

# SELF- EVALUATION

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# FACULTY OF ARCHITECTURE

2018/19

2022/23



Name of the evaluated higher education institution:  
**FACULTY OF ARCHITECTURE**

The name of the university to which the evaluated higher education institution belongs:  
**UNIVERSITY OF ZAGREB**

Year of establishment:  
**1919**

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**2018/19 — 2022/23**

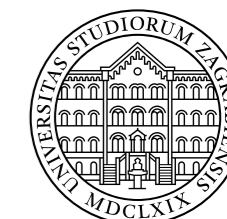
# SELF-EVALUATION

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# FACULTY OF ARCHITECTURE

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University of Zagreb  
Zagreb, October 2024



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## RECOMMENDATION

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# INTRO

The history of University of Zagreb's Faculty of Architecture begins in April 1919, when the study programme in architecture was established within the Department of Architecture at the then Higher Technical School. The start of classes in the 1919/1920 academic year has marked the beginning of higher education for architects in Croatia.

Over the course of a hundred years, the study of architecture has been conducted continuously through various organizational models of the school. It started at the Department of Architecture of the Higher Technical School, which became the Faculty of Engineering in 1926. The study continued at the Faculty of Architecture, Civil Engineering, and Geodesy, established in 1956 following the division of the Technical Faculty. Since 1962, the Faculty of Architecture has been operating as an independent constituent of the University of Zagreb, providing a study programme in architecture.

Although it formally continues the lineage that began with the Higher Technical School, the establishment of its current pedagogical profile is also attributed to the architecture study programme that was conducted at the Academy of Fine Arts, where the Department of Architecture was founded in 1926. Until its closure in 1942, this study programme produced a number of architects (including Drago Galić, Neven Šegvić, and Mladen Kauzlarić), whose works significantly shaped Croatian modern architecture after World War II and, as professors at the Faculty of Architecture, greatly influenced the development of the architectural study programme and its social significance.

The duality of the technical and the artistic lineage has today given way to a new interdisciplinarity. As a constituent part of the University of Zagreb, the Faculty of Architecture provides contemporary knowledge based on recognized scientific and artistic insights, while exploring and developing a modern identity for its professions and their roles in the world. By adopting and applying international standards in the content and structure of its study programme *curricula*, the faculty enables flexible and mobile learning, achieving a broad spectrum of competencies in architecture, urban planning, and design.

[The mission and vision](#) of today's Faculty of Architecture

in Zagreb are focused on delivering study programmes that, through their pedagogical profile, cultivate responsible professionals equipped with technical knowledge and capable of enhancing the environment in which they operate through conscientious professional practice.

The aim of the Faculty of Architecture is to develop contemporary models of higher education and to elevate the prestige of the professions of architects, urban planners, and designers. It seeks to enhance the culture of construction and sustainable practices in space, protect the identity, recognition, and tradition of the Zagreb Faculty of Architecture in the light of contemporary social, economic, and technological changes.

During the observed period, the faculty offered a total of six study programmes:

#### **Study of Architecture and Urban Planning**

1. [University undergraduate study programme in architecture and urban planning](#), CroQF level 6, for acquiring the academic title of bachelor (*baccalaureus*) of engineering in architecture and urban planning
2. [University graduate study programme in architecture and urban planning](#), CroQF level 7, for acquiring the academic title of master of engineering in architecture and urban planning
3. [Doctoral research programme in architecture and urban planning](#), CroQF level 8, for acquiring the academic title of doctor of science
4. [University specialist study programme in architecture and urban planning; spatial planning](#)
  - Cycle: Strategic planning and sustainable development

#### **School of Design**

1. [University undergraduate study programme in design](#), CroQF level 6, for acquiring the academic title of bachelor of design (univ.bacc.art.)
2. [University graduate study programme in design](#), CroQF level 7, for acquiring the academic title of master of design (mag art.).

+ During the observed period, the Faculty of Architecture carried out the initial accreditation process for the Postgraduate Specialist Study Programme "Building Information Modeling (BIM) in Architecture," for which the issuance of the Approval and the announcement of the call for enrollment of the first generation of students are expected. See more in Section 2.4.

#### **AF 100**

In the 2019/20 academic year, the Faculty of Architecture celebrated the hundredth anniversary of education of architects in Croatia. A ceremonial session of the Faculty Council was held, accompanied by numerous events in the supporting programme. The significance of the anniversary was marked by organizing the Annual Conference of the European Association for Architectural Education (EAAE), which was held that year in Zagreb, hosted by the Faculty of Architecture, along with a jubilee exhibition [A Brief Biography of the Faculty of Architecture School](#) at the Croatian Museum of Architecture.

# CHRONO LOGY

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## **An abbreviated chronological overview of the observed period 2018/19—2022/23**

The activities of the Faculty of Architecture during the observed period took place under difficult circumstances. An abbreviated chronological overview of the overall activities of the Faculty of Architecture is available [here](#).

# I. MANAGEMENT OF THE HIGHER EDUCATION INSTITUTION AND QUALITY ASSURANCE

## I.1. THE MISSION OF THE HIGHER EDUCATION INSTITUTION DIRECTS THE OPERATIONAL PLANNING PROCESS AND THE DEVELOPMENT OF QUALITY ASSURANCE PROCESSES.

I.1.1. The Faculty has a publicly available contemporary mission that, along with defined values and objectives, serves as a framework and direction for its activities

I.1.2. The mission clearly defines the specific role of the higher education institution in carrying out higher education activities, scientific and professional work, and contributing to the development of modern society. The mission positions the higher education institution in both the domestic and international contexts, guiding the development of the content of study and educational programmes as well as all activities of the higher education institution

I.1.3. Representatives from various stakeholder groups participate in the development and definition of the higher education institution's mission

I.1.4. The mission statement serves as a starting point for the process of strategic planning and the establishment of strategic goals

### Mission

The mission of the Faculty is to achieve its social significance and public visibility through high-quality education of new professionals, as well as scientific, artistic, and professional research work in the fields of architecture, urban planning, and design. The activities of the faculty also include a continuous expression of a value system aimed at positively impacting society and contributing to the creation of both material and immaterial new values.

The mission of the Faculty of Architecture is published [here](#), and the mission of the School of Design is published [here](#)

### Opening up

In the Report of the Expert Committee on the Reaccreditation of the Faculty dated February 2019, the following shortcoming was noted: "Isolation from the profession, from other disciplines, and from experts outside the closed narrow circle of specialists."

The [introductory timeline](#) illustrates the Faculty's efforts during the observed period to connect various groups of stakeholders, including current and former students, faculty members, guest lecturers, critics, economic entities, and public bodies. Through intensive domestic and international cooperation in teaching, projects, and scientific, artistic, and professional research initiatives, the Faculty aims to ensure continuous information

flow and development of educational quality, as well as scientific, artistic, and professional work in architecture, urban planning, and design.

The mission of the Faculty is realized through the establishment of working bodies and a quality assurance system. The quality assurance system is structured as follows: Office-Division-Committee-Council, or in the case of the School of Design Department: Course-Programme Committee-Department Council-Faculty Council. Through the structure and work of the [committees](#), awareness of initiatives is ensured, as well as advisory roles in proposals and participation of various stakeholders in decision-making processes.

### Life of the Mission

The mission of the Faculty is dynamic – it continuously informs and regenerates itself with every new activity. During the observed period of extraordinary circumstances, the Faculty of Architecture dedicated significant attention to informing both the internal and external public about its activities and their continuity. All information is publicly available through multiple communication channels, including the official websites <https://www.arhitekt.hr/hr/> and <https://www.studijdzajna.com/>, as well as through periodic publications such as the [AF Newsletter](#) and the [Faculty Chronicle](#). Additionally, updates are shared via the Intranet [Virtual Af](#) and social media platforms.

### Mission, Strategic and Operational Planning

Feedback from various involved stakeholders allows for the verification of the mission in context and the adjustment of development goals. The reaccreditation of the Faculty of Architecture occurred at a time when a new administration had taken office, committing to establish development goals within the framework of a renewed strategy and the announced funding model through programme contracts in the following period.

The strategic objectives of the Faculty of Architecture for the upcoming period include strengthening administrative and IT support, connecting the information management system with the quality assurance system, reforming the curriculum of the architecture and urban planning study programme, and continuing research on the institutional position, functioning, and visibility of the School of Design. Achieving these goals aligns perfectly with the declared vision and mission of the faculty.

Furthermore, one particularly important task for the new administration will be to communicate the structure and significance of strategic objectives to all Faculty of Architecture staff and students, aiming to help each individual personally identify their position within the vision and mission of the collective.

## I.2. THE HIGHER EDUCATION INSTITUTION HAS DEFINED ITS INTERNAL STRUCTURE AND PROCESSES THAT ARE MANAGED RESPONSIBLY, EFFICIENTLY, AND EFFECTIVELY, AND STAKEHOLDERS OF THE HIGHER EDUCATION INSTITUTION HAVE BEEN INVOLVED IN THE DECISION-MAKING PROCESSES.

### Strategies

Teaching, research, and artistic activities at the Faculty of Architecture took place during the observed period in accordance with the [strategic documents](#) of the University of Zagreb and the Faculty of Architecture's [strategies](#). [The Articles of Association](#), [relevant regulations](#), and other documents governing the activities of the Faculty of Architecture are available on the website under [Quality Assurance and Publicly Available Information](#).

In the Faculty's work, the provisions of the Quality Assurance Handbook of the University of Zagreb and the Rules on the Quality Assurance System at the University of Zagreb were respected and are accessible at the following link: <https://www.arhitekt.hr/hr/o-fakultetu/osiguranje-kvalitete/>. Additionally, recommendations and guidelines from the Quality Management Committee of the University of Zagreb, in which a member of the Faculty Council of the Faculty of Architecture actively participates, were followed.

The activities of the Faculty were conducted in accordance with laws and subordinate legislation from the fields of scientific activity and higher education, as well as the guidelines and documents of the National Council for Higher Education and the National Council for Science. They were also in line with the dean's programme and regulations governing studies that were separately adopted for the study programme of architecture and urban planning and the study programme of design, as well as with the research programmes of the Faculty's scientific research projects, and according to the financial, staffing, and spatial organizational possibilities of the Faculty. All important documents are [publicly available](#).

In the observed period covering the academic years 2018/19 to 2022/23, the activities of the Faculty of Architecture are examined in relation to the [Report](#) of the expert committee that visited the Faculty of Architecture from 6 to 8 November 2018, during the previous reaccreditation process, and according to the [Accreditation Recommendation](#) issued by the Agency for Science and Higher Education on 3 July 2019.

I.2.1. Management of the higher education institution is based on the academic self-governance of higher education institutions and the autonomy of universities

I.2.2. The higher education institution uses the quality assurance system and available information systems to collect data through various methods, processes and analyzes this data, and creates reports. Based on the analyses, further activities and improvements are planned using a risk and opportunity-based approach. The management and competent bodies make informed decisions. Students and other stakeholders are involved in these processes.

I.2.3. The higher education institution regularly and transparently reports on the implementation of the strategy, operations, and the execution of programme contracts (where applicable).

I.2.4. The higher education institution manages financial resources transparently, efficiently, purposefully, and sustainably

### Faculty Management

The faculty is managed by the dean and the Faculty Council. The dean is assisted in his work by the **dean's collegium**, which consists of vice-deans, the head of the School of Design Department, and the faculty registrar. The dean's collegium meets every week at the same time for the continuous monitoring and preparation of the overall activities of the Faculty. In an extended composition, which convenes as needed for discussion, the heads of departments from the Faculty of Architecture join the dean's collegium. The dean's collegium initiates and coordinates the activities of the Faculty of Architecture.

Within the specifics and characteristics of its areas and fields, the Faculty of Architecture operates independently within the system of the University of Zagreb. The dean is a member of the University Senate by virtue of his position. Vice-deans attend the meetings of the Area Council or the Senate as needed as substitutes for the dean. Members of the Faculty Council are active in the working bodies of the University.

The faculty bodies that manage the work of the faculty and continuously work on ensuring the quality of the overall activities of the Faculty of Architecture are as follows: the Faculty Council, the Dean's Collegium, the Commission for Study Reform and Quality Management, and the Doctoral Study Council. In addition to them, there are also other permanent or occasional committees/working bodies appointed with the aim of bringing together lecturers to engage in ongoing activities in areas important for ensuring the quality of the activities of the Faculty of Architecture.

**The Faculty Council** is a collective governing body that oversees the quality of the Faculty's work. Reports on the operations of all segments of the faculty's activities are submitted to the Council during regular monthly meetings. The Faculty Council consists of lecturers at research and teaching positions, artistic and teaching positions, representatives of teaching and associate positions, and student representatives. During the observed period, the work of the Faculty Council was regulated by the Rules of Procedure of the Faculty Council and the Rules for Holding Electronic Faculty Council Meetings. In March 2024, these rules were consolidated into the [Rules of Procedure for the Faculty Council](#), which is now the current governing document.

### The Commission for Study Reform and Quality Management

is a working body responsible for ensuring quality at the Faculty of Architecture. The commission includes the heads and representatives of all four departments of the Faculty of Architecture, the head and representatives of the School of Design Department, and representatives of the Students' Union of the Faculty of Architecture. The commission is an advisory body that discusses issues important to the quality of teaching, scientific, and artistic research work, and prepares proposals for discussion and decision-making at the Faculty Council.

**The Doctoral Study Council** is a permanent committee responsible for the preparation, organization, and conduct of postgraduate doctoral studies. The Doctoral Study Council is led by the head of the postgraduate doctoral study programme. The head and members of the postgraduate Doctoral Study Council are appointed by the Faculty Council.

### The End-of-Semester Councils of the study programme of architecture and urban planning

At the end of each semester, the so-called End-of-Semester Councils hold meetings, which are working sessions focused on analyzing the delivery of instruction and student performance in each semester of every academic year. These meetings occur twice a year for each academic year, once at the end of the winter semester and again at the end of the summer semester. In other words, at the conclusion of each semester, five separate End-of-Semester Councils convene for thematic meetings aimed at reviewing the teaching process and the results achieved during the previous semester. At the End-of-Semester Council meetings, various academic matters are recorded, including denials of signatures, justifications for postponed programme submissions, issuance of warnings or commendations.

The performance of each student in individual courses is reviewed comprehensively in relation to the overall content of the semester or within the context of any extraordinary circumstances that may have affected their studies.

**Students' Union** Students actively and fully participate in the work of the Faculty's governing bodies. In the Faculty Council, students hold a 15% representation share (currently, 12 student representatives are part of the current Faculty Council). When the Faculty Council deliberates on matters of particular interest to students (such as defining student rights and obligations, changes to the academic system, quality assurance in education, establishing study programmes, and approving teaching plans), student representatives have the right to a suspensive veto. Since the student representatives began participating in the Faculty Council, they have exercised their suspensive veto only once, regarding the determination of enrollment quotas for the graduate programme (June 2011).

### Articles of Association

The organization and governance of the Faculty of Architecture are regulated by its [Articles of Association](#). In accordance with the recommendations of the expert committee during the Faculty of Architecture reaccreditation process conducted in the academic year 2018/19, the Faculty Council of the Faculty of Architecture, at its regular session held in July 2018, adopted a proposal to amend the Articles of Association of the Faculty of Architecture. With the adoption of these amendments by the University Senate, a Department – School of Design – was established within the Faculty of Architecture, thereby formalizing its legal status as part of the faculty.

### School of Design Department

**School of Design** In 1989, the Faculty of Architecture, along with five other constituent parts of the University of Zagreb – the Academy of Fine Arts, Faculty of Economics, Faculty of Mechanical Engineering and Naval Architecture, Faculty of Humanities and Social Sciences, and Faculty of Forestry – participated in founding the interdisciplinary and inter-faculty School of Design. According to the agreement, the Faculty of Architecture took responsibility for organizing the implementation, providing administrative and business services, and overseeing the organization of teaching. At that time, the curriculum and its modifications were adopted by the School of Design's Expert Council and confirmed by the University Senate. The Head of the School of Design presides over the Council's work and represents the School of Design in the University Senate.

**Agreement** Following the changes in the conditions and methods of financing the School of Design, which enabled an interfaculty model of operation, the work of the School of Design was temporarily regulated by an *Agreement on the Transitional Structure of the School of Design*, concluded between the University of Zagreb and the Faculty of Architecture. This agreement was designed to regulate, in the short term, the formal framework for conducting teaching in the Design study programme, and “in the long term, to formulate a permanent model of a formal framework within the field of arts, which would guarantee interdisciplinarity as a fundamental characteristic of teaching and research work in arts and sciences for design purposes.”

**Agreement** In mid-February 2018, the Faculty of Architecture and the School of Design concluded a new Agreement that emphasized the developmental potential of connecting the architecture and urban planning study programmes with those of design, which would result in a unique offering of educational content in the region. Based on this Agreement, a *Commission for the Advancement of the Faculty* was established, tasked with creating a comprehensive Proposal for a new institutional structure of the faculty (AF+SD). After a series of meetings, the Committee held a workshop in June 2018, slightly later than the planned deadline, during which a SWOT analysis of several organizational models for the Faculty of Architecture was conducted, focused on creating synergy between architecture, urban planning, and design study programmes. The Committee developed several variations of proposals to be prepared for presentation and discussion at the Faculty Council.

**Divergences** During the second half of the 2017/18 academic year, just after the programme changes for the architecture and urban planning study were accepted and at the beginning of preparations for the upcoming reaccreditation, the Faculty Council was not ready to open discussions about fundamental changes to the organizational model or the name of the Faculty. There were reservations in various circles about connecting the study programmes due to differences in qualification standards. The architecture and urban planning study leads to a qualification in the technical field of a regulated profession, whereas the design study is entirely an artistic programme. However, the integration or convergence of the architecture and urban planning study programme and the design study is possible through projects or *teaching segments* that encourage synergy and new formats in exploring the impact on both the physical and symbolic environment, thereby blurring the

boundaries between their respective disciplines.

The work of the *Commission for the Advancement of the Faculty* was halted in September of the 2017/18 academic year after a new agreement was made between the Faculty of Architecture and the University of Zagreb. This agreement obligated the Faculty of Architecture to establish the **School of Design Department** and to amend existing and create new documents necessary for regulating the operations and organization of the Department. During the preparations for the reaccreditation, which was scheduled for November 2018 for the Faculty of Architecture, the agreement determined the organizational model for the School of Design without considering the conclusions reached by the Commission for the Advancement of the Faculty.

**Report of the Expert Committee of 2018** In the Report of the Expert Committee on the Reaccreditation of the Faculty of Architecture from 2019, the following is noted: *The relationship between the Faculty of Architecture and the School of Design is not well-defined, which hinders the operation of the School of Design. The Faculty needs to resolve the status of the School of Design to allow it to freely conduct its activities, and enable its development and growth.*

**Initial accreditation** To establish the institutional prerequisite for integrating the School of Design as a department, in November 2018, the Faculty of Architecture initiated the process of initial accreditation for **conducting scientific activities in the field of arts**. The process was completed on 25 July 2019, with the issuance of the *License*.

Between 2018 and 2023, the status of the School of Design was a topic on the agenda at eight meetings of the Faculty Council. Of these, three were extraordinary or thematic meetings. The frequency of discussing this topic at the Faculty Council was typically tied to changes in the Articles of Association (2019 and 2023)

**A timeline** of activities related to the status of the School of Design Department can be viewed [here](#).

These details reflect the intensity of efforts to regulate the status of the School of Design at the Faculty of Architecture, in line with the suggestions of previous reaccreditation committees: that better integration should ensure an adequate level of autonomy and recognition for the School of Design within the faculty and the University, “in light of its growing strategic importance” (Recommendations 2018).

**Department** After the Articles of Association defining the School of Design as a Department for the first time were voted in 2019, the Faculty Council made a

[decision that same year to further regulate the status of the School of Design and its relations within the faculty through 12 points.](#)

The Commission for the Advancement of the Faculty, tasked with creating proposals on these issues, made significant efforts to develop a model for a new structure that would place both studies on equal footing and proposed a name change for the faculty to enhance the visibility of the disciplines involved. Although these proposals did not receive the necessary support from the Faculty Council, it is important to note that open dialogue and ongoing discussions within the Faculty Council are key to finding the best solutions for future development, and they need to be continued.

The frequency of discussions in the Faculty Council confirms the willingness of the Faculty administration and the Dean to keep this topic active through the work of the Commission for the Advancement of the Faculty, aiming to reach concrete solutions for the continuation of the integration process.

In conclusion, apart from the formal requirement to align the status of the School of Design at the Faculty of Architecture with the legal framework by naming it a Department, no significant progress was made between 2018 and 2023 to the extent that the department format would allow. For instance, the establishment of divisions was not realized.

Although the reaccreditation recommendation from 2018 highlighted the need to “consider the School of Design in light of its growing strategic importance,” the formal integration of the School of Design into the faculty represents a first step toward its broader integration within the faculty.

The visibility of the School of Design at the University of Zagreb plays a crucial role in enhancing its academic and professional recognition. As an important part of the Faculty of Architecture, the School of Design not only contributes to the education of future professionals in the field of design but also enriches the overall intellectual and creative profile of both the faculty and the University.

Increased visibility of the School of Design could enhance its ability to attract talented students and researchers, positively impacting the quality of education and research. Recognizability and visibility would enable stronger collaboration with external stakeholders, including the cultural, educational, and private sectors, as well as public administration, potentially resulting in valuable partnerships, projects, and practices for students. Elevating visibility would promote design values and innovation, contributing to societal advancement through creative solutions that address contemporary challenges.

We believe that investing in increasing the visibility of the School of Design at the University of Zagreb is not only a step toward strengthening the study itself but also a contribution to the overall development and recognition of the University as a leader in education and research. In this belief, the administration of the Faculty of Architecture, whose term began during this reaccreditation process, committed to developing the visibility of the School of Design within the University, affirming these activities within the faculty, and providing institutional support for the development and functioning of the School of Design Department, thereby continuing the implementation of the Action Plan of the Faculty of Architecture for the period 2020-2025.

**The timeline** of activities related to the status of the School of Design Department: [here](#)

**Bodies of the School of Design** The bodies responsible for managing the quality of the School of Design are: the Department Council, the Head of the School of Design Department, the Board of Experts of the Study, and the Programme Committee.

**The Council of the School of Design Department** consists of all employees of the Faculty of Architecture in artistic and teaching, research and teaching, teaching, and associate positions who participate in the teaching of the study programmes of the School of Design Department, along with student representatives from each year.

The Council elects the Head of the School of Design Department for a three-year term and appoints committees from among its members as needed. For the purposes of amending and monitoring the curriculum, the Council appoints members of the Programme Committee from among its members, which makes proposals for approval by the Council of the School of Design Department. The curriculum is submitted for approval to the Faculty Council of the Faculty of Architecture, and then confirmed by the University Senate. Important documents are co-signed by the Dean of the Faculty of Architecture and the Head of the School of Design Department. *Committees* are appointed for specific areas of the Department's operations.

**The End-of-Semester Councils of the School of Design Department**

In order to monitor and improve teaching, the School of Design has held regular End-of-Semester Council meetings at the end of the winter and summer semesters since the 2014/15 academic year. These meetings are attended by students and subject lecturers for



each year. Student representatives from both tracks (Industrial Design, Visual Communications Design) prepare written reports or reflections on the teaching from the previous semester, which are read at the Council meeting and discussed by the lecturers and students. The End-of-Semester Councils have proven to be an excellent tool for improving the quality of teaching.

#### **The Board of Experts of the School of Design**

**Department** is composed of lecturers from the core formative courses of the School of Design Department. Aiming to keep pace with the latest developments and the specific interdisciplinarity of the field through dynamic teaching and flexible assignments, the Board of Experts meets weekly, with the goal of addressing current teaching issues, linking teaching with relevant extracurricular events important to the profession, and improving the logical thematic connection of teaching in formative and informative courses. The meetings of the Board of Experts are formal, and minutes are kept. Proposals are submitted for consideration to the Programme Committee or the Council of the School of Design Department and Faculty Council. Less-critical tasks are implemented through agreement and action by the involved faculty members.

#### **The Programme Committee of the School of Design**

**Department** In line with the development of the profession and the teaching staff's and external collaborators' capacities, the Programme Committee proposes necessary changes to course content and the allocation of ECTS credits for individual courses, as well as the introduction of new courses. The Programmes Committee submits reports and proposals to the Board of Experts and the Council of the School of Design Department. Over the past five years, all proposals from the Programme Committee have been approved by the Council of the School of Design and implemented with the aim of improving the quality of teaching and the curriculum.

**The School of Design Gallery** combines exhibition and educational activities, offering the public insight into creative processes and encouraging future designers to showcase their work. The exhibitions feature student projects from various stages of education, including semester assignments from specific disciplines such as visual communication and industrial design. These exhibitions provide students with experience in public engagement, communication with the audience, and understanding their role in society.

The Gallery has been active since 2020, when the 30th anniversary of the School of Design was celebrated,

reflecting the turbulent period of the late 1980s that shaped design as a profession. The exhibition programme is funded through its own resources, with additional support from the City of Zagreb and the Ministry of Culture, and has hosted over 30 exhibitions to date.

#### **Quality assurance**

The quality assurance system at the Faculty of Architecture is managed by the Commission for Study Reform and Quality Management. The Commission prepares the [Annual Reports](#) on Quality Assurance and the [Annual Activity Plan](#) for Quality Assurance at the Faculty of Architecture, submitting them to the Quality Management Committee of the University of Zagreb. Data for these reports and plans are collected based on universal university forms provided by the Office for Quality at the University of Zagreb. The creation of these documents enables the review and evaluation of essential elements of activities during the academic year and helps in planning activities for the following year, providing insight into their continuity and relationship with the longer-term *Action Plan of Activities*. This *Action Plan* was developed during the observed period in response to the recommendations from the expert committee during the previous accreditation process.

Quality assurance at the Faculty of Architecture during the observed period was governed by documents available at <https://www.arhitekt.hr/hr/o-fakultetu/osiguranje-kvalitete/>.

In accordance with the guidelines from the University of Zagreb's Quality Committee, the Faculty of Architecture is preparing to establish a Quality Office. This office will provide administrative support to facilitate the work of the Commission and expedite the creation of documents necessary for organizing and developing the quality assurance system, taking into account the specificities arising from the areas and fields of activity of the Faculty of Architecture.

#### **Stakeholders**

In fulfilling the primary element of its mission – achieving the highest possible quality in education and scientific, artistic, and professional work across its fields of study – the Faculty of Architecture involves both internal and external stakeholders. Internal stakeholders include the faculty's lecturers, students, administrative, technical, and support staff. External stakeholders directly involved in teaching include guest lecturers and critics. Indirectly influencing the faculty's operations and quality assurance activities are the University of Zagreb, relevant ministries, professional associations, and project partners. Their involvement in activities is outlined in the introductory **Timeline of the observed period.** [here](#)

#### **EAAE**

As a significant external stakeholder during the observed period, the European Association for Architectural Education (EAAE) played a key role. The Faculty of Architecture hosted its annual assembly at the very end of the 2018/19 academic year, accompanied by a conference that offered a diverse discussion and insights into pedagogical practices and approaches to architectural education within the European Higher Education Area to both the faculty and the broader public. [Link](#) The discussions on the quality and contemporary challenges in architectural education, which took place during the conference, were later published in a [book](#).

#### **ACE**

Another significant international external factor during the observed period was the Architects' Council of Europe (ACE), the umbrella European professional association. Through their representatives in prominent positions within these organizations, members of the Faculty Council were regularly informed about the activities, mission development, vision, value systems, and goals of these organizations.

Despite globally and locally challenging working conditions, these collaborations have, over the past period, generated a wealth of activities and opened numerous opportunities for active participation of the Faculty of Architecture's teaching staff in international discussions, as well as in scientific and research work in the field of architectural education and practice.

#### **Quality Monitoring**

The quality of the study programme is continuously monitored through the mandatory University survey for evaluating the work of lecturers. The survey is structured to assess and evaluate the work of lecturers in individual courses as well as the overall characteristics and quality of teaching of each course. Due to the circumstances during the observed period, the *University survey for evaluating the work of lecturers* was not conducted for all courses according to the university's regular three-year cycle. Instead, following the University's directive, the survey was only administered for lecturers undergoing evaluation as part of their promotion to a higher position. The evaluation process was adapted to the circumstances during the period, conducted online, with an invitation to students to participate in filling out the survey.

#### **Financial Resource Management**

The Faculty of Architecture of the University of Zagreb generates revenue from both the state budget of the

Republic of Croatia and its own activities. The degree of financial independence and flexibility of the institution is satisfactory concerning its independent management of funds via its own account. However, the reliance on budgetary funds, which account for two-thirds of the income structure, results in dependence on the Ministry of Science and Education and the state budget of the Republic of Croatia.

According to the Financial Plan Execution Reports, the Faculty demonstrates financial sustainability for the present and future periods. Financial stability and efficiency are evident through the positive financial results achieved by the Faculty of Architecture at the end of each calendar year. These positive financial outcomes are publicly accessible and outlined in the [final reports](#).

On the website of the Faculty of Architecture of the University of Zagreb, due diligence reports, business financial plans for three-year periods from 2018 onward, as well as revisions of those plans, are publicly available. Financial and accounting documents such as Financial Plans, Financial Plan Explanations, Financial Statements, Procurement Plans, and monthly expenditure data of the Faculty are also available.

<https://arhitekt.hr/hr/javno-dostupne-informacije/itransparentnost-javna-objava-potrosnje-sredstava/>.

### **1.3. THE HIGHER EDUCATION INSTITUTION ENSURES THE COLLECTION, ANALYSIS, AND USE OF INFORMATION RELEVANT TO THE EFFECTIVE MANAGEMENT OF ALL ACTIVITIES AND PUBLISHES INFORMATION ABOUT ITS OPERATIONS.**

**1.3.1. The higher education institution, using its quality assurance system and available information systems, collects data through various methods (on staff, students, programmes, etc.), analyzes it, and utilizes relevant information to monitor trends, report on its activities, plan future actions, and make informed decisions. Students and other stakeholders are included in these processes.**

**1.3.2. The higher education institution uses information systems to monitor indicators of compliance with legal requirements for conducting higher education and scientific or artistic activities, where applicable.**

**1.3.3. The higher education institution has a digital transformation strategy for education, integrated into its overall strategies for institutional development and quality improvement. The higher education institution keeps electronic records of data and ensures access to data and data exchange in accordance with the national legal framework.**

**I.3.4. The higher education institution has established measures for the use of information systems and ensures information transparency, consistently implementing these measures**

**I.3.5. Clear, accurate, objective, and valid information about study programmes and the institution's activities are publicly and easily accessible in Croatian and a global language**

**I.3.6. The higher education institution is required to inform the interested public about admission criteria, quotas, study and educational programmes, learning outcomes and qualifications, available student support, teaching, learning, and assessment procedures, pass rates, learning opportunities available to students, and employment information for graduates.**

#### Quality Assurance System

The Faculty of Architecture, through its quality assurance system and information systems tailored to the specifics of its structure and organization of studies that achieve qualifications in the fields of architecture, urban planning, and design, regularly collects data (about employees, students, programmes, and more), analyzes it, and uses it for monitoring trends, reporting on its activities, strategically planning further activities, and making informed decisions. Students and other stakeholders are included in these processes.

The first level of discussion takes place within the Offices. These are teaching, scientific research, and artistic research organizational units established to develop knowledge and to create and improve specific courses within the department to which they belong. The Offices prepare discussions at a higher level within the Department, established for the organization and enhancement of teaching, scientific research, and artistic research work at the Faculty. They discuss teaching quality, improvements to study programmes through the introduction of elective courses, propose course coordinators, and care for the strategic and sustainable planning of teaching staff that corresponds to the specifics of teaching in their field. The organization of the Departments and Offices is regulated by the [Regulations on the Structure, Organization, and Work Method of Departments and Offices of the Faculty of Architecture](#).

Departments keep records and send their conclusions for confirmation to the Commission for Study Reform and Quality Management and the Faculty Council. At the meetings of the Commission and Faculty Council, students, as regular members of these bodies, are informed about the proposals and conclusions from the Offices and Departments. Records of the Faculty Council's work are available on the Faculty's website under [Publicly Available Information](#).

During each semester, the Offices regularly submit data to the Student Services regarding the division of students into groups, group leaders, and the workload of lecturers for a given course. This data is entered into the ISVU system of the University, through which information about study programmes, course descriptions, learning outcomes, and teaching staff in the academic year is publicly available on the website of the [University Computing Centre](#).

#### Information about the Faculty and Study Programmes

Clear and accurate information regarding admission criteria, enrollment quotas, study and educational programmes, learning outcomes, and qualifications is available to the interested public through the website of the [Faculty of Architecture and the School of Design's website](#), where the *Yearbook of the School of Design* is also available in digital form in both [Croatian and English](#).

Students and lecturers in the architecture and urban planning study programme use the internal page of the Faculty of Architecture, [Virtual Af](#), for communication in teaching, which can be accessed with AAI identification.

Admission requirements and enrollment announcements for study programmes are regularly published on the Faculty of Architecture's website under current events, after which they remain permanently available in the [Enrollment](#) section. Information regarding [enrollment in the undergraduate and graduate](#) design study programme is published regularly and promptly on the School of Design's website.

The websites also provide detailed information about study programmes and reference student works that illustrate the established learning outcomes. For the architecture and urban planning study programmes, information can be found on the website under Teaching/ The study of architecture and urbanism/Undergraduate or Graduate study. Detailed course descriptions and learning outcomes can be accessed by clicking on [Curriculum](#). For the School of Design, descriptions are located on the School of Design page under [Undergraduate/Graduate Study](#). The website also provides access to the programme description [in English](#).

**Classes** The circumstances that led to the implementation of distance learning during the observed period contributed to an accelerated mastery of tools for the digital transformation of teaching. However, the nature of the studies and the requirements of the teaching process at the Faculty of Architecture provide limited opportunities for e-learning.

The level of e-learning is determined for each course individually and is higher where it contributes to the successful transfer and assessment of knowledge. The Faculty of Architecture adopted an E-learning Strategy

in 2012 – [here](#). An [E-Learning Committee](#) has also been continuously active.

#### Reporting on Activities

In addition to records in official information systems, the Faculty informs the public about its activities through its websites and periodic publications.

#### Website [www.arhitekt.hr](#)

The organization, current events, information about studies, and overall activities of the Faculty of Architecture are visible in the public space through the official website.

The website was opened to the public during the academic year 2017/18 and, through its development and content, it became a direct response to earlier recommendations from the expert committee aimed at enhancing the visibility of the Faculty in the public online space. The website of the Faculty of Architecture is designed to fulfill a basic communication and presentation function, but also to serve as a tool for understanding and connecting knowledge that has been created or is being created at the Faculty. The foundation of the website is a referenced database of content units that are interconnected through multiple links defined by keywords, individuals, locations, the organization of the Faculty, and more. From this database, content units are drawn and organized into several basic "layers": activities, works – "output" of the Faculty, organization – curriculum and structure, and foundations. Each new content unit entered into one of these layers represents a front layer of [current events](#) that "sinks" over time to its natural position. Each content unit is always presented in connection with a "cloud" of other content units of different categories and origins. The user is constantly exposed to new content units that invite exploration, and the website changes depending on the selection of content units, which always branch further, opening new paths or closing circles.

The website informs the interested public about [study programmes](#), [admission](#) criteria, enrollment quotas, teaching, [research](#), and publishing. It contains a package of publicly available documents and information about operations, a publicly available application form for access to information, as well as a catalog of information from the Faculty of Architecture. The site provides access to the website of the Department – School of Design – as well as the Intranet teaching portal of the Faculty of Architecture – [Virtual Af](#), which, with AAI authorization, allows access to internal pages with detailed information about study programmes, courses and their teaching materials, gives insight into the faculty's organization, and publishes important notices about classes and current events for

students and lecturers in the architecture and urban planning study programme. The Virtual Af teaching portal is the official internal communication platform for students of architecture and urban planning, which students can access while they have student status.

**Chronicle of the Faculty** For each academic year, a special record of all lecturer activities in all areas of activity is kept. [The Chronicle of the Faculty of Architecture and the School of Design](#) is published as an interactive PDF, which provides public access to the overall outcomes of the Faculty of Architecture's activities for a given academic year.

**Af Newsletter** With the beginning of the academic year 2020/21, preparations began for the publication of the digital edition of the [Af Newsletter](#), the first issue of which was released before Christmas 2020, providing information about activities that occurred since the beginning of the academic year. Although it was initially easy to state that we should have had this form of communication earlier, the real impetus for it appeared when, due to the epidemic, classes and Faculty Council meetings moved online, and encounters at the faculty – whether at meetings or informal coffee breaks – became rare.

The purpose of the AF Newsletter is to inform all members of the academic community about the activities and achievements of faculty members and students. The proposed format offers a brief overview of an activity and provides a link to a more detailed account available on the faculty's website. It was planned for the newsletter to be published monthly in the week before the Faculty Council meetings, though this has not always been possible due to other commitments. The newsletter is sent to addresses outside the Faculty, including our alumni, professional associations, colleagues in state and city institutions, and business partners. We aim to showcase the teaching, research, and professional interests and capacities of the Faculty of Architecture of the University of Zagreb. This academic year 2023/24 will conclude with the thirtieth issue of the AF Newsletter. This mode of communication has proven to be very successful in conveying information and serves as a useful addition to the official chronicle of the faculty.

#### Strengthening Visibility

The preparation of the publication is a direct response to a recommendation from the Expert Committee in the process of previous reaccreditation, which recommended that the Faculty of Architecture strengthen the visibility of its activities and better inform the public about its actions in order to reinforce its social role.

### **University Fair (2020, 2021, 2022, 2023)**

The Faculty of Architecture regularly participates in the University Fair, a university project aimed at informing prospective students about study opportunities at the University of Zagreb.

The presentation includes the setup of the exhibition space, the design of the visual identity and virtual/[printed promotional materials](#), the preparation and production of presentation video materials, and publications in the media. At the 27th Fair held in 2022, the Faculty of Architecture was awarded [the University Recognition for the best-organized exhibition space at the Fair](#).

From the academic year 2015/2016 to 2020/2021, the Open Door Days of the School of Design were also held as part of the University Fair (more on this later in the text). At the Fair, which was held for several years at the Student Center, visitors were directly directed to the School of Design through an attractive, interactive booth designed by students, where they could view the Annual Exhibition of student works in the School of Design Gallery and talk to some of the students awarded with the Annual Prize of the School of Design. Since 2019, the two study programmes of the Faculty of Architecture – the Study Programme of Architecture and Urban Planning and the School of Design – have been presented in a joint exhibition space at the Fair, enhancing the visibility and recognition of the Faculty. During the pandemic years, the University Fair transitioned to a virtual environment, and from 2022/2023, it has been held at the Zagreb Fair, becoming the second most visited event at that location.

### **DA! Festival**

Every spring, students of the Faculty of Architecture and the School of Design organize the DA! Festival. The goal of the festival is the public presentation and affirmation of the work of students who wish to offer new, fresh, and creative ideas in the fields of visual communication design, product design, interior design, typography, photography, film, animation, architecture, urban planning, fine arts, textile design, landscape architecture, and music.

Due to measures to combat the COVID-19 pandemic, the DA! Festival was held in a digital, [online](#) form in 2021. Out of 173 submitted works from 7 areas, the expert jury selected 22 best works, which were exhibited from 25 February to 14 March in the Open Gallery of the Museum of Contemporary Art in Zagreb.

With media coverage, the exhibition of awarded works successfully fulfilled one of the festival's objectives – showcasing and affirming student research beyond the formal faculty curricula, straddling the boundary between the artistic and technical fields.

The DA! Festival student project was awarded in the 2020/21 academic year the [Rector's Award](#) in the category of Socially Useful Work in the Academic and Wider Community.

### **School of Design Department**

Online content and information about the School of Design (information about the entrance exam, curriculum plan, study objectives, projects, student works, regulations, decisions, and social activities) have been available during the observed period through the School of Design website, social media ([Facebook](#), [Instagram](#), [Vimeo](#)), as well as in the printed and digital bilingual edition of the School of Design Yearbook.

### **School Of Design Open Door Days (2019, 2020, 2021, 2023)**

The School of Design Open Door Days have been continuously held for almost ten years and are important for presenting the School to the public. Since 2016, databases of high schools in Croatia have been developed, improving the awareness of high school students and increasing their response rates. Invitations are sent to all high schools, and information is published on websites and social media, with a steady increase in the number of visits.

Since 2018, Open Door Days have had their own visual identity, which further attracts the interest of high school students. An exhibition of student works showcases the educational process, and the public is informed about the programmes and criteria for studying. During the pandemic, online presentations were held via Google Meets, maintaining the continuity of presenting the School of Design.

The exhibition of student works from design courses across all academic years presents the educational process at the School of Design, and interested members of the public are informed about the programmes in both undergraduate and graduate study tracks, study criteria, and the entrance exam process.

Due to the relocation of the Fair to the premises of Zagreb Fair, the timing of the Open Door Days has been moved to the summer semester, increasing interest and providing additional information to prospective students.

### **Collaboration With High Schools Faculty and Academy Fair at the 10th Gymnasium Ivan Supek, Zagreb; 7 December 2023**

At the Fair held at the 10th Gymnasium, the work of 35 constituents of the University of Zagreb (faculties and academies) was presented, and it was highly attended by students from grades 1 to 4 and their lecturers. There was significant interest in the study programmes

of the Faculty of Architecture – Architecture and Urban Planning, as well as the School of Design. The organization of the presentation of the study programmes involved Ana Sopina, assistant, and students of the Faculty of Architecture, as well as Assistant Professor of Arts Inja Kavurić Kireta. Contacts were established with lecturers interested in future collaboration.

### **Visual identity of the 10th Gymnasium Ivan Supek, Zagreb; March-May 2024**

As part of promoting and popularizing educational and artistic activities at the School of Design among high school students, a collaborative project was carried out between the School of Design and the 10th Gymnasium Ivan Supek in Zagreb.

Through a series of workshops held on 12 March, 12 April, and 7 May, 2024, interested students from grades 1 to 4 were introduced to the design profession and areas of work, and through practical work, they were familiarized with the meaning and basics of visual identity design, applied to the logo of the 10th Gymnasium.

The project was organized and implemented with the participation of gymnasium lecturers, along with Assistant Professor of Arts Inja Kavurić Kireta and student Monika Markić, who also led the workshops.

### **School forum: Redux**

Designing Possible Scenarios for the School Forum through the course “Research, Seminars, Projects,” began with an intensive workshop at the 5th Gymnasium. This workshop connected lecturers and students with university students, supervisors, and guest lecturers to programme modern educational spaces.

### **Digital Transformation**

The Faculty of Architecture does not have its own strategy for digital transformation. The Faculty of Architecture is an active participant in the project led by the Ministry of Science, Education, and Youth (MZOM) – part of the National Recovery and Resilience Plan (NRRP) investment titled [“Digital Transformation of Higher Education.”](#) In the coming period, the Faculty of Architecture will monitor the University of Zagreb's digital transformation processes with the goal of digitalizing and connecting data records, improving information management, and achieving a more transparent quality assurance system. This system will grow from the structure and activities of the Faculty of Architecture. As part of this digitalization process, the Faculty of Architecture will be involved in the University of Zagreb's [digital transformation](#) processes and will continue to be an active participant in the Ministry of Science, Education, and Youth-led “Digital

Transformation of Higher Education” investment under the NRRP. You can view the e-University project [here](#).

### **Data Records**

The Faculty of Architecture is required to maintain accurate and up-to-date records in the national Higher Education Institutions Information System ([ISVU](#)). All data related to non-teaching and teaching staff, regardless of employment status, is recorded according to the provisions of the National Central Payroll System <https://www.fina.hr/eng> (COP). The Faculty regularly updates and maintains data in the Register of Researchers, which is managed by the Ministry of Science, Education, and Youth. <https://mzom.gov.hr/istaknute-teme/znanost/znanstvenici-i-znanstvene-organizacije/upisnik-znanstvenika-673/673>

The scientific, artistic, and professional activities of faculty members are recorded in the CroRIS database of the Research Information System of the Republic of Croatia. In accordance with the [Act](#) on the Right of Access to Information, publicly available information about the activities of the Faculty of Architecture, as well as documents governing the faculty's operations within the legal framework, can be found on the faculty's website.

### **I.4. THE HIGHER EDUCATION INSTITUTION SUPPORTS ETHICS AND TRANSPARENCY IN ITS OPERATIONS, ACADEMIC INTEGRITY AND FREEDOMS, AND ACTIVELY WORKS TO ELIMINATE ALL FORMS OF UNETHICAL BEHAVIOR, INTOLERANCE, AND DISCRIMINATION.**

The studies at the Faculty of Architecture and the School of Design Department promote an approach to these fields from a culturally, technologically, socially, and ethically conscious personal standpoint. The professional ethics of architects and designers arise from a state of personal and professional awareness necessary for recognizing and appropriately solving architectural and urban planning challenges. Particularly in the academic environment of the study programme, where students spend their key formative years entering and orienting themselves in the fields of architecture, urban planning, and design, the Faculty of Architecture fosters a pedagogical approach that seeks to ground public action in the ethicality of one's personal position toward the world. The principles of academic ethics therefore foster the development of professional ethics, one of the key competencies that students of the Faculty of Architecture acquire through their studies and demonstrate upon graduation.

**I.4.1. The higher education institution continuously promotes, supports, and ensures ethical behavior, transparency of work, academic integrity, and freedom for all stakeholders (in theory and practice) throughout the organization, thus demonstrating its social responsibility.**

**I.4.2. The employees of the higher education institution, students, and external stakeholders base their work on the principles of academic ethics**

**I.4.3. The higher education institution effectively implements measures to prevent unethical behavior, intolerance, and discrimination**

**I.4.4. The higher education institution takes action to sanction unethical behavior, intolerance, and discrimination, ensuring fair and impartial implementation of procedures for all involved.**

**I.4.5. The system of competence for resolving conflicts and irregularities is defined and functional at all levels of the higher education institution**

**I.4.6. The higher education institution encourages research into the causes and effects of unethical behavior, evaluates the effectiveness of measures taken to prevent it, reports on research findings, and monitors trends**

**I.4.7. The higher education institution applies new technologies to eradicate all forms of unethical behavior. The higher education institution systematically addresses issues such as plagiarism, cheating, and falsification of results**

#### **Code of Ethics**

The ethical values that underpin the mutuality of academic integrity and academic freedom, as well as all activities of the Faculty related to research, teaching, and relationships with students, are detailed in the Code of Ethics of the University of Zagreb from 2009. By the decision of the Faculty Council, said Code of Ethics is binding for all employees of the Faculty of Architecture and is available in digital form on the websites of the University and the Faculty of Architecture. It is accessible to all employees and students under the [Publicly Available Information](#) section.

This academic community supports and fosters a system of academic rights and freedoms, and the principles outlined in the said Code (such as the peaceful enjoyment of rights, respect for personal integrity and dignity, autonomy of scientific, artistic, and teaching work, equality and fairness, academic freedom, professionalism, respect for laws and legal procedures) have a long tradition at the Faculty of Architecture.

All employees and students of the Faculty of Architecture are required to adhere to the ethical rules in teaching, scientific, and artistic work as specified

in Chapter 3 of the Code of Ethics of the University of Zagreb. Additional provisions are also integrated into the Faculty Articles of Association (e.g., Article 51 – work outside the Faculty, Article 54 – disciplinary responsibility and procedure, Article 80 – revocation of a doctorate, Article 81 – revocation of an academic degree, etc.).

The Faculty supports the ongoing and professional (research and expert) activities of its employees and students in the public interest, as well as the public presentation and publication of the results of such activities. Employees must not engage in activities that contradict the fulfillment of the University's and Faculty's core missions, nor can they use the University's name and emblem for commercial purposes. Members of the academic community enjoy the protection of intellectual property in their scientific and research work at the University and Faculty according to the highest standards, and they hold all the rights deriving from that work in accordance with the Act on Scientific Activity and Higher Education. The University, the Faculty, and all employees are required to respect the intellectual property rights of third parties.

#### **Ensuring Ethical Conduct**

Employees, students, and external stakeholders of the Faculty of Architecture base their work on the principles of academic ethics. The Faculty has established an Ethics Committee, and by the decision of the Dean of the Faculty of Architecture, confidential advisors – authorized persons responsible for receiving and resolving complaints related to the protection of employee dignity have been appointed. The Rules on Disciplinary Actions against the Employees of the Faculty of Architecture and the Rules on Disciplinary Actions against the Students have been established. Both rules are publicly available on the Faculty's website under the [publicly available information](#) section.

#### **Support**

During the observed period, lecturers at the Faculty of Architecture used the PlagScan software to check the authenticity of student work, with financial resources provided by the Ministry of Science and Education. The use of licenses allowed for an unlimited number of checks for each enrolled student, and both lecturers and students, as well as non-teaching staff, could conduct checks on various types of works (from seminar papers to theses and dissertations) in accordance with the procedures and needs of the Faculty.

Access to the software was available via a link at the following address: [https://www.plagscan.com/arhitekt\\_hr](https://www.plagscan.com/arhitekt_hr), using electronic identities in the AAI@EduHR system for authentication.

#### **I.5. THE QUALITY ASSURANCE SYSTEM IS PERIODICALLY IMPROVED AND REVISED BASED ON THE RESULTS OF REGULAR INTERNAL AND EXTERNAL QUALITY ASSURANCE PROCEDURES.**

**I.5.1. The higher education institution supports the development of a quality culture that promotes the importance of active participation of all stakeholders in internal and external quality assurance processes so that they fulfill their purpose, act as a catalyst for change, and offer new perspectives to the higher education institution.**

**I.5.2. The quality assurance system is periodically improved and revised based on the results of regular internal and external quality assurance procedures in accordance with the ESG, and stakeholders are timely, clearly, accurately, and objectively informed thereof.**

**I.5.3. The higher education institution implements an internal evaluation process for the quality assurance system in a cycle that is shorter than the length of the external evaluation cycle**

**I.5.4. The higher education institution ensures the competence of internal evaluators and encourages and enables them to acquire the necessary knowledge and skills**

**I.5.5. The higher education institution ensures that progress made since the last internal and external quality assurance procedures, which form a cycle of continuous improvement, is taken into account when preparing for internal and external quality assurance processes, thereby contributing to the accountability of the higher education institution**

**I.5.6. The joint impacts that internal and external quality assurance processes have on the development of the higher education institution are analyzed and monitored**

**I.5.7. The higher education institution publishes clear, accurate, valid, and easily accessible information about internal and external evaluation procedures**

#### **The Existence of Quality**

During the observed period, the Faculty of Architecture conducted activities within the established quality assurance system. Given the circumstances affecting the operation of the Faculty, the primary goals of these activities were to ensure conditions for maintaining the quality of teaching and overall operations. An introductory chronological overview available [here](#), along with regular reports and quality assurance plans for the Faculty available [here](#) document this period.

#### **Hidden School**

In strengthening international cooperation and positioning itself, and with the desire to participate in discussions about quality elements in the specific discipline of architectural education, in the spring of 2018, the Faculty of Architecture submitted its candidacy to organize the annual assembly of the European Association for Architectural Education. This candidacy occurred during a time slot similar to the present one – when we intensely engaged in self-analysis in preparation for reaccreditation scheduled for the fall of 2018. A discussion developed within the faculty regarding the relationship between quality as described by the ESG standard system and the quality that evolves in teaching through the direct relationship between students and lecturers. Can the ESG describe or measure the quality of the immediate pedagogical process and its multifaceted nature? Does that key aspect remain hidden? By posing these questions, we proposed the conference theme for the annual assembly: *Hidden School*. The conference, along with the exhibition “A Short Autobiography of the Faculty of Architecture,” held at the Croatian Museum of Architecture of the Croatian Academy of Sciences and Arts on 18 September, became a reference point for marking the centenary of the Faculty of Architecture and architectural education in Croatia. Although the Faculty of Architecture has not developed a protocol for the periodic improvement and revision of the internal and external quality assurance system in accordance with the ESG standard in the past period, there exists a strong culture of continuous exploration for better teaching methods, investigating pedagogical specificities, and their ongoing comparison with international practices.

#### **Dissemination of Evaluation results**

A significant role in developing a culture of quality, which promotes the importance of active participation in internal and external quality assurance processes among all stakeholders of the higher education institution, was played by the dissemination of the *Expert Committee's Opinion on the Reaccreditation of the Faculty of Architecture*, conducted at the beginning of 2019. The report from the Expert Committee was submitted to the members of the Faculty Council, who discussed the report at the level of their Departments. The heads of the Departments debated the conclusions from the discussions in the Commission for Study Reform and Quality Management. The School of Design also discussed the Opinion at the Council of the School of Design Department. The Commission for

Study Reform and Quality Management formulated the final response of the Faculty of Architecture regarding the report from the Expert Committee and submitted it to the Agency for Science and Higher Education. The response can be viewed [here](#).

#### Perception of the Quality Assurance System

Discussions and the acceptance of the Action Plan for Improving Quality at the Faculty of Architecture for the period 2020-2025 were important for maintaining collective awareness of the quality assurance system.

According to the accreditation recommendation, the Faculty of Architecture initiated the development of the action plan for improving activities at the beginning of the 2019/20 academic year. The acceptance of the action plan, which was supposed to follow during the academic year, was postponed due to the adverse impacts on operations caused by the COVID-19 pandemic and the consequences of the earthquake.

#### Action Plan

After receiving a Call/Rush Note for the submission of the Action Plan on 13 January 2021, the Faculty Council of the Faculty of Architecture reached a decision to adopt the Action Plan for Improving Quality for the period 2020-2025 at its 554th regular session held on 20 July 2021. This plan was submitted to the Agency for Science and Higher Education on 21 July 2021. On 21 October 2021, the Faculty of Architecture received the Opinion from the Committee for Subsequent Monitoring in the reaccreditation process, which assessed the Action Plan as compliant with the recommendations of the expert committee outlined in the final report. The action plan and related documents can be found [here](#).

The Faculty of Architecture did not conduct any additional internal evaluation during the observed period. As part of the improvement of its institutional structure, the Faculty of Architecture carried out the process of initial accreditation for activities in the field of art.

#### Initial accreditation

In addition to reaccreditation in 2013 and 2018, the Faculty of Architecture conducted the process of initial accreditation for activities in the field of art in the second half of the 2018/19 academic year, as part of the preparation for the institutional acceptance of the established Department – School of Design and to meet the formal legal conditions for implementing studies in the field of art. The documentation, accreditation recommendation, and license are available at the [link](#).

#### Access to Information

Documents regarding previously conducted external evaluation procedures are publicly available on the website of the Faculty of Architecture at the [link](#).

## SOURCES FOR VERIFYING FULFILLMENT OF STANDARDS

### STANDARD I.1.

→ publicly available mission:

<https://www.arhitekt.hr/hr/o-fakultetu/misija-i-vizija/>  
<https://www.studij dizajna.com/content/studij-dizajna>

→ defined process of designing, adopting, implementing and revising the mission: decision on appointing commissions: [Records of the Faculty Council — June–December – 2022](#), pg. 14–16

→ connection of the mission with strategic and operational planning processes: [Strategies](#)

→ proof of the participation of different groups of stakeholders in the creation of the mission, data on the involvement and contribution of stakeholders in the realization of the mission of the higher education institution: see links [here](#), [here](#), [more detailed proofs in Section V–Table](#)

As sources for verification, please use the links provided in the text of each specific standard

### STANDARD 1.2.

→ Articles of Association and accompanying regulations:

<https://arhitekt.hr/files/file/javni-dokumenti/2024/statut-af-sijecanj-10-2024.pdf>

→ annual report on the work of the higher education institution:

<https://www.arhitekt.hr/hr/o-fakultetu/osiguranje-kvalitete/>

→ due diligence report:

<https://www.arhitekt.hr/hr/javno-dostupne-informacije/>

→ revision report:

<https://www.revizija.hr/fakulteti-i-akademije/1163>

→ a financial plan of income and expenses for a period of at least three years, which shows the sources of financing and the structure of expenses according to purposes, and a report on the implementation of the financial plan of income and expenses for the previous period of at least three years:

<https://www.arhitekt.hr/hr/javno-dostupne-informacije/>

→ evidence of sustainability and transparency of financing: <https://arhitekt.hr/hr/javno-dostupne-informacije/transparentnost-javna-objava-potrosnje-sredstava/>

## SOURCES FOR VERIFYING FULFILLMENT OF STANDARDS

### STANDARD I.3.

→ regulations and other documents governing the content and use of information systems, higher education institution website, open door days: <https://www.arhitekt.hr/>

→ strategy of digital transformation of a higher education institution: <https://www.unizg.hr/nc/vijest/article/odrzan-dan-digitalne-transformacije-sveucilista-u-zagrebu/>

→ list of records, information systems, software, compliance with legal regulations that regulate the collection and exchange of data from the information system of a higher education institution

→ Annex 1 of the analytical annex to the Self-evaluation

→ data on collaboration with high schools and programmes organized for potential students: Project **School Forum: Redux, Research, Seminars, Projects course** in the 2021/2022 academic year **Faculty and Academy Fair at the 10th Gymnasium Ivan Supek, Zagreb; 7 December 2023** **Visual identity of the 10th Gymnasium Ivan Supek, Zagreb; March–May 2024**

→ examples of public actions and practices of higher education institutions aimed at informing the public [Af Newsletter, the Chronicle of the Faculty of Architecture and School of Design, University Fair, \(2020, 2021, 2022, 2023\), Information for future students, DA! Festival, Facebook, Instagram, Vimeo](#)

→ Analysis of student pass rates, timely identification of students at risk of dropping out, monitoring trends: [adjustments to teaching](#) during extraordinary circumstances

→ [Analysis of exam pass rates for students graduating in 2020](#)

→ [Decision](#) on extraordinary exam periods

→ [Remote learning plan](#)

→ Decisions on admission criteria

→ Decisions on enrolment quotas

→ [information package about study programmes](#)

### STANDARD I.4.

→ Policy and strategy of the higher education institution [here](#)

→ Code of Ethics of the higher education institution [here](#)

→ Rules on Disciplinary Actions [here](#)

→ [Decision on the appointment of a person authorized to receive and address complaints related to the protection of employees' dignity](#)

→ Ethics Committee [here](#)

→ Student Ombudsman [here](#)

→ application of the plagiarism detection tool [https://www.plagscan.com/arhitekt\\_hr](https://www.plagscan.com/arhitekt_hr) with registration using electronic identities in the AAI@EduHr system.

→ Report on the results of implementing measures and applying training and tools to prevent unethical behavior, intolerance, and discrimination; the ratio of received and conducted procedures; the number of procedures forwarded to a higher instance; monitoring trends; new guidelines: **N/A**

## SOURCES FOR VERIFYING FULFILLMENT OF STANDARDS

### STANDARD 1.5.

→ evidence on the dissemination of information about the results of internal evaluation, discussion about them, adopted decisions, [here](#). <https://www.arhitekt.hr/hr/o-fakultetu/osiguranje-kvalitete/>

Report on the conducted external evaluations (initial accreditation, reaccreditation, extraordinary and thematic evaluations) of the higher education institution, decision on adoption: [Initial accreditation for performing activities in the field of arts](#)

→ Report on the implementation of the action plan in the process of external evaluation of the higher education institution: **N/A**

# II. STUDY PROGRAMMES AND LIFELONG LEARNING PROGRAMMES

## II.1. THE INTENDED LEARNING OUTCOMES OF THE STUDY PROGRAMME ARE ALIGNED WITH THE COMPETENCIES THAT STUDENTS NEED TO ACQUIRE UPON COMPLETING THEIR STUDIES AND CORRESPOND TO THE LEVEL OF THE CROATIAN QUALIFICATIONS FRAMEWORK (CROQF). (ESG1.2)

II.1.1. The expected learning outcomes of study programmes and all elements of study programmes (courses, modules, exercises, seminars, internship, projects, etc.) are clearly defined, utilizing examples of good practice for defining expected learning outcomes.

II.1.2. The expected learning outcomes are in line with the mission and goals of the higher education institution

II.1.3. The expected learning outcomes of study programmes and all elements of study programmes are mutually aligned.

II.1.4. The expected outcomes serve as a starting point for the development and revision of the study programme, the implementation of the study programme, and the assessment and evaluation of student achievement. They are designed to ensure unhindered progress for students throughout their studies.

II.1.5. The expected learning outcomes of study programmes are consistent with the descriptors of the levels of the Croatian Qualifications Framework (CroQF) and the European Qualifications Framework (EQF) at which the programme is proposed. The qualifications awarded based on the programme are clearly described and presented.

II.1.6. The expected learning outcomes of study programmes clearly reflect the competencies needed for entering the labor market, continuing education, or other personal needs of individuals/society

II.1.7. The expected learning outcomes of study programmes are comparable with the expected outcomes of related programmes in Croatia and EU countries.

### The Learning Outcomes of the Study Programmes and the Mission of the Faculty of Architecture

In line with the *mission* of the Faculty of Architecture, the learning outcomes of the study programmes aim to educate professionals qualified for conscious and creative practice in the fields of architecture, urban planning, and design, within the context of 21st-century society. The objectives and learning outcomes of the Faculty's study programmes are achieved through the synergy of regular teaching and additional activities, which in the educational process connect a wide range of internal and external stakeholders.

The learning outcomes and general objectives of the Faculty of Architecture's study programmes are set in accordance with internationally recognized standards for university education in the fields of architecture and urban planning, as well as design. They are aligned with the [Strategy for Development and Activity in the Field of Art for the 2018–2025 Period](#) of the Faculty of Architecture. The learning outcomes and general objectives of the study programmes of the Faculty of Architecture and the School of Design Department are also aligned with the [Scientific Research Development Strategy for the 2018–2025 Period](#) of the Faculty of Architecture, and the [Strategy for the Development of Education in the Arts, Artistic Creation, and Research of the University of Zagreb for the period 2014–2020, with projections up to 2025](#) of the University of Zagreb, which states as follows: "Personal development in creativity will be regarded as the foundation of social development. This reflects the strategic developmental philosophy of education in arts, creation, and artistic research. Each project will be considered in its real-world context, regardless of its scale. Education in the arts and artistic research should be oriented towards fostering a culture of innovation in society."

### Undergraduate Study Programme of Architecture and Urban Planning

Achieving the learning outcomes at the undergraduate study programme level affords understanding and demonstrates knowledge of the basic areas of the profession. The students are expected to understand the cultural and technological basis of contemporary achievements in the architectural and urbanistic profession and to be able to apply the acquired knowledge in solving simple design and planning tasks. The achieved learning outcomes also include the ability to gather and interpret data from topical areas of the profession that include technical, social, scientific and ethical aspects, with the purpose being to draw the necessary conclusions during work on a design or planning task. Furthermore, a group of learning outcomes encompasses the ability to present information, problems, concepts and idea of an architectural, urbanistic and technical solution to the professional and general public. Learning outcomes provide the foundation to continue one's studies at the graduate study programme of architecture and urban planning or design and establish a predisposition for engaging in lifelong learning.

Graduates of the undergraduate study programme of architecture and urban planning may enrol in the university graduate study programme of architecture and urban planning, if they meet the established requirements.

Additionally, they also acquire the competence for associate positions in the architectural profession as regulated by the current legal regulations in the field.

**The learning outcomes of the undergraduate study programme of architecture and urban planning are published [here](#).**

**Architecture and urbanism bachelor student average workload is presented [here](#).**

### **Graduate University Study Programme of Architecture and Urban Planning**

Following the graduate study programme of architecture and urban planning, the student is able to demonstrate knowledge which is based on the first degree, but in its expanded form, which is the basis for forming a corresponding position and creative application of ideas when solving complex design and planning tasks, in new or unknown situations in a broader (and interdisciplinary) context and in a manner reflecting the contemporary understanding of the architectural and urbanistic profession. By achieving the learning outcomes at the graduate study programme, one gains the ability to research, select and connect information vital for the creation of an adequate design or planning solution, as well as the ability to formulate decisions that are acceptable from the viewpoint of social, cultural, economical and ethical responsibility. Having completed the graduate study programme, the students are expected to be able to present their knowledge, conclusions and supporting arguments to the professional and general public in a clear and unequivocal manner and that they have developed the skills necessary for lifelong learning (formally and independently). The student who has completed the graduate study programme of architecture and urban planning with a satisfactory grade is qualified to continue their formal education in a professional, scientific or artistic field.

**The learning outcomes of the graduate study programme of architecture and urban planning are published [here](#).**

**Architecture and urbanism master student average workload is presented [here](#).**

**Study Programme Structure** In the development of the existing study programmes, the goals of the studies and the learning outcomes of the study programmes necessary for achieving competencies aligned with the targeted qualification standard and profile have been defined. With the latest changes resulting in the

variants of study programmes in architecture and urban planning, effective from the 2018/19 academic year, the learning outcomes of the study programmes have not been altered. However, the structure of the courses, whose outcomes contribute to achieving the learning outcomes of the study programmes, has been revised and amended.

### **Constructive Alignment**

After determining the necessary structural changes to the study programme, it was established that the competencies or learning outcomes of the courses involved in these structural changes contribute to achieving the competencies and learning outcomes of the overall study programme. Courses, their objectives, content, methods of instruction, and student obligations were revised so that the learning outcomes and competencies at the course level contribute to the achievement of the study programme's group of competencies. This process was conducted in alignment with accreditation recommendations and conclusions drawn from analyses (Element 2.2.1).

Due to the scope of the changes, the procedure involved submitting an application and obtaining approval from the University of Zagreb. The application can be viewed [here](#).

Future modifications to the architecture and urban planning study programme planned by the Faculty of Architecture for the coming period will consider not only the accreditation recommendations but also the conclusions of the analysis conducted by the working group of the Students' Union, summarized in the document [Af2.0](#)

### **Prerequisites for Course Enrollment**

Through an analysis of the sequence in which knowledge is acquired to build competencies, **prerequisites for course enrollment** have been established. For each learning outcome of the study programme, it has been verified whether there is a (mandatory) course that ensures its achievement. Based on such analyses, the competencies achieved through courses have been aligned accordingly. The curriculum, along with the prerequisites for course enrollment for the upcoming academic year, is adopted at the regular session of the Faculty Council in June, alongside the academic calendar. [Example](#)

### **Adjustments in special circumstances**

In order to mitigate the adverse circumstances that affected the teaching process and studying during the observed period, the conditions for enrolling in certain courses were occasionally altered by the decision of the dean or the vice-dean for teaching. [Example](#)

### **Continuation of Studies**

In the professional field of architecture and urban planning, the Faculty of Architecture offers enrollment in postgraduate [specialist](#) and [doctoral studies](#). In the upcoming period, it is expected that specific modules of specialist studies will become available, with the aim of opening up lifelong learning opportunities.

### **Learning Outcomes**

The learning outcomes of the undergraduate or graduate study programmes of architecture and urban planning are defined by using Bloom's taxonomy of verbs and descriptors for the levels of competencies appropriate for the educational process at an undergraduate (6th level of CroQF) or graduate (7th level of CroQF) level of higher education. Through the study programme learning outcomes, international qualification standards and general study programme objectives are adhered to. Concurrently, learning outcomes delineate the study programme profile, i.e. the approach to education in the field of architecture, urban planning and design at the Faculty of Architecture at the University of Zagreb.

### **CROQF**

The Faculty of Architecture, as a qualification holder, submitted in the academic year 2017/18 the application for the tender that will award the funds for financing the completion of occupation standards and qualifications for the study programme of architecture and urban planning within the Croatian and, consequently, the European Qualifications Framework. The project aimed to bring together partners such as the architecture and urban planning study programmes that were initiated at the Faculties of Civil Engineering in Split, Osijek, and Mostar, along with representatives from the Croatian Chamber of Architects. However, project funding was not approved, and as a result, qualification and occupation standards for architecture and urban planning at the levels of undergraduate, graduate, and postgraduate university studies do not currently exist within the Croatian Qualifications Framework (CroQF).

### **Qualification Standard**

The learning outcomes of the architecture and urban planning study programmes have been developed according to Bloom's taxonomy and the recommendations of the Croatian Qualifications Framework (CroQF) for levels 6 (university undergraduate programme in Design) and 7 (university graduate study programme in Design). The learning outcomes at the course level are aligned with and build upon the learning outcomes of the study programmes.

### **Registered Qualification**

As the field of architecture and urban planning is part of the regulated professions in the European Union, the Faculty of Architecture conducted a notification process in the 2015/16 academic year with the aim of registering the professional qualification. Consequently, the qualification acquired upon completion of the graduate study programme in architecture and urban planning was listed in [Annex V](#) of Directive 2005/36/EC of the European Parliament and of the Council concerning evidence of formal qualifications and titles of training courses (Commission Delegated Decision (EU) 2017/2113 of 11 September 2017). Following the implemented procedure, the Faculty of Architecture has been entered in the register of institutions that enable the acquisition of the university degree of master of architecture and urban planning within the European educational area.

### **Diploma**

The competencies achieved by a student upon completion of their studies and the description of their curriculum are included in the Diploma Supplement, which is issued alongside the diploma. The Faculty of Architecture verifies the claims made in the Diploma Supplement with the participation of the Croatian Chamber of Architects, which, as the umbrella professional association, has the ability to recommend adjustments or corrections to the content of the diploma supplement in accordance with the applicable legal framework. [A+U Diploma Studio Archive](#) (AAI login required)

### **School of Design Department**

The general objective of the study programme of design is to train students for creative action in the production of functional units at the level of objectual and symbolic surroundings.

The learning outcomes as well as the general objective of the study programmes conducted by the School of Design Department is to train students for creative action in the production of functional units at the level of objectual and symbolic surroundings. The learning outcomes and objectives are coordinated and fully integrated with the *Development and Action Strategy in the Area of Art from 2018 to 2025 of the Faculty of Architecture*, and especially on the level of the strategic objective of interdisciplinary connection of content and courses of the study programme of architecture and urban planning and the study programme of design.

The defined learning outcomes and objectives of the study programmes of design are in accordance with the mission formulated in the *Strategy for the Development of Education in the Arts, Artistic Creation*,



and Research of the University of Zagreb for the period 2014–2020, with projections up to 2025, which emphasizes education through open and productive collaboration with one's surroundings, and for the purpose of developing society, economy, art and culture based on knowledge, creativity, innovation, sustainable development and democratic principles. The goals of the study programme of design are also harmonized with the activities regarding key issues identified and specified in the Strategy, namely:

- low level of inclusion and tolerance within the society,
- underdeveloped cultural industry,
- low productivity levels of the individual and the society and
- the preservation of space as a vital resource.

#### Qualification Standard

The learning outcomes of the university undergraduate and graduate study programme of design have been developed according to Bloom's taxonomy and the recommendations of the Croatian Qualifications Framework (CroQF) for levels 6 (university undergraduate programme in Design) and 7 (university graduate study programme in Design). The learning outcomes at the course level are aligned with and build upon the learning outcomes of the study programmes.

The objectives when determining learning outcomes shall include:

- understanding the interdisciplinarity of the profession and its role in social development
- adoption of knowledge and skills for the professional and competent practice of one's work
- presentation and demonstration skills
- familiarization with the business and social aspects of work

#### Undergraduate University Study Programme of Design

Achieving the learning outcomes at the undergraduate study programme level affords understanding and demonstrates knowledge of the basic areas of the profession. Students are expected to identify key areas of industrial design and visual communication design, as well as to understand and explain the specificities of the design profession. The knowledge they acquire enables them to solve simpler design project tasks, including the design of objects, systems, identities, and visual communications.

The learning outcomes also encompass the ability to gather, identify, and interpret relevant information necessary for design, taking into account the actual socio-economic and social context. Students develop

skills in tracking, selecting, and applying targeted materials, technologies, media, and applications, which allows them to effectively track and implement contemporary design trends and technologies.

Upon completing the undergraduate study programme in design, students acquire competencies for collaborative work in the field of design creation, including participation in development and research projects, specialized research, and working in interdisciplinary teams. Additionally, individuals who complete the undergraduate study programme of design have the opportunity to enroll in a university graduate study programme of design, provided they meet the specified requirements.

**The aim of the university undergraduate study programme of design** is to educate competent professionals who can meet real human needs in a real-world environment. With the completion of the undergraduate study programme of design, the students obtain the competencies for associate positions in the area of design such as individually carrying out simple design tasks of designing objects and systems, collaborating on development and research work and projects, collaborating on specialist research and on interdisciplinary development, research, scientific and art teams.

The study programme is developed at two levels: *the design of objects and systems (industrial design)* and *the design of visual communications*. Completing this study programme also grants competencies for enrolling in a graduate study programme.

Mastering mandatory formative and informative courses in the undergraduate study programme prepares students to independently carry out simple design projects, while the emphasized orientation towards theoretical and research work and the opportunity for personal guidance and specialization through elective courses in the graduate study programme equips students for complex professional tasks.

During the three-year university undergraduate study of design, students acquire knowledge and skills for working in project teams on developing and forming design tasks in the product and communications environment. With the completion of the university undergraduate study programme of design in the duration of three (3) years, one acquires 180 ECTS credits and the title *bachelor (baccalaureus/baccalaurea) of design* (abbreviation: univ. bacc. art.).

**The Undergraduate Programme learning outcomes are available [here](#) and average workload is presented [here](#).**

#### Graduate University Study Programme of Design

At the level of the graduate university study programme of design, students develop an advanced understanding and skills necessary for innovative action in *industrial design* and *visual communications design*. Students are expected to independently research and interpret all factors of design projects while operating within an interdisciplinary and socially responsible context. They are also expected to conceive and develop innovative concepts and effectively communicate creative ideas to professional teams and the wider public.

In addition to developing leadership skills, students must demonstrate the ability to engage in creative work on the design of objects, systems, identities, and visual communications. Special emphasis is placed on innovative action in the communication and production industries, focusing on sustainable and socially responsible design. The programme prepares them for further education at the postgraduate level, as well as for lifelong learning and professional development, and they are expected to take on active roles in the design industry, contributing to innovation and sustainable solutions.

The learning outcomes of the study programme are defined according to the competencies and qualifications needed for students' inclusion in the labor market. A review of these competencies, *conducted research and comparison with learning outcomes from study programmes in EU member states*, found that the learning outcomes at the undergraduate level, which emphasize competencies for collaborative work, need to be enhanced by outcomes that more strongly integrate practical learning with a contextual framework and imply training in critical discourse, as well as a stronger theoretical foundation based on understanding the socio-cultural and economic circumstances of the time in which we live. Through comparisons with related programmes at faculties in EU member states, a proposal for additional guidelines for learning outcomes has been made, which will be adopted through a comprehensive reform of the study programme. These include:

- A stronger connection between theory and practice through the affirmation of project-based learning
- A synergistic approach to education (breaking down disciplinary silos)
- The development of competencies in scientific and academic writing at the undergraduate level
- The development of so-called soft skills
- A combination of independent and collaborative projects as a model for parallel learning
- The possibility of defining a personal study plan
- The development of additional communication strategy skills
- Defining and applying personal attitudes and ethical principles based on a critical discourse and an

understanding of post-anthropocentric principles of contemporary life

**The objective of the university graduate study programme of design** is to encourage students to critically assess the technological, social, and human surroundings as the basis for achieving their own designer ideas. Such a definition of design entails the mastering of skills necessary for research directed towards more recent and more modern methods for envisioning living circumstances, for understanding the economy, society and culture on a global and local level, and for applying the principles of sustainable development from an ecological, economic, cultural and social perspective. The graduate study programme of design, having entered new areas such as the design of interactions, experiences and events and design within interactive media, enables students to train themselves, within the framework of their chosen disciplines, for working in a creative industry, for collaboration and guidance of interdisciplinary teams, for developing and implementing complex strategies and for independent and interdisciplinary action.

By completing the university graduate study programme of design, one acquires competencies that include the capability of independent thought, running projects as the result of theoretical and research work, creating concepts and design development strategies with the aim of improving social and economic systems, and having a strategic and proactive role at the academic and professional level. A strong emphasis on theoretical and research work, along with the possibility of personal focus and specialization through elective courses in the graduate study programme, prepares students for complex professional tasks.

Upon completion of the university graduate study programme of design, students earn 120 ECTS credits and the title of *Master of Design* (abbreviated: mag. art.).

**The Graduate Programme learning outcomes are available on the [here](#) and average workload is presented [here](#).**

**II.2. THE HIGHER EDUCATION INSTITUTION HAS ESTABLISHED PROCESSES FOR THE PLANNING AND DEVELOPMENT OF NEW STUDY PROGRAMMES, AS WELL AS FOR THE MONITORING AND PERIODIC REVISION OF EXISTING STUDY PROGRAMMES. THIS ENSURES THE PROGRAMMES' MODERNITY AND ALIGNS THE CONTENT OF STUDY PROGRAMMES WITH THE LATEST SCIENTIFIC, ARTISTIC, AND PROFESSIONAL INSIGHTS. (ESG 1.2. AND ESG 1.9.)**

**II.2.1. The processes for developing new and continuously improving existing study programmes are clearly defined, include internal and external stakeholders, are consistently implemented, and undergo a formal approval process within the higher education institution**

**II.2.2. Key indicators for monitoring the quality of study execution are defined, along with methods for collecting and analyzing the necessary information that result in reports with proposals for programme improvement. To create an effective learning environment and support for students, factors such as student workload, progress, pass rates, graduation rates, the effectiveness of student assessment processes, expectations, needs, and satisfaction of students regarding programmes, as well as the learning environment and the appropriateness of support services for the programme, are evaluated**

**II.2.3. Changes to study programmes are documented, and current versions of study programmes are published**

**II.2.4. The content of study programmes enables the achievement of the intended learning outcomes**

**II.2.5. The content of study programmes is aligned with the latest scientific/artistic and professional research in the given discipline, ensuring the modernity of the programmes, their alignment with changing societal needs, and the needs and expectations of students**

**II.2.6. The content of study programmes enables the acquisition and development of students' digital skills (where applicable)**

**II.2.7. The content of study programmes facilitates horizontal and vertical mobility of students within the national and European education area**

**II.2.8. Compliance of ECTS credits with actual student workload is ensured**

In implementing amendments to study programmes, the Faculty of Architecture is required to conduct the evaluation of changes in accordance with the [Regulations on the Study Programme Assessment Procedure of the University of Zagreb](#) (which entered into force on 23 May 2024) and in accordance with the [Act on Quality Assurance in Higher Education and Science](#).

### **Development/Revision of Study Programmes Study of Architecture and Urban Planning**

The central working body responsible for the development of new and improvement of existing study programmes is the [Commission for Study Reform and Quality Management](#). The composition of the commission can be viewed [here](#).

The commission, which includes representatives and heads of all Departments of the Faculty of Architecture, representatives and the head of the School of Design Department, and representatives of the Students' Union, discusses and develops proposals for changes. The discussion is communicated to the Departments and Offices and back to the Commission, which formulates the final proposal for approval by the Faculty Council.

If the Faculty Council approves the proposed changes, they are submitted for application and evaluation at the University level in accordance with the [Regulations on the Study Programme Assessment Procedure of the University of Zagreb](#) (which entered into force on 23 May 2024) and in accordance with the [Act on Quality Assurance in Higher Education and Science](#).

In addition to the formally structured process, the mapping of necessary changes occurs through discussions in various informal settings that include lecturers, students, administrative representatives, guest lecturers, and critics.

The undergraduate and graduate study programmes of architecture and urban planning conducted during the observed period are the result of changes to the study programme prepared during the academic year 2017/18. Analyses of comparable study programmes were conducted in preparing the proposal. The presentation of the analysis can be viewed [here](#). Due to the scope of the changes, the procedure involved submitting an application and obtaining approval from the University of Zagreb. The application can be viewed [here](#).

Students enrolled in the first year of study under this revised curriculum for the first time in the academic year 2018/19. The changes were fully implemented in the teaching for all years of study by the end of the academic year 2020/21. Following the recommendations from the first reaccreditation of the Faculty of Architecture conducted in the academic year 2012/13, the changes were made with the aim of:

#### **For the undergraduate study programme:**

- Affirming learning through projects by enhancing teaching as part of the Studio and Workshops
- Elimination of the overload that existed in the fourth semester of the undergraduate study programme due to the simultaneous running of Studio 2 and Technical Studio. The increased workload for students in the technical area has been shifted from the previous fourth semester to the sixth, where knowledge of the complete technical development of the architectural project is acquired after five semesters, instead of the previous three semesters of experience in architectural design. The outcomes in the technical area were thus more clearly specified

within the learning outcomes of the undergraduate study programme, which was viewed as a favorable requirement for the continuation of studies at the graduate study programme or the possible start of work as an associate in architectural practice.

- Clarifying the qualification profile in the study programme: The Studio is divided into three segments: Studio – architecture, Studio – urban planning, and Studio – structures, with the idea that all studio segments collectively develop an architectural and urban planning project of satisfactory technical detail. The total number of teaching hours has increased, and for each studio segment, a number of ECTS credits has been agreed upon that corresponds to the expected average workload.
- With the intention of aligning with the actual workload, changes have been made to the number of ECTS credits and their positioning across semesters for some courses in the study programme.

#### **For the graduate study programme:**

- Enhancing elective course offerings: A new elective module Research, Seminars, Projects, has been introduced. With the introduction of this module, students can choose to conduct research in one of the areas of expertise offered by any of the four Departments. The course is positioned in the third semester of the study programme, consists of four hours of weekly classes, and is worth five ECTS credits. Lecturers from all Departments participate in the teaching, and the final structure of the research for the academic year is determined by the students' selection.
- In accordance with the recommendation from the previous reaccreditation of the Faculty of Architecture conducted in 2013, which called for strengthening the graduate programme in the technical field, new courses Architecture and Technology 1 and 2 were introduced into the study programme, in the first and second semesters of the graduate study programme, respectively. Mandatory research seminars were introduced into the teaching of the first and second semesters of the graduate programme. The Urban Planning Seminar was included in the module with urban planning workshops, while the Architecture Research Seminar is conducted as an independent mandatory course that encourages students to provide a personal, authentic critical reflection on architecture in its social and cultural context.

#### **Continuous Process**

The implementation of these changes has been underway since the beginning of the 2018/19 academic year,

coinciding with the issuance of the [Expert Committee Opinion](#) on the reaccreditation of the Faculty of Architecture, which recommends a significant reduction in the study workload and a considerable decrease in the number of courses.

From the outset of these changes, students, through their representatives in the Students' Union, have been actively involved in monitoring the quality of the study programme and the workload created by the revised curriculum. The Students' Union initiated and conducted several surveys since the introduction of these changes at the start of the 2018/19 academic year, inviting students to assess the implemented changes, the altered workloads, and the quality of the teaching staff.

The surveys organized by the Students' Union can be viewed via this [link](#). After the results of the [Survey on Semester Workload for Each Course](#) were presented to the Committee for Study Reform and Quality Management, the Students' Union was invited to create its own version of proposed curriculum changes

During the winter semester of the 2021/22 academic year, the Students' Union of the Faculty of Architecture formed a working group and began researching the current situation. The Students' Union conducted a well-structured [survey](#) in which students evaluated the work of supervisors in the architecture and urban planning study programme during the semester when teaching was conducted with the restrictions introduced to prevent the spread of the COVID-19 pandemic.

The conducted survey highlighted the need to reduce workloads and identified the necessity for changes in the pedagogical approach and teaching methods used by faculty members, as these greatly shape the subjective experience of studying.

The [survey](#) that resulted in the evaluation of supervisors marked the beginning of a broader effort to map the state, strengths, and weaknesses organized by the students at the Faculty of Architecture. An age- and experience-wise vertical group of interested students and newly graduated architects worked over three semesters to collect and systematize the deficiencies and propose improvements in the delivery of the architecture and urban planning study programmes from a student perspective. This group's work culminated in the production of the [Af2.0](#) document, which offered a detailed analysis of the current situation along with solutions in the form of proposed curriculum changes. The document was distributed to all members of the Faculty Council and publicly presented as a printed publication in June 2024 on the premises of the Zagreb Architects Society. The dissemination of the results of this student research on the quality of teaching is part of the preparations for the upcoming changes in the

programme and delivery of the architecture and urban planning study programmes.

Due to circumstances that negatively impacted the working conditions of the faculty during the observed period, and in light of the fact that *changes* to the curriculum, in line with the recommendations and analysis of study programmes from the earlier accreditation period (2011/12–2016/17), had only recently been implemented, the Faculty of Architecture did not adopt new curriculum changes as recommended in the 2018 Report of the Expert Committee on the Reaccreditation of the Faculty of Architecture.

The complexity of implementing changes, along with the legal obligation to ensure that students are provided with the conditions under which they began their studies, technically prevents any new modifications before the full implementation of the previous ones. The period under review was a time of research and preparation for a new cycle of changes that will follow. The new revision of the programme and the delivery of the architecture and urban planning curriculum is a task for the administration during the 2024/25–2026/27 term. These changes will be informed by a detailed assessment of the current state, take into account the conclusions and proposals from the student research that was conducted, and align with accreditation recommendations. In accordance with the accepted *Action Plan* for Quality Improvement for the 2020–2025 period, the aim of these changes will be to enable more efficient studying while maintaining the existing competencies and qualification profile achieved through the study of architecture and urban planning.

#### **Doctoral Study Programme in Architecture and Urban Planning**

The Action Plan for the Doctoral Scientific Study Programme in Architecture and Urban Planning for the period 2020–2025 was approved at the 558th regular session of the Faculty Council of the Faculty of Architecture, held on Tuesday, 21 December 2021, addressed under item 7. The Action Plan for the Postgraduate Doctoral Study Programme was developed following the granting of the License, which, based on the positive Accreditation Recommendation from the Agency for Science and Higher Education of 30 December 2020, was confirmed by the Ministry of Science and Education of the Republic of Croatia on 19 January 2021. It was distributed to the members of the Doctoral Studies Council on 8 February 2021. Reports on the implementation of the Action Plan, which were approved by the Faculty Council, were submitted for the years 2022 and 2023.

#### **Specialist Study Programme**

During the observed period, the Faculty of Architecture conducted the *Specialist Study Programme*: Spatial Planning – Cycle on STRATEGIC PLANNING AND SUSTAINABLE DEVELOPMENT and prepared the launch of the specialist study programme “BIM in Architecture,” which is further detailed in section II.4.

#### **School of Design**

Given the growing number of alumni from the Design Study Programme who are pursuing their careers and/or further education outside the borders of Croatia, the study programme strives to continuously adapt to the dynamic changes affecting the profession.

At the School of Design Department, student attitudes, their reflections on the study programme, and aspirations related to the content and forms of the teaching process are continuously researched through the use of survey questionnaires.

In the past period (2018–2023), two surveys have been conducted among the student population. *The first survey, conducted in 2019*, included a series of questions related to student satisfaction with the study programme, communication between students and faculty and support services, assessment of workload (ECTS), and more. Most of the questions were repeated from a previous survey (2016) to identify trends and monitor changes in student perceptions regarding the School of Design. *The second survey, conducted in 2022*, focused on the specific topic of choosing a specialization (ID, VC), suggestions for introducing new specializations, and reflections on the concept of a study programme divided into specializations.

The results of the research served as a basis for discussions on specific issues at Department Head meetings and also as a foundation for discussions in the Commission on Study Reform. These anonymous surveys have proven to be a good way to engage students in discussions about the study programme and the overall studying experience at the School of Design, complementing other methods of student involvement (such as the School of Design Council, the End-of-Semester Council, Commissions, etc.).

The School of Design organized and hosted the international conference *“The Challenges of Design Education,”* held online on 25 September 2020. The aim of the conference was to examine the position of design education in the context of intense technological changes, as well as economic, social, political, and cultural challenges. The focus was on how to enable future young professionals to acquire knowledge and skills that would make them not only highly qualified experts but also visionaries capable of shaping projects

in response to these challenges and changes, tailored to human needs.

Some of the key questions addressed at the conference included:

- Specialization in new micro areas of design versus broad design education;
- The impact of technological development on educational processes in design;
- The social responsibility of design in shaping everyday life: students in the community;
- Connecting practical and theoretical subjects through joint teaching projects.

The opening lecture was delivered by Yrjo Sotamaa, Professor Emeritus at Aalto University, who shared his experiences in founding Aalto University and critically reflected on the concept of friction in design. The next panel brought together individuals from the business and public sectors as users of design, while the final session featured design educators from various national and regional educational institutions.

#### **Reform of the Study Programmes at the School of Design Department**

The study programme of design educates creative professionals for work in various technical environments, with an emphasis on interdisciplinarity, social responsibility, and critical thinking. Research and *workshops* conducted between 2018 and 2022 indicate the need for continuous adaptation of educational models to changes in the social and professional environment.

In April 2023, a committee for the reform of the undergraduate and graduate study programmes was established at the School of Design. The aim of the reform is to create modern, sustainable, and flexible sets of learning outcomes aligned with professional standards and qualifications. The plan includes a revision of learning outcomes, analysis and adaptation of existing syllabi, and implementation of new programmes.

The planned reform encompasses the integration and stronger connection of existing disciplines – visual communication design, industrial design, interaction design, and UX design – in order to enable students’ individual development and preparation for a wide range of professional opportunities.

Based on conducted research and *workshops* at the School of Design Department in April 2023, a commission for the reform of the undergraduate and graduate study programmes was formed. Referring to the methodology for developing professional standards, qualifications, and learning outcomes, the commission approached the revision of existing learning outcomes at the study programme level. The aim is to create modern, sustainable, and flexible sets of learning

outcomes aligned with defined professional standards and qualifications. In the second phase, the syllabi of the study programmes will be analyzed to identify the needs for creating new courses, discontinuing old ones, and refining existing content. The final phase will involve the implementation and execution of the redesigned programmes in accordance with the results generated in the previous phases, taking into account the available human resources as well as technical and spatial capacities.

#### **Quality Monitoring: Teaching in Extraordinary Circumstances**

During the observed period, the quality of teaching in the existing study programmes was closely monitored to ensure the achievement of accredited learning outcomes under extraordinary circumstances. Information about the delivery of classes was collected from the representatives of the Student Union or from appointed student supervisors for each study year. Decisions were made to regulate the manner and ensure the proper conduct of classes. Necessary changes were made to the schedule of classes, connecting online and in-person segments into blocks for easier organization of working hours. During the period when classes were conducted online, lecturers were invited to create a *work plan* for their courses in the online format. Documents related to the delivery of classes under extraordinary circumstances can be found *here*.

#### **The End-of-Semester Council**

End-of-Semester Council meetings are held at the end of each semester. End-of-Semester Councils hold meetings, which are working sessions focused on analyzing the delivery of instruction and student performance in each semester of every academic year. The Council includes all course lecturers and student representatives. These meetings occur twice a year for each academic year, once at the end of the winter semester and again at the end of the summer semester. At the end of each semester, five separate End-of-Semester Councils meet in thematic meetings aimed at analyzing the teaching process and outcomes for the past semester. At the End-of-Semester Council meetings, various academic matters are recorded, including denials of signatures, justifications for postponed programme submissions, issuance of warnings or commendations. The performance of each student in individual courses is reviewed comprehensively for the entire academic year or within the context of any extraordinary circumstances that may have affected their studies. The End-of-Semester Council meetings provide an opportunity for students and lecturers to

reflect on issues, inconsistencies, and overloads in the teaching process.

### Monitoring Pass Rates

Exam performance is continuously monitored for courses that show a trend of decreasing pass rates. To assist students in better mastering the material in these courses, teaching assistants are approved to offer support. Teaching assistants are recruited based on a [decision](#).

At the request of student representatives, corrections are made to the pre-approved exam schedule. During extraordinary circumstances, an [analysis](#) of exam performance was conducted for all students who were expected to complete their undergraduate studies in the academic year 2019/20, after which [additional exam periods](#) were introduced as needed.

### Changes to the Teaching Implementation Plan for the Academic Year

Minor changes to the teaching implementation plan for a specific academic year include the modification of course coordinators and the introduction or discontinuation of elective courses. These changes are proposed by the Office responsible for the course. The proposal is then discussed at the relevant Department and submitted for approval to the Commission for Study Reform and Quality Management, which then forwards it to the Faculty Council for adoption. The same procedure is initiated at the request of faculty members for the acceptance of a new elective course. Following deliberation at the Commission for Study Reform and Quality Management, the study programme is adopted at the Faculty Council meeting in June for the following academic year and is then published on the faculty's intranet. The document can be viewed [here](#).

### Doctoral Study Programme in Architecture and Urban Planning

Minor changes to the teaching implementation plan for a given academic year are primarily carried out through periodic changes of course coordinators. The current course coordinator proposes a new coordinator, who is then supported by the Head of the Study Programme. After a discussion, the proposal is approved by the Doctoral Studies Council at its session. Following deliberation at the Commission for Study Reform and Quality Management, the proposal for new course coordinators is adopted at the Faculty Council meeting for the upcoming academic year and subsequently published on the Faculty's intranet page.

### Study of Architecture and Urban Planning

At the study of architecture and urban planning, the

planned set of learning outcomes is achieved through the examination in theoretical courses and the completion of projects in practical courses related to architecture, urban planning, and architectural structures, organized into project studios and workshops. The teaching methods range from individual supervision work on the conceptualization and development of ideas to public project presentations.

### Objectivity of Assessment

In order to provide an independent opinion on the quality of outcomes achieved by the completion of architectural and urbanistic projects, external associates and guest critics are regularly employed in instruction. These are typically successful architects from the ranks of former students of the Faculty of Architecture, who, in their roles as guest critics and lecturers, can provide valuable feedback and assessments of the outcomes of specific teaching segments from the perspective of professional practice. Their engagement has been made possible by reaching the [Decision](#) on the employment of external associates in the instruction of the Faculty of Architecture of 17 February 2017.

### Public Availability

The final verification of the achieved learning outcomes is the diploma exam. The defense of the diploma examination is public and takes place at the end of each semester before an interested audience and a four-member commission composed of esteemed professors from the Faculty of Architecture. The defenses are accompanied by a representative exhibition that allows for insight and comparison of the quality of all graduate theses produced during that semester.

### Awards

Evidence that the achieved learning outcomes exceed the standardized minimum can be found in the numerous [Rector's Awards](#) granted to students of architecture, urban planning, and design, as well as in the frequent presence of student works at juried exhibitions, such as the [Piran Days of Architecture](#).

A list of the Rector's Awards won by students of the Faculty of Architecture can be viewed [here](#).

**The School of Design Department** regularly awards annual awards: [the School of Design Awards and Recognitions, the Awards of School of Design Students](#).

### Modernity and Relevance of Study Programmes

The development and transfer of knowledge is most optimally achieved by design-driven research within the activity areas of the Faculty of Architecture. The Faculty of Architecture continuously strives to improve

and expand the educational process, even in circumstances that are far from ideal, directing education toward personal and general societal development. Education in architecture, urban planning, and design provides an ideal platform for contemplating critical positions and adopting the technologies necessary for informed professional practice. Faculty members are active researchers in scientific and artistic, professional, and teaching work. The research and activities of the Faculty of Architecture, alongside the participation of practitioners in teaching, have informed the educational process during the observed period.

The [chronological overview](#) of activities in the introductory section of this Self-evaluation demonstrates the efforts of the Faculty of Architecture, over the observed period, to ensure continuous information flow and quality development in education, scientific, artistic, and professional work in the fields of architecture, urban planning, and design. This has been achieved by connecting various stakeholder groups, including current and former students, faculty, guest lecturers and critics, economic entities, and public bodies, through intensive domestic and international collaboration in teaching, projects, scientific, artistic, and professional research projects.

### Horizontal and Vertical Mobility (see 3.3.)

#### Study of Architecture and Urban Planning

The exchange of knowledge and experiences with architectural schools abroad is a key aspect of modern education, contributing to the ongoing improvement and reevaluation of the Faculty's educational approaches. The integration into the EU higher education network provides the Faculty of Architecture in Zagreb with opportunities to participate in platforms that empower active international engagement, promote international presence for faculty and students, and ensure visibility of our efforts within the European milieu of leading architecture, urban planning, and design schools. International ventures can be divided into several equally important segments: support for institutional presence in networks and organizations connecting architecture schools, expanding the circle of lecturer and student exchange partners based on bilateral agreements, hosting foreign lecturers, supervisors, or critics, encouraging faculty participation in international research projects, development of international study programmes or modules, and promoting the international visibility of our activities. Over the past five years, the Faculty of Architecture has collaborated with over 35 higher education institutions in the fields of architecture, urban planning, and design through the Erasmus+ programme, with 30 active agreements currently in

place. Since 2017, the Faculty of Architecture has been a member of the EAAE (European Association for Architectural Education) and actively participates in its activities. The Faculty of Architecture is also one of the six founding members of the [New European Bauhaus goes South](#) platform, established in 2021. Since 2022, this platform has held the status of an official [laboratory for the New European Bauhaus programme of the European Commission](#) and has organized numerous panels and student workshops as part of the programme. During 2022 and 2023, the Faculty of Architecture, in collaboration with the Faculty of Law, worked intensively on developing an international interdisciplinary joint graduate programme, [Redesigning the Postindustrial City](#), coordinated by the University of Bochum under the UNIC alliance ([European University of Postindustrial Cities](#)). As of 2023, this programme has been approved as an Erasmus Mundus Joint Master.

### School of Design

In accordance with the Rules on Undergraduate and Graduate Study Programme of the School of Design and the Implementation Plan, students of the School of Design have the right to enrol in courses from other faculties within the University as elective courses. This allows them to acquire additional knowledge and skills needed for further specialization and/or project work that is not included in the programme of the School of Design, while adhering to the enrolment conditions set by the respective faculties for specific courses. The selection of elective courses from other faculties is related to students' interests and topics relevant to the field of design. Students have shown the most interest in courses from anthropology, ethnography, and psychology (particularly in UX design). A course that a student attends at another faculty is registered in the information system. The course coordinator confirms the fulfillment of academic obligations by entering the ECTS credits and grade into the information system. The ECTS credits earned in another study programme are verified by submitting an official transcript of grades (including ECTS credits) for review.

In accordance with the Rules on Undergraduate and Graduate Study Programme of Design, students from other faculties also have the right to enrol in elective courses offered by the School of Design.

The list of courses available to students from other faculties of the University of Zagreb, including students from the Architecture and Urban Planning programme, is published on the [website of the School of Design](#). Each course has a defined maximum number of enrolments, and the prerequisite for enrolment is the consent of the course lecturer.

Students from other University of Zagreb faculties typically enroll in courses such as Urban Sociology, Photography and Film, Social and Inclusive Design, and Design Methodology.

To be eligible to apply for admission to the undergraduate study programme of design, candidates must have completed, or must complete by the deadline for applying for the admission procedure defined in the competition, at least a four-year secondary education programme and pass the national *matura* exam, as per the Rules on Study.

The right to apply for admission to the university graduate study programme of design and to participate in the admission procedure is granted to applicants who have completed, or will complete by the application deadline defined in the competition, an appropriate university undergraduate or integrated study programme.

Upon completion of the undergraduate study programme of design, candidates are awarded the academic title of university bachelor of design (baccalaureus/baccalaurea), abbreviated as univ. bacc. art. The programme consists of 180 ECTS credits, qualifying graduates for enrolment in graduate university studies in both national and international contexts.

Upon completion of the graduate study programme of design, candidates earn the academic title of university master of design, abbreviated as Univ. Mag. Art. This programme consists of 120 ECTS credits, equipping graduates with the competencies to pursue doctoral studies in both national and international settings.

### Distribution of ECTS Credits

The syllabus of the Study Programme of Architecture and Urban Planning at the Faculty of Architecture in Zagreb is characterized by a relatively high number of courses. This results in a fragmentation in the distribution of ECTS credits, meaning that individual courses within the semester total may be awarded a proportionally smaller number of ECTS credits.

The distribution of ECTS credits emphasizes the importance of student work in practical classes, such as project studios/workshops, and promotes the concept of education through “design-driven research” (learning by doing), which reflects the working methods in architectural practice. Through this distribution of ECTS credits, these teaching units are presented as central to the curriculum of each study programme.

In the report of the expert committee on reaccreditation issued in February 2019, the Faculty of Architecture was advised to: “Adjust the study programmes and the number of ECTS credits. Reduce the number of courses. Continue developing the existing good practice:

practical teaching (project-based learning, a greater number of work hours to enable better focus on the topic and smaller groups, research-based learning).”

**The Action Plan** for Quality Improvement 2020–2025 [here](#), developed based on the *Report of the Expert Committee on the Reaccreditation of the Faculty of Architecture*, announced in **point 1.15** changes to the study programmes in architecture and urban planning in accordance with the committee's recommendations. These changes include aligning the number of ECTS credits with the actual workload of each course, reducing the number of courses by integrating existing ones into interdisciplinary courses or modules while retaining the current lectures, abolishing exams for theoretical courses accompanying studio and workshop studies, or keeping exams as a means of assessment only when achieving learning outcomes cannot be determined through continuous monitoring of student work during the semester, quizzes, and/or presentations of research units throughout the semester, and generally through projects.

Given the circumstances in which the Faculty of Architecture operated during the observed period, a radical reform of the curriculum and ECTS distribution was not implemented. The dissemination of survey and teaching quality assessment results conducted by the Students' Union serves as preparation for the changes that will follow.

### II.3. STUDENT INTERNSHIP IS AN INTEGRAL PART OF THE STUDY PROGRAMMES WHERE APPLICABLE.

**2.3.1. Student internship facilitates the acquisition of practical skills in accordance with intended learning outcomes (where applicable)**

**2.3.2. Student internship is conducted in a systematic and responsible manner**

**2.3.3. The professional internship is part of the study programmes and is organized outside of the higher education institution in cooperation with the economy (where applicable)**

**2.3.4. The higher education institution provides support to the supervisors of professional internship and the organizations in which students perform their internship through orientation programmes and/or training for supervising students in the student internship programme.**

**2.3.5. Processes for monitoring and improving the quality of student praxes are clearly defined, continuously implemented, and involve internal and external stakeholders.**

At the end of 2007, as part of the reform of the study programme, work began on designing and preparing a new form of student professional internship, envisioned as work in architectural and urban planning offices, in contrast to the previous internship on construction sites. Student professional internship represents a part of the continuous efforts in reforming the study programme at the Faculty of Architecture of the University of Zagreb, and this Faculty was the first technical faculty in Croatia to introduce such a form of professional practice to its students. Despite its importance, no ECTS credits are awarded for student professional internship.

Based on the decision of the Faculty Council from the 501st regular session, held on 16 February 2016, and the amendments to the Regulation on student professional internship dated 21 November 2023, available at [\[Public Link – Regulation on Student Professional Internship at the Faculty of Architecture\]](#), students are required to complete their practice before enrolling in the fourth semester of the graduate study programme of architecture and urban planning. Successfully completed internship is a prerequisite for applying for the thesis topic. The internship programme represents a logical conclusion to the first level of professional education and a quality introduction to the further education of future architects and urban planners; therefore, students are encouraged to complete it before enrolling in the graduate study programme.

### Acquisition of Practical Skills in Accordance with Expected Learning Outcomes

The student professional internship programme is jointly organized and implemented by the Faculty of Architecture of the University of Zagreb and the Croatian Chamber of Architects. The programme aims to provide professional training to undergraduate students and bachelors of architecture and urban planning in real professional and market production environment, namely the architecture and urban planning offices. Through work in this business environment, students acquire practical skills in line with the specified learning outcomes.

The activities within the internship are organized according to three professional areas: architectural design and implementation, urban and spatial planning, and the protection of architectural heritage. Each area is divided into four methodological units. Due to the short duration of the internship compared to the lifespan of projects, students are expected to be involved in and successfully complete activities in at least two of the four methodological units within the selected professional area. Activities in each methodological unit are designed to cover all points of the specified learning

outcomes, marked as P1 to P16 for undergraduate students and D1 to D16 for graduate students.

In addition to the internship, the application of acquired knowledge through practical work is also integrated into the teaching of most courses, under the mentorship of lead lecturers and esteemed guest critics, who are recognized licensed architects from the business environment.

### Systematic and Responsible Implementation of Internship

The supervisor/coordinator of the student professional internship is selected from among the faculty's teaching staff and is appointed to this position by the Dean of the Faculty of Architecture at the proposal of the Commission for Study Reform and Quality Management, for a term of three years. Since 2009, this role has been continuously held by the same person, a faculty employee and a member of the Croatian Chamber of Architects, which has allowed for continuity in the development and improvement of the internship, as well as the transfer of acquired experience beyond the institution. As a result, our faculty's internship has gained international recognition, and teaching staff are involved in various international projects, such as the APLE project [\[Public link – APLE\]](#) and Architecture's Afterlife [\[Public link – Architecture's Afterlife\]](#), which analyze and reflect on ways to acquire and apply knowledge among architecture students. These projects facilitate the exchange of experiences and provide lecturers with valuable knowledge that they use in reforming the professional internship programme, the faculty's educational programme, and in educating new generations of architects.

Students perform their internship in the offices of licensed architects who serve as supervisors for the professional internship. The internship lasts at least 60 working days, or 480 working hours, and students are compensated for their work. The work and progress of students during the internship are monitored by the supervisor and the supervisor/coordinator of the internship.

The focus of the student professional internship programme is to familiarize students with the complex process of developing an architectural idea that precedes its materialization, i.e., on the substantive and procedural continuity of work, from the office to the construction site. The goal of the professional internship is to raise awareness of the principle that the primary task of an architect is to articulate ideas and realize them, rather than just producing drawings

### Organization of Internship Outside of Higher Education Institution in Collaboration with the Economy

The professional internship is organized outside of the higher education institution and is carried out in collaboration with architectural and urban planning offices, whose supervisors are respected and recognized licensed architects with extensive professional experience and knowledge that they pass on to younger colleagues. Access to supervision requires passing a verification system in which membership in a professional organization that regulates the profession, such as the Croatian Chamber of Architects, is a primary prerequisite, along with holding the appropriate level of education (graduate architectural engineer, master of engineering in architecture, or an equivalent foreign degree).

Upon application, the supervisor or the company employing the supervisor sign an agreement to all provisions of the regulations and protocols for student professional internship. Once the application is accepted, the supervisor is notified of the acceptance and is registered in the list of supervisors.

The list of supervisors, as well as contracts between students and supervisors, is not publicly available. These documents are accessible to students and staff exclusively within the faculty intranet (SharePoint – Virtual AF), ensuring the privacy and security of information: [\[Private link – List Supervisors \(SharePoint – Virtual AF\)\]](#), [\[Private link – List Agreements \(SharePoint – Virtual AF\)\]](#)

### Support for Supervisors of Professional Internship and Organizations

Every time a supervisor expresses interest in participating in the professional internship programme, the supervisor or coordinator of the internship introduces them to the objectives of the internship, the expectations of the study programme, and methods of effective supervision. In the event of changes to the regulations or protocols, all supervisors are promptly informed of any modifications.

Supervisors have access to clear instructions and protocols that are continuously available on the faculty's intranet pages, as well as through links with open access for all interested parties. [\[Public link – Rules and protocol\]](#), [\[Public link – Forms\]](#)

Additionally, examples of best practices in supervision have been prepared, while ethical issues are addressed in accordance with the Code of Professional Ethics of the Croatian Chamber of Architects, ensuring a high standard of professional behavior and integrity. [\[Public link – Examples of Student Reports and Guidelines for Writing Reports\]](#)

Supervisors are encouraged to provide feedback on the internship programme to identify potential areas for improvement. The supervisor/coordinator of the professional internship is available for additional individual consultations with supervisors by appointment.

### Monitoring and Improving the Quality of Student Internship

To evaluate student work, forms and guidelines with templates and examples have been developed to facilitate monitoring in accordance with the objectives of the internship. These forms include time tracking tables and instructions and examples for preparing the internship diary – the student report. Student feedback is collected through student reports, while supervisors and employers use survey questionnaires to assess student performance and acquired knowledge. The plan is to establish regular meetings between supervisors and faculty staff to discuss progress, challenges, and opportunities for improving the internship.

Students document their completed internship monthly by submitting a filled-out and supervisor-approved time tracking form. The completion of internship with each supervisor is recorded through a student report containing the internship journal, which describes the activities performed during the internship and includes the student's reflection on the lessons learned and their vision for their career. Time tracking records, the student report, and the internship journal are certified by both the student and the supervisor and reviewed and approved by the supervisor/coordinator of the professional internship. The supervisor first verifies the achievement of the expected learning outcomes, and their signature confirms the accuracy of the information in the report. The supervisor/coordinator of the professional internship checks the specified learning outcomes before issuing a certificate of successfully completed internship and, if necessary, refers reports for revision. After the successful completion of internship, a certificate is issued and recorded in the system.

Student internship is both an educational and professional process where the initiative and responsibility for successful outcomes lie with the students and their supervisors in architectural and urban planning offices. Experiences from Croatia and abroad confirm the need for this form of enhancement in professional education, and the implementation of student professional internship significantly contributes to the quality of the educational process at the Faculty of Architecture in Zagreb.

As an incentive, the faculty plans to offer continuing professional development programmes in the future that assist supervisors in developing professional skills, at no cost to active supervisors.

It is also essential to introduce the documentation of student professional internship through ECTS credits or another form of recognition. Since the architectural profession requires passing a professional exam after a minimum of two years of internship, the goal is to integrate student internship as recognized work experience necessary for obtaining the right to take the exam. This would encourage a more serious approach to internship from both students and supervisors, motivating students to complete internship between their undergraduate and graduate studies. Student internship during this period allows for the application of fresh technical and engineering knowledge acquired during undergraduate studies, thus creating a solid foundation for further contemplation of architecture and the roles of architects. The implementation of this change requires the understanding of the competent ministry, as well as increased engagement and responsibility from supervisors.

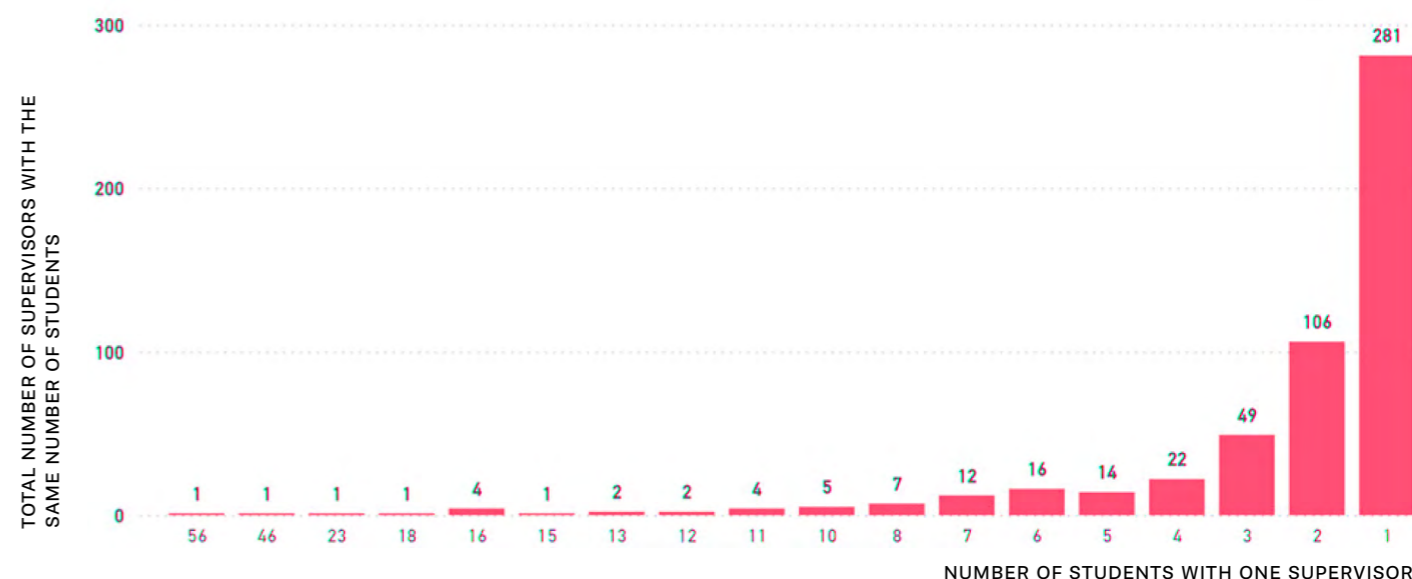
### Promotion of Best Practices and Improvement Activities

Since the introduction of the student professional internship programme, a total of 764 supervisors have signed up, demonstrating their interest in participating in the Student Professional Internship Programme (SPP).

A complete list of all registered supervisors is available on the SharePoint pages – Virtual AF – accessible to all staff and students of the Faculty of Architecture.

From 2009 to 2024, the Virtual AF system recorded the active participation of 529 supervisors, with a total of 757 undergraduate students and 412 graduate students involved. The increased activity of some supervisors reflects the structure of the architectural services market, where micro-enterprises and offices of licensed architects dominate, often with limited capacity for frequently supervising students. As a result, most supervisors typically had only one or two students during their internship (see Figure 1).

Figure 1 — Illustration of the relationship between the number of supervisors and the number of students who completed practice with one supervisor from 2009 to 2024

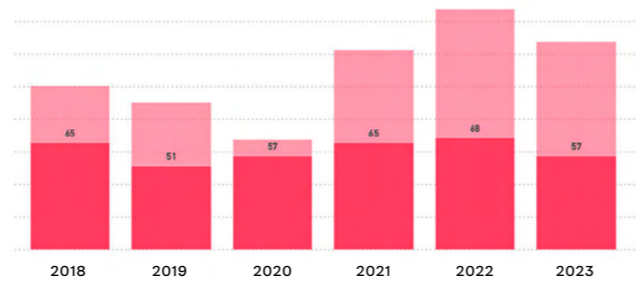


## TOTAL MENTORS BY COUNTRY

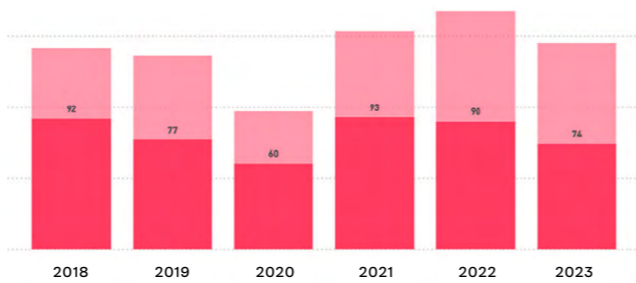
Croatia	313
Netherlands	15
Spain	9
BiH	5
Italia	5
Germany	5
Belgium	2
France	2
Portugal	2
Austria	1
Latvia	1
USA	1

## TOTAL MENTORS BY CROATIAN CITIES

Zagreb	206	Klošar Ivanić	1
Split	13	Kraljevica	1
Zadar	10	Labin	1
Dubrovnik	9	Makarska	1
Rijeka	8	Našice	1
Pula	6	Omiš	1
Osijek	5	Omišalj	1
Varaždin	5	Otok	1
Šibenik	4	Pazin	1
Karlovac	3	Poljanica Bistranska	1
Poreč	3	Požega	1
Dugo Selo	2	Pregrada	1
Koprivnica	2	Premuda	1
Slavonski Brod	2	Sisak	1
Velika Gorica	2	Slatina	1
Vinkovci	2	Sveta Nedjelja	1
Zabok	2	Sv. Križ Začretje	1
Bjelovar	1	Valpovo	1
Čakovec	1	Vrbovec	1
Čepin	1	Zlatar	1
Dobrinj	1		
Donji Laduč.			
– Zagreb	1		
Garešnica	1		
Imotski	1		
Ivanec	1		
Jastrebarsko	1		



↑ Figure 2 — Representation of the number of final student reports from the 2018 to 2023 period. The dark red bar on the chart represents undergraduate studies, while the light red bar represents graduate studies.



↑ Figure 3 — Representation of the number of applications for the commencement of internship from 2018 to 2023. The dark red bar on the chart represents undergraduate studies, while the light red bar represents graduate studies.

↖ Figure 4 — Number of supervisors actively participating in the internship programme by country from 2018 to 2023.

← Figure 5 — Number of supervisors actively participating in the internship programme by Croatian cities from 2018 to 2023.

In the past eight years, since the possibility of completing internship during graduate studies was enabled, there has been a gradual increase in the number of students completing internship during this period, reaching 50% of the total number of students in 2024. This trend of growth is expected to continue, which may be a result of increased student workloads during undergraduate studies.

From 2018 to 2023, a total of 653 final student reports were registered for 590 students, with 290 final reports during graduate studies and 363 during undergraduate studies (Figure 2). Approximately 60 students completed internship with two or more supervisors, resulting in a discrepancy in the number of students and reports.

During the same period, a total of 839 applications for the commencement of internship were recorded, with 353 during graduate studies and 486 during undergraduate studies (Figure 3). Students completed internship with a total of 361 supervisors. Of these, 86.7% of supervisors were from Croatia (Figure 4), and 57% were from the city of Zagreb (Figure 5). The percentage of supervisors from Zagreb aligns with expectations, considering that the faculty is located in Zagreb. Internship in Zagreb facilitates students' alignment of their academic obligations with work commitments in the office.

To facilitate the monitoring of internship implementation, there are plans to upgrade the existing digital recording system. Automating certain modules of the SPP, particularly the student and supervisor reports, is expected to reduce the current administrative burdens on staff, which include managing student reports and entering data from these reports into the database. The primary goal is to fully integrate the reports into the digital tracking system to improve efficiency and reduce errors.

Moreover, the experiences and feedback from students and supervisors have indicated a need for the establishment of a career center. Such a center would assist students with career guidance and help employers present and recruit students for praxes and potentially for continued employment after graduation.

Currently, efforts are underway to launch a project aimed at improving the internship programme and initiating the establishment of a career center, thereby further supporting the professional orientation of students. As part of the project, the introduction of recognition for student praxes through ECTS credits or other forms of acknowledgment is planned. In particular, the recognition of work experience gained during the internship by the relevant ministry would enable students to acquire the right to take the professional exam in a shorter timeframe than the usual two years after completing their studies.

**II.4. THE QUALITY ASSURANCE OF LIFELONG LEARNING PROGRAMMES IS PART OF THE INTERNAL QUALITY ASSURANCE SYSTEM OF THE HIGHER EDUCATION INSTITUTION. THIS ENSURES THE RELEVANCE OF THESE PROGRAMMES AND THEIR ALIGNMENT WITH CURRENT SOCIETAL NEEDS.**

**II.4.1. The mission statement and strategic planning process serve as the basis for the development of lifelong learning programmes that align with them.**

**II.4.2. The internal quality assurance system of the higher education institution includes processes that ensure the quality of lifelong learning programmes.**

**II.4.3. The processes for developing new and continuously improving existing lifelong learning programmes are clearly defined and involve internal and external stakeholders.**

**II.4.4. Key indicators for monitoring the quality of lifelong learning programmes are defined, along with methods for collecting and analyzing the necessary information that result in reports with proposals for programme improvement.**

**II.4.5. Lifelong learning programmes are aligned with current economic and societal needs.**

The lifelong education programme at the Faculty of Architecture includes certain aspects of Continuing Professional Development and stages of postgraduate specialist programmes.

### **Professional Development**

In January 2012, the Faculty of Architecture Council adopted the *Regulations on the Organization and Implementation of Professional Development in Civil Engineering*. In January 2013, the Faculty submitted a request for approval of its professional development programme to the Ministry of Construction and Physical Planning. The approval for the five-year professional development programme in the field of architecture was granted on 1 March 2013 (Class: 360-02/13-20/2).

The Faculty of Architecture continued to offer its professional development programme despite the discontinuation of the mandatory professional development policy in 2015. Professional development became compulsory again in 2020, when the Ministry of Construction and Physical Planning issued new Regulations on the Professional Development of Persons Engaged in Spatial Planning and Construction (OG 55/2020).

In line with the Regulation (OG 55/2020), the Faculty of Architecture applied to become a professional development programme provider. Until the approval is

granted by the competent Ministry, the **professional development initiatives organized by the Faculty of Architecture** allow those required to complete professional development to receive certificates of attendance in collaboration with the Croatian Chamber of Architects and the Croatian Chamber of Civil Engineers, which evaluate and assess the completed training programmes.

In cooperation with the [nZEB.hr](#) Cluster, the Faculty organized several professional events as part of the professional development programme.

### Specialist Study Programmes

In line with the [University of Zagreb Lifelong Learning Regulations](#), specialist programmes are the backbone for developing lifelong learning programmes at the Faculty of Architecture. These can be divided into various training stages and packages for partial and micro-qualifications, as well as bridging programmes.

In the developing and launching stages, specialist programmes need to be verified by the Faculty's quality assurance system. Once developed by a group of expert faculty members/stakeholders, programme proposals are discussed and refined by the Commission for Study Reform and Quality Management, and then forwarded to the Faculty Council for approval. The process ensures that the programmes are relevant and aligned with the strategic goals of the Faculty and the broader social and economic context.

**Strategic Planning and Sustainable Development** is a thematic cycle of the Specialist Study Programme in Architecture and Urban Planning: Spatial Planning ([link](#)). This is a highly sophisticated learning platform created to provide cutting edge knowledge and skills to help develop the fields of architecture and urban planning, with a particular emphasis on strategic planning and sustainable development since 2018.

A key feature of this programme is its interdisciplinary approach – as it is designed for professionals from various fields, not just architecture and urban planning – enabling a vibrant exchange of knowledge and experiences as part of lifelong learning.

The programme lasts for one year (2 semesters) and includes a range of courses streamlined into thematic modules, concluding with a mandatory research project in strategic planning and sustainable development.

The goal is to supplement basic professional degrees with additional knowledge, fostering a deep understanding of theoretical aspects, and developing practical skills necessary for successful spatial management. The aim is to prepare participants to take on more involved roles in complex and specific aspects of

spatial planning and urban planning. Upon completion, participants receive the academic title of Architecture and Urban Planning Specialist (Spec. Arch.).

The first four-year cycle of Strategic Planning and Sustainable Development concluded at the end of the observed period. A new cycle will feature a revised curriculum, offering modules as learning stages within the lifelong learning system.

The Specialist Programme in **Building Information Modeling (BIM) in Architecture** is awaiting licensing. With the curriculum and syllabus endorsed at the University of Zagreb Senate meeting in April 2023, the launch is imminent. The programme will last one academic year (two semesters) with a total workload of 60 ECTS credits. It will admit graduates from undergraduate and graduate study programmes in architecture and urban planning (min. 300 ECTS). The core competency acquired upon completion is the understanding of the latest trends in various fields related to BIM in architecture and its application in research and hands-on work at the intersection of science and practice. Upon completion, participants receive the academic title of University Specialist in BIM in Architecture (Spec. BIM Arch.).

The Postgraduate Specialist Programme in **Built Heritage Conservation** is currently in the pipeline. Its accreditation and launch are expected before the next re-accreditation period. Conceived as an interdisciplinary two-semester programme, the course will foster knowledge and skills needed for work in the protection and restoration of built heritage. By completing the programme requirements, candidates will acquire an integrated approach to heritage conservation and restoration, gaining specialist skills needed to tackle complex challenges in preserving historical architecture: preparing existing condition surveys, conservation reports/studies, and developing project documentation. Participants will demonstrate newly acquired knowledge through seminar papers, workshop participation, and a final specialist thesis.

## SOURCES FOR VERIFYING FULFILLMENT OF STANDARDS

### STANDARD II.1.

→ Expected learning outcomes of all study programmes

[Learning outcomes of the undergraduate study programme of architecture and urban planning](#)

[Learning outcomes of the graduate study programme of architecture and urban planning](#)

[Learning outcomes of the undergraduate study programme of design](#)

[Learning outcomes of the graduate study programme of design](#)

→ Conducted constructive alignment of learning outcomes for courses and the study programme; examples of revisions of the expected learning outcomes: Application for Changes to the Architecture and Urban Planning Study Programme according to the accreditation recommendations from 2013 [here](#)

→ diploma supplement, qualifications Diploma supplement [here](#)

→ analysis of employment of graduated students – employment of graduates / former students in the last 3 years

→ feedback from graduate students and their employers or associates [Af2.o](#)

→ feedback from students [Af2.o](#)

→ Alignment of study programmes with the recommendations of professional associations (where applicable) [N/A](#)

→ Tables 2.1 and 2.2 of the analytical supplement to the self-evaluation

As sources for verification, please use the links provided in the text of each specific standard

### STANDARD II.2.

→ Rules and processes for the development of new/revision of existing study programmes: Regulations on the Study Programme Assessment Procedure of the University of Zagreb [here](#)

→ indicators of modernity and coherence of the organization of the study programme (for example, principles of curriculum development, relationship between different courses, branches, fields and areas represented within the study programme, selection of mandatory and additional literature, recency of literature, etc.): - Performed analyses in preparation of the current version of the curriculum for the study programme of architecture and urban planning [here](#) – Implementation plan with prerequisites for course enrolment [here](#)

→ evidence of the involvement of internal and external stakeholders in the development of new/revision of existing study programmes: - Decision determining the manner of participation of persons in classes at the Faculty of Architecture, University of Zagreb [here](#)

→ key indicators of monitoring the quality of study programmes and methods of collecting the necessary information: [Student Survey on Teaching Quality](#)

→ Examples of improvements to study programmes based on feedback from internal and external stakeholders: [N/A](#)

→ Examples of improvements to study programmes based on recommendations from previously conducted external evaluations: [Application for Changes](#) to the Architecture and Urban Planning Study Programme according to the accreditation recommendations from 2013

→ The current version of study programmes has been published



## SOURCES FOR VERIFYING FULFILLMENT OF STANDARDS

→ Expected learning outcomes for all study programmes, examples of revisions of learning outcomes:

[Learning outcomes of the undergraduate study programme of architecture and urban planning](#)

[Learning outcomes of the graduate study programme of architecture and urban planning](#)

[Learning outcomes of the undergraduate study programme of design](#)

[Learning outcomes of the graduate study programme of design](#)

→ Processes for verifying the alignment between actual student workload and defined ECTS credits, stakeholder feedback on the alignment of actual student workload with defined ECTS credits, and necessary improvements: [Student Survey on Teaching Quality](#)

→ Examples of revisions to ECTS credits aimed at better aligning them with actual student workload: [Application for Changes](#) to the Architecture and Urban Planning Study Programme according to the accreditation recommendations from 2013

### STANDARD II.3.

→ Contracts with employers, Student Internship Rules, Student Internship Diary: The list of supervisors in the internship system and contracts (agreements) between students and supervisors are not available in a publicly accessible database but are available to students and faculty staff on the internal pages of the faculty (SharePoint – Virtual AF):

[\[Private link – List Supervisors \(SharePoint – Virtual AF\)\]](#)

[\[Private link – List Agreements \(SharePoint – Virtual AF\)\]](#)

The student internship diary is an integral part of the student report and is stored in the list of agreements along with the corresponding agreement number. The rules, protocol, and all necessary forms with examples and guidelines for writing student reports are stored in a publicly accessible database:

[\[Public link – Rules and protocol\]](#)

[\[Public link – Forms\]](#)

[\[Public link – Examples of student reports and guidelines for writing the reports\]](#)

→ number of ECTS credits awarded for student internship: No ECTS credits are currently awarded for student internship.

→ expected learning outcomes that include the acquisition of practical skills:

The activities within the internship and learning outcomes are detailed in section 1.1.1, as well as in the rules and protocol publicly available at the link:

[\[Public link – Rules and protocol\]](#)

→ feedback from students, supervisors, employers about the quality of student internship: Feedback is available in the students' final reports at the link: [\[Private link – List Agreements \(SharePoint – Virtual AF\)\]](#)

→ the procedure for verifying the achievement of the expected learning outcomes related to student internship: The verification procedure is described in detail in section 1.1.5, and reports and records of issued confirmations can be found in the list of agreements.

[\[Private link - List Agreements \(SharePoint – Virtual AF\)\]](#)

## SOURCES FOR VERIFYING FULFILLMENT OF STANDARDS

→ examples of improving student internship:

The student internship of the Faculty of Architecture of the University of Zagreb has gained international recognition, and teaching staff are involved in various international projects, such as the APLE project [\[Public link – APLE\]](#) and Architecture's Afterlife [\[Public link – Architecture's Afterlife\]](#), which analyze and reflect on ways to acquire and apply knowledge among architecture students. These projects facilitate the exchange of experiences and provide lecturers with valuable knowledge that they use in reforming the professional internship programme, the faculty's educational programme, and in educating new generations of architects. projects for the development and strengthening of student internship

A project is underway to enhance student professional internship and establish a career center. By upgrading the digital record-keeping system and automating the Student Professional Internship Module (SPP), the aim is to reduce the administrative burden on staff and increase the system's efficiency.

To strengthen student internship, it is proposed to introduce the recording of student professional internship through ECTS credits or another form of recognition, such as acknowledging the internship as work experience necessary for eligibility to take the professional exam. The goal is to motivate students to engage in internship between their undergraduate and graduate studies, utilizing the fresh technical knowledge acquired during their undergraduate study programme to better reflect on architectural practice.

Furthermore, feedback from students and supervisors has highlighted the need for a career centre to support students' professional orientation and facilitate employers in finding students for internships and employment. Additionally, the faculty plans to offer continuous professional development programmes for supervisors at no cost to encourage their development of professional skills and engagement in the student professional internship system.

### STANDARD II.4.

→ lifelong learning programmes offered by the university

in projection: postgraduate [Specialist Study Programme](#): Spatial Planning – Cycle on STRATEGIC PLANNING AND SUSTAINABLE DEVELOPMENT, postgraduate specialist study programme “BIM in Architecture”

→ rules and processes for the development of new/revision of the existing lifelong learning programmes [Regulations on Lifelong Learning of the University of Zagreb](#)

→ evidence of the involvement of internal and external stakeholders in the development of new/revision of existing lifelong learning programmes: **N/A**

→ key indicators of monitoring the quality of lifelong learning programmes and methods of collecting the necessary information **N/A**

→ examples of lifelong learning programme improvement based on feedback from internal and external stakeholders **N/A**

# III. STUDENT-CENTRED LEARNING AND TEACHING — EDUCATIONAL PROCESS AND SUPPORT

## III.1. LEARNING AND TEACHING ARE STUDENT-CENTRED, ENSURING THE ACHIEVEMENT OF ALL ANTICIPATED LEARNING OUTCOMES.

III.1.1. Study programmes and the method of their delivery are designed to foster motivation, self-reflection, and student engagement in the learning process.

III.1.2. The higher education institution encourages diverse teaching modes and the flexible use of various pedagogical approaches in line with the anticipated learning outcomes.

III.1.3. The use of different pedagogical approaches and techniques promote interactive, research-based learning, problem-solving, and creative and critical thinking.

III.1.4. Various teaching modes, pedagogical approaches, and instructional techniques are regularly evaluated and adapted based on evaluation outcomes.

III.1.5. Lecturers consistently reflect on their teaching practices to improve the educational process.

III.1.6. The teaching mode is tailored to accommodate a diverse student body, including non-traditional, part-time, older students, and underrepresented or vulnerable groups.

III.1.7. The higher education institution is committed to utilizing advanced technologies to modernize teaching practices and help attain desired learning outcomes.

The architecture study programme is built around student engagement and faculty innovation. Learning outcomes are achieved by following a precisely defined, standardized roadmap and require persistent involvement. Self-reflection skills and the questioning of personal attitudes and conventional experiences are key prerequisites for studying at the Faculty of Architecture, ensuring teaching quality and future work in the fields of architecture or design. The field is actively engaged in the ongoing discussion centred on pedagogy, seeking more efficient teaching methods within societal and economic contexts. As stated in the Faculty's mission: *"The education of architects and designers fosters the ability to transform complex conditions and knowledge into spatial, material, or communication-driven concepts. This is achieved through the equal presence of artistic and technical aspects in teaching, research, partnerships with other institutions, dissemination through exhibitions and publications, adequate human, spatial, and financial resources (...). In the classroom, this concept is primarily reflected in design workshops, with the creative process as their key component.*

*Research is integral to the creative process, and its theoretical grounding and contextual awareness enhance what is already present and enrich environments."*

The nature and delivery of study programmes at the Faculty of Architecture are tailored to each educational level. By providing intensive supervision and direct transfer of foundational knowledge, the undergraduate study programme lays a foundation for the study of architecture and urban planning. Students in the graduate study programme are empowered to undertake independent research.

### Pedagogical Framework

In the first year of the undergraduate programme, students acquire fundamental architectural design syntax, key principles of construction, and foundational knowledge in urban planning. The courses are geared toward fostering a well-rounded background for future architects. The core of undergraduate education is project-based learning in "Studios," while graduates participate in "Workshops." By offering intense supervision support during the preparation of projects, Studios enable students to grasp the logic of functional types in architecture and understand basic urban planning principles. During the study programme, undergraduates acquire knowledge about technical solutions that guide architectural decision-making and gain insights into the overall process of technical design development. The tasks and contexts explored in the Workshops allow graduate degree students to participate in design-driven research, gain greater awareness, and consistently improve their ability to independently address and solve real-world problems with appropriate architectural decisions.

Studios and Workshops are divided into eight to ten supervised groups. A coordinator is appointed for each Studio and Workshop, and it is always a lecturer who is also a supervisor in the course for which the semester project is being prepared.

Studio and Workshop lecturers possess the required arts and teaching or research and teaching ranks. In graduate Workshops students are given the option to choose, since all first-year supervisors work on the same semester project and students are free to choose their preferred supervisor and work method. For the third-semester Workshops, supervisors select a theme for their student group. Students can choose from 14 supervisors and themes, including 3 themes in Urban Planning, Spatial Planning, and Landscape Architecture and 11 themes in Architectural Design. Students are accepted into groups based on their 1st/2nd/and potentially 3rd choice.

### Self-Reflection Points

The end of semester exhibitions of student projects, held in shared Faculty spaces, offer insight into the work of peers across several generations. Since the teaching spaces are shared with other departments, these exhibitions also provide exposure to the broader academic community. To facilitate a gradual transition into formal project finalization and public presentations, architecture students are presented with the opportunity to showcase their work in various formats in the Fundamentals of Architectural Design course. This is done via ad-hoc, short-term exhibitions, where students learn to apply various methods of synthesizing and concluding their projects in increments, before they are faced with formal criticism. These mark the end of work sessions and allow students to present their work to colleagues and peers. These impromptu exhibitions offer the students their first encounter with self-reflection and a chance to publicly showcase their work. This is a collective celebration of students and lecturers expanding beyond the immediate circle of individual course supervisors. In subsequent semesters, exhibitions are regularly held at the midpoint and the end of the term. The various examples of spatial transformations that occur during these exhibitions, where available furniture is rearranged to create new spatial experiences and organise an exhibition within a teaching area, demonstrate how the dynamics change when the learning space is disrupted, e.g. when furniture is overturned for the purpose of the showcase and critique. These transformations – through rearranging, removing, overturning, or stacking the furniture – alter the classroom dynamics and trigger interactions with other lecturers and students, sparking conversations about the semester themes and tasks. The exhibitions are set up in various formats, often in shared Faculty spaces, modifying communication pathways and exposing the students' work to a wider audience, as well as to evaluation by guest critics, who regularly participate in these events.

Examples include the online final [showing](#) of student works for Studio 2 Architecture, the online final [showing](#) of student works for Studio 4 Architecture, the Architectural Design Workshop I – Contemporary Housing ([link](#)), and the Workshop 3 – Architecture ([link](#)).

### Reflection Points

Studios and Workshops lie at the core of education at the Faculty of Architecture. Design-driven research is the primary teaching method, used to test students' acquisition of theoretical knowledge. The standardized learning outcomes – functional, typological, technological, and constructive principles – are framed each year in a new context, reflecting current circumstances.

Through course instruction the student projects accumulated over the years form a repository that reflects this continuous research process into current topics. Topicality is an ambiguous concept, modulating the relationship between the universal and the trend du jour. In this educational setting, faculty members' expertise and experience are essential safeguards against haphazard, banal, or arbitrary solutions, fostering stimulating pedagogical approaches and helping to teach necessary lessons. Lecturers' portfolios, built over years of practice, are verified by mandatory criteria for selection to a position. Mandatory public [initial lecture](#) and an independent [exhibition](#) provide opportunities for candidates for teaching and arts positions to showcase their teaching qualities. These skills are then further honed at the intersection of scientific, professional, and educational work.

### Teaching Under Exceptional Circumstances

During the observed period, the quality of teaching in the existing study programmes was closely monitored to ensure the achievement of accredited learning outcomes under extraordinary circumstances. The academic years 2019/20, 2020/21, and 2021/22 were marked by the efforts to curb the spread of COVID-19 as well as the 2020 Zagreb earthquake, which damaged the Faculty building, necessitating structural repairs and relocation of the programme. Under these circumstances, the teaching of the architecture and urban planning study programme was delivered in a hybrid format: lectures were held online, while exercises were either online or in person with smaller groups and an adjusted weekly schedule. Despite the [necessary adjustments](#), students were able to complete their projects and programmes. Learning outcomes were met, but the overall student experience was disrupted. The quality of teaching met the minimum required to ensure a positive evaluation of the learning outcomes.

These unusual circumstances also had a silver lining – improvements in the use of various digital tools for remote teaching and examinations. End of semester exhibitions were held online, such as the exhibition of student works for the course [Structures – Studio III/IV](#).

### Adaptability and Resilience

At the start of the 2022/23 academic year, teaching returned to the Faculty premises, with group work resuming except in rare cases where exceptions were granted. By the end of the winter semester, elaborate preparations were in place to relocate the programmes and start the restoration of the damage caused by the earthquake. In the summer semester of 2022/23, after a swift relocation, classes began at a temporary address. Teaching in the summer semester was conducted in

classrooms, albeit in a significantly smaller, yet still functional space. The weekly teaching schedule was adjusted, cutting down on the number of class hours per course. Additional office hours were added for Studios and Workshops.

From the start of the 2023/24 academic year, the Faculty of Architecture has been utilizing additional teaching space at a different location. The weekly schedule was organized to avoid student movement between the two locations on the same day. Due to the lack of space, end of semester exhibitions were held in parks and on the streets. Students took an active role in this symbolic act of bringing the architecture and urban planning study programmes into public spaces. Example: [S2A](#), [AP2](#), [Invitation](#)

In this makeshift space, driven by enthusiasm of both lecturers and students, our programme demonstrated great adaptability and resilience.

### Research

Since the 2018/19 academic year, students of the graduate study programme of architecture and urban planning are required to take the mandatory Research Seminar in Urban Planning and Architecture during their first and second semesters. The Urban Planning Seminar is taught hand-in-hand with the research conducted in the Urban Planning Workshop. The Architecture Research Seminar operates as an independent course, providing a systematic roadmap through relevant sources to help students develop a contemporary approach to architecture. The course outcomes range from written reflections on the readings to artifacts grounded conceptually in the literature.

The Research, Seminars, Projects module has been part of the third semester of the graduate study programme of architecture and urban planning since 2019/20. In this module, students are required to choose an additional research topics from fields such as architectural design, urban planning, spatial planning, landscape architecture, architectural technology, construction and materials, architectural theory and history, modern and contemporary architecture studies, or the preservation of architectural heritage. The list of research topics is updated annually. Groups are formed when at least five students express interest in a specific research area.

This module has received positive feedback from students in surveys conducted by the Students' Union because it offers a wide range of topics, a sufficient number of class hours for conducting research, and a generally appropriate balance between workload and ECTS credits. Examples of the course outcomes are available [here](#) and [here](#).

In the challenging circumstances of the observed period, the faculty members of the Faculty of Architecture sought ways to innovate, collaborate, and exchange ideas to enhance teaching and ensure the learning outcomes of the study programmes.

### Extracurricular Lectures

As a complement to regular classes, the Faculty of Architecture fostered international exchange through various programmes and projects during the observed period, inviting guest lecturers such [Harriet Harriss](#), [Saša Ostan](#), [Iva Letilović](#), [Cristophe Neidovski](#), [Saša Bradić](#), [Vasa Perović](#), [Alejandra Celedon Forster](#), [Carla Sentieri](#), [Aljoša Kotnjek](#), [Felipe de Ferrari](#), [Martino Stierli](#), [Shin Yokoo](#), [Harriet Harriss](#), [Oya Atalay Franck](#), [Fosco Lucarelli](#), [Mladen Jadrić](#).

A series of optional lectures titled "Works in Progress," coordinated by Prof. Zorana Protić, focused on on-going architectural projects. Lectures in this series featured [Hana Mohar & Frane Stančić](#) and [Siniša Bodrožić](#)

### Guest Lecturers

[Public lectures](#) may be held within the regular curriculum by guest lecturers – esteemed professionals from the field, if invited by the course coordinator. Speakers may be invited because of a recent professional recognition or award. These guest lectures – often given by Faculty of Architecture alumni – habitually reflect on the relationship between academic studies and professional practice.

### International Collaboration in Practical Courses

In 2018, students explored the theme of wooden sports facilities in Architectural Design Workshop 2 – Sport+, an international course jointly-offered by Proholz, TU Graz, FA Ljubljana, and AF Zagreb. This regular architectural design workshop, offered in the 2nd semester of the graduate study programme, paired off architecture students with their peers from civil engineering programmes. The results were presented at TU Graz. Supervisors: **Maruša Zorec**, **Hans Gangoly**, Mia Roth-Čerina, Leo Modrčin, Vlatka Rajčić.

In 2021, guest lecturers in the Urban Design Workshop 2 included **Studio OPENACT**, an international, award-winning interdisciplinary design studio with offices in Istanbul and Madrid, focusing on public space projects that examine indeterminacy and plurality across various scales. Also participating was **Gareth Doherty**, who previously taught the Urban Design course with Eve Blau, and is now the director of the Master in Landscape Architecture programme at

Harvard. He wrote several books, including his contribution as a co-author/editor of Ecological Urbanism.

In 2023, as part of Workshop 3 – Urban Planning: Af ZG and Af Maribor (coordinators: Lobnik and Šmit) held presentations and exhibitions in Maribor and Zagreb – ZG Forum.

### Participation in Student Competitions Through Studio and Workshop Classes

In the course of their regular classes in Urban Planning Workshop 1, a group of 1st semester graduate degree students of the study programme of architecture and urban planning (supervisor: S. Gašparović) took part in *The Future Horizon 2023*, an international competition for architecture and urban planning students focused on the reconstruction of the City of Irpin, Ukraine, destroyed by the invasion of the Russian army. Two student teams were ranked among the top 10.

At the 35<sup>th</sup> Piran Days of Architecture, Robert Barbir, Nika Bralić, Ivana Brzović, and Ivan Bulian (supervisors: Mateo Biluš, Vedran Duplančić, Zorana Protić) won the [Best Student Work award](#). The project was completed as part of Workshop 3.

At the London Festival of Architecture (LFA), second-year design students Sara Dobrijević, Mia Dragičević, and Marin Nižić, along with second-year architecture and urban planning students Rea Geštakovski and Marko Blažević, won the [International FINSA Award](#) (IFA) for the most innovative project, while supervised by Ivana Fabrio and Mia Roth-Čerina.

At the 38<sup>th</sup> Piran Days of Architecture, Matija Babić, Antonija Balić, Karla Jelić-Balta, Martin Mertz, Andro Mihalac, Fran Mikolić, and Luka Šen won the [Best Student Work](#) award for their project entitled "RIsort: Rijeka Water Area." The project was supervised by Idis Turato and developed within Workshop 3.

### Interdisciplinary Partnerships in Studio and Workshop Classes:

[My Neighborhood/My City](#) showcased the works of architecture students from Workshop 3 – Urban Planning as well as the students from the Department of Sociology at the Faculty of Humanities and Social Sciences. Using an interdisciplinary approach, students devised projects on the topic of urban planning of the western part of Zagreb. The interdisciplinary work teams composed of architecture and sociology students focused on bridging the gap between young professionals from the technical and social sciences, while bolstering awareness of the interconnectedness between society and space.

Studio 3 – Landscape Architecture (undergraduate study programme in Architecture and Urban Planning) involved a three-year cycle of tasks focusing on the

design of public spaces, in collaboration with the **Faculty of Science's Department of Biology** (Urban Ecology – an elective course in the Environmental Science Master's Programme) and the **Faculty of Agriculture** (exhibitions: Science Festival 2024, DAZ 2023...)

### Classroom synergy between Architecture, Urban Planning, and Design students:

As part of their regular coursework, students designed a System of public block spaces in Zagreb's Lower Town. The work received the [Rector's Award](#) for a major team-based scientific and artistic achievement in Interdisciplinary Arts (Rector's Award – Group).

### Architectural Studies for a Socially Aware Practice – Collaboration with Local Governments:

The **interdisciplinary summer school Zadar 2018 – City and Islands**, hosted by the University of Zagreb Faculty of Architecture and the University of Zadar Department of Tourism and Communication Sciences for three consecutive years, received funding by the Zadar Society of Architects (T. Jukić; F. Vukić).

**Community Spaces – South New Zagreb**, Museum of Contemporary Art, 27 May 2023, academic year 2022/2023, Studio III – Landscape Architecture (AF, undergraduate study programme), Urban Ecology (Faculty of Science, master's programme), City Landscape Design (Faculty of Agriculture, master's programme), and Landscape Design – Studio 1 (Faculty of Agriculture, undergraduate programme). [Announcement of the exhibition at the Museum of Contemporary Art, more information about the exhibition, media coverage.](#)

**Participatory Spatial Design:** The elective course, led by K. Careva and R. Lisac, has been offered in the graduate study programme since the 2017/2018 academic year. Structured as a fieldwork workshop, the elective course provides opportunities to students to learn about participatory methods in spatial design. This means that user feedback is incorporated into the knowledge base when developing conceptual solutions for smaller-scale tasks in public or other interactive spaces. The teaching is organized as concentrated group intense work, conducted during times that do not conflict with regular classes, and is open to students from other faculties and universities.

**Workshop 3 – Architecture:** In a collaboration between the Faculty of Architecture of the University of Zagreb and the Spatial Planning Institute of the Primorje-Gorski Kotar County, in the 2018/19 academic year, a group of students (supervisor: Prof. Idis Turato)

addressed the relationship between the city of Rijeka and two focal points in its periphery – Platak and Voz on Krk. The project was titled "[Mare-Monti: Rijeka Between Focal Points.](#)"

### Urban Design Workshop 1 and Urban Design Workshop 2 – Šibenik, Dubrovnik, Samobor:

The urban design modules Settlement Planning and City Transformation, developed by the Department of Urban Planning, Physical Planning, and Landscape Architecture, have been continuously advanced in collaboration with representatives from cities and counties across Croatia. The experience gained from these urban design modules shows that the collaboration extends beyond the contributions of individual participants. It includes input from various disciplines, fosters dialogue between participants and the local community, and promotes spatial values with the goal of strengthening the culture of public spaces, and the physical and visual culture of the city.

Links to publications, exhibitions, and media reviews: [Dubrovnik – Settlement Planning and City Transformation](#), [Šibenik – Settlement Planning and City Transformation](#).

During the winter semester of 2020/2021, in the course [Workshop 3– Architecture](#) the thematic focus of the students' work was the aftermath of the earthquake that struck Zagreb on 22 March 2020. The earthquake caused heavy damage to the historic center and architecture of Zagreb. The authentic identity of the city center, known as the BLOCK, is modeled on the morphological structure of 19th-century urban planning and modernist architectural and urban processes of the 20th century.

**Studio 1 – Architecture:** This third-semester undergraduate course dwells on the topic of the family home. In the 2020/2021 academic year, the Studio course, dubbed "Epicenter of the City," focused on the **Markuševac area, the heavily affected epicenter of the Zagreb quake**. The online exhibition of student work is available [here](#).

### Architecture Training as a Research Project Activity

During the 2023-2024 academic year, **Research, Seminars, and Projects**, a course offered in the third semester of the graduate study programme of architecture and urban planning, featured an interdisciplinary design studio as part of "INCEPT – Scales of Re-Use," an Erasmus+ research project that kicked off on 1 October 2022.

One of the goals of this project was to integrate sustainable planning and construction into the design studio with interdisciplinary guidance. The workshop

within the project was piloted as an experimental studio that explored potential themes and approaches that equally addressed the large scale impact and effect of the integration space on the immediate context and community. On a broader scale, the project focused on repurposing the existing structures to promote circular economy. On a smaller scale, it developed innovative solutions to meet contemporary technical requirements of climate-neutral buildings.

Supervisors from three departments – Architectural Design, the Department of Urban Planning, Physical Planning, and Landscape Architecture, and the Department of Architectural Structures and Construction – along with various guest lecturers, guided three student groups during the semester where, along with a joint critical analysis and programme development, each group focused on different scales of reuse within a former industrial block. Supervisors: Binički, Veršić, Roth-Čerina, Mrđa, Ostojić.

### Field Trips

The Cabinet for Architectural Structures, Materials, Building Physics, and Construction Technology, along with the Cabinet for Project Management and Construction Organization and the Cabinet for Building Installations, regularly organize guided tours of construction sites, factories, production plants, and businesses. Students are also provided with opportunities to visit award-winning projects, with guided tours by the project designers, as well as studios and model-making workshops, and participate in discussions with artists. Guided tours of buildings and spaces closely related to course content were provided in elective courses (e.g. visits to the HRT building and the Faculty of Electrical Engineering and Computing for the Sound in Architecture course).

The Office for Project Management and Construction Organization provides free participation in professional conferences by covering students' fees and hosts guest lectures from industry experts as part of regular coursework.

The Faculty of Architecture hosted exhibitions showcasing the work and research of students from Studio III and IV – Structures, Architecture and Technology I, and Research, Seminars, Projects – Architectural Structures and Materials. The exhibitions of student work from Studio III and IV – Structures for the academic years 2020/21 and 2021/22 are part of a repository of student projects from this interdisciplinary workshop course, which was conducted partially or entirely online. The exhibition can be viewed [here](#).

For the courses offered by the Office for Project Management and Construction Organization and the inter-office courses (Architecture and Technology I and II),

student field trips were organised and included guided visits to construction sites, factories, production plants and companies, and professional conferences (with free admission for students). A series of guest lectures was also held as part of regular (required and elective) courses at the Faculty of Architecture. Link: [here](#).

### **Project-Based Research – Contributions to Current Urban Development Topics and Integration of Science, Profession, and Teaching:**

S3\_ Physical Planning – Urban Renewal of the Lower Town (2020/21), AP – course?? exhibition  
S4\_City Planning (research-based) Future Sensitive City

### **Student Participation in Extracurricular Summer Schools and Workshops**

2018: Road to Somewhere. (Cigłana Tunnel) – Workshop was part of regular coursework at the Faculty of Architecture. Supervisors: V. Islambegović, M. Roth-Čerina, S. Hrisafović, Faculty of Architecture, University of Sarajevo. Participants: students from AF Zagreb and AF Sarajevo.

2018: Canale Grande Oberschöneweide – Workshop. Supervisors: J. Kister, M. Roth-Čerina, C. Buttner, AEDS Metropolitan Laboratory, Berlin. Participants: students from AF Zagreb and DIA Dessau.

2018: A School of One's Own – Workshop within the Erasmus eFIADe Project. Supervisors: Pedro Ressano Garcia, Bernardo Vaz Pinto, Irene G. Currulli, Mia Roth-Čerina, Larisa Čišić, Nur Çaglar, Işıl Ruhi-Sipahioğlu, Asli Alanlı, Deniz Incedayi, Ece Postalci, Mimar Sinan Fine Arts University, and Chamber of Architects, Istanbul. Participants: students from AF Zagreb, Lusofona Lisbon, TOBB Ankara, AF Mimar Sinan Istanbul, TU Eindhoven.

2018: Embodied Memory – Student workshop. Supervisor: Fosco Lucarelli/Socks Studio. Participants: students from various years at the Faculty of Architecture.

2019: Design Build Workshop DMKM 278 Senigallia, a collaboration between AF Zagreb, MAXXI Rome, and Mappelab. Coordinator: Mia Roth-Čerina. Supervisor: Sanja Filep. The project was completed in 2019, with Pippo Ciorra as curator.

2019: [Kino Samobor](#) – Joint workshop for architecture and design students, in collaboration with the City of Samobor.

2019: Tourism and Everydayness (Sustainable Tourism cycle). Supervisors: Mia Roth-Čerina and Michela Barosio, Study CenterMotovun, Politecnico di Torino, and AF Zagreb. Participants: students from AF Zagreb and DAAD PoliTo.

2019: [Course X](#) – Workshop on the ideal studio, designed and led by students for students. Supervisors:

Filip Pračić, Dora Gorenak, Marin Nižić. Participants from Croatia, Italy, Belgium, India, etc.

2021: Playzoom: House of an Imaginary Collective, FLUID / Faculty of Fine Arts Cetinje. Participants: students from AF-SD Zagreb, ETF Podgorica, FLU Cetinje, FMK and AF Belgrade, FTN Novi Sad, AF Sarajevo.

2022: Student workshop Erasmus+ Blended Intensive Programme Graz – SD Joanneum Graz (Marija Juza).

2022: Student workshop Erasmus+ Blended Intensive Programme Lisbon – Collective Housing, ISCTE Lisbon. Participants: AF Zagreb, ISCTE Lisbon, UPValencia.

2023: Student workshop Erasmus+ Blended Intensive Programme Athens – Designing with the Landscape as part of the New European Bauhaus goes South platform. Participants: AF Zagreb, UPValencia, NTU Athens, University of Bologna, University of Porto.

### **Design-Driven Research**

Discussions about Design-Driven Research (DDR) have been particularly lively in the context of doctoral studies over the past five years, in the wake of international workshops, panels, and policies defining the essence of inherently architectural research. Spearheaded by the likes of EAAE Research Academy, ARENA, and ELIA, these discussions have produced key documents such as the Vienna Declaration over the last few years. Several activities related to DDR have been hosted by the Faculty of Architecture, with members actively participating in international networks focused on DDR. In late 2018, the Faculty hosted the [EAAE Research Academy](#) workshop titled [“Research Policy Framework and Doctoral Training”](#), a lecture by Oya Atalay Franck titled [“Doctorateness – Relevance for Architecture Practice”](#), followed by a roundtable with participants including Oya Atalay Franck, Johan De Walsche, Tadeja Zupančić, Bojan Baletić, and Mia Roth-Čerina. In 2023, Zagreb hosted the 14th [CA2RE conference](#) on design-driven research.

### **Doctoral Study Programme in Architecture and Urban Planning**

Through in-depth seminars, interactive workshops, and supportive supervision, the doctoral study programme fosters the exploration of specific research areas, empowering contributions to the ongoing discourse in architecture and urban planning. It promotes individual research based on an understanding of the complexity of influences within the broader built and unbuilt environment. The knowledge generated from this research process is presented as a driver for a positive societal impact. Research is focused on four key areas relevant to architecture and

urban planning today: heritage, housing, cities, and space.

The three-year programme has two stages. In the first stage, covering the first three semesters, students define their focus area within the context of contemporary architectural and urban challenges, honing their research skills and methodological rigor through workshops. After defending their research synopsis, in the second stage, students work with their supervisor to prepare their dissertation and actively engage in scientific activities (publications and research).

Starting from the 2022/2023 academic year, parts of the instruction at the Doctoral Study Programme of Architecture and Urban Planning have been hosted by the Mediterranean Center for Architectural Heritage in Split, with fieldwork in Kaštela and Klis. In the same academic year, fieldwork was also held in Ljubljana.

### **Continuous Monitoring and Adaptation**

The undergraduate and graduate study programmes offer extensive face-to-face interactions with supervisors. Due to the relatively favorable student-to-lecturer ratio at the Faculty of Architecture study programmes, students have easy access to faculty members.

This almost individual approach to teaching is a fertile ground for ongoing discussion and critical review of student work. In the study programme of architecture and urban planning, where knowledge transfer is achieved through research within a project, this continuous support ensures favorable outcomes for students of various backgrounds, needs, and aptitude, often exceeding the minimum required learning outcomes.

During the observed period, knowledge transfer at the Faculty of Architecture proceeded under spatial constraints, with additional challenges presented by necessary COVID-19 restrictions.

As the continuity of work on campus suffered several disruptions or was cut down into shorter slots during the period under review, this affected the nature of the teaching process. To compensate for the lack of in-person contact, lecturers provided detailed guidelines to prepare students for independent work outside of the classroom. Limitations in performance created a unique architecture of the teaching process, characterized by efficient instructions and precise organization of teaching in line with the recommendations from relevant authorities.

As a partial substitute for regular working conditions, students were allowed, upon request, to work on campus in small groups, including during nights and weekends, especially during the work-intensive final stages of the semester.

### **Technology and Equipment**

The development and creation of architectural and urban projects in the architecture and urban planning study programmes are supported by various tools and technologies. These include a standard set of CAD software. During the observed period, a newly launched elective course provided introduction to parametric and generative design options. The Faculty is awaiting approval to launch a BIM specialist study programme in architecture, with modules available as electives for graduate degree students in architecture, urban planning, and design. The Faculty's Model-Making Workshop and Prototype Lab are equipped with various tools, ranging from laser cutters to CNC milling machines and 3D printers.

In the upcoming period, the Model-Making Workshop will be restored to its full potential when the Faculty moves back to its primary location. Despite the somewhat limited space, the Workshop has successfully fulfilled its core mission: providing support for the creation of architectural models. Under normal circumstances, the Workshop also serves as a research laboratory. A course entitled [Speculations on Materials](#) was also piloted during the observed period. This course involves precisely structured material research, focusing on their characteristics and process logic. Its outputs are fascinating artifacts and documentation, with a view to driving an informed approach in exploring the origins of architectural themes.

### **2020/21: Technological and Educational Substrate in Times of Crisis**

At the onset of the pandemic, the learning content and processes became fragmented and virtual, flying in the case of the fundamental tenets of architectural education and culture of this programme. This raised questions about community cohesion – how to help students interact, learn, design, share, and present their work, and which technologies to use. Communication platforms like Zoom, Microsoft Teams, Miro, Padlet, and Conceptboard became a crucial building block of studying dynamics. These platforms were not just replacements for physical spaces, but often prompted new pedagogical approaches and methods for guiding group dynamics. The most widely used tools were: 1) Zoom and Teams for lectures and meetings, enabling real-time communication between students and lecturers; and 2) Miro/Padlet/Conceptboard, collaborative tools allowing simultaneous editing and sharing of ideas and materials, creating virtual learning spaces. The online environment also challenged traditional hierarchical relationships during final presentations and exhibitions. This shift facilitated more horizontal relationships and a collaborative atmosphere.

Various aspects of the educational environment – including relationships between students and lecturers, the tools, and the spaces – make up the unique culture of an architecture school. Although much of the course-work remained the same during the pandemic and the transition to virtual classes, the processes and energies of the so-called university culture changed dramatically. This led to the exploration of a fragmented studying experience without a shared physical framework, where communication happens in a space without scale. This topic was addressed in a series of international online workshops for lecturers, who were forced to devise new tools in the European cultural context. These *workshops* were organized by the European Association for Architectural Education (EAAE) and led by Johan De Walsche, Michela Barosio, Mia Roth-Čerina, and Patrick Flynn. The workshops became a lifeline for investigating specific challenges faced by design programmes, especially in the following areas:

1. Introducing students to architectural education: Challenges of the first year, settling into university culture and teamwork.
2. Virtual university culture: Adapting group dynamics to the online environment.
3. Online feedback: Translating the energy and dynamics of feedback into a virtual space.

New working and collaborating methods expanded the ways in which groups function and share, while the experiences gained during the pandemic have, in part, permanently altered the synergies and environments of in-person learning. Online tools and methods not only allowed education to continue during times of crisis but also challenged conventional structures and opened new possibilities for more flexible and inclusive architectural design and teaching – experiences we continue to build on today.

### **III.2. EVALUATION AND GRADING ARE OBJECTIVE AND CONSISTENT, ENSURING THE ACHIEVEMENT OF ALL ANTICIPATED LEARNING OUTCOMES.**

#### **Elements of the standard:**

- III.2.1. The evaluation and grading criteria and methods are clear-cut and made available before the start of each course. Students are made aware of them.**
- III.2.2. The evaluation and grading criteria and methods are aligned with the teaching methods and the anticipated learning outcomes. They are applied consistently and objectively. Mechanisms are in place to ensure that evaluation and grading are objective and reliable.**

**III.2.3. Support is provided to everyone involved in student assessment to help develop their knowledge and skills in evaluation and grading.**

**III.2.4. Evaluation provides students with the opportunity to demonstrate their achievement of the anticipated learning outcomes.**

**III.2.5. Students receive feedback about evaluation results, as well as advice and/or support in learning based on these results when necessary.**

**III.2.6. Continuous evaluation and monitoring of student performance aid in identifying students who are struggling with their academic obligations, facilitating timely support and assistance in learning.**

**III.2.7. The appeals process is formally defined and consistently implemented, and students are notified about it in a timely manner.**

**III.2.8. Evaluation procedures take into consideration the special circumstances of certain student groups (e.g., adapting exam procedures for students with disabilities) while ensuring the achievement of the anticipated learning outcomes.**

**III.2.9. The higher education institution has established evaluation and grading systems, ensuring insights into individual and group progress and completion of the programme and serving as a basis for decision-making on how the programme is managed.**

**III.2.10. Where possible, the institution conducts evaluations of the grading process.**

#### **Grading/Evaluating Student Work**

Student learning outcomes can be divided into exam grades and the successful completion of projects, such as urban and architectural designs or other types of work. In the latter case, grading may involve a certain degree of subjectivity.

Joint assessments are a common practice in such cases, with grades usually decided by the departments that offers the course. By reviewing all student work within a given academic year, the individual grading of each project is made more objective, and adjustments to the shared criteria for all student work may be made if necessary. All courses where students create urban or architectural projects always conclude with an exhibition and presentation of all student work.

#### **Objective Grading**

In the study programmes of architecture and urban planning, student evaluation is consistent and uniform at the level of an individual office, i.e. group of lecturers. The student evaluation criteria reflect the complex system of value assessment – or more recently, the re-evaluation of values and standards shaping the contemporary definition of architecture. Lecturers

develop grading criteria over many years of teaching practice. The objectivity of the grading process is ensured through joint assessments and final exhibitions, where student projects are compared and subjected to independent appraisal by guest critics.

Joint grading by a group of lecturers is a common practice in Studios and Workshops, where all students in supervised groups work on the same end-of-semester project. In Workshops that allow a certain autonomy in defining the end-of-semester project under an overarching topic, the grading is left to the supervisor, with input from a guest critic who moderates the final presentation and discussion. Student project grades are based on continuous monitoring of their progress throughout the semester, regular attendance, taking initiative in research, creative drive, and the ability to independently and creatively apply the instructions of the supervisor in the development of their project. Objective grading is an ideal to strive for, a powerful pedagogical tool, and a motivation for future work.

#### **Project Exhibitions and Presentations**

Learning outcomes in Studios and Workshops are achieved by completing urban or architectural projects, culminating in a public presentation and exhibition of student work. All students are required to exhibit their projects, provide a brief presentation, and respond to questions from the moderator or guest critic. This is an opportunity to probe their design decisions in an open discussion. All grades are based on the supervisor's assessment, reflecting the student's overall effort during the semester, and the evaluation from the guest critic. The public nature of the presentation and exhibition provides an opportunity for students to analyze the works of their peers and critically assess the value of their own work. These exhibitions serve as platforms for exchanging ideas and gaining insight into the range of responses to the urban or architectural challenge.

#### **Graduate Thesis**

The competencies acquired during the course of study are demonstrated through the successful completion of the graduate thesis. During the master's exam – also known as graduate thesis defense – a student defends the project they worked on under their supervisors' guidance in the workshop of the graduate study programme over the course of fifteen weeks in front of a 4-member committee. The grade for the graduate thesis is the arithmetic mean of the grades given by the committee members and the supervisor. The thesis defense is public, allowing interested parties to observe and compare criteria over the multi-day exam process. The thesis semester concludes with a public exhibition of all thesis projects completed in that semester.

#### **Awards and Accolades**

Mandatory final presentations and exhibitions of work provide an opportunity for students to showcase and creatively apply the knowledge gained during the semester when developing a project. The group of lecturers may award the best project of a student that provides an exemplar solution to the design problem. During the observed period, awards were presented during a formal ceremony organized to celebrate the Faculty of Architecture Day. Students who have approval and recommendation from their supervisor may also submit their projects for the Rector's Award. The projects submitted to the Faculty's Student Awards Committee are ranked and the best are referred to the University Committee for award consideration. Outstanding student work may also receive a course award or accolade, presented during the Faculty Council's formal session on Faculty of Architecture Day.

Awards are published on the Faculty's website: *[Redacted]'s swimming pool hall design emerged within the set thematic framework of architectural prototype. The mitigating or aggravating absence of specific site conditions turned the design (process) into a quest for the ideal swimming pool. The result is the space and ambiance of a swimming pool clearly and consistently articulated using architectural elements.* <https://www.arhitekt.hr/hr/radovi/rad/arhitektura-dvorane-prototip-rektorova-nagrada,407.html>

Or: *The basic concept was creating an endemic "section" of the terrain. The human "scar" – the quarry excavation – is retained side by side with the preexisting natural environment. The endemic quality is achieved through the lushness and diversity of vegetation. The intention was to create a sense of wilderness rather than a botanical garden or arboretum where there is a separation in use for educational reasons. In line with the new flora, a rich fauna, primarily birds and insects attracted by the vegetation, will appear through natural processes. "Neo-forest" is a suitable term for the designed environment, by analogy with "rainforest."*

<https://www.arhitekt.hr/hr/radovi/rad/bazens-ka-dvorana-valkane-pula-nagrada-kolegija,403.html>

In the winter semester of 2023/2024, the Faculty of Architecture hosted its first PhD Days, a one-day international event. Participation was based on abstracts and posters, and awards were given to the best projects, with authors giving brief presentations about their research. <https://www.arhitekt.hr/hr/nastava/poslijediplomski-studiji/doktorski-studij/>

#### **Feedback/Advice/Support**

After evaluations, department heads regularly hold consultations with their study group or individual students

to provide rationale of the grade, give feedback on the student's performance during the semester, and highlight areas of improvement. Providing a rationale is especially important when students' projects are evaluated by a group of lecturers, as grades might differ from students' expectations after a holistic review of their work throughout the year.

### Grade Appeals

Although students may appeal a grade, formal appeals are rare as any potential misunderstandings are usually clarified during the consultation with their supervisor. If necessary, students can file a formal appeal using the prescribed form: [Link to form!](#)

### Doctoral Study Programme in Architecture and Urban Planning

At the end of each academic year, doctoral students and their supervisors submit performance reports (Form PhD – 04 – Doctoral Student Annual Report and Form PhD – 05 – Supervisor Annual Report).

For any assistance or clarification, PhD candidates can contact:

- Head of the PhD Programme,  
Assoc. Prof. Kristina Careva, PhD
- Academic Advisor,  
Asst. Prof. Mojca Smode Cvitanović, PhD
- Professional Associate at Student Services,  
Aleksandar Višek

### Continuous Monitoring of Student Performance

Student performance is continuously monitored, allowing supervisors to promptly earmark students who struggle with regularly meeting their academic obligations. All lecturers or supervisors also act as student advisors and may make independent decisions on minor adjustments to the teaching process or project development schedule at any time during the semester. In more challenging cases, students who require special consideration can request teaching adjustments through their designated study year student mentor or through the vice-dean for teaching, provided appropriate documentation is submitted. If the request is justified, the vice-dean will notify the lecturers and arrange the necessary accommodations for the student.

### Evaluation in Extraordinary Circumstances

During the observed period, decisions were made to account for the extraordinary circumstances affecting all students, including measures to combat COVID-19, as well as the stress and damage caused by the earthquake. The goal was to counterbalance the negative impact of these circumstances on learning outcomes without altering the grading criteria.

### Academic Year Council Meetings

Meetings of the End-of-Semester Council are held upon completion of classes in both the winter and summer semesters. Every year, the End-of-Semester Council is composed of lecturers involved in teaching during that study year and student representatives. During the observed period, amid restrictions to prevent the spread of the COVID-19 pandemic, only the lecturers from the respective courses attended the meetings. The Council reviews student performance, discusses any denied signatures or extensions for submission deadlines, and issues warnings or commendations. The overall teaching performance for the semester is evaluated in a given academic year, problems are identified, and recommendations for modifications in teaching performance are made. Student representatives provide feedback on the performance from a student's perspective and record students' performance.

### School of Design

The evaluation methods and criteria are defined in the course syllabi, which are made available on the Department's website before the start of each course. Students are also informed about these methods and criteria during introductory lectures in each course, alongside with their rights, responsibilities, learning outcomes, and the evaluation methods. Where applicable, lecturers provide information to students about the rights they are entitled to and the methods they can use for achieving a higher final grade. In almost all courses, continuous learning is the guiding principle of student assessment, encouraging students to put in consistent effort throughout the semester.

The examination method depends on the nature of the course. Written exams and quizzes are used to assess acquired knowledge and procedures, while oral exams test understanding of the material.

Exams are taken individually and publicly, either in written form, oral form, or both. Students who do not pass the written test can be disqualified, except when the exam is held before a committee. Written exams must be supervised by teaching staff and are always taken collectively (no exam can be taken by only one student). Oral exams are also held in groups (exam groups consist of at least two students, but usually three).

The goal of seminar papers is to motivate students for independent research, enabling them to draw their own conclusions and form and express their viewpoints. Teaching is continuously monitored to identify the degree of comprehension at each stage, as well as to assess the students' ability to work independently at a given level.

End-of-semester projects combine the assessment of both the acquired knowledge and understanding of the content and processes, as well as the motivation and capacity for independent work. Students publicly present their final projects to their peers, allowing them to gradually acquire presentation, constructive criticism, and self-evaluation skills, while internalizing evaluation criteria. This process also enhances objectivity in grading.

Although students are guided by a single supervisor during the preparation of their end-of-semester projects in the core courses (Design: Industrial Design and Design: Visual Communications), all lecturers involved in the teaching of those courses participate in the public presentation and grading. This additional assurance of objectivity in student evaluation also provides a collegial yet critical review of the supervisor's performance. By comparing student performance across different courses at the end of each semester, the School of Design Council meetings provide additional assurance of objectivity.

### School of Design End-of-Semester Council Meetings

End-of-Semester Council meetings are held at the end of each semester. The focus of these working meetings by the End-of-Semester Council is on analysing teaching performance in each semester for every study year. The Council includes all course lecturers and students. These meetings occur twice a year for each academic year, once at the end of the winter semester and again at the end of the summer semester. At the end of each semester, five separate End-of-Semester Councils meet in thematic meetings aimed at analyzing the teaching process and outcomes for the past semester. At End-of-Semester meetings student representatives present reports on classes held during that semester. These reports are also submitted in writing.

### Doctoral Study Programme in Architecture and Urban Planning

At the end of each academic year, the Head of the PhD Programme writes a report ([Form PhD – 09 – Annual Programme Performance Report](#)).

Doctoral students and their supervisors also submit performance reports ([Form PhD – 04 – Doctoral Student Annual Report](#) and [Form PhD – 05 – Supervisor Annual Report](#)).

The PhD Programme Council discusses requests from PhD candidates and makes resolutions by majority vote.

**Evaluation of Grading** The Faculty of Architecture does not have a formal grading system assessment process. The grading criteria for architecture, urban planning, and design projects are a topic of ongoing discussions, both in formal and informal settings.

### III.3. ADMISSION, STUDENT PROGRESSION, RECOGNITION, AND CERTIFICATION REQUIREMENT ARE CLEAR, PUBLICLY AVAILABLE, AND CONSISTENTLY APPLIED.

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**III.3.1. The higher education institution consistently enforces pre-established regulations covering all stages of the programmes, and these are publicly available.**

**III.3.2. The admission policy aligns with national legislation, the institution's mission and strategy, and reflects the institution's capacity and context in which it operates.**

**III.3.3. The admission policy and student recruitment strategy are sensitive to the needs and challenges of vulnerable and underrepresented student groups and promote inclusivity.**

**III.3.4. The criteria and procedures for student selection and admission prevent discrimination and bias. They are publicly available, consistently applied, and reviewed as needed.**

**III.3.5. The student selection and admission criteria and procedures ensure the enrollment of candidates with the appropriate assumed knowledge, aligned with the requirements of the study programme.**

**III.3.6. The higher education institution has established fair procedures for recognizing higher education qualifications, periods of study, and prior learning, including the recognition of non-formal and informal learning, based on:**

**1) The compliance of the institution's recognition practices with the Lisbon Recognition Convention, 2) Collaboration with other higher education institutions, quality assurance agencies, and national ENIC/NARIC offices.**

**III.3.7. The higher education institution tracks and analyzes student progress and ensures continuity in studies and programme completion.**

**III.3.8. Mechanisms are in place to identify students who are struggling to meet their academic obligations in a timely manner, ensuring the provision of timely, continuous support and assistance in learning.**

**III.3.9. The higher education institution provides conditions for student mobility, both nationally and internationally.**

**III.3.10. The higher education institution issues diplomas and diploma supplements (free of charge, in Croatian and English) in accordance with relevant regulations.**

**Studying** At the Faculty of Architecture, studying is regulated by the [Regulations on Undergraduate and Graduate Study Programme at the University of Zagreb](#), dated 24 May 2024. Updates to the Regulations on Undergraduate and Graduate Study Programmes in Architecture and Urban Planning at the Faculty of Architecture are pending, in line with the University's regulations. The elements and stages of the study process are governed by relevant documents and decisions, which are accessible via authorized login on the Faculty's intranet site, Virtual Af.

#### **Doctoral Study Programme in Architecture and Urban Planning**

Doctoral studies at the Faculty of Architecture are regulated by the Regulations on PhD Studies at the Faculty of Architecture.

[\(https://www.arhitekt.hr/hr/nastava/poslijediplomski-studiji/doktorski-studij/\)](https://www.arhitekt.hr/hr/nastava/poslijediplomski-studiji/doktorski-studij/)

The application process for the postgraduate doctoral study programme in Architecture and Urban Planning is announced on the Faculty's website with all instructions and attachments. Notices about the start of the application process are also posted in the media.

[https://arhitekt.hr/hr/aktualnosti/natjecaj--za-up-is-u-poslijediplomski-sveucilisni-doktorski-studij-arhitektura-i-urbanizam-\(9-generacija\),1605.html](https://arhitekt.hr/hr/aktualnosti/natjecaj--za-up-is-u-poslijediplomski-sveucilisni-doktorski-studij-arhitektura-i-urbanizam-(9-generacija),1605.html)

A brochure with information about the programme is available on the Faculty's website. Physical copies are sent to potential partners in Croatia and abroad.

#### **Admissions**

The Faculty's admissions policy complies with the *Recommendations of the Croatian Employment Service for Education Admissions Policies and Scholarship Policies* from December 2022 and operates within the quotas approved by the University of Zagreb.

#### **Projections for Future Trends in the Labor Market**

Based on labor market projections developed for the Ministry of Science, Education and Sports by the

Zagreb Institute of Economics in 2016, particularly Section 4.9, "Projections for the Civil Engineering and Geodesy Sector," employment in this sector is expected to grow year-on-year during the projection period. In 2020, the number of employees was projected to increase by 5.9% compared to 2014. The greatest growth is expected in the architecture and engineering sector, including technical testing and analysis. Employment rates are expected to stabilize in the building construction and specialized construction sector. Civil engineering, public administration, defense, and mandatory social security show stagnating employment rates with a downward tendency. None of the top five sectors by employment in our field is expected to show a negative contribution. The outlook for the industry is positive, as most activities had upward or mildly plateauing trends in the period 2015–2020. Although the observed period only partially overlaps with the projection period from the above study, the *Recommendations of the Croatian Employment Service on educational enrolment policies and scholarship policies*, issued in December 2022, do not foresee a need to reduce enrolment quotas.

#### **Inclusivity**

The Faculty of Architecture regularly participates in the University of Zagreb Fair to raise awareness and empower prospective students to choose one of its programmes. Information about the quality, specifics, and opportunities of the programmes is also available on the Faculty's website and the School of Design website. By their nature, architecture, urban planning, and design are humanistic and inclusive disciplines. Where possible, [adjustments](#) are made in the admission procedure for applicants with special needs. Applicant can request special adjustments by filling out an online form during application to the admission procedure.

#### **Admission Procedure**

The criteria and processes for the implementation of the admissions procedure for all levels of study are published at <https://www.arhitekt.hr/hr/nastava/upisi/>. These criteria and procedures are carefully tailored and implemented to safeguard anonymity and guarantee uniform criteria for all candidates. Our long-standing admissions practice ensures that the selected candidates possess the required assumed knowledge and skills that will help them succeed in their study programme and in line with the teaching mode at the Faculty of Architecture. After the results are published, candidates who believe that there were oversights in the admission process may submit an [appeal](#) and request a review.

The School of Design uses both online and offline channels to share information with prospective students about its activities and the profession. In addition to the Annual or Triennial School of Design Yearbook and printed brochures with information on the undergraduate and graduate study programmes and entrance exams, all relevant information is also available on the School's website.

The School of Design is a regular participant in the University of Zagreb Fair and a frequent winner in the most informative and engaging stand category. Its website features well-designed content such as the annual virtual exhibition of student works and a digital version of its yearbook/triennial. The programme engages with its prospective and current students, as well as its alumni, primarily through social media, especially Facebook and Instagram. On its social media accounts, the School of Design share updates about upcoming events, exhibitions at its Gallery, awards, workshops, lectures, and other activities.

The School of Design also hosts "Open Days," offering a unique opportunity for potential applicant to visit the School, learn more about its study programme and the admissions procedure, and interact with the teaching faculty and students.

During the COVID-19 pandemic, the admission procedure for both the undergraduate and graduate study programmes was conducted entirely online for the first time. Recognizing the advantages of this approach, such as better inclusivity and accessibility for all potential candidates regardless of their location, the School decided to keep the online admissions process.

The admission procedure for the undergraduate study programme consists of three stages:

1. Application via Google Forms, including the submission of a portfolio and a video CV,
2. Special skills test,
3. Interview.

The admission procedure for the graduate study programme consists of two stages:

1. Online application, including the submission of a portfolio and a motivation letter,
2. Interview.

The Admissions Committee for the Undergraduate and Graduate Study Programme ensures impartiality and transparency of the process through the following mechanisms:

1. For the undergraduate admission procedure, each stage is assessed separately by a dedicated panel of lecturers.

2. Total scores for all candidates are published on the School of Design website.

3. Candidates may appeal against the admission decision within a designated timeframe using the [online form](#).

The specific conditions for additional skills and knowledge testing, as well as the enrolment requirements for both the undergraduate and graduate School of Design study programmes, are detailed in the Admission Procedure for the undergraduate study programme ([Instructions for additional testing](#), [Portfolio preparation guidelines](#), and the [Appeals form](#)) and the Admission Procedure for the graduate study programme ([Admission procedure instructions](#) and the [Appeals form](#)).

#### **Recognizing Qualifications and Prior Studies**

The Study Regulations govern transfers to the Faculty of Architecture in cases where students were first enrolled at another institution. Additionally, the Faculty provides expert opinions in the process of recognizing foreign professional qualifications, which is conducted by the Croatian Chamber of Architects. All other recognitions of prior qualifications are handled by the relevant offices of the University of Zagreb or the Agency for Science and Higher Education.

#### **Study Progression**

The Faculty of Architecture programmes have high graduation rates, largely due to clearly defined requirements that are communicated to students when they enroll in undergraduate programmes. These clear-cut conditions allow for better programme scheduling and time allocation. One of the objectives of the upcoming academic reform is to shorten the duration and improve the pace of study while ensuring the acquisition of the required qualification standards. The minimum pace of study is defined by the Study Regulations of the University of Zagreb, which limit the duration of studies to no more than twice the length prescribed in the curriculum.

#### **Doctoral Study Programme in Architecture and Urban Planning**

At the end of each academic year, doctoral students and their supervisors submit performance reports (Form PhD – 04 – Doctoral Student Annual Report and Form PhD – 05 – Supervisor Annual Report).

For any assistance or clarification, PhD candidates can contact:

- Head of the PhD Programme, Assoc. Prof. Kristina Careva, PhD
- Academic Advisor, Asst. Prof. Mojca Smode Cvitanović, PhD



→ Professional Associate at Student Services,  
Aleksandar Višek

### Identifying Struggling Students

Several options are available to support students and help struggling students exercise their right to special accommodations.

Every academic year, a student mentor is appointed for the respective year. The student mentor, a member of the Students' Union of the Faculty of Architecture, is tasked with interacting with the Student Services, lecturers, or the vice-dean for teaching on behalf of the students of a particular study year.

The Student Services post information, instructions, calls, and notifications for students on the intranet site, Virtual Af.

The vice-dean for teaching is available via email or in person during office hours. During the observed period, many student proposals and requests were personally addressed and facilitated by the vice-dean for teaching.

These options are available to students in all cases, including to students who they experience difficulties in meeting academic requirements.

Additionally, student performance is continuously monitored, allowing supervisors to promptly earmark students who struggle with regularly meeting their academic obligations. All lecturers or supervisors also act as student advisors and may make independent decisions on minor adjustments to the teaching process or project development schedule at any time during the semester. In more challenging cases, students who require special consideration can request teaching adjustments through their designated study year student mentor or through the vice-dean for teaching, provided appropriate documentation is submitted. If the request is justified, the vice-dean will notify the lecturers and arrange the necessary accommodations for the student.

### Student Mobility (see 2.2)

The exchange of knowledge and experiences with architectural schools abroad is a key aspect of modern education, contributing to the ongoing improvement and reevaluation of the Faculty's educational approaches. The integration into the EU higher education network provides the Faculty of Architecture in Zagreb with opportunities to participate in platforms that empower active international engagement, promote international presence for faculty and students, and ensure visibility of our efforts within the European milieu of leading architecture, urban planning, and design schools. International ventures can be divided into several equally important segments: support for

institutional presence in networks and organizations connecting architecture schools, expanding the circle of lecturer and student exchange partners based on bilateral agreements, hosting foreign lecturers, supervisors, or critics, encouraging faculty participation in international research projects, development of international study programmes or modules, and promoting the international visibility of our activities. Since 2017, the Faculty of Architecture has been a member of the European Association for Architectural Education (EAAE), including active engagement in the work of its bodies. Updates about international cooperation opportunities are available to domestic and international students through the Faculty's website. Currently, the study programme of architecture and urban planning has over 30 current and active Erasmus+ agreements with foreign universities. <https://www.arhitekt.hr/hr/nastava/medunarodna-suradnja/>

### School of Design Student Mobility

The School of Design graduate study programme regularly admits graduates from the School's undergraduate programme, as well as bachelor's degree holders from other Croatian universities, mainly from the University North, the Arts Academy in Split, and the Academy of Applied Arts in Rijeka, along with other programmes offered by the University of Zagreb, such as the Faculty of Textile Technology and the Academy of Fine Arts.

In addition to Erasmus+ mobility, between 2018 and 2023, incoming mobility was also achieved at the School of Design by international students through calls conducted by the Agency for Mobility and EU Programmes and the Ministry of Science and Education, mainly by students from the University of Montenegro.

Since its last reaccreditation, the School of Design has made significant progress in the area of international cooperation and visibility in the international environment, in line with the recommendations from the reaccreditation committee.

The School of Design has four active Erasmus+ agreements with foreign higher education institutions for student mobility studies (SMS) and staff mobility (STA, STT), in line with the proposals of the International Relations Office of the University of Zagreb. These agreements facilitate up to 14 outgoing student mobilities, typically lasting for 5 months. Candidates are ranked based on criteria including foreign language proficiency and additional requirements defined by the call for applications. Additional information is available upon request from the coordinator throughout the academic year, online, via email when calls for applications are announced, and during the annual Erasmus Day.

The number of agreements was temporarily limited due to the digitalization of the University of Zagreb systems. As a majority of the Faculty's agreements were made by the Study programme of Architecture and Urban Planning, the School of Design had limited access to new agreements during this period. Since its last accreditation, the School of Design has signed agreements with TH Köln – Köln International School of Design, Istanbul Technical University, FH Joanneum Graz, and ALUO Ljubljana; an agreement with the University of Sarajevo Academy of Fine Arts is currently underway.

All courses completed and ECTS credits earned during study abroad programmes are readily acknowledged.

### Diplomas and Diploma Supplements

Alongside diplomas, the Faculty of Architecture issues diploma supplements in Croatian and English, including a description of the programme curriculum and competencies achieved by graduating students.

Since architecture and urban planning are regulated professions in the European Union, the qualification obtained upon completion of the graduate study programme in architecture and urban planning received notification in the previous period in [Annex V](#) of

Directive 2005/36/EC of the European Parliament and of the Council concerning evidence of formal qualifications and titles of training courses (Commission Delegated Decision (EU) 2017/2113 of 11 September 2017).

Following the notification process, the Faculty of Architecture has been admitted into the register of institutions in the EU educational sphere offering a university degree of master of engineering in architecture and urban planning, including qualifications that facilitate employment in the European labor market.

## III.4. THE HIGHER EDUCATION INSTITUTION PROVIDES SUFFICIENT AND USER-FRIENDLY STUDENT SUPPORT RESOURCES.

- III.4.1. The higher education institution provides support services to students to aid in their learning and progress. This includes counseling to ensure an optimal study experience (e.g., tutors, mentors, and other advisors, as well as student services and other relevant services for career guidance, psychological counseling, legal advice, support for students from vulnerable and underrepresented groups, support for students involved in international mobility programmes, library services, etc.) at the institutional level.
- III.4.2. Students are made aware of the various forms of support available to them.
- III.4.3. The higher education institution provides support for students to acquire and develop digital skills.
- III.4.4. Support for students is tailored to the diverse student population (part-time students, mature students, international students, students from underrepresented and vulnerable groups, students with difficulties in mastering the curriculum and progressing through their programmes, etc.).
- III.4.5. The higher education institution systematically monitors the diverse needs of students, particularly the ones from vulnerable and underrepresented groups, ensuring a favorable study environment and tailoring teaching modes and knowledge and skills assessments to individual student needs.
- III.4.6. The higher education institution employs an adequate number of qualified and dedicated academic, administrative, and technical staff.

### Study of Architecture and Urban Planning

#### Study Regulations

Studies at the University of Zagreb Faculty of Architecture are regulated by the [Regulations](#) on Undergraduate and Graduate Study Programmes in Architecture and Urban Planning.

#### Academic Year Mentorship

Faculty of Architecture students can seek assistance with all academic and legal matters from assigned academic year mentors and elected student representatives.

### Vice-Dean for Teaching

The vice-dean for teaching is available for assistance and advice regarding student rights. For matters related to student status, the vice-dean acts as an liaison with the Faculty Secretariat, Student Services, or faculty members, as needed.

### Office Hours

Additional consultations with lecturers are available for all courses. All lecturers are required to publish their office hours.

### Teaching Assistants

Teaching assistants provide peer support and assistance in mastering course material in certain courses. (e.g., Descriptive Geometry, Architectural Structures, Structural Engineering, Computer Applications, specific units of Architectural Design). Teaching assistants are recruited based on a [decision](#).

### International Exchange

The vice-dean for teaching and the ECTS coordinator provide assistance to students participating in international cooperation programmes and international students. Since the 2011/2012 academic year, this is also in the purview of the coordinator for international cooperation and the vice-dean for international cooperation.

### Student Rights and Responsibilities

The protection of student rights is a key part of many Faculty regulations, especially: the Articles of Association of the Faculty of Architecture, the Rules on Undergraduate and Graduate Study Programme, the Rules on Disciplinary Actions Against the Students, the Code of Ethics, the Resolution on Tuition Fees, and the Rector's Award Regulations.

Student rights are addressed by all of these policies through rules and procedures that, when followed, ensure the protection of student rights. These regulations empower students to raise objections or complaints whenever they believe that their rights have been violated. In case of rights violations, students are encouraged to file an appeal or petition with the Faculty's Records Office. After assigning a reference number, their appeals or requests are forwarded to the vice-dean for teaching or the Faculty Secretary, depending on the subject matter. A written response is provided and signed by the relevant decision-makers. If the response failed to address their concerns, students may lodge an appeal against the decision with the Faculty Dean, who will verify its legality. If the decision is not compliant with the relevant regulations, the Dean is authorized to amend the decision. Decisions are kept in

the student's file, and a copy is provided to the student. Students occasionally exercise their right to appeal or petition.

### Student Ombudsman

A Student Ombudsman, a function established under the Students' Union Act (Official Gazette 71/07), has been appointed within the [Faculty of Architecture Students' Union](#). The Student Ombudsman is independent and autonomous. The Student Ombudsman hears student complaints, provides support in exercising student rights, participates in disciplinary procedures for students, and may attend examinations before the Examination Committee if requested by the student. The Student Ombudsman is elected by the Faculty of Architecture Students' Union.

### Teaching Support

The Rules on Employment Organization provide the prerequisites for supporting students and the faculty by defining the structure of qualified personnel in individual organizational units of the Faculty. Students share access to the Library with their peers from the Faculty of Civil Engineering and Faculty of Geodesy. Access is also provided to the Study Archive, featuring a large collection of literature in the fields of architecture, urban planning, and design. A copy shop, stationery store, and a subsidized student cafeteria are available to students in the Faculty building. The Model-Making Workshop operates within the Faculty of Architecture, and the Prototype Workshop operates within the School of Design at Frankopanska 12.

### The Space

A complete renovation of the Faculty building after the Zagreb earthquake resulted in a redistribution of space between the Faculties of Architecture, Civil Engineering, and Geodesy.

The dedicated Faculty of Architecture premises were then further redistributed in line with the recommendations from the 2018 reaccreditation expert committee, reducing the workspace for the teaching staff and significantly increasing the classroom and student spaces. The current spatial conditions will improve with the return of the architecture and urban planning study programme to its original building, planned for February 2025, allowing students to spend more time working at the Faculty outside of class hours. Accessibility is ensured in all Faculty of Architecture and School of Design spaces.

[Model Workshop](#) The Model Workshop at the Faculty of Architecture is open to all students working on spatial models in design, urban planning, and design

studies courses. It is located on the third floor, in Room 314 at the end of the hallway housing drawing studios. The Workshop offers 18 workstations equipped with cutting mats and a variety of tools (saws, drills, grinders, foam cutters, scalpels, laser cutters, etc.), enabling students to create models using various materials (paper, cardboard, foam boards, plastics, Styrofoam, wood and wood-based products, soft metals, rubber, sponge, cork, etc.).

Students are required to provide their own materials for models. A list of suppliers for various types of materials is available [here](#) or at the Workshop.

The workshop is equipped with a computer-controlled laser cutter/engraver and a CNC milling machine, allowing students to produce model parts based on digital drawings. Data for the laser cutter should be prepared based on instructions available at the Workshop or [here](#). Students are encouraged to talk to the Workshop Manager or their TAs before starting production. Reservations for using the laser cutter can be made [here](#) (login with AAI credentials required).

### Prototype Workshop

School of Design students can use the **Prototype Workshop**, intended for testing ideas and creating various types of physical models in various scales. From the earliest stages, students are encouraged to vet their ideas through hands-on experience, from setting dimensions and shapes, checking ergonomics, to refining details, joints, finishes, and textures. Different types of models reveal different aspects of design solutions. Through this process, students gain experience in translating ideas from sketches into tangible reality, learning the importance of precise technical documentation, construction choices, and the physical properties, possibilities, and limitations of materials. Students can use basic hand tools, power tools, CNC laser cutters, CNC milling machines, and 3D printers to create models.

Involving **TAs** in the teaching process plays a key role in enhancing the quality of education. TAs are senior students who provide support to both lecturers and students by leading lab exercises, organizing discussions, and assisting during classes. Beyond helping convey theoretical or practical knowledge, TAs also act as intermediaries between faculty and students. They facilitate communication, empower students to ask questions, and offer additional learning support. This interaction frequently ensures a deeper understanding of the material and strengthens the academic community. By becoming TAs, students also have the opportunity to develop their leadership and presentation skills, preparing them for future

professional challenges. Ultimately, TA participation strengthens the teaching process and helps create a dynamic and engaging learning environment. Every semester, the School of Design Council selects TAs based on lecturers' needs.

Less formal support for students is also provided by **student tutors**. Tutors play a key role in academic life, fostering growth and providing peer-to-peer support. Tutors provide personalized assistance and guidance, which is particularly beneficial for students facing learning challenges or those looking to improve their knowledge in certain areas. As tutors are often senior students, they are able to create a relaxed environment where peers feel comfortable asking questions and seeking advice. With their experience and knowhow, tutors help students develop critical thinking, organizational skills, and learning strategies, which can significantly enhance their academic success. Beyond academic support, tutors also play a vital role in fostering social connections within the academic community.

### Identifying Support

Students are presented with several venues for seeking and receiving academic support. Every academic year, a student mentor is appointed for the respective year. The student mentor, a member of the Students' Union of the Faculty of Architecture, is tasked with monitoring the situation, directing student inquiries, and interacting with the Student Services, lecturers, or the vice-dean for teaching on behalf of the students of a particular study year. Students are encouraged to follow the announcements from the Student Services, which regularly posts information, instructions, calls, and notifications on the Virtual Af intranet site.

The vice-dean for teaching is available via email or in person during office hours to discuss support options, troubleshoot issues, or review student proposals. During the observed period, many student proposals and requests were personally addressed and facilitated by the vice-dean for teaching.

### Emotional and Psychological Support

In May 2023, the results of a *study on the emotional and academic functioning of architecture students in Zagreb* were presented. This research study, endorsed by the Faculty's Student Union, was conducted by a student from the University of Rijeka's Psychology Study Programme. The findings of the study served as a basis for a series of workshops titled "How to Live (Architecture)?," held in April 2024. The workshops offered free psychoeducation on topics related to unique stresses felt by architecture students across two Saturday sessions.

They were announced via posters and online: [https://docs.google.com/forms/d/e/1FAIpQLSeNyOLF3xzF-WwNYBrvsGYq\\_\\_V\\_9AA9o9Di4Hb8OXmqZi2PKuQ/viewform](https://docs.google.com/forms/d/e/1FAIpQLSeNyOLF3xzF-WwNYBrvsGYq__V_9AA9o9Di4Hb8OXmqZi2PKuQ/viewform).

### Support Office

For structured planning, development, and implementation of student support programmes, the Faculty of Architecture plans to establish a Student Support Office – a counseling center bringing together various ongoing initiatives and providing administrative support for their implementation. To establish this office, the Faculty will seek approval for a professionally qualified full-time hire. The founding of the office is the expected outcome of an upcoming project, scheduled for mid-2025. In the meantime, students can access support through the [University of Zagreb's](#) Support Office.

### Tailored Support

The Faculty is mindful of the diverse needs of its students. When announcing first-year admissions, the Faculty also allocates special status admission quotas.

The programme curriculum is adapted to meet the individual needs of all students' groups.

Students with a justified request may be granted the option of paying tuition or field trip participation fees in installments. Under the Fees Resolution issued by the Faculty Dean, recipients of guaranteed minimum social assistance (social welfare) are exempt from paying tuition fees, upon providing an original certificate from an authorized social welfare center.

For admissions, the Faculty adheres to the [Recommendation](#) of the Rector's Council regarding incentive measures for enrollment in study programmes offered by higher education institutions and facilitating access to higher education.

### Tailored Courses

Adaptations are granted based on a justified and adequately documented student request. A tailored approach may be requested by students or by lecturers if they identify students struggling to meet academic obligations through continuous monitoring. All lecturers or supervisors also act as student advisors and may make independent decisions on minor adjustments to the teaching process or project development schedule at any time during the semester. If a student's needs require a comprehensive adaptation, they can submit a request for special classroom accommodations to the vice-dean for teaching, either in person or through the appointed study year student mentor, along with the required documentation. If the request is justified, the vice-dean will notify the lecturers and arrange the necessary accommodations for the student.

## III.5. THE HIGHER EDUCATION INSTITUTION ENSURES FAVORABLE CONDITIONS AND SUPPORT FOR STUDENTS PARTICIPATING IN OUTGOING AND INCOMING INTERNATIONAL MOBILITY PROGRAMMES.

**III.5.1. Domestic students are informed about opportunities to complete part of their studies abroad.**

**III.5.2. The higher education institution encourages student participation in outgoing mobility programmes through various promotions and awareness-raising, while ensuring a regulated and flexible system for recognizing ECTS credits earned during mobility periods.**

**III.5.3. The higher education institution provides support to students during both the application process for and participation in exchange programmes.**

**III.5.4. The higher education institution ensures the recognition of ECTS credits earned at other higher education institutions.**

**III.5.5. International students have access to detailed information about enrollment and study opportunities in a foreign language.**

**III.5.6. International students can attend classes in a foreign (English) language.**

**III.5.7. Croatian language classes for international students are available at the institutional level.**

**III.5.8. The higher education institution collects and analyzes feedback on students' satisfaction with the quality of support in outgoing and incoming mobility programmes. Students and other stakeholders receive updates on any interventions and improvements.**

**3.5.10. The higher education institution actively works to attract international students for mobility periods and/or full enrollment in study programmes with a full qualification upon completion.**

Faculty of Architecture students are kept informed about opportunities to study abroad through the Erasmus+ programme via the Virtual AF intranet, accessible through their AAI login ([link](#)). First-year undergraduate students receive an introduction to mobility options from the ECTS coordinator during their introductory lectures.

### Student Support

To support students in realizing mobility opportunities, the Faculty of Architecture has appointed designated mobility coordinators and ECTS coordinators for the architecture and urban planning study programme and the School of Design. During the application process, students are in communication with the ECTS coordinator, course lecturers, and student mobility coordinators.

### Student Buddy Programme

A new initiative introduced during the observed period, the Student Buddy Programme assigns one or two student buddies to every incoming international student to facilitate their integration into the programme. During their mobility, students keep in touch with the coordinators, lecturers, the Student Services, their buddy, and other students.

### Quotas

In accordance with the guidelines from the University of Zagreb's International Relations Office, the Faculty of Architecture has signed agreements for student and staff exchange programmes with 24 foreign higher education institutions. During the observed period, students of the Faculty of Architecture had the opportunity to participate in exchange programmes at 16 higher education institutions, enabling 33 outgoing student mobility opportunities for study periods lasting about 5 months and 4 mobility opportunities lasting 10 months. The digital Erasmus+ inter-institutional agreement approval can be viewed [here](#), and the list of bilateral agreements [here](#).

### Raising Awareness about Student Mobility

To raise awareness and empower students to participate in study programmes abroad, the ECTS coordinator organizes an annual *Erasmus+ Day*, where students can learn about mobility opportunities under the Erasmus+ agreements. The event covers application requirements, ranking criteria, and foreign language prerequisites.

Erasmus+ Day is held each winter. The event is announced on the intranet and via [posters](#) on the Faculty's notice boards.

The forum encourages Faculty's Erasmus+ alumni to share their mobility experiences with younger peers, promoting *Erasmus+* mobility as an "An Experience that Makes Your Studies and Your Life So Much Richer." Additionally, a talk by a representative from the Erasmus Student Network – a University of Zagreb student – provides further insights into the benefits of mobility. The lively and affirmative discussion, accompanied by various graphical and written materials and firsthand experiences, provides a comprehensive view of outgoing mobility, empowering and motivating students at the Faculty of Architecture to apply.

The Faculty makes t-shirts with the Faculty and Erasmus+ logos, which are distributed to all students participating in mobility programmes and their student *buddies* as part of the promotion of

mobility. By the number of students participating in professional internships abroad, the Faculty of Architecture ranked 6th among all faculties of the University of Zagreb (diagram: SMP AF 6th faculty within the University). Mobility participation has grown exponentially in recent years, reaching 66 students in 2023/24, or nearly 10% of the total student population. This growth is partly due to the current University administration's policy of granting Erasmus+ scholarships to all students who apply and meet the admission criteria. The results of the 2024 competition can be viewed [here](#).

### Recognition of Mobility and Acquired Competencies

The Faculty of Architecture has a streamlined, flexible system for recognizing ECTS credits earned during mobility periods, which promotes student participation in mobility programmes. Mobility is fully recognized in accordance with the Preliminary Learning Agreement and the Transcript of Records (completed courses), or the Learning Agreement after Mobility issued by a foreign institution and is verified by the ECTS coordinator. Mobility is recorded in the Croatian Higher Education Institutions Information System (ISVU) and acknowledged in the Diploma Supplement.

Based on the *Regulations on Student Internships at the Faculty of Architecture*, available [here](#), international internships are recognized towards the mandatory internship requirement in the architecture and urban planning study programme. Surveyed students expressed satisfaction with the recognition of mobility.

### Admission of International Applicants

Information about enrollment and study opportunities in English is available to international students on the Faculty of Architecture's website ([here](#)).

A brochure with in-depth information for international students is available [here](#).

Printed copies are available at student fairs abroad as part of the University of Zagreb's outreach efforts. The list of courses available to international students and the course catalogue in English can be found [here](#).

Contact information for faculty members, the ECTS coordinator, and the international relations coordinator is available to foreign students on the University of Zagreb and Faculty of Architecture websites. ([INFO PACK](#)).

Nomination and application procedures are communicated via email. After admission and prior to arrival at the Faculty of Architecture, the student receives emails from one or two peers from the Faculty of Architecture, who volunteer their time to help facilitate their integration and adjustment. Faculty and the Students' Union members receive email notifications about the enrolment of international students. This information is made available to all students via the intranet to promote better integration of international students at the Faculty. Students' Union representatives also send welcome emails to international students. The ECTS coordinator supports student involvement in the Youth Section of the Zagreb Architects Society (DAZ) to foster networking and peer-to-peer interactions. *Response*, invitations are sent by email: Erasmus Evening @DAZ, [here](#).

International students can learn Croatian by taking the Croaticum course on *Croatian Culture and History*, held at the University of Zagreb Faculty of Humanities and Social Sciences (<https://croaticum.ffzg.unizg.hr/?lang=hr>).

The Faculty of Croatian Studies also provides free Croatian language courses for Erasmus students (4 ECTS). This notice is posted alongside the list of courses for international students on the Faculty's [website](#).

The programmes at the Faculty of Architecture are conducted in Croatian. Depending on the number of international students, the Faculty organizes individual lessons or groups classes in English. Before the start of each semester, lecturers are notified about any international students enrolled in their courses and provided with their affiliations and contact information to ensure their smooth integration into the teaching process. Additionally, elective courses are offered in Croatian and a foreign language, and all lecturers are available for consultations in English.

### Analysis and Evaluation

The Faculty of Architecture collects and analyzes feedback on student satisfaction with both outgoing and incoming mobility programmes, focusing on the quality of the support provided. Satisfaction and subjective attitudes about the organization and implementation of mobility programmes are assessed through surveys.

Students generally express satisfaction with their mobility experiences, as well as with the support provided by the Faculty and the University. The Faculty hosts special events to foster peer-to-peer interactions about positive Erasmus+ experiences and inspire younger students to participate in the programme. Full recognition of mobility is guaranteed for all outgoing students. This information is provided to students via the intranet, the annual Erasmus+ Day event, and in-person consultations.

While some of the courses officially feature consultative teaching opportunities in English, in practice, these classes are often taught fully in English to accommodate international students.

More Erasmus+ mobility coordinators were hired. Student mentors or buddies also were actively recruited, with their number even doubling in some semesters, which effectively meant that all international students received support from two student mentors.

### Mobility/Programme Portfolio

Since 2023, the Faculty of Architecture has been involved in organizing and delivering the *Joint Master of Science in Redesigning the Post-Industrial City (RePIC)*. The study is a two-year, English-taught master programme with 120 ECTS at Level 7 EQF offered by eight European Partner Universities. These eight European Partner Universities forming the European University of Post-Industrial Cities (UNIC) are: Ruhr-Universität Bochum (RUB), Germany, University College Cork (UCC), Ireland, University of Deusto (UDeusto), Spain, Erasmus University Rotterdam (EUR), NetherlandsKoç University (KU), Turkey, University of Liège (ULiège), Belgium, University of Oulu, (UOulu), Finland, University of Zagreb (UniZG), Croatia (several lecturers from KUPPPA and Careva and Lisac from Law; a university-wide course launched).

### School of Design

School of Design students participate in both study abroad and internship programmes within the Erasmus+ initiative for *outgoing mobility*. Students can also apply for outgoing mobility through bilateral scholarship programmes offered by the University of Zagreb. The UNIZG bilateral exchange programme facilitates student mobility based on inter-university agreements.

All mobility programme admissions are announced on the [School of Design website](#), via student mailing lists, and during *Erasmus Day*, hosted by the ECTS coordinator. This event features guests from the Erasmus Student Network and provides in-depth information on mobility opportunities through Erasmus+ programmes. The coordinator also provides updates about other programme admissions, assists with portfolios and motivation letter creation, and helps navigate the specificities of partner institutions, and provides information about internship opportunities.

Alongside the promotion of Erasmus+ mobility and other mobility programmes, the School of Design ensures the automatic recognition of learning outcomes achieved at foreign institutions. Credits are recognized through transcripts of records (completed courses) and the ECTS credits earned during mobility, which are then included in the Diploma Supplement. Students returning from mobility are not required to take differential exams or additional courses. Professional internships are also recorded in the Diploma Supplement.

The School of Design's ECTS coordinator supports students throughout the application process by communicating the specificities of foreign programmes, aligning with students' interests and professional development. This helps students select suitable institutions for outgoing mobility. The coordinator also assists with portfolio preparation, motivation letters, and completing applications for foreign universities, as well as applications for University of Zagreb admissions.

The recognition of ECTS credits and completed courses is ensured through automatic recognition under Learning Agreements.

In the academic year 2023/2024, mobility increased significantly compared to earlier

data, especially for Erasmus+ SMP internships. Applications for study abroad opportunities in the upcoming academic year (2024/2025) have also reached the maximum quotas agreed with all foreign partners. In the 2023/2024 academic year, two students achieved outgoing mobility through bilateral agreements with the University of Zagreb, attending Macquarie and Murdoch Universities in Australia. These data will be reflected in the self-evaluation covering the 2022/2023 academic year.

The [curriculum is available in English](#) on the School of Design website. The School of Design offers courses in English (source: [List of courses in English](#)). An English-language version of the School of Design website is currently under development.

For incoming mobility, the coordinator assists international students in selecting courses for the Learning Agreement, notifies lecturers about the arrival of foreign students, and assigns a student through the *buddy* programme to help all international students feel at home. A majority of incoming mobilities to the School of Design were from Istanbul Technical University.

The ECTS coordinator promotes the School of Design programme at partner institutions through online presentations or during *Erasmus Day* events hosted by foreign partners. Lecturer mobility within the STA and STT Erasmus+ programmes contributes to the international visibility and quality of the programme. The number of lecturers participating in *International Week*, BIP, and international workshops at foreign institutions has been on the rise, fostering networking and new partnerships through European programmes.

The School of Design offers courses in English (source: [List of courses in English](#)). The coordinator helps international students select courses for the Learning Agreement, notifies lecturers about the arrival of foreign students, and monitors the application, arrival, and integration process of the foreign student.

Courses taught in English have several implementation models, depending on the type of course (practical/theoretical). Some courses are fully taught in English if international students are present, while in others, lecturers have practical workshops in English that are supplemented by English-language

consultations to cover the theoretical component.

International students are also given the opportunity to learn Croatian through the [Croaticum](#) programme at the Faculty of Humanities and Social Sciences, University of Zagreb.

The coordinator regularly monitors students during their outgoing/incoming mobility and their feedback is forwarded to the Programme Board and lecturers to identify areas to improve the programme. The coordinator maintains ongoing communication with coordinators at foreign institutions to attract international students, address challenges faced by outgoing students, and plan joint activities to foster networking between students and lecturers (BIP, *International Week*, UNIC).

Students returning from mobility participate in *Erasmus Day* events, helping younger students to find accommodation and apply for programmes. The coordinator encourages networking among students.

## SOURCES FOR VERIFYING FULFILLMENT OF STANDARDS

### STANDARD III.1.

→ Documented examples of teaching and pedagogical methods and techniques (teaching portfolios) used by individual lecturers, as well as examples of documented self-reflection and analysis of how applied methods and teaching processes relate to learning processes and the achievement of learning outcomes (e.g., preparation for lectures and exercises).

Architecture and Urbanism bachelor student average workload is presented [here](#).  
Architecture and Urbanism master student average workload is presented [here](#).

→ Student feedback (surveys, questionnaires, focus groups, etc.): [Student satisfaction surveys](#)  
→ Quality assurance mechanisms and processes for teaching modes and use of pedagogical methods: [Student surveys of study programme satisfaction](#)  
University survey for the evaluation of a lecturer  
→ Examples of adapting teaching mode to meet the diverse and special needs of various student populations: [Teaching adjustments](#) during the observed period  
→ E-learning systems (LMS, VLS), repositories and the like, and user support for lecturers and students: Faculty of Architecture Intranet ([VirtualAf](#)), AAI login

As sources for verification, please use the links provided in the text of each specific standard

### STANDARD III.2.

→ Published criteria and methods for evaluation and grading (in syllabi)  
→ Analysis of the alignment between teaching methods and evaluation grading methods: *N/A*  
→ Examples of activities supporting the development of skills related to testing and evaluation for those assessing students: *N/A*

→ Student feedback on the objectivity, reliability, and consistency of evaluation and grading methods: Surveys conducted by the Students' Union: <https://drive.google.com/drive/folders/1B2o5zPqJLSDL3fHv-wdRQup3OaPkS7fM>

→ Established mechanisms for ensuring the objectivity and reliability of evaluation and grading (e.g., double grading): Engagement of external critics (posters)

→ Examples of student appeals, resolution methods, the number of appeals, trends  
Student Services  
[Form PhD – 05 – Supervisor Annual Report](#)

→ Examples of adapted exam procedures (e.g., for students with disabilities)  
→ Examples of analysis of pass rates and progress throughout studies, as well as implemented interventions and improvements, trends  
Exam success analysis: <https://drive.google.com/drive/folders/17nic3qJO6ycWjVDf1Mtvxbiz3Zok-TQm>

→ Examples of grading evaluations: *N/A*

## SOURCES FOR VERIFYING FULFILLMENT OF STANDARDS

### STANDARD III.3.

- The latest criteria and procedures for the selection and admission of students (evaluation of high school performance, level of state exam completion, elective exams, additional knowledge and skill assessments) are always publicly available (published) in Croatian and one world language  
<https://www.arhitekt.hr/hr/nastava/upisi/>
- Defined decision-making procedures for admission criteria, criteria reviews, the number of appeals against the admission decisions, trends
- Defined procedures for the recognition of qualifications, periods of study, and prior learning, including examples of implementation
- Collaboration with the Office for Academic Recognition and the national ENIC/NARIC office (AZVO)
- Examples of good practices in including students from other higher education institutions or study programmes
- Feedback from students who transferred from other institutions regarding their experiences with the recognition of qualifications, periods of study, and prior learning *N/A*
- Data on pass rates, graduation rates, and dropout rates [analysis of exam results and online teaching work plans](#)
- Examples of measures to increase pass rates and graduation rates (e.g., supervision programmes, bridging courses, changes in admission criteria, curricula, teaching methods, and evaluation methods)
- Examples of diplomas and supplements  
[Examples of diplomas and supplements](#)
- Tables 3.1, 3.2, 3.3, 3.4 of the analytical supplement to the self-assessment

### STANDARD III.4

- [Study Regulations](#)
- [Rules on Employment Organization](#)
- [International student mobility](#)
- [Infopack for new students](#)
- [infopack for international students](#)
- Study Regulations, Rules on Employment Organization
- Info packs for new students
- Decisions on the establishment and rules of operation of library and advisory services *N/A*
- Established support and advisory services (academic, career, psychological, legal support, support for vulnerable and underrepresented groups, international mobility students, etc.) at the institutional level
- Student feedback on satisfaction with professional support and support services provided by the higher education institution and consultation services (tutors, supervisors, advisors, ECTS coordinators, student services, career counseling, psychological counseling, legal counseling, support for vulnerable and underrepresented groups, international relations office, library services)
- Examples of learning activities (short-term training programmes, courses, etc.) aimed at developing students' digital skills *N/A*
- Data on vulnerable and underrepresented users of support services are collected in compliance with the Personal Data Protection Act
- Physical accessibility is adapted to students with disabilities
- Examples of adapting the admission process, teaching modes, and assessment procedures, as well as spatial conditions and the like, to meet the individual needs of students from vulnerable and underrepresented groups: [adapting the admission process](#)
- Examples of financial support provided to students from vulnerable and underrepresented groups  
→ [tuition writeoff decisions](#)
- Examples of institutional support for student organizations and societies, as well as examples of faculty and staff participation in the activities of student organizations and societies  
[Student organization support](#)

## SOURCES FOR VERIFYING FULFILLMENT OF STANDARDS

- Accessibility of lecturers to students (e.g., published office hours)
- Number, educational structure, and accessibility of staff in libraries and administrative services
- Data on the planning and application of training, professional development, and exchange programmes for library and administrative staff (e.g., within the Erasmus programme)

### STANDARD III.5

- All information at:
  - [International affairs](#) on Faculty of Architecture Web page
  - [google drive](#) standard 3.5.
  - <https://www.studijdizajna.com>
- Erasmus Charter and other types of (bilateral) exchange agreements or projects enabling outgoing and incoming student mobility
- Established international cooperation office/support services for students in international exchange/ECTS coordinator at the institutional level
- Examples and results of activities/reports on the work of the international cooperation office/support services for exchange students/ECTS coordinator at the institutional level
- Number of students participating in outgoing/incoming mobility
- Number of international students fully enrolled at the institution
- Examples of the evaluation and recognition of ECTS credits earned at foreign institutions
- Foreign language instruction, the international dimension of the programme (exposing students to foreign literature, experiences, internships, professors, and peers)
- Performing part or all of the study programme in a foreign language
- Croatian language learning programmes at the institutional level and the number of international students involved in Croatian language lessons *N/A*
- Analysis of feedback on student satisfaction with the quality of institutional support

- Examples of improvements implemented and information provided to students and other internal and external stakeholders
- Table 3.5 of the analytical supplement to the self-assessment

### Sources: School of Design

- [Erasmus Self-Evaluation 2024](#)
- [UNIC](#)
- [Examples of the evaluation and recognition of ECTS credits earned at foreign institutions](#)
- [Offering part or all of the programme in a foreign language \(List of courses in English\)](#)
- [BIP](#)
- [Erasmus Agreements](#)

# IV. TEACHING STAFF CAPACITIES AND INFRASTRUCTURE OF THE HIGHER EDUCATION INSTITUTION

## IV.1. THE HIGHER EDUCATION INSTITUTION ENSURES APPROPRIATE TEACHING CAPACITIES.

IV.1.1. The higher education institution employs an adequate number of lecturers in both research and teaching positions and arts and teaching positions on a full-time basis (for the university, i.e. faculty), and this includes the appropriate number of lecturers in the field of the study programme (universities: 21 lecturers, with at least three in the field; faculties or art academies: seven lecturers, with at least three in the field).

IV.1.2. The ratio of the total number of enrolled students and lecturers (full-time and adjunct faculty) does not exceed 30:1. For part-time faculty, their total working hours are summed up and divided by the standard number of working hours of a full-time employed lecturer.

IV.1.3. All lecturers, including external associates, are qualified to teach the courses they are responsible for. They possess relevant work experience and incorporate the latest trends and insights from the labor market into their teaching.

IV.1.4. The total annual teaching workload for all faculty members does not exceed 20% of the overall annual teaching workload of a higher education institution.

IV.1.5. The total annual teaching workload for an individual lecturer does not exceed 20% of the total annual teaching workload.

### Study of Architecture and Urban Planning

The instruction is provided by faculty and associates in full-time employment in both research and teaching ranks as well as arts and teaching ranks, all selected in the appropriate field. In the 2022/23 academic year, the total number of lecturers for the study programme of architecture and urban planning was: 113  
→ in research and teaching roles 35  
→ in arts and teaching roles 40  
→ in teaching roles 20  
→ in adjunct roles 18

### Pedagogical Standard

The total number of students in the undergraduate and graduate study programmes is 892. The current ratio between the total number of lecturers and students in the study programmes of architecture and urban planning is approximately 1:8 and provides a solid foundation for high-quality performance of the study programmes. Student groups are scaled to spatial, organisational and staffing capacities, in keeping with the

provisions of the Collective Agreement for Science and Higher Education.

The number of students admitted to the undergraduate or graduate study programmes in architecture and urban planning is currently capped at 135. Admission quotas are subject to the University's approval. The number of students attending specific courses may be higher, due to students repeating courses, or lower, depending on the number of students who meet the prerequisites for enrolment. Design studios and workshops typically enrol between 120 and 150 students, divided into 8 to 10 groups. In the third semester of the graduate study programme of architecture and urban planning, students can choose from one of 14 supervisor groups in the Workshop 3 course.

### School of Design

The instruction is provided by faculty and associates in full-time employment in both research and teaching ranks as well as arts and teaching ranks, all selected in the appropriate field. The total number of lecturers at the School of Design in the 2022/23 academic year: 31  
→ in research and teaching roles 4  
→ in arts and teaching roles 15  
→ in teaching roles 5  
→ in adjunct roles 7

The undergraduate and graduate design study programme currently admits up to 32 students.

### Pedagogical Standard

The total number of students in the undergraduate and graduate study programmes is 152. The current ratio between the total number of lecturers and students in the study programmes of architecture and urban planning is approximately 1:5.

### Teaching Staff Qualifications

The selection, advancement, and reappointment of faculty members at the Faculty of Architecture are based on legal regulations and the achievements of lecturers, ensuring that they meet the required legal requirements. Faculty are appointed to research, research and teaching, or teaching rank and the appropriate positions, demonstrating they have fully met the criteria set out by legal regulations. Associates are also selected for adjunct positions and appropriate positions, which also means they have fully met all the legal requirements.

For assessing excellence in the promotion of faculty in artistic fields, additional criteria are applied by the Faculty Council of the Faculty of Architecture.

The evaluation of work experience, artistic, scientific, and professional accomplishments in the appointment,

reappointment, and promotion processes ensures the selection of highly qualified faculty in the field, especially for the courses they teach.

### Teaching Workload

The total annual workload for teaching staff is in line with the [Collective Agreement for Science and Higher Education](#).

## IV.2. THE HIRING, PROMOTION, AND REAPPOINTMENT OF FACULTY ARE BASED ON OBJECTIVE AND TRANSPARENT PROCEDURES THAT INCLUDE THE EVALUATION OF EXCELLENCE.

**IV.2.1. The higher education institution has developed and regularly updates a staffing policy and hiring plan to ensure sufficient teaching staff. The entire process, from candidate attraction and selection methods to selection, recruitment, career development, and promotion, is based on professional, objective, and transparent procedures and criteria that promote excellence and are applied consistently.**

**IV.2.2. The faculty hiring procedures are derived from the development goals of the higher education institution and comply with relevant legal regulations.**

**IV.2.3. Past activities, including teaching performance, research, and student feedback, are considered when selecting, appointing, and evaluating the teaching staff.**

**IV.2.4. The higher education institution has appropriate methods for selecting the best candidates for each position and, beyond the national minimum requirements, has established competitive criteria to screen for excellence at each individual position.**

**IV.2.5. Faculty promotion procedures for higher ranks are based on the evaluation and recognition of excellence, taking into account significant achievements such as international contributions to the field, prestigious publications, notable scientific discoveries, successful projects, securing additional funding, supervision, heading final and thesis projects, producing learning material and textbooks, delivering popular lectures etc.**

**IV.2.6. Indicators of excellence include scientific/artistic, teaching, and professional ventures, as well as contributions to the development of the institution.**

**IV.2.7. Additional criteria for the promotion of faculty reflect the strategic goals of the higher education institution.**

The faculty hiring policy and plan at the Faculty of Architecture are tailored to the needs and plans of individual departments and the School of Design. This ensures that the required pedagogical standard is upheld in the classroom within the framework of the teaching workload and working time allocation as defined by the current Collective Agreement. Human resource management includes addressing faculty retirements, promoting faculty to higher positions, and hiring for new positions. During the period under review, the Faculty underwent a generational shift, with many lecturers retiring, and their positions were filled by new faculty members. The faculty composition has been rejuvenated with the hiring of new assistants to fill vacancies created by retirements or promotions. Additionally, during the period under review, the Faculty received approval for additional development positions to facilitate faculty promotion to the rank of the course coordinator when the position is not vacated by retirement.

Human resource management during this period ensured the smooth running of classes in line with the pedagogical standards, fulfilled faculty workload requirements, and enabled the approval of sabbatical leave for faculty members.

### Development Goal

One of the key development goals in the Faculty's recruitment policy is to maintain an optimal structure of teaching positions. The period under review was marked by the recruitment of new hires into adjunct positions and the appointment of faculty to research and arts and teaching positions.

### Employment Criteria

The criteria for appointment to teaching positions are designed to take into account all past activities of the candidates. These criteria evaluate significant achievements such as participation in international exchange programmes, published works, completed projects and secured additional funding, supervision of graduate and doctoral theses, contributions to teaching, and the publication of teaching materials or textbooks, etc. The selection process begins with a proposal from a department or the School of Design. After discussions and approval by the Commission for Study Reform and Quality Management, the proposal is sent to the Faculty Council, which appoints an expert panel to assess whether the criteria for the position have been met. In addition to the prescribed national minimum requirements, the panel also evaluates the fulfilment of additional conditions set by the Faculty Council, depending on the open position. Examples of recruitment processes can be viewed [here](#).

### Additional Requirements

By setting additional requirements, the Faculty Council aims to acknowledge and reward excellence in professional and artistic work of a lecturer. These criteria are designed to ensure that faculty possess the advanced knowledge, expertise, and skills necessary to effectively transfer knowledge and teach students.

## IV.3. THE HIGHER EDUCATION INSTITUTION PROVIDES SUPPORT FOR THE PROFESSIONAL DEVELOPMENT OF ITS FACULTY.

**IV.3.1. The higher education institution has a development plan for its faculty, with defined performance indicators. It sets annual priorities for professional development of its faculty. The criteria for promotion and rewarding excellence are clear-cut, transparent, and consistently applied.**

**IV.3.2. The higher education institution has clearly defined how it provides support to faculty in their professional and career development. It fosters the transfer of knowledge within the organization.**

**IV.3.3. The higher education institution promotes and provides opportunities for the development of teaching competencies at the institutional level.**

**IV.3.4. The higher education institution supports and encourages the development of digital skills of the faculty.**

**IV.3.5. The higher education institution fosters competency development by collecting and analysing feedback on the evaluated effectiveness and efficiency of teaching faculty's work (e.g., self-assessment, peer observation, student surveys, focus groups).**

**IV.3.6. The higher education institution encourages participation in international mobility programmes, collaborative networks, and similar initiatives.**

**IV.3.7. The higher education institution promotes and provides support for faculty participation in competitive projects both at the international and national levels.**

### Institutional Development

The professional development of faculty is shaped by the Faculty of Architecture's recruitment and employment plan. The priorities for the professional development of lecturers are reflected in the conditions, criteria, and timeline for appointments. Meeting the conditions for appointment is an indicator of success of a lecturer in their professional development. The academic fields of study at the Faculty of Architecture determine the

structure of the teaching staff, which includes basic research and teaching, arts and teaching, teaching, and adjunct ranks. The Faculty of Architecture is institutionally committed to improving the status of lecturers in teaching and adjunct positions.

### Rank and Position: Lecturer

According to the *Faculty's Rules on Sabbatical Leave* ([here](#)), sabbaticals are available not only to lecturers in research and arts and teaching positions, but also to faculty in lecturers/senior lecturers positions, to help them meet the conditions for promotion to research or arts and teaching positions. Through planning of the teaching capacities, the workload of lecturers on sabbatical can be redistributed accordingly.

### Rank and Position: Assistant

During the observation period, the Faculty conducted multiple recruitment processes to fill assistant positions. Assistants are selected from the top students at the Faculty. To support assistants in obtaining their doctoral degrees—typically a requirement for promotion to senior assistant positions—the Faculty covers their doctoral study costs. As much as possible, the Faculty adheres to the prescribed work scheduling for assistants, ensuring that the balance between teaching load, research time, and institutional contribution remains sustainable.

### Institutional Support

During the observed period, the Faculty initiated several rounds of "Small Research Projects" under the University's research support and funding programme. Faculty members were invited to propose topics, form research groups, and conduct a one-year research study aligned with an institutionally defined thematic framework. These projects have been partially documented in the AF Newsletter, available [here](#), [here](#), and [here](#). These small research projects enabled faculty to participate in the international dissemination of research, contributing not only to the overall research output of the Faculty but also to their academic profiles.

### International Collaboration

In addition to research collaborations, the Faculty of Architecture was actively involved in international projects led by the European Association for Architectural Education (EAAE) during the period under review. This involvement institutionalized opportunities for the Faculty's teaching staff to participate in international discussions aimed at improving the quality of architectural education. The Faculty's long-standing presence in these activities culminated in hosting the EAAE's



annual assembly (described above) and accompanying conference in August 2019 ([Conference, Book of Abstracts](#)).

#### Ways of Teaching

Between 2016 and 2018, a series of EAAE workshops for lecturers focused on defining the goals of architectural education. The conclusions were recorded in the [Principles and Practices of Architectural Education](#) charter, presented in Porto in 2018, with contributions from Siniša Justić and Mia Roth-Čerina. This document served as the basis for a series of workshops held from 2018 to 2023, focusing on the alignment with current educational practices and sustainable development goals.

#### Faculty Mobility

The Faculty encourages its staff to participate in international mobility programmes and collaborative networks. However, despite the available university exchange programmes, the number of longer-term faculty exchanges at foreign universities during the observed period remained relatively low. In addition to objective challenges faced by the Faculty, this complex issue stems from the financial and organizational burdens that such exchanges entail.

#### Student Evaluations of Lecturers

Surveys conducted by the Faculty of Architecture Students' Union provided during the period under review valuable insights into students' subjective experiences of studying and interacting with the faculty. Despite repeated attempts to downplay the importance of these evaluations of the teaching and work of lecturers, the feedback from students has highlighted issues and sparked discussions. Therefore, this feedback is welcomed as a catalyst for objectively assessing the current state of teaching and driving necessary changes to improve the expertise and competencies of faculty, ultimately enhancing the efficiency and quality of the study experience.

#### School of Design Department

Faculty members at the School of Design participate in various mobility programmes related to their academic, professional, teaching, and artistic activities. Faculty mobility is partly a result of Erasmus+ agreements with foreign institutions, as well as University of Zagreb initiatives, and other funding programmes. Due to temporary delays in the signing of new inter-institutional agreements because of the digitalization process, there are currently four Erasmus+ agreements in

ISCED fields 0212 and 0211 (Germany, Austria, Slovenia, and Turkey), with additional agreements in progress, including one with the Academy of Fine Arts at the University of Sarajevo.

Through Erasmus+ STA and STT mobility programmes, faculty members have participated in the Erasmus+ *International Week* at TH Köln, visited Malmö University and Istanbul Technical University, and engaged in *blended* intensive programmes (BIPs) through collaboration between the School of Design and FH Joanneum and ALUO Ljubljana.

Through academic and artistic work, participation in conferences, teaching at foreign institutions, and international workshops, faculty members pursue academic ambitions within research projects or doctoral studies, establishing networks of collaborators and partners. These partnerships are often formalized through Erasmus+ agreements and other collaborative programmes (UNIC, NEB). The faculty also regularly participates in international conferences hosted by other faculties within the University of Zagreb, such as the "*Better Future for Healthy Ageing*" conference organized by the School of Medicine and the "*NEB Goes South*" conference co-hosted by the Faculty of Architecture and others. In the 2023/2024 academic year, the School of Design launched a collaboration (and achieved inbound/outbound faculty mobility) with Malmö University's *Faculty of Culture and Society, School of Arts and Communication*, through the [UNIC](#) alliance's *Breakout 7: Arts, Culture, and Creativity* programme, with upcoming activities scheduled throughout 2027. Several School of Design faculty members have been appointed to the UNIC Panel of Experts. The department is in the process of joining the *Cumulus Association*, a platform representing a dynamic ecosystem for internationalization and global mobility, knowledge exchange, and collaboration in art and design pedagogy, research, and practice.

#### IV.4. FACILITIES, EQUIPMENT, AND THE COMPLETE INFRASTRUCTURE ARE ADEQUATE FOR TEACHING, RESEARCH, ARTISTIC, AND PROFESSIONAL ACTIVITIES.

**IV.4.1. The higher education institution plans and improves its infrastructure in line with its strategic goals.**

**IV.4.2. The higher education institution provides at least 1 m<sup>2</sup> of space per student.**

**IV.4.3. The higher education institution has lecture halls, laboratories, spaces for practical instruction, a library, a computer room, faculty offices, and administrative offices.**

**IV.4.4. Lecture halls are equipped with seating for students, a lectern, and equipment for presenting teaching materials. Laboratories are equipped with the necessary laboratory equipment for conducting research for the university and for practical lessons. Faculty offices and administrative spaces are outfitted with appropriate office equipment.**

**IV.4.5. The higher education institution provides an adequate number of computers for student use and wireless internet access in all student areas.**

**IV.4.6. The higher education institution uses appropriate technology to support all teaching and research needs.**

**IV.4.7. The facilities, equipment, and infrastructure (laboratories, IT services, workspaces, etc.) are adequate for carrying out research, arts-based, and professional activities.**

#### Renovation of the AGG Building

The period under review was mostly noted by a comprehensive renovation of the AGG Building, shared home to the Faculty of Architecture, the Faculty of Civil Engineering, and the Faculty of Geodesy. The renovation involved reallocating space within the building between the Faculty of Architecture and the Faculty of Geodesy, resulting in a more logical and compact use of space. This reorganization increased the available teaching space, which saw the Faculty of Architecture adding approximately 800 m<sup>2</sup> of useful surface area for Studios and Workshops to be used by students during classes. The additional space for teaching and students was achieved by reducing the area used by faculty members, shifting the ratio from 14.5 m<sup>2</sup> per faculty member and 2.5 m<sup>2</sup> per student to a configuration that benefits students.

#### Lecture Halls

The Faculty of Architecture lecture halls are located within the building shared by the Faculty of Architecture, the Faculty of Civil Engineering and Faculty of Geodesy in Kačićeva street (AGG – main building).

The largest lecture hall, no. 81, located on the high ground floor of the building, is used by all three faculties (A = 318 m<sup>2</sup> hall + 70 m<sup>2</sup> of ancillary rooms: room for sound equipment, room for translators, digital exhibition space, 360 seats for students). Room 81 was renovated between 2003 and 2005 and equipped with modern technology (air conditioning, computer systems, projectors, public address systems) and new furniture.

Other lecture halls used by the Faculty of Architecture include: Room 221 on the 2nd floor (64 m<sup>2</sup>, 60 seats), Room 317 on the 3rd floor (91 m<sup>2</sup>, 110 seats), Room 318 on the 3rd floor (24 m<sup>2</sup>, 40 seats), and Room 422 on the 4th floor (95 m<sup>2</sup>, 110 seats). All lecture halls are equipped with up-to-date technology, including air conditioning, computers, projectors, sound systems, and new or refurbished furniture. The seating capacities of Rooms 317 and 422 are sufficient for required courses, while Rooms 221 and 318 are used for elective courses. Room 221 is periodically (5 days per month) used by the postgraduate study programme in the afternoon.

The renovation of the building will meet contemporary fire protection standards, so Rooms 318 and 422 will have modified entrances after the renovation while maintaining the same number of seats.

The total surface area of the lecture halls used by the Faculty of Architecture is 662 m<sup>2</sup>, which, taking into consideration the number of students in the undergraduate and graduate study programmes (125x3 + 125x2) amounts to 1.06 m<sup>2</sup> per student.

#### Drawing Studios

Given their importance to the educational process, the studio spaces are a significant part of the building. Before the renovation, the practical lessons at the Faculty of Architecture were held in 22 classrooms on the 3rd, 4th, and 5th floors of the AGG building: 19 drawing studios, 2 computer labs and the model room. All drawing studios were renovated after 2005, equipped with modern technology (computer equipment, projectors, interactive whiteboards in about 50% of drawing studios), and furnished with new or refurbished furniture. The computer rooms have a capacity of 40 workstations with computers that are available to students outside of classes, in addition to being used for education on the usage of computers in architecture.

### Model Workshop

The model workshop, located on the 3rd floor, is open to students of the Study of Architecture and Urban Planning. The model room is well-equipped on the technical level. The intensity, frequency, and diversity of use during the period under review have shown the need to increase its capacity. Since the renovation did not expand this space, the next administration will need to explore other solutions for increasing capacity.

### Total Surface Area

The surface area of the rooms for conducting courses with practical lessons used by the Faculty of Architecture before renovation was 1571 m<sup>2</sup>, which, taking into consideration the number of students in the undergraduate and graduate study programmes (135x3 + 135x2) amounts to 2.33 m<sup>2</sup> per student. The renovation significantly boosted the available teaching space by approximately 800 m<sup>2</sup>, simultaneously increasing the area per student to about 3.5 m<sup>2</sup>.

### Faculty Offices

Before the renovation, the Faculty of Architecture had 72 faculty offices in the AGG building, covering a total of 1609 m<sup>2</sup>, or 14.83 m<sup>2</sup> per faculty member. Following the renovation and reallocation, 67 faculty offices will remain, with an intensified use of space, providing approximately 8 m<sup>2</sup> of surface area per faculty member.

### IT Equipment

The period under review saw challenges with the IT support services and maintenance. Due to a lack of qualified personnel, the Faculty of Architecture entered into an agreement with the Faculty of Civil Engineering to share its IT services. During the temporary relocation, an external IT provider was contracted to move and reinstall the Faculty's IT equipment. Developing a sustainable IT support plan is a priority for the Faculty and will be synchronized with the return to the renovated building in the future.

### School of Design

Before the renovation, the School of Design held classes not only at its main location at Frankopanska 12 but also partly at the Faculty of Architecture building on Kačićeva 26, due to its organizational structure. The lack of space required improvisation, with the same rooms serving as lecture halls, workshops, and studios. Beyond classrooms, there is a need for dedicated, well-equipped workshops and labs, as well as personal workspaces for students to conduct all-day study sessions.

During the observed period, the School of Design (Frankopanska 12) used five lecture halls and three computer labs (Studio VK, Newsroom 1, and Newsroom 2). Other spaces include seven faculty offices and a workshop.

The IT equipment in the computer labs used for teaching is regularly maintained. The programme continues to update its software. However, the updates increasingly cause technical problems as they require better computer systems. As system upgrades are becoming less cost-effective, new computers are planned for purchase, while the computers used in teaching will be used for other tasks at the Faculty. Other peripheral equipment still meets teaching needs.

20 years have passed since the computer room was first opened and first computers had been used for Faculty teaching. During this entire period, as well as today, the strategy for using the Faculty computer resources has been intense utilization which ensures the equipment, which quickly becomes out-dated due to its nature, is exploited as efficiently as possible. When the computer equipment is not used for instruction, students can access it freely which effectively extends the usage time of the equipment. The computer department hired TAs who assist with the use of equipment.

Computer equipment located in the drawing studios and classrooms is regularly maintained. Each drawing studio has a dedicated computer for interactive whiteboards and projectors.

The School of Design owns PCs and Mac computers which barely meet the basic classroom needs. Students can use all classroom computers even outside of instruction. Students also have access to the CADLAB platform. However, as this is used jointly by the Faculty of Mechanical Engineering and Naval Architecture and the Faculty of Architecture, it is available only for classwork due to high demand. There is also the issue of procuring the appropriate software.

**Prototype Workshop** intended for testing ideas and creating various types of physical models in various scales. From the earliest stages, students are encouraged to vet their ideas through hands-on experience, from setting dimensions and shapes, checking ergonomics, to refining details, joints, finishes, and textures. Different types of models reveal different aspects of design solutions. Through this process, students gain experience in translating ideas from sketches into tangible reality, learning the importance of precise technical documentation, construction choices, and the physical properties, possibilities, and limitations of materials. Students can use basic hand tools, power tools, CNC

laser cutters, CNC milling machines, and 3D printers to create models.

Due to its basement location at Frankopanska 12, work conditions are far from optimal. The workshop capacity is adequate but requires prior scheduling.

### Faculty Offices

School of Design faculty members do not have designated offices due to the lack of adequate space at the main location at Frankopanska 12. Faculty members share two rooms for all activities, with one smaller room used by a single lecturer. Given the number of faculty members sharing these spaces, they cannot be considered suitable.

### Motovun Study Center

In the heart of Motovun, at Trg Andrea Antico 5 (cadastral plot 211, Motovun Cadastral Municipality), the University of Zagreb Faculty of Architecture owns the building hosting the Motovun Study Center. Motovun Study Center: Motovun has been home to the International Summer School of Architecture since 1981, focusing on the research, evaluation, and creative interpretation of architectural heritage in Istria. The building's total area is 218 m<sup>2</sup>, with an additional 60 m<sup>2</sup> garden terrace. The ground floor includes a hallway, a staircase within the tower, a reception room, an exhibition space, a hallway leading to smaller rooms, a restroom, a photo lab, two offices, and a garden terrace. The first floor houses a hallway, a faculty room, a library, a classroom, and a restroom. The attic is out of use.

In addition to this building, the Faculty of Architecture also owns a parcel with ruins of historic buildings on Via Borgo in Motovun (cadastral plots 2827, 2828, 2829, 2830, Motovun Cadastral Municipality).

### Research, Development, and Innovation Center (RDIC) and Center for Smart Urban and Rural Spaces

Based on the 2017 "Preparation of RDI Infrastructure Projects" Call for Proposals, the University of Zagreb Faculty of Architecture submitted a project proposal for a Restricted Grants Call for two initiatives:

A) Research, Development, and Innovation Center (RDIC) (base: Faculty of Architecture spaces in Zagreb)

B) Center for Smart Urban and Rural Spaces: Innovative urban and architectural solutions to enhance energy efficiency in traditional and protected zones (base: Faculty-owned property in Motovun).

Both proposals were approved for funding (A in 2021, B in 2020). The project and technical documentation for both initiatives have been completed.

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Both proposals were approved for funding (A in 2021, B in 2020). The project and technical documentation for both initiatives have been completed.

### A) Research, Development, and Innovation Center (RDIC) (Faculty of Architecture, Zagreb)

Research, Development, and Innovation Center (RDIC), the Faculty's first research, development, and innovation center, will focus on transferring outputs and knowledge to the market. The design and technical paperwork for the facility have been completed.

As RDIC will be located in the Faculty's existing spaces, these will require renovation and new research equipment and e-infrastructure. RDIC's primary objective will be research and development of new materials, techniques, and technologies to improve the energy and mechanical features of new and existing buildings.

The project is a direct contribution to Croatia's Smart Specialization Strategy and the country's Education, Science, and Technology Strategy.

RDIC will be furnished with scientific instruments (advanced tools for architectural scanning, measurement devices, structures and materials testing equipment, and monitoring devices), knowledge-based resources (collections, archives, and existing technical and technological data), and auxiliary infrastructure (IT infrastructure, computers, and software). The renovation works on the premises of the Research, Development and Innovation Center will be carried out as part of the comprehensive renovation of the AGG building. Completion is expected by early 2025. After renovation, the space will be furnished partially with old equipment, as well as new equipment acquired through future tenders and internal funding.

### B) Center for Smart Urban and Rural Spaces (Motovun)

The Faculty of Architecture is working on a project to prepare the required paperwork for investment in research and innovation infrastructure for the Center for Smart Urban and Rural Spaces, under the moniker

of “Innovative Urban and Architectural Solutions to Enhance Energy Efficiency in Traditional and Protected Areas.” The goal is to strengthen the synergy between the Faculty’s scientific, research, and teaching activities and technology transfer by setting up research and innovation infrastructure in Motovun. By renovating its property, the Faculty aims to create an internationally significant platform for innovation and knowledge transfer, focused on “Smart Cities, Smart Villages” themes.

This project directly supports Croatia’s Smart Specialization Strategy, specifically in the thematic area of Energy and Sustainable Development, under the sub-theme of Energy Technologies, Systems, and Equipment, as well as ICT as a cross-cutting topic.

It also aligns with Croatia’s Education, Science, and Technology Strategy, particularly in the higher education sector (Goal 5: Ensuring sufficient spatial and IT resources for higher education and the science and technology sector; Goal 4: Engaging universities, polytechnics, and research institutes in smart specialization processes and relevant technological development guidelines; and Goal 5: Developing national research and innovation infrastructures with public access and linking them to EU infrastructures).

The complete project and technical documentation for the reconstruction of the building (Via Borgo) has been prepared. The next step is to apply for funding or co-financing for the reconstruction and equipping of the buildings. These facilities will house research infrastructure specialized in urban and architectural project development in protected areas and the restoration of built heritage (scientific fields of technical sciences, architecture, urban planning).

#### **IV.5. THE LIBRARY AND ITS RESOURCES, ALONG WITH ACCESS TO ADDITIONAL CONTENT, ENSURE THE AVAILABILITY OF LITERATURE AND LIBRARY SERVICES NECESSARY FOR HIGH-QUALITY STUDIES AND RESEARCH AND TEACHING OR ARTS AND TEACHING ACTIVITIES.**

**IV.5.1. The library, its resources, and additional content provide access to literature and library services needed for the implementation of study programmes and research, arts-based or professional work (availability of teaching materials, research, arts-based, or professional sources, access to information and communication technologies, access to printed and/or electronic library materials).**

**IV.5.2. The library, its resources, and additional content meet the quality requirements for academic studies in accordance with the standards for higher education, university, and research libraries (OG 81/22).**

**IV.5.3. The higher education institution has provided teaching literature and literature for scientific and professional work.**

**IV.5.4. Students and faculty have access to information and communications technologies.**

**IV.5.5. Students and faculty have access to printed and/or electronic library materials. The library, its resources, and additional content meet the quality requirements for academic studies.**

**IV.5.6. The library, its resources, and additional content meet the quality requirements for research and teaching or arts and teaching activity.**

#### **Libraries**

Faculty of Architecture (study programme of architecture and urban planning and School of Design) students enjoy access to two libraries: The central AGG library, shared by the Faculty of Architecture, the Faculty of Civil Engineering and the Faculty of Geodesy, and the Study Archive – the study and specialised library of the Faculty of Architecture.

#### **Study Archive**

The Study Archive of the Faculty of Architecture is intended for research related to the material stored in the Archive (books, periodicals, graduate and doctoral theses, other archive material). The Archive boasts an impressive collection of international, regional, and Croatian periodicals from the first half of the 20th century up to today, making it a one-of-a-kind library

in this region. The collection was created by collecting and storing periodicals from individual offices and lecturer’s bequests, as well as through procurement projects. Due to this, the Study Archive is in possession of probably the most complete collection of architectural and urban planning periodicals in the region, making it an ideal place to explore the modern architecture of the local area. Considering that part of the Croatian architectural production from 1945 to 1990 was published in journals from other locales (and not in Croatian magazines), such a collection provides a complete insight into the corpus of Croatian architecture of the modern period.

The existing collection and acquisition methodology are tailored to the study programmes offered by the Faculty of Architecture. The Archive also collects editions on related and interdisciplinary topics. The number of journal subscriptions and the rate of acquisition of new issues are satisfactory, in line with the Faculty’s financial means. The average annual journal subscription fee is about EUR 2,000. Up to EUR 1,500 is used for books each year. Part of the material are donations from various sources, from cultural centers to architectural firms. These volumes can satisfy basic needs.

Much of the material is available for open use, and some of it is stored in the repository and available on request.

The Faculty of Architecture Study Archive can be browsed [online](#).

#### **Central Lending Library**

The Central Lending Library of the Faculty of Architecture, the Faculty of Civil Engineering, and the Faculty of Geodesy (AGG) is located on the ground floor of the main building. Its basic function is the procurement, processing, and lending of library collections in the fields of architecture and urban planning, civil engineering, geodesy, and other areas that are taught and explored at these institutions. The first section of the library is dedicated to journals and features a special reading desk with 16 seats. Various foreign scientific journals are available online, through the Center for Online Databases of the Croatian Ministry of Science and Education. The central section comprises a reading room for students with 112 seats with internet connection sockets. The library catalog can be searched online at two stand-alone info spots. The library material is placed on shelves with free access to users. The space is under CCTV protection and the books are also protected by a sound protection system. The library is open every working day from 8 AM to 6 PM, except on

Friday, when it closes at 3 PM. All enrolled students can register for library services by presenting their academic transcript booklets. Two books can be borrowed at a time for up to 30 days. The reference collection contains a great number of encyclopedias, lexicons, dictionaries, and other manuals, as well as master theses and doctoral dissertations defended at the three faculties. The library holds about 45,000 books and 300 journals, mainly from the fields of civil engineering, geodesy, architecture, and urban planning. The last section of the library is a professional book processing space with two work stations and the library manager’s desk. This section also contains reference collections and card catalogues. The digitized library catalog can be searched [online](#).

#### **Databases**

The Faculty of Architecture has access to several full-text databases, the most significant being Hrčak, *Academic Search Complete*, and JSTOR. Access is achieved via the AAI@EduHr academic credentials. However, these are mostly free access for which no subscription is required, and the institution should work on arranging access to bibliographic databases and online journals specialized in the field of architecture and urban planning.

As a component of the University, the Faculty of Architecture, via the National University Library, has subscribed access to the *Wos* and *Scopus* bibliographic databases. *Google Scholar* is also used, which is freely available to the entire academic community. Access is achieved via the AAI@EduHr academic credentials.

#### IV.6. THE HIGHER EDUCATION INSTITUTION PROVIDES THE FINANCIAL RESOURCES REQUIRED TO CONDUCT TEACHING, RESEARCH, AND PROFESSIONAL ACTIVITIES.

IV.6.1. The higher education institution has a financial plan that includes revenue and expense projections for higher education and professional activities over a three-year period (for universities, faculties, art academies, or polytechnics, the financial plan should also include planned revenues and expenses for research, arts, and professional activities).

IV.6.2. The public higher education institution demonstrates access to funds necessary to conduct its programmes via signed programme agreements, projected income from tuition fees, or other revenues.

IV.6.3. Financial sustainability and efficiency are visible in all aspects of the institution's operations.

IV.6.4. The higher education institution manages financial resources transparently, efficiently, and purposefully.

IV.6.5. Additional funding sources are used for the development and improvement of the institution.

IV.6.6. Additional funding sources are secured through domestic and international projects, collaborations with industry, local communities, etc.

##### Financial Plan

The Faculty of Architecture of the University of Zagreb generates revenue from both the state budget of the Republic of Croatia and its own activities. Over the last two years (2022 and 2023), the proportion of self-generated income has increased by about 19%. Of the total income, 67% comes from the budget, while 33% is self-generated. Self-generated revenues include revenues under special regulations, project and professional work revenues, Prostor journal reviews, publishing activities, donations, and space rental.

The degree of financial independence and flexibility of the institution is satisfactory considering the independent management of financial resources through the faculty's own account, but not with regards to the fact that two-thirds share of resources in the revenue structure comes from the national budget, which leads to a dependence on the relevant Ministry of Science and Education and the state budget of the Republic of Croatia.

The School of Design has no legal personality nor a separate giro account. The financial operations of the School of Design are integrated within the Faculty of Architecture's financial management.

The Faculty of Architecture has a three-year financial plan in place. The financial plan for the current year provides an estimate of revenues and expenses categorized by funding sources.

**Budget revenues** are planned based on caps set by the University of Zagreb and cover all expenses for the Faculty's regular activities:

- Salaries, transportation, and employee benefits,
- Employee health checkups,
- External collaborators in the School of Design,
- Subsidized tuition fees (based on the programme financing agreement for public higher education institutions), which cover regular material expenses (utilities, office supplies, cleaning and hygiene materials, literature, employee development, building and equipment maintenance, TAs' compensations, photocopying, financial expenses, office equipment, etc.).

**Self-generated revenues** are planned based on past performance and contracted work, and are used to improve the Faculty's activities and cover the costs of generating these revenues. These include:

- Revenues from the Faculty's market activities (professional projects, surveys, scientific and other research),
- Leasing commercial space,
- Registration fees for professional gatherings and conferences,
- Other occasional revenues.

**Revenues under special regulations** are based on performance in past years and estimates for payment in the current year. They support various Faculty activities such as international collaboration, the publication of the Prostor journal, and student field trips. These funds also cover additional staff work, utility costs of the Motovun Study Center and the Mediterranean Center in Split, and equipment purchases. Revenues under special regulations come from tuition and enrollment fees for the Architecture and Urban Planning Study Programme, the School of Design, and the Doctoral Study Programme in Architecture and Urban Planning. These tuition fees also cover operational costs for these study programmes (material expenses, diploma and student ID card printing, student insurance, fees for lecturers, supervisors, and committees, etc.).

**Revenues from EU aid/other assistance** relate to EU project funding.

The Faculty's regular activities are carried out through the following expenditure categories:

- Group 31 (Employee costs),
- Group 32 (Material costs),
- Group 34 (Financial costs),
- Group 42 (Expenditures for non-current tangible assets).

**Budget expenditures** are realized based on planned revenues, in line with the limits set by the University of Zagreb, and cover all regular activities and expenses of the Faculty of Architecture.

**Self-generated expenditures** are planned based on past performance and contracted work, and are used to improve the Faculty's activities.

**Special-purpose expenditures** are based on previous years' consumption and income projections for the current year and are used for various activities.

The structure of special-purpose expenditures of the Faculty of Architecture covers additional work for employees, utility costs of the Motovun Study Center and the Mediterranean Center in Split, and the acquisition of equipment to enhance teaching activities.

**Expenditures from EU assistance** relate to EU-funded projects.

The percentages for market revenue spending are based on the following model:

	%
At the disposal of the project manager for all project business expenditures	92
Faculty, for business improvements	7
Fee based on clause 46.2.2 of the Financing Regulations of the University of Zagreb	1

The percentages of spent tuition and enrollment fee revenues:

	%
For teaching improvements and business expenditures	90
For acquiring and maintaining non-financial assets	5
Fee based on clause 46.2.1 of the Financing Regulations of the University of Zagreb	3
For the fond used to finance scientific and publishing activities of the Faculty	2

Funds from research projects are distributed according to the provisions of the funding contracts.

##### Financial Management

In its financial plan execution reports, the Faculty of Architecture demonstrates that it possesses the resources required to conduct its programmes, including income from tuition fees, other self-generated revenues, and EU assistance.

##### Financial Sustainability

According to the Financial Plan Execution Reports, the Faculty demonstrates financial sustainability for the present and future periods. Financial stability and efficiency are evident through the positive financial results achieved by the Faculty of Architecture at the end of each calendar year. The positive financial results are publicly available and defined through the Faculty of Architecture's annual financial statements, which are also accessible on the Faculty's website.

<https://arhitekt.hr/hr/javno-dostupne-informacije/>

##### Transparency in Financial Management

On the website of the Faculty of Architecture of the University of Zagreb, due diligence reports, business financial plans for three-year periods from 2018 onward, as well as revisions of those plans, are publicly available. Financial Plans, Financial Plan Explanations, Financial Statements, Procurement Plans. <https://arhitekt.hr/hr/javno-dostupne-informacije/>

The Faculty of Architecture has been regularly publishing its monthly spending data online since early 2024. <https://arhitekt.hr/hr/javno-dostupne-informacije/itransparentnost-javna-objava-potrosnje-sredstava/>

Each year, in early February, the Faculty conducts a Fiscal Responsibility assessment to evaluate the level of control and internal accounting procedures.

Procurement plans for the following year are adopted every December, detailing planned public and simple procurement procedures, along with procedures conducted by the Central State Office for Public Procurement. Throughout the year, the procurement plan is amended whenever there is a need to announce new procurement procedures that were not included in the annual plan. <https://www.arhitekt.hr/hr/javna-nabava/>

A Register of Contracts for the previous year is compiled at the end of each calendar year. Spending data under contracts for electricity, postal services, fixed-line telephone services, and gas is registered quarterly. This is managed by the Central State Office for Public Procurement on behalf of the Faculty of Architecture.

In 2023, the University of Zagreb conducted an internal audit of the Faculty of Architecture's Procurement Office, focusing on public and simple procurement procedures. The audit, completed on 7 March 2023, gave a positive assessment, with no corrections required.

**Self-generated revenues** are planned based on past performance and contracted work and projects, and are used to improve the Faculty's activities and cover the costs of generating these revenues. These include:

- Revenues from the Faculty's market activities (professional projects, surveys, scientific and other research),
- Leasing commercial space,
- Registration fees for professional gatherings and conferences,
- Other occasional revenues.

**Revenues from EU aid/other assistance** relate to EU project funding.

**Additional financing streams** include self-generated revenues and revenues under special regulations, project and professional work revenues, Prostor journal reviews, publishing activities, donations, and space rental. Professional projects are contracted and executed through four institutes for professional activities, while research, EU, and national competitive and institutional projects are managed through the Research, Development, and Innovation Institute. Beyond EU and national competitive and institutional project management, the Research, Development, and Innovation Institute also supports project applications and coordination. <https://www.arhitekt.hr/hr/o-fakultetu/ustroj/zavodi>

## SOURCES FOR VERIFYING FULFILLMENT OF STANDARDS

As sources for verification, please use the links provided in the text of each specific standard

### STANDARD IV.1.

- Documentation for the entire selection and recruitment/appointment process for tenured faculty members and external associates involved in the teaching process
- Data on all lecturers involved in the study programme (CVs, decisions on appointment to academic ranks)
- Data on external associates
- Data on teaching coverage for the study programme
- Data on the student-to-lecturer ratio
- Data on teaching workload of lecturers
- Table 1A: Student-to-lecturer ratio at the higher education institution (analytical supplement to the self-assessment).
- Table 1B: The value of all forms of direct teaching in the study programme (analytical supplement to the self-assessment)
- Table 1D: Faculty members in the field of the higher education institution (analytical supplement to the self-assessment)
- Tables 4.1, 4.2, 4.3 (analytical supplement to the self-assessment)

### STANDARD IV.2.

- Internal regulations governing the procedure for the selection of faculty members
- Published job advertisements for teaching faculty
- Examples of completed procedures (copies of job advertisements, committee members, committee reports, and decisions of expert bodies)
- Examples of promotions to higher academic ranks and reappointments
- Rules or procedures for evaluating and rewarding teaching excellence
- Additional criteria set by the institution for faculty advancement

### STANDARD IV.3.

- Professional development plan for lecturers
- Data on the methods of stimulating participation and actual participation of lecturers in professional development programmes for teaching competencies (workshops, seminars), with an emphasis on supporting student learning
- Data on the participation of faculty members in digital skills training programmes
- Data on the methods of stimulating participation in mobility programmes and actual participation of faculty members in international mobility programmes
- Data on the utilization of the right to a sabbatical
- Data on the methods of motivating faculty to increase scientific/artistic production and data on the growth of scientific and artistic productivity over the past five years
- Data on the methods of incentivizing faculty engagement and actual participation in international scientific projects (e.g., organization of workshops, material and non-material incentive systems, provision of professional, administrative, and technical assistance, etc.)
- Tables 4.2, 4.3, and **probably 4.4** (faculty and associate mobility) of the analytical supplement to the self-assessment

## SOURCES FOR VERIFYING FULFILLMENT OF STANDARDS

### STANDARD IV.4.

- Data on space (ownership documents, usage rights, or other documents indicating the right to use the space)
- Data on owned or leased equipment
- Overview of the optimal number of admitted students based on the available space, equipment, and the number of faculty members
- Tables 4.5 and 4.6 of the analytical supplement to the self-assessment

### STANDARD IV.5.

- Inspection of library resources during the visit
- Availability of contemporary teaching literature
- Appropriate subscribed bibliographic databases and full-text databases:  
see **Databases** chapter
- Availability of the online catalog of the institution's library ([link](#))
- Adequate number of stored undergraduate, graduate, specialist, doctoral theses in the institutional repository (proportional to the number of graduates at the relevant higher education institution): [Diploma projects Archive](#), AAI identification needed.
  
- Availability of teaching materials via secure pages
- Adequate number of copies of required reading materials (in relation to the number of students)
- Student feedback on availability (such as extended opening hours), the availability of necessary national and international literature, and remote access
- Table 4.7 of the analytical supplement to the self-assessment

## SOURCES FOR VERIFYING FULFILLMENT OF STANDARDS

### STANDARD IV.6.

- Sources for Verifying Fulfillment of Standards:
- Financial plan of income and expenses for a three-year period
  - Evidence of financial sustainability and transparency
  - Data on the expenditure of revenues from subsidies, tuition fees, and other contributions
  - Rules on the usage of self-generated and earmarked funds
  - Data on the student-to-lecturer ratio
  - Table 4.8 of the analytical supplement to the self-assessment

# V. RESEARCH/ ARTS AND PROFESSIONAL ACTIVITIES

## V.1 THE HIGHER EDUCATION INSTITUTION IS RECOGNIZED FOR ITS SCIENTIFIC RESEARCH AND/OR ARTISTIC ACHIEVEMENTS IN ALL ACADEMIC FIELDS COVERED BY ITS PROGRAMMES.

- V.1.1. Research at the higher education institution is based on original ideas and scientific approaches.
- V.1.2. The volume and quality of published works by the institution's faculty are of the highest level.
- V.1.3. Teaching staff produces research results that make significant contributions to the development of their scientific and/or artistic fields.
- V.1.4. The higher education institution has published a satisfactory number of scientific papers in prestigious primary modes of scientific communication in its area/field.
- V.1.5. The higher education institution has a satisfactory number of papers presented at prestigious conferences.
- V.1.6. The institution is involved in a satisfactory number of competitive projects.
- V.1.7. The institution organizes nationally and internationally recognized scientific conferences.
- V.1.8. The institution's faculty participates in committees and other bodies in higher education and science.
- V.1.9. External collaborators are recognized experts in their fields, with appropriate scientific or professional works and relevant work experience.
- V.1.10. The institution's faculty participates in the editorial boards of scientific journals.
- V.1.11. The higher education institution has organized publishing activities and publishes scientific works that are nationally and internationally significant and recognized.

### Research

In September 2019, the Faculty of Architecture formally established its Institutional Research Project, "CONSTITUTIVE ELEMENTS OF ARCHITECTURE, URBANISM, AND DESIGN," through a resolution of the Faculty Council. This project aims to encourage faculty members to dedicate a portion of their work to research. Funded by university support, the project serves as a foundation for structuring contemporary research topics at the faculty level. Its goals include the activation and promotion of research teams and topics, creating a platform for synergy with the teaching programme at all levels, preparing for longer-term national or EU research projects, and contributing to professional practice through collaborations with industries and institutions both domestically and internationally.

Although the project covers a broad range of topics and includes both scientific and artistic research as well as other core areas, the annual or biannual thematic focus has been driven by current spatial and societal trends and shifts. The sub-themes span a wide range of research topics, aimed at answering critical questions such as how to responsibly transform space from a global to a local scale.

For the 2020 and 2021 academic years, the research and pedagogical focus was "**Zagreb After the Earthquake**," showcasing the Faculty of Architecture's expert role in addressing the city's recovery challenges.

In 2022 and 2023, the theme shifted to "**New European Bauhaus**," an environmental, economic, and cultural project that promotes joint efforts for finding attractive, sustainable, and inclusive living solutions based on sustainability, aesthetics, and inclusion. This theme was supported by the establishment of the New European Bauhaus Goes South platform, a collaboration of six Southern European architectural faculties, including the Faculty of Architecture in Zagreb. During its inaugural year, in November 2021, the Faculty organized "*Framing Collectivity*," one of the many online conferences scheduled through this platform and organised by its partners, with contributions from various faculty members from its architecture, urban planning, and design study programmes.

Through these research cycles, the Faculty contributed to demonstrating how sustainable innovation, through its cultural and creative dimensions, can positively impact daily life, particularly in shaping greener and more equitable ways of living through architecture, design, and art, fostering creative and inclusive communities within the umbrella of New European Bauhaus.

### Contribution to Scientific Research

The scientific research spans a broad range of topics that can be categorized into several key areas that contribute to the fields of architecture and urban planning.

Among these, notable research interests include the affirmation, protection, and adaptive reuse of industrial heritage in various Croatian cities (Labin, Metković, Zagreb, Osijek, Dubrovnik) and raising awareness about the untapped potential of the neglected architectural and ambient value of the Adriatic coast's tourist heritage.

In terms of contemporary architectural typologies, the research focuses on experimental architecture and modern interpretations of the roles of buildings such as schools and public libraries in activating urban public spaces.

Fostering the conservation of environment as the key national asset, the Faculty's urban planning

research contributes to understanding the historical development and protection of cities, as well as contemporary concepts of sustainable urban planning, strategic planning, urban renewal, green and blue infrastructure, and the role of public spaces.

Research related to environmental sustainability and climate adaptation in architecture includes studies on glass facades, the application of modern materials and passive cooling systems, and various energy efficiency strategies.

In the area of cutting-edge construction technologies, the Faculty has explored topics such as 3D printing, different infill configurations, and soft modular pneobotics.

### Scientific Papers

Over the past five years, Faculty of Architecture faculty members have published a total of 124 reviews and original **journal articles**, including 104 original research papers, many of which have appeared in **international journals** indexed in databases like WoSCC-SCI-Exp, SSCI, A&HCI, and/or Scopus. Many of these journals rank in the top two quartiles (Q1/Q2) of their respective fields. Notable examples include Land (Q1), Sustainability (Q1), Heritage (Q1), Buildings (Q1) by MDPI, as well as *Elsevier* journals Cities (Q1) and Building and Environment (Q1); Historic Environment-Policy & Practice journals, *Maney Publishing* (Q1) and *Architecture, City and Environment, Universitat Politècnica de Catalunya* (Q2).

When it comes to **domestic scientific journals**, a significant portion of research has been published in the Faculty of Architecture's own journal, Prostor (Q3 in Architecture, Q4 in Urban Studies), with 26 original and 16 review articles.

Over the last five years, 26 **doctoral dissertations** have been defended within the Doctoral Study Programme of Architecture and Urban Planning, with results disseminated through scientific books and articles. Abstracts of all doctoral research are regularly published in Prostor.

### Conferences

Between 2019 and 2023, the Faculty presented a total of 164 papers at scientific conferences, including 71 original research papers. The Faculty participated in notable international events, such as the scientific segment of the UIA Congress in Copenhagen in 2023, the annual EAAE conferences (with results published by Springer), and the 8th World Multidisciplinary Civil Engineering-Architecture-Urban Planning Symposium in Prague, Livable Cities: A Conference on Issues Affecting Life in Cities in New York, Technological Imagination

in the Green and Digital Transition in Rome; Ninth International Symposium – Monitoring of Mediterranean Coastal Areas: Problems and Measurement Techniques in Florence, Actas de Arquitectura Religiosa Contemporánea in Coruña, International Conference HURBE 2021 in Sarajevo, 14th International Conference on Theory and History of Architecture in Istanbul, International Academic Conference on Places and Technologies in Sarajevo, Sustainability in the built environment for climate change mitigation: SBE19 Thessaloniki, III Congreso Internacional de Buenas Prácticas en Patrimonio Mundial ACCIONES INTEGRALES in Madrid, participation in DoCoMoMo conferences, NEB Goes South conferences, NZeb conferences, etc.

### Competitive Projects

The Faculty has established the Research, Development, and Innovation Institute (RDII), which provides support for the application, coordination, and management of EU and national competitive and institutional projects. RDII offers comprehensive support from drafting applications (actively participating in writing applications, collecting paperwork, and conducting a final review of (almost) every application before they are signed by the dean), to project implementation (preparation of ZNS, reporting, monitoring activities and budgets), and reporting after the project completion (five-years follow-up and reporting with the relevant authorities).

Over the past five years, the Faculty has undertaken **21 competitive projects**, including: HORIZON: *DOIT, PROGIREG, CENNTRINO, SMART-U-GREEN*; ERASMUS+KA2: *EFIAD, HURBE, ARCHITECTURE'S AFTERLIFE, APLE, INCEPT, IZOA*, MLUMSE (in progress); INTERREG: *BAUHAUS-FOR-MED*; EUROPEAN SOCIAL FUND: *BIOPLANET; EDU4GAMES, STEMERICA, SCOPE, CPD4GB*; EUROPEAN REGIONAL DEVELOPMENT FUND: *CIRI, CPURP, H-CCF*; HAMAG-BICRO: *POC6*. The projects engaged over 40 researchers and 1 support staff. The projects cover themes such as the EU Green Deal, New European Bauhaus, student internships, new teaching modes and methods, compendiums for updating curricula, pilot projects focused on green transitions, sustainability, healthy environments, digital fabrication, design, inclusive design, 3D printing, earthquake protection, innovation, thermal insulation, noise protection, Smart Cities, Green Living Areas, and more. We actively collaborate with EU and IPA countries. Interdisciplinarity is emphasized in most EU programmes/projects.

Project dissemination and promotion involve presentations at conferences, fairs, congresses, and symposiums, where we briefly present projects, create posters, promote upcoming project activities through

brochures, and issue newsletters. Faculty members and collaborators also publish articles in domestic and international journals on research topics related to the projects. For example, within the H-CCF project, we published three international scientific papers in WoS CC, three conference papers, and participated in four conferences while organizing one international conference in Zagreb (ISCCGF). We also participate in EU funding info days and events where programmes and calls are presented, which help us network with other interested applicants. Additionally, I personally participated in four Erasmus+ non-teaching staff exchanges (three in the past five years) to gain new knowledge, exchange experiences, and explore potential project collaborations (including international cooperation and project offices at universities in Warsaw, Sofia, and Lisbon, and previously in Brno).

Students have been involved in several projects. In the CPD4GB project, eight students from our faculty (out of a total of 40 students from other faculties) learned about green and sustainable construction (two groups received annual awards by *HSZG and HUPFAS*, and one received the *National geographic* award). A *student workshop* was organized in Istanbul as part of the eFIAD project, with participation from eight Faculty students. During the winter semester, 25 students of the Faculty of Architecture participated in the INCEPT Project's ISP Incept *Scales of Re-Use* studio. In our long-term collaboration with ProHolz, students explored timber construction topics through workshops or semester-long courses conducted in partnership with faculties in Ljubljana and Graz.

In addition, through University of Zagreb funding (Seed Funding), we regularly conduct activities that involve a large number of students from all study programmes.

Two new researchers participated in the H-CCF project (in collaboration with KFK), Mateja Nosil Mešić and Antonija Bošnjak. Mateja now works at the Faculty. (Tables from folder: *PRILOZI\_POGLAVLJE 5*)

### Scientific Conferences

In the past five years, the Faculty of Architecture organized three international scientific conferences:

→ EAAE "The Hidden School" Annual Scientific and Professional Conference: The focus was on discussing the true nature of architecture schools, the content and quality of architectural education in the broadest sense, and the extracurricular aspects that shape the school's culture, either manifestly or subliminally. It featured 34 speakers, nine poster presentations, and a scientific committee of 16 members from Croatia, Belgium,

the UK, Switzerland, Italy, the Netherlands, Denmark, Norway, Liechtenstein, Greece, Spain, and Slovenia. Keynote speakers included Will Hunter (LSA), Lesley Lokko (African Futures Institute), Momoyo Kaijima (Atelier Bow-Wow), Maruša Zorec (FA Ljubljana), and An Fonteyne (ETH Zurich), in a dialogue with student Sara Sherif. Panel moderators were Johan De Walsche, Siniša Justić, Leo Modrčin, Riva Lava, Roberto Cavallo, Gunnar Parelus, Dora Gorenak, Saša Begović, Tadej Glažar, and Idis Turato. The conference was chaired by Mia Roth-Čerina and Oya Atalay Franck. [Link to the conference](#); [Link to the book of abstracts](#); [Link to scientific papers](#).

→ 14th International CA2RE Conference on Design Driven Research in Architecture and Arts (16-18 November 2023): The Faculty of Architecture organized the INTERSECTIONS conference in collaboration with EAAE, ELIA, ARENA, and ALU at the Croatian Architects' Association. PhD candidates and researchers from universities in Europe and the US presented their research in hour-long sessions before a three-member panel, through *parallel sessions* and exhibitions. Guest lecturers included Goran Sergej Pristaš, Nikola Bojić, Ivica Mitrović, Jana Čulek, and Aileen Iverson-Radtke. Kristina Careva and Mia Roth-Čerina served as chairs. <https://zagreb.ca2re.eu/>

→ International Scientific Conference on Contemporary Glass Facades (*ISCCGF*, Zagreb, 2023): Held on 23 May 2023, at Hotel Antunović in Zagreb, as part of the project Development of a Double-Skin Façade with a Hermetically Sealed Cavity (H-CCF), run by KFK d.o.o. and the Faculty of Architecture. A proceedings book of internationally peer-reviewed scientific papers was published for the conference.

→ 2023 PhD Day at the Faculty of Architecture (16 November 2023): This international *symposium of PhD students* in Architecture and Urban Planning study programmes provided an overview of doctoral research results (specific presentations, poster sessions, and abstract publications) aimed at optimizing teaching workloads at doctoral study programmes, encouraging experience exchange between PhD students and supervisors, and offering insights into the quality of work to all who were interested. Published for the general public with abstracts and posters.

### Committees and Bodies in Higher Education and Science

Faculty of Architecture faculty members participate in the Council of the Arts and the Technical Area Council at the University of Zagreb. They also serve



on various university commissions and committees, such as the Committee for the Promotion of Artistic Activity, the Ethics Committee, the Working Group for the Drafting of the Study Programme Evaluation Rules, the Committee for Establishing Criteria and Confirming Appointments to Ranks of the Technical Area Council, and the Committee for Proposing Candidates for the Ars Summa Universitatis Award.

Additionally, faculty members are part of the National Council for Science, Higher Education, and Technological Development, serving on committees that oversee appointments to research ranks. These include the Committee for Architecture and Urban Planning, Geodesy, and Civil Engineering (Šerman), and the Main Committee for Theater (Performing and Media Arts), Film (Film, Electronic, and Media Motion Picture Arts), Music, and Visual Arts, Applied Arts, Dance and Movement Arts (Žarnić), as well as the Interdisciplinary Science Main Committee (Vukić).

**External Collaborators** The Faculty of Architecture engages external experts through several models: assistant professors and research assistants who contribute to specific courses throughout the semester or academic year, guest lecturers who participate in certain courses with up to 30% of the total teaching hours, guest critics who join courses during mid-term or end-of-year student presentations, and invited guest speakers who participate in introductory course lectures early in the semester.

External associates bring specialized know-how and experience, along with various scientific and professional achievements, thus contributing significantly to the quality of teaching. Their involvement in Faculty operation increases the range of elective courses and contributes to the overall quality of teaching. Over the past five years, several faculty members with honorary titles have been involved in teaching at the Faculty of Architecture. These faculty members meet the requirements stipulated by the Regulations on the Requirements for Appointment to Scientific Ranks (in their respective fields and they have received a decision on fulfilment of the necessary requirements from the Main Committee for Technical Sciences – in the field of architecture and urban planning, geodetics and civil engineering). These experts have successful academic and professional backgrounds, are active in various architectural and urban planning practices, have completed numerous architectural and urban projects, and have received awards and nominations in professional and international competitions in the areas of architecture and urban planning.

[Guest lecturers/School of Design](#)

### Scientific Journal Editorials

Faculty members of the Faculty of Architecture contribute to the editorial boards of international scientific journals, such as *Arhitektúra & urbanizmus* by the Department of Architecture of the Institute of History of the Slovak Academy of Sciences, indexed in WoS CC, SCOPUS et al. (Šerman, K.); *Ybl Journal of Built Environment* by Ybl Miklós Faculty of Architecture and Civil Engineering, Szent István University, Budapest (Obad Šćitaroci, M.); *Cities & Futures* by University of Podgorica Faculty of Architecture, Montenegro (Lipovac, N.); *South East European Journal of Architecture and Design (SEEJAD)*, Skopje, Macedonia, (Barišić Marenić, Z.); "Igra ustvarjalnosti – teorija in praksa urejanja prostora" by Fakulteta za arhitekturo and Fakulteta za gradbeništvo in geodezijo Univerze v Ljubljani (Petrović Krajnik, L.); *AGG+* by Faculty of Architecture, Civil Engineering and Geodesy and the University of Banja Luka (Mrđa, A.; Lipovac, N.); *SMC by Sustainable Mediterranean Construction Association*, Napoli, Italy (Bojanić Obad Šćitaroci, B.); *Journal of Design History* by Oxford Academic (Web of Science Indexes: Arts and Humanities Citation Index, Current Contents – Arts & Humanities); *STOÀ Journal. Tools for Teaching Architectural Design* (Roth-Čerina, M.); *Serbian Architecture Journal* (Roth-Čerina, M.) – (advisory committee: Vukić, F.); *New Design Ideas* by Jomard Publishing, Azerbaijan (Vukić, F.) and editorials of domestic scientific and professional journals, *Scientific Journal Interdisciplinary Description of Complex Systems (INDECS)* by Croatian Interdisciplinary Society, Zagreb (indexed in [Web of Science Core Collection](#), [DOAJ](#), [EBSCO Academic Search™ Complete](#), [EconLit](#), [ERIH PLUS](#), and [Ulrich's](#) (Šerman, K.), *Portal*, by Croatian Restoration Institute (a1 cited in Croatian Science Journal Portal, ERIH PLUS, Scopus, and ESCI)) ([Karač](#), Z.) *Klesarstvo i graditeljstvo* (Šerman, K.), *KOG*, a scientific and professional journal of the Croatian Society for Geometry and Graphics, spanning geometry, applied geometry, and computer graphics (Šimić Horvath, M.), and participation in the editorial board of *Prostor*, a scientific journal for architecture and urban planning published by the Faculty of Architecture, featuring several faculty members.

### Publishing Activity

The outcomes of the wide range of research conducted by the faculty members at the Faculty of Architecture are regularly presented to the broader student, professional, and academic audience through books, textbooks, catalogs, and exhibitions. The Faculty sustains an active and consistent stream of publishing projects, coordinated by the Publishing Committee, either

independently or in collaboration with leading publishing houses such as Oris or UPI2M Books.

A majority of these publications consists of textbooks and study materials for students, scientific monographs with the results of research projects or individual research efforts, various catalogs of student workshops conducted as part of regular or extracurricular programmes, and proceedings from conferences hosted by the Faculty.

The following list contains published works that are the backbone of the Faculty's professional and academic production (top 5–10% publications serving the development of the profession over the past five years), particularly in the area of research synthesis combining the results of long-term scientific research and projects, where a series of articles with segmented publications culminate in comprehensive monographs. Additionally, special emphasis is given to publications addressing the 2020 earthquakes in Zagreb and Petrinja, which have provided exceptionally important professional and scientific foundations for the reconstruction of affected towns and cities. Scientific publications based on defended doctoral research are another highlight, making these findings accessible to a broader professional audience, as are the monographs on the works of prominent Croatian architects and retired professors from the Faculty of Architecture. The Faculty also regularly publishes selected student works developed in practical courses, summer schools, and workshops, as well as proceedings from international conferences and new teaching materials and textbooks. These publications are available as either printed or digital editions.

Among the Faculty's publications from the period under review, the following scientific monographs and books are especially worthy of note:

→ Matković, I. (2021). *Rijeka nadohvat grada*. Zagreb. University of Zagreb Faculty of Architecture

→ Milić, B. (2020). *25 stoljeća urbane kulture na tlu Hrvatske*. Zagreb. University of Zagreb Faculty of Architecture

→ Rogić Nehajev, I. (Ed.) (2019). *Marijan Hržić – Obris opusa*. Zagreb. University of Zagreb Faculty of Architecture, Oris

→ Roth Čerina, M.; Vera Grimmer, V. (Ed.) (2019). *Arhitektica Hildegard Auf Franić*. Zagreb. University of Zagreb Faculty of Architecture; UPI-2M PLUS d.o.o., 2019

→ Jurić, Z. (2019). *Tko je gospodin Viktor Kovačić K. H. A.? ili Povijest kritičke misli o arhitektu Viktoru Kovačiću od 1900. do 1943. godine*. Zagreb. University of Zagreb Faculty of Architecture

→ Uchytíl, A.; Čavlović, M. (2019). *Kratka autobiografija škole Arhitektonskog fakulteta 100 godina izobrazbe arhitekata*. Zagreb. University of Zagreb Faculty of Architecture

Standout manuals and textbooks from the period under review:

→ Baletić, B. (Ed.) (2021). *Projekti tipskih kuća za obnovu nakon potresa*

→ Galić, J.; Vukić, H.; Andrić, D.; Stepinac, L. (2020). *Priručnik za protupotresnu obnovu postojećih zidanih zgrada*. Zagreb. University of Zagreb Faculty of Architecture

→ Galić, J.; Hrvoje Vukić, H.; Andrić, D.; Stepinac, L. (2020). *Tehnike popravaka i pojačanja zidanih zgrada*. Zagreb. University of Zagreb Faculty of Architecture

→ Jukić, T.; Mrđa, A.; Perkov, K. (2020). *Urbana rehabilitacija Donjega grada, Gornjega grada i Kaptola / Povijesne urbane cjeline Grada Zagreba*. Zagreb. University of Zagreb Faculty of Architecture

Available from: <https://www.arhitekt.hr/hr/is-trazivanje/nakladnistvo/> and <https://issuu.com/afzg>

**The scientific journal *Prostor*** publishes articles in all branches of architecture and urban planning, as well as in related fields (art history, archaeology, ethnology, sociology, geography, civil engineering, geodesy, forestry, design, etc.) addressing architectural and urban planning challenges. Established in 1993, the journal is published twice a year. Between 2018 and 2023, six volumes and 12 issues were released. The journal has been included in the Hrčak database since 4 December 2006, in alignment with the principles of open science. All articles are freely accessible (marked with the CC-BY license and available as open access). According to the UDC classification [71/72], the Institute for Scientific Information at Clarivate (ISI) classification, and the European Science Foundation (ESF) classification, *Prostor* falls under the humanities category. Since 2007, the journal has been indexed in the Arts & Humanities Citation Index (A&HCI), one of the three Web of Science (WoS) databases, which is on par with SCI for natural and applied sciences and SSCI for social sciences. While *Prostor* was removed from the Scopus database in 2019, active efforts are being made to re-enter it, and it is currently undergoing pre-evaluation for re-inclusion.

Several qualitative improvements have been made since 2018, positively impacting the journal's statistics. With the inclusion of 11 foreign members, the editorial board has become more international than in the

previous evaluation period, as reflected in the journal's masthead. Since 2021, the journal has been published in English on the Open Journal System (OJS) platform, resulting in a growing number of international authors. Between 2018 and 2023, the rates of foreign authors were as follows: 2018: 34%, 2019: 26%, 2020: 28%, 2021: 38%, 2022: 74%, 2023: 60%. From 2018 to 2023, several collaborations with domestic institutions were established in the same period, while international collaborations were championed primarily by our PhD candidates. The journal has also seen an increase in international reviewers, based on the editorial decision to require each article to be reviewed by one domestic and one foreign reviewer. Between 2018 and 2022, the rates of foreign reviewers were as follows: 2018: 4%, 2019: 8%, 2020: 15%, 2021: 20%, 2022: 46%, 2023: 51%. Notably, all reviewers are external, and members of the editorial board do not review submissions. The OJS platform is used for submission, processing, and publication of papers, and plagiarism-checking software such as PlagScan and Turnitin has been adopted. The journal uses Digital Object Identifiers (DOI) and is indexed in new databases like DOAJ and ERIH PLUS. A full list of indexes is available in the journal's masthead.

The editorial team regularly attends workshops and conferences related to academic publishing, such as those organized by SRCE and HRČAK, the Days of e-Infrastructure conference by Srce DEI, and the Pubmet Zadar Conference on Scholarly Communication in the Context of Open Science etc.

### Arts

The programme is the cornerstone of architectural education, and many lecturers who teach practical design courses have repeatedly demonstrated their competence. The connection between academia and professional practice in architectural education is essential to ensure that the education remains relevant and up-to-date. Architects who are actively involved in various forms of practice have an understanding of the profession's pressing issues, bringing unique know-how gained through real-world projects and societal challenges. In line with the connection between the lecturers' research interests and the transfer of theoretical knowledge, the thematic focus of teaching often aligns with the focus of artistic and professional practice. In this way, the lecturers not only convey theoretical principles but also provide direct, critical insights into current issues and needs in architecture, urban planning, and design. Through hands-on experience, they help students understand the diverse roles they can play in and outside the discipline. The artistic competence

of faculty members is evidenced by numerous awards they have received in their respective fields, including national awards such as the Vladimir Nazor Award from the Ministry of Culture, annual awards from the Croatian Architects' Association, medals from the Croatian Chamber of Architects, awards from the Croatian Designers' Society, and various national and international competition awards, including prestigious international recognitions and awards such as the EU Mies van der Rohe Award, Piranesi Award, Prague Quadriennale, Balkan Biennale, BIG See, and others. The reciprocal recognition of scientific work and first-rate artistic practice is nurtured through additional faculty requirements for artistic advancement, which reward achievements in highly competitive environments like competitions or externally evaluated projects validated through exhibitions, publications, and national or international awards. The number of works by lecturers exhibited in galleries, museums, and festivals that do not belong to the Faculty of Architecture, or published in relevant domestic and international publications consistently maintains a high standard of quality and competence.

The School of Design *collaborates with various industries and institutions*, including cultural institutions, schools, public administration, NGOs, and the private sector. Notable projects include the co-design of the visual identity for Croatia's Presidency of the EU Council in 2020 and collaborations with local communities on public design projects.

These collaborations provide hands-on experience for students, increase the visibility and recognition of the programme, and enhance the educational content. Through these partnerships, the School of Design strengthens its impact on the community, contributes to cultural and economic development, and connects theoretical concepts with practical applications in real-world settings.

## V.2. THE HIGHER EDUCATION INSTITUTION IS DISTINGUISHED BY ITS PROFESSIONAL ACHIEVEMENTS IN ALL FIELDS WHERE IT OFFERS PROFESSIONAL STUDIES.

V.2.1. The published professional works by the higher education institution's faculty are of the highest quality.

V.2.2. The outcomes of professional research significantly contribute to the advancement of the profession.

V.2.3. The higher education institution has a satisfactory number of professional papers published in prestigious journals.

V.2.4. The higher education institution has a satisfactory number of works presented at prestigious professional conferences and symposia.

V.2.5. The institution is involved in a satisfactory number of professional projects.

V.2.6. The institution hosts nationally and internationally recognized professional conferences.

V.2.7. Faculty members are on the editorial boards of professional and popular journals.

V.2.8. The higher education institution is an official publisher of professional publications important for the development of the profession.

V.2.9. Faculty members participate in committees and other bodies important for the development of the profession.

V.2.10. External associates are recognized experts in their field, with relevant professional works and experience.

### Professional Activity

Faculty members of the Faculty of Architecture engage in professional work either independently or within professional *Institutes*. As the drivers of scientific and artistic research and professional engagement of lecturers, the Faculty's Institutes involve both faculty as well as some undergraduate, graduate, and postgraduate students, strengthening the ties between research, teaching, and real-world experience. The Institutes provide administrative backing for professional projects pursued by some faculty members. Utilizing a combination of research-based design, design-based research, and an interdisciplinary approach, these ultimately create intellectual value for the Faculty. Practical know-how is a key part of the integral education process at the Faculty of Architecture. Professional work experience, project-based personal training, and the examination of contemporary challenges in architecture enable

the teaching faculty to keep their course content up to date. Funds generated from research and professional work of the lecturers at the Institute facilitates investments in equipment and professional development for the research faculty, direct investments in the quality of teaching, and provide an additional source of income for the Faculty.

### Quality of Published Professional Works and Contribution to the Profession

The Faculty contributes to the advancement in the field through professional research, studies, and projects. Outputs are published in books and manuals and/or in national programmes and guidelines. Some of the most significant research studies conducted between 2018 and 2023 include:

→ *Design Guidelines for Elementary Schools in the Republic of Croatia(2023)*: Directly tied to the Dimensioning Standards for Elementary School in Croatia (2022), this document outlines spatial, functional, hygienic, technical, and environmental characteristics that support the application of modern educational goals. It addresses the need to provide a healthy and stimulating environment, while also articulating the broader role of schools as key contributors to the social and cultural identity of communities.

→ A series of studies related to the comprehensive restoration project of the historic urban core of the City of Zagreb (2022-2023): *Urban Block Renewal Model* (part of the comprehensive renovation of the protected historical urban area of Zagreb—Lower Town), *Circular Building Management: Pilot Project\_Block 19*, *Urban Block Renewal Model*, and *Topography of the Identity of the Historical Urban Area of Zagreb*.

→ GUIDELINES FOR THE ENERGY RENOVATION OF BUILDINGS WITH CULTURAL HERITAGE STATUS, which aim to preserve the richness of the architectural heritage in Europe, considering energy-intensive and climate-driven changes. A Programme for the Energy Renovation of Buildings with Cultural Heritage Status has been adopted for the period until 2030.

→ STANDARDS AND CRITERIA FOR THE PREPARATION OF CONSERVATION STUDIES FOR CULTURAL AND HISTORIC URBAN AREAS establish a professional methodological framework for *the development of conservation studies for culturally significant and historic urban areas* as part of the National Recovery and Resilience Plan 2021-2026.

→ *Green Infrastructure Development Programme (2021) for urban areas, covering the period 2021-2030*, was developed to establish sustainable, resilient, safe, and livable cities and municipalities in Croatia. It aims

to create the conditions for improving quality of life and public health, contributing to sustainable social, economic, and spatial development.

→ [Circular Economy in Space and Buildings Development Programme \(2021\) for the period 2021–2030](#) was designed to develop sustainable, inclusive, safe, and resilient cities by promoting circularity. This programme encourages the renewal of the national building stock in accordance with circular economy principles, extending the buildings' lifecycle and promoting the reuse and recycling of construction waste generated during renovations.

→ Guidelines for Existing Condition Surveys with Recommendations for Measures and Investment Estimates in the Areas of Healthy Indoor Climate, Mechanical Resistance and Stability, and Fire Safety (2021) assist designers in preparing existing condition surveys. The analysis, carried out by a professional designer, serves as an initial assessment of the building's renovation needs and general investment and feasibility estimate, focusing on ensuring healthy indoor climate, improving mechanical resistance and stability, particularly enhancing earthquake resilience, and increasing fire safety.

→ Guidelines for Nearly Zero-Energy Buildings (2019) were created in two parts: the first for the general public and the second for professionals in energy efficiency in building design and construction. A nearly zero-energy building (nZEB) has very high energy performance, and the minimal amount of energy it requires is largely supplied by renewable sources, including energy produced on or near the building.

The findings of professional research led to some key publications as part of the Faculty prompt response to the crisis following the 2020 earthquake, contributing to the necessary urban renewal effort in these unusual circumstances: [Urbana obnova – Urbana rehabilitacija Donjega grada, Gornjega grada i Kaptola / Povijesne urbane cjeline Grada Zagreba](#) [Urban Renewal – Urban Rehabilitation of Lower Town, Upper Town, and Kaptol / Historic Urban Areas of the City of Zagreb] (2020), [Projekti tipskih kuća za obnovu nakon potresa](#) [Typical House Designs for Renovation after the Earthquake] (2021).

#### Articles in Professional Journals

Faculty members of the Faculty of Architecture regularly publish professional articles in industry journals. Between 2018 and 2023, 41 professional articles were published, with 20 featured in prominent Croatian journals such as **Oris** (published since 1999), a magazine for architecture and culture aimed at architects, designers, urban planners, and the general public, exploring

relationships between local and international practices; *Čovjek i prostor* (published since 1954), a monthly magazine from the Croatian Architects' Association covering architecture, urban planning, environmental issues, and design; and **Mjera** (published since 2019), a journal of the Dubrovnik Architects' Society that publishes critical essays and problem-oriented articles focusing on architecture, urban planning, and social phenomena impacting space.

#### Professional Projects in Numbers

The Faculty of Architecture's [Institutes](#) generate architectural and urban planning projects, spatial planning documents, heritage conservation projects, conservation surveys, studies on the physical properties of buildings (thermal and sound insulation), mechanical resistance and stability projects, mechanical designs, programme studies, guidelines, project audits, professional opinions, and other professional documents. Over the past five years, the Institutes produced more than 34 spatial plans, 34 studies and urban planning concepts, 20 surveys, conservation studies and urban planning-related reports, 40 architectural projects, 6 interior design projects, 15 heritage building restoration projects, 12 conservation studies, 45 projects concerning mechanical resistance, stability, and thermal and sound protection, 32 studies and guidelines, and 11 project audits, among other professional tasks.

#### Professional Events And Conferences

The Faculty of Architecture hosted several professional events and conferences. In collaboration with the nZEB.hr Cluster for energy efficiency and sustainability, the Faculty hosted several professional seminars as part of its Continuing Professional Development efforts. These seminars focus on training, promoting science and innovation, and advancing techniques, products, materials, and services in the domains of energy efficiency, sustainability, urban renewal, improved safety, comfort, and health characteristics of indoor spaces, as well as trending topics such as green urban renewal and building decarbonization by 2050.

#### Key professional conferences held between 2019 and 2024:

→ nZEB 2024: Building Renovation and Modernization – 15 February 2024, at Hotel Antunović in Zagreb; a full-day professional conference with live streaming.

→ Zero Emission Buildings (ZEB) – 16 February 2023, held at the Faculty of Architecture in Zagreb, Kačićeva 26, in Conference Hall 81; a full-day professional conference with live and online sessions.

→ Buildings 3+: Safety, Comfort, Quality – 17-18 February 2022, a two-day professional conference with live streaming held in the Council Chamber at the Faculty of Architecture, Kačićeva 26.

→ nZEB in Renovation / TRESS 2021: Technical Solutions for Energy and Structural Renovation of Buildings – 18-19 February 2021, a two-day online professional conference that attracted over 1,000 attendees via webinar and live stream.

→ nZEB in Practice: Designing Buildings to nZEB Standards – 20 February 20, 2020, a full-day professional conference at the Faculty of Architecture in Zagreb, Kačićeva 26, Conference Hall 81. The seminar was attended by over 350 participants from Croatia.

→ Buildings 2020+: Energy Efficiency and Sustainability Post-2020 – 21 February 2019, a full-day professional conference at the Faculty of Architecture in Zagreb, Kačićeva 26, Conference Hall 81. The seminar was attended by over 300 participants from Croatia.

Link: <https://www.nzeb.hr/skupovi.html>

#### Editorial Boards of Industry and Popular Journals

Faculty members are on the editorial boards of professional and popular journals below: *Čovjek i prostor*: published by the Croatian Architects' Association; the journal focuses on architecture, urban planning, the human environment, painting, sculpture, design, and applied arts. It records and critically evaluates the processes of space transformation (planning, construction), the professional practice of architects (concepts, projects, realizations), visual arts, and culture, as well as social events that impact space; *Engineering Power*: bulletin of the Croatian Academy of Engineering, published by the Croatian Academy of Technical Sciences, is a journal that promotes technical and biotechnical sciences; *KORAK*: promotes ecologically sustainable technologies and processes and supports the economy and entrepreneurship by providing information on new trends in domestic and foreign markets, and by covering various professional events, fairs, exhibitions, and seminars.

#### Committees and Bodies Important for Professional Development

Faculty members actively participate in the Zagreb Architects Society (board and sections), the Croatian Architects' Association (presidency, assembly, committees, and councils), the Croatian Chamber of Architects (presidency, assembly, commissions, committees), and the Croatian Designers Association (management and supervisory boards).

The Faculty is also involved in working groups and committees under various ministries in Croatia: Ministry of Regional Development and EU Funds, focusing on tourism, creative society, energy, and sustainable environments; Ministry of Physical Planning, Construction, and State Assets, dealing with landscape categorization and protection, energy efficiency, building acoustics, and the comprehensive restoration of Zagreb's historic core, as well as the Reconstruction Fund; Ministry of Science and Education, assessing the quality of project documentation for the reconstruction of earthquake-damaged educational spaces; and Ministry of Culture, promoting entrepreneurship in cultural and creative industries.

### V.3. THE HIGHER EDUCATION INSTITUTION IMPACTS THE ECONOMY AND SOCIETY AS A WHOLE THROUGH THE RESEARCH AND/OR ARTISTIC WORK OF ITS FACULTY.

V.3.1. The higher education institution has appropriate mechanisms to disseminate its activities to society.

V.3.2. The higher education institution has developed cooperation with external stakeholders.

V.3.3. The higher education institution is involved in shaping policies within its scientific and/or artistic disciplines and fields.

V.3.4. Faculty members are involved in various national and international scientific or management bodies.

V.3.5. Faculty members participate in national and international peer reviews of projects, programmes, and scientific papers.

#### Mechanisms for Disseminating Activities to Society

The Faculty of Architecture has various mechanisms to disseminate its activities to broader society. The Public Relations Committee of the Faculty of Architecture – Study of Architecture and Urban Planning and the School of Design is active since 2020 and includes members of the faculties of both institutions. The scope of its activities includes: the Faculty of Architecture and School of Design [Newsletter](#), which provides monthly updates on current professional, teaching, and research activities of lecturers and students to internal and external audiences via email; the annual [Chronicle](#) of the Faculty of Architecture and School of Design published on the [Faculty's website](#); and maintenance and updates of the Faculty's online platforms, including social media profiles ([Facebook](#), [Instagram](#)). A majority of lectures from international guests and guest lecturers from other Faculties were also open to the public. The Faculty frequently hosts exhibitions, book promotions, and panel discussions on current topics (e.g., the earthquake, NEB, etc.).

The annual Faculty Day in April provides an opportunity to publicly present the Faculty's achievements in teaching, research, arts, and professional practice ([link](#), [link](#), [link](#)). This event includes formal sessions, conferences (e.g., on the reconstruction of architectural heritage and historical areas of Zagreb, and the European Commission's New Bauhaus initiative), panels (e.g., on the Faculty's research projects and collaborations with local governments and businesses, SCOPES IN ARCHITECTURAL RESEARCH, and the role of education in NEB), lectures from prominent professors and young architects, and exhibitions of top student work and Rector's Award winners.

Faculty members frequently participate in television and radio programmes, as well as other digital content formats (podcasts).

The visibility of the Faculty is also boosted via interviews with faculty members and commentaries on spatial planning and major projects published in daily press and their involvement in public forums, discussions, and workshops.

One of the key activities in disseminating student work dealing with the preservation and improvement of spaces, as well as public outreach, are off-campus exhibitions of student projects, which help raise the Faculty's profile. (Links: [news](#), [booklet](#), [online](#), [exhibition MSU](#), [exhibition New Zagreb](#), [booklet Šibenik](#), [exhibition Museum of Architecture](#))

(Source: V.3.1. Selected dissemination activities)

#### Collaboration with External Stakeholders

The Faculty maintains continuing collaboration with national ministries, agencies monitoring the production of documents of national interest, various local government institutes, as well as businesses, contributing to the development of strategic documents, plans, and programmes in the areas of spatial development and building renovation.

→ The collaboration with the Ministry of Physical Planning, Construction, and State Assets includes the creation of national programmes (e.g., green infrastructure, circular economy) and guidelines (e.g., nearly zero-energy buildings, building condition analysis for healthier indoor climates, mechanical resistance, stability, and fire safety); the collaboration with the Ministry of Culture and Media involves developing standards (e.g., conservation studies for protected cultural heritage) and guidelines (e.g., energy renewal of cultural heritage), whereas the work for the Ministry of Science, Education, and Sports involves creating guidelines (designs for Croatian primary schools).

→ Through research, the Faculty collaborates with the Zagreb Spatial Planning Institute on the comprehensive reconstruction of Zagreb and with the Institute for the Restoration of Dubrovnik on the management plan for Old Town Dubrovnik, an UNESCO World Heritage site, etc.

→ Collaboration with KFK d.o.o., Ruvica on the IRI project: Development of a Double Facade with a Hermetically Sealed Cavity (H-CCF), a project focused on innovation; joint organization of scientific and professional conferences.

The project addresses the identified demands of the glass and aluminum façade market and aims to develop an [innovative product](#)—a closed-cavity façade with passive dry air maintenance. This aligns with the

thematic priorities and sub-thematic areas S3 identified by the Call, focusing on advanced solutions for increasing energy efficiency, reducing consumption, saving energy, and protecting the environment. Project activities include research and development, strengthening the capacity of KFK d.o.o., a company focused on research, development, and innovation, and collaboration with the Research and Development Institute of the University of Zagreb Faculty of Architecture.

→ Collaboration on the European project funded by the [Interreg EuroMed](#) programme: the [BAUHAUS4MED](#) project supports cities and regions in designing content for residents of various age groups and interests.

The project will contribute to the green transformation by boosting public engagement in creating sustainable urban living spaces. Policy change will be driven by testing green, participatory, and aesthetic solutions in line with the New European Bauhaus initiative. The results will positively impact five Euro-MED regions, where stakeholders, led by civil society, will test circular building materials, green space solutions, regenerated urban spaces, green products, and green lifestyles.

→ Cooperation with the nZEB.hr Cluster

The nZEB.hr Cluster was established in 2018 on the initiative of the Faculty of Architecture, with the idea of fostering collaboration between science and industry to promote common themes through the creation of guidelines, expert consultations, organizing professional event, and participating in fairs and congresses.

The goals of the nZEB.hr Cluster are to connect science, innovation, and industry, linking all stakeholders in construction and renovation based on comprehensive renovation criteria, with an emphasis on low-energy buildings, nearly zero-energy buildings (nZEB), zero-emission buildings, and green and sustainable construction. The task of the nZEB.hr Cluster is to foster stronger cooperation between industry and institutions and help institutions develop criteria for renovation, design, and construction of buildings based on high-efficiency, safe, and sustainable construction standards. The cluster also focuses on disseminating ideas, knowledge, and requirements for energy-efficient and sustainable buildings, comprehensive renovation, and safe construction.

In addition to the Faculty of Architecture, the industry co-founders include: AGC, Bosch, Knauf-Insulation, Profine Croatia, and Wienerberger. Since 2019, nZEB.hr Cluster members include: Velux Croatia, Nosivi građevinski elementi d.o.o., and the Ministry of Physical Planning, Construction, and State Assets as its honorary member. Baldinistudio joined the cluster in 2022, Ytong porobeton in 2023, and Baumit in 2024. [Cluster nZEB.hr website: https://www.nzeb.hr/](#)

→ Collaboration with [AluKönigStahl](#) d.o.o. in organizing and conducting a student competition for the conceptual architectural design "[View Through the House](#)"

The contest was organized by: AluKönigStahl d.o.o. (person in charge: Olja Lacković, dipl. oec., AluKönigStahl d.o.o.)

The contest was co-organized and run by: University of Zagreb Faculty of Architecture (person in charge: Prof. Zoran Veršić, PhD)

The competition is architectural, public, and anonymous, primarily intended for students of the University of Zagreb Faculty of Architecture, and secondarily for students of other technical faculties at the University of Zagreb. The aim of the competition is to encourage progressive student viewpoints with the goal of creating bold architectural solutions in the domain of individual housing.

→ Agreement with the Regional Energy and Climate Agency of Northwest Croatia on cooperation in areas of mutual interest, on 5 March 2024.

The goal is cooperation between the two institutions in areas of mutual interest, primarily in sustainability, energy efficiency, renewable energy sources, climate change adaptation of spaces and buildings, support for counties, cities, and municipalities in planning and implementing projects, participation in various projects, and other activities to be defined over time.

#### Policy Development

Faculty members serve on the Council for Physical Planning of the Ministry of Physical Planning, Construction, and State Assets, focusing on contemporary challenges in physical design and planning that reflect social and economic shifts (2020–2022, Auf Franić, Jukić), as well as the Expert Council for Reconstruction of the Government of the Republic of Croatia (Veršić).

The Faculty of Architecture participated in the working group of the Ministry of Physical Planning, Construction, and State Assets, aimed at drafting the Proposal for the Spatial Planning Act. The Faculty is involved in several key national policy-making working groups in its field. These involve the group developing Architectural Policies of the Republic of Croatia until 2030; groups working on tourism and creative society and energy and sustainable environment for the National Development Strategy until 2030; and an advisory body for monitoring the development of the Landscape Plan of the Republic of Croatia. Faculty members were also actively involved in the Croatia 2030 platform.

In collaboration with the Regional Energy and Climate Agency (REGEA), the national contact point for the New European Bauhaus (NEB) initiative, the

Faculty has been involved in discussions regarding the goals of the initiative from the beginning. The Faculty also co-created New European Bauhaus Goes South, a platform that gained early recognition from the European Commission, becoming one of the first NEB laboratories. In collaboration with the Architects' Council of Europe (ACE), the European Association for Architectural Education (EAAE), ELIA, and other bodies, faculty members contributed to the inaugural activities of the NEB Collective. The dean participated in all summits of European architecture deans, including the first one in Oslo that produced the Oslo Pledge on implementing sustainable development goals in architectural education.

The Faculty is also involved in the Council for Coordination of Activities related to the comprehensive reconstruction of the historic core of Zagreb and the Expert Council for the Reconstruction of Buildings Damaged by the Earthquake in Zagreb, Krapina-Zagorje County, and Zagreb County. Additionally, faculty members contribute to the Committee for Drafting the Energy Renovation Programme for Buildings for the period 2021–2030.

#### Scientific and Administrative Bodies

Faculty members of the Faculty of Architecture are members of the Architects' Council of Europe (ACE) in Brussels, the International Committee for the Conservation of the Industrial Heritage (TICCIH), Observatorio de arquitectura religiosa contemporánea (OARC) in La Coruña, Spain, the European Association for Architectural Education (EAAE), Brussels, Belgium.

They also serve as members of the governing committees and executive boards of the Croatian Academy of Sciences and Arts, Scientific Council for Tourism and Space and the Croatian Academy of Technical Sciences, Department of Architecture and Urbanism. Over the past five years, many faculty members participated in the work of governing committees, executive boards, and bodies of the Croatian Chamber of Architects, Croatian Architects' Association, and Zagreb Architects Society.

#### Reviewing Projects, Programmes and Scientific Papers

Faculty members of the Faculty of Architecture actively serve as reviewers for both national and international **projects and programmes**. Notable contributions include membership in the European Commission's expert pool of reviewers for co-financed research projects (Bačić, D.), the Research Development Support programme of the Croatian Science Foundation

(Gašparović, S.), and evaluations of several project proposals for the Croatian Agency for SMEs, Innovations and Investments (Šmit, K.). Faculty members also participate in international commissions for the **reaccreditation of higher education institutions** abroad (Novo Mesto, Slovenia: Mišetić, A.; Banja Luka, Bosnia and Herzegovina: Roth-Čerina, M., Turato, I.), as well as in Croatia (Algebra: Vukić, F.).

Faculty members of the Faculty of Architecture regularly review articles for **scientific journals**, including international journals indexed in WoSCC and Scopus, such as journals from the Swiss publisher MDPI: Sustainability, Land, IJGH, IJERPH, Heritage, Buildings; Slovenian journals Geodetski Vestnik and Urban Izziv, Slovak journals Architektúra & Urbanizmus – Journal of Architectural and Town-Planning Theory; British journals Industrial Archaeology Review and Cities, and Italian journals Vesper and Stoa. Contributions of the faculty members of the Faculty of Architecture to the review of articles in the scientific journal Prostor (Q3: Architecture), published by the Faculty of Architecture, are also significant, along with reviews for other Croatian journals indexed in WoSCC and Scopus, such as the Hrvatski geografski glasnik, Electronic Journal e-GFOS, and other journals relevant to the fields of architecture and urban planning, like Sociologija i prostor and Građevinar.

Faculty members have also reviewed papers for **proceedings** of numerous international and national **scientific conference** and reviewed numerous scientific **books and monographs** in the last five years.

Appendix: Examples of faculty involvement in reviews – LIST OF PARTICIPATION IN REVIEWS – SORTED BY CATEGORIES (from faculty tables).

#### V.4. DOCTORAL PROGRAMMES AT THE HIGHER EDUCATION INSTITUTION ARE ALIGNED WITH THE INSTITUTION'S STRATEGIC PROGRAMME, CONTEMPORARY RESEARCH/ARTISTIC ACHIEVEMENTS, PROFESSIONAL STANDARDS, AND INTERNATIONALLY ACCEPTED STANDARDS OF QUALITY DOCTORAL EDUCATION, WHERE APPLICABLE.

V.4.1. Planning and proposing doctoral study programmes align with the higher education institution's mission and strategic goals.

V.4.2. Planned and proposed doctoral programmes contribute to the national development of higher education and science.

V.4.3. Doctoral programmes and doctoral theses reflect the institution's scientific and/or artistic research and achievements.

V.4.4. Doctoral programmes keep in step with the latest scientific and/or artistic insights and relevant skills.

V.4.5. Doctoral programmes are aligned with professional standards and contemporary achievements in the field.

V.4.6. The institution fosters creativity in designing new doctoral programmes.

Pressing global issues drive and demand wide-ranging research in the built environment. Prominent topics include the importance of environment as one of humanity's key resources, requiring careful and responsible management, as well as the negative impact of construction industry on global warming. The Faculty of Architecture supports and encourages tackling this broad range of pressing challenges, which is reflected in the diverse range of interdisciplinary and inclusive research topics pursued by its faculty and doctoral candidates. Research teams, including PhD candidates, focus on topics such as the responsible management of architectural heritage, modernizing the building stock, sustainable urban development, and integrating information technologies in managing space. The Faculty also carries out a large number of professional projects that often require scientific research to truly understand complex phenomena and find optimal solutions to challenges and questions. These collaborations help develop new methodologies to improve architectural and urban planning practices. Topics and insights formed and developed within scientific and research activity at the Faculty are published in journals, presented at conferences, applied in professional practice, and integrated into the teaching and curriculum reform.

#### Alignment with the Faculty's Mission and Strategic Goals

The doctoral study programme in Architecture and Urban Planning continues a long-standing tradition at the Faculty of Architecture of the University of Zagreb, where, since the 1969/70 academic year, research in architecture and urban planning has been cultivated through various postgraduate programmes, some of which were developed in collaboration with other higher education institutions. It was launched in 2007, and its current curriculum and syllabus received approval in 2021 after updates required by the reaccreditation process in 2016.

The doctoral study programme in Architecture and Urban Planning awards a PhD in Technical Sciences in the field of Architecture and Urban Planning. Upon completing the postgraduate research programme for acquiring a doctoral degree, candidates are awarded the academic degree of Doctor of Science (Croatian: *dr. sc.*) in Architecture and Urban Planning.

This is a three-year (six-semester) study programme within the Bologna system, with three semesters of coursework and three of supervision. During their doctoral study programme, a doctoral student must have a minimum of 180 ECTS credits for completion. All PhD candidates are expected to graduate within six years, twice the duration of the formal programme length.

The focus of the programme is the development of scientifically grounded individual projects in the field of architecture and urban planning. Upon admission, PhD candidates normally propose a broad area of interest, which is then investigated, refined, and structured across the first three semesters. A synopsis is defended in the fourth semester, followed by focused research and thesis development in the fifth and sixth semesters under the guidance of a supervisor.

The current curriculum defines the vision and strategy of research work, emphasizing the research tradition of the Faculty and lecturers' competencies.

New students are typically admitted every two years. With the 8th cohort of doctoral candidates enrolled in 2022/2023, the 9th cohort are scheduled for the 2024/2025 academic year.

### **Contribution to the National Development of Higher Education and Science**

The purpose of the programme is to educate and prepare young scientists for tackling complex and demanding modern challenges in architecture and urban planning responsibly. This is achieved by introducing PhD candidates to theoretical knowledge from various related disciplines, fostering and developing intellectual responsiveness and critical thinking, and familiarizing them with the fundamentals and methods of scientific research. As a successor to the technical tradition, the Faculty of Architecture nurtures a broad and long-standing tradition of engineering know-how and research, complemented by artistic principles and reflections.

Doctoral dissertations are closely connected to research themes and achievements. Seminar and workshop leaders, as well as course coordinators, are active researchers at the forefront of Croatian Science Foundation and EU Horizon 2020 projects. They have presented at international conferences and are published by leading international publishers. Moreover, they have received national science awards.

### **Keeping Step with the Latest Scientific Discoveries**

The programme fosters and encourages all forms of research-based methodologies, ensuring that research questions are adequately and consistently addressed within the framework of defined hypotheses and objectives. The goal is to affirm architecture and urban planning as core disciplines that combine both engineering and artistic qualities, which are crucial for the responsible use of valuable spatial resources.

Discussions about Design-Driven Research (DDR) have been particularly lively in the context of doctoral studies over the past five years, in the wake of international workshops, panels, and policies defining the essence of inherently architectural research. Spearheaded by the likes of EAAE Research Academy, ARENA, and ELIA, these discussions have produced key documents such as the Vienna Declaration over the last few years. Several activities related to DDR have been hosted by the Faculty of Architecture, with members actively participating in international networks focused on DDR. In late 2018, the Faculty hosted the [EAAE Research Academy](#) workshop titled "[Research Policy Framework and Doctoral Training](#)", a lecture by Oya Atalay Franck titled "[Doctorateness – Relevance for Architecture Practice](#)", followed by a roundtable with participants including Oya Atalay Franck, Johan De Walsche, Tadeja

Zupančić, Bojan Baletić, and Mia Roth-Čerina. In 2023, Zagreb hosted the 14th [CA2RE conference](#) on design-driven research.

### **Alignment with Professional Standards and Contemporary Trends**

Given the societal and economic importance of architecture, urban planning, spatial planning, and environmental protection, there is a continuous interest in these topics. This interest extends beyond the academic system into the economic and public sectors (architectural firms, faculties, ministries of the Republic of Croatia, institutes, counties, and cities, as well as the Croatian Chamber of Architects).

External stakeholders in the architecture and urban planning study programme include architectural firms, the Croatian Chamber of Architects, other architecture faculties, local governments, and ministries. The Faculty plans to appoint external stakeholders to the Doctoral Studies Council.

### **Participation in the Launch of a PhD Programme**

The Faculty of Architecture is involved in the University of Zagreb working group that is designing an interdisciplinary arts-centered PhD programme connecting the Academy of Fine Arts, Academy of Music, Academy of Dramatic Art, Faculty of Architecture (architecture, urban planning, and design programmes), the Faculty of Textile Technology, and experts from other related faculties.

## **V.5. THE HIGHER EDUCATION INSTITUTION APPLIES THE PRINCIPLES OF OPEN SCIENCE IN ITS ACTIVITIES, PROCESSES, AND ACTS.**

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**V.5.1. The higher education institution has adopted an open science policy that encourages the application of open science principles at the institutional level and ensures open access to graded theses (undergraduate and graduate theses, and doctoral dissertations), scientific and professional publications, educational content, and research data from faculty and students.**

**V.5.2. The higher education institution has its own repository, which enables faculty and students to deposit and provide open access to their theses, scientific and professional publications, educational content, and research data.**

**V.5.3. The higher education institution encourages and values the application of open science principles through various internal processes and/or evaluation processes at the institution. If the institution has an organized publishing activity, the publications (books, journals, and other types) are available in open access.**

### **Open Science**

The Faculty of Architecture actively contributes to open science by publishing scientific papers, research findings, and educational materials in open access, as detailed in Table 5.1 of the Analytical Supplement. During the reporting period, nearly 50% of the Faculty's published scientific papers were available in open access. The Faculty promotes the principles of open science by organizing public events, workshops, and lectures, and by participating in national and international scientific projects. The Faculty's publishing activities, which include free access to [books](#) and the scientific journal [Prostor](#), provide scientists, professionals, and the general public with access to scientific and professional knowledge, strengthening the ties with various academic and professional communities. The internal [repository](#), accessible with AAI credentials, contains graduate theses. A selection of exemplary graduate theses and outstanding or awarded projects by older students are available in open access on the Faculty's [website](#).

## SOURCES FOR VERIFYING FULFILLMENT OF STANDARDS

As sources for verification, please use the links provided in the text of each specific standard

### STANDARD V.1.

- Table 4.2: Faculty members of the higher education institution (analytical supplement to the self-assessment)
- Table 5.1: Bibliography over the past five years (analytical supplement to the self-assessment)
- Table 5.2: Notable publications over the past five years (analytical supplement to the self-assessment)
- Table 5.4: Artists' bibliographies over the past five years (analytical supplement to the self-assessment)
- Table 5.6: Projects over the past five years (analytical supplement to the self-assessment)
- List of projects featuring faculty members
- List of scientific conferences and/or symposia organized by the higher education institution
- List of publications issued by the institution
- Faculty participation in higher education and science committees and bodies
- CVs of external associates with a list of works over the past five years
- Faculty participation in the editorial boards of scientific journals
- CROSBİ – CroRIS
- Probably Table 5.7: Participation in conference organizing committees over the last five years and Table 5.8: Editorial positions in journals over the last five calendar years

### STANDARD V.2.

- Table 4.2: Faculty members of the higher education institution (analytical supplement to the self-assessment)
- Table 5.1: Bibliography over the past five years (analytical supplement to the self-assessment)
- Table 5.2: Notable publications over the past five years (analytical supplement to the self-assessment)
- Table 5.6: Projects over the past five years (analytical supplement to the self-assessment)
- List of professional projects featuring faculty members
- List of professional conferences and/or symposia organized by the higher education institution
- Faculty participation in committees and other bodies relevant to the profession
- Faculty participation in the editorial boards of professional and popular science journals
- CROSBİ – CroRIS

## SOURCES FOR VERIFYING FULFILLMENT OF STANDARDS

### STANDARD V.3

- Mechanisms for disseminating the higher education institution's activities to society: online news section, Newsletter, School of Design Yearbook, faculty and student exhibitions, publications
- Documents showing collaboration with external stakeholders
- Examples of faculty participation in national and international scientific or governing bodies
- Examples of faculty participation in national and international reviews of projects, programmes, and scientific papers

### STANDARD V.4

- Procedure for designing and proposing new doctoral programmes at the institution
- Procedure for revising doctoral programmes at the institution
- Examples of collaboration with stakeholders in proposing new doctoral programmes at the institution

### STANDARD V.5

- Open science policy is adapted at the institutional level
- Percentage of undergraduate and graduate theses and doctoral dissertations available in open access through the institutional repository
- Percentage of scientific and professional publications available in open access
- Number of research datasets stored in the institutional repository/number of research datasets available in open access through the institutional repository
- Description of the evaluation process and/or procedures that incentivize, assess, and reward researchers' activities related to open science
- Tables 5.3 and 5.5 of the analytical supplement to the self-assessment
- Percentage of in-house editions (books, journals, and other types) available in open access, with the use of open licenses and a defined open access publishing policy

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Zagreb, October 2024





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