



agency for science and higher education

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

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INTRODUCTION

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

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

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

Members of the Expert Panel:

1. Assist. Prof. Iva Mrak, Ph.D., Faculty of Civil Engineering, University of Rijeka, Republic of Croatia - **Chair of the expert panel**,
2. Prof. Casper Boks, Ph.D., Faculty of Architecture and Design, Norwegian University of Science and Technology, Kingdom of Norway,
3. Assoc. Prof. Tadeja Zupančič, Ph.D., Faculty of Architecture, University of Ljubljana, Republic of Slovenia,
4. Assist. Prof. Dinko Peračić, Art.D., Faculty of Civil Engineering, Architecture and Geodesy, University of Split, Republic of Croatia,
5. Ana Šegrt, student, Faculty of Civil Engineering, Architecture and Geodesy, University of Split, Republic of Croatia.

During the site visit, the Expert Panel held meetings with the following stakeholders:

- Management (Dean, vice deans, the Head of the Study programme of Design and secretary),
- Self-Evaluation Report Committee, Quality Assurance Committee, ECTS Coordinator,
- Heads of study programmes,
- Vice-dean for business and the vice-dean for international relations and art,
- Full-time teaching staff,
- Assistants,
- Heads of doctoral programmes and heads of research projects,

- External stakeholders (representatives of professional organisations, business sector/industry sector, professional experts, non-governmental organisations, external lecturers),
- Students,
- Alumni.

The Expert Panel members had a tour of the work facilities, library, IT classrooms, student administration office and classrooms, and attended sample lectures, where they held a brief Q&A session with students.

In accordance with the site visit protocol, the Expert Panel examined the available additional documents and study programme descriptions (learning outcomes).

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

The Report contains the following elements:

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

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

- Frano Pavić, coordinator, ASHE,
- Mina Đorđević, assistant coordinator, ASHE,
- Ivana Rončević, interpreter at the site visit and translator of the report, ASHE.

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

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

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

SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION

NAME OF HIGHER EDUCATION INSTITUTION: Faculty of Architecture, University of Zagreb

ADDRESS: Kačićeva 26, 10 000 Zagreb

DEAN: Associate professor. Krunoslav Šmit, Ph.D., dipl. ing. arch.

ORGANISATIONAL STRUCTURE:

Short description was based on the Self-evaluation document on page 7-8.

The Faculty consists of the following organizational units:

1. Departments

- Department of Architectural Design,
- Department of Urban and Physical Planning and Landscape Architecture,
- Department of Architectural Technology and Building Science,
- Department of History and Theory of Architecture.

2. Institutes

- Institute of Architecture,
- Institute of Urban Planning, Physical Planning and Landscape Architecture,
- Institute of Building Construction and Building Physics,
- Institute of Architectural Heritage,
- Institute for Research, Development and Innovation.

3. Scientific and information units

- Study archive,
- "Prostor" Journal editorial board,
- Mediterranean Architectural Heritage Centre Split,
- Motovun study centre.

4. Secretariat and support service

- Secretariat, Accounting, Student Services, Building maintenance.

STUDY PROGRAMMES:

Undergraduate university study programme

- Architecture and Urban Planning,
- Design.

Graduate university study programme

- Architecture and Urban Planning.
- Design.

Postgraduate (doctoral) university study programme

- Architecture and Urban Planning.

Postgraduate specialist university study programme

- Architecture and Urban Planning; Spatial Planning.
- Intellectual Property (study programme delivered by Academy of Dramatic Arts (Zagreb), Academy of Fine Arts (Zagreb), Academy of Music (Zagreb), Faculty of Architecture (Zagreb), Faculty of Economics and Business (Zagreb), Faculty of Food Technology and Biotechnology (Zagreb), Faculty of Law (Zagreb), Faculty of Medicine (Zagreb), Faculty of Textile Technology (Zagreb)).

NUMBER OF STUDENTS:

Based on the Analytical self-analysis document on page 2, Table 3.1. Number of students per study programme for the current academic year:

Study programme name	Full-time students	Part-time students
Design (263)	112	0
Architecture and Urban Planning (264)	508	0
Architecture and Urban Planning (265)	282	0
Design (266)	50	9
Architecture and Urban Planning (269)	66	6
Total	1,018	13

In terms of full-time equivalents, this amounts to 1,018 students in total.

NUMBER OF TEACHERS:

The structure of teachers is given in Table 4.1.a in the appendix to the Self-evaluation on page 8.

Staff	Full-time staff	Cumulative employment	External associates
Full professors with tenure	16	-	7
Full professors	5	-	1
Associate professors	11	-	1
Assistant professors	18	-	6
Scientific advisor (permanent/with tenure)	-	-	-
Scientific advisor	-	-	-
Senior Research Associate	-	-	-
Research Associate	-	-	-
Teaching grades	25	-	3
Assistants	13	-	-
Postdoctoral researcher	4	-	-
Employees on projects	11	-	-
Expert assistants	-	-	-
Technical staff	5	-	-
Administrative staff	22	-	-
Support staff	16	-	-

SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION

Short description was based on the Self-evaluation document on page 5.

As one of the constituents of the University of Zagreb, the Faculty of Architecture provides knowledge in the areas of architecture, urban planning and design, based on recognised scientific and artistic conceptions. Adoption and implementation of many of international standards in terms of study programme curriculum content result in a broad spectrum of competences in the area of architecture, urban planning and design.

Faculty of Architecture's operational objective is to build up the reputation of the architect, urban planner and designer professions, improve architectural education and building culture, as well as to promote the identity, recognisability and the tradition of the Zagreb Faculty of Architecture in the context of modern social, economic and technological changes.

Mission

Faculty of Architecture integrates and ensures coordinate collaboration of research groups across all department sections and institutes, makes strategic decisions necessary for the development of academic issues, profiling of scientific and artistic research, implements and develops a financial and investment policy, provides legal support as well as the development of personnel and research infrastructure. The faculty provides undergraduate, graduate and postgraduate education founded on scientific, developmental and artistic research for the purpose of creating new knowledge and ideas and stimulating critical thinking and creativity.

Vision

Faculty of Architecture in Zagreb will be a higher education institution with a clear research-oriented profile characterised by internationally recognised research excellence which will, through research-based instruction, educate future exponents of science and art development, as well as exponents of social development as a whole. By creating new ideas and technical solutions, promoting critical thinking and creativity, the University will become one of the key driving forces of the economy and sustainable development. As the oldest, the largest and, according to scientific and artistic indicators, the best Croatian university, the University of Zagreb will become an exponent of the knowledge economy, creativity and the development strategy of the entire society, and as one of its components, the Faculty of Architecture will be a participant in all these processes.

BRIEF ANALYSIS OF THE INSTITUTIONAL ADVANTAGES AND DISADVANTAGES

ADVANTAGES OF THE INSTITUTION

1. National centre for education, research and profession.
2. Regional network, especially within the Adriatic-Alpine region.
3. Quality of graduates (employable in different fields and countries).
4. Enthusiasm and interest for work.
5. Premises.
6. Big interest rates for enrolment.
7. Design studio as the successful type of teaching organisation used.
8. A small number of high quality research groups that can inspire others.
9. Growing importance of fundraising.
10. Growing quality of PHD research.

DISADVANTAGES OF THE INSTITUTION

1. Lack of integration and cooperation (with Design study programme and also between departments).
2. Slow improvement and lack of desire to improve within the legal and realistic boundaries.
3. Systemic problem with planning of research careers.
4. Attitudes to employment and advancement policy from previous recommendations not implemented.
5. Bologna applied in a misunderstood way.
6. Lack of student-centred education and modern teaching methods.
7. Lack of follow-up on recommendations from the previous reaccreditation.
8. Lack of international orientation, regional only.
9. Number of scientific-teaching staff (Design has a coverage of 0,46 and undergraduate university study programme Architecture and urbanism has 0,48 scientific-teaching staff) is not sufficient.
10. Closed attitude towards profession and enclosure of discipline and closed circle of people.
11. Low pass rates of students and high dropout rates.
12. High number of unemployed graduates (especially older).

LIST OF INSTITUTIONAL GOOD PRACTICES

EXAMPLES OF GOOD PRACTICE

1. Institution activity in application to research funds, especially the EU funds.
2. Festival of students of architecture and design.
3. Good use of small university research funds.
4. High quantity (and improvement) of doctoral research projects.
5. Research and education centres in different places of Croatia.

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

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

Analysis

The internal quality assurance is mostly functioning on individual responsibility, informal channels and teaching organisation (that allow for a longer contact and almost individual work with students). The HEI has some of the quality assurance mechanisms in place. The Panel has noted several potentially problematic characteristics: generic vision quite oriented to the past and the national framework, lack of closed loops oriented to the improvement of activities, a lack of mechanisms to ensure the equity in opportunities and even workload, a lack of a mechanism to avoid overuse of power by heads of departments, a lack of planning for research and teaching in terms of equal opportunities and development. The HEI is aware of its leading role in the national environment but less so of the opportunities and social obligations this position brings (work for the betterment of the professional status of graduates, lifelong learning programmes to help graduates to adjust to the changing aspects of work, etc.). The relation between the Faculty of Architecture and Design study programme is not well defined and the activities of the Design study programme are hindered. The positive grade is given as an encouragement.

Recommendations for improvement

Recommendations are mostly oriented to the improvement of loops of quality assurance, a mechanism for efficient functioning, planning for opportunity for all employees, increase in the social function. The HEI has to solve the status of the Design study programme in a way that the activities of the Design study programme are not hindered and that allows for the Design study programme to grow.

Quality grade

Satisfactory level of quality

II. Study programmes

Analysis

Learning outcomes are achieved but there are some problems that are obvious today but also dangerous for the future of the HEI. The orientation of the HEI to the past and the present (as students also mentioned) impacts the preparation of the graduates for future.

This is a complex topic and it is impacting the overall function of the HEI: research, teaching, quality assurance, ETCS, employment, etc. The adequacy of learning outcomes is good to acceptable (especially for master degrees). This is related to the role of the research in teaching. Bologna reform is partially understood. Reaching the learning outcomes is partially done by overloading students and teachers. It should be especially noted that there are too many courses in total for a study programme. Different stakeholders are not regularly taken into consideration in study programme planning. Students are doing the student practice but there are some problems with it (students have to find the offices by themselves, ETCS are not given). Examples of good practices are: design studios with small groups and half or all day work where students can concentrate on the content, exercise based and research based learning introduced in some courses.

Recommendations for improvement

Invest in education on the concept of higher education and the study programme planning. Adjust the study programmes and ETCS. Lower the number of courses. Expand existing good practice: the courses based on the exercise type of learning, longer hours that allow for deeper concentration on topics and small groups, research based learning.

The research (scientific, artistic, research by design, design by research, practice based research...) is what defines a HEI. Therefore, the professional work should also be seen as work on the development of the profession, or research (as in contrast to the practice of small private offices that can maybe routinely respond to market needs). This is the only way students can learn the type of thinking that can be used and upgraded for a long period in the future (and not until the first change of legislation, fashionable style or technology).

Quality grade

Satisfactory level of quality

III. Teaching process and student support

Analysis

Good practice is the introduction of a design studio and other exercise based and research based teaching. This is also helped by activities in small groups which allows an almost individual approach, allowing better teaching and learning and also support to students in other circumstances. The support is mainly organised ad hoc. Some types of student support could be better formalised so that the students know they can count on it (some students do not feel confident asking).

Formal characteristics (admission criteria, diploma supplement and such) are in place but various information oriented to students should be also presented in other major world language(s). Student-centred learning is partially guaranteed by the group size and all-day exercise based activities, but not in all courses.

Incoming and outgoing opportunities exist – but not for students of Design study programme equally. The opportunities for mobility of the Faculty of Architecture are hindered by problems with ETCS recognition.

It is not clear if the grading of student work is always done in alignment with learning outcomes of the course. The grading of design activities is in itself complex, but introducing unprepared persons from profession (which could be positive in many aspects) could actually have the opposite effect –grading aspects not being aligned with learning outcomes (e.g. research through design).

The HEI does not regularly follow the employability of graduates. From the analysis that was done for reaccreditation, it can be seen that there is a problem of unemployment for older graduates, which indicates that the students' vision of being educated for today and not for long term, might be correct. It is again related to the definition of study programmes, underdeveloped research culture and lower connection between research and teaching.

Also management, communication, legal procedures, and office work topics are not covered in study programmes, which are deemed as important by alumni. The number of courses is too high (maybe double than necessary).

Recommendations for improvement

Keep up (and expand) the good practice of exercise and research based learning and teaching in small groups and long hours. This approach by itself helps in solving a lot of problems of updating the curricula in a natural way and gives the opportunity of research through design and design research instead of repeating standard practice solutions.

Work more on research and research-based learning and implement it more.

Form a mechanism to help students through official channels and promote inclusiveness openly.

Create mobility opportunities for Design study programme students and teachers, and give the possibility to Design study programme to organise teaching activities and timetables as needed for best effectiveness.

The number of courses should be diminished (to not more than 8-9 per year).

Office work, management, legal procedures, communication and similar topics should be introduced.

Quality grade

Satisfactory level of quality

IV. Teaching and institutional capacities

Analysis

The undergraduate university study programme Design has an insufficient coverage of scientific-teaching staff which is 0,46 and undergraduate university study programme Architecture and urbanism has an insufficient coverage of scientific-teaching staff of 0,48. There are many teachers appointed into teaching grades (who are actual practitioners) who are employed full time at the faculty. Most of them do not advance into scientific-teaching grades and do not produce scientific output.

The formal aspects of recruiting and advancement are in line, but a close circle of persons and autoreferentiality can be detected.

There is no or little support to teachers. The investment should be made to support activities of research, the connection of research and teaching, organisation of teaching, learning activities, grading, and so on.

The teaching and learning activities are greatly improved by introducing exercise based, design studios concepts, and research based learning that by their own guide the teaching activities in the right direction.

The HEI is the main institution for the discipline at the national level. It gathers some of the most famous national professionals. On the other hand, this also impacts the development of the HEI tying it to "Master-Apprentice" approach and not research type of learning (as in leading EU and world HEIs). On the other hand, the HEI has some important resources that are not valorised: theory, history, urban and planning research, interdisciplinary laboratory research, IT and math research and modelling, etc.

Recommendations for improvement

Keep up with the good practice of design studio, exercise and research based approach. Allow for the Design study programme to organise the most appropriate teaching approaches and timetables for the topics.

Support the activities of research, connection of research and teaching, organisation of teaching to best suit the courses, student learning activities, grading, and so on. Organise support and education of teachers.

A close circle of persons and autoreferentiality should be avoided.

Quality grade

Satisfactory level of quality

V. Scientific/artistic activity

Analysis

The HEI has recently had good practice in research at some departments and orientation to EU projects. This attitude should be supported and expanded.

The lower level of research culture where research is understood narrowly, in niches and with little connection with teaching/learning activities (which seems to be a general national aspect) is the most problematic topic at the HEI that impacts all others aspects of the HEI, especially as the disciplines of the HEI are broad and interdisciplinary. The HEI should invest in exploring the connection of research and teaching, research and real world and the role of the HEI in these processes (the system of awards or punishments is not enough for the support of research). This process should expand to include the teachers who teach based on the knowledge from their professional practices. This is the only way to have durable outcomes of learning.

Without this, which is considered its strongest aspect by the HEI – professionally famous teachers – risks to become the weak link perpetuating “Master-Apprentice” learning by copying, more than learning by research and understanding.

Various types of research should be encouraged: scientific, postpositivistic, constructivist, research by design, design by research, citizen science, etc. possibly in the overall interdisciplinary vision.

The professional references of some teachers should be formalized and legalised, and it should be checked if this can be a source of income for the faculty.

Investment in the equipment and the education of researchers/teachers is not adequate.

Recommendations for improvement

Invest in the improvement of research culture, and connection of research with every other activity of the HEI.

Check for professional work in terms of formalisation and income opportunity.

Invest in the equipment and education of researchers/teachers (hardware, software, open science, etc.).

Quality grade

Minimum level of quality

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

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

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

Analysis

For many of its primary tasks the faculty has some quality assurance system in place. Some of the processes do however not seem to be documented in writing sufficiently and have a somewhat informal nature, which makes the communication of the results problematic.

Most activities are assessed informally through meetings held once per semester, therefore there are no traces of an objective and systematic approach to the evaluation of these activities or the plans on how to deal with those activities (which is also mostly dealt at the level of departments).

Student representatives seem responsible for disseminating conclusions among students, which may not be optimal.

A number of quality assurance processes are immature yet; they are based on collecting information through surveys, but there is no sufficient documentation that these are analysed in a documented way, which will be necessary to successfully develop the results of such analyses. It is not fully clear how the dynamics of each evaluation loop is coordinated at the faculty level and how the documented material is used for the institutional strategic discussions and documents.

Internal quality assurance system does not seem to systematically involve all stakeholders of the HEI. The most involvement is done through the involvement of representatives of profession through the final discussion of student studio works. Students appear to be involved in all major quality assurance systems, which is commendable.

A more structured formal routine of extracting knowledge about the outside work (global developments, job market, pressing issues related to the faculty's disciplines) would be beneficial to make sure that the Faculty's education and research remains relevant for addressing the society's challenges. The representatives of alumni and other

stakeholders indicate that their influence on strategic and operational directions is limited, and would like to be more involved.

The HEI adopted a quality assurance policy and strategic research agenda but they are defined in very broad terms. The strategy of research and teaching are separated, and the possible collision analysis and solutions are not given, therefore it is not possible to assess (also for the HEI) the realism of the expectations and planning (which are not presented).

The strategic documents available at the faculty level are partial and need to be integrated into a holistic document. The daily routine of people is obviously overbooked with details that prevent people to look beyond the contextual limits.

The strategic documents are very general without the implementation or operational plans, defined responsibilities for implementation, monitoring mechanisms and the report on its implementation. It seems the strategy is considered more as a formal instrument than as an effective tool for improvement.

The official self-evaluation does not include a SWOT analysis, although several elements which would typically be included in the SWOT analysis can be found throughout the document. The additional documentation provided during the site visit included a SWOT which reflects today's reality and challenges. It is however not entirely clear what the status of this SWOT was, and to what extent it has represented a base for strategic future directions for the faculty but it seems a great starting point for a new holistic and comprehensive faculty strategy development. The self-evaluation does not mention this SWOT; the only occurrence of mentioning a SWOT analysis is in the context of individual opinions of lecturers, related to research within the Design study programme.

The relationship of the Faculty of Architecture and the Design study programme is not satisfactory and it affects negatively the functioning of the Design study programme. Regarding the Design study programme: there is a clear dissatisfaction among the Design study programme staff about how the Faculty administration handles the process of embedding the Design study programme staff as a department unit among the Faculty's current departments. They experience that agreements (between the Design study programme staff and the Faculty) are not followed up on, and that other agreements (between the Faculty and the University) are made without their involvement.

The Faculty has collected information and data for its key processes and activities (yearbooks, reports, exhibition). Also the HEI informally, at semestral meetings, collects and analyses data on its processes, resources and results. Plans are developed for

immediate, mid- and long-term actions (this is what we can conclude from the discussion with the management team). It is difficult to assess how the institution uses the mostly informally gathered data to effectively manage and improve its activities, as well as for further development, but it does not seem to guarantee the improvement of the processes.

For other key processes there is no evidence that the analysis represents a part of a systematic process; in several cases (such as employability) it seems that it has so far only been done once. The Panel has the impression that following up on the collection (that is: analysis, conclusion, implementation and dissemination of these conclusions) is an area for improvement.

The HEI uses some methods for collecting data on quality (official and infrequent student satisfaction surveys). The institution uses some form of peer review and professional review from the field (through group grading of final discussion of studio works). The design studio/workshop settings represent the backbone of the programmes and can be seen not only as co-design teaching/learning environments but also as peer review and feedback forums. The process of this peer review is informal and its impact is difficult to assess. Potential sources for documenting and improving quality are underexploited (such as feedback from (alumni in) industry and public administration).

The HEI dictates the professional principles and standards at the national level so it is relatively easy for the institution to implement some aspects of the policies. On the other hand, it is difficult to assess how objective and equal it is for all to have the same opportunities to do the activities needed to advance. These decisions are made on the department level, making it quite dependent on a head of department, and there are no mechanisms in place to assure that the head of department is not potentially overusing or abusing the position and that the department development and work is planned in alignment with the development of discipline and faculty, university and national interests).

The commitment to the development of human resource management policies can be seen in the establishment of the new institute for research, that supports the faculty staff in their research endeavours (especially administratively). It is evident in the support of the faculty-based dissemination (books, exhibitions, etc.). However, some staff members indicate that they are 'on their own' in developing their careers, looking for support to balance teaching and scientific/artistic activity, for example.

Recommendations for improvement

- The Strategy should be realistic – both more detailed but also accompanied by a realistic implementation plan that analyses possibilities of risk (e.g. collision of time for teaching and administration and research).
- The HEI should normalise the relationship between the Design study programme and the Faculty administration. At this time, the Panel does not recommend a strong autonomous position nor a full integration; within a short timeframe, it is not possible to carry out a thorough analysis of the pros and cons of such solutions. However, the Panel strongly recommends efforts by the dean to normalise the relationship through a constructive dialogue and planning for the development. The Panel also recommends that the Design study programme is considered in its growing strategic importance and not as a minor appendix of the Faculty of Architecture.
- Development of an action plan that clearly leads to the strategy implementation.
- Adoption of a holistic strategy that balances the artistic-scientific duality.
- Development of managerial, scientific-teaching, artistic-teaching and professional human resource management policies.
- Integration of the quality assessment loops and their dynamics into an identifiable framework.
- Evaluation of activities should be assessed more continuously and formally, but also the analysis of environment should be done - what and how impacts a certain activity (too little research – is it because of the time spent on preparing teaching, administration, other... outdated teaching – is it the format of teaching as too much lessons, too many hours of teaching....) and correct planned actions accordingly.
- Develop a realistic analysis as a tool for the improvement of life and career of employees and students, and not just as a formal tool.
- More stakeholders should be involved in different moments (from decision making, professional collaboration, research, fundraising, teaching...) and the effects should be monitored and analysed.
- An external board of representatives which meets regularly with the Faculty council could be a good idea to implement.
- Involve all the relevant stakeholders in each quality assessment loop and also in the assessment of the faculty wholeness.
- Documentation of external peer reviews and feedback from design studio/workshop setting.
- Rationalization and development of administrative support.

Quality grade

Satisfactory level of quality

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

Analysis

The HEI has addressed previous recommendations for improvements, but with varying degrees of detail. In general, most recommendations from the previous reaccreditation are still valid, and the progress is slow. In some cases, the Faculty has focused on the data collection and is still in the process of analysis and implementation of the results. A system for reporting data on scientific and artistic production and quality is in place, but the implementation of actions based on an analysis of the data is not yet in place in all cases. In some cases, improvement strategies are discussed or in place but are not necessarily linked in a documented way to the analysis of collected data.

The HEI should put more effort in identifying artistic production that is a direct result of the activity from staff members, and provide clearer guidelines on what can and should be registered, and what cannot be registered.

The HEI had partially analysed improvements and planned further development accordingly. It is a very good option to have strengthened studio, exercise and research type of teaching. The collision with the Design study programme is a problem.

Recommendations for improvement

- Take all the recommendations from the previous re-accreditations and this report as development triggers.
- Adopt recommendations more quickly.
- Continue to update the types of teaching (on the good model of design studios, exercise based and research based learning).
- Allow the Design study programme to implement the best teaching organisation for the types of courses (depending on a course).
- Find a way to improve the collaboration of the Faculty of Architecture with the Design study programme. The Design study programme should be considered in its growing importance, therefore as a resource to grow in discipline, and its development should not be hindered.

Quality grade

Minimum level of quality

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

Analysis

It seems that the HEI supports and preserves academic integrity and freedom and upholds the ethical standards, but the definition of activities through departments and heads of departments, without some mechanism of control of heads of departments makes it very difficult to assess this. It is a question how much the position of a researcher-teacher depends on a benevolent (or not) attitude of the head of department. The HEI highly values the pride of academic positions. That seems to work as a mechanism for the prevention of discrimination. However, it seems to lead to a certain level of intolerance that can be traced among the representatives of different 'world-views' and (sub-)disciplinary enclosures and is evident through the enclosures of the individual departments and institutes. The ethics committee is established. It was not possible to ascertain the activities related to the sanctioning of unethical behaviour, intolerance and discrimination.

The system for managing conflicts and resolving irregularities is not in place but the resolution of conflicts depends on the heads of departments.

It seems that the work of employees of the HEI, its students and external stakeholders is based on ethical standards in higher education. This is evident from the exhibition, prepared for the specific occasion of this re-accreditation process.

The HEI systematically addresses issues of academic dishonesty (plagiarism, cheating, etc.) through efficient work organisation (exercise based). The Faculty does not have a plagiarism detection software.

Recommendations for improvement

- Create the mechanism of control of research and teaching opportunities that prevent overuse and abuse of power by heads of departments.
- Implement plagiarism detection software.
- Develop a culture of faculty-level discussion through informal events and team-building activities.
- Develop a system of joint working activities (teaching, research, professional, hybrid) where the members from different departments are stimulated to join in different ways.
- Create possibilities for employees to do what is needed for promotion (mentoring or co-mentoring of theses, research, etc.).

Quality grade

Satisfactory level of quality

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

Analysis

Information on study programmes and other activities of the HEI is publicly available in Croatian but not in other world languages. Key documents such as the Faculty strategy and description of routine procedures of various quality assurance processes were available in Croatian only.

The HEI informs stakeholders on the admission criteria, enrolment quotas, study programmes, learning outcomes and qualifications, forms of support available to students in the Croatian language but not in other world languages.

Information on the social role of the HEI is made available to stakeholders, in as much as the researchers/teachers are aware of it, in Croatian but not in other languages.

The HEI does not inform stakeholders about other indicators (e.g. pass rate analyses, graduate employment, drop-out rates, outcomes of previous evaluations, etc.). The information about these topics are not collected in a continuous way and presented to various stakeholders.

Recommendations for improvement

- The social role of the institution should be better developed and perceived by the management and the employees.
- The HEI should inform stakeholders about other indicators (e.g. pass rate analyses, graduate employment, drop-out rates, outcomes of previous evaluations, etc.) through the internet site, in Croatian and English.
- The HEI should also provide all information in English.
- Organise info-days in English.

Quality grade

Satisfactory level of quality

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

Analysis

The HEI does not have a strategy or plan on the contribution to the development of economy (economic and technological mission of the university). The Faculty is aware of its role and responsibility related to supplying the economy with well-trained architects, urban planners and designers. It takes a leading role nationally. There is however room for more formal and extensive involvement. The contribution to the professional development is obvious, but mostly enclosed into the disciplinary boundaries. The contribution is local, especially regional or national.

The links with the local community are evident. The City of Zagreb, for instance, recognizes the role of the Faculty in the urban development. The institution develops its regional role through a collaboration with institutions in Osijek and Mostar and with its research centre in Motovun. Many of its activities are targeted towards, and visible within the community.

The HEI positions itself as a leading national institution for delivering architects and designers to society. It is aware of, and markets its uniqueness as a school that offers a unique combination of disciplines in the Adriatic-Alpine region. The faculty publications clearly show the regionally focused trajectories of the Faculty endeavours. Similar can be said about public events, held in/by the institution.

The HEI contributes to the foundations of the academic profession at the national level but it is not clear if (and how) the organisational structure impacts the accountability of teachers for the development of the university and the local community.

The development of the social role of the HEI (e.g. the development of civil society, democracy, etc.) is partially developed through the fieldwork workshop settings. Although the institution has a major importance in the development of a civil society and profession on a national level, it seems it is not fully conscious of this position and the role it should take actively, especially in the improvement of the professional position (lifelong learning).

Recommendations for improvement

- The institution should form a strategy and an action plan on its contribution to the development of economy (economic and technological mission of the university).
- The institution should develop a better understanding of its importance and plan the activities where it can positively influence the society.

- The HEI should intensify the discussion about the power of architectural, urban and visual/product design in an interdisciplinary context.
- Promote the relevance of the regional singularity for the international community.
- Intensify participatory and user-oriented design-learning practices.

Quality grade

Minimum level of quality

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

Analysis

The evidence that general goals of the lifelong learning programmes are in line with the mission and strategic goals of the higher education institution is not fully explicit. The design studios/workshops can be seen as lifelong learning opportunities for all the actors involved (but does not involve many graduates). The new specialist programme in the urban planning partially plays the role of the lifelong learning programme, although the formal aspects differ from usual lifelong learning programmes.

Alumni (and students) expressed concerns about whether the staff is sufficiently up to date on the latest developments in the professional life. There may be too much focus on the past. Teachers should be trained to be more comfortable outside their comfort zone, so they can make students more comfortable in tackling the unexpected. The “Master-Apprentice” culture is too prominent.

There is no evidence that the general goals of the lifelong learning programmes are in line with social needs. Specifically, the needs of unemployed graduates (of all ages) are not addressed. The social needs for the development of the lifelong learning programmes are not fully examined.

Revision and development of lifelong learning programmes is not carried out systematically and on a regular basis.

Recommendations for improvement

- Develop and implement a system of lifelong learning programmes.
- The institution should be more active in providing the lifelong learning opportunities of different types, especially short and efficient updates useful for catching up with developments in profession, specifically for unemployed or underemployed professionals of all ages, but also for its own employees.

- Different funding opportunities, such as social funds, should be explored to finance various lifelong learning courses oriented to updating professionals on the knowledge and skills, specifically those over 40, even more so if they are unemployed, underemployed, or underpaid.
- Offer courses and mobility arrangements so that teachers have the possibility to benchmark their knowledge and teaching methods with what is happening and required nationally and internationally.
- Develop a culture for modernisation of what is considered 'established knowledge'.

Quality grade

Minimum level of quality

II. Study programmes

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

Analysis

Study programmes are partially in line with the mission and strategic goals, mostly due to a too general nature of strategic goals and an excessive number of courses.

This is evident from the programmes and the (fragmented) strategic documents available, as well as from the exhibition, prepared for the specific occasion of this re-accreditation process. However, the local and regional societal needs are prioritised over the international ones. The Faculty is aware of the need to balance the generalist and specialist profiles of their educational programmes and of the fact that that balance is dynamic.

As for the architecture programmes, the Faculty holds strongly to a view that it is best to educate generalists, i.e. students who have a broad knowledge of a wide range of topics related to architecture and urban planning. In today's world, this view should be challenged, also in order to become internationally competitive. There is an international trend to offer broad bachelor degrees and specialised masters within specific topics such as sustainable architecture, urban ecological planning, building physics and other topics based on social goals. A broad bachelor providing knowledge on a broad spectrum of humanistic and engineering disciplines, combined with a specialised master, is often considered a good preparation for today's job market and for addressing societal challenges. Such a system would also meet the wishes of the students to have more options to choose their own direction and develop a unique personal profile. Offering more specialised masters (perhaps in addition to a more general one) will also reduce the undesirable high workload for students.

Sustainability Development Goals are hardly addressed in the curriculum, which therefore does not sufficiently target today's needs of the society.

From the evidence (Data on graduate employment) it can be seen that there is a problem with the unemployment of graduates from both the Faculty of Architecture and Urbanism and the Design study programme.

An analysis of institutional resources is not clearly stated. Teaching activity is covered by almost 50% of the permanent staff, but from the data presented about the workload it is not clear how the teaching load will be uniformly presented after the updating of the

study programmes. As it now seems (from the table presented), the workload varies drastically from one teacher to another. Therefore, a clearer organisation of workload should be recommended. The number and the quality of hardware and software should be improved, as well as the access to different software that can be used by students and researcher/teachers.

The HEI delivers study programmes leading to degrees in regulated professions but the collaboration with the professional organisations that govern their licencing is partially lacking (although the same persons are relevant in all these institutions).

The institution is aware of the need to re-examine the profile of an architect as one of the regulated profession at the EU level, and also of the need to develop a national regulatory framework for the relevant educational profiles. The evidence of their awareness can be seen in their development research projects on the qualification framework.

The HEI produces competitive professionals for national and international labour markets.

From the evidence (Data on graduate employment), it is possible to note that there is a certain problem with employability of graduates from both constituents, which can become a possible occasion for empowering the social role of the institution.

From the meeting with students and alumni, there seem to be mixed opinion about the employability on national and international labour markets, grading towards positive.

The professionals educated at this institution are successful at the national level and also employable in other EU countries. But the longevity of employability is questionable, as there are many older unemployed architects. This could be due to the Faculty's orientation more to past (and eventually present) and not to future.

Recommendations for improvement

- Redefine the mission and strategic goals in a more international (especially European) and future oriented vision.
- Redefine the study programmes according to the new mission and strategic goals, and professional definition.
- Define a mechanism to allow all researchers/teachers to equally participate in research/professional and teaching activities, avoiding overload of some teachers.
- Invest in the improvement of hardware and software infrastructure, and rational resource management.
- Continue with active research funds application policies.

Quality grade

Minimum level of quality

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

Analysis

The HEI has clearly defined the learning outcomes of the study programmes, and they are mostly aligned with the mission and goals of the HEI. The learning outcomes are only defined in the Croatian language.

The vice dean for education checks that the learning outcomes at the level of courses are aligned with the learning outcomes at the programme level, and the decision is approved at the Faculty Council in the form of curriculum.

The institution gets regular feedback from students' representatives who participate in all the Faculty bodies.

At the moment there is no Register of the Croatian Qualification Framework for architecture and design but the institution has applied for the funds for the definition of occupation standards and qualifications for the Study of Architecture and Urban Planning at the national i.e. European level.

The HEI had conducted the analysis of comparable studies at various European universities, but as there is no Croatian Qualification Framework for architecture and design, and there are still no indications of alignment with the European professional standards. The institution is a part of the European Association for Architectural Education.

The HEI at the moment does not get the feedback from graduates, but the recently organised alumni club should provide this information in the future. The HEI does not check the feedback from the graduates' employers or associates.

The professional associations were not included in the process of forming the study programmes.

Recommendations for improvement

- Redefine the mission and strategic goals in a more international and future oriented vision.
- Redefine study programmes according to the new mission and strategic goals, and professional definition.

- Organise the regular feedback from the graduates' employers or associates and the professional associations.
- Continue with the definition of occupation standards and qualifications.

Quality grade

Satisfactory level of quality

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

Analysis

The HEI ensures the achievement of intended learning outcomes of the study programmes it delivers. The students' work does not reflect the 180 and 120 ETCS defined in the study programmes, but the students have to work much more than assigned credits.

Good practice in teaching and learning activities are: design studio, exercise based and students' research oriented activities.

The HEI does not seem to have a closed loop of activity-feedback-adjustment (partially due to a lack of these mechanisms on the institutional level and partially due to a slow process of modification of study programmes at the university level).

Recommendations for improvement

- Redefine the study programmes in terms of ETCS, learning goals and outcomes.
- Invest in the improvement of teaching activities (active learning activities, etc.).
- Redefine teaching activities to be more studio, exercise and research oriented, and aligned with learning outcomes.
- Allow for different organisations of teaching timetables needed for successful learning activities.
- Improve the quality assurance loop and organisation that allows for the flexibility in the modification of courses.

Quality grade

Satisfactory level of quality

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

Analysis

Development activities related to study programmes are carried out systematically and regularly, but without involving various stakeholders (it is done through an analysis of different international programmes).

Also, the new teaching organisation and methods are introduced (good practice: design studio, exercise and research based learning) but could be implemented more (instead of a classical lesson based teaching).

There are no same or similar study programmes within the same university.

The HEI publishes up-to-date versions of study programmes, on the website, but only in the Croatian language.

E-FIADE Erasmus+ strategic partnership is developing the linkages necessary for the improvement of architectural studies, but not the design studies. The positive example is the process of the development of the specialist programme of spatial planning.

There is no objective analysis of the fitness for purpose of the study programme (for all programmes).

Recommendations for improvement

- The good practice is the analysis of other similar study programmes internationally, and should be repeated regularly and the study programmes should be updated when necessary.
- Use more often design studio, exercise and students' research based learning (in replacement of traditional teaching methods).
- Invest in necessary infrastructure (especially electricity outputs and Wi-Fi, tables and chairs) for individual and group work for students outside the teaching hours.
- The Faculty website should also present information in other world major language(s).

Quality grade

Minimum level of quality

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

Analysis

The HEI does not allocate ECTS credits in accordance with the actual student workload, based on the analyses of feedback from stakeholders in the teaching process, or other procedures.

This is most visible within the architecture programmes (greatly due to the number of courses) and somewhat better within the design programmes. At the same time, it seems that this high workload may, to some extent, be an honest attempt to ensure that students are internationally competitive. However, the Panel sees considerable room for improvement.

Research shows that students benefit from highly intensive work in combination with time to reflect and process. The current way of how the study programmes are put together seriously prevents such a healthy and modern way of education.

Students are suffering from the requirement for teachers to deliver a large amount of teaching hours in order to maintain their license and salary. This, among other things, partly results in overlapping courses. Reconsidering which courses are obligatory for whom (for example for students incoming from other programmes) may lessen the pressure for students.

Students are not provided with feedback on the results of the analysis of gathered information and are partially informed about the implemented changes.

Recommendations for improvement

- Re-examine the initial understanding of the Bologna process and adhere to its principles. Use them to rejuvenate the curricula and make them into modern, internationally competitive programs.
- Re-evaluate student workload and reorganise courses and/or study programme accordingly.
- Collect feedback from stakeholders.
- Form procedures that show the accordance of ECTS and students workload.
- Monitor, evaluate and improve the ECTS balance within all the study programmes.
- Reduce the number of courses (to 8-9 per year).

Quality grade

Minimum level of quality

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

Analysis

The HEI allows for learning and obtaining new skills through student practice, where applicable. It is generally a good practice, but the students mostly have to find the practice on their own and they are not assigned ETCS.

The students practice is very well documented but not presented to other students to allow for the circulation of knowledge.

Recommendations for improvement

- Assign ETCS for the student practice.
- Organise a structure/mechanism that helps the students to find a place for student practice.
- Organise the presentation of practice to allow for the circulation and exchange of knowledge and information.

Quality grade

Satisfactory level of quality

III. Teaching process and student support

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

Analysis

The Panel has determined, based on the available documents and conversations, that the HEI publishes admission criteria clearly and systematically. All information about the studies and admission criteria is available through the HEI's website, promotional flyers, doors-open days, University Fair, etc. However, the HEI's website is not convenient for international students since it is only available in Croatian.

Admission criteria focus on three factors – the State Exam (“Matura”), entrance examination, and previous grades. It is clearly defined which percentage of the total grade belongs to each of these three categories. This method of defining the admission criteria is a standard one and it has shown to be effective in the selection of future students. When it comes to the continuation of studies at the same study level (for example from the one undergraduate study programme to another), each case is handled individually. A panel is formed in these situations, and it decides on the enrolment in specific courses based on a student's previous studies. When it comes to the continuation of studies into a higher level (for example from undergraduate to graduate studies), there are more generic criteria that apply. The Panel came to these conclusions by checking the documents and students' personal experiences.

The number of applicants is high enough to ensure the effectiveness of the selection process.

In the provided self-evaluation document, statistics show a somewhat higher number of dropouts than usual. The selection of the right candidates is effective, but there is some room for improvement.

Recognition of prior learning is organised when needed.

Recommendations for improvement

- Publish the information on the website also in some other major language(s).

Quality grade

High level of quality

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

Analysis

Procedures for monitoring student progress are partially clearly defined, but they are only made available to the HEI management; however, they should be publicly available.

The information on student progress in the study programme is not regularly collected and analysed.

The HEI does not ensure adequate mechanisms for analysing student performance and pass rates, and does not initiate special actions accordingly. The analyses are done partially for some sources but not for all, or for year level.

There is an unusually high number of dropouts from the undergraduate programme in architecture, also in comparison with the undergraduate programme in design, and both graduate programmes. The students have indicated several causes. Among them the lack of coordination between exams (three exams in one day are not unusual), and the fact that even failing one or two out of many courses in the first or second year will cause the student to be delayed for one year, which may lead to demotivation and dropping out.

Recommendations for improvement

- Adjust ETCS and workload to match each other.
- Use more good practice teaching methods (studio and research), but also taking care to adjust ETCS.
- The HEI should determine mechanisms for explaining the reason for such a high dropout rate, and implementing measures to decrease it.

Quality grade

Minimum level of quality

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

Analysis

The HEI uses different methods of programme delivery, but they are very strictly defined by study programme and cannot be easily changed from one year to another when the need is noticed.

There is generally too high a number of courses and their content is not always up-to-date. There is evidence of changing the study programmes, but these changes mostly included adding of new courses, which seems to have increased the student workload.

The analysis of the study programmes also showed that there are many occurrences of unnecessary content overlap between different courses. Moreover, teaching methods are not evaluated often enough, which does not make them adapted fast enough to new situations.

Students expect more education on how to handle uncertainty. Also, management, communication, legal procedures, and office work topics are not covered, which are deemed as important by alumni.

Various teaching methods are used that encourage interactive and research-based learning, problem solving and creative and critical thinking (for example, individual and group projects, cooperative learning, problem-based learning, field work and other interactive methods). These approaches should be expanded in more courses and ETCS should be adjusted accordingly.

Actually, the study programmes define very strictly the use of specific methods. The examples of good practices are the design studio, exercise based and research based activities.

Teaching methods are adapted to a diverse student population (although not very represented) as necessary.

The HEI partially ensures the use of state-of-the-art technologies to modernise teaching. There is a small workshop but also a lack of laboratories.

Available and committed teachers contribute to the motivation of students and their engagement.

Some of the HEI activities (active learning activities: studios, research based learning, practice...) encourage autonomy and responsibility in students.

Recommendations for improvement

- Definition of study programmes that allow for variation and adaptation of methods as needed.
- Interactive and research-based learning should be expanded in more possible courses and ETCS adjusted accordingly.
- Prefer the active learning activities (studios, research based learning, practice...) that encourage autonomy and responsibility in students to traditional teaching approaches
- More focus should be put on guiding students in forming critical opinions.
- Develop design studio setting as an interdisciplinary and participatory research laboratory.
- The idea of interdisciplinary and inter-course design studios should be carried out.
- Involve students in the evaluations of the coursework.

- Students should be more involved in the evaluation of the course content (but not to a point to completely dictate the course content and organisation).
- Invest in workshops and laboratories.
- Define a mechanism to avoid overload of certain teachers and make it possible for all researchers/teachers to participate in research/artistic/professional activities needed for their development.
- The Panel recommends decreasing the number of courses (almost in half), especially those with mutually overlapping content. Their content should also be made more up-to-date (in facts, structure and logic).
- Office work, management, legal procedures, communication and similar topics should be introduced.

Quality grade

Minimum level of quality

3.4. The higher education institution ensures adequate student support.

Analysis

The HEI provides guidance on studying through the year tutor. The information about the career opportunities are informally given to students by the teachers, but there is no organised way for students to require and approach this information.

Some of the counselling is students are organised at the university level, but there are also ad hoc reactions when the needs occur at the Faculty level (for example students with disabilities, economically disadvantaged students...)

Through the conversation with the students, the Panel has determined that the students are not fully satisfied with the student support. The HEI has not established some support bodies, such as career guidance support and psychological counselling. There are, however, other support bodies, such as the student council, ECTS coordinator, student ombudsman, etc. Regarding any issues related to the courses, professors and mentors are available for help, in coordination with the students themselves.

Student support is given ad hoc to students with disabilities or economically disadvantaged students.

The HEI employs an adequate number of qualified and committed professional, administrative and technical staff but some reorganisation would be required to answer contemporary needs (fundraising, project and research management, business contacts...).

Recommendations for improvement

- Improve student-oriented support for studying, student life and career planning.
- Improve psychological and legal counselling, support to students with disabilities, support in outgoing and incoming mobility.
- Reorganise the professional, administrative and technical staff to better answer the contemporary needs (fundraising, project and research management, business contacts).
- Some student support bodies should be formed, such as career guidance and psychological counselling.

Quality grade

Satisfactory level of quality

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

Analysis

The HEI does not monitor various needs of students from vulnerable and under-represented groups but positively react when asked to do so.

Teaching process is adjusted to the individual needs of students from vulnerable and under-represented groups when asked to do so.

The HEI invests resources in the support to students from vulnerable and under-represented groups.

Recommendations for improvement

- Monitor needs of all students to pinpoint the needs of students in general, and specifically from vulnerable and under-represented groups.
- Continue with good practice to support students from vulnerable and under-represented groups.

Quality grade

High level of quality

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

Analysis

Students are informed about the opportunities for completing part of their study abroad, but the ETCS coordination is not adequate. Also, the students from the Design study

programme do not have the same opportunity for international, especially European mobility.

The HEI provides support to students in applying for and carrying out exchange programmes.

The outgoing number is relatively low and could be increased. Spending a semester at a foreign university is also perceived as challenging by some due to the potential (and sometimes real) need to repeat a year because of the exchange.

The recognition of ECTS credits is a problematic point, and it does not seem to be functioning well. Provided documents and students' experiences do not match when it comes to the recognition of ECTS credits earned abroad. Even though there are many Erasmus agreements and adequate student support regarding this matter, students do not decide to use these opportunities in fear of their credits not being recognized at the home institution (HEI). In many cases, students have to prolong their studies for one year because of this matter.

The students of the Design study programme have a very small, close to non-existent opportunity to take part in a student exchange, since they cannot participate in the Erasmus programme (the exchange agreements are not established), but only in bilateral institution exchange programmes (for example with institutions in the USA or Japan).

The HEI does not collect information on student satisfaction with the quality of the HEI's support regarding practical matters of student mobility.

Many students find employment outside Croatia, so it seems that the students gain competencies required for the employment in an international environment.

Recommendations for improvement

- Form a committee for the recognition of ETCS, also try to define the possible ETCS in advance.
- Develop a system for the recognition of courses from host institutions.
- Regularize the status of students of the Design study programme in terms of mobility, especially European.
- Put in place the mechanism to monitor the student satisfaction with the quality of HEI's support regarding practical matters of student mobility and the objective state of the art.
- A system for recognition of courses from host institutions should be developed.
- The Design study programme should start participating in the Erasmus programme.

Quality grade

Minimum level of quality

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

Analysis

The information on the opportunities for enrolment and study is not available to foreign students in a foreign language.

Any unique characteristics for making the Faculty more attractive for incoming students are not made clear nor actively communicated outside. The predominant use of the Croatian language is a potential barrier. The lack of international memoranda of understanding is also a barrier, and is partly perceived as a structural problem on which the HEI has a limited influence. This deficiency prevents foreign students from getting course credits from the HEI accepted in their home programmes.

The HEI provides support to foreign students in enrolment and study.

The HEI does not collect feedback on satisfaction and needs of foreign students.

Through the assessment of the study programmes and conversation with the students, the Panel has determined that in most cases, only elective subjects are available in a foreign language (this is valid only for the graduate studies). No undergraduate studies' courses are available in a foreign language. Moreover, the HEI's website is only available in Croatian. However, there is a catalogue of courses in English that can be used by international students to determine their number and content.

At the Design study programme, there is no formal decision on making the courses available in a foreign language, but they adapt. The biggest problem for mobility is a lack of opportunity for international mobility for the Design study programme (due to unresolved administrative issues).

Croatian language courses are delivered for foreign students at the level of the university or a university constituent.

Recommendations for improvement

- Information on the opportunity for enrolment and study should be available in a foreign language on the website.
- Put mechanisms in place to collect feedback on satisfaction and needs of foreign students.
- There should be more courses conducted in a foreign language, not only elective ones.
- Design study programme should also have a better possibility of European mobility.

Quality grade

Minimum level of quality

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

Analysis

The general criteria and methods for evaluation and grading are clear and published before the beginning of a course. Sometimes the criteria can be confusing for the students, but it is mostly related to the nature of activities which are complex to grade (e.g. design).

The Panel has determined that, because of the nature of the courses and the study field itself, evaluation and assessment of the student achievements usually cannot be strictly parameterized. Nevertheless, the HEI uses other ways of determining the quality of these achievements, for example having guest critics, commission assessments and public course-project exhibitions. This makes sure of the alignment of quality with professional expectations for a determined study level but not for learning outcomes for a single course (as in one of many different courses). It is therefore suited better for higher-year final types of projects or design studios than for more basic levels of courses.

The criteria and methods for evaluation and grading are mostly aligned with the teaching methods used. This could be a topic that could allow the alignment of course learning outcomes and ETCS. The HEI does not provide support to the assessors in the development of skills related to the testing and assessment methods. The HEI partially ensures objectivity and reliability of grading but does not develop clear assessment guidelines.

The evaluation of grading is partially done by including the professionals in final grading, therefore the evaluation is aligned with the professional expectations but maybe not with the learning outcomes nor preparation for future, or broader vision needed in the development of the discipline.

The evaluation procedures take into account special circumstances of certain groups of students (modifying examination procedures to suit e.g. students with disabilities), while at the same time ensuring the achievement of intended learning outcomes.

The students receive feedback on the evaluation results, and if necessary, guidelines for the learning process based on these evaluations. This is one of the reasons why (for example) design studios are a good format for the complex topics taught at the HEI.

Recommendations for improvement

- Continuous support to teachers in developing teaching methods and assessment should be organised, also in forming and aligning teaching/learning activities and the assessment.
- Professionals that contribute to grading should be made well aware that their grading should be in line with stipulated learning outcomes in the curriculum, and not only their own interpretation, to avoid misalignment. Insights from professionals should be made available to students throughout courses, not only at the moment of grading.
- The grades should be more public and the students should be more involved in discussing the grading criteria.

Quality grade

Satisfactory level of quality

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

Analysis

Upon the completion of their studies, students are issued appropriate documents (diploma and Diploma Supplement).

Diplomas and Diploma Supplements are issued in accordance with relevant regulations.

The HEI issues the Diploma Supplement in Croatian and English, free of charge.

Recommendations for improvement

- Keeping the good practice.

Quality grade

High level of quality

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

Analysis

The HEI does not analyse the employability of its graduates but relies on an informal contact with some of the ex-students.

It is to verify if the admission quotas are aligned with social and labour market needs and available resources because the data about the unemployed graduates indicate a high number of unemployed architects and designers, mostly older.

The HEI does not inform prospective students about the opportunities to continue education or find employment after graduation, besides on an informal level. However, there is no formal support regarding future career planning that all students could equally benefit from.

The HEI has organised the alumni club and has plans to have the contacts active.

Recommendations for improvement

- Mechanism for monitoring and analysis of the employability of graduates (of all ages) should be put in place.
- Lifelong learning activities to improve employability of older architects and designers should be put in place, and financed through social funds mechanism.
- The information about employability for prospective students should be available easily (for example online).
- Maintain contact with alumni through the alumni club, surveys and alumni participation in decision making at the institution.
- Formal support regarding future career planning should be established.

Quality grade

Satisfactory level of quality

IV. Teaching and institutional capacities

4.1. The higher education institution ensures adequate teaching capacities.

Analysis

The coverage of scientific staff is not drastically too low (undergraduate university study programme Design has insufficient coverage which is 0,46 and undergraduate university study programme Architecture and urbanism has 0,48) but it should be increased. This lower coverage of scientific staff may partially influence the understanding of research activity.

The number and qualifications of teachers are mostly appropriate, but the workload distribution is not well balanced. Also, teaching is considered a priority. This needs to be examined carefully because new knowledge needs to be developed in different ways, not only from teaching.

The ratio of students and full-time teachers at the higher education institution mostly ensures a high quality of study. The ratio of enrolled students and full time teachers is generally appropriate and the HEI ensures a high or mostly high quality of study. Therefore, it is not necessary to increase significantly the number of scientific-teaching roles but develop a more active research culture.

Teacher workload is in line with the relevant legislation and policies, regulations of competent bodies, collective agreements, etc. but in some cases, the teaching workload is too high.

The teaching staff structure is not well balanced. There are a lot of higher teaching positions and not enough teaching assistants. By future advancements of the staff members, this will be even more the case. This is a systemic problem which directly or indirectly results in a high number of courses, disproportionate workload on staff members and student work overload.

Teacher workload mostly ensures appropriate distribution of teaching, scientific/artistic activities, professional and personal development and administrative duties but there is a lack of planning and monitoring activities and quality assurance loops that would guarantee equal teaching workloads and research opportunities. Where the pedagogical workload is too high, the problem of the distribution of other activities is evident.

Teachers are qualified for the course/courses they deliver and the appointment of teachers is done in accordance with national regulations.

Recommendations for improvement

- Increase the number of scientific and research teaching staff in all study programmes and courses when needed but mostly invest in developing an active research culture and research based learning for students.
- A policy of staff employment, advancement and education, in combination with the balanced teaching load should be developed in order to provide a focus on student educational needs, research and artistic practice.
- Put mechanisms in place that assure planning of individual careers, institution development, adequate and equal research time for all researchers/teachers, and assure equal opportunity for development and promotion.

Quality grade

Satisfactory level of quality

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

Analysis

The recruitment procedures are aligned with the regulations and the goals developed up to now. On the other side the actual opportunities are rare and the institution faces the difficulty to open the occasions internationally. Recruitment procedures can be improved to avoid a close circle of persons.

Staffing plans exist on department level. There is no evidence of a joint strategic staffing plan at the Faculty level, although such a joint plan would give the Faculty Council strategic room to manoeuvre better.

In selecting, appointing and evaluating teachers, the HEI takes into account their previous activities (teaching activity, research activity, feedback from students, etc.).

The HEI has adequate methods for the selection of the best candidates for each position and, in addition to the prescribed national minimum conditions for each position, it has prescribed competitive criteria ensuring the selection of excellent candidates. The close circle of people is a risk, much like the deciding power (by pressure) of the head of department.

Promotion of teachers into higher grades is based on the evaluation and rewarding of excellence and the HEI takes into account important achievements (such as international contribution to the scientific discipline, high-impact publications, significant scientific

discoveries, successful projects, success in securing additional funds, supervision of final and graduation theses, authorship of textbooks/study materials, popular lectures, etc.).

Indicators of excellence include scientific/artistic, teaching and professional work and contribution to the development of the HEI.

It is not clear how additional criteria for the promotion of teachers into higher grades reflect the strategic goals of the HEI, mostly because of general aspects of strategy and a lack of future oriented vision.

Recommendations for improvement

- More centralised staffing plans allowing for strategic room to manoeuvre.
- Put a mechanism in place that ensures planning of individual careers, institution development, adequate and equal research time for all researchers/teachers, and equal opportunities for the development and promotion.
- Avoid close circles of staff.

Quality grade

Satisfactory level of quality

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

Analysis

The support for the improvement of teaching competencies is quite limited.

It is noted that not all staff members without a PhD degree have the capacity, ability or interest to pursue a PhD degree, but they may be forced to because the salary for a lecture is very low. It is therefore recommended that the Faculty develops and implements a plan for increasing the status of the lecturers' position.

There is also a lack in continuous support in teaching methods and communication with students. The HEI lacks these opportunities both at the university and at the faculty level.

The HEI partially encourages the assessment and improvement of teaching competencies based on the peer-review recommendations and the results of student satisfaction surveys.

Teachers rarely participate in international mobility programmes, projects, networks, etc. because of organisational and financial problems. This results in a relatively low interest of the majority.

Recommendations for improvement

- Develop a plan for improving the status of the lecturer position.
- Facilitate support for those lecturers that do want to, and are able to pursue a PhD programme.
- Develop and implement a system for developing individually customised plans for the advancement of staff members with and without a PhD degree.
- Install mechanisms to actively support the equal opportunity for all genders and researchers.
- Put mechanisms in place for developing continuous support for teaching activities.
- Develop a set of workshops for didactic improvement of the Faculty teaching staff.
- Try to help the teachers interested in mobility to have organisational support (shifting course dates, etc.) and possibly additional financial sources.
- Invest in educating teachers on software, coding and equipment use.

Quality grade

Minimum level of quality

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

Analysis

The strategic goals of the HEI are very general. The plans are very general as well, and very much oriented to the past image and not the future.

Spaces available for teaching the study programme are largely in line with international standards and deemed sufficient. However, investing in modern workshop equipment, and increasing the opportunity for work with modern materials and equipment are necessary to comply with international standards, and to accommodate the number of students at the HEI.

The quantity of space is appropriate but the organisation of space is not fully rational. The infrastructure is lacking, especially workshops and laboratories. The necessity of equipment (laboratories and workshops) and IT for the development of disciplines of architecture, urban planning and design is not fully appreciated by all teachers but should be invested in nevertheless.

There are no possibilities for students to work at the HEI in different parts of the day (the recommendations from 2012 are still relevant) and there is a lack of electronic outputs. Also, Wi-Fi should be continuous and stable.

The Panel has noted the need for an upgrade of the fabrication lab. The Faculty lacks an experimental laboratory for material testing and for physical 1:1 design experimentation.

Recommendations for improvement

- Update workshops for sufficient capacity and the possibility to work with a wider range of materials.
- Invest or fundraise for small laboratories and contemporary equipment (robots, workshops...).
- Invest in software, coding and equipment training education of researcher/teachers
- Reorganize the space in the main building to allow for individual and group student work, including electric outputs and Wi-Fi.
- Differentiate the spaces (to identify the faculty presence from outside and inside the building – arrange temporary student exhibitions, adapt the roof and open it for student experimentation, etc.).
- Develop a lab-framework, that includes the facilities in the city, and take advantage of the urban setting (make use of associated labs, public spaces as 3D 1:1 experimental labs, etc., so that the city becomes a living lab).
- Develop digital platforms to support the educational process (digital ecologies and environments, educational management platforms, digital courseware and assessment systems, etc.).

Quality grade

Satisfactory level of quality

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

Analysis

The library and library equipment, including the additional resources, are available and appropriate.

The library and library equipment, including the additional resources, ensure a high quality of scientific-teaching / artistic-teaching activities. The Faculty staff does not seem to be fully aware of what is available and why. There is a problem with the availability of

journals and bases (which is also related to the national situation), but it is expected to become less of an issue with the development of Open science and Open access publishing internationally.

Recommendations for improvement

- Maintain good practice and keep up with times.
- Invest in the education of staff and students on the use of research sources.
- Raise awareness of the digital resources available.

Quality grade

Satisfactory level of quality

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

Analysis

The budget of the HEI is used to cover the basic needs, and is often insufficient. It is not formed or used with development vision. The good practice is a recent orientation to fundraising and project application (EU funding, university projects, etc.).

The financial management meets the regulations but is lacking an overall vision of development.

Additional sources of funding are used for institutional development and improvement. The best example of this is the way the new research institute uses the research money to trigger at movement among the Faculty staff.

Additional sources of funding are obtained mainly through national projects. The cooperation with the creative industries is often informal. The relation with other industries can be seen as a potential rather than as a fact.

Recommendations for improvement

- Continue the good practice of university and EU funding application, expand to applications for social funds to organise lifelong learning for unemployed or underemployed architects and designers.
- Develop a network of relevant/creative industries and their interrelation with the Faculty.
- Recognize and formalize the knowledge flow between academia and creative industries (student (and staff) practice) – develop (multilateral) contracts.
- Additional financial resources should be invested for institutional priorities (for example to link the staff with different thematic or orientation focuses and from different departments, to prepare EU bids together with external partners).

- Develop new EU and other international research project/programme applications.

Quality grade

Minimum level of quality

V. Scientific/artistic activity

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

Analysis

There are very few (though some) employees with a clear scientific profile, who could be role models that can teach and supervise their colleagues. Publications in the HEI's own journal *Prostor* are important internationally (included in AHCI in SCOPUS (SJR Q1 in Visual Arts and Performing Arts 2016 and 2017) but the scientists represented are mostly related to the HEI. The journal can be considered as an important basis for establishing a broader research culture and has the potential to be developed into a journal with a much broader platform. A limited number of employees are involved in modern, cross-disciplinary research projects with a significant impact in an international context. These projects are a very important contribution to the overall research at the HEI. The projects are mostly driven by individual motivation and dedication, and do not necessarily seem to be a product of a strategic focus from the HEI management.

The general research culture is relatively low. This affects the definition of working time (mostly dedicated to teaching), preference for practice for its own sake instead of research (scientific and artistic) oriented to the development and improvement of practice, uneven teaching loads and a lack of project funding, etc.

Some of the best and most important resources are not fully recognised: the importance of theory in research, new technology in research and teaching, interdisciplinary research, modelling, design thinking, inclusive design, etc. These topics are all present at the institution but only as a minor niche, while the prevalent teaching is oriented to the past and present but less to the future. The focus on the national and regional vision may actually exacerbate the problem.

The present niches of development areas should be seen as a resource and inspiration, and not as a problem. Without this development, what is considered its strongest aspect by the HEI – professionally famous teachers, a risk to become the weak link perpetuating “Master-Apprentice” learning by copying the present practice more than learning by research and understanding.

The HEI keeps records of publications (publication index, citation impact, h-index, if applicable).

The HEI's scientific/artistic activity is evident in PhD theses and its development in recent years can be considered a good practice.

The institution is burdened by self-promotion (in terms of fame) of some members.

Recommendations for improvement

- Put efforts in identifying artistic production by employees that is produced outside the direct context of the education system and formalize these outputs. It could be also considered as a source of income.
- Establish a research culture both for scientific and artistic research.
- Use the existing resources and external resources for improving the research culture and interdisciplinary approaches.
- It is important that the Faculty members (both staff and management) get better knowledge of research (varieties and importance) – some educational activities could be done to show the connection of research (scientific, laboratory, on site, artistic, theoretical, IT, etc.) and other activities (such as commercial practice).
- Develop a system or research tutors (that includes staff not involved in the research training=doctoral programme).

Quality grade

Minimum level of quality

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

Analysis

The HEI partially monitors and takes into consideration the needs of society and labour market in planning its research activities. The awareness of the social role as the biggest and oldest national institution should be raised more and used as such.

Shorter periods of mobility are supported but longer periods of mobility are difficult to achieve due to organisation and EU funding rules. In some points the transfer of knowledge and technology exists, but it is not formally supported and it can be questioned what are the gains for the HEI and society, and what are personal gains.

Teachers and associates participate in the activities of scientific, arts and professional organisations.

Recommendations for improvement

- Rethink the relevance of the institutional research endeavours and develop the publication framework accordingly (avoid promotion of in-house publishing).

- The social role as the biggest and oldest national institution should be raised more and used for the betterment of position of discipline, professional position of graduates and their employment and social position opportunities.
- The opportunities for mobility, research and transfer of technologies should be improved.
- With some individual staff members there is considerable experience with applications for EU funding. This experience should be better exploited and spread among all staff members. Use good examples to inspire others.

Quality grade

Minimum level of quality

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

Analysis

Teachers, associates and professional staff have received university, national and international awards for their scientific / artistic / professional achievements. There is a risk of autoreferentiality and a closed circles of persons.

The HEI is a holder of an adequate number of scientific / artistic / professional projects (university, national and international projects).

Teachers, associates and professional staff participate as invited lecturers in an adequate number of national and international conferences. There is a risk of autoreferentiality and a closed circles of persons.

Teachers and associates are members of the scientific / artistic / professional boards of conferences, and editorial boards of scientific journals. There is a risk of autoreferentiality and a closed circles of persons.

Recommendations for improvement

- Develop an internationally oriented research communication strategy and action plan.
- Promote a wide variety of international publishing and exhibiting the work of the faculty staff.
- Avoid the autoreferentiality of the institution and a closed circle.

Quality grade

Minimum level of quality

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

Analysis

The scientific/arts (research) development strategy is aligned with the vision of development of the HEI but the vision of development is defined in a very autoreferential, national and regional view, oriented more to the past than to the future and international environment (especially EU).

Scientific/artistic (research) activities are mostly not the result of a coherent strategy. Also, the somewhat narrow view of research hinders the development of scientific and artistic research and practice, which risks to be autoreferential.

The HEI does not have fully appropriate resources for its scientific/artistic activities (labs, IT, training...).

The HEI recognizes and rewards scientific/artistic achievements of its employees but it does not invest enough in it.

The HEI does not continuously improve its scientific/artistic (research) activities by appropriate financing, human resource management, investing in spatial resources, equipment and appropriate literature, supporting dissemination of results and development of doctoral theses. The image of the HEI is mostly based on famous practice works, which is often not done in the institution itself, and often a part of a closed circle which can also have problematic aspects.

Recently some parts of the HEI have been more oriented to research, and this practice should be kept and expanded.

Some of the best resources and practices are not fully understood and supported, while they could be the motors for the development (theoretical research, interdisciplinary research, laboratory research, IT and technology research, design thinking, inclusive design, building and urban modelling, etc.).

The topics of PhD theses show growing awareness of contemporary topics and methods, which is a good practice that should be expanded.

Scientific and artistic activity within the HEI depends very much on individual staff members taking personal responsibility. They perceive to be restricted by the teaching load and experience little support in terms of funding and other forms of incentive. Materials, assistance, publishing fees, etc. are often financed privately.

The HEI does finance a decent number of small projects but there is little evidence of a strategic direction. Efforts of the staff members done in order to increase quality are not actively supported, and thereby not sustainable in the long run.

There is little focus on modern topics (such as smart city development, complex societal development, etc.) and sustainability themes (such as passive housing or zero emission building, public participation in design, cultural dimensions of sustainability, etc.). This is perceived to be a direct consequence of somewhat traditional teaching material, focus on traditional concepts and a lack of interdisciplinarity.

Within the Design study programme it is not possible to embark on a PhD in art. This was mentioned several times as a barrier for staff members to advance in their careers. The aesthetic component in modern industrial design, though central and important, is not as prominent as before. 'New' themes such as universal and inclusive design, social design, interaction design and design thinking in general, which are increasingly becoming more central in having strong relationships with social sciences, health sciences, computer sciences, engineering sciences, and research in these areas is therefore seldom classified as artistic research according to international standards. It is therefore important that the Design study programme staff build up research capacity in these areas as well (in addition to artistic research) and make sure that staff members obtain PhD degrees in these sciences. The same applies to architecture and urbanism disciplines.

There is also risk that "artistic" could be used not as research in artistic aspects but as avoiding of research and instead promoting more or less standard practice as a research, based on individual personal fame.

Research within the HEI is mostly locally and nationally oriented. The majority of publications and research projects are published in Croatian and address topics in a Croatian or local context. This prevents a wider international dissemination of results and creating more interest in the collective intellectual capacity of the HEI. There are very few signs if any of international co-authorship. Monographs are mainly written in Croatian, and not issued by international publishers. International influences remain mostly at the education level. The relatively low visibility of the HEI outside the Adriatic-Alpine region is in the long run not sustainable. This topic does however not seem to be acknowledged sufficiently on a strategic level.

The Design study programme shows more up to date approaches than the Faculty of Architecture and Urbanism, which is much bigger and has a deciding role. For this reason, there are some worries that the wrong type of regulation for the Design study programme status could be a step backwards both for the Design study programme and for the national research and economic development. The Design study programme could be a strategic developmental resource unique in Croatia from which the Faculty of Architecture could learn about topics, research and design methods.

The improvements in research management are happening but the process is slow.

Recommendations for improvement

- More orientation towards international (especially EU) and future, instead of past and region.
- Raising awareness of what research activity means today and what resources, knowledge and skills are needed, is required – organise educational activities for staff.
- Consider the institution's best resources and practices as the motors for the development (theoretical research, interdisciplinary research, laboratory research, IT and technology research, design thinking, social and cultural sustainability, etc.) and use them as such (invest and expand).
- Make sure that the scientific competence and research interests of the staff do not bias towards the artistic and aesthetic component of architecture and design; a PhD in art is not the only way to advance a career.
- Create better visibility internationally (i.e. also outside the Adriatic-Alpine region) by stimulating participation in international networks, staff and student mobility, and publishing in English.
- Stimulate the use of a wider variety of research and publishing channels.
- Stimulate the interdisciplinary scientific research activity in the areas where design/architecture/planning crosses over with social, computer, engineering and health sciences.
- Join several international research communities both collectively and at the individual level.
- Identify research, embedded in teaching and (professional/creative) practice.
- Develop (and use) a system of criteria for the artistic creation and artistic research collectively (not all creative practice is creative practice research, how to differentiate professional and research problems, what is the difference between design studio and research design studio, etc.) – it is all already implemented somewhere.
- Develop financial support for artistic research (submit Creative Europe bids, etc.).
- Develop (and use) qualitative indicators of impact by designing.
- Develop joint projects integrating architecture, urbanism and design; artistic, scientific, didactic, and professional practices with various institutional and external stakeholders/actors, etc.
- Involve technical aspects in the conceptual (architectural, urban, product) design phase through (artistic) design experimentation (this can perhaps help identifying appropriate roles of various departments within the Faculty as a whole).

- Promote architecture, urbanism and design wholeness as a case study for artistic and scientific integration not only through teaching but also through research endeavours and professional practice.
- Develop courses or motivate staff to attend external courses about ‘how to write a successful research application....’, management courses, ethics courses, etc.
- Orientation to research should be kept and expanded and included more in teaching organisation.
- Keep the good practice with PhD theses started recently.

Quality grade

Minimum level of quality

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

Analysis

Space and equipment for scientific/artistic research and professional activities is used in teaching at the undergraduate, graduate and postgraduate level. Some updating in all of this aspects is needed.

Undergraduate, graduate and postgraduate students are partially involved in scientific/artistic/professional projects of the HEI.

Both teaching at the undergraduate and graduate levels, and doctoral theses reflect the scientific/artistic research and professional activities and achievements of the HEI.

Recommendations for improvement

- Space and equipment for scientific/artistic research and professional activities should be updated.
- The teaching (learning activities) should be more research oriented.
- Develop didactic research for architectural learning
- Identify and strengthen the role of students’ research in the programme, especially in the design studio/workshop setting.
- Develop (and use) qualitative indicators of different practices (research, professional...) on teaching process.

Quality grade

Satisfactory level of quality

APPENDICES

1. Quality assessment summary - tables

2. Site visit protocol

Quality grade by assessment area

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

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

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

Quality grade by standard

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

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

Quality grade by standard

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

**Reakreditacija Arhitektonskog fakulteta Sveučilišta u
Zagrebu / Re-accreditation of the
Faculty of Architecture, University of Zagreb**

PROTOKOL POSJETA/VISIT PROTOCOL

**Reakreditacija
Arhitektonskog fakulteta
Sveučilišta u Zagrebu**

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

***Edukacija Stručnog
povjerenstva***

***Training of Panel
members***

Mjesto događanja:
Agencija za znanost i visoko obrazovanje

Venue:
Agency for Science and Higher Education

**Donje Svetice 38/V
10 000 Zagreb**

**Donje Svetice 38/V
10 000 Zagreb**

	Ponedjeljak, 5. studenog 2018.	Monday, 5th November 2018
13:00 - 14:30	Edukacija članova Stručnog povjerenstva (kratko predstavljanje rada Agencije, upoznavanje sa sustavom visokog obrazovanja u Republici Hrvatskoj, upoznavanje s Postupkom reakreditacije, Standardima za vrednovanje kvalitete i načinom pisanja završnog izvješća)	Training for the expert panel members (short presentation of ASHE, introduction to the higher education system in Croatia, introduction to the re-accreditation procedure, standards for the evaluation of quality and writing the final report)
14:30 - 15:00	<i>Snack</i> ručak	Snack lunch
15:00 - 19:00	Priprema Stručnog povjerenstva za posjet Arhitektonskom fakultetu Sveučilišta u Zagrebu (rad na Samoanalizi) Pitanja za posjet	Preparation of the expert panel members for the site visit (working on the Self-evaluation) Questions for the site visit

**Reakreditacija
Arhitektonskog fakulteta
Sveučilišta u Zagrebu**

**Re-accreditation of the
Faculty of Architecture,
University of Zagreb**

PROTOKOL POSJETA

Mjesto događanja:

***Fra Andrije Kačića Miočiča 26
10 000 Zagreb***

VISIT PROTOCOL

Venue:

***Fra Andrije Kačića Miočiča 26
10 000 Zagreb***

	Utorak, 6. studenog 2018.	Tuesday, 6th November 2018
09:00 - 10:00	Sastanak s dekanom, prodekanima, voditeljem studija <i>Dizajna</i> i tajnikom	Meeting with the dean, vice deans the head of the Study programme of <i>Design</i> and secretary
10:00 - 11:30	<i>Sastanak članova Stručnog povjerenstva (analiza dokumenata)</i>	<i>Internal meeting of the panel members (Document analysis)</i>
11:30 - 12:15	Sastanak s radnom grupom koja je priredila Samoanalizu (voditelji tema unutar Samoanalize, članovi Odbora za kvalitetu i ECTS koordinator)	Meeting with the working group that compiled the Self-Evaluation (leaders of the working groups, Quality Assurance Committee and ECTS coordinator)
12:20 - 13:20	<i>Radni ručak Stručnog povjerenstva</i>	<i>Working lunch</i>
13:20 - 14:20	Sastanak sa studentima (otvoren sastanak za sve studente preddiplomskog i diplomskog studija <i>Arhitekture i urbanizma</i> te studija <i>Dizajna</i>)	Meeting with the students (open meeting for the students of the undergraduate and graduate Study Programme of <i>Architecture and Urban Planning</i> and the Study programme of <i>Design</i>)
14:25 - 15:10	Sastanak s alumnima	Meeting with the alumni
15:15 - 16:00	Sastanak s vanjskim dionicima – predstavnici strukovnih i profesionalnih udruženja, poslovna zajednica, poslodavci, stručnjaci iz prakse, organizacije civilnog društva i vanjski predavači	Meeting with external stakeholders - representatives of professional organisations, business sector/industry sector, professional experts, non-governmental organisations, external lecturers
16:00 - 16:45	Organizacija dodatnog sastanka o mogućim otvorenim pitanjima (prema potrebi)	Organisation of additional meeting on potential open questions if it is needed
17:30 - 20:00	Sastanak Stručnog povjerenstva – refleksija o viđenom i priprema za idući dan posjeta	Joint meeting of the expert panel members – reflection on the day and preparation for the second day of the site visit

**Reakreditacija
Arhitektonskog fakulteta
Sveučilišta u Zagrebu**

**Re-accreditation of the
Faculty of Architecture,
University of Zagreb**

	Srijeda, 7. studenog 2018.	Wednesday, 7th November 2018
09:00 – 10:30	<i>Sastanak članova Stručnog povjerenstva (analiza dokumenata)</i>	<i>Internal meeting of the panel members (Document analysis)</i>
10:30 – 11:15	Sastanak s prodekanom za nastavu	Meeting with the vice dean for education
11:15 – 12:00	Sastanak s voditeljem studija <i>Dizajna</i>	Meeting with the head of the Study programme of <i>Design</i>
12:00 – 12:50	<i>Radni ručak Stručnog povjerenstva</i>	<i>Working lunch</i>
13:05 – 13:50	Sastanak s nastavnicima u stalnom radnom odnosu na studiju <i>Dizajna</i> (osim onih na rukovodećim mjestima) Adresa: Frankopanska 12, Zagreb	Meeting with full-time teaching staff at the Study Programme of <i>Design</i> (members of the management are excluded) Address: Frankopanska 12, Zagreb
13:50 – 14:20	Obilazak Arhitektonskog fakulteta (Studij <i>Dizajna</i>) i prisustvovanje nastavi Adresa: Frankopanska 12, Zagreb	Tour of the Faculty of Architecture (Study Programme of <i>Design</i>) and participation in teaching classes Address: Frankopanska 12, Zagreb
14:35 – 15:35	Obilazak Arhitektonskog fakulteta (knjižnica, uredi studentskih službi, ured međunarodne suradnje, informatička služba i učionice) i prisustvovanje nastavi	Tour of the Faculty of Architecture (library, student services, international office, IT services, classrooms) and participation in teaching classes
15:35 – 16:15	Sastanak s nastavnicima u stalnom radnom odnosu na studiju <i>Arhitekture i urbanizma</i> (osim onih na rukovodećim mjestima)	Meeting with full-time teaching staff at the Study Programme of <i>Architecture and Urban Planning</i> (members of the management are excluded)
16:15 – 17:00	Organizacija dodatnog sastanka o otvorenim pitanjima (prema potrebi)	Organisation of additional meeting on open questions, if needed
18:00 – 20:00	Sastanak Stručnog povjerenstva – refleksija o viđenom i priprema za idući dan posjeta	Joint meeting of the expert panel members – reflection on the day and preparation for the second day of the site visit

**Reakreditacija
Arhitektonskog fakulteta
Sveučilišta u Zagrebu**

**Re-accreditation of the
Faculty of Architecture,
University of Zagreb**

	Četvrtak, 8. studenog 2018.	Thursday, 8th November 2018
09:00 - 10:30	<i>Sastanak članova Stručnog povjerenstva (analiza dokumenata)</i>	<i>Internal meeting of the panel members (Document analysis)</i>
10:30 - 11:15	Sastanak s prodekanom za znanost	Meeting with the vice dean for research activities
11:20 - 12:05	Sastanak s voditeljima znanstvenih projekata	Meeting with the heads of research projects
12:10 - 13:10	<i>Radni ručak Stručnog povjerenstva</i>	<i>Working lunch</i>
13:10 - 13:55	Sastanak s asistentima na studiju <i>Arhitekture i urbanizma</i>	Meeting with teaching assistants at the Study Programme of <i>Architecture and Urban Planning</i>
14:00 - 14:45	Sastanak s asistentima na studiju <i>Dizajna</i>	Meeting with teaching assistants at the Study Programme of <i>Design</i>
14:50 - 15:20	Sastanak s prodekanom za poslovanje i prodekanom za međunarodnu suradnju i umjetnost	Meeting with the vice-dean for business and the vice-dean for international relations and art
15:20 - 15:50	<i>Interni sastanak članova Stručnog povjerenstva</i>	<i>Internal meeting of the panel members</i>
15:40 - 16:10	Završni sastanak s dekanom, prodekanima, voditeljem studija <i>Dizajna</i> i tajnikom	Exit meeting with Meeting with the dean, vice deans the head of the Study programme of <i>Design</i> and secretary
17:30 - 20:00	Sastanak Stručnog povjerenstva – izrada nacрта završnog izvješća i rad na dokumentu Standardi za vrednovanje kvalitete	Joint meeting of the expert panel members – Drafting the final report and working on the document Standards for the evaluation of quality

**Agencija za znanost i visoko obrazovanje
Agency for Science and Higher Education**

***Donje Svetice 38/V
10 000 Zagreb***

	Petak, 9. studenog 2018.	Friday, 9th November 2018
09:00 – 12:00	Sastanak Stručnog povjerenstva – izrada nacrtu završnog izvješća	Drafting the final report
12:00	Ručak	Lunch

Odlazak recenzenata iz Zagreba / Departure of Panel Members from Zagreb

SUMMARY

The HEI is a significant national and regional centre of education, research and artistic production and interaction in the field of architecture, urban planning and design. Students and staff are highly motivated and engaged. The HEI should become fully aware of the importance of its position and work in the direction of activating its full capacities. Internal communication and quality and management procedures should be improved in order to establish cooperation and integral approach, for the benefit of education, student life, development and opening of the disciplines towards society in general. Education provided at the HEI is of a good quality and intensive. However, there is a significant overload on students. Students are motivated for hard work but feel the programme is partly redundant and lacks coordination. The problem affects the coordination of tasks and communication among departments or cabinets. The balance in ECTS credits, NS (norm hours), and the workload between BA and MA should be improved.

The major problems are the somewhat narrow understanding of research and insufficient understanding of the connection between research, teaching, profession and society needs. This is a major topic that strongly impacts all other topics. It produces the division of profession seen as art and scientific research and separation of teaching and research, and “Master–Apprentice” teaching instead of orientation to future. Without significant efforts to overcome these problems the HEI may risk its current position and thereby its future. In this perspective all other aspects should be considered. Artistic production of the staff and the students is mostly on a high level, but scientific research production is limited to few staff members that mostly perform out of personal motivation and not as a result of a coherent research strategy. The topic of different types of research should be discussed also on all levels, including the University and Ministry. Practice contribution from teachers’ professional production outside the framework of the HEI, in terms of references, profit and employment is discussed but should be made clear and regulated. Scientific research production is relevant and is improving. The new institute for research is established.

Study programmes are relevant but lack some future orientation. There is a tendency of enclosure of discipline. Embracing contemporary change in society and technology is occurring in a number of courses, but it is not embedded as an integral part of the study programme. Space and infrastructure are at present satisfactory for teaching but not for research and future expansion. There is a need for additional space for students’ work, upgraded laboratories to work with modern materials and equipment, and lecture spaces for the design programmes. This problem can partly be solved by better time regimes and reorganisation.

The Design study programme has a strong autonomous identity and growing importance, both as an institution and a field. The framework for quality work and progress of the Design study programme must be established to be efficient and viable.