perhaps do so in the future, indicating the great interest of our students in taking advantage of the opportunities provided by student mobility. As the [answers](#) of the respondents indicated the space for improving support in terms of mobility, the Faculty immediately took appropriate measures and continues with activities to improve support in practical issues of student mobility.

#### **3.6.5. Students acquire the competencies needed to work in an international environment**

Competences needed to work in an international environment are acquired by students in different ways, especially by studying study programs that have an international dimension and through compulsory [foreign language teaching](#) in the first two years of study, i.e. optional learning of foreign languages in higher years of study. The international dimension of study programs is provided by [guest lectures](#) of foreign lecturers in compulsory and elective courses and student participation in international conferences, seminars and other conferences organized by the Faculty. As an example of good practice, we cite the [student legal history summer school](#) created as a result of cooperation between the Chair of History of Croatian Law and State, Faculty of Law, University of Zagreb and the Department of History of Hungarian State and Law, Faculty of Law, Eötvös Loránd University in Budapest. Students of both faculties participate in the work of the summer school, which has been held since 2016, with presentations in English, and the works based on the presentations are published in e-proceedings of student papers (“[Sic itur ad astra](#)”). In the fifth year of law studies, students have the opportunity to enrol in courses in various fields in [English](#) (so-called Erasmus courses), which allows them to improve and specialize in their field of interest, master the appropriate legal terminology and study in the international legal environment thanks to the large number of international students in the framework of incoming mobility. Faculty teachers also use [foreign literature](#) in their work, giving recommendations to students regarding the use of such literature not only in relation to exam preparation, but also when writing papers. The international dimension of the program is further strengthened by the possibility of conducting



part of the studies, individual courses and internships within the studies at foreign faculties, which is used every year by a large number of domestic students.

### **3.7. The university provides favourable conditions for the study of international students**

#### **3.7.1. Information on enrolment and study opportunities is available to foreign students in a foreign language**

The faculty provides foreign students with access to information on the possibilities of enrolment and study in a foreign language. In addition to the Croatian language, there is a [website in English](#) that provides information about the Faculty, study programs, research and opportunities that the Faculty provides to foreign students and researchers. Special emphasis is placed on data on international student exchange programs and the possibility of arrival of foreign students and foreign guest lecturers and researchers, the work of the Office for International Cooperation and Projects and a list of all [Erasmus agreements](#) with associated quotas. There is also a [list of courses in English](#), an [academic calendar](#) and a range of [other information](#) such as the possibility of using the services of Student Counselling. Additional information for international students is available on the [University's website](#). The attractiveness and success of the student exchange program is best seen in the number of foreign students who have stayed at the Faculty in recent years. During the academic year 2017/2018 there were 149 international students while in the pandemic 2020/2021 107 out of 260 incoming students studied at the Faculty, i.e. 40% of incoming students who studied at the entire University of Zagreb that year. Although rare, there are examples in which a foreign student studies entirely at the Faculty, such as a Turkish student who stayed in Croatia as an Erasmus student, in the meantime he asked for and received asylum and from academic year 2020/2021 enrolled as a full-time student and successfully completed his first year of study.

#### **3.7.2. The university provides support to international students when applying and studying at a domestic university**

The faculty provides support to international students when applying and studying. An information package in English (“Welcome Leaflet”) has been prepared for foreign students, which contains useful information related to coming and living in Zagreb, studying at the Faculty of Law and the most important addresses, email and telephone contacts and links to the Faculty's website. In addition to the [Office for International Cooperation](#), support for foreign students is provided by [ECTS coordinators](#). The Faculty regularly organizes the Orientation Day for International Students ([Welcome Day](#)), where foreign students are introduced to the Faculty, the faculty program, student associations and the organization of tourist tours and the city.

#### **3.7.3. The university has feedback on the satisfaction and needs of international students**

The faculty has feedback on the satisfaction and needs of international students. The faculty has compiled a [questionnaire](#) that has been completed by several past generations of incoming students. The survey was completed by 27 students who came from a total of 20 different foreign institutions and most of whom spent one semester at the Faculty. The average grade with which foreign students rated the satisfaction of studying at the Faculty is 4.00. Respondents' [responses](#) indicated an area for improving support in terms of mobility, the Faculty immediately undertook and continues with activities to improve support in practical issues of student mobility.

#### **3.7.4. International students have the opportunity to attend classes in a foreign language (English)**

International students have the opportunity to attend classes in English. Every year, the faculty offers foreign students about a hundred [courses in English](#). A large number of different subjects from several legal fields allows international students to choose a subject and improve their field of interest, while attending classes in small groups and together with domestic students.

#### **3.7.5. Learning the Croatian language for foreign students is enabled at the level of the constituent or university**

Learning the Croatian language for foreign students is provided at the level of the University of Zagreb within the accredited [Croaticum](#) programs, which are adapted in number of hours and content to the needs of different students and in accordance with the Common European Framework of Reference for Languages. As a rule, Erasmus students enrol in the program "Abbreviated semester course of Croatian language and culture" and successfully complete 4 ECTS. The program lasts 15 weeks or 60 hours of language instruction during the semester. In addition, during the semester, participants have a total of 15 hours of fieldwork in cultural institutions in Zagreb. In the summer semester of academic year 2015/2016 three students, in the summer of academic year 2016/2017 two students, and in the winter semester of academic year 2017/2018 and 2019/2020 two students each and in the summer semester of academic year 2019/2020 one student completed a Croatian language course.

### **3.8. The university ensures objective and consistent evaluation and assessment of student achievements**

#### **3.8.1. Criteria and methods of evaluation and grading are clear and published before the start of individual courses**

[Exam deadlines](#) and other deadlines for fulfilling student obligations have been publicly announced for each subject. [Evaluation and assessment methods](#) have been publicly announced, as well as the [terms and contents](#) of teaching in certain subjects. The methods of taking the partial exam, i.e. part of the examination material, are also [publicly announced](#). As an integral part of the adopted learning outcomes for each individual subject, the method of evaluation and assessment is indicated; elements of monitoring and verification (for each element the load in ECTS credits is expressed, as well as the share that this element makes in the final grade). Equal conditions are provided for all students who take the exam at the exam period and the assessment is carried out according to [published criteria](#), in order to achieve comparable results for all students. Students are provided with timely feedback on the results they achieved in the exam or part of the exam orally, in writing or electronically, in accordance with the regulations on personal data protection. The results of the written part of the exam are published via the Merlin platform and/or on the website of each subject and are available only with the use of AAI@EduHr student identity. All of the above is implemented in accordance with the [Faculty's Quality Policy](#) and the Faculty's [Quality Assurance Manual](#), and under the [supervision](#) of the Quality Management Committee.

#### **3.8.2. Criteria and methods of evaluation and assessment are harmonized with the used teaching methods**

The teaching methods used are listed in the learning outcomes for each individual subject, and the learning outcomes of individual subjects also include evaluation methods (which are usually written and oral exam, i.e. oral exam and writing a paper/essay). Criteria for evaluation and assessment are [publicly published](#) on the website of each subject and are harmonized with

the method of teaching. All teaching methods are aimed at achieving the intended learning outcomes, which are checked using appropriate evaluation methods.

### **3.8.3. The university provides support in the development of skills related to testing and examination methods to all who value students**

The vice dean in charge of teaching and the heads of study centres analyse the results of the student survey on evaluation by students who have completed their studies and the survey on satisfaction with the work of teachers every academic year. Based on the conducted analyses, activities are planned with the aim of correcting the identified shortcomings and it is proposed to conduct interviews with individual teachers in case of need, in order to improve their work.

### **3.8.4. The university ensures objectivity and reliability of assessment**

The [Ordinance on Studies](#) stipulates that students' knowledge can be checked and assessed during classes while the final grade is determined at the exam. During the course, students are provided with continuous tests through, for example, colloquia or quiz tests within the e-learning platform that have an impact on the final grade – they are part of the final grade or provide an opportunity to get rid of some material during oral exams. Exams are taken orally, either in writing and orally, or by performance or presentation of practical work. The Faculty Council decides on the manner of taking the exam at the proposal of the chair. Objectivity and reliability of assessment is ensured, in written exams, by standardized tests whose method of composition is known to students in advance. At the oral exams, objectivity and reliability are ensured by the possibility, first of all, for the student to exclude as a possible examiner a teacher who negatively assessed him at the previous oral exam, if there are other teachers at the chair (which is a fact in all chairs today). Second, the student has the right, if he/she considers that he/she has not been graded properly, to submit a [request](#) to the dean to repeat the exam before the committee, which, if the request is timely, [appoints](#) the president and two members of the committee. An examiner whose grade the student was not satisfied with cannot be the chairman of the committee. The written part of the exam is not repeated, but the committee re-evaluates the student's written work. Third, the objectivity and reliability of assessment is ensured by the publicity of oral exams, and the student has the right to see the assessed work from the written part of the exam before holding the oral part of the exam. Fourth, a student who takes the exam for the fourth time takes it before the committee whose decision is final, provided that the student who takes the exam for the eighth time and takes the exam in writing and orally has the right to take the oral exam regardless of success in the written exam. Objectivity and reliability of assessment are confirmed by the results of student surveys of graduates who rate these elements with an average grade of good. Special mention should be made of the fact that the method of testing knowledge and skills (exam performance) was [assessed](#) with an average grade **very good**.

### **3.8.5. If possible, the university conducts assessment evaluation**

The Faculty conducts the evaluation of student assessment by analysing university student surveys. Possible discrepancies in assessment in individual courses are determined by additional analysis of student complaints about assessment.

### **3.8.6. Evaluation procedures take into account the specific circumstances of the study for individual groups of students (adaptation of examination procedures, e.g. for students with disabilities), while ensuring the achievement of the intended learning outcomes**

The examination process is adjusted to individual groups of students in accordance with the [Procedure for making recommendations for the adjustment of the teaching process and taking the exam](#). Accordingly, it is possible to take the exam in accordance with the recommendations

of the competent doctors. For example, it is [possible to replace](#) written exams with oral exams, write written exams up to twice the otherwise scheduled time, and the like.

#### **3.8.7. Students receive feedback on the results of the evaluation and, if necessary, advice on the learning process based on them**

If the exam is taken in writing and orally, the written part of the exam is taken before the oral one, and the oral exam must, except in specially justified cases, be held within a maximum of five working days from the written part of the exam. The student has the right to see the graded work from the written part of the exam before holding the oral part of the exam. Students are provided with timely feedback on the results they achieved in the exam or part of the exam orally, in writing or electronically, in accordance with the regulations on personal data protection. From the summer semester of academic year 2020/2021 all written exams are held through the Merlin system and the results of the written part of the exam are known to students immediately after the written part of the exam. At the consultations, all teachers can be informed about the quality of exam preparation and other obligations. A range of information that can facilitate learning for students is available through the Merlin system or the website of individual subjects (using AAI@EduHr student identity) where [examples of exams](#) are set, teacher presentations covering the entire subject material, practical assignments and examples, etc.

#### **3.9. The university issues a diploma and additional study documents in accordance with the relevant regulations**

##### **3.9.1. Upon completion of their studies, students are issued appropriate documents (diploma and additional study document)**

Upon completion of the study programs conducted at the Faculty, the student is issued a diploma (in Croatian; in English; on request [in Latin](#)), as follows: Master of Laws ([Croatian](#) and [English](#)), Bachelor of Social Work ([Croatian](#) and [English](#)), Master of Social Work ([Croatian](#) and [English](#)), Master of Social Policy ([Croatian](#) and [English](#)), Bachelor of Public Administration ([Croatian](#) and [English](#)), Professional Bachelor of Taxation ([Croatian](#) and [English](#)), [University Specialist](#), University Specialist in public administration ([Croatian](#) and [English](#)), [PhD in Social Sciences, field of Law](#), [PhD in Social Sciences, field of social field](#). The diploma confirms that the student has completed his/her studies and acquired the right to an appropriate academic or professional title.

In addition to the diploma, the Faculty also issues a supplementary study document, namely: Master of Laws ([Croatian](#) and [English](#)), Bachelor of Social Work ([Croatian](#) and [English](#)), Master of Social Work ([Croatian](#) and [English](#)), Master of Social Policy ([Croatian](#) and [English](#)), Bachelor of Public Administration ([Croatian](#) and [English](#)), Professional Bachelor of Taxation ([Croatian](#) and [English](#)), University Specialist in public administration ([Croatian](#) and [English](#)).

Upon personal request, a supplementary document is issued to the student even before the completion of the study.

##### **3.9.2. Diploma and supplementary study document are issued in accordance with the relevant regulations**

The content and issuance of diplomas and supplementary documents are in accordance with the [Ordinance on the content of diplomas and supplementary study documents](#) and the [Ordinance amending the Ordinance on the content of diplomas and supplementary study documents](#) and the [Act on Scientific Activity and Higher Education](#) (Article 84 paragraphs 2 and 5, OG 123/03, 198/03, 105/04, 174/04, 02/07, 46/07, 45/09, 63/11, 94/13, 139/13, 101/14

, 60/15, 131/17), the [Statute of the University of Zagreb](#), the [Statute of the Faculty of Law](#) and the [Ordinance on the Study of the Faculty of Law](#).

### **3.9.3. The university issues a supplementary certificate of study, free of charge, in Croatian and English**

The supplementary study document is issued free of charge according to the [Decision on Fees for Services](#).

The Faculty issues a supplementary document in [Croatian](#) and [English](#) for all educational profiles according to the [Ordinance on the content of diplomas and supplementary study documents](#) and the [Ordinance on amendments to the Ordinance on the content of diplomas and supplementary study documents](#).

## **3.10. The university takes care of the employability of students after their studies**

### **3.10.1. The university analyses the employability of graduates**

The faculty analyses the employability of students in cooperation with the Croatian Employment Service. Croatian Employment Service data show a slight trend of declining unemployment of graduates of all study programs at the Faculty of Law, i.e. **increasing their employability**. Interviews with graduates and employers point to the fact that a significant number of graduates do not register with the Croatian Employment Service and find work on their own. This corresponds to the practice of typical employers who employ, for example, masters of law (especially law firms and companies) through direct contact, sometimes with the mediation of the Faculty. Namely, the Faculty enables its students to practice in several hundred law and notary offices, numerous courts, ministries and state agencies and institutions in the social welfare system, civil society organizations and other social service providers outside the social welfare system. Some of these students stay with these employers after graduation or find a job on their recommendation. In addition, employers often ask the Faculty to publish job advertisements through their advertising media or to individual teachers for recommendations. Consequently, it can be assumed that a good proportion of graduates who do not register with the Croatian Employment Service find work relatively quickly.

### **3.10.2. The introduced quotas are harmonized with the social needs and needs of the labour market and the resources of the university**

When determining enrolment quotas, the Faculty takes into account social needs, labour market needs and own resources. Thus, legal studies educate graduates in basic social disciplines. Graduates of law can be engaged in various positions - attorney's office, state attorney's office, judiciary, notary public, state and local government, agencies, institutions, companies, associations, etc. trained to perform professional administrative and managerial tasks in state administration bodies (ministries, state administration offices, professional services of the Government and the Croatian Parliament, the Office of the Ombudsman, etc.), administrative bodies of local and regional self-government units, agencies, courts, public institutions (in social welfare, education, health, etc.), public and other enterprises, other legal entities with public authority, the private sector. Upon completion of the professional tax study, employment is possible in the Tax Administration - revenue collection services of local and regional self-government units (counties, cities and municipalities) and with entrepreneurs who are regular taxpayers. Students with a master's degree in social work are employed in institutions of the social welfare system, primarily in social welfare centres and homes for the elderly and infirm, civil society organizations that provide social services, state administration and local government, health care, education and more. The status of a regulated profession as well as employment in the social welfare system, which is fully financed by the state, also contributes to their employability. The possibility of employment is not affected by fundamentally negative



aspects such as e.g. low wages, jobs with a lot of stress and burnout or often negative media coverage with implicit accusations of poor social service performance. Contributing to the positive interest were politicians whose statements following social welfare incidents were accompanied by comments on increased employment of social workers.

#### **3.10.3. The university informs prospective students about the possibilities of continuing education or employment after graduation**

The Alumni Committee has adopted a detailed plan to improve relations with alumni for 2020/2021 important part of which is informing former students about the possibilities of education or employment after graduation, but the deadlines for the implementation of activities were postponed due to the pandemic. One of the activities is the implementation of research related to the employability of students of the Faculty, which is planned to be conducted in the coming period. Information on continuing education is available on the Faculty's website, primarily those programs whose holder is the Faculty or in whose implementation it participates. At the Faculty of Law, former students were offered further education in postgraduate [doctoral studies](#) and [specialist studies](#), as well as through [lifelong learning programs](#). The Social Work Study Centre conducts classes in postgraduate [doctoral studies](#) and [specialist studies](#). In addition to the above, various thematic lectures are organized, i.e. events that are of interest to former students, and the establishment of a network with employers is underway, which will enable better cooperation and exchange of information.

#### **3.10.4. The university provides support to students in planning future careers**

The plan to improve alumni relations includes greater support for students in planning their future careers, but deadlines have changed due to the pandemic. The Faculty organizes [Career Days](#), and every year, based on previous experiences, events are promoted to support students in planning their future careers. Through the Legal Clinic, Moot Trials and contacts with the Croatian Bar Association, the Croatian Chamber of Social Workers and other professional associations and foreign partner institutions, the Faculty provides students with insight into the legal profession and the social work profession and creating a future career plan. Individual communication between teachers and students is more intensive when planning future careers, but systematic support requires better coordination of existing activities. In addition, the Faculty finances and supports student associations that carry out activities to support future career planning, and targeted support to students in professional and career guidance is provided by the work of [Student Counselling Centre](#).

In the next period, it is planned to establish a Career Centre - a service to support students in their career choices (career centre).

#### **3.10.5. The university maintains contacts with alumni**

The Alumni Committee has adopted an action plan to improve relations with alumni whose deadlines for pandemic activities have been postponed or changed. However, pages on social networks ([Facebook](#), [Linkedin](#), [Instagram](#)) have been opened to inform former students about the activities of the Faculty, while preparations are underway for the first organized meeting of former students. A database of former students was developed, divided by levels of education (graduate, postgraduate and doctoral level) and a questionnaire that will be used to establish an information system and connect them. It is planned to create a website and IT program for professional profiles and connect alumni, and with the possibility of using the faculty library, attending events organized by the Faculty independently or with partners (domestic and/or foreign) will improve the availability of doctoral and postgraduate specialist studies and lifelong learning programs.



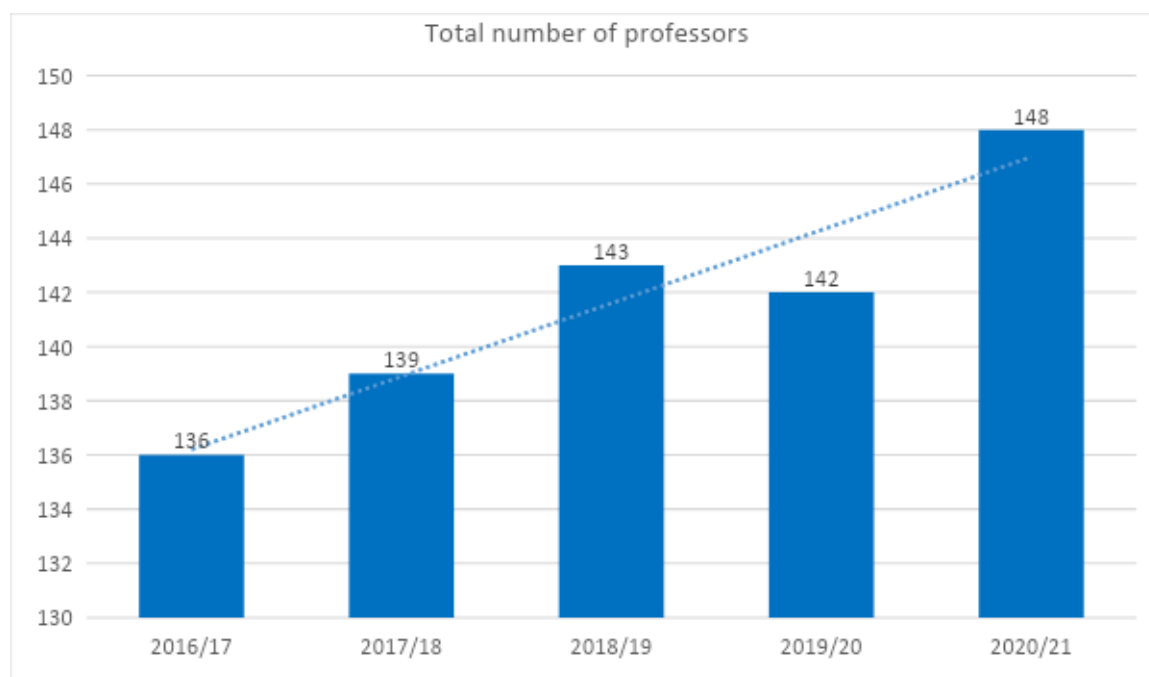
## 4. TEACHING AND INSTITUTIONAL CAPACITIES

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

#### 4.1.1. The number and qualifications of professors are suitable for the implementation of the study program, realization of the intended learning outcomes and the performance of scientific activities

The number and qualifications of professors are suitable for the implementation of study programs, realization of intended learning outcomes and the performance of scientific activities (MOZVAG: 4.1a, 4.2, 4.3 and 4.4). The Faculty has a total of one hundred and forty-eight (148) professors: sixty-two (62) full professors (of which thirty-nine (39) full professors have tenure), fifty (50) associate professors and thirty-six (36) assistant professors. In addition, the Faculty has four (4) employees elected to the teaching title (senior lecturers), sixteen (16) assistants and six (6) postdoctoral researchers. One hundred and forty-six (146) professors come from the field of social sciences (111 field of law, 27 field of social work, 3 field of psychology, 2 field of sociology, 1 field of economics, 1 field of interdisciplinary social science (law, economics), 1 field of political science), and two (2) professors from the field of humanities (1 field of philology, 1 field of philosophy). All four (4) senior lecturers come from the field of humanities (field of philology), all assistants are from the field of social sciences (13 field of law, 2 field of social work, 1 field of sociology), as well as all postdoctoral researchers (3 field of law, 3 field of social work). In addition, some professors graduated from two faculties in different fields. Such a multidisciplinary composition of professors and other employees indicates the capacity to cover the content of all study programs by own teaching staff and the suitability of the number and qualifications of professors to perform scientific activities in accordance with the [Strategic scientific research program of the Faculty of Law 2015-2020](#) and [the Strategic scientific research program of the Faculty of Law 2021-2025](#).

The Faculty has one hundred and fifty-nine (159) doctors of science, including professors for whom a doctorate in science is not a condition for promotion (senior lecturers - 3) and employees in other Faculty services (library - 2).



The number of professors increased in the five-year evaluation period. While the number of professors was the lowest (136) in the first year of evaluation (2016/17), by the last year of evaluation (2020/21), that number increased to 148. The number of associates was as follows: 33 (2016/17), 31 (2017/18), 23 (2018/19), 27 (2019/20) and 26 (2020/21).

Teaching in all study programs is, to a very high degree, covered by its own staff. In the evaluation period, 135 external associates participated in the teaching process (MOZVAG: 4.1a). External associates have mostly participated in the practical forms of teaching (seminars and exercises). External associates have not been recruited due to the lack of own staff, but to connect the students with the professor environment and enable them to develop knowledge and skills based on direct contacts with prominent practitioners or (to a lesser extent) with professors from other parts of the University specializing in specific scientific fields (e.g. biomedicine and health). For the most part, external associates provide teaching in only a small part of the total envisaged teaching in individual courses.

##### **4.1.2. The ratio of students to professors permanently employed at the higher education institution is appropriate for quality study**

The Faculty has 6,101 students, 3,388 of whom full-time and 2,713 part-time (MOZVAG: 3.1.). The ratio of the total number of students to full-time professors is 1: 32.06. In accordance with their legal obligation and the practice of the Faculty, employees elected to teaching positions (senior lecturers) and associates (assistants and postdoctoral researchers) regularly participate in the teaching process. When they are taken into account, the ratio of students to professors participating in the teaching process is much more favourable 1: 29.47. In order to optimize the student to professor ratio, the Faculty takes measures in the form of enrolment and employment policies. Enrolment quotas are modified depending on social needs and recommendations from the previous re-accreditation procedure, so that the enrolment quota for the Integrated Law Study for the academic year of 2017/18 was reduced by 50 (from 752 to 702). Furthermore, at its session held in February 2022, the Faculty Council adopted a [Decision](#) proposing that the University of Zagreb reduce enrolment quotas for the academic year of 2022/23, namely, by 20 for the Integrated Law Study, by 50 for the undergraduate specialist study of Public Administration, by 20 for the undergraduate specialist Tax Study, by 15 for the specialist graduate professional study of Public Administration. An increase in enrolment quotas for study programs at the Study Centre for Social Work by 70 was proposed, which corresponds to the needs of the labour market and the Recommendations for Educational Enrolment and Scholarship Policy developed by the Croatian Employment Service in December 2020. In addition, the stated enrolment quota increase will neither have a detrimental effect on the optimal student to professor ratio at the Study Centre for Social Work, nor on the overall student to professor ratio of the Faculty. The employment of professors and associates over the last five years also contributed to the optimization of the professor to student ratio (MOZVAG: 4.2.), i.e. the increase in the total number of professors (see 4.1.1.). In the coming period, an even more favourable student to professor ratio is anticipated, given that some associates have in the meantime been elected to the scientific-teaching position, and promotion is expected for other associates who will qualify.

##### **4.1.3. The professor load is compliant with applicable laws and regulations, decrees of competent authorities, collective agreements, etc.**

The Faculty adjusts professor load in accordance with applicable acts and regulations, decrees of competent authorities, collective agreements and other relevant regulations. In accordance with the [Code of Conduct](#), lectures, seminars, exercises, consultations, class preparation, exams, seminar paper evaluation, mentoring, evaluation and defence of student theses, as well as professional and scientific improvement and development for the needs of teaching and

scientific work, scientific work, participation in the bodies of the Faculty and the University and commissions are included in the working hours of professors and associates of the Faculty. Faculty Management and Chair heads take care that the teaching load at individual Chairs is distributed evenly, so that the load of individual professors and associates is generally compliant with applicable regulations (MOZVAG: 4.3.). In the academic year of evaluation, classes were either not held or were held to a lesser extent by professors who were on a sabbatical or used other employment rights (maternity and parental leave, sick leave, etc.). The Faculty Council adopts implementation curricula for individual study programs based on the proposals of the Vice Dean for Teaching, and individual chairs, in order to allocate courses to professors with appropriate qualifications and competencies. Prior to the beginning of the academic year or semester, teaching load schedules are drawn up at chair level to evenly distribute the teaching load of Chair members. When deciding on the introduction of a new elective course, the Faculty Council is, among other things, guided by the load of professors and encourages professors who exceed the norm to innovate the content of existing subjects. In order to avoid professor overload, professors and associates who exceeded the full teaching load in the previous academic year, decide which elective courses they will not hold in the next academic year and inform the Faculty Secretariat thereof ([Decision on the criteria for the introduction and implementation of elective courses](#)).

#### **4.1.4. The load of professors ensures the even distribution of teaching obligations, scientific/artistic professor, professional and personal development and administrative obligations**

The existing number of professors and professor teaching load within the limits set by applicable regulations and acts are the bases for ensuring the even distribution of teaching obligations, scientific, professional and personal development and administrative obligations of professors. Data on professor participation in the development of the social role of the Faculty (see 1.5.), the support of the Faculty to professors in their professional development (see 4.3.) and the scientific productivity of professors (see 5.) are all indicators of even professor load, as well as of the high levels of opportunities for the professional and personal development of professors. Efforts put into the optimization of the student to professor ratio will result in an even more favourable balance between the different responsibilities of professors at the Faculty, their scientific work, professional and personal development.

#### **4.1.5. Professors are qualified for the course(s) they teach**

All employed professors, as well as hired external associates, are qualified for the subjects they teach (MOZVAG: 4.1a, 4.3 and 4.4). The competence of professors and external associates who teach at the study programs of the Faculty is proved by requiring them to meet the prescribed requirements for each job or scientific title. In addition to these formal indicators, the main indicators of the scientific competence of professors and external associates are published scientific and professional papers. Details of these indicators are presented in Chapter 5. Professor competence is also verified through student surveys, and the results of their students at student competitions, the Dean's Award, the Rector's Award and participation at scientific conferences. Another indicator of competence are the data on the membership of our professors and associates in Croatian and international bodies, participation in the study programs of universities and other institutions, participation and management of various national and international projects, participation in the adoption of public interest decisions, lifelong learning programs, public forums, round tables and lectures (see 1.5.).

**4.2. Employment, promotion and re-election of professors are based on objective and transparent procedures that include the assessment of excellence.**

**4.2.1. Professor recruitment procedures stem from the institution's developmental goals and are in line with legal and internal regulations.**

The mission of the Faculty is "the education of competent experts in the field of law, social work and public administration who will use their knowledge and skills to improve practice, education and scientific research in these areas." The vision of the Faculty "is still, in accordance with the principles of excellence, to be the leading higher education, teaching and research institution in its field in the region." Accordingly, the Strategy emphasizes the following strategic goal: "Increasing the scope and raising the quality of scientific research to a level that ensures international recognition, competitiveness and visibility of the Faculty in the European Research Area." One of the special goals that contributes to its realization is: "Encouraging the scientific improvement and continuous education of Faculty employees", which means that the Faculty can improve its position in domestic and international scientific research through the improvement of all its scientific, teaching and associate staff and their continuous education". Similarly, the [Strategic Scientific Research Program 2021-2025](#) states that the core strategic goal of the Faculty in terms of scientific research is "to increase the scope and raise the quality of scientific research to a level that ensures international recognition, competitiveness and visibility of the Faculty in the European Research Area and the European Higher Education Area." In the framework of this general goal, four specific objectives have been defined within the scientific research program for the period concerned in accordance with the conducted SWOT analysis and priority research areas. One of the objectives is to "promote excellence in scientific research". Apart from the mentioned strategic documents, it should also be said that the Faculty conducts professor employment procedures in accordance with the provisions of the Scientific Activity and Higher Education Act and related general regulations: Ordinance on Requirements for Election to Scientific Titles and the Decision on the Mandatory Requirements for the assessment of Teaching and Scientific-Professional Activities in the Process of Election to the Scientific-Teaching Title. Similarly, the professor employment procedures are carried out in accordance with the Statute of the University of Zagreb, the Statute and the Ordinance on the Organization of the Faculty of Law.

**4.2.2. When selecting, appointing and evaluating professors, their previous activities are taken into account (teaching activity, research activity, student feedback, etc.)**

Pursuant to the regulations listed in the previous section, professor employment procedures or performance evaluation procedures conducted to assess whether they meet promotion requirements are conducted in the form of [public vacancy announcements](#) to select the [best candidates](#). The requirements include the assessment of the candidate's research, teaching and professional activities. The professor employment procedure, which includes vacancy announcement, appointment of an expert committee and hiring, is carried out by the Faculty Council. The objectivity in the implementation of the employment procedure, and thus the selection of better candidates, is ensured by the fact that at least one member of the expert committee is required not to be an employee of the Faculty. A mandatory part of teaching activity assessment is the [Certificate of the institutional evaluation of teaching activities](#), which implies the positive assessment of the professor in student surveys.

**4.2.3. The higher education institution has appropriate methods for selecting the best candidates for each workplace, and in addition to the prescribed national minimum requirements for each workplace, it has also prescribed competitive criteria for excellence.**

In the previous evaluation procedures of the Faculty, scientific productivity, international recognition and citations were regarded as the most important criteria. In this context, it is useful to look at the organizational structure of the Faculty, which has eight institutes and 29 chairs set up to conduct teaching and research work in the field of legal sciences, social activities and public administration. The professors and associates in all these units, given their prominent characteristics (productivity, recognition and citation), are also research authorities in their fields in Croatia and beyond. This is confirmed by the data available in the MOZVAG and other data systematized in connection with this re-accreditation procedure. The areas concerned have been indicated in both aforementioned strategic research programs. Namely, it is clear from both documents that valuable research results have been realized in the last five years, evaluated not only in accordance with the prescribed scientific criteria, but also with respect to the fulfilment of certain social and economic needs, in the following areas of research interests of our professors:

*philosophy of law, bioethics, public procurement, arbitration and conciliation, legal linguistics, electronic commerce, personal data protection, anti-discrimination law, affiliated companies law, protection of competition, energy law, telecommunications law, transport law, consumer protection law, children's rights, surveying law, claim insurance law, private European law, medical law, copyrights and related rights, industrial property law, maritime law, NGO law, debtor protection, misdemeanour law, financial management, legal and economic analysis, municipal government, local government, status of civil servants and officials, labour law aspects of civil servants, migration, refugees at sea, European and Croatian legal tradition, victimology, human trafficking, transitional crime, transnational criminal procedure, rights of persons with disabilities, protection of cultural heritage, protection of underwater cultural heritage, state succession, human rights protection, constitutional protection of human rights, rule of law, notary public, judiciary, administrative judiciary, referendums and civil initiatives, media law, regulatory agencies, pension system, protection of acquired workers' rights, family support, integration of social services and new social services in the Republic Croatia, human rights and social work, socio-economic and socio-demographic changes, the position of older people in the society, etc.*

In the professor selection, appointment and evaluation procedures, previous activity in prominent areas is assessed, and their excellence in scientific, teaching and professional work, as well as in institutional contribution, is generally evaluated. These sections are presented separately in every [report](#). The part of the report that covers prior scientific research work takes into account scientific papers published in prestigious international and Croatian journals, participation at scientific conferences through paper presentation, membership in program and scientific committees, citations (international recognition), participation in international and national research projects in the capacity of head or member of a research group, invited and plenary lectures at international conferences. Regarding the previous teaching and professional work, the report takes into account prior teaching activity, states the names of courses held and teaching engagement outside the institution, guest lectures, mentoring students in the preparation of final, graduate and doctoral theses, introduction of new subjects, study programs, authorship of university textbooks, scripts and other teaching materials, review papers, professional papers and professional projects, effort put into the popularization of science, institutional activities and the results of student surveys evaluating the quality of the



applicant's teaching. All of the above is summarized in the final part of the report, which contains the conclusion, opinion and proposal to the [Faculty Council](#).

**4.2.4. Procedures for the promotion of professors to higher titles are based on the evaluation and rewarding of excellence and take into account important achievements (e.g. international contribution to the discipline, prestigious publications, significant scientific discoveries, successful projects, successfully obtained additional funding, mentoring final and graduate theses, scripts, textbooks, popular lectures, etc.).**

The Faculty directly monitors the scope and quality of scientific activity of professors in two ways. The scope and quality of scientific work of professors are directly monitored in the process of promotion to higher scientific titles through the reports of professional committees. At the annual level, the Faculty collects data on scientific work for purposes of reports necessary to ensure funding for the scientific activities of the Faculty, which are submitted to the University of Zagreb.

The line ministry adopted decisions banning the promotion of professors and associates prior to the expiry of the five-year period, which largely hinders more comprehensive application of excellence criteria in terms of rewarding by early promotion. Nevertheless, the Faculty strategically and operationally encourages the scientific excellence of professors and associates, as seen in the first section which highlights the objective of the "promotion of excellence in scientific research" which, based on the Strategic Scientific Research Program of PFZ 2021-2025, prescribes the following implementation activities:

“Activities 1.1. Improving the system of support for scientific research excellence and innovative research at the Faculty, increasing the number of scientific projects and programs. Activities 1.2. Encouraging the promotion of employees into scientific and scientific-teaching titles by regularly monitoring their scientific and teaching activities and motivating them to acquire new scientific competencies. Activities 1.3. Improving the system of collecting data on scientific research activities of the Faculty and creating a database. Activities 1.4. Continuous increase in the number and quality of scientific papers. Activities 1.5. Continuous improvement and monitoring of the quality of scientific journals of the Faculty of Law. Activities 1.6. Developing and fostering an interdisciplinary research environment. Activities 1.7. Increasing the number of research projects and improving administrative support for project applications and implementation. Activities 1.8. Regular organization and participation at scientific workshops, forums, seminars, conferences. Activities 1.9. Continuous modernization of scientific research equipment through projects and programs.”

An example of encouragement is that the [Decision to fund professor](#) development was adopted in the academic year of 2016/2017, which approved the coverage of costs of professors' participation at scientific conferences, scientific-professional conferences or other forms of scientific-teaching training from the Faculty's funds. Furthermore, the [Decision to co-finance the costs of scientific and professional training and encourage the scientific excellence of associates and professors elected to the scientific-teaching or teaching titles and to the appropriate positions](#) was adopted one academic year later, in 2017/2018. This decision expanded and increased the form of support which, in addition to the costs of professors' participation at scientific conferences, scientific conferences or other forms of scientific-teaching training, also covered proofreading, editing and fees for publishing papers written in foreign languages and approved for publication or published in categories A1 "to encourage the publication of papers in international publications and increasing the improve the international recognisability of the Faculty".



**4.2.5. Indicators of excellence include scientific/artistic, teaching and professional work and contribution to the development of the higher education institution.**

In addition to the strategic documents listed in this chapter, and reports on the promotion of professors and associates, the indicators of excellence are also monitored at the annual level through the adoption of annual reports and quality assurance plans submitted to the University. These documents cover scientific, professional and teaching activities, as well as other areas of activity of Faculty employees. Those are primarily activities that are periodically evaluated on the basis of [documents adopted](#) by the Faculty Council: the implementation of the Strategic Scientific Research Program, systematic updating of data on published scientific papers and scientific projects of the Faculty, encouraging publication in international publications and improving scientific excellence and international recognition.

**4.2.6. Additional criteria for the promotion of professors to higher titles reflect the strategic goals of the higher education institution.**

The Faculty does not have additional criteria for professor advancement.

**4.3. The Faculty supports professors in their professional development.**

**4.3.1. The higher education institution offers the professors an opportunity to improve their competencies at the level of the constituent or the university.**

The Faculty systematically encourages and supports professors and associates to improve their competencies in the following ways:

1. *By motivating, i.e. providing financial support, in keeping with the Decisions listed under 4.2., to paper publication in international publications, which, among other things, contributes to increased international recognisability of the Faculty, as well as with participation in mobility programs, scientific and professional conferences;*
2. *Through the Foundation for the Support of Faculty Scientists by the provision of financial support to Foundation employees under the age of 40 for their scientific, professional and teaching training;*
3. *Through the Marija i Mirjan Damaška Foundation by funding the scientific research of assistants conducted for the needs of doctoral legal studies (doctoral research) and by funding postdoctoral scientific research of senior assistants, postdoctoral students and assistant professors in the first choice at the Faculty of Law (postdoctoral research);*
4. *By regularly informing and encouraging professors and associates to participate in professor training and mobility programs. In the data we collected for the needs of this Self-Analysis in the period since the last re-accreditation, we have realized 190 international employee mobilities.*
5. *Through sabbaticals. From 2015 to 2021, 36 employees used the sabbatical to improve their competencies, i.e. undergo additional training.*
6. *Since the last re-accreditation, 353 employee trainings have been realized: 35 courses, of which 23 international, 37 summer schools, of which 35 international, 64 trainings, of which 33 international, 137 professional trainings, of which 117 international and 80 workshops, of which 40 international.*
7. *With the support of the Faculty, our professors participated in a number of professor competency improvement programs: English language and pedagogical skills (Language and Pedagogy Institute at DePaul University, Chicago), Basic Merlin (SRCE), academic writing workshop (University, USA - Department of Psychology,*

*Faculty of Humanities and Social Sciences in Zagreb), series of trainings from the field of active learning and critical thinking in higher education (Forum for Freedom of Education), series of trainings in Gestalt psychotherapy, series of trainings from the field of application of qualitative methodology (Study Centre for Social Work, Faculty of Law, University of Zagreb), workshop Psychology of education (Faculty of Humanities and Social Sciences, University of Zagreb), workshop Copyrights and drawing up specialized foreign language teaching materials (Faculty of Mechanical Engineering and Naval Architecture, University of Zagreb), workshop on student-oriented teaching, a series of workshops for the development of occupational and qualification standards (Institute for the Development of Education), workshops for higher education professors from the field of the competence approach to study program planning (Agency for Science and Higher Education), etc.*

The fact that in the five-year period there were almost no re-elections of professors and associates shows how effective the Faculty is in providing opportunities for the improvement of professors' competencies. Thus, a total of 157 professors and associates have been promoted to higher titles since the last re-accreditation cycle and thus improved their respective teaching, scientific and professional competencies.

#### **4.3.2. The higher education institution encourages the evaluation and improvement of professor competencies on the basis of recommendations obtained from the assessment by fellow professors made in the course of the teaching process and on the basis of the results of student evaluation of professors' work.**

The quality of teaching at the Faculty has been systematically assessed on the basis of a unique university student survey for ten years. The results of student evaluations (surveys) of professors are extremely positive and represent one of the necessary conditions in the process of their advancement. As of this academic year, additional student surveys have been introduced to evaluate various aspects of the teaching processes. One of them is the [Survey for the evaluation of work of professors and associates](#) which students fill out immediately after completing a particular course, regardless of the form in which it was conducted (lectures, seminars, exercises, practical classes). The analysis of the collected feedback and the adoption and implementation of measures based on the obtained results will be regulated by the ordinance on the processing of results and drawing up of reports on surveys conducted at the Faculty of Law, University of Zagreb, which is in preparation. This more frequent and systematic approach to obtaining feedback will further contribute to the improvement of professor competencies and to a better relationship with students.

#### **4.3.3. Professors participate in international mobility programs, collaborative projects, networks, etc.**

International cooperation at the European and especially EU level is the most developed segment of the Faculty's international cooperation, primarily due to the fact that cooperation with partners from the EU and the European Research Area takes place within the Erasmus + program, which provides external (out-of-faculty) funding for this cooperation, as well as of the participation of our professors in numerous international projects. This type of mobility stems from, among other things, between 121 and 150 signed Erasmus + cooperation agreements and 30 bilateral agreements. Over the last ten years, according to the data collected and presented in both strategic research programs of the Faculty, professors and associates have participated at international scientific conferences over two thousand times, and took part in more than one hundred international scientific projects. In the same period, the Faculty organized over 60 international conferences and regional conferences independently or in co-organization with other Croatian and international entities. In the last five years, a total of 116

projects have been implemented at the Faculty, 101 of which were scientific, 5 professional and 10 projects in higher education. Furthermore, as pointed out under 4.3.1. 190 international mobilities have been realized, 353 employee trainings, 248 of which international. Finally, our professors are members or chairmen of 95 professional bodies, 70 public bodies (committees) and 44 advisory bodies.

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

**4.4.1. The higher education institution plans and improves infrastructural development in accordance with strategic goals.**

The Faculty makes long-term plans and regularly develops infrastructure to improve the quality of teaching and scientific-professional activities. The Faculty Management and services carry out a number of activities aimed at infrastructural development, such as: procurement of three conceptual designs for the extension of existing buildings; drawing up project documentation and the application of building renovation projects for EU funding; investing own funds in the renovation and maintenance of existing buildings and business premises; regular analysis of spatial problems and their resolution during the year; planning and investing in the development of digital infrastructure. Two committees were established in October 2021 to participate in the analysis of the current status and plan future infrastructural developments: [Committee for spatial issues](#) and [Digital infrastructure development committee](#). Long-term infrastructure development plans are transposed into annual plans contained in documents [Annual financial plan and two-year financial plan projections](#) and [Annual public procurement plan](#), and the implementation of the plan and contract is monitored. The consequences of the Zagreb and Petrinja 2020 earthquakes (hereinafter: earthquake) and the consequences of unfinished denationalisation procedures are special infrastructural development challenges. A plan is currently being implemented to consolidate infrastructural capacities at current locations through the preservation of existing premises, the development of equipment in those premises and the lease of substitute premises in order to replace the spatial capacities damaged in the earthquake. Student interviews (see: [Media reports on teaching in Cinestar](#)) show that students are satisfied with replacement halls, while [the comments and assessments by student association representatives](#) indicate that the students support the administration's efforts to compensate for the consequences of the earthquake.

**4.4.2. Premises, equipment and the entire infrastructure (laboratories, IT service, work sites, etc.) are appropriate for the implementation of study programs and ensure the achievement of the intended learning outcomes.**

**4.4.3. Premises, equipment and the entire infrastructure (laboratories, IT service, work sites, etc.) are suitable for the implementation of scientific and professional activities.**

Premises, computer equipment and other equipment of the Faculty provide quality conditions for the successful implementation of study programs that enable the students to achieve learning outcomes and for successful scientific and professional work. The high level of infrastructural capacities was partially reduced by the earthquake, but the Faculty has gradually restored its capacity to almost pre-earthquake level. Investment into the renovation and refurbishment of existing premises and the lease of replacement premises has facilitated regular contact classes and the work of scientists in their offices from 2021. At the same time, the

successful adaptation of the Faculty to the extraordinary circumstances of the earthquake and the pandemic resulted in the development of distance learning infrastructure.

##### **Premises**

The Faculty's premises are spread out across six buildings, one residential unit and nine leased premises. Of all the aforementioned premises, only the space of one earthquake-damaged building is currently not in use, but is anticipated to be functional again by 2024, in keeping with its planned renovation completion deadline. The surface of the Faculty was 13,107.54 m<sup>2</sup> in 2020 before the earthquake. With the urgent repairs of the damage caused by the earthquake, three buildings were restored to function, and one building is being renovated. Although the temporary loss of the surface area of this unrenovated building is 2,785 m<sup>2</sup>, it was compensated by the lease of new premises having the total surface of 2,295.28 m<sup>2</sup>, so that the current surface of the Faculty is 12,617.82 m<sup>2</sup> (see: [Premises of the Faculty of Law](#)). The Faculty has ensured almost the same spatial capacities that it had before the earthquake by implementing the following measures: urgent repair of earthquake damage to three buildings, renovation of parts of the existing premises that took over the functions of premises of the unrenovated building and lease of replacement space. The current surface of the Faculty is almost at its pre-earthquake level (the difference is 489.72 m<sup>2</sup>), i.e. at the same level if part of the damaged space that consists of auxiliary rooms without a direct connection with the activities of the Faculty is excluded. In functional terms, premises for all aspects of Faculty activities are provided, and the plans for 2022-2023 put special emphasis on the further improvement of spatial conditions for student and scientific activities.

The six buildings are located at the following locations: Trg Republike Hrvatske 14 (TRH14), Trg Republike Hrvatske 3 (TRH3), Ćirilometodska 4 (ĆM4), Nazorova 51 (N51), Gundulićeva 10 (G10) and Gundulićeva 12 (G12). Buildings TRH3, TRH14 and ĆM4 are intended for Law studies, buildings N51 for social studies and social policies, and buildings G10 and G12 for public administration and public funding and a part of Law studies. In all six buildings combined there are a total of 33 lecture halls having the total surface of 2,359.61 m<sup>2</sup> ([Table: lecture halls](#)) and 161 professor offices having the total surface of 3,333 m<sup>2</sup> ([Table: professor offices](#)). Buildings TRH14, TRH3 and N51 have 759,20 m<sup>2</sup> of library space. The rest of the space is used for administration, services and auxiliary rooms. The Faculty owns three buildings at locations TRH3, ĆM4 and N51 and is the user of premises in the buildings TRH14, G10 and G12 with special rights. The Faculty has been situated in the TRH14 building since 1883, and nowadays shares the building with the University of Zagreb, as the user of most of its space. The Faculty has been situated in the G10 and G12 buildings since 1979, given to it for use based on the decision of the competent city body, and after national independence, the buildings were part of the denationalization process in which the state protected the Faculty. Although it returned the G12 building to its previous owner, the state guaranteed the Faculty the use of space in the building until the allocation of replacement space, and the Faculty has the right to use the space in the G10 building until the final decision on ownership.

The Faculty has nine leased business premises. The space on Trg Bana Josipa Jelačića 15/2 (TBJ15) is a multifunctional space intended for teaching, student activities and the work of organizational units of the Faculty. Two premises in Juraj Žerjavić (Ž6) and Frankopanska 26 (F26) are used for the work of organizational units (Legal Clinic and Library Service). Two premises at Trg Nikola Šubića Zrinski 17 (Z17) and Tkalčićeva 48-50 (T48-50) are used for scientific and teaching purposes (scientific projects and offices). Two halls of the Cinestar cinema at Branimirova ulica 29 (CIN7 and CIN12) were leased as lecture halls for teaching purposes in the academic year of 2021/2022. Two premises having the total surface of 902.5 m<sup>2</sup> were leased to store library and administrative materials and are located at Borongajska

cesta 83f in the Borongaj Science and University Campus (KB) and the Zagreb Fair (ZV) at Avenija Dubrovnik 15. Of these nine leased premises, two were leased from the Republic of Croatia (Z17, T48-50), one (F26) from the Miroslav Krleža Lexicographic Institute, and two (Ž6 and TBJ15) from the City of Zagreb. The Faculty is implementing measures to replace TRH14, which will not be available until the building is renovated, and the measures consist of renting replacement and renovating the existing premises. Of the nine leased spaces, five (T48-50, CIN7, CIN12, F26 and TBJ15) serve as replacements for TRH14. The replacement premises were leased using own funds, and the Faculty legitimately expects the reimbursement of the lease costs through the implementation of the TRH14 renovation project. The administration, secretariat, human resources, accounting department, student office and part of the library were moved from TRH14 to the renovated premises of TRH3, while personnel for international cooperation, projects, student careers and cooperation with former students moved to ĆM4. Replacement space for professors' offices in TRH14 was ensured by repurposing the leased premises in T48-50 and TRH3 premises. In addition to the listed buildings and leased business premises, the Faculty also owns an apartment in Siget 22B / 3 (S-apartment) used for the accommodation of visiting professors.

### **Computer equipment**

In the 2015-2021 period, the quantity, quality of technical specifications and functionality of computer equipment used in teaching, scientific and administrative work significantly increased. In the mentioned period, HRK 3,082,939.34 (HRK 3,854,034 including VAT) were invested in computer equipment. This investment was used to procure 243 desktops located in professors' offices, offices and halls and 192 laptops, whereby every professor got his/her own desktop and laptop. In the first quarter of 2022, HRK 180,000 will be invested into additional 17 laptops and 1 desktop computer. Ten halls are equipped with streaming equipment, while all other halls have cameras. One hall in TRH14 is equipped as a multimedia hall. All halls are equipped with projectors, including three laser projectors (one in TRH3 and two in TRH14).

### **Additionally on the suitability of the infrastructure for the implementation of study programs and ensuring the realization of the envisaged learning outcomes (standard 4.4.2)**

General data on the premises and equipment show that infrastructural capacities facilitate successful implementation of study programs and the realization of learning outcomes by the students. The highlighted data that emphasize the positive impact of infrastructural capacities on teaching are the data on the ratio of premise surface and premise users and separately the data on halls and classrooms, library, reading rooms, computer rooms for students and space for other student activities. Surface per student is 2 m<sup>2</sup>, and over 80 m<sup>2</sup> per professor. The Faculty has 33 halls, 28 of which are currently at its disposal, two of which are leased. The pre-earthquake surface of the halls was 2,359.61 m<sup>2</sup> (2,082 seats), and the Faculty currently has 3,693.78 m<sup>2</sup> (2,121 seats). The number and area of professor offices (see below) are sufficient for the regular implementation of all study programs. Each hall is equipped with a computer, projector and camera, including streaming equipment and laser projectors in some halls (see above). This equipment, along with digital tools (Microsoft Teams and Merlin), enables quality contact and online teaching, and the Faculty plans to improve the quality of the digital transition of all halls. A library with a rich library collection and online access to the most important scientific databases provides students with access to all the sources needed for classes (see 4.5). Two seminar reading rooms in N51 and TRH3 (in operation since May 2022) are available to students, as will a third one in TRH14 after the renovation. A room equipped with computers for student needs is available in N51, and another will be made available in TRH14 after the renovation. There are also two computers in TRH3 that students can use to search databases. The opening of a reading room in TRH3 and a multifunctional space in TBJ15 (May 2022) will



significantly mitigate the effects of the earthquake on student activities. In addition to these two projects, the Faculty Management is planning a third project to create a "student zone" in TRH3, which will consist of the already mentioned reading room (May 2022), mess hall and outdoor terrace (2023).

##### **Additionally on the suitability of infrastructure for scientific and professional activities (standard 4.4.3)**

General data on the premises and equipment show that infrastructural capacities are conducive to successful scientific and professional activity. Selected data that further emphasize the positive impact of infrastructure capacity on scientific and professional activities are data on the ratio of premise surface and premise users, and separately the data on space allocated to scientific projects, offices and library. Surface per scientist is 73 m<sup>2</sup>. The number, surface and equipment of professor offices provide quality conditions for scientific work. In 2020, before the earthquake, the Faculty had 161 professor offices with the total surface of 3,333 m<sup>2</sup>, and currently has 143 professor offices with the total surface of 2,969 m<sup>2</sup> (due to the earthquake, 21 offices having the total surface of 420 m<sup>2</sup> cannot be used; and after the earthquake, three new offices were added). Most scientists have their own office, a smaller number share larger offices with a colleague, while several scientists share them with two other scientists. The administration is planning a reorganization that will ensure an additional number of offices and thus further improve the conditions, especially for scientists who share offices. After the renovation of TRH14 each scientist will have his own office. Every scientist has a desktop computer in his office and a laptop. The Faculty supports the work of scientific teams through the procurement of necessary equipment for projects and the procurement of space for project implementation where necessary, such as the lease of 93.17 m<sup>2</sup> Ž6 premises. The library gives scientists access to all scientific sources, as well as online access to the most important scientific databases (see 4.5).

##### **4.5. The library, its equipment and access to additional content ensure the availability of literature and library services for the needs of quality study and quality scientific-teaching / artistic-teaching activities.**

###### **4.5.1. The library, its equipment and additional content ensure quality study conditions.**

###### **4.5.2. The library, its equipment and additional content ensure quality scientific-teaching/artistic-teaching activity conditions.**

The library meets the requirements for quality educational and scientific-teaching activities owing to sufficient organizational and human capacities, broad international cooperation, sufficient spatial conditions, a rich library collection, a quality online catalogue, and database number and availability.

##### **Organization, human resources and international cooperation**

The library is one of the organizational units of the Faculty, and its work is regulated by the [Rules of library operation](#). The Library's services are used by employees and students (6,500 students and 175 scientists), as well as by approximately 2,000 external users, including members of the academic community and public officials. The library consists of a book department with information service and lending, a journal department, a branch library for the SC of Social Work and the European Documentation Centre (EDC). Ten librarians are permanently employed, seven of whom have a university degree and four employees a higher professional title. Auxiliary work in the Library is performed by students, on the basis of a contract with the Student Centre. The staff undergoes [continuous professional training](#). The



library has been included in the network of European research libraries and institutions in the field of social sciences and humanities “Ligue des Bibliothèques Européennes de Recherche/Association of European Research Libraries” [LIBER](#) since 2012 and has been a member of the International Federation of Library Associations and Institutions [IFLA](#) since 2016. It actively participates in the work and programs of the network of law schools from Southeast Europe “South East European Law Schools Network” [SEELS](#).

The European Documentation Centre (EDC), as a part of the [Europe Direct](#) network provides support to Croatian users in accessing information on EU policies and law. The Centre provides access to a range of official databases and online sources of primary and secondary EU law, case law and preparatory legislation, specialized online services, electronic information sources and legal databases to which the Library is subscribed (WestLaw, LexisNexis, HeinOnline, EBSCO, etc.). An extensive bibliography is drawn up once a year and provides an overview of foreign scientific and professional literature from 19 thematic areas of EU activities. The EDC provides access to the partner information service European Sources Online, which specializes in providing information about the EU. The Centre regularly conducts professional training in browsing legal sources and EU databases, which improves the information literacy of students, and is used by graduate and postgraduate students.

### **Premises**

Library premises consist of: three rooms with user access and two repositories of library materials. The total surface accessible to users is 759.20 m<sup>2</sup>, and the premises are located at: Trg Republike Hrvatske 14 (TRH14) - 250 m<sup>2</sup>, Trg Republike Hrvatske 3 (TRH3) - 290 m<sup>2</sup> and the premises of the branch library of social work in Ulica Vladimira Nazora 51 (N51) - 219.2 m<sup>2</sup>. The premises in TRH14 are not available until the renovation of the building is complete, however the premises in TRH3 (78 m<sup>2</sup>) and N51 (219.2 m<sup>2</sup>) are, so that the current total surface available to users is 297 m<sup>2</sup>. The total surface available for storing library materials is 902 m<sup>2</sup>, and the repositories are located at the following locations: Borongaj Science and University Campus (KB) and the Zagreb Fair (ZV). The total surface of the Library in 2020 before the earthquake was 1,661.70 m<sup>2</sup>, and after the earthquake 1,199.70 m<sup>2</sup>. In 2022, a new office space was leased for the needs of the Library Service in Frankopanska 26 (F26) having the surface of 72.85 m<sup>2</sup>. The repurposing of premises in TRH3 into a new reading room of 55.88 m<sup>2</sup> is in plan, so that the surface of the Library in May 2022 will be 1,138.35 m<sup>2</sup> (which is 523.35 m<sup>2</sup> less than prior to the earthquake). There are three seminar reading rooms for students in the Library spread across three locations: TRH14 (60 m<sup>2</sup>), TRH3 (50 m<sup>2</sup>; from May 2022 55.88 m<sup>2</sup>) and N51 (26.13 m<sup>2</sup>) with the total surface of 136.13 (or 142, 01 m<sup>2</sup> after the repurposing of TRH3) and 103 seats. Until the renovation of TRH14 is complete, the reading room in that building will not be used, and the reading room in TRH3, which will resume operation in May 2022, is temporarily not in use, so that the total reading room surface from then until the renovation of TRH14 will be 85.01 m<sup>2</sup> and 71 seats. (15 in N51 and 56 in TRH3).

### **Library collection and catalogue**

Between 2016-2021, 2,287 new legal books by eminent foreign (for example: Kluwer Law International, Hart Publishing, Brill, Beck, Routledge, Springer, Oxford University Press, Cambridge University Press) and domestic publishers of legal literature (Official Gazette, Školska knjiga, Organizator, Inženjerski biro, Novi informator, Zgombić i partneri, Golden marketing, Školska knjiga, Libertin naklada, Naklada Breza, Ibis grafika, Plejada, Tipex) were acquired. By individual collections, the current collection holds 1,252 titles of mandatory study textbooks, i.e. 9,725 volumes of the collection. In accordance with Art. 17. of the Rules of library operation, the Library procures at least 15 copies of textbooks, manuals and scripts that

are on the list of required literature in the curriculum of undergraduate and graduate studies and at least two copies of mandatory and supplementary literature for postgraduate studies. The collection is continuously renewed, and destroyed and dilapidated library materials are regularly replaced. The special value of the Library are rare editions within the "Rara Collection" which includes the oldest and most valuable books from the 16th and 17th centuries from the field of criminal substantive and criminal procedural law, legal theory and philosophy, Roman law, mostly Justinian codification, general and legal history and canon law. Since June 2015, the Collection has been entered in the Register of the Cultural Heritage of the Republic of Croatia, and since 2012, conservation and restoration work has been continuously carried out on the most endangered copies of books from the Collection.

The bibliographic database and the OPAC catalogue of the CROLIST Library in Vero and classical format are available online for free access at: [https://www.pravo.unizg.hr/knjiznica/online\\_katalog](https://www.pravo.unizg.hr/knjiznica/online_katalog), without restrictions (0-24 h). According to the five-year statistics on the use of online catalogues, 887,639 user inquiries were recorded. The "EBSCO online Discovery Service" is also available to users, which allows unified thematic search of foreign databases and journals to which the Library is subscribed through a single search interface.

##### **Databases and their availability**

The Faculty uses its own funds to finance subscriptions to specialized foreign legal databases BeckOnline, HeinOnline (2 collections), IBFD (International Bureau of Fiscal Documentation), Kluwer Arbitration, Kluwer Law International, Nexis Academic and Westlaw UK and Croatian legal database IUS Info, portals Informator and Ing Biro. In addition, the Faculty is subscribed to 83 foreign journals, of which 34 in paper and electronic and 49 in paper format. The Faculty buys all Croatian professional legal journals that are not available for free on the Hrčak portal. Access to foreign databases from the field of social sciences and humanities is provided through national and university licenses, including: JSTOR, Wiley, Oxford Journals, SAGE Journals, Springer Journals, Cambridge Journals, two HeinOnline collections, ProQuest and many others. The collection of periodicals consists of 1,435 printed foreign journals, 615 printed domestic journals and 15,203 electronic journals with full text to which the Faculty provides access. The total number of bibliographic databases is 54 (see: [List of databases](#)) 44 of which are funded by the University and 10 by the Faculty.

The Library's websites contains [quick links to Croatian and foreign databases](#) and sources to which the Faculty is subscribed, which enables students and teaching staff to access scientific and professional information. Users also have access to online databases subscribed to by the Ministry of Science and Education through the Electronic Sources Portal for the Croatian Academic and Scientific Community at: <http://baze.nsk.hr/>. Access to most online databases is regulated by a range of IP addresses of the Faculty's computers, while a part of the databases is accessible outside the Faculty via a proxy server, using an electronic identity (AAI@EDuHr).

##### **Additional information on library support for quality study (standard 4.5.1.)**

General information about the Library show that its capacities enable quality studying. Highlighted data that further emphasize the positive impact of the Library on the quality of study are data on: library availability, care for students with special needs, study literature and student satisfaction. In the normal circumstances, the reading rooms are available to users every workday 8 am-8 pm, while borrowing, copying, returning materials and communication with the information service are available 9 am-1 pm. In the extraordinary circumstances of the pandemic and the earthquake that prevented the use of one (temporarily two) reading room and premises for users in TRH14, the provision of services is organized in a hybrid manner, while increased and all-day live and electronic communication with the students allows maximum

availability of literature. Contacts with the staff, material borrowing and reproduction are currently available live in the mornings at an organized user space in TRH3, while inquiries and electronic services are handled until the evening hours via remote access. The SC Branch Library of Social Work continues to operate regularly as before (9 am-7 pm). The library takes special care of students with special needs. Personalized literature adaptation services are provided to the blind and the visually impaired in cooperation with the "Zamisli" association. The adaptation of library services began in the academic year 2007/2008 through personalized adaptation of required literature in collaboration with associations that support people with disabilities. The Faculty provides vulnerable groups with special study opportunities with regard to teaching, adapted teaching materials, exams (organization and adaptation of examination technologies) and participation in extracurricular activities organized at the Faculty and University where additional competencies can be adopted. The library continuously monitors assistive technologies and provides adaptive equipment to blind and visually impaired students, such as adjustable computer workstations, listening aids, and text-to-speech devices and software. During the pandemic, vulnerable user groups were provided with distance professional information support and instructions for bibliography. Literature is available to all students, and special attention is paid to seminar literature. The available required literature is sufficient to cover the needs of 20-30% of students of each year and there is also the option to use the copy that remains in the library. Remote access to the catalogue and domestic and foreign e-sources is provided in consultation with the librarian if necessary. Oral feedback from students on the work of the Library is positive, and after the consolidation of the library premises (May 2022), a student survey will be conducted.

**Additionally on the suitability of the library for scientific and teaching activities (standard 4.5.2.)**

General information about the Library show that its capacities facilitate quality scientific and teaching activities. Highlighted data that further emphasize the positive impact of the Library on the quality of scientific and teaching activities are data on the availability of scientific databases, storing of graded papers and online availability of teaching materials. Through its website, the library provides all members of the Faculty's academic community remote access (VPN) to subscription databases that contain bibliographic data or complete texts of domestic or foreign scientific production from the field of law. Presentations that explain to users how to search most of the available sources are also available. Where users fail to find the required material on their own, they may contact one of the three information experts who can explain the method of access, refer them to adequate sources for their needs, and advise on how to select search criteria. Diploma, specialist and doctoral theses are stored in the [institutional repository](#) in accordance with the [Act on Scientific Activity and Higher Education](#) (Article 83, paragraphs 11, 12 and 13) and [Act of Copyrights and Related Rights](#) (Article 111), and are publicly visible in the repository as bibliographic records. Teaching content is available through the [Merlin](#) system and other programs. The results of the survey on the [availability of teaching content on Merlin](#) are as follows. 96.9% of teaching materials are available in the Merlin system (and other platforms) for a total of 427 e-courses taught by 194 professors. In addition to the Merlin platform, teaching materials are available at the course pages (31.4% of cases), in the Library (4.5%) or through professors, the Internet and e-mail (3.1%). Teaching materials are available in various forms, such as ppt presentations (75.2%), full texts of professional and scientific papers (69.9%), full book chapters (35.9%) and full texts of primary law sources (legislation, case law) (56.1%). The most common format is pdf (89.1%), followed by doc, xls and ppt.

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

##### 4.6.1. Financial sustainability and efficiency are visible in all aspects of the work of the higher education institution.

In 2020 the Faculty realized revenue in the amount of HRK 84,004,313 (MOZVAG: 4.11.), which can be divided into two large groups. The first consists of "revenue from public sources" which amounted to HRK 57,251,206 in 2020. This group includes state funds and funds from other public sources (item "Revenue from the national budget" and item "Revenue from the budget of other public sources"). The majority of revenue in the group of revenue from public sources comes from the national budget through the Ministry of Science and Education, and in 2020 this revenue amounted to HRK 55,578,150. The state allocates these funds to finance: a) salaries of Faculty employees (including material rights of employees), b) scholarships for full-time undergraduate and graduate students to cover the material costs of education ("subsidization of participation in student costs" for studying) and c) material costs of scientific activities. Basic program financing of material costs of teaching and scientific activities (b and c) is regulated by the [Decision of the Government of the Republic of Croatia program financing of public higher education institutions in the Republic of Croatia](#). In addition, the national budget also finances scientific projects based on funds allocated to the University for [earmarked institutional funding of scientific activities](#) (HRK 593,257 in 2020) and investments in emergency intervention funds (HRK 310,755 in 2020 for earthquake damage repair costs). Revenue from the budget of other public sources in 2020 amounted to HRK 1,673,056. The largest part pertains to EU-funded projects (HRK 1,103,707), while other public revenue mainly consists of: (i) revenue and grants from international institutions (in 2020 realized through a HRK 104,633 worth UNICEF project); (ii) assistance from the City of Zagreb and the Ministry of Physical Planning for the needs of the Legal Clinic (HRK 195,000); (iii) financial support from the Ministry of Science and Education for scientific journals and scientific books and higher education textbooks (HRK 115,829); (iv) remittance from the University of Zagreb for student programs (HRK 82,566).

The second group of revenue (items "Revenue from own activities" and "Revenue under special regulations" and other items) consists of own revenues, which in 2020 amounted to HRK 26,184,683. This group includes income from: tuition fees (not subsidized by the state), fees for making and processing official documents (diplomas, certificates, applications), lifelong learning, book sales and other sources of own income.

|    | Source of revenue  | Amount (HRK) |
|----|--|--------------|
| 1. | Tuition fees - undergraduate and graduate studies                | 17,522,713   |
| 2. | Revenue from insurance (earthquake damage compensation)          | 4,731,344    |
| 3. | Tuition fees – postgraduate studies                              | 2,550,241    |
| 4. | Revenue from the sale of books and other services                | 614,620      |
| 5. | Fees for issuing student diplomas, applications and certificates | 411,413      |
| 6. | Revenue from the Croatian Science Foundation (research projects) | 218,051      |
| 7. | Lifelong learning (in the table under „professional projects“)   | 112,483      |
| 8. | Interest   | 20,213       |

|    |              |                   |
|----|--------------|-------------------|
| 9. | Rental fees  | 3,604             |
|    | <b>Total</b> | <b>26,184,683</b> |

Table: Structure of "own revenue" sources (according to MOZVAG: 4.11; items 3, 4 and 5)

In 2020, prominent sources of own revenue were revenues from: tuition fees for undergraduate and graduate students not subsidized by the state, revenue from tuition fees for postgraduate studies, revenue from lifelong learning programs, revenue from book sales, revenue from Croatian Science Foundation projects and compensation of a part of earthquake damage costs by the insurer. The Faculty has a large number of postgraduate specialist studies, some of which are the only ones of their kind in Croatia. As the reform of postgraduate doctoral studies was still in progress in 2020, there was no income from this source which will be reactivated in 2022 with the commencement of the reformed doctoral studies. The Faculty continuously organizes a number of lifelong learning programs dealing with current topics and the appropriate number of students, but the earthquake and the pandemic had a negative impact on the income generated from this activity. The bookstore sells books and textbooks published by the Faculty, as well as relevant books and textbooks by other publishers. The modernization of the sales system opened up the possibility of Internet sale, which proved to be extremely important in the aftermath of the pandemic and the earthquake. Revenue from book sale has a prominent place in total revenue due to the quality of publishing activities which continuously publish new textbooks and scientific titles owing to professors who prepare them in accordance with teaching and research needs and trends. In addition, the Faculty offers a series of "memorabilia" which generate additional income.

#### **4.6.2. The higher education institution manages financial resources transparently, efficiently and purposefully.**

The basic guidelines of the Faculty's financial policy are the transparency of finances, financial sustainability, efficient management of public funds and the development of Faculty activities. The Accounting department works transparently and publishes all financial reports and plans on its [website](#). The available funds are managed in accordance with the financial plan, which is the basis for commitments. The department regularly monitors the dynamics of trends, compares the status of revenues and expenditures with previous periods and analyses quarterly and annual financial statements (PR-RAS and Liabilities). Employees of the accounting department have the opportunity to attend seminars and educational programs to improve their knowledge and skills and get systematic information about changes in acts and regulations from the field of budget accounting. The Faculty reacted on time to the decrease in own revenues and simultaneous increase in expenditures due to objective circumstances, among which the earthquake and the pandemic significantly disrupted working conditions, regular Faculty activities and caused additional costs of restoration of damaged buildings. In response to the situation, the Faculty reduced expenditures by over six percent in 2020 compared to the previous year, among other things, realizing savings in the area of material costs. The savings were achieved, among other things, through the improvement of the expenditure planning system (business trips, scientific training, international meetings, internal procurement) as well as through the purposeful use of the budget and own funds. The computerization of the internal procurement system also contributes to rational operation.

#### **4.6.3. Additional sources of funding are used to develop and improve the higher education institution.**

The use of own revenues is regulated by the [Regulation on the utilization of own revenue](#). Own funds are used for: scientific activity (participation at scientific conferences and training



abroad; procurement of books, journals and access to databases; preparation and printing of books and scientific journals); teaching activity (teaching in English); improving the quality of study (student activities); infrastructure capacities (equipment and maintenance of space; computer and other technical equipment; office equipment).

|    | Purpose   | Amount (HRK) |
|----|---|--------------|
| 1. | Reconstruction and renovation   | 14,800,000   |
| 2. | Procurement of books and periodicals and subscription to electronic databases | 900,000      |
| 3. | Printing of books and scientific journals published by the Faculty            | 400,000      |
| 4. | Support to teaching in a foreign language                                     | 350,000      |
| 5. | Procurement of computer and other technical equipment                         | 300,000      |
| 6. | Participation at scientific conferences and training abroad                   | 240,000      |
| 7. | Procurement of office equipment   | 140,000      |
| 8. | Support to student activities   | 76,000       |

*Table: An example of own revenue spending on the development of the Faculty in 2020*

The Faculty is developing a [normative model](#) to fund scientific and teaching activities. Among other things, the model includes the allocation of funds to: employee participation at scientific and professional conferences, scientific and professional development of professors and associates, financial incentives for scientific excellence, student participation in scientific and professional activities, financial incentives for classes in English language and the organization of scientific and professional conferences. The Faculty is developing a model for encouraging student activities. The procedure of fund allocation to associations operating at the Faculty is conducted in cooperation with the central student organization, the "Student Union", in accordance with the principles of transparency, efficiency and purposeful use of funds. The emphasis is on useful, innovative and well thought out association projects. In addition, student activities that directly influence and complement teaching activities, such as student participation in simulated trials, are also supported.

When receiving stable and sufficient revenue from public sources, the Faculty can spend its own revenue on the development and improvement of activities (such as postgraduate courses, lifelong learning programs and projects) that are the sources of its own revenue and simultaneously contribute to the development of the Faculty. In this context, a part of the funds for postgraduate studies, lifelong learning programs ([Regulations on lifelong learning](#)) and projects are earmarked for administrative needs as own revenue of the Faculty. However, since public sources of funding are not sufficient to maintain and improve the resources necessary for basic educational and scientific activities, own funds must be used to finance basic operating costs, such as material costs, investment maintenance costs and the acquisition of nonfinancial assets. For example, almost 80% of material costs are covered by own revenue, and own funds were crucial for the reconstruction of university buildings damaged by the earthquake. Furthermore, in the absence of funding from public sources, own funds are used to cover the costs: of participation of the Faculty in international and domestic professional



associations; application and co-financing of scientific projects; organization of scientific and professional conferences; and scientific and professional development of employees.

**4.6.4. Additional sources of funding are obtained through domestic and international projects, cooperation with the industry, the local community, etc.**

A part of the Faculty's revenue is derived from: research projects funded by the Croatian Science Foundation, research projects of the University of Zagreb, projects realized in cooperation with the economy (e.g. the Adris Foundation) and other professional projects and international projects funded by the EU and other international institutions (e.g. the UNICEF). The Legal Clinic is also funded through projects of the Republic of Croatia and the City of Zagreb.

## 5. SCIENTIFIC/ARTISTIC ACTIVITY

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

**5.1.1. Professors and associates publish an appropriate number of quality scientific publications.**

In the observed period 2016 - 2020, professors published a total of [1,536](#) scientific papers evaluated in keeping with the [Regulation on the conditions for election to scientific titles](#) and include [articles](#), [papers in conference proceedings](#), [chapters](#) and [monographies](#). Scientific output is 307.2 scientific papers per year, or 2.02 scientific papers per year per professor (Law 2.14 and Social Work 1.53). If we take into account that monographies have higher value than papers, counting as two papers in some systems, and in the Republic of Croatia according to the [Regulation on the conditions for election to scientific titles](#) as 3 papers, then 49 scientific monographies should count not as one but as 3 papers. This means that the total number of scientific papers is not 1,536, but 1,634. In the observed five-year period, the annual number of scientific papers would be 326.8, or 2.15 scientific papers per year per professor (given the total number of professors selected to scientific-teaching and teaching titles).

The total output (excluding conference abstracts and book editing) is 2,095 papers (and if 68 books are counted as 3 papers each, 2,231 papers), which is 446.2 papers per year, or 2.94 papers per professor per year.

Out of a total of 42 educational materials, 2 scripts, 22 textbooks, 16 manuals and 2 other materials were published. The average number of 4.4 textbooks per year shows that the Faculty takes care to provide students with textbooks. Out of a total of 72 published editorial books, 3 are manuals, 2 other editorial books, 13 monographies and 53 proceedings. A total of 66 monographies and proceedings were edited, of which 53 scientific and 13 professional publications. Of the [53](#) editorial scientific books, 34 were published by Croatian publishers, and [19 by international](#) reputable publishers such as Springer, Duncker & Humblot, Brill, Bruylant, Cambridge University Press, Oxford University Press, Routledge, etc. Out of a total of 291 papers published in conference proceedings, 275 are scientific and 16 professional papers, 239 are peer-reviewed scientific, and 10 peer-reviewed professional papers.

According to the [CROSBİ AZVO MOZVAG](#) classification based on adapted [Regulation on the conditions for election to scientific titles](#), in the observed five-year period, 2016-2020, a total of **1,536 scientific papers** were registered and analysed, of which 1,159 published papers are of the highest category and 377 are other papers. The number of scientific papers (articles, monographies, chapters, papers in conference proceedings), indexed in a1 databases per year of publication for the Faculty is as follows: 2016 (313/120), 2017 (311/123), 2018 (324/147), 2019 (324/150), 2020 (264/123). Distribution by studies (Law - 122 professors and teaching titles and Social work - 30 professors). Indexation in databases is as follows: Law - 2016 (270/92), 2017 (276/97), 2018 (281/115), 2019 (265/119), 2020 (220/91); Social work - 2016 (43/28), 2017 (35/26), 2018 (49/32), 2019 (59/31), 2020 (44/32).

Out of the 1,536 published papers, 706, i.e. 46% are [scientific articles](#), 49, i.e. 3% are [scientific monographies](#), 506, i.e. 33% are [scientific chapters](#), and 275, i.e. 18% are [scientific papers in conference proceedings](#).

In the observed period, [661 scientific papers and 5 editorial books](#) were indexed in a1 databases (WosCC, Scopus and HeinOnline). Out of that, 545 were articles, 64 papers in conference proceedings and 54 book chapters. All [chapters](#) were published in the books of reputable

international publishers: Springer, Brill-Nijhoff, Cambridge University Press, Edward Elgar, Palgrave Macmillan, Peter Lang, etc.

Thus, a total of 706 scientific articles were published, which is an average of 4.64 scientific articles per professor in the observed period, or 0.93 articles per year. Out of a total of 706 scientific articles, 546 scientific articles were published by scientists from the field of law, on average 0.9 articles per year, while 160 scientific articles were published by scientists from the field of social work, on average 1.07 articles per year.

Out of 706 scientific articles, 506, i.e. 72% were published in Croatian journals, 386 from the field of law, which is an average of 0.63 articles per year, and 123 from the field of social work, which is an average of 0.82. A total of 200 articles, i.e. 28% of articles were published in foreign predominantly international journals, of which 157 articles in the field of law, on average 0.26 articles per year, while 40 articles in the field of social work, i.e. 0.27 articles per year. We consider that **28% of articles published in foreign predominantly international journals** is a high percentage for the fields of law and social work for a country like Croatia where English is not an official language. Namely, papers from these fields must contribute to the development of Croatian professional terminology, and especially in the field of law, influence case law and the practice of other stakeholders in the legal system. 225, i.e. 32% of the total number of scientific articles have been published in world languages, mostly in English, which shows the effort to communicate scientific knowledge at the international level. Compared to the previously evaluated periods, in 2010-2014, articles were published in 44 foreign international scientific journals ([Self-evaluation](#) 2015, page 142), in 2016-2020 articles were published in [149](#) journals of that type, there has been a significant increase in the share of papers published in foreign journals, especially papers from the field of law (Diagram 1).

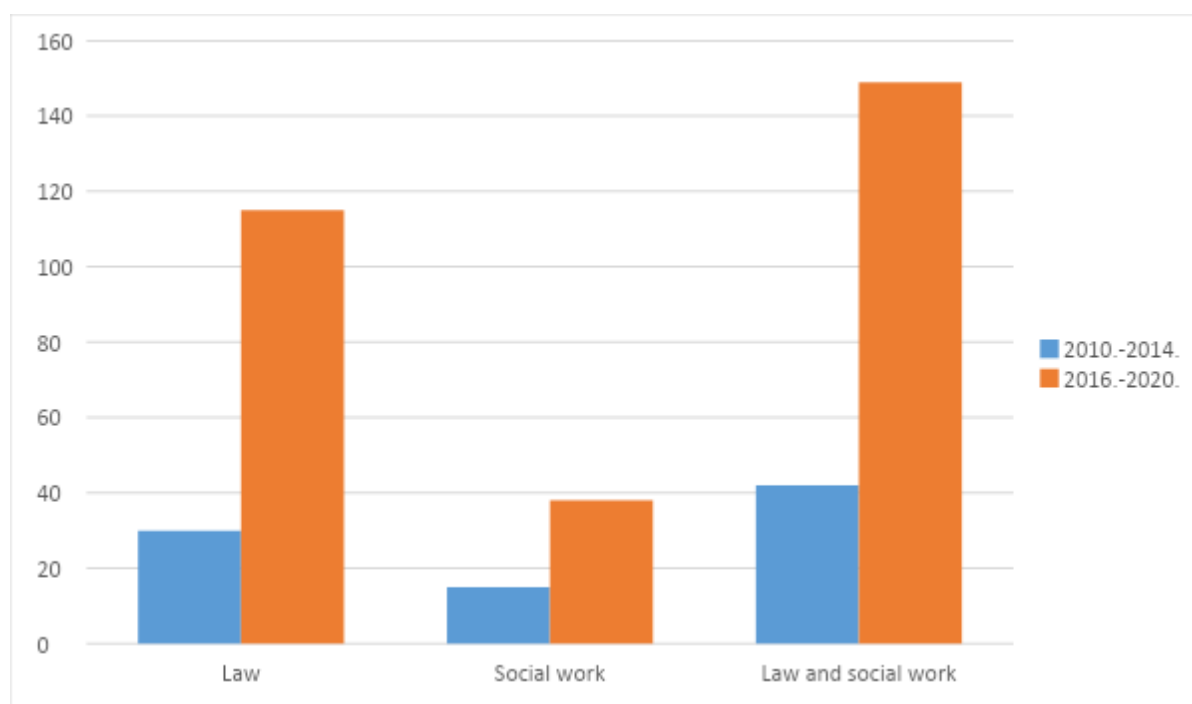


Diagram 1: Number of foreign journals in which scientific papers are published

As for the scientific papers that resulted from the cooperation with other higher education institutions and scientific organizations from Croatia, as well as with authors from abroad, their total number in the observed period is [266 scientific papers](#). This is a significant increase compared to 158 papers resulting from collaboration in the previously evaluated period ([Self-](#)

[evaluation](#) 2015, page 149) (Diagram 2). The number of scientific papers co-authored with authors from other Croatian higher education institutions and scientific organizations decreased slightly compared to the previous period, but the total number increased, especially the number of co-authorships with foreign authors.

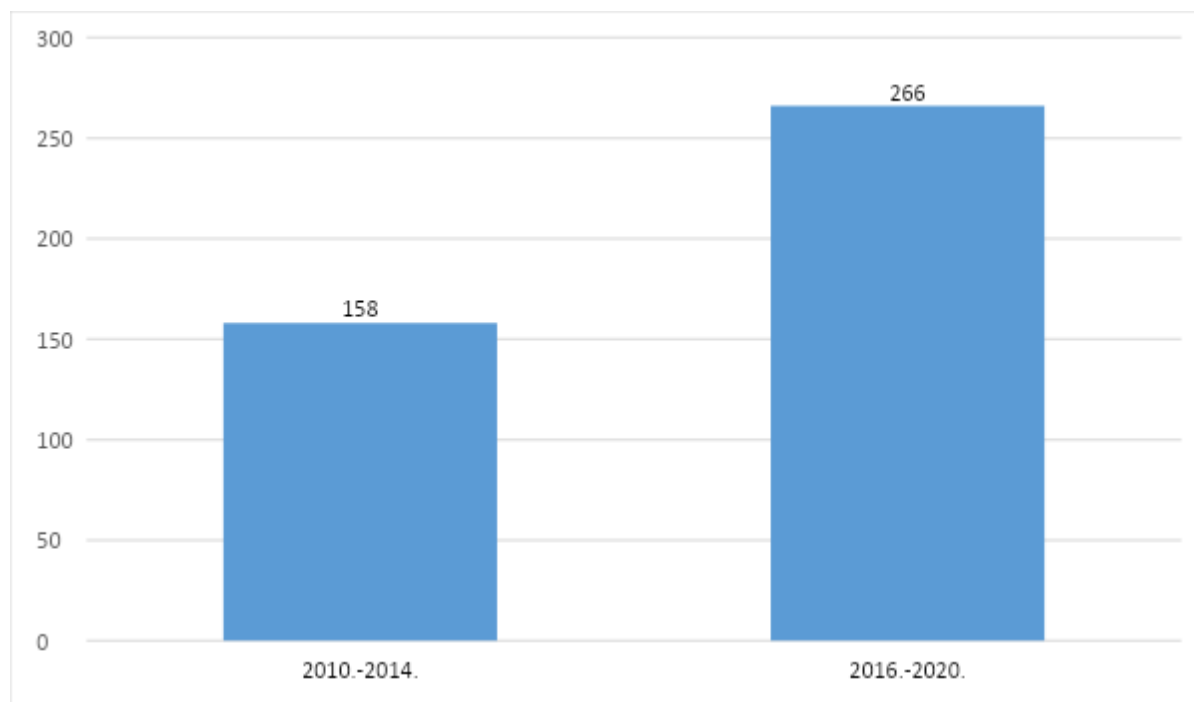


Diagram 2: Papers resulting from collaboration - total

Comparing the two evaluation periods, there has been a significant increase in papers resulting from international cooperation, from a total of 23 international cooperation papers in the previous evaluation period ([Self-evaluation](#) 2015, page 149) to a total of 156 papers in 2016-2020 (Diagram 3).

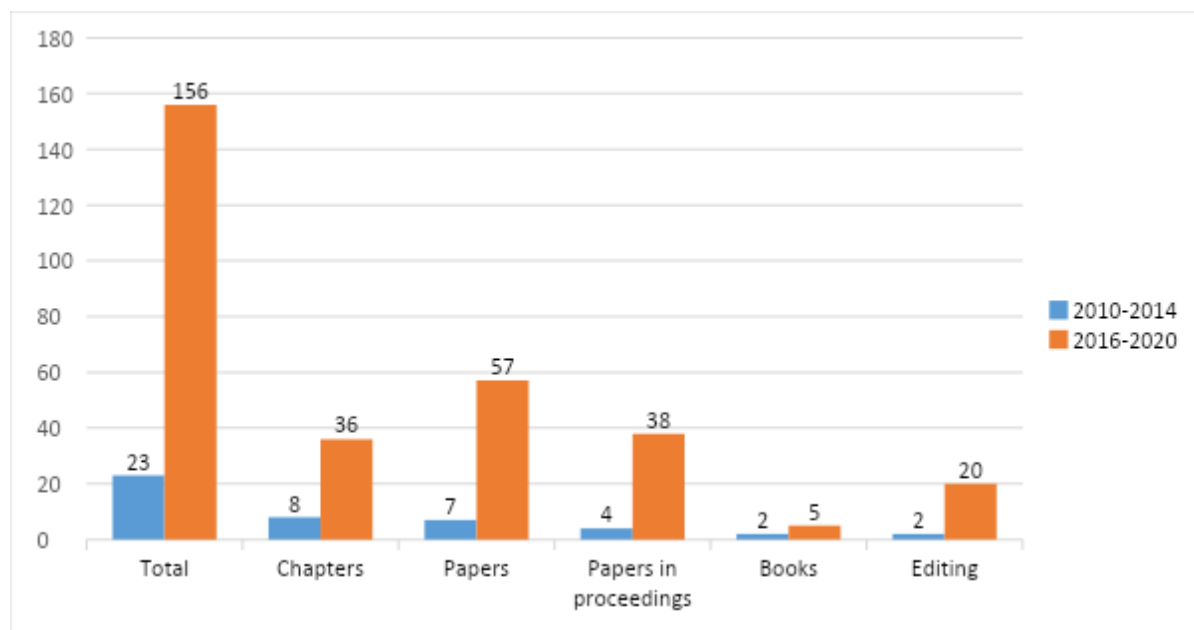


Diagram 3: Papers resulting from international cooperation

In the observed period, a total of 49 monographies were published, 34 of which by Croatian and 15 by foreign publishers. It should be noted that the difference compared to the previously evaluated period is the result of a different methodology - namely, in the [Self-evaluation 2015](#) the data on the number of scientific monographies included all types and categories of books, including textbooks.

In the observed period, a total of 506 [scientific chapters in books](#) were published, of which 228 by domestic publishers and 278 by foreign the publishers. As many as 54% of chapters have been published by foreign publishers, and it should be noted that the chapters are in books published by the most reputable international publishers, including: Springer – 30 chapters, Kluwer – 16, Palgrave Macmillan – 15, Edward Elgar – 12, Brill – 11, Duncker & Humblot – 10, Intersentia – 9, Larcier/Bruylant – 7, Verlag Österreich – 6, Manz – 6, Routledge – 5, Hart – 5, Eleven International Publishing – 4, Peter Lang – 4, OUP – 4, Beck – 3, IBFD – 3, CUP – 3, Nomos – 2, Walter de Gruyter – 2, Policy Press – 2, Mohr Siebeck – 2, etc. These are chapters in books that often give a scientific overview of the regulation of certain legal issues, even branches of law, which shows that Faculty professors are recognized as the best qualified people to write about these topics.

In the observed period, 275 [scientific papers were published in conference proceedings](#). The majority of papers [indexed in all databases are in conference proceedings](#): EU and Comparative Law Issues and Challenges Series; MIPRO: International Convention on Information, Communication and Electronic Technology; ESD: International Scientific Conference on Economic and Social Development; IMR: Interdisciplinary Management Research Conference. Papers from the following conferences have also been indexed: General Congress of the International-Academy-of-Comparative-Law (IACL) / Académie internationale de droit comparé (AIDC); Conference Social Policy, Inequality, and Poverty in post-Socialist Societies; Conference on Transformation of Civil Justice: Unity and Diversity; Conference on Human Rights, Democracy, and Legitimacy in the 21st Century; International Conference on 25 Years of The UN Convention on the Rights of the Child.

In addition to scientific papers in conference proceedings that are indexed in databases, we certainly want to highlight scientific papers presented at conferences of renowned international associations published in proceedings – 211, i.e. [176 reviewed papers](#). These are the following associations and conferences: FIDE (Fédération Internationale pour le Droit Européen/International Federation for European Law) Congress; International Congress on Comparative Labor Law; NISPAcee (Netprofessor of Institutes and Schools of Public Administration in Central and Eastern Europe) Annual Conference; The International symposium in Byzantine and Medieval Studies "Days of Justinian I"; WINIR = World Interdisciplinary Netprofessor for Institutional Research Symposia; IFLA World Library and Information Congress; 50eme Anniversaire de l'IDIT (l'Institut du Droit International des Transports); INTRANSLAW - International Transport and Insurance Law Conference; International Interdisciplinary Conference "70th Anniversary of the Genocide Convention"; From Tampere 20 to Tampere 2.0: Towards a new European consensus on migration; Entgeltfortzahlung bei Krankheit und Arbeitsunfall im internationalen Vergleich; European Criminal Procedural Law in Service of Protection of European Union Financial Interests, etc.

Professors also participate at numerous regional international scientific conferences where they share experiences with colleagues on the national legal system and practice development trends. They participated, for example, at international conferences Development of Public Administration, international scientific conference Days of Family Law, international counseling Current Developments in Civil Procedure Law, International Scientific Symposium of Church Lawyers, etc.



In 2020, a smaller number of published papers was noticeable compared to previous years of the observed period. This can reasonably be attributed to work in pandemic conditions, during which only a small number of scientific and professional conferences were held, resulting in the lower number of papers published in conference proceedings. Nevertheless, scientists sought to be active and participated at [online conferences](#), when they were organized in this form.

In the observed period, professors participated in 71 editorial boards of monographies and proceedings, of which the editorial books of reputable international publishers should be highlighted. 134 papers of other types have been published, of which expert reports, [encyclopaedia](#) entries that professors were invited to write, etc. deserve special mention.

Professors published a total of 2,410 of all types of papers and contributions (abstracts from conferences, various types of contributions in journals), including book editorials. As pointed out, out of the total number of papers, 1,536 papers have been evaluated in accordance with the [Regulation on the conditions for election to scientific titles](#), i.e. that number pertains exclusively to the category of scientific papers.

### **5.1.2. The higher education institution has effective procedures for encouraging quality scientific publishing.**

The Faculty continuously encourages the scientific excellence of professors and associates through internal rules. Thus, two Decisions on the co-financing of the costs of scientific and professional training and encouraging scientific excellence of associates and professors elected to the scientific-teaching or teaching titles and to the appropriate position, from [2018](#) and [2019](#), stimulate participation at scientific-professional conferences, especially active presentation, the publication of papers in international publications and an increase of the international visibility of the Faculty, by covering or reimbursing the costs of papers in publications of a1 category, and additionally of publication in the first (Q1) or second (Q2) quarter. These costs include the costs of proofreading, editing and fees for the publication of papers written in foreign languages, accepted for publication or published in a1 category publications.

In 2017, in accordance with the [Regulation on the conditions for election to scientific titles](#) and on the basis of databases for the field of law and the field of social work, an index of journals represented in the WoSCC, Scopus and HeinOnline databases which were classified as a1 that year was created. The [Index](#) is available on intranet, since WoSCC does not allow public access (except as part of subscription) to its JCR ranking. In addition, other Croatian legal journals that are not available in the databases were listed. This served as a scoring guide for professors, helping them decide where best to publish their papers. Professors are continuously supported at the individual level with information on where to publish, with respect to the evaluation of papers according to the [Regulation on the conditions for election to scientific titles](#), as well as on the [open science](#) and positive requirements of investors and negative practice.

Since the publication of scientific papers in reputable international journals, i.e. by reputable Croatian and foreign publishers, in accordance with the criteria of excellence established by the [Regulation on the conditions for election to scientific titles](#) from 2017, is a condition of scientific development and important for international recognition of the Faculty, an additional incentive will be introduced in the next period in the form of financial compensation to professors, based on the criteria to be determined by the Faculty Council ([Dean Candidates Program](#), page 21).

### **5.1.3. The higher education institution records data on publications (indexation, citations, h-index, where applicable).**

The Faculty [systematically monitors](#) the scientific productivity of its professors. The Faculty library also monitors the production of professors through the library collection, i.e. continuously monitors everything published by the professors with Croatian or foreign publishers, including monographies, articles, papers or chapters in books and proceedings (so-called analytical units). In addition to procuring all relevant Croatian legal literature, the library also procures current foreign publications from all branches of law studied at the Faculty. The library material can be searched through the online Crolist catalogue, which, among other things, contains data on scientific, professional and other production of Faculty professors, as well as of other Croatian legal experts and authors. Quality content processing of the material facilitates thematic search and identification of relevant literature using the library catalogue. All professors are invited to regularly enter data on scientific productivity in the Croatian Scientific Bibliography – [CROSBI](#), with any necessary assistance, in the form of consultations or specific technical support, being provided by the library staff who are trained institutional administrators for CROSBI. [Brief instructions](#) on the most important elements for registering papers in CROSBI have been provided on the website.

All [Faculty professors](#) are required to have a publicly available Google Scholar profile

In addition to Google Scholar profiles, in order to increase the visibility of their papers and projects and expand the network of potential research associates, many professors have open profiles and papers on academic social networks Academia.edu and ResearchGate, while some have private websites where they publish their work, all in accordance with the relevant legislation and conditions of the publisher ([example 1](#), [example 2](#)). Many professors also submit [full texts of their papers](#) on CROSBI.

The total number of citations for the Faculty in [WoSCC](#) (articles and review papers, chapters and papers in conference proceedings - 863 papers), ending with citations in 2020, and excluding self-citations is: 1,788 citations, 17 h-index, with 2.07 citations per paper in average.

The total number of citations for the Faculty in [Scopus](#) (articles and review papers, chapters and papers in conference proceedings – 1,016 papers), ending with citations in 2020, and excluding self-citations is: 2,402 citations, 15 h-index, with 2.36 citations per paper in average.

The comparison with the previous period ([2010-2014](#)) for Scopus shows an improvement in the average number of citations, i.e. 187 citations for 370 papers (citations from 2010-2014 - articles, review papers, chapters, conference papers, providing that the data on the number of papers deviate from prior data due to the subsequent inclusion of new journals in the database, which have been indexed retroactively), i.e. 0.5 citations per paper, h-index 5. Citations in [2016-2020](#) for 352 papers (types identical to 2010-2014), excluding self-citations (citations in the period 2016-2020) are 302, 6 h-index, i.e. an average of 0.86 citations over a five-year period, which is a significant improvement in the average citation per paper (Diagram 4).

The same progress is visible in WoSCC compared to the previously evaluated period ([2010-2014](#)), for the same types of papers as for Scopus, and with the application of identical criteria: 6 h index, and 0.60 citations on average per paper (excluding self-citations, citations ending with 2014), compared to 8 h index, and 0.80 citations per paper in average in the five-year period ([2016-2020](#)) (Diagram 4).

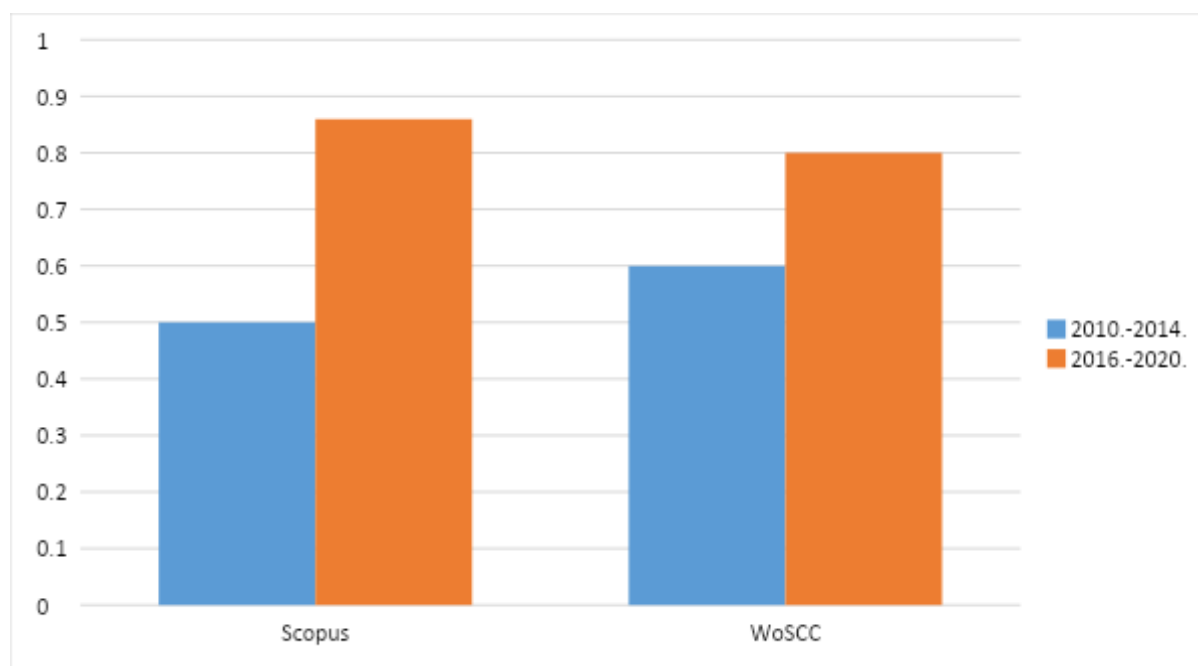


Diagram 4: Increase in the average number of citations per paper

**High citation is an indicator of excellent scientist recognition.** It is also visible through citations on Google Scholar, where as many as [29 professors](#) have more than 400 citations, ranging from 409 to 3,166.

#### 5.1.4. The scientific/artistic activity of the higher education institution is visible in the doctoral theses.

The Faculty has a postgraduate doctoral study in legal sciences and a postgraduate doctoral study in social work and social policy. In the observed period, 61 doctoral theses were defended at the Faculty, of which [52 doctoral theses](#) in the doctoral study in legal sciences (of which eight were defended by Faculty professors and two by associates), while a total of [9 doctoral theses](#) (two of which by professors and one by an associate) were defended in the doctoral study in social work and social policy. Compared to a total of 55 doctoral theses defended in the previous evaluated period, there has been a noticeable increase. A large number of defended doctoral dissertations show a high level of scientific activity of the Faculty. In the observed period, a total of [15 scientific papers](#) were published in co-authorship with doctoral students, 12 of which at doctoral studies in legal sciences and 3 at doctoral studies in social work and social policy.

On September 15, 2021, the Faculty made a decision to launch a new Postgraduate university (doctoral) study Legal science, which passed the accreditation procedure, received a permit and was entered in the register of study programs of the Ministry of Science and Education. Therefore, the old doctoral study in legal sciences is being extinguished, with the participants being given a reasonable deadline to complete their studies by October 1, 2027 ([Faculty Council Decision of 15 September 2021](#)). The reason for launching the new doctoral study in legal sciences was the Letter of Expectation, issued in the process of reaccreditation of the old doctoral study, while all recommendations were taken into account, as well as the quality criteria set out in the document ["Principles and criteria for the reaccreditation of postgraduate university programs in the Republic of Croatia"](#). Thus, the new study program includes all the recommended activities of the Letter of Expectation, as well as other activities that enable the achievement of a high level of quality in certain prescribed standards. The new doctoral program envisages research and learning through research to deepen and expand existing

knowledge and train doctoral students for independent research in the field of legal sciences, i.e. create future researchers capable of conducting high-level research in accordance with all international standards.

**5.1.5. Professors and associates of the higher education institution actively promote scientific/artistic achievements at conferences in Croatia and abroad.**

Professors and associates of the Faculty actively participate at a large number of Croatian and international conferences, with an emphasis on scientific conferences, i.e. by delivering scientific presentations at conferences. In the observed period, they held a total of [1,007](#) presentations at international and Croatian conferences, of which 299 scientific presentations at international conferences held in the Republic of Croatia and 180 scientific presentations at Croatian conferences, and an additional 528 scientific presentations at conferences abroad. Of these, 275 presentations were published as complete papers in conference proceedings, 208 as abstracts and extended abstracts in proceedings and journals, and 34 as book chapters.

The Faculty continuously financially supports the active participation of professors and associates at conferences in the country and abroad (Decisions on the co-financing the costs of scientific and professional training and encouraging scientific excellence of associates and professors elected to scientific-teaching or teaching titles and to the appropriate position from [2018](#) and [2019](#)), which it will continue to do in the coming period, in accordance with the criteria to be determined by the Faculty Council ([Dean Candidates Program](#), pg. 22).

In the observed period, the Faculty organized or co-organized a total of [69 scientific, professional or scientific-professional conferences](#), of which 27 as an organizer and 42 as a co-organizer. It should be noted that there was a significant decline in the number of conferences co-organized by the Faculty in 2020. Namely, a total of 5 were organized due to the COVID-19 pandemic, which resulted in several months of lock-downs, i.e. the application of strict epidemiological measures, otherwise the number would have been significantly higher. With respect to the organization of conferences, the Faculty has been closely cooperating with a number of reputable scientific institutions and scientific and professional associations abroad and in Croatia. Foreign institutions include: the University of Padua, the Max Planck Institute for Foreign and International Criminal Law Freiburg, the Institute of Law of the Shanghai Academy of Social Sciences, Istanbul University Faculty of Law and the International Netprofessor for Social Policy Teaching and Research, and Croatian institutions: the Croatian Academy of Sciences and Arts, the Croatian Academy of Legal Sciences, the Institute of Public Administration, the International Institute of Administrative Sciences, the Croatian Copyright Society, the Croatian Transport Law Society and the Croatian Family Mediation Society. In the coming period, the Faculty plans to systematically analyse the possibilities of cooperation with international and professional associations, including their student sections, through scientific and professional projects, as well as in certain forms of teaching, including lifelong learning ([Dean Candidates Program](#), pg. 14). The Faculty will likewise insist on strengthening financial, organizational and administrative support for the organization of international scientific and scientific-professional conferences in order to develop scientific competencies and improve visibility, based on criteria determined by the Faculty Council ([Dean Candidates Program](#), pg. 21-22).

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

**5.2.1. The higher education institution monitors the needs of society and the labour market and considers them when planning its research activities.**

The Faculty cooperates in various ways with a number of institutions and public authorities, as well as with the private sector, which on the one hand ensures monitoring of the needs of society and the labour market, as well as the effective planning of research activities and effective knowledge transfer. Thus, in the observed period, the Faculty received [written consents](#) from 30 different public bodies, institutions, associations and societies for participation in activities and projects aimed at developing practical forms of teaching in all study programs and establishing a career centre/service. The centre would not only expand the current monitoring of graduate employment and prepare students of higher years of study for the needs of the labour market, but also enable the planning of research activities adjusted to identified needs. Some of the institutions, associations and societies from the public and private sector that gave their consent to the Faculty are: the Constitutional Court of the Republic of Croatia, the Supreme Court, the High Commercial Court, the High Administrative Court, the Zagreb County Court, the State Attorney's Office, the Croatian Bar Association, the Croatian Notaries Chamber, the Croatian Chamber of Social Workers, Ministry of Demography, Family, Youth and Social Policy, Ministry of Administration, Zagreb Social work Centre, Zagreb Child Protection Centre, the Croatian National Bank, Zagrebačka banka, Ericsson Nikola Tesla dd, Erste & Steiermarkische bank dd, Hrvatski Telekom dd, the Croatian Employers' Association, the Croatian Association of Social Workers, and Končar Elektroindustrija.

The research activities of scientists in the observed period were focused on scientifically relevant topics that reflect the current needs of the society and the labour market, which is evident from the [Strategic scientific research program 2016-2020](#). Out of a total of 116 projects registered in the POIROT database in the observed period, as examples of the most relevant projects focusing on the needs of society, which the Faculty coordinates, we may point out: [Jean Monnet Centre of Excellence - EU as a global leader in the rule of law](#) (2018-2022, prof. Tamara Čapeta, PhD), funded by the Erasmus+ program, and the [Jean Monnet project: EU and Trust in the Online Environment](#) (2016-2017, prof. Tamara Čapeta, PhD), ), funded by the European Commission, as well as project [Educational outcomes and working careers of young people who grew up in poverty](#)(2015-2019, prof. Ivan Rimac, PhD) funded by the European Social Fund.

Among the projects in which the Faculty is a project partner in the field of social activities, we should emphasize the project [Delivering affordable and sustainable housing in Europe](#) (2020 – 2024, coordinator: prof. Gojko Bežovan, PhD), funded under the HORIZON program, which aims to generate innovative solutions to ensure affordable and sustainable housing in the EU through multidisciplinary research. The project [Developing Labs to Facilitate Home Care Innovation and Entrepreneurship in the Danube Region](#) (2020-2022, coordinator: prof. Gojko Bežovan, PhD), funded by the European Commission, aims to establish specialized macro-regional D-Care Lab innovation structures to enable social service providers, product developers and social start-ups to devise and implement better and innovative home care services and products for the elderly, people with disabilities and children with special needs. The project [New Perspective for homelessness](#) (2020-2023, coordinator: prof. Olja Družić Ljubotina, PhD), funded by the European Social Fund, contributes to the development of public policy guidelines that will contribute to the social inclusion of the homeless in the Republic of Croatia. In the field of law, the COST project [Migration of Women](#) (2020-2024, coordinator: assoc. prof. Snježana Vasiljević, PhD), aims, through multidisciplinary research, to encourage



complementary perspectives for showing the presence of migrant women, obstacles and capacities in past and present migratory contexts. There have also been several projects funded by the European Commission within the JUST program for justice. The [Information Tool for Knowledge, Counseling and Building of Capacities for Criminal Procedural Rights in Judicial Cooperation](#) (2019-2022, coordinator: prof. Zlata Đurđević, PhD) is developing a CrossJustice online platform for advice and support with respect to the effectiveness of procedural rights, that provides free services, mainly to legal professionals, but also accessible to law students, NGOs and all EU citizens. The project [European Investigation Order – Legal Analysis and Practical Dilemmas of International Cooperation](#) (2019-2022, coordinator: assist. prof. Aleksandar Maršavelski, PhD) aims to offer answers to a number of theoretical and practical questions with respect to the application of the European Investigation Order as a key instrument of judicial cooperation in criminal matters, of the utmost importance for the smooth functioning of the European area of freedom, security and justice without internal borders. The project [Cross-Border Litigation in Central Europe – EU Private International Before National Courts](#) (2018-2020, coordinator: prof. Hrvoje Sikirić, PhD) aims to contribute to the correct and uniform implementation of EU private international law instruments (EU PIL) in Central European Member States and examine whether the current EU judicial system is optimum for the creation of a “Europe of Law and Justice” in CE Member States.

Projects dedicated to the improvement of teaching, funded under the Erasmus + program, in which the Faculty is a partner are also worth mentioning. The project [Modernising European Legal Education](#) (2020-2023, coordinator: prof. Alan Uzelac, PhD) is a strategic partnership of nine European universities aiming to modernize teaching methods in legal education, while [Legal Clinics in Service of Vulnerable Groups: Enhancing the Employability of Law Students through Practical Education](#) (2019-2022, coordinator: prof. Alan Uzelac, PhD) is dedicated to improving teaching that takes place in the form of a legal clinic.

[The Legal Clinic](#), as an organizational unit of the Faculty, is one of the largest providers of free legal assistance in the Republic of Croatia, and its sustainable concept based on the voluntary contribution of students has made it a regional leader in clinical legal education. Erasmus students have had the opportunity to get acquainted with the work of the Legal Clinic and to be involved in some of its activities since 2015, which facilitates the international exchange of knowledge and experiences. Through its activities, the Legal Clinic strongly contributes to the development of a more socially sensitive society.

#### **5.2.2. The higher education institution has an effective system of support to research and transfer of knowledge and technology.**

The Faculty is systematically working to strengthen support for research, and in the observed period, the work of the Office for International Cooperation, whose scope of work among other things includes work on projects, has been improved. Currently, the Office monitors and informs all professors and associates about open project award procedures and relevant links through the professor's newsletter. The plan is to further strengthen the Office's staff in the next period and provide concrete support to professors with the preparation of project applications, as well as in administrative and financial matters related to project management.

The rich library material supports the research. The Faculty Library systematically monitors recent literature from the field of legal sciences and social activities, and is especially guided by the proposals of individual scientists, i.e. departments, which reflect the need to purchase literature relevant to scientific research conducted at the Faculty. Thus, in 2016-2021, 2,287 new legal titles of eminent foreign and national publishers were procured (see 4.5.2. Library Fund and Catalogue). The Faculty funds subscriptions, i.e. access to specialized foreign and domestic legal databases, subscribes to 83 foreign journals, and procures all domestic



professional legal journals that are not freely available on the Hrčak portal with its own funds (see 4.5.2 Databases and their availability).

The Faculty also supports research and transfer of knowledge and technologies through its own publishing activities. Thus, in 2016-2020, the Faculty published 40 books: 2020 – [10 books](#) (2 out of which co-published), 2018/2019 – [10 books](#) (2 of which co-published), 2018 – [4 books](#) (one of which in electronic form), 2016/2017 ([by the end of 2017](#)) – [11 books](#), 2016. – [5 books](#). [13 books](#) (1 of which co-published) have been published in 2021. The Faculty will continue to encourage the publication of scientific monographies, editorial scientific books and textbooks ([Dean Candidates Program](#), pg. 22).

### **5.2.3. Professors and associates participate in the activities of scientific, artistic and professional associations.**

Professors and associates also publish professional papers. In the observed period, one authored book by foreign publishers was published, as well as 3 Croatian books, 22 book chapters, 129 professional papers in journals and 16 professional papers from conferences. Professional papers cover a wide range of topics, as the most current and relevant topics for the profession are selected.

To bring their work closer to the general public, some professors also run blogs where they write about topics from their profession ([example 1](#), [example 2](#)).

In the observed period, professors have also given a series of interviews, made expert reviews and comments, namely [37 on different portals](#), [47 in daily newspapers](#), [24 on web pages](#), and [45 in other media](#) (radio and TV shows, etc.).

In addition, professors actively participated as lecturers at [46 forums](#), [57 round tables](#), [22 workshops](#) and [32 seminars/webinars](#). We would especially like to point out the regular [Forum of the Faculty of Law and of the Club of Lawyers of the City of Zagreb](#). Between 2016-2020, [41 forum](#) dealing with the most current legal and social issues were held. For example, forums held in 2020 were dedicated to burning legal topics related to the COVID-19 pandemic: "Labour Law in the Age of COVID-19", "COVID-19 in Criminal Law", and "Emergencies and the Constitution".

Faculty professors are normally members of two parent committees. In 2017-2021 [members of the Field Committee for Legal Science](#) were prof. Željko Potočnjak, PhD, who was also the Chairman of the Committee, prof. Marko Petrak, PhD, who was also vice president for science, prof. Maja Seršić, PhD, who was also vice president for technological development and innovation, prof. Aleksandra Korać Graovac, PhD and prof. Tatjana Josipović, PhD. [Members of the Field Committee for Political Science, Sociology, Demography, Social Activities and Security and Defence Science](#) were prof. Zdravka Leutar, PhD, who was also vice president for higher education, prof. Zoran Šućur, PhD and prof. Marina Ajduković, PhD. Prof. Tatjana Josipović, PhD, was a member of the Field Scientific Council for Social Sciences from 2013-2017, while prof. Jasenko Marin, PhD, who is also vice president for higher education, was appointed a member of that council for the term 2021-2025. A significant number of Faculty professors, appointed to the field committees by the National Council for Science, Higher Education and Technological Development, as well as the duties entrusted to them in these bodies, are indicators of the reputation and trust enjoyed by the Faculty and its professors in the scientific and general public.

Professors and associates of the Faculty are very active in numerous domestic and international professional and civic associations. Thus, in the observed period, they were members of [140 professional associations](#) and [44 civic associations](#). Given the high number of Faculty professors and associates in their membership, the following professional associations deserve

special mention: the Academy of Legal Sciences of Croatia, the Institute of European Law, the Croatian Association of Social Workers, the Institute of Public Administration, the Croatian Association of Criminal Sciences and Practice, the Croatian Copyright Society, Croatian Society for the Science and Practice of Civil Law, Croatian International Law Association, Croatian Family Mediation Association, International Family Law Association, Association of Youth and Family Judges and Experts for Children and Youth, Association of Language Professors at Higher Education Institutions (UNJSVU ) and many others. Professors served in numerous professional, scientific and professional-scientific associations as [chairmen or deputy chairmen – 36](#), [presidency members - 6](#), [members of management boards or councils – 29](#), [members of supervisory committees – 10](#), and [members of executive committees – 12](#). The most prominent memberships in civic associations are the memberships of a dozen of professors at the Croatian Law Centre, presided over by another Faculty professor, Goranka Lalić Novak, PhD, and the memberships of several professors in the Miko Tripalo Centre for Democracy and Law.

In addition, professors participated in 259 working groups, expert councils, commissions, committees and other bodies. Thus, professors were members of [78 working groups for the development of regulations](#), [18 working groups for the development of strategies, plans and programs](#), [26 working groups for the development of guidelines, protocols, etc.](#), [14 expert councils](#), [15 councils](#), [38 commissions](#), [20 committees](#), [9 management boards](#), [12 supervisory boards](#), and [29 other bodies](#). Quantitative indicators of professor engagement in different bodies, as well as the wide range of topics in the field of law and social work, show not only their significant contribution to the development of the profession, but also to the wider social development. Faculty professors have also held a number of [positions](#) in international, governmental, university and other bodies.

Since scientific and professional research conducted at the Faculty have been recognized by the wider community, the following donations were received in the observed period: [2016](#) – HRK 88,048.45, [2017](#) – HRK 108,650.00, [2018](#) – HRK 166,182.41, [2019](#) – 386,218.93 and in [2020](#) – HRK 568,423.96. The significantly higher amount of donations in 2020 is probably due to the severe damage to university buildings, suffered as a result of the Zagreb earthquake on March 22, 2020.

### **5.3. Scientific/artistic and professional achievements of the higher education institution have been recognized at the national and international level.**

#### **5.3.1. Professors, associates and professional staff have won university, national and international awards and recognitions for scientific/artistic/professional achievements.**

In the observed period, the scientific and professional achievements of professors and associates have been rewarded with a total of [27 awards and recognitions](#), of which 9 are international. In 2018, prof. Tatjana Josipović, PhD, won the national award for science in the field of social sciences for the book "Consumer Protection from Unfair Contractual Provisions – the Principles and Standards of Protection in the Decisions of the Court of Justice of the European Union". Prof. Marina Ajduković, PhD, is a laureate of the 2019 Lifetime Achievement Award of the Croatian Parliament for the promotion of children's rights. Prof. Gordana Berc, PhD is the winner of the International Consortium for Social Development: Achievement Award in social development, 2019. Several professors of the Faculty have won the recognition of the Jadranko Crnić Foundation: Assistant prof. Antun Bilić, PhD, prof. Hrvoje Markovinović, Ph.D., prof. Petar Miladin, PhD and prof. Nina Tepeš, PhD, for the book "Banking and Financial Agreements", co-authored by several authors (2017), prof. Tatjana

Josipović, PhD, for the book "Consumer Protection from Unfair Contractual Provisions – the Principles and Standards of Protection in the Decisions of the Court of Justice of the European Union" (2018), and prof. Marko Petrak, PhD and associate prof. Frane Staničić, PhD, for the book "The Catholic Church, Religious Communities and the Croatian Legal System" (2020). As many as 47 Faculty professors are [members of the Scientific Council for Public Administration, Judiciary and the Rule of Law of the Croatian Academy of Sciences and Arts](#) as well as many of them are [members and associates of the Academy of Legal Sciences of Croatia](#), and its bodies.

**5.3.2. The higher education institution has an appropriate number of scientific / artistic / professional projects (university, national, international).**

Research activities of scientists in the observed period were focused primarily on scientifically relevant and current topics, and in their selection, in accordance with the [Strategic Scientific Research Program 2016-2020](#), special attention was paid to multidisciplinary research and consolidation of research capacity through the formation of broader, multidisciplinary research teams. In the observed period, the Faculty was the coordinator or project partner in a number of international and domestic projects. Out of a total of 116 projects (MOZVAG, Table 5.3 of the Analytical Appendix to Self-Analysis), 101 were scientific, 4 professional, 1 infrastructural and 10 projects in higher education. 20 of the scientific projects were funded by the European Commission: 9 under the Erasmus+ program, 6 under the JUST-Justice Program, 2 under the European Social Fund, 2 under the Horizon2020 program, 1 under the COST program. Croatian Science Foundation financed a total of 13 projects. There has been a noticeable increase compared to the previously evaluated period, in which a total of 80 projects were active at the Faculty, ([Self-evaluation](#) 2015, pg. 150).

**The Faculty was the coordinator of a total of 8 international scientific projects**, of which 6 were Erasmus+ projects: [Eurograduate Pilot Survey](#) (2018-2020), [Jean Monnet Centre of Excellence – EU as a global leader in the rule of law](#) (2018-2022), [Jean Monnet module: EU Law and Gender – making equality effective](#) (2016-2019), [Jean Monnet project: EU and trust in the online environment](#) (2016-2017), [Jean Monnet chair: Global effects of EU law](#) (2015-2018), [Jean Monnet project: Reflections on EU-competencies](#) (2015-2016). One project was funded by the European Social Fund: [Educational outcomes of the work careers of young people growing up in poverty](#) (2015-2016). In the observed period, the Faculty was also the coordinator of project [Max Planck Partner Group for Balkan Criminology](#) (2012-2021), funded by Max-Planck Gesellschaft.

**The Faculty was a partner in a total of 13 international scientific projects and in 8 international projects in higher education.** These projects can be classified into several groups with regard to funding programs.

Scientific projects funded under **Horizon 2020** - 2: [Delivering Affordable And Sustainable Housing In Europe](#) (2020-2024), [Twinning Coordinated Action In The Field Of Open Data](#) (2019-2022).

Projects in higher education and scientific projects funded under the **COST** program - 6: [Migration of Women](#) (2020-2024), [Multi-disciplinary innovation for social change](#) (2019-2023), [Global Atrocity Justice Constellations](#) (2019-2023), [Who Cares in Europe](#) (2019-2023), [Empowering The Next Generation Of Social Enterprise](#) (2017-2021), [Gender And Health Impacts Of Policies Extending Professing Life In Western Countries](#) (2015-2019).

Scientific projects funded under the **European Commission's Justice Program** - 6: [Towards More Effective Enforcement Of Claims In Civil And Commercial Matters Within The EU](#) (2020-2022.), [Information Tool For Knowledge, Counseling and Capacity Building For](#)

[Criminal Procedural Rights in Judicial Cooperation](#) (2019-2022), [European Investigation Order – Legal Analysis and Practical Dilemmas of International Cooperation](#) (2019-2022), [Fight Against International Terrorism. Devising European Models of Reward Measures for the Prevention of Terrorism](#) (2019-2021), [Cross-Border Litigation In Central Europe – EU Private International Before National Courts](#) (2018-2020), [Conflict Resolution With Equitative Algorithms](#) (2017-2019).

Projects in higher education and scientific projects funded by the **European Social Fund** - 3: [New Perspective for Homelessness](#) (2020-2023), [Providentia Studiorum Iuris – Improving the Quality of Study at the Faculties of Law in Croatia](#) (2019-2022), [Service Learning for the Organization of Inclusive Communities](#) (2018-2020).

**Erasmus+** scientific projects and projects in higher education- 4: [Modernising European Legal Education](#) (2020-2023), [Legal Clinics In Service Of Vulnerable Groups: Enhancing The Employability Of Law Students Through Practical Education](#) (2019-2022.), [Jean Monnet module "Financial Markets and Regulation in the EU"](#) (2018-2021.), [Jean Monnet Project Advanced Seminar in EU Criminal Law and Policy](#) (2016. – 2018). With respect to Erasmus+ projects, it should be emphasized that the Faculty has an initiating and coordinating role in the inclusion of the University of Zagreb in the [European University of Post-Industrial Cities \(UNIC\)](#). The project was initiated on September 1, 2021, and the scientific-research component, approved under the Horizon 2020 invitation for European universities, will strengthen scientific cooperation within UNIC, through existing and new forms of networking.

In the observed period, the Faculty was the **coordinator of a total of 13 scientific projects of the Croatian Science Foundation**, of which 7 research projects, 2 establishment projects and 4 career development projects for young researchers - training of new doctors of science.

Research projects of the Croatian Science Foundation include: [Project of Innocence in Croatia](#) (2020-2024), [Systematic Approach to Consensual Justice Models in Croatian Criminal Procedure](#) (2020-2023), [Economic Difficulties of the Family, Psychosocial Problems and Educational Outcomes of Adolescents in Times of Economic Crisis](#) (2015-2020), [Croatian Judicial Cooperation in Criminal Matters in the European Union and the Region: Legacy of the Past and Challenges of the Future](#) (2015-2019), [Civil Protection of Citizens in Financial Crisis](#) (2015-2018), [Multidisciplinary Transitional Crime Research Cluster – Trafficking, Corruption and Economic Crime](#) (2015-2018), [The Transformation of the Civil Judiciary Under the Influence of Global and Regional Integration Processes. Unity and Diversity](#) (2015-2018).

Establishment projects of the Croatian Science Foundation include: [Croatian Violence Monitor – Research into Manifestations, Patterns and Processing of Delinquent Violence With Focus on the Protection of Particularly Vulnerable Victim Groups](#) (2018–2024), [Legal and Economic Analysis of Money Laundering Prevention And Terrorist Funding](#) (2015-2018).

Career development projects for young researchers - training of new PhDs of the Croatian Science Foundation include: [Systematic Approach to Consensual Justice Models in Croatian Criminal Procedure](#) (2020-2023), [Croatian Violence Monitor – Research into Manifestations, Patterns and Processing of Delinquent Violence With Focus on the Protection of Particularly Vulnerable Victim Groups](#) (2018 – 2022), [UNESCO Chair for the free movement of persons, migration and intercultural dialogue](#) (2015-2019), [OIKONET – A Global multidisciplinary Netprofessor on Housing research and learning](#) (2013-2018).

The Faculty participated in international professional projects as the coordinator of the [FEAD Croatia Mid-Term Evaluation](#) (2018) project, and as a partner in projects [EU Housing Policy](#) (2019-2020) and [ReStart – Support For the Homeless to Enter the Labour Market](#) (2015-2016).

A significant number of competitive projects in which the Faculty participates as either coordinator or partner, as well as the diversity and importance of research topics, are indicative of the social relevance of scientific research conducted at the Faculty.

### 5.3.3. A significant number of professors, associates and experts participate in invited lectures at national and international conferences.

In the observed period, professors and associates of the Faculty held a total of [622 invited lectures](#) at Croatian and international institutions, 380 of which at international and 242 at Croatian scientific and professional conferences. These high numbers show that the scientific and professional work of professors and associates of the Faculty is recognized as high quality and relevant, at the national and international level.

### 5.3.4. Professors and associates are members of scientific/artistic/professional committees of conferences and journal editorial boards.

In the observed period, professors and associates were members of 195 committees of scientific and professional conferences (MOZVAG, Table 5.4 of the Analytical Appendix to Self-Analysis), of which 121 conferences were international and 74 conferences national. Professors were also very engaged in journal editorial boards. Thus, 109 Faculty members participated in the editing of a total of 81 journals (MOZVAG, Table 5.5 of the Analytical Supplement to Self-Analysis), as editors-in-chief or as editorial board members (individual journals are repeated if a professor was both editor-in-chief and editorial board member). The list of journals includes 6 scientific Faculty journals and additional 3 journals: *Pravnik*, *Godišnjak Tribina Pravnog Fakulteta u Zagrebu* i *Kluba pravnika grada Zagreba*, and the *International Transport Law Review*.

Comparing the two evaluation periods, previous and current, there has been a significant increase in the number of professors working in journal editorial boards, from 20 professors in 2009-2014 ([Self-evaluation](#) 2015, pg. 21, pt. 47) to 109 professors in 2016-2020. (Diagram 5).

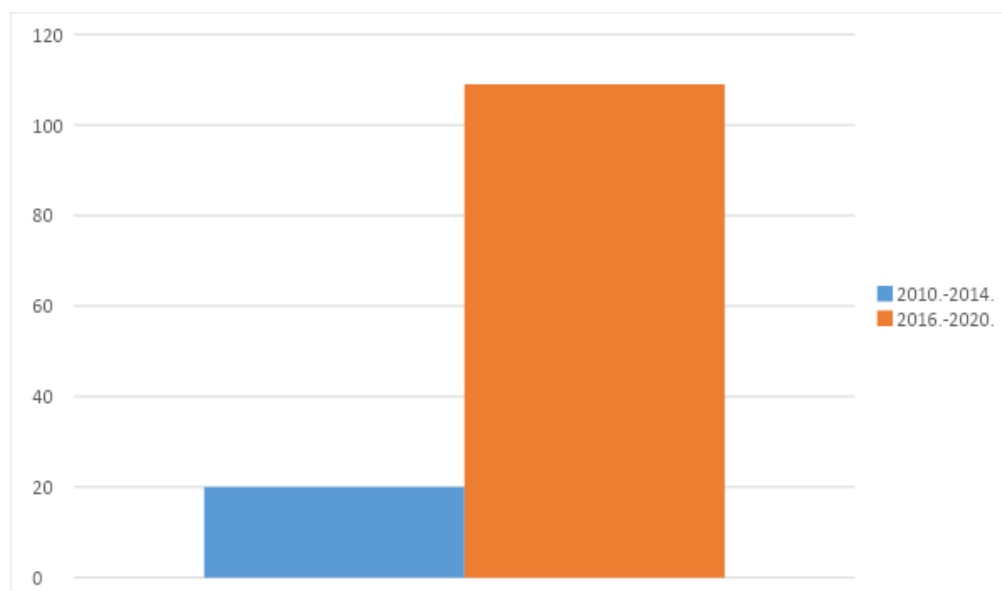


Diagram 5: Journal editorial boards – number of professors

In the observed period, Faculty professors were editors-in-chief in 14 journals: 7 Faculty journals, of which 6 are category A (indexed in WoS, Scopus and/or HeinOnline databases) and 1 journal according to the [Regulation on the conditions for election to scientific titles](#) while 1 is B category (a2 and a3 according to the [Regulation on the conditions for election to](#)



[scientific titles](#), i.e. other databased or non-indexed), 4 domestic journals, of which 2 category A and 2 category B, and 3 foreign journals, of which 2 category A and 1 category B. Professors served on the editorial boards of a total of 76 journals. Out of that, 8 were Faculty journals - 6 category A and 2 category B, 18 national journals - 9 category A and 9 category B, and 50 foreign journals - 24 category A and 26 category B.

The Faculty publishes [6 scientific journals](#), all of which are co-financed by the Ministry of Science and Education, which proves they meet high criteria which include good editorial practices and inclusion in relevant databases – both of citations and full texts. The aggregate data for all 6 Faculty journals for 2016-2020 show the averages of 50% of accepted papers, 27% of the authors are Faculty employees, and 31% are foreign authors. Reviewers are 36% Faculty professors and 31% foreign reviewers. Editors are continuously working to improve editorial practices and the visibility and accessibility of the journal, both through commercial and online open access sites. The Faculty Library provides them with significant assistance through notifications and meetings of editorial board members, informing them about announced tenders, criteria for financial support, conditions and procedures for inclusion in various databases, the need to introduce new identifiers (DOI, ORCID), etc. In the observed period, two journals met the criteria for inclusion in the WoSCC ESCI collection, while one was included in Scopus. All journals are included in HeinOnline. Five Faculty journals use DOI, and 4 are included in DOAJ. All Faculty journals support open access and are available on the portal of Croatian Scientific and Professional Journals, Hrčak, and through it on the OPENAIRE portal, which contributes to their visibility and impact, as evidenced by both [the statistics on the number of downloaded articles](#) on the portal, and Google Scholar rankings.

According to [Google Scholar measurement data](#), *Zbornik Pravnog fakulteta u Zagrebu* (Collected Papers of Zagreb Law Faculty) has h5-indeks 7, and h5-average 8 for 2021. Of the 7 articles that make up the h-index, two are by foreign authors, which shows that the content is not limited to papers from the institution, but that the Faculty is striving to publish high quality papers not only of Croatian but of foreign authors as well.

According to [Google Scholar measurement data](#), journal *Hrvatska i komparativna javna uprava* (Croatian and Comparative Public Administration) has h5-index 9 and h5-average 10 for 2021. In this journal, the influence of foreign authors on citation levels is even more visible, which shows the journal's orientation not only to Croatian authors, but to a much wider range of authors and topics, and to the publication of a larger number of papers in English.

According to [Google Scholar measurement data](#), journal *Ljetopis socijalnog rada* (Annual of Social Work) has 5-indeks 11, h5-average 15 for 2021. These values show that the journal is influential and the only one on this topic not only in Croatia, but in the wider region. Citation levels are equally contributed to by Faculty and external authors.

According to [Google Scholar measurement data](#), *Revija za socijalnu politiku* (Croatian Journal of Social Policy) has h5-index 9, h5-average 11 for 2021. High values for this period are based mainly on papers by Croatian authors.

The remaining two Faculty journals, with less than 100 articles published in the five years under review, are not included in the aforementioned Google Scholar calculations. However, their solid citation level can still be seen by searching the title of the magazine. Thus, for example, *Zagrebačka pravna revija* (Zagreb Law Review) has [citation levels](#) equal to or even higher than the citation of other Croatian legal journals. By comparison, Google Scholar displays the top 20 journals in various categories. For example, in the category of [European Law](#), prestigious [European Review of Private Law](#) which has h5-index 10 and h5-average 13, is ranked 19<sup>th</sup>, which by comparison shows that Faculty journals do not lag far behind in citation

levels, i.e. that Faculty journals have good citation and visibility levels, especially taking into account that most articles are published in Croatian language.

In the coming period, the Faculty will continue to take special care of the continuous publication of Faculty journals, and provide professional and administrative support to ensure further inclusion in the world's best index and citation databases ([Dean Candidates Program](#), pg. 22).

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

#### **5.4.1. The strategy for the development of scientific/artistic activities is in line with the vision of the development of the higher education institution.**

As the leading higher education and scientific institution in the field of law, social work, social policy, public administration and public finance in the Republic of Croatia and the region, the Faculty is continuously committed to implementing activities that improve teaching, research and professional activities and contribute to social development in accordance with high quality standards. The mission and vision of the [Strategic Scientific Research Program 2016-2020](#), and the [Strategic Scientific Research Program 2021-2025](#) are aligned with those goals. The basic strategic determinants of scientific research activities at the Faculty in the observed period of 2016-2020 were: 1) the indivisibility of teaching and scientific research, and 2) systematic scientific research based on the principles of intellectual freedom, freedom of initiative, criticism, creativity and openness. The basic strategic determinant of the new [Strategic Scientific Research Program 2021-2025](#), pg. 3, include: 1) further strengthening of cooperation with the institutions of the European Research Area and the European Higher Education Area, 2) continuous improvement of the teaching process based on new scientific knowledge, 3) the development of structured and systematic cooperation with the local community, economy, national judicial, legislative and executive bodies, as well as civil society institutions, and 4) identifying and realizing common interests in the exploitation and transfer of the positive effects of the process of adoption and improvement of valuable and practically applicable acquired knowledge and skills at the Faculty. In the coming period, the Faculty will be particularly committed to the concept of open science, and signed the agreement on the [Croatian cloud for open science initiative](#) in early 2022.

#### **5.4.2. Scientific/artistic activities of the higher education institution represent the realization of a strategic program.**

Although the Faculty did not adopt a special document - the report on the implementation of the Strategic Scientific Research Program 2016-2020, during the development of the new strategic program, specific data on the results of scientific research in the evaluated period were collected and presented in the program proposal. The presented data referred primarily to scientific production, but also to participation in scientific projects, organization of international conferences and defence of doctoral dissertations, and showed that the achieved scientific results exceeded expectations from the previous strategic program ([Strategic Scientific Research Program 2021-2025](#), pg. 11-12). Likewise, the new strategic program refers to a large number of international cooperations realized at European, regional and continental levels over a longer previous period, as well as to the participation of the Faculty in international scientific and professional organizations, participation of professors and associates in international research projects and international conferences and other aspects of scientific research work (pg. 12-23). In this sense, the scientific activities at the Faculty and their compliance with the [Strategic Scientific Research Program 2016-2020](#) and the new

[Strategic Scientific Research Program 2021-2025](#) were presented and the proposed positive assessment of the realization of the previous strategic program adopted.

**5.4.3. The higher education institution has adequate resources for scientific/artistic activities.**

The majority of resources for funding the material costs of scientific activities come from basic program funding from the state budget, with scientific projects also being financed by funds allocated to the University for dedicated institutional financing of scientific activities (see Chapter 4.6.1). Scientific research is partly financed from projects coordinated by or participated in by the Faculty as a partner, and funded by the European Commission or international institutions, i.e. the Croatian Science Foundation, University of Zagreb or economic entities (see Chapter 4.6.4.).

**5.4.4. The higher education institution recognizes and rewards scientific/artistic achievements of its employees.**

In addition to existing mechanisms that support excellence in the scientific work of its professors and associates, which include financial support (see 5.1.2.), the Faculty awards its professors the [best e-course reward](#), which further encourages the improvement of professor competencies. In the coming period, additional appropriate forms of rewarding successful scientific work of professors and associates will be introduced, and the Faculty has already launched an initiative to introduce a young scientists award, "Marko Petrak", in memory of the recently deceased prof. Marko Petrak, PhD.

**5.4.5. The higher education institution continuously improves its scientific/artistic activity through financing, hiring, premise adaptation and investment in the necessary equipment, procurement of appropriate literature and supporting the dissemination of results and doctoral theses efforts.**

The Faculty continuously allocates funds to ensure all the resources necessary for the proper conduct of scientific research. [Income and Expenditure Plan of the Faculty 2016-2020](#) shows that a total of HRK 5,525,900.00 were invested in the purchase of books and periodicals and subscriptions to electronic databases, and HRK 2,630,000.00 in the printing of books and scientific journals of the Faculty. A total of HRK 2,980,000.00 were invested in the procurement of computer and other technical equipment necessary for the daily regular conduct of scientific research, and HRK 1,350,000.00 in the procurement of office equipment. Special attention should be paid to total funds invested in the professional development of employees abroad (participation at conferences and stays at foreign scientific institutions), that amounted to HRK 6,989,000.00. These are significant amounts, which were significantly lower in 2020, especially the amounts allocated to the professional development of employees abroad, which was due to the COVID-19 pandemic and difficult travel conditions for the attendance of conferences and foreign scientific institutions.

In addition to continuing to invest in human and material resources, the Faculty aims to strengthen administrative support for scientific research. Thus, the plan is to strengthen the support provided to scientists by the existing Office for International Cooperation in the coming period, which would, as the Projects Office, be responsible for the broad mapping of main and additional programs, invitations and organizations, i.e. institutions funding various research projects, daily monitoring of published invitations and contract award procedures, presentation of various opportunities to apply to invitations and tenders for funding the research staff of the Faculty from national and external funds, targeted contacting, encouragement and the provision of counselling services to Faculty scientists and researchers with respect to selecting contract award procedures from their areas of interest and specific project ideas, as well as the provision

of support and concrete assistance with project application drafting. The Office will be in charge of supporting the administrative and financial management of projects, and keep relevant records in order to monitor, analyse and improve the quality of scientific activity ([Dean Candidates Program](#), pg. 20-21).

### **5.5. Scientific/artistic and professional activity and the achievements of the higher education institution contribute to the teaching process.**

#### **5.5.1. Premises and equipment for scientific/artistic research and professional activities are used in undergraduate, graduate and postgraduate teaching.**

Premises, computer equipment and other equipment of the Faculty enable quality teaching at all levels of study and quality scientific research work. Despite significant damage to the infrastructure in two strong earthquakes, the Faculty managed to ensure practically the same level of capacities as before the earthquakes (see chapter 4.4.3.).

The library, with its rich library fund and online access to the most important scientific databases, allows students access to all resources needed for teaching at all study levels (chapters 4.4.3 and 4.5). Rooms equipped with computers for student needs are available at the Faculty premises N5, and have been available in TRH3 and TBJ15 from May 2022, and after renovation in TRH14 (chapter 4.4.3). The Faculty will continue to encourage the publication of scientific monographies, editorial scientific books and textbooks, as well as other teaching materials through which the results of scientific research will be included in teaching at all levels of study, including lifelong learning ([Dean Candidates Program](#), pg. 22).

#### **5.5.2. Undergraduate, graduate and postgraduate students are involved in scientific/artistic/professional projects of the higher education institution.**

In 2016-2020, Faculty students participated in various project activities, including a total of [24 scientific and professional projects](#) (13 in Law and 11 in Social work). Student engagement included participation in the organization of various events, conducting research (field research, surveys, data collection and processing, etc.), administration and dissemination of results. In the framework of individual scientific research projects, five doctoral students have been employed at the Faculty in 2016-2020, one of whom, after completing her doctoral studies, was elected to the scientific-teaching title of assistant professor in 2021 (assistant professor Reana Bezić, PhD).

A total of [118 papers](#) were published in the observed period that resulted from the cooperation of professors and students from all study programs and levels of study, 50 of which with students of integrated law studies, 49 with students of social work studies, one paper from tax studies and public administration studies each, two papers from specialist studies and 15 papers with doctoral students. Of these 118 papers, [68 have been indexed in all databases](#): 35 articles and works in conference proceedings in the WoSCC database (ESCI, SSCIE and CPCI), additional 18 papers in the Scopus database and another 15 in the HeinOnline database. A total of 15 papers were exhibited at international conferences in the country and abroad and published in conference proceedings as complete papers (= 13%). The Faculty will try to increase the share of papers presented at international conferences in the next period, as well as encourage the participation of students as co-authors at conferences, especially the active participation of doctoral students, in order to establish professional contacts and gain presentation experience at international conferences.

Bearing in mind the significant potential of projects conducted at the Faculty, in the coming period, students will be encouraged to be even more involved in scientific research independently, or in cooperation with professors and associates employed at the Faculty, by

writing and publishing scientific papers and research reports, as well as through other project activities, which is one of the items of the Program of the current Faculty administration.

The Faculty will take special care to strengthen the inclusion of young researchers, especially doctoral students, into scientific research, and, as part of the preparation of the Development Strategy, special attention will be paid to linking doctoral studies with scientific research ([Dean Candidates Program](#), pg. 24).

**5.5.3. Teaching at postgraduate university studies and doctoral thesis reflect scientific/artistic research, professional activities and achievements of the higher education institution.**

In the observed period, 61 doctoral theses were defended at the Faculty, of which [52 doctoral theses](#) at the doctoral study in legal sciences, and [9 doctoral theses](#) at the doctoral study in social work and social policy. Out of the total number of doctoral theses, [6 doctoral thesis](#) from the field of legal science were published. Therefore, the publication of doctoral theses will be additionally actively supported in the coming period, especially in the framework of the Faculty's publishing activities, as will stronger inclusion of doctoral students in research conducted at the Faculty, especially within various project activities. In 2016-2020, professors co-authored [15 scientific papers](#) with doctoral students, 12 of which at doctoral studies in legal sciences and 3 at doctoral studies in social work and social policy. Of those 15 papers, [10 have been indexed in all bases](#): 5 in the WoSCC database (ESCI, SSCIE i CPCI), 4 in Scopus and 1 in HeinOnline.

Eleven postgraduate specialist study programs are also being held at the Faculty, seven from the field of law and four from the field of social activities, in which a total of 78 final specialist theses were defended in the observed period, of which [34 in legal sciences](#) and [45 in social activities](#). Existing specialist study programs are primarily adapted to the current needs of the practice, and are effective mechanisms of knowledge transfer.