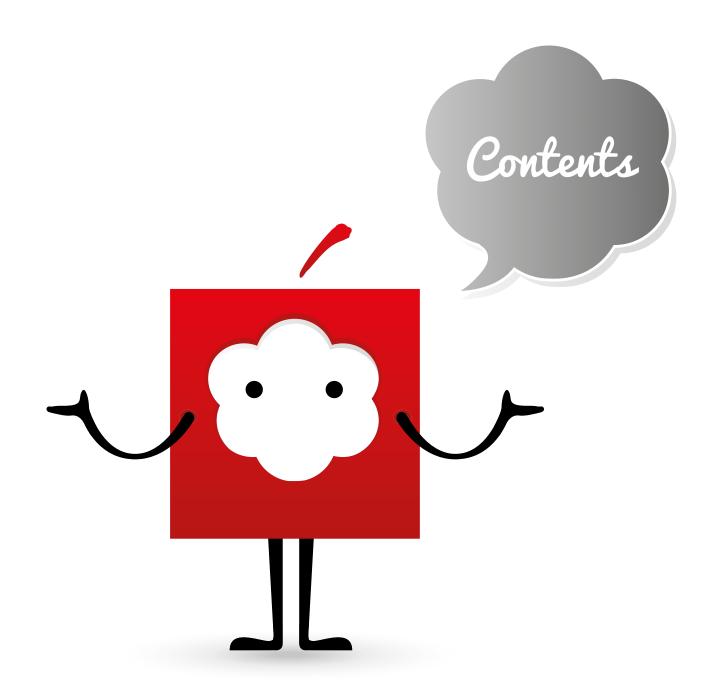
Annual Report for 2013 and 2014 Activity Plan

agency for science and higher education



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Prof. dr. sc. Jasmina Havranek, Agency for Science and Higher Education director

Dear readers,

Once again, the year has passed too quickly...

And we find ourselves at the beginning of this year with a new annual report of the Agency for Science and Higher Education (ASHE)¹.

This has been another dynamic and, by all measures, very busy year for higher education and science. At a steady pace and continuous development and improvement we proceed on to the coming year.

The whole world is experiencing big changes in higher education, but also in science, and we are faced with more and more challenges. The success of the "21st century Knowledge Economy" will obviously demand an even higher level of formal and non-formal education. Foreign companies (and, hopefully, soon also the Croatian ones) are looking for employees with a post-secondary education and an ever increasing level and scope of skills and knowledge. Quality workforce will be defined by a wider scope of skills, pronounced critical thinking and ability to apply knowledge to various different challenges and problems. We will need to be quick in determining the necessary number of graduates in

 $^{^{1}}$ The Agency for Science and Higher Education Management Board adopted this Annual Report for 2013 and 2014 Activity Plan at its 36th session held on March 17th 2014.

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relation to the number of vacancies as this is crucial for Croatian economy. Furthermore, it should be said that making higher education a strategic priority is necessary to create preconditions for a more successful economy, but quality education also contributes to personal growth, better promotion of democratic values and development of responsible citizens and the whole society. That is why it is important to regulate this sector in accordance with global standards, but also Croatia's needs.

That is why in 2013 the Agency for Science and Higher Education continued to conduct a number of procedures and activities whose aim is to assure and improve the quality of higher education and science. After completing the second round of re-accreditation of higher education institutions that deliver programmes in technical sciences in 2012, in 2013 the procedure covered six faculties and three university departments that deliver study programmes in biotechnical sciences, as well as 16 private colleges. The Agency also accredited scientific activities of seven higher education institutions listed in the Register of Scientific Organisations.

It is my pleasure to point out that higher education institutions included in the re-accreditation procedure recognise its benefits, as indicated by the high grades given to the procedure. In accordance with our well-established practice, all final reports by the expert panels and accreditation recommendations are published on the ASHE website in their entirety, thereby ensuring transparency and availability of information, which is also an important tool for fighting corruption.

We would like to note that expert panels that evaluated teaching activities of faculties within universities also assessed their scientific component for the purpose of issuing a license for scientific activity. We are happy to report that the scientific output of the entire biotechnical area was positively assessed thanks to, among other things, topics and researchers which are recognisable in the international environment. Such acknowledgements are significant not only for the particular higher education institution, but also for the development of the entire system of higher education and science, as well as its recognisability outside Croatia. This is especially important now that Croatia has officially become part of the European Union.

Preconditions for the Agency to start evaluating proposals for the establishment of scientific centres of excellence were met last year. These are scientific organisations or groups of scientists whose work puts them among the best international organisations or groups within a certain scientific discipline. Central point for informing the public about this procedure is the website www.zci.hr, and there is also an e-form for submitting proposals of individual scientific centres of excellence. Upon receiving project proposals, the Agency sent them for international review. All reviews were collected at the beginning of this year, and were followed by conducting interviews with the candidates and completing the assessment procedure.

Upon the proposal of the Ministry of Science, Education and Sports, the Agency launched and completed a thematic evaluation of six scientific research vessels used by three scientific institutions in their everyday scientific-research and teaching activities.

It is also important to mention that, in cooperation with scientific institutions in Zagreb, the Agency is conducting several parallel research projects, including the first complete analysis of enrolments to undergraduate, integrated and professional study programmes in the last four years. This analysis will provide insight into the quality of enrolments at higher education institutions.

One of the most important segments of ASHE's work is its international activity and positioning in the European, but also global surroundings. The aim of these activities is to connect and network, exchange experiences, improve performance and contribute to the recognition and recognisability of Croatian science and higher education.

In October we welcomed Dr. Judith S. Eaton, president of the US Council for Higher Education Accreditation (CHEA). The Agency thus had a chance to deepen our already successful cooperation with CHEA and open up new pathways for further collaboration. We were also hosts to other foreign professors and experts like the ones from India, Taiwan, Cambodia, etc., who came to learn about the examples of good practice in Croatia.

In mid-2013, we brought the 20th international annual meeting of ENIC and NARIC Networks to Split. Furthermore, we participated in the organisation of the 23rd annual conference of the European Association of Higher Education Institutions (EURASHE), also in Split, with some 150 representatives from more than 30 countries. Finally, we took part in the international *Quality Assurance and Quality Development conference*, held in Berlin, where we were one of six European countries that got a chance to present their system of external quality assurance in science and higher education.

In 2013, the Agency became involved in regional cooperation project *Higher Education Initative for Southeastern Europe*. This project was initiated by the University of Georgia - Institute for Higher Education, with the aim of connecting local and foreign experts and thus build capacities within academic community in the whole region.

ASHE representatives were invited to participate in international conferences and seminars where they presented the Croatian model of external quality assurance in science and higher education, as well as results achieved by the Agency and other stakeholders in this area.

As I already mentioned, the past year was very dynamic and successful thanks to the efforts and work of our employees and associates. That is why I would like to thank all representatives of higher education institutions and scientific organisations for their cooperation, Croatian and foreign expert panels' members for their participation and commitment, all our students who quickly got into the rhythm of work at the Agency and the Agency staff on their conscientious and dedicated work, but also on their ambition and the desire to learn and acquire new knowledge.

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Prof. (dr./sc. Jasmina Havranek, Director of the Agency for Science and Higher Education

External Quality Assurance Procedures in Science and Higher Education Implemented in 2013



01 RE-ACCREDITATION OF HIGHER EDUCATION INSTITUTIONS IN THE ACADEMIC YEAR 2012/2013

In 2013, the Agency for Science and Higher Education continued with the procedure of re-accreditation of higher education institutions which, according to the Act on Quality Assurance in Science and Higher Education, is obligatory for all public and private higher education institutions in the Republic of Croatia. The first five-year re-accreditation cycle began in 2009/2010 and should be completed in 2015/2016. That will be the first time that all Croatian higher education institutions will have gone through external evaluation which should result in useful guidelines for further development and improvement of their quality, provide a thorough insight into higher education system, and serve as a basis for future planning in the system of higher education and science.

In accordance with the Higher Education Institutions' Re-accreditation Plan for the academic year 2012/2013, this procedure covered six faculties and three university departments which deliver study programmes in biotechnical sciences, as well as 16 private colleges. Two private colleges (College of International Relations and Diplomacy in Zagreb and College for Inspection and Human Resource Management in Maritime Sciences) asked for a postponement, which was accepted as their reasons were deemed justified. Re-accreditation of three private colleges was subsequently halted because they changed their ownership structure and ceased to exist as independent legal entities, becoming instead part of other higher education institutions (Zagreb Polytechnic and Kairos College for Public Relations and Media Studies were taken over by VERN Polytechnic, and UTILUS Business School for Tourism and Hotel Management is now part of DIU Libertas International University). Re-accreditation of a part of the activity for VERN Polytechnic and DIU Libertas International University for the newly acquired study programmes is ongoing.

As in the previous years, the re-accreditation procedure was done in accordance with the Higher Education Institutions' Re-Accreditation Procedure, and consisted of three stages: drafting a higher education institution's self-evaluation, expert panel's visit to the institution, and adopting the Accreditation Recommendation followed by the subsequent follow-up.

Self-evaluation is drafted by the higher education institution in line with Guidelines for Drafting Self-Evaluation Reports, and represents the basic document in the re-accreditation procedure by which a higher education institution assesses the quality of its own work. An institution has the possibility to work on the self-evaluation for several months, during which ASHE staff is available for any additional explanation. For this purpose, the Agency opened a forum on its website to enable direct communication between representatives of higher education institutions involved in the re-accreditation procedure and ASHE staff. During the re-accreditation in the academic year 2012/2013, several hundred queries from higher education institutions were received and answered via the forum, and a similar number of questions were answered over the phone. Furthermore, ASHE staff held a one-day workshop for drafting the self-evaluation for

higher education institutions undergoing the re-accreditation procedure, as well as a number of individual consulting meetings of institutions' representatives and ASHE staff.

The re-accreditation procedure of higher education institutions includes international expert panels. In order to gather bids for panel members, ASHE issued a public call for all teachers, businessmen and students to take part in the re-accreditation procedure and published it on the European Network for Quality Assurance in Higher Education (ENQA) website, but also on websites of other European agencies. The re-accreditation procedures in the academic year 2012/13 thus involved 59 panel members - 13 Croatian and 34 foreign members from distinguished European higher education institutions - and 12 students. Higher education institutions had the possibility to comment and appeal the selection of experts. All expert panel members were trained by the Agency.

Visit to higher education institutions undergoing the re-accreditation procedure lasts for one to three days and, in addition to the expert panel, includes an Agency employee who acts as the coordinator and is in charge of providing technical, administrative and professional support during the site visit. Besides the coordinator, the Agency secures a translator who is in charge of simultaneous interpretation during the site visit and the translation of the final report. In addition to coordinating the visit of a five-member panel to the institution, ASHE is in charge of the transportation and accommodation arrangements for all panel members.

Expert panel's task is to draft the final report within one month of the site visit, after which the report is sent to the institution for comments.

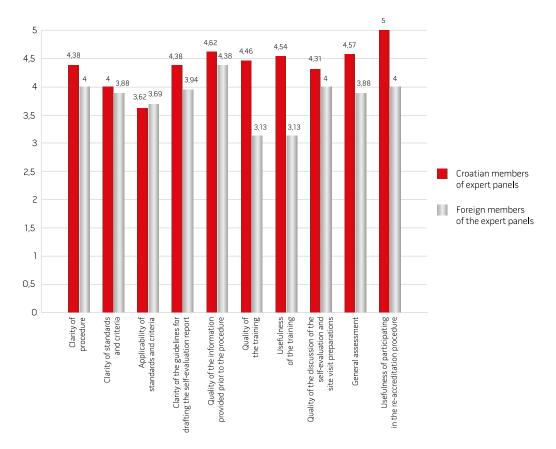
Based on the final report and the quality grade given by the expert panel, as well as the report on the compliance with the minimum requirements from the information system MOZVAG and comments from the institution, the Accreditation Council, Agency's expert body, passes an opinion on the re-accreditation outcome. This opinion is the basis for the accreditation recommendation of the Agency which is sent to the Ministry of Science, Education and Sports.

On the basis of the re-accreditation procedures conducted in the academic year 2012/2013, the Agency recommended issuing the confirmation of compliance with conditions for continued activity for 10 higher education institutions, 4 institutions received a letter of expectation with a deadline for resolving deficiencies, and one institution was denied licence. All final reports by the expert panels and Accreditation Recommendations have been published on the ASHE website.

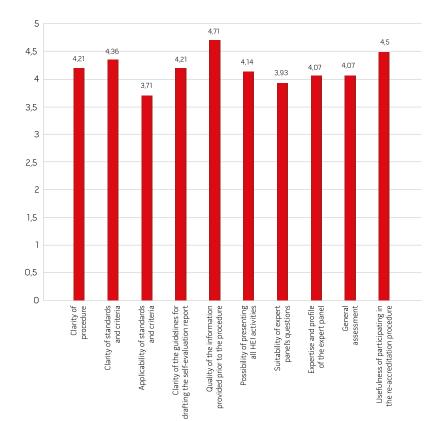
The re-accreditation procedure conducted in the academic year 2012/2013 also included the re-accreditation of scientific activity for seven higher education institution listed in the Register of Scientific Organisations. Based on the conducted procedures, the Minister received a recommendation to issue a confirmation of compliance with conditions for continued scientific activity for five higher education institutions, and to deny license for scientific activity to two colleges.

After the re-accreditation procedures were complete, the institutions and panel members received a questionnaire for assessing the re-accreditation procedure. Their input was put towards revising the documents used in the procedure, and the final version of the new documentation was adopted at the Accreditation Council session held in September 2013.

According to the questionnaire filled out by panel members who took part in the re-accreditation, the entire procedure was marked with a relatively high grade (4.57 by Croatian and 3.88 by foreign panel members). In the questionnaire filled out by higher education institutions covered by the procedure, the overall grade was also relatively high, but what is significant is that the highest grade was given to the questions of usefulness of participating in the procedure (4.50), and the quality of information provided by the Agency staff (4.71). The questionnaire also indicated that the most room for improvement remained in the part which relates to the re-accreditation criteria.







 $\overline{02}$ Higher education institutions' assessment of the 2012/2013 re-accreditation procedures

O2 RE-ACCREDITATION OF HIGHER EDUCATION INSTITUTIONS IN THE ACADEMIC YEAR 2011/2012: SYNTHESIS

Re-accreditation procedures conducted in the academic year 2011/2012 included institutions that deliver study programmes in technical sciences. This was the second year of the first five-year re-accreditation cycle for which the Agency, in accordance with ENQA recommendations and after the Accreditation Council's adoption of all reports, drafted this Synthesis that covers the procedure as well as the outcomes of external evaluation of higher education institutions and their programmes in the technical sciences. Its main goal is to give a short overview of this area and some general recommendations for improving the quality of programmes and institutions.

Methodology of the re-accreditation procedure in the academic year 2011/2012

Re-accreditation of institutions which deliver programmes in technical areas included 32 institutions which deliver university and professional study programmes, in accordance with the Re-accreditation Plan for the academic year 2011/2012:

- Faculty of Architecture of the University of Zagreb
- ≰ Faculty of Electrical Engineering of Josip Juraj Strossmayer University of Osijek
- ✤ Faculty of Electrical Engineering and Technology of the University of Zagreb
- ≰ Faculty of Electrical Engineering, Mechanical Engineering and Naval Architecture of the University of Split
- Faculty of Traffic Engineering of the University of Zagreb
- ✗ Faculty of Mechanical Engineering and Naval Architecture of the University of Zagreb
- Faculty of Geodesy of the University of Zagreb
- Geotechnical Faculty of the University of Zagreb
- ≰ Faculty of Civil Engineering of the Josip Juraj Strossmayer University of Osijek
- ≰ Faculty of Civil Engineering of the University of Rijeka
- Faculty of Civil Engineering of the University of Zagreb
- ≰ Faculty of Civil Engineering, Architecture and Geodesy of the University of Split
- ≰ Faculty of Graphic Arts of the University of Zagreb
- ≰ Faculty of Metallurgy in Sisak of the University of Zagreb
- Separtment of Electrical Engineering and Computing of the University of Dubrovnik
- Maritime Department of the University of Zadar
- ≰ College for Technology and Business Pula Polytechnic
- Faculty of Maritime Studies of the University of Rijeka
- Faculty of Maritime Studies of the University of Split
- Maritime Department of the University of Dubrovnik

- Faculty of Mining, Geology and Petroleum Engineering of the University of Zagreb
- Faculty of Mechanical Engineering of the Josip Juraj Strossmayer University of Osijek
- Faculty of Engineering of the University of Rijeka
- Polytechnic of Zagreb
- Polytechnic of Slavonski Brod
- Polytechnic of Šibenik
- Polytechnic of Varaždin
- College for Safety
- Polytechnic «Hrvatsko Zagorje» in Krapina
- College for Applied Computer Engineering
- College of Information Technology Zagreb
- 📕 Polytechnic «Nikola Tesla» in Gospić

In accordance with the relevant legislation, the Republic of Croatia has a combined model of institutional and program reaccreditation, meaning that the evaluation and its outcomes cover both the capacities of a higher education institution and its study programmes. This model has been applied to the current re-accreditation cycle which lasts for five years, but the procedure itself is being improved based on internal and external quality mechanisms, to the extent which does not endanger the existing evaluation model.

In this context, and in accordance with previous analyses of panel members' and institutions' assessment, the reaccreditation procedure was revised with regards to clarity of criteria, which received the worst grades in stakeholders' questionnaires. Furthermore, for the sake of cost-effectiveness of procedures conducted at a particular institution, this cycle of external evaluation also covered the scientific activity of higher education institutions listed in the Register of Scientific Organisations in the Republic of Croatia. The Accreditation Council therefore adopted an opinion on issuing the licence for scientific activity, in accordance with the Ordinance on the Content of a Licence and Conditions for Issuing a Licence for Performing Scientific Activity and Re-Accreditation of Scientific Institutions (Official Gazette, no. 83/2010). The Agency sought to preserve the integrity of criteria so that the five-year re-accreditation cycle which lasts for two more years could be adequately evaluated and analysed.

Changes to the re-accreditation procedure were only minor and restricted to the part which relates to the clarity and applicability of criteria. The procedure itself and the tenor of the criteria remained the same as in the previous academic year and are aligned with the European Standards and Guidelines. The Accreditation Council appointed expert panels for the re-accreditation of all higher education institutions, which had the opportunity to comment on their composition. Protocols were agreed upon by expert panel members, ASHE and the institution undergoing re-accreditation, and the visits lasted for two or three days. After the site visit, panel members submitted reports which were sent to higher

education institutions for comments. After the comments, the Accreditation Council adopted the reports and drafted a synthesis of conducted evaluations.

As mentioned earlier, the synthesis includes a general overview of the conducted re-accreditation cycle, a procedure which, in its essence, is aimed at the evaluation of a particular institution. In this context, even though the text will show expert panels' grades for all institutions, it would be methodologically wrong to consider that overview as a model of academic ranking, primarily because re-accreditation is a model of external evaluation that gives a review of each particular institution with no (or very little) possibility for comparison with other institutions. Mutual or transversal comparison of institutions is not possible because the criteria and the procedure itself do not comply with the majority of methodological requirements of academic ranking.

The re-accreditation procedure in the academic year 2011/2012 involved 69 reviewers and 15 students from 10 countries, some of which came from the best ranked institutions in technical sciences in Europe according to the Times QS academic rankings for 2011.

Members of expert panels for the re-accreditation of higher education institutions within universities

- prof. Ivan Aaen, PhD, Aalborg University, Denmark
- prof. Ghazwan Al-Haji, PhD, Associate Professor, Linköping University, Department of Science and Technology, Communication and Transport Systems Division, Sweden
- prof. Peter Bak Frigaard, PhD, Aalborg University, Denmark
- 🔹 prof. dr. sc. Mirta Baranović, Faculty of Electrical Engineering and Technology, University of Zagreb, Croatia
- ♥ prof. Hans-Joachim Bargstädt, PhD, Faculty of Civil Engineering, Bauhaus-Universität Weimar, Germany
- prof. dr. sc. Dinko Begušić, Faculty of Electrical Engineering, Mechanical Engineering and Naval Architecture, University of Split, Croatia
- 🔹 prof. Michael G. H. Bell, PhD, Imperial College, London, United Kingdom
- ≰ prof. Mark Blamire, PhD, Cambridge University, United Kingdom
- Prof. Miha Boltezar, PhD, Faculty of Mechanical Engineering, University of Ljubljana, Laboratory for Dynamics of Machines and Structures, Slovenia
- 🛸 dr. Johannes Bouman, researcher, Deutsches Geodätisches Forschungsinstitut DGFI, Munich, Germany
- ≰ prof. Angelika Bruckner-Foit, PhD, Faculty of Mechanical Engineering, University of Kassel, Germany
- 🗯 prof. Stephan Brües, PhD, Bergische Universität Wuppertal, Germany
- prof. Rui Chen, PhD, FIMechE, Loughborough University, Aeronautical and Automotive Engineering, Professor of Low Carbon Engineering, United Kingdom
- 🔹 prof. Stefan Dickmann, PhD, Helmut Schmidt University Hamburg, Faculty of Electrical Engineering, Germany
- ≰ dr. sc. Zlata Dolaček-Alduk, Faculty of Civil Engineering, Josip Juraj Strossmayer University of Osijek, Croatia

- 🔹 prof. Gerard Fernando, University of Birmingham, United Kingdom
- prof. dr. sc. Mladen Franz, Faculty of Mechanical Engineering and Naval Architecture, University of Zagreb, Croatia
- ≰ prof. Hylke Glass, PhD, University of Exeter, Cornwall, United Kingdom
- prof. Peter W. Gold, PhD, Forschungsgemeinschaft f
 ür Elektrische Anlagen und Stromwirtschaft e.V., RWTH Aachen University, Germany
- ≰ prof. John Golias, PhD, National Technical University of Athens, Greece
- ≰ dr. sc. Tonći Grgasović, Croatian Geological Survey, Zagreb, Croatia
- 🗯 prof. Andrzej Grzadziele, PhD, Mechanical-Electrical Faculty at Polish Naval Academy, Poland
- ≰ prof. Geoffrey Hammond, PhD, University of Bath, United Kingdom
- ≰ prof. Henrik Harder, PhD, Aalborg University, Denmark
- ≰ prof. dr. sc. Ivo Ipšić, Faculty of Engineering, University of Rijeka, Croatia
- prof. Mikhail Itskov, PhD, RWTH Aachen University, LF Kontinuumsmechanik / Department of Continuum Mechanics, Germany
- ≰ prof. Wolfgang Khuen, PhD, Bergische Universität Wuppertal, Germany
- 🍺 prof. dr. sc. Snježana Knezić, Faculty of Civil Engineering, Architecture and Geodesy, University of Split, Croatia
- ≰ prof. dr. sc. Alojz Kopacik, Faculty of Civil Engineering, Slovak University of Technology in Bratislava, Slovakia
- prof. dr. sc. Željan Lozina, Faculty of Electrical Engineering, Mechanical Engineering and Naval Architecture, University of Split, Croatia
- ≰ prof. dr. sc. Krešimir Malarić, Faculty of Electrical Engineering and Computing, University of Zagreb, Croatia
- ≰ prof. dr. sc. Vladimir Medica, Faculty of Engineering, University of Rijeka, Croatia
- ≰ prof. dr. sc. Predrag Miščević, University of Split, Croatia
- ≰ dr. Mira Morović, scientific adviser, Institute of Oceanography and Fisheries, Split, Croatia
- ≰ prof. dr. sc. Srete Nikolovski, Faculty of Electrical Engineering, J. J. Strossmayer University of Osijek, Croatia
- 🔹 prof. dr. sc. Lenko Pleština, Faculty of Architecture, University of Zagreb, Croatia
- 🔹 prof. dr. sc. Snježana Rimac-Drlje, Faculty of Electrical Engineering, J. J. Strossmayer University of Osijek, Croatia
- 🔹 prof. emeritus Peter Scott, University of Exeter, Cornwall, United Kingdom
- prof. dr. sc. Dubravka Siminiati, Faculty of Engineering, University of Rijeka, Department of Mechanical Engineering Design, Croatia
- 🔹 prof. dr. sc. Antun Szavits-Nossan, Faculty of Civil Engineering, University of Zagreb, Croatia
- 🔹 izv. prof. dr. sc. Ivana Šverko, Faculty of Civil Engineering, Architecture and Geodesy, University of Split, Croatia
- ≰ dr. sc. Josip Terzić, Croatian Geological Survey, Zagreb, Croatia
- prof. dr. sc. Martin Vermeer, Department of Real Estate, Planning and Geoinformatics, School of Engineering, Aalto University, Finland

- prof. dr. sc. Ivica Veža, Faculty of Electrical Engineering, Mechanical Engineering and Naval Architecture, University of Split, Croatia
- ≰ prof. dr. sc. Pero Vidan, Faculty of Maritime Studies, University of Split, Croatia
- prof. dr. sc. Damir Vučina, Faculty of Electrical Engineering, Mechanical Engineering and Naval Architecture, University of Split, Croatia
- prof. Xin Yao, PhD, School of Computer Science, The University of Birmingham / The Centre of Excellence for Research in Computational Intel (CERCIA), United Kingdom
- ≰ prof. Ralph Weber, PhD, Technische Universität Dresden, Germany
- ≰ prof. dr. sc. Frank Witlox, Department of Geography, Ghent University, Belgium

Students at higher education institution within universities

- ≰ Ivana Bagarić, student, Faculty of Architecture, University of Zagreb, Croatia
- 🛸 Mate Barić, student, Faculty of Maritime studies at Rijeka, University of Rijeka, Croatia
- Nikola Benja, student, Faculty of Electrical Engineering, Mechanical Engineering and Naval Architecture, University of Split, Croatia
- Frano Boko, student, Faculty of Electrical Engineering, Mechanical Engineering and Naval Architecture, University of Split, Croatia
- 🗯 Sara Grbčić, student, Faculty of Civil Engineering, University of Rijeka, Croatia
- 🗯 Davor Karlović, univ. bacc. ing. el., student, Faculty of Engineering, University of Rijeka, Croatia
- Filip Kobzinek, student, Faculty of Civil Engineering, Architecture and Geodesy, University of Split, Croatia
- Ivana Marušić, student, Faculty of Electrical Engineering, Mechanical Engineering and Naval Architecture, University of Split, Croatia
- 💈 Željko Šreng, student, Faculty of Electrical Engineering, J. J. Strossmayer University of Osijek, Croatia
- Antonia Tomas, student, Faculty of Electrical Engineering, Mechanical Engineering and Naval Architecture, University of Split, Croatia.

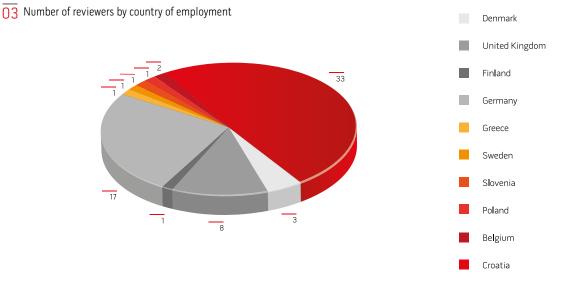
Reviewers at colleges and polytechnics

- 🔹 prof. Wladimir Bodrow, PhD, University of Applied Sciences, Berlin, Germany
- 🗯 prof. Juergen Bruns, PhD, Hochschule Niederrhein, Germany
- 🛸 prof. Holger Dahms, PhD, University of Lübeck, Germany
- 🛸 prof. Haldor E. Jochim, PhD, MBA, FH Aachen University of Applied Sciences, Germany
- 🗯 prof. Margareta Heylen, PhD, University College in Flanders, Belgium
- 🗯 prof. Bojan Hlača, PhD, Polytechnic of Rijeka, Croatia
- prof. Michael Klausner, PhD, Fachhochschule Kiel, Germany

- 🐞 mr. sc. Vladimir Lebinac, Polytechnic Velika Gorica, Croatia
- ≰ mr. sc. Goran Malčić, Polytechnic of Zagreb, Croatia
- ≰ mr. sc. Josip Mesić, Polytechnic of Požega, Croatia
- ≰ prof. Christian Millauer, PhD, Hochschule Ostwestfalen-Lippe, Germany
- ≰ prof. Saša Petar, PhD, UTILUS Business School for Tourism and Hotel Management, Zagreb, Croatia
- ≰ dr. sc. Ivan Pogarčić, Polytechnic of Rijeka, Croatia
- 🗯 prof. Andreas Polk, PhD, Berlin School of Economic and Law, Germany
- 🗯 prof. dr. sc. Branimir Ružojčić, Polytechnic of Pula, Croatia
- ≰ prof. dr. sc. Dejan Škanata, Polytechnic Velika Gorica, Croatia
- ≰ prof. dr. sc. Klaudio Tominović, Polytechnic of Pula, Croatia
- ≰ dr. sc. Vinko Višnjić, Polytechnic of Šibenik, Croatia
- ≰ dr. sc. Dražen Vrhovski, VERN Polytechnic, Croatia
- ≰ prof. Karl-Josef Waninger, PhD, Polytechnic University Mainz, Germany

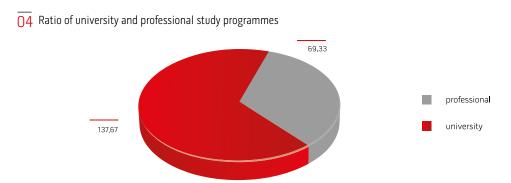
Students at colleges and polytechnics

- 🗯 Josip Hanak, student, Polytechnic of Zagreb, Croatia, Croatia
- ≰ Kristijan Pili, student, Polytechnic Velika Gorica, Croatia
- ≰ Daniel Popić, student, Polytechnic of Zagreb, Croatia
- ≰ Matea Sirak-Penić, student, Polytechnic Velika Gorica, Croatia
- ≰ Danijel Uremović, student, Polytechnic of Zagreb, Croatia

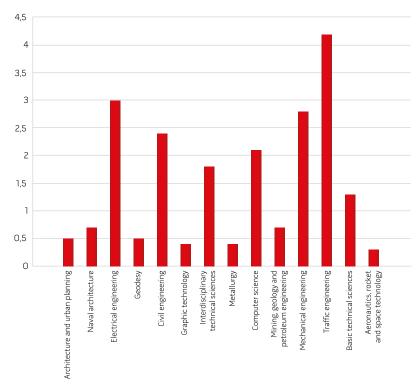


Ratio of university and professional study programmes

Higher education institutions that deliver study programmes in technical sciences, 32 in all, can be divided into those that deliver professional and those that deliver university study programmes. In the academic year 2009/2010 a total of 43 371 students attended programmes in this scientific area, which represents 23% of the total number of students in Croatia.



Within the technical area, the largest number of programmes belongs to the field of traffic technology, followed by the field of electrical engineering. In this area, unlike social sciences, there are only six private higher education institutions which on average deliver three programmes each, usually in the field of traffic technology and computer science. Most technical study programmes are delivered on faculties within public universities.



 $\overline{05}$ Number of study programmes in particular fields of technical sciences

Re-accreditation outcomes for the academic year 2011/2012

Re-accreditation outcomes are presented in a table (numerical presentation) because they are the result of an already described procedure in which the Agency, on the basis of Accreditation Council's opinion, gives an accreditation recommendation for the continued higher education activity and delivering study programmes as well as for the continued scientific activity (for higher education institutions listed in the Register of Scientific Organisations).

Confirmation on compliance with conditions for continued activity in higher education	Letter of expectation	Denial of licence
22 higher education institutions	10 higher education institutions	
	6 programmes	3 programmes

Re-accreditation outcomes for 2011/2012

Expert panels' recommendations

Following the visits to higher education institutions, and based on the Criteria for Quality Assessment of Higher Education Institutions within Universities and Criteria for Quality Assessment of Polytechnics and Colleges, expert panels expressed their opinions in reports which contain comments and recommendations for further improvement. Individual reports pertain to the evaluated institution, but a number of remarks and recommendations can be applied to the entire area of technical sciences.

During the evaluation of teaching activities, the most frequent comments concerned the lack of classes in the English language, at least on the graduate level, which is important for attracting foreign students and increasing mobility. In addition to the introduction of classes in a foreign language, expert panels concluded that the attractiveness of higher education institutions and their programmes also needed improving.

Furthermore, most institutions need to make some improvements via the introduction of e-learning as a modern form of higher education, as well as practical education or projects at the undergraduate level. As for teaching quality, many expert panels felt that the allocation of ECTS credits should be better aligned with real student workload. Also, learning outcomes should be better defined in accordance with labour market needs, and this process of redefining should include the alumni. Systematic contact with the alumni is maintained only by few institutions, but expert panels hold that it is precisely this group that should have a more active part in creating new study programmes and revising the existing ones. At the same time, institutions should be more systematic in keeping track of their graduates' employability and define their admission policies in line with the needs of the labour market.

Expert panels' general recommendations about quality assurance primarily relate to the quality of teaching, which should be based more on intra-institutional communication, and not so much on formal procedures – a recommendation which some higher education institutions already follow to a commendable degree. In this context, expert panels have noted that quality assurance units should devote themselves more to the systematic analysis of real problems, such as the drop-out rates which are really high for technical sciences, and less to QA procedures. Also, institutions should assure teaching quality by, for instance, cross-checking similar institutions and requesting more reviews of their teachers' work, as well as take the extra step to ensure the quality of grading and knowledge assessment. Furthermore, recommendations for the improvement of study quality point to the need for giving more feedback to students about measures taken on the basis of student questionnaires. Also important is teachers' individual development, as is providing more opportunities for the development of teaching and non-teaching staff.

The most promising segment of higher education institutions in the technical area must be their scientific component which, with a little extra effort, could achieve European and international recognisability. In this context, expert panels' recommendations point to the need of developing a culture of excellence, and especially of encouraging the publication of more papers in internationally relevant journals. Institutions should likewise strive towards excellence and set a strong scientific orientation, which can be achieved by investing more into science than just minimal assets and being

more active in international projects, for which they need an administrative service or a person for project application and administration. Moreover, expert panels have determined that the main problem lies in the fact that faculties within public universities are focused on too many topics and branches; they need to choose specific research areas in which to strive for excellence.

Finally, institutions should develop a research culture by using formal mechanisms for the quality assurance of their scientific components. In technical sciences, panels did not notice any systematic problems with the teacher/student ratio, but the optimal ratio should result in improved scientific production. Smaller teacher/student ratio contributes to a better studying and research experience, so the recommendation is to distribute teachers' workload in a way that leaves more time for research.

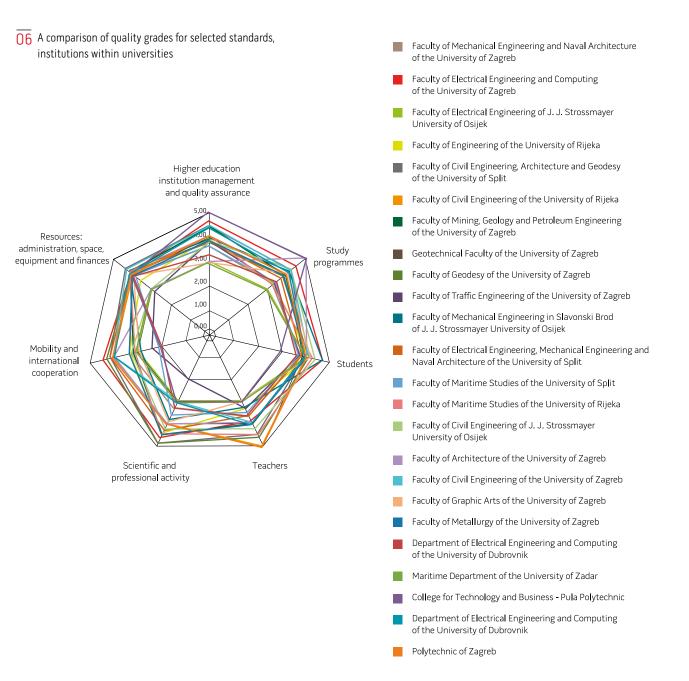
The most important recommendation for institutions that deliver professional study programmes turned out to be an increase in mobility and internationalisation through, among other things, projects and practical work. Further recommendation is to re-examine organisational procedures at the institutional level and formalise the system for monitoring and promoting scientific and professional activities. Expert panels observed the need for a clearer definition of final competencies which would ensure better employability of graduates. Expert panels further noticed that, unlike university study programmes, professional study programmes at some institutions have an inadequate teacher/student ratio which is one of minimal accreditation requirements. Finally, expert panels feel that it is necessary to improve the monitoring of programme quality.

Diagram of quality grades

Diagram that compares expert panels' grades includes two higher education institutions that deliver professional study programmes (Polytechnic of Zagreb and Polytechnic of Pula) whose scientific activity was also evaluated in accordance with the Criteria for Higher Education Institutions within Universities because they are listed in the Register of Scientific Organisations.

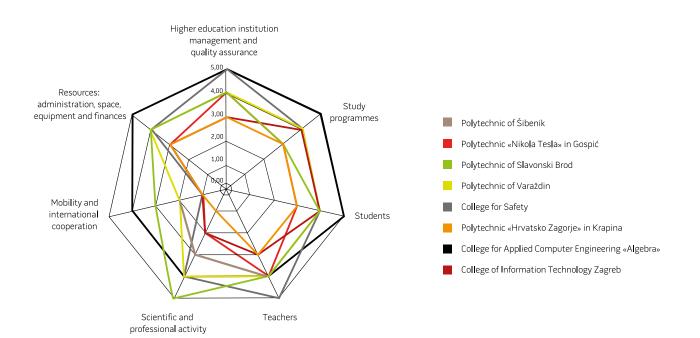
The comparison of expert panels' grades shows that the lowest graded criteria was resources (administration, space, equipment and finances), as opposed to last year's re-accreditation when that position went to scientific activity; second worst-graded criteria was mobility and international cooperation, which is relevant for the recognisability of institutions delivering programmes in technical sciences. In this context, it can be stated that the biggest potential for the development of internationally recognised scientific work in the Republic of Croatia lies precisely in this area.

If we compare grades given to colleges and polytechnics, the difference between institutions becomes more significant. In grading criteria for this group of higher education institutions, the lowest grades went to mobility and international cooperation, followed by professional and research activity. The best graded criterion was higher education institution management and quality assurance.



24 Annual Report

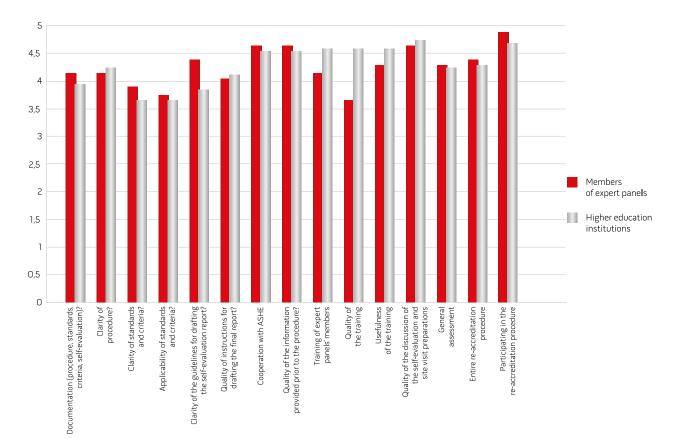
07 A comparison of quality grades for selected standards, polytechnics and colleges



Assessment of the re-accreditation procedure in the academic year 2011/2012

Every year, the conducted re-accreditation procedure is assessed by using multiple mechanisms, primarily questionnaires on user satisfaction which are sent to evaluated higher education institutions and members of expert panels. The re-accreditation procedure has been amended in accordance with survey results.

Meeting of institution heads with members of the Accreditation Council and ASHE coordinators for the purpose of improving the re-accreditation procedure was also found to be a good mechanism for the improvement of quality.



08 Panel members' and institutions' assessment of the 2011/ 2012 re-accreditation procedure

O3 RE-ACCREDITATION OF PUBLIC RESEARCH INSTITUTES

The re-accreditation procedure of public research institutes began in early 2013 with the Accreditation Council's Reaccreditation Plan. Documents which serve as the basis for this procedure have been prepared and adopted by a working group consisting of representatives of Scientific Area Councils, public research institutes, private research organisations and other legal entities registered for scientific activity. The documents passed public discussion and four international reviews; they have been published on ASHE website and communicated to all stakeholders.

Public research institutes received notifications of the upcoming re-accreditation procedure in March, and they had until September 15th to write the self-evaluation report. From April to July, ASHE was holding preparatory meetings with the institutes, while also helping them prepare the self-evaluation reports and keeping them informed through individual workshops, email, telephone communication and the forum.

In the same period, ASHE nominated members of expert panels for the evaluation of institutes to the Accreditation Council. Panel members came from renowned foreign scientific and higher education institutions and were chosen based on the criterion of excellence in science in the area covered by the activities of the evaluated institute, experience in managing and evaluating scientific organisations and their understanding of working conditions in science and the global scientific environment. Panel members are respected scientists and professors from British, German, North American, Scandinavian, Austrian, Swiss, Dutch and other universities and research institutes. Their names and CVs were sent to public institutes for comments so that they could draw attention to any potential conflict of interest or other irregularities. Following their appointment and arrival to Croatia, panel members attended training organised by the Agency which included introduction to scientific legislation, conditions of employment and advancement of scientific personnel, conditions and types of funding and other particularities relating to the Croatian scientific community.

Visits of expert panels to public research institutes took place during October and November 2013. Final reports came in between November and the end of December; during December and the first trimester of 2014, final reports were translated into Croatian and edited, and sent to the evaluated institutions for comments. The finalisation of the re-accreditation procedure of 25 public research institutes is planned for the first half of 2014.

Reviewers in the re-accreditation procedure of public research institutes

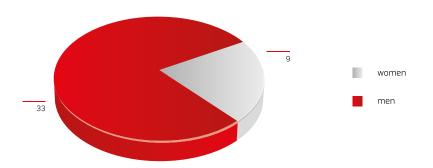
- 1. Ron J. Lesthaeghe, Free University of Brussels, Belgium
- 2. Pompeu Casanovas, Universitat Autònoma de Barcelona, Spain
- 3. Vaagan Robert Wallace, Oslo and Akershus University College of Applied Sciences, Norway
- 4. Hommel Bernhard, Leiden University, the Netherlands
- 5. Daniel Diaz-Fuentes, Fac. de CC Economicas, University of Cantabria, Spain

6. Andreas Polk, Berlin School of Economics and Law, Germany

- 7. Horst Hanusch, Universität Augsburg, Germany
- 8. Kurt Villads Jensen, University of Southern Denmark, Denmark
- 9. James Wickham, Trinity College Dublin, Ireland
- 10. Robert Logie, University of Edinburgh, UK
- 11. John Bintliff, Leiden University, The Netherlands
- 12. Ulf Brunnbauer, University of Regensburg, Germany
- 13. Mihael Budja, University of Ljubljana, Slovenia
- 14. Balasz Trencsenyi, Central European University, Hungary
- 15. Peter Lautner, Pázmány Péter Catholic University, Budapest, Hungary
- 16. Marina Gržinić Mauhler, Slovenian Academy of Sciences, Slovenia
- 17. Matej Klemenčič, University of Ljubljana, Slovenia
- 18. Catherine Mary MacRobert, Oxford University, UK
- 19. Roland Walter Marti, Saarland University, Germany
- 20. Jeannine Beeken, Institute of Dutch Lexicology, The Netherlands
- 21. Ronelle Alexander, University of California, Berkeley, USA
- 22. Rozita Dimova, Humboldt University, Germany
- 23. Igeborg Meijer, Leiden University, The Netherlands
- 24. Catharina Stark, Royal Veterinary College, UK
- 25. J. A. Gareth Williams, University of Durham, UK
- 26. Russell Gwilliam, Ion Beam Centre, University of Surrey, UK
- 27. Kim Yrjälä, University of Helsinki, Finland
- 28. Sara Bonella, La Sapienza, Italy
- 29. Helmut Weissert, ETH Zurich, Switzerland
- 30. Sten Suuroja, Geological Survay of Estonia, Talin
- 31. Michael A. Little, Binghamton University, State University of New York, USA
- 32. Harald Wilfing, University of Vienna, Austria
- 33. Rie Goto, University of Cambridge, UK
- 34. Jorge Colomer Feliu, University of Girona, Spain
- 35. Mark Davies, University of Sunderland, UK
- 36. Ian Duce, University of Nottingham, UK
- 37. Marek Metslaid, University of Life Sciences, Estonia
- 38. Ir. Dirk Reheul, Universiteit Gent, Belgium
- 39. Peter Mc Keown, School of Natural Sciences, Nui Galway, Ireland

- 40. Johann Vollmann, University of Natural Resources and Life Sciences, Vienna, Austria
- 41. Sven-Erik Jacobsen, University of Copenhagen, Denmark
- 42. Charles Andrew Francis, Norwegian University of Life Sciences, Norway

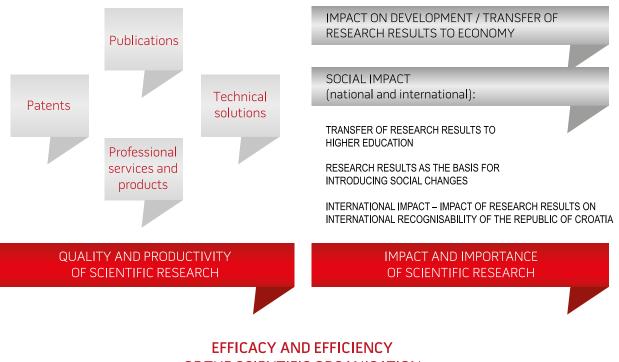
O Reviewers by gender



 $\overline{10}$ Dimensions of research activity evaluations

RESEARCH OUTPUTS





OF THE SCIENTIFIC ORGANISATION

Evaluation criteria for scientific organisations

		WEIGHT
1.	QUALITY OF SCIENTIFIC RESEARCH	
1.1	Quality of human resources	10
1.2.	Quality of scientific research	15
2.	PRODUCTIVITY OF SCIENTIFIC RESEARCH	10
3.	IMPACT AND IMPORTANCE OF SCIENTIFIC RESEARCH	
3.1.	Transfer of research results to society	5
3.2.	International impact	10
3.3.	Impact on economy	10
3.4.	Transfer of research results to higher education	5
4.	EFFICACY AND EFFICIENCY OF THE SCIENTIFIC ORGANISATION	
4.1.	Strategic plan	5
4.2.	Management of the scientific organisation	5
4.3.	Infrastructure	5
4.4.	Funds: projects and contracts	10

Thematic Evaluation

01 THEMATIC EVALUATION OF STUDY PROGRAMMES FOR REGULATED PROFESSIONS IN HEALTHCARE

The need to evaluate a total of 24 study programmes leading to qualifications necessary to perform regulated professions in healthcare arose from the European Union requirement for compliance of these professions and their regulation with the *acquis communautaire*. In June 2012, a peer assessment mission for the field visited Croatia to assess the current state of affairs in four regulated professions in healthcare. The mission, one among the European Commission initiatives, served as an instrument to assess the progress in aligning the Croatian legal system with the *acquis communautaire*. Mission conclusions were summarised in an official note by the Ministry of Foreign Affairs and European Integration and submitted to the Ministry of Science, Education and Sports, the Agency and other competent bodies.

In order to produce a progress report, the Ministry of Science, Education and Sports requested the Agency to perform a thematic evaluation.

The theme of this evaluation was the alignment of professional and university programmes for regulated professions in healthcare (nursing, obstetrics, medicine, dental medicine and pharmacy) with the provisions of the European Parliament Directive 2005/36/EC and the Council for Recognition of Regulated Professions. The outcomes of the evaluation are the final report of the Accreditation Council and peer reviews.

O2 THEMATIC EVALUATION OF DOCTORAL PROGRAMMES

The initiative for the evaluation of doctoral study programmes, 125 in all, arose from the problems noticed by expert panel members during previous external evaluations. These are: too many lectures, not enough research, the allocation of ECTS credits, learning outcomes – scientific and innovative competencies, tuition fees, and the duration of studies above the European average.

The theme of the evaluation is the review, assessment and development of doctoral programmes' quality, and the procedure began on the 24th October 2012 with the decision of the Accreditation Council. The first phase saw the appointment of the working group for thematic evaluation of doctoral programmes consisting of directors of major institutes, vice-rectors for science from public universities and ASHE representatives. The working group developed indicators for the assessment of doctoral programmes in Croatia, which served as the basis for an e-survey sent to higher education institutions. The deadline for submitting the information was 1st July, or 30th October for the Universities of Zagreb and Osijek.

The second (ongoing) phase is the analysis of the submitted data and drafting a report which will finally serve as a recommendation for doctoral programmes' evaluation criteria.

The outcome of the evaluation will be the final report of the Accreditation Council and recommendations for potential reforms.

03 THEMATIC EVALUATION OF SCIENTIFIC RESEARCH VESSELS

On the basis of article 24 of the Act on Quality Assurance in Science and Higher Education (OG 45/O9), and on a corroborated request of the Ministry of Science, Education and Sports from the 15th February 2013 (CLASS: 640-01/13-04/00001, FILE NUMBER: 533-19-13-0001), the Agency for Science and Higher Education started a procedure of thematic evaluation of scientific research vessels. On the 15th February, Minister of Science, Education and Sports sent a corroborated request to the Agency for an urgent thematic evaluation of scientific research vessels whose construction and annual repairs are funded by the Ministry with the funds available in the state budget. Subject of the evaluation were six scientific research vessels used by three scientific institutions – University of Dubrovnik, Institute of Oceanography and Fisheries, and Ruđer Bošković Institute - in their everyday scientific-research and teaching activities.

On the 2nd May 2013, the Agency adopted the procedure of thematic evaluation of scientific research vessels, created an information form and appointed the Expert Panel. Since the Agency is currently conducting the re-accreditation of higher education institutions and scientific institutes, and in order to be more cost effective, a part of thematic evaluation of research vessels was conducted in the process of the re-accreditation of institutions – vessel owners. The Agency gathered the necessary data during November and December; the final report is being written and will be forwarded to the Minister upon completion.

Initial Accreditation

01 INITIAL ACCREDITATION IN HIGHER EDUCATION

In 2013, the Agency continued the procedure of initial accreditation in higher education on the basis of received requests. The Procedure includes the review of study programmes' compliance with the strategic document *Network of Higher Education Institutions and Study Programmes*, review of the received documentation, administrative and professional support of expert panels' site visits to higher education institution, drafting the final report and issuing the Accreditation recommendation.

In the past year, the Agency received 17 requests for the initial accreditation of new study programmes proposed by polytechnics and colleges, as well as three requests for initial accreditation of new higher education institutions.

Based on the initial accreditation procedure conducted in 2013, the Minister received recommendations for approving nine new study programmes - five professional and four specialist graduate professional study programmes. It was also recommended that an approval be given to one college, which is the first step in getting a license to perform higher education activities. Other procedures are ongoing.

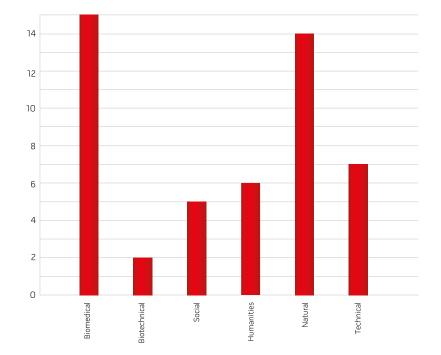
Justifiability of Public Funding of New Study Programmes at Public Universities

The Agency passes an opinion on the justifiability of public funding of new study programmes at public universities, set up by their senates, on the basis of their alignment with the *Network of Higher Education Institutions and Study Programmes.* Based on the received requests, in 2013 ASHE issued a positive opinion on the justifiability of public funding for four proposed university programmes.

Scientific Centres of Excellence

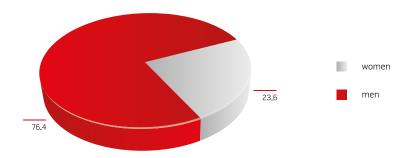
In February 2013, the National Council for Science formulated the final proposal for the evaluation criteria of scientific centres of excellence, thereby fulfilling the requirements for the Agency to start the evaluation procedure aimed at establishing scientific centres of excellence. In April, based on the criteria of the National Council for Science and Agency's rules for prescribing procedures of external evaluation, the Accreditation Council adopted a document titled *Procedure of Scientific Quality Evaluation for the Purpose of Establishing Scientific Centres of Excellence*, which will form the basis for the said procedure.

The scientific centres of excellence website, www.zci.hr, central information point for the procedure, has been completed, as an e-form for submitting proposals by individual scientific centres of excellence. In June, the Agency invited tenders for project proposals, which were published in the Official Gazette and on the Agency website, but also communicated to all universities, faculties, institutes and other stakeholders.



12 Received applications by scientific area

Applicants for the establishment of scientific centres of excellence by gender



When the tender closed on the 15th September, the Agency collected all applications and began looking for appropriate reviewers – distinguished international experts - for each proposal. Following the Agency's suggestion, the Accreditation Council named two reviewers for each project proposal. The Agency then sent project proposals for a 30-day international review and collected the reviewers' assessments. In the meantime, the Accreditation Council appointed an evaluation committee whose first meeting was in November.

By the end of 2013, the Agency collected the international reviews for 38 out of 55 proposals and plans to get the remaining reviews, conduct interviews with the candidates and complete the evaluation procedure by February 2014. The National Committee will write the report which will include the final grading of proposals and send it to the Accreditation Council for consideration. Accreditation Council's final report is expected in April 2014, when it will be forwarded to the Ministry of Science, Education and Sports.

External Audit of Higher Education Institutions' Quality Assurance Systems

External audit is performed by the Agency in order to establish the effectiveness and degree of development of internal quality assurance systems at higher education institutions. The procedure is conducted in accordance with the principle that higher education institutions bear the responsibility for the quality of their activities, and the legal obligation of every higher education institution to have a functioning internal quality assurance system which is subject to five-year cycles of external evaluation.

In 2013, the procedure was completed for eight out of nine higher education institutions covered by the 2013 Annual Audit Plan. The University of Split officially requested that the site visit be postponed till spring 2013. In 2012, External Audit Committees visited the remaining eight institutions, and all procedures were completed by the end of 2013; there were no complaints about the procedure. Final grades awarded to the evaluated quality assurance systems are shown in the chart.

T4 Effectiveness grades for Internal QA systems of higher education institutions covered by the 2012 Annual Audit Plan in accordance with ESG standards and ASHE Audit Criteria

Higher education institution	ESG 1.1.	ESG 1.2.1.	ESG 1.2.2.	ESG 1.3.	ESG 1.4.	ESG 1.5.	ESG 1.6.	ESG 1.7.	Final QA system grade	
Juraj Dobrila University of Pula	DEVELOPED PHASE	INITIAL PHASE	INITIAL PHASE	DEVELOPED PHASE	INITIAL/ DEVELOPED PHASE	INITIAL/ DEVELOPED PHASE	INITIAL/ DEVELOPED PHASE	DEVELOPED PHASE	INITIAL/ DEVELOPED PHASE	
University of Rijeka	DEVELOPED PHASE	DEVELOPED PHASE	DEVELOPED PHASE	DEVELOPED PHASE	DEVELOPED PHASE	DEVELOPED/ ADVANCED PHASE	DEVELOPED PHASE	ADVANCED PHASE	DEVELOPED PHASE/ CERTIFICATE	
Polytechnic of Rijeka	DEVELOPED PHASE	DEVELOPED PHASE		DEVELOPED PHASE	INITIAL/ DEVELOPED PHASE	DEVELOPED PHASE	DEVELOPED PHASE	DEVELOPED PHASE	DEVELOPED PHASE/ CERTIFICATE	
University of Zadar	INITIAL/ DEVELOPED PHASE	INITIAL/ DEVELOPED PHASE	INITIAL/ DEVELOPED PHASE	DEVELOPED PHASE	DEVELOPED PHASE	INITIAL/ DEVELOPED PHASE	INITIAL/ DEVELOPED PHASE	DEVELOPED/ ADVANCED PHASE	INITIAL/ DEVELOPED PHASE	
J. J. Strossmayer University of Osijek	INITIAL PHASE	DEVELOPED PHASE	INITIAL/ DEVELOPED PHASE	DEVELOPED PHASE	DEVELOPED PHASE	DEVELOPED PHASE	INITIAL/ DEVELOPED PHASE	DEVELOPED PHASE	INITIAL/ DEVELOPED PHASE	
University of Split										
Polytechnic of Velika Gorica	DEVELOPED PHASE	INITIAL/ DEVELOPED PHASE		INITIAL PHASE	DEVELOPED PHASE	DEVELOPED PHASE	DEVELOPED PHASE	ADVANCED PHASE	INITIAL/ DEVELOPED PHASE	
Polytechnic of Požega	INITIAL/ DEVELOPED PHASE	INITIAL/ DEVELOPED PHASE		INITIAL/ DEVELOPED PHASE	DEVELOPED PHASE	INITIAL/ DEVELOPED PHASE	INITIAL/ DEVELOPED PHASE	DEVELOPED PHASE	INITIAL/ DEVELOPED PHASE	
University of Zagreb	INITIAL PHASE	DEVELOPED PHASE	INITIAL/ DEVELOPED PHASE	DEVELOPED PHASE	DEVELOPED PHASE	DEVELOPED PHASE	INITIAL/ DEVELOPED PHASE	DEVELOPED PHASE	INITIAL/ DEVELOPED PHASE	

The stage of development and effectiveness of quality assurance systems of the Juraj Dobrila University of Pula, University of Zadar, J. J. Strossmayer University of Osijek, Polytechnic of Velika Gorica, Polytechnic of Požega and the University of Zagreb were assessed as transitory – between the initial and the developed phase. Accreditation Council adopted Audit Committees' recommendations that these institutions should be subject to a re-audit after 18 months. Quality assurance systems of the University of Rijeka and the Polytechnic of Rijeka were assessed as developed, which enabled them to receive certificates.

The 2013 Annual Audit Plan included six higher education institutions: Polytechnic of Applied Health Studies in Zagreb, Polytechnic "Marko Marulić" in Knin, Polytechnic "Nikola Tesla" in Gospić, Polytechnic of Šibenik, Polytechnic of Varaždin and VERN' Polytechnic, as well as the continued audit of the University of Split.

During the year, External Audit Committees visited all mentioned higher education institutions. First reports were drafted for six of those institutions, which are currently in the follow-up phase. First report for the Polytechnic of Applied Health Studies in Zagreb should be completed by early 2014, when the institution will also enter the follow-up phase. Developments expected in 2014 include the completion of external audit procedure for higher education institutions covered by the 2013 Annual Plan and publication of all final reports on the ASHE website.

At its 40th session held on the 5th July 2013, the Agency's Accreditation Council adopted the 2014 Annual Audit Plan which covers six higher education institutions: Polytechnic of Zagreb, Polytechnic "Lavoslav Ružička" in Vukovar, Polytechnic "Hrvatsko zagorje" in Krapina, Faculty of Mechanical Engineering and Naval Architecture of the University of Zagreb, Faculty of Civil Engineering of the University of Rijeka and Faculty of Metallurgy of the University of Zagreb. Faculty of Metallurgy in Zagreb was one of the first institutions evaluated in the first audit cycle, and will now go through a re-audit.

The Agency for Science and Higher Education always pays special attention to the education of experts for external audit, but also of all other stakeholders in the science and higher education system.

In December 2013, like every year, the Agency held the annual workshop for certified experts for external audit with the aim of improving their competencies and introducing them to new trends in quality assurance. In addition to the annual review of the organisation of quality assurance systems at higher education institutions in Croatia, the auditors were introduced to the proposal for the revised European Standards and Guidelines (ESG), an initiative for the evaluation of the internationalisation of higher education institutions in the European Higher Education Area. The auditors discussed questions of visibility and impact of external audit reports in Croatia and Europe, as well as their structure and style of writing. They also considered the problem of motivating stakeholders to participate in the systems and procedures of quality assurance at higher education institutions, and of their contribution to the institutional development of quality culture. Certified QA experts stated that higher education institutions do not take enough advantage of their

competencies in developing their own QA systems. Based on the conducted satisfaction survey, the participants graded the workshop with a total mark of 4.41. Since our external audit database already lists a certain number of certified external experts, in 2013 the basic online education for becoming a certified external experts was successfully completed by one foreign expert.

In addition to the regular training for representatives of the higher education institutions covered by the Annual Audit Plan for the next year, organised in September, a number of additional trainings, seminars and workshops were held upon the request of institutions preparing for external audit, institutions which are in the follow-up phase or those that are upgrading their existing QA system. The Agency held thematic seminars at the Faculty of Metallurgy of the University of Zagreb and the Faculty of Humanities and Social Sciences of the University of Osijek in early 2013; the University of Dubrovnik requested training for the new head of their Quality System Office, and a two-day workshop for QA bodies of the University of Zadar was also held at their request.

A separate training was organised for the representatives of the Polytechnic of Applied Health Studies in Zagreb, and the University of Split, which is currently in the follow-up phase, invited the Agency to organise a workshop for the representatives of their quality assurance unit at the end of the year. Higher education institutions show interest in learning about examples of good practice in quality assurance from other higher education institutions. An insufficient inter-institutional transfer of knowledge in this area was also noted.

ASHE's scope of work also includes collecting data on the development of quality culture at higher education institutions and analysing the level of development and effectiveness of existing QA systems.

In May 2013, ASHE sent out a questionnaire to collect data on the organisation and effectiveness of internal quality systems of public and private higher education institutions in Croatia:

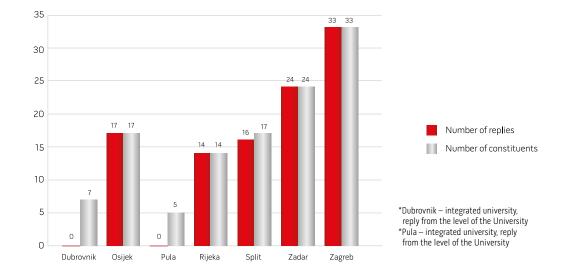
- 154 internal quality assurance units have been established at institutions (which at integrated university included university departments and libraries)
- 133 QA ordinances and 100 manuals were adopted
- **5** 75 internal quality assurance audits have been carried out.

At the university level, we received the following data: Universities of Zagreb and Split have not adopted a strategy, all universities have ordinances and manuals on QA systems, and all of them have conducted internal assessments.

$\overline{15}$ Basic information on public university documents for external audit

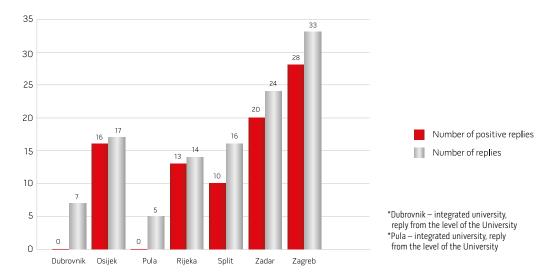
Name of the university	Full ordinance title	Full manual title	Internal assessment conducted	Internal assessment report	
Josip Juraj Strossmayer University of Osijek	Regulation on Establishment and Function of Quality Assurance System at Josip Juraj Strossmayer University of Osijek	Quality Manual	YES	YES	
University of Pula	Regulations on the Quality System	Quality Assurance Manual of the Juraj Dobrila University of Pula	YES	YES	
University of Dubrovnik			YES	NO	
University of Rijeka	University of Rijeka - Code on Quality Assurance System	Quality Assurance System Manual	YES	NO	
University of Split	University of Split - Quality Assurance Policy	University of Split - Quality Assurance Handbook	YES	YES	
University of Zadar	Quality Policy of the University of Zadar	Manual of Quality at the University of Zadar	YES	YES	
University of Zagreb	Regulations on the Quality Assurance System at the University of Zagreb	Quality Assurance Manual of the University of Zagreb	YES	YES	

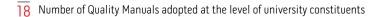
The following charts show data at the level of university constituents as well as polytechnics and colleges.

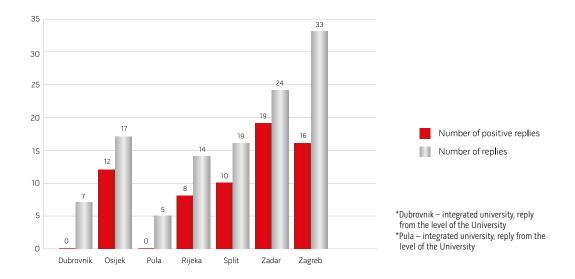


16 Number of university constituents which participated in the survey

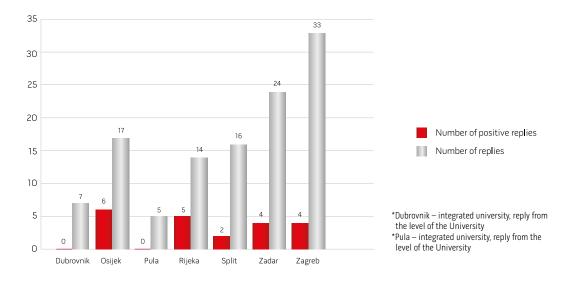
17 Number of Quality Ordinances adopted at the level of university constituents





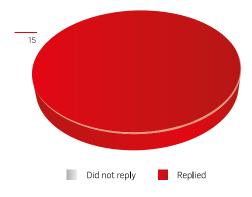


19 Number of internal audit reports by university constituents

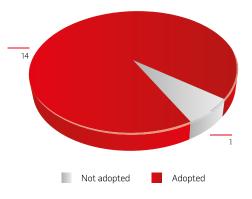


POLYTECHNICS' SURVEY ANALYSIS

20 Number of polytechnics which participated POLYTECHNICS

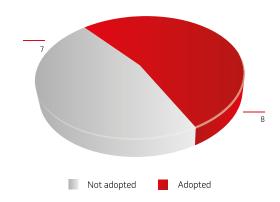


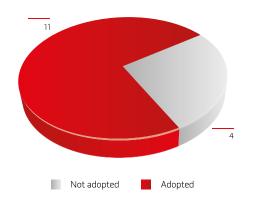
21 Number of Quality Ordinances in the survey adopted at polytechnics QUALITY ORDINANCE/POLYTECHNICS



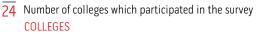
22 Number of Quality Manuals adopted at polytechnics QUALITY MANUAL/POLYTECHNICS

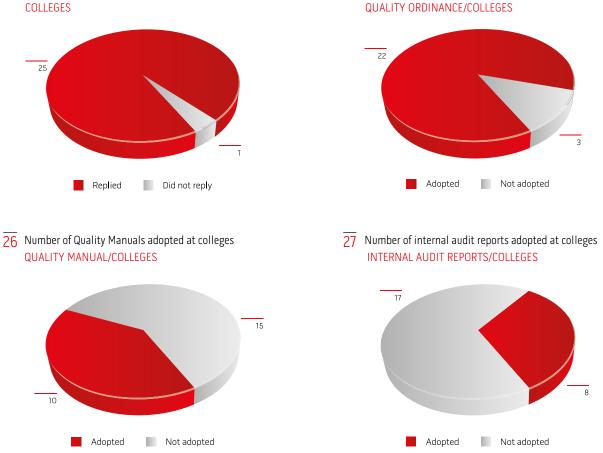






COLLEGES' SURVEY ANALYSIS

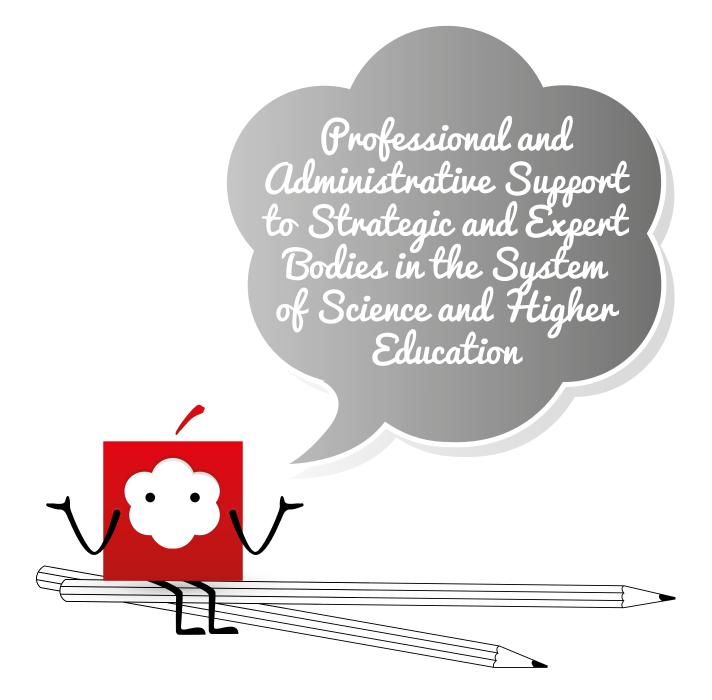




75 Number of Quality Ordinances adopted at colleges

The number of conducted internal audits points to the fact that more than half of established QA systems are still not fully functional. Structural changes at higher education institutions brought on by the establishment of QA systems are rarely used for new initiatives which would connect process outcomes with the attainment of strategic goals.

The system of higher education still has to develop awareness of the importance of internal and external quality assurance, and recognise the added value of established systems as a basis for the development of a self-assessment culture at the level of individuals, study programmes, processes and entire institutions.



National Councils for Science and Higher Education

In 2013, the Agency continued to ensure the successful functioning of National Councils for Science and Higher Education. The Agency provided administrative and professional support to the work of National Councils for Science and Higher Education by organising sessions, preparing the necessary materials and information as well as drafting minutes, proposals, institutional comments, decisions and adopted conclusions.

The most important topics discussed in 2013 at the National Council for Science sessions were the appointments of new members of Scientific Area Councils and Scientific Field Committees, draft Ordinance on the Conditions of Appointment to Scientific Grades, Scientific Centres of Excellence and the draft Network of Scientific Organisations. The Council also discussed the authorisation for conducting part of the procedure of appointments to scientific grades, criteria for appointment to scientific grades, appointments to scientific grades in interdisciplinary fields, adopting the Statute, resolving science-related applications and appeals, drafting the annual Report of the National Council for Science, appointments and drafting the Proposal of the National Council for Science' Financial Report for the fiscal year.

The main topics discussed by the National Council for Higher Education in 2013 were connected with the distribution model of positions for the top 20% of junior researchers and for adopting criteria for the evaluation of online study programmes. They also discussed requests from higher education institutions which mostly had to do with granting approval for delivering professional study programmes at universities, and giving a preliminary opinion on pronouncing the equivalence of professional titles in accordance with the Act on Amendments to the Act on Academic and Professional Titles and Academic Degree.

Because the mandate of the president and some members of the National Council for Science expired in March 2013, and that of the president and some members of the National Council for Higher Education in February 2013, ASHE organised three sessions of the National Council for Science and one session of the National Council for Higher Education before that deadline. The remaining members of National Councils for Science and Higher Education whose mandates are still valid have chosen prof. dr. sc. Damir Ježek to be the presiding member of National Councils. ASHE also organised two sessions of those members of National Councils for Science and Higher Education whose mandates are still valid, which was done in accordance with the Act on Amendments to the Act on Scientific Activity and Higher that came into force in July 2013.

Despite the fact that mandates of some National Councils' members expired, ASHE continued to prepare materials for National Councils' sessions as well as those of the Scientific Area Councils, to write and send invitations, convene and hold sessions, draft minutes, conclusions, opinions, comments etc. which were adopted at sessions of individual Area Councils.

In 2013, Scientific Area Councils held six sessions and several meetings of different working groups and expert panels.

Out of six Scientific Area Councils' sessions held in 2013, one was held by the Scientific Area Council for Natural Sciences, Scientific Area Council for Biomedicine and Health and Scientific Area Council for Humanities, and three by the Scientific Area Council for Social Sciences.

Topics discussed by Scientific Area Councils' members were the following: Ordinance on the Conditions of Appointment to Scientific Grades, Ordinance on the Scientific and Art Areas, Fields and Branches, Criteria for Appointment to Scientific Grades and the categorisation of journals. Scientific Area Councils also proposed additional criteria for quality assurance and improvement in the system of science and higher education and gave suggestions for criteria of scientific excellence to be applied to the Scientific Centres of Excellence.

Scientific Field Committees

The Agency continued supporting the 23 Scientific Field Committees which participate in the procedure of appointment to scientific grades.

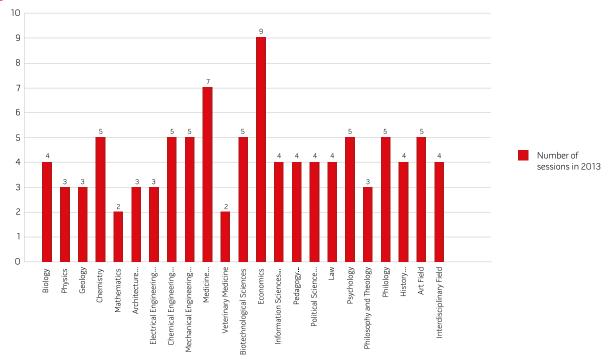
In 2013, a total of 98 sessions were held, passing 2030 positive decisions on appointment to scientific grades, or artistic and teaching grades, and 86 negative decisions on appointment to scientific grades.

Scientific Field Committee (SFC)	Number of sessions held in 2013	Number of positive decisions on appointment to scientific and artistic-teaching grades passed in 2013	Number of negative decisions on appointment to scientific grades passed in 2013	
Biology	4	64	1	
Physics	3	31	0	
Geology	3	22	0	
Chemistry	5	51	1	
Mathematics	2	18	0	
Architecture	3	49	1	
Electrical Engineering	3	85	4	
Chemical Engineering	5	63	1	
Mechanical Engineering	5	87	4	
Medicine	7	473	4	
Veterinary Medicine	2	25	0	
Biotechnological Sciences	5	184	0	
Economics	9	199	15	
Information Sciences	4	50	5	
Pedagogy	4	53	7	
Political Science	4	42	3	
Law	4	39	2	
Psychology	5	33	7	
Philosophy and Theology	3	33	0	
Philology	5	140	10	
History	4	115	4	
Art Field	5	111	9	
Interdisciplinary Field	4	63	8	
TOTAL	98	2030	86	

*Act on Scientific Activity and Higher Education, (OG 123/03, 198/03,105/04, 174/04, 02/07 Decision of the Constitutional Court, 46/07, 45/09, 63/11, 94/13, 139/13) **Ordinance on Criteria for Appointment to Scientific Positions, (OG 84/05, 100/06, 138/06, 120/07, 71/10, 116/10, 38/11) The data indicate that the largest number of decisions on appointment to scientific grades was passed by the Scientific Field Committee for Biomedicine and Health - fields of Fundamental Medical Sciences, Clinical Medical Sciences, Public Health and Health Protection, Dentistry and Pharmacy, followed by the Scientific Field Committee for Social Sciences – fields of Economics, and the Scientific Field Committee for Biotechnological Sciences - fields of Agricultural Sciences, Forestry, Wood Technology, Biotechnology and Food Technology.

Total number of appointments to scientific grades upon individual request in 2013 was 1357, while those implemented on the basis of a public call amounted to 499. This means that 73.11% appointments were done upon individual request, and 26.89% on the basis of calls. These numbers do not include the appointments done by the Committee for Arts - fields of Dramatic Arts (theatre and media), Film Arts (film, electronic and media art of motion pictures), Music Art, Visual Art, Applied Arts, Dance Art and Art of Movement and the Committee for the Interdisciplinary Field (science; arts).

Out of these appointments, 877 were into the grade of Scientific Associate, 571 into the grade of Senior Scientific Associate, and 408 into the grade of Scientific Advisor.



28 Number of sessions in 2013

O1 SCIENTIFIC FIELD COMMITTEES FOR NATURAL SCIENCES

Scientific Field Committee for Natural Sciences – Biology

Prof. dr. sc. Mirjana Pavlica, The Faculty of Science, Zagreb, chair

Four sessions were held in 2013:

- 🔹 at the 1st session held on February 4th 2013 ten decisions on appointments to scientific grades were passed,
- ≰ at the 2nd session held on May 22nd 2013 twenty-six decisions on appointments to scientific grades were passed,
- ≰ at the 3rd session held on September 25th 2013 sixteen decisions on appointments to scientific grades were passed,
- at the 4th session held on November 20th 2013 one negative and twelve positive decisions on appointments to scientific grades were passed.

A total of 64 decisions on appointments to scientific grades and one negative decision were passed.

Scientific Field Committee for Natural Sciences – Physics

Prof. dr. sc. Dario Vretenar, the Faculty of Science, Zagreb, chair

Three sessions were held in 2013:

- 🔹 at the 1st session held on February 22nd eighteen decisions on appointments to scientific grades were passed,
- **s** at the 2nd session held on May 17th 2013 ten decisions on appointments to scientific grades were passed,
- at the 3rd session held on September 6th 2013 three decisions on appointments to scientific grades were passed.

A total of 31 decisions on appointments to scientific grades were passed.

Scientific Field Committee for Natural Sciences – Geology

Prof. dr. sc. Mladen Juračić, the Faculty of Science, Zagreb, chair

Three sessions were held in 2013:

- ≰ at the 1st session held on March 25th 2013 ten decisions on appointments to scientific grades were passed,
- ≰ at the 2nd session held on June 20th 2013 six decisions on appointments to scientific grades were passed,
- ≰ at the 3rd session held on November 18th six decisions on appointments to scientific grades were passed.

A total of 22 decisions on appointments to scientific grades were passed.

Scientific Field Committee for Natural Sciences – Chemistry

Prof. dr. sc. Kata Majerski, Ruđer Bošković Institute, Zagreb, chair

Five sessions were held in 2013:

- 🔹 at the 1st session held on January 11th 2013 eleven decisions on appointments to scientific grades were passed,
- ≰ at the 2nd session held on March 22nd 2013 twelve decisions on appointments to scientific grades were passed,
- ≰ at the 3rd session held on June 6th 2013 six decisions on appointments to scientific grades were passed,
- at the 4th session held on October 2nd 2013 one negative and twelve positive decisions on appointment to scientific grades were passed,

★ at the 5th session held on October 2nd 2013 ten decisions on appointment to scientific grades were passed. A total of 51 decisions on appointments to scientific grades and one negative decision were passed.

Scientific Field Committee for Natural Sciences – Mathematics

Prof. dr. sc. Eduard Marušić-Paloka, the Faculty of Science, Zagreb, chair

Two sessions were held in 2013:

- 🔹 at the 1st session held on March 19th 2013 nine decisions on appointments to scientific grades were passed,
- ★ at the 2nd session held on October 15th 2013 nine decisions on appointments to scientific grades were passed. A total of 18 decisions on appointments to scientific grades were passed.

O2 SCIENTIFIC FIELD COMMITTEES FOR TECHNOLOGICAL SCIENCES

Scientific Field Committee for Technological Sciences – Architecture and Urbanism, Geodesy and Civil Engineering

Prof. dr. sc. Pavao Marović, the Faculty of Civil Engineering, Architecture and Geodesy, Split, chair

Three sessions were held in 2013:

- at the 1st session held on March 1st 2013 one negative and eighteen positive decisions on appointments to scientific grades were passed,
- 🛸 at the 2nd session held on July 4th 2013 nineteen decisions on appointments to scientific grades were passed,
- at the 3rd session held on November 15th 2013 twelve decisions on appointments to scientific grades were passed.

A total of 49 decisions on appointments to scientific grades and one negative decision were passed.

Scientific Field Committee for Technological Sciences - Electrical Engineering and Computing

Prof. dr. sc. Zvonimir Šipuš, the Faculty of Electrical Engineering and Computing, Zagreb, chair

Three sessions were held in 2013:

- at the 1st session held on February 14th 2013 twenty eight decisions on appointments to scientific grades were passed,
- at the 2nd session held on June 6th 2013 three negative and thirty seven positive decisions on appointments to scientific grades were passed,
- at the 3rd session held on October 24th 2013 one negative and twenty positive decisions on appointments to scientific grades were passed.

A total of 85 decisions on appointments to scientific grades and 4 negative decisions were passed.

<u>Scientific Field Committee for Technological Sciences - Chemical Engineering, Mining, Petroleum and Geological</u> <u>Engineering, Metallurgy, Textile Technology and Graphic Technology</u>

Prof. dr. sc. Srećko Tomas, the Faculty of Food Technology, Osijek, chair

Five sessions were held in 2013:

- 🔹 at the 1st session held on January 23rd 2013 ten decisions on appointments to scientific grades were passed,
- ≰ at the 2nd session held on March 19th 2013 twelve decisions on appointments to scientific grades were passed,
- ≰ at the 3rd session held on May 27th 2013 twenty decisions on appointments to scientific grades were passed,
- at the 4th session held on September 26th 2013 eight decisions on appointments to scientific grades were passed,
- at the 5th session held on November 26th 2013 one negative and thirteen positive decisions on appointments to scientific grades were passed.

A total of 63 decisions on appointments to scientific grades and one negative decision were passed.

<u>Scientific Field Committee for Technological Sciences - Mechanical Engineering, Shipbuilding, Traffic and Transport</u> <u>Technology</u>, <u>Aviation</u>, <u>Rocket and Space Technology</u>

Prof. dr. sc. Mladen Franz, the Faculty of Mechanical Engineering and Naval Architecture, Zagreb, chair

Five sessions were held in 2013:

- at the 1st session held on January 16th 2013 twenty two decisions on appointments to scientific grades were passed,
- at the 2nd session held on March 26th 2013 two negative and twenty seven positive decisions on appointments to scientific grades were passed,

- 🛸 at the 3rd session held on May 8th 2013 thirteen decisions on appointments to scientific grades were passed,
- at the 4th session held on July 10th 2013 one negative and twelve positive decisions on appointments to scientific grades were passed,
- at the 5th session held on November 6th 2013 one negative and thirteen positive decisions on appointments to scientific grades were passed.

A total of 87 decisions on appointments to scientific grades and 4 negative decisions were passed.

O3 SCIENTIFIC FIELD COMMITTEES FOR BIOMEDICINE AND HEALTH

<u>Scientific Field Committee for Biomedical Sciences and Healthcare - Fundamental Medical Sciences, Clinical Medical</u> <u>Sciences, Public Health and Health Protection, Dentistry and Pharmacy</u>

Prof. dr. sc. Mladen Boban, the Faculty of Medicine, Split, chair

Seven sessions were held in 2013:

- at the 1st session held on January 30th 2013 two negative and forty two positive decisions on appointments to scientific grades were passed,
- at the 2nd session held on April 30th 2013 one negative and one hundred and twenty three positive decisions on appointments to scientific grades were passed,
- at the 3rd session held on June 4th 2013 one negative and forty positive decisions on appointments to scientific grades were passed,
- at the 4th session held on September 18th 2013 seventy five decisions on appointments to scientific grades were passed,
- ≰ at the 5th session held on October 23rd 2013 sixty seven decisions on appointments to scientific grades were passed,
- ≰ at the 6th session held on November 13th 2013 sixty decisions on appointments to scientific grades were passed,
- 🔹 at the 7th session held on December 13th 2013 sixty six decision on appointments to scientific grades were passed.

A total of 473 decisions on appointments to scientific grades and 4 negative decisions were passed.

Scientific Field Committee for Biomedical Sciences and Healthcare - Veterinary Medicine

Prof. dr. sc. Josip Madić, the Faculty of Veterinary Medicine, Zagreb, chair

Two sessions were held in 2013:

≰ at the 1st session held on March 7th 2013 thirteen decisions on appointments to scientific grades were passed,

✓ at the 2nd session held on July 2nd 2013 twelve decisions on appointments to scientific grades were passed.

A total of 25 decisions on appointments to scientific grades were passed.

04 SCIENTIFIC FIELD COMMITTEE FOR BIOTECHNOLOGICAL SCIENCES

<u>Scientific Field Committee for Biotechnological Sciences – Agricultural Sciences, Forestry, Wood Technology,</u> <u>Biotechnology and Food Technology</u>

Prof. dr. sc. Vesna Pavić, the Faculty of Agriculture, Zagreb, chair

Five sessions were held in 2013:

- ≰ at the 1st session held on January 25th 2013 thirty eight decisions on appointments to scientific grades were passed,
- ≰ at the 2nd session held on March 22nd 2013 forty decisions on appointments to scientific grades were passed,
- ≰ at the 3rd session held on June 12th 2013 thirty nine decisions on appointments to scientific grades were passed,
- st the 4th session held on July 12th 2013 thirty decisions on appointments to scientific grades were passed,
- ***** at the 5th session held on December 6th 2013 thirty seven decisions on appointments to scientific grades were passed.

A total of 184 decisions on appointments to scientific grades were passed.

05 SCIENTIFIC FIELD COMMITTEES FOR SOCIAL SCIENCES

Scientific Field Committee for Social Sciences – Economics

Prof. dr. sc. Željko Mrnjavac, the Faculty of Economics, Split, chair

Nine sessions were held in 2013:

- ≰ at the 1st session held on January 17th 2013 eighteen decisions on appointments to scientific grades were passed,
- ≰ at the 2nd session held on February 28th 2013 twenty five decisions on appointments to scientific grades were passed,
- at the 3rd session held on April 26th 2013 two negative and forty five positive decisions on appointments to scientific grades were passed,
- at the 4th session held on May 24th 2013 one negative and thirteen positive decisions on appointments to scientific grades were passed,
- at the 5th session held on June 17th 2013 four negative and fifteen positive decisions on appointments to scientific grades were passed,
- ≰ at the 6th session held on July 5th 2013 twenty four decisions on appointments to scientific grades were passed,
- at the 7th session held on October 18th 2013 three negative and twenty four positive decisions on appointments to scientific grades were passed,
- at the 8th session held on November 8th 2013 one negative and fifteen positive decisions on appointments to scientific grades were passed,

 at the 9th session held on December 13th 2013 four negative and twenty positive decisions on appointments to scientific grades were passed.

A total of 199 decisions on appointments to scientific grades and 15 negative decisions were passed.

Scientific Field Committee for Social Sciences - Information and Communication Sciences

Prof. dr. sc. Marija Maja Jokić, Institute for Social Research, Zagreb, chair

Four sessions were held in 2013:

- 💰 at the 1st session held on January 15th 2013 nine decisions on appointments to scientific grades were passed,
- at the 2nd session held on March 21st two negative and twelve positive decisions on appointments to scientific grades were passed,
- at the 3rd session held on June 11th 2013 two negative and seventeen positive decisions on appointments to scientific grades were passed,
- at the 4th session held on November 7th 2013 one negative and twelve positive decisions on appointments to scientific grades were passed.

A total of 50 decisions on appointments to scientific grades and 5 negative decisions were passed.

<u>Scientific Field Committee for Social Sciences – Pedagogy, Educational and Rehabilitation Sciences, Logopedics and Kinesiology</u>

Prof. dr. sc. Dinko Vuleta, the Faculty of Kinesiology, Zagreb, chair

Four sessions were held in 2013:

- at the 1st session held on March 13th 2013 one negative and fifteen positive decisions on appointments to scientific grades were passed,
- at the 2nd session held on June 13th 2013 five negative and seventeen positive decisions on appointments to scientific grades were passed,
- at the 3rd session held on September 27th 2013 one negative and nine positive decisions on appointments to scientific grades were passed,

★ at the 4th session held on December 9th 2013 twelve decisions on appointments to scientific grades were passed. A total of 53 decisions on appointments to scientific grades and 7 negative decisions were passed.

<u>Scientific Field Committee for Social Sciences – Political Science, Sociology, Social Geography and Demography, Social</u> <u>Work and Security and Defence</u>

Prof. dr. sc. Marina Ajduković, the Faculty of Law, Zagreb, chair

Four sessions were held in 2013:

- at the 1st session held on February 20th 2013 two negative and eight positive decisions on appointments to scientific grades were passed,
- ≰ at the 2nd session held on June 3rd 2013 eleven decisions on appointments to scientific grades were passed,
- at the 3rd session held on September 30th 2013 twenty two decisions on appointments to scientific grades were passed,
- at the 4th session held on November 25th 2013 one negative and one positive decision on appointments to scientific grades were passed.

A total of 42 decisions on appointments to scientific grades and 3 negative decisions were passed.

Scientific Field Committee for Social Sciences – Law

Prof. dr. sc. Siniša Rodin, the Faculty of Law, Zagreb, chair

Four sessions were held in 2013:

- at the 1st session held on March 14th 2013 one negative and fourteen positive decisions on appointments to scientific grades were passed,
- 🛸 at the 2nd session held on June 27th eight decisions on appointments to scientific grades were passed,
- 🔹 at the 3rd session held on October 10th 2013 twelve decisions on appointments to scientific grades were passed,
- at the 4th session held on December 18th 2013 one negative and five positive decisions on appointments to scientific grades were passed.

A total of 39 decisions on appointments to scientific grades and 2 negative decisions were passed.

Scientific Field Committee for Social Sciences – Psychology

Prof. dr. sc. Denis Bratko, the Faculty of Humanities and Social Sciences, Zagreb, chair

Five sessions were held in 2013:

- at the 1st session held on January 14th 2013 two negative and nine positive decisions on appointments to scientific grades were passed,
- at the 2nd session held on March 25th 2013 one negative and one positive decision on appointments to scientific grades were passed,
- ≰ at the 3rd held on June 7th 2013 three decisions on appointments to scientific grades were passed,
- at the 4th session held on October 4th 2013 one negative and nine positive decisions on appointments to scientific grades were passed,
- at the 5th session held on December 12th 2013 three negative and eleven positive decisions on appointments to scientific grades were passed.

A total of 33 decisions on appointments to scientific grades and 7 negative decisions were passed.

05 SCIENTIFIC FIELD COMMITTEES FOR HUMANITIES

Scientific Field Committee for Humanities - Philosophy and Theology

Prof. dr. sc. Stjepan Baloban, the Catholic Faculty of Theology, Zagreb, chair

Three sessions were held in 2013:

- ♥ at the 1st session held on March 15th 2013 four decisions on appointments to scientific grades were passed,
- 💰 at the 2nd session held on July 11th 2013 twenty decisions on appointments to scientific grades were passed,
- ★ at the 3rd session held on October 16th 2013 nine decisions on appointments to scientific grades were passed,

A total of 33 decisions on appointments to scientific grades were passed.

Scientific Field Committee for Humanities - Philology

Prof. dr. sc. Stipe Grgas, the Faculty of Humanities and Social Sciences, Zagreb, chair

Five sessions were held in 2013:

- 🔹 at the 1st session held on February 27th 2013 twenty one decisions on appointments to scientific grades were passed,
- at the 2nd session held on May 9th 2013 three negative and twenty eight positive decisions on appointments to scientific grades were passed,
- at the 3rd session held on July 1st 2013 one negative and thirty three positive decisions on appointments to scientific grades were passed,
- at the 4th session held on October 9th 2013 three negative and thirty six positive decisions on appointments to scientific grades were passed,
- at the 5th session held on November 19th 2013 three negative and twenty two positive decisions on appointments to scientific grades were passed.

A total of 140 decisions on appointments to scientific grades and 10 negative decisions were passed.

Scientific Field Committee for Humanities - History, Art History, Art Science, Archaeology, Ethnology and Anthropology

Prof. dr. sc. Alexander Buczynski, Croatian Institute of History, Zagreb, chair

Four sessions were held in 2013:

- ≰ at the 1st session held on February 21st 2013 twenty six decisions on appointments to scientific grades were passed,
- ≰ at the 2nd session held on May 15th 2013 seventeen decisions on appointments to scientific grades were passed,
- at the 3rd session held on September 17th 2013 two negative and fifty six positive decisions on appointments to scientific grades were passed,
- at the 4th session held on November 27th 2013 two negative and sixteen positive decisions on appointments to scientific grades were passed.

A total of 115 decisions on appointments to scientific grades and 4 negative decisions were passed.

O6 SCIENTIFIC FIELD COMMITTEE FOR ARTS

Scientific Field Committee for Arts - Dramatic Arts (theatre and media), Film Arts (film, electronic and media art of motion pictures), Music Art, Visual Art, Applied Arts, Dance Art, Movement Art

Red. prof. art Enes Midžić, the Academy of Dramatic Art, Zagreb, chair

Five sessions were held in 2013:

- at the 1st session held on March 11th 2013 two negative and forty one positive decisions on appointments to artistic-teaching grades were passed,
- at the 2nd session held on May 23rd 2013 two negative and twenty three positive decisions on appointments to artistic-teaching grades were passed,
- at the 3rd session held on July 3rd 2013 one negative and seventeen positive decisions on appointments to artistic-teaching grades were passed,
- at the 4th session held on October 3rd 2013 one negative and sixteen positive decisions on appointments to artistic-teaching grades were passed,
- at the 5th session held on December 18th 2013 three negative and fourteen positive decisions on appointments to artistic-teaching grades were passed.

A total of 111 decisions on appointments to artistic-teaching grades and 9 negative decisions were passed.

07 SCIENTIFIC FIELD COMMITTEE FOR THE INTERDISCIPLINARY FIELD

Prof. dr. sc. Inge Tomić-Koludrović, University of Zadar, Zadar, chair

Four sessions were held in 2013:

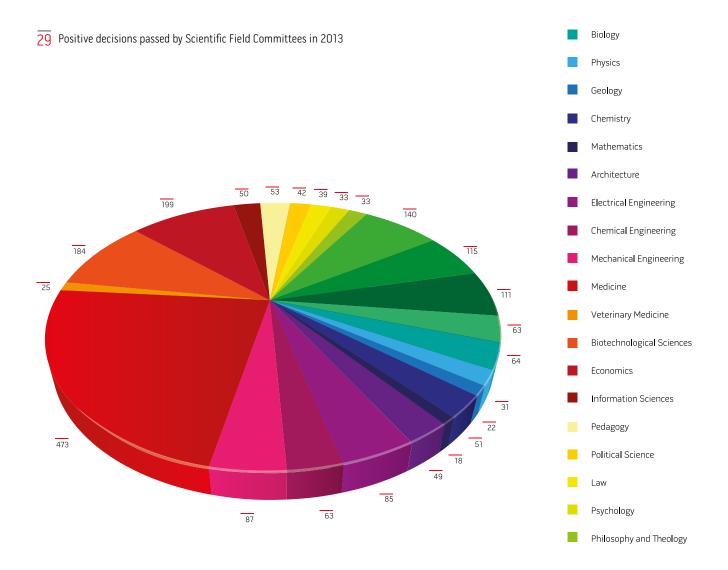
- at the 1st session held on March 20th 2013 six negative and twenty one positive decisions on appointments to scientific grades were passed,
- at the 2nd session held on July 8th 2013 two negative and twenty positive decisions on appointments to scientific grades were passed,
- ≰ at the 3rd session held on November 5th 2013 sixteen decisions on appointments to scientific grades were passed,
- ≰ at the 4th session held on December 17th 2013 six decisions on appointments to scientific grades were passed.

A total of 63 decisions on appointments to scientific grades and 8 negative decisions were passed.

- **a total number of appointments to grades upon individual request:** 1357 + 47 (interdisciplinary)
- appointments into the grade of Scientific Associate: 666 + 26 (interdisciplinary)
- appointments into the grade of Senior Scientific Associate: 400 + 11 (interdisciplinary)
- appointments into the grade of Scientific Advisor: 291 + 10 (interdisciplinary)
- **a total number of appointments to grades on the basis of a public call:** 499 + 16 (interdisciplinary)
- appointments into the grade of Scientific Associate: 211 + 8 (interdisciplinary)
- appointments into the grade of Senior Scientific Associate: 171 + 5 (interdisciplinary)
- appointments into the grade of Scientific Advisor: 117 + 3 (interdisciplinary)

Arts field

- Number of appointments: 111
- ▲ Assistant Professor: 45
- Associate Professor: 40
- 🔹 Full Professor: 26



Council of Polytechnics and Colleges

In 2013 the Agency organised four regular sessions of the Council of Polytechnics and Colleges, two special sessions, and two thematic sessions.

At the first special session the Council members discussed the topics of higher education institutions management and the analysis of the admission to study programmes of higher education institutions in the Republic of Croatia, while the second session, held in November, was dedicated to the appointment of new members to all of the seven Scientific Field Committees by a secret ballot. Thematic sessions were dedicated to the preparation of conclusions and discussions concerning a proposal for a strategy of development of professional studies in the Republic of Croatia, initiated by the Draft Proposal of the Strategy for Education, Science and Technology that formulates a long term vision of education, science and technology in the Republic of Croatia.

The Council invites guest lecturers at most of its sessions to present topics relevant to the system of professional studies. Presentation topics in 2013 included: organisation and implementation of the State Matura exams, preparation for external audit of higher education institutions' quality assurance systems, objectives and changes resulting from the Act on Croatian Qualifications Framework, a proposal of a new model for funding higher education, and strategic objectives of the European Union until 2020.

The Council currently has 41 members, which is one less than in the previous year. The composition of the Council is slightly different because there are two new members while three higher education institutions ceased to exist due to a merger with other higher education institutions members of the Council.

The Council has very successful cooperation with the Polytechnics and Colleges Sports Committee, the Council of Students of Polytechnics and Colleges, and the bodies that were established by the Council of Polytechnics and Colleges Decision who all very actively promote interests of students from the system of professional studies.

The Council also has successful cooperation with the Ministry of Science, Education and Sports. At several of the Council's sessions, the Ministry representatives presented current projects, amendments to the Act on Scientific Activity and Higher Education, amendments to the Regulations Governing the Establishment of New Public Higher Education Institutions, and answered the questions addressed by the Council members.

The *European Association of Higher Education Institutions* (EURASHE) organised its 23rd Annual Conference in May 2013 in Split, with more than 150 representatives from 30 different countries. The Agency, as one of the conference patrons, was involved in choosing topics and organising the event. Staff of the Agency, together with the staff from

EURASHE Secretariat worked on technical preparation and other activities related to the organisation of the Conference.

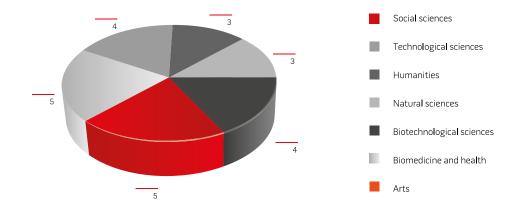
The Council of Polytechnics and Colleges has cooperated with the Agency on the project *Harmonising Approaches to Professional Higher Education in Europe*, coordinated by EURASHE. The result of the first phase of the project is the publication Profile of Professional Higher Education in Europe.

One of the Agency's tasks is to support the work of seven Scientific Field Committees of the Council of Polytechnics and Colleges which participate in the procedure of appointment to teaching grades at polytechnics and colleges.

Last year, Scientific Field Committees held 24 sessions and passed 436 positive decisions on appointment to teaching grades.

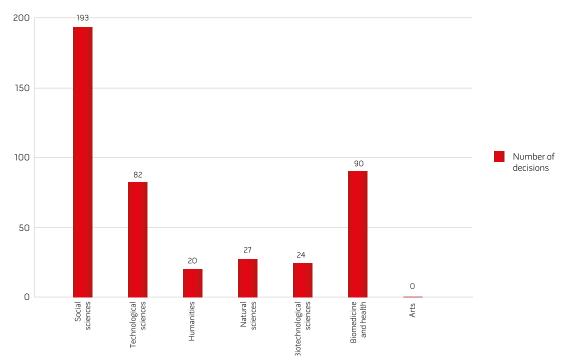
Council of polytechnics and colleges field committees'	Social sciences	Technological sciences	Humanities	Natural sciences	Biotechnological sciences	Biomedicine and health	Arts
Number of sessions	5	4	3	3	4	5	0
Number of opinions	193	82	20	27	24	90	0
College professor – permanent title	10	5	1	3	0	8	0
College professor	23	7	5	1	6	18	0
Senior lecturer	47	26	4	4	13	16	0
Lecturer	113	44	9	19	5	48	0
Lector	-	-	1	-	-	-	-

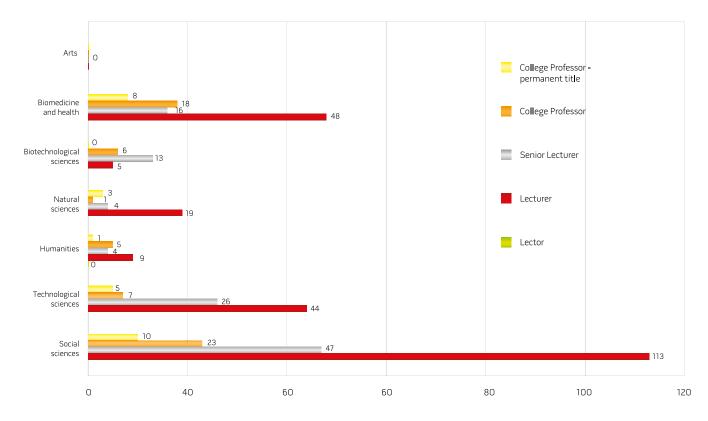
O1 FIELD COMMITTEES' SESSIONS AND OPINIONS



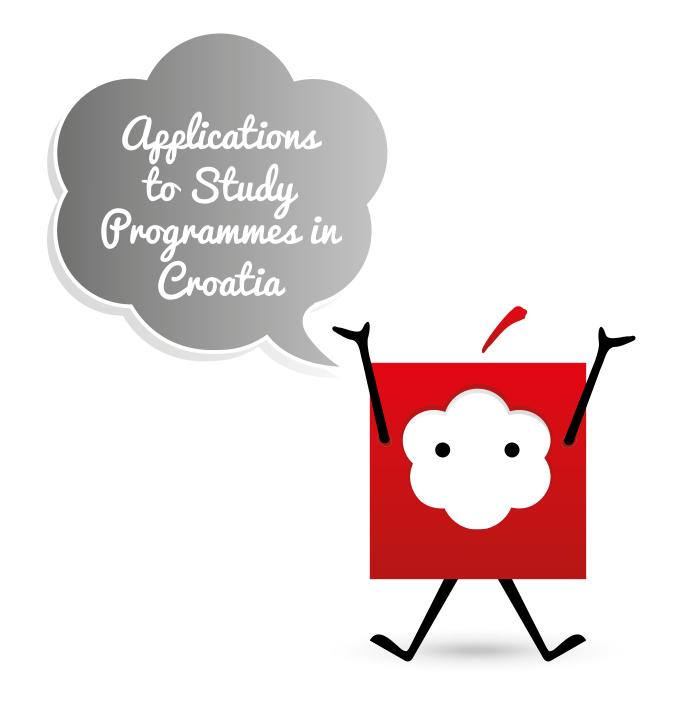
30 Number of Council of Polytechnics and Colleges Field Committees' sessions in 2013

3 Positive opinions passed at Council of Polytechnics and Colleges Field Committees' sessions in 2013





32 Positive opinions passed at Council of Polytechnics and Colleges Field Committees' sessions per teaching grades

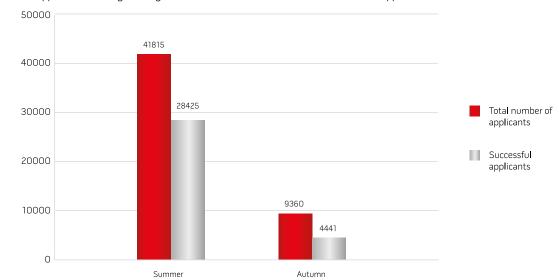


Applications to study programmes in the summer application period began on 1 December 2012 and lasted until 17 July 2013, when the final rankings were published. During the summer application period, Central Applications Office (CAO) received and processed 1,070 candidates' documents, from the total of 41,815 candidates who have applied for study programmes. Processing included filing of documents, making sure that documentation is valid and complete, and a thorough checking and verifying candidates' personal data and grades entered into the system. In the autumn application period, which lasted from 22 July to 21 September 2013, CAO received and processed 451 candidates' documents, from the total of 9,360 candidates who competed for the admission to higher education institutions.

During the summer application period, CAO also received 261 substantiated requests for the advanced enrolment, out of which 133 were granted and entered into the system. In the autumn application period, out of 41 substantiated requests for the advanced enrolment, 19 were found valid and granted.

In the summer enrolment period, there were a total of 37,619 slots available at all Croatian higher education institutions, and out of 41,815 candidates that applied, 28,425 candidates (or 68%) secured their right of enrolment. A total of 195,019 applications for study programmes were registered (4.66 per candidate).

In the autumn enrolment period, a total of 8,354 slots remained, and of 9,360 candidates that competed for admission to higher education institutions, 4,441 candidates (or 47%) secured their right of enrolment. Out of 10 choices of study programmes on their list of priorities, the candidates have - on average - enrolled to their second choice. A total of 40,946 applications were registered (4.37 per candidate).



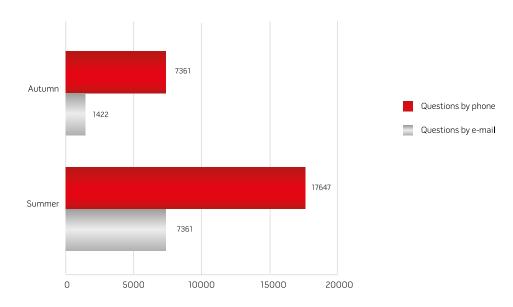
 $\overline{33}$ Number of applicants securing their right of enrolment in relation to the total number of applicants

04

A total of 126 foreign nationals applied for study programmes this year; 91 candidates in the summer and 35 candidates in the autumn period. Of these candidates, 90 were from the EU countries (73 in the summer and 17 in the autumn period).

Compared with previous years, the number of candidates increased and the total number of admission quotas was reduced, leading to greater competitiveness.

During the last year, CAO resolved a large number of inquiries regarding the application process for the admission to higher education institutions. The largest number of answered calls in one day (1,846) was recorded on the day of publication of final rankings for the summer enrolment period, on 16 July 2013.



34 Number of candidates by application period

Prior to the beginning of the application process for the next academic year, *Applications for State Matura in 2013/2014 and Applications for Study Programmes* brochures were updated, by type of candidate, and published on www.postanistudent.hr. CAO also worked on modifying the existing functionality and content of www.studij.hr website, to ensure clear and systematic information on the process of applying to higher education institutions. An option to review the contents by candidate category was added, and two new features were introduced; a new way of receiving and processing candidates' requests for changing their mobile phone numbers in NISpVU system, via www.studij.hr, and a new way of re-issuing all user data for candidates who have completed their secondary education in another country. CAO also began translating the entire contents of www.studij.hr website to English.

As for support provided to higher education institutions, CAO regularly informed coordinators on all the necessary actions in NISpVU system, and answered all their queries. In 2013 CAO received a total of 1,232 phone inquiries and 1,357 e-mail inquiries from HEI coordinators.

Prior to the beginning of the application process for the 2014/2015 academic year, during November HEIs submitted information on changes in their admission requirements to CAO, which were then entered into NISpVU.

In order to make the application process easier, CAO developed an application for NISpVU coordinators, containing an overview of the coordinator activities within a specified timeline, frequently asked questions with answers, as well as the rules and recommendations regarding the application process. Also, CAO developed an additional application containing details on admission requirements for each individual study programme, which coordinators cannot fully access in NISpVU.

In late October and early November, CAO organised trainings for NISpVU coordinators that included an overview of the application process for the 2013/2014 academic year, discussions of various common issues and a presentation of a working version of the application for NISpVU coordinators.

Over the year, CAO held meetings with members of the body for improving the enrolment procedure at higher education institutions, in order to align all the activities and deadlines, and adopt necessary recommendations with regard to the enrolment procedure.

In collaboration with National Centre for External Evaluation of Education, during April CAO staff took part in training of secondary school tests' coordinators, explaining study programme rankings. Trainings were held in Gospić, Metković, Split, Šibenik, Zadar, Rijeka, Pula, Varaždin, Koprivnica, Zagreb, Virovitica, Osijek, Vukovar and Slavonski Brod.

During 2013, all the necessary documentation needed for development of the National Information System for Applications to Graduate Studies was being prepared. Process, data and data sources analyses were conducted, and a conceptual system design was developed for application to graduate studies at the University of Rijeka, which will be

implemented through a pilot project. After a successful implementation, testing and post-production period, the system will be gradually implemented at other universities in Croatia as well.

Bearing in mind the cost of system development, CAO prepared a summary of the project application for EU funding, in order to utilise the funds approved for NISVOZ project that were never used.

Re-engineering of the existing system for applications to undergraduate study programmes was also initiated. Documentation relating to the conceptual system design and business process models are in the final stage of completion.

In addition to the ongoing development of the project of monitoring the employability of graduates, CAO staff visited AQU Catalunya in Barcelona and Centre for Study and Research on Qualifications (CEREQ) in Marseilles in order to exchange knowledge and experience.

With the goal of continuously improving the system and application process, in October 2013 representatives of CAO visited a German office for applications to study programmes, Uni-assist in Berlin.

In June, representatives of the Central Applications Office attended the meeting of IAAO (International Association of Admissions Organisations), which was held in Canada.

Considerable insight into the quality of higher education enrolments should be gained from the results of the first overall analysis of the enrolment in undergraduate studies in the last two years, which was launched in cooperation with the Institute for Social Research in Zagreb.

At the beginning of 2014, CAO introduced a new way of communicating with candidates: instead of e-mail queries, candidates will submit their queries via form that will be available on www.studij.hr. Plans are also underway for the optimisation of user support and content management.

Training of HEI coordinators for the upcoming activities in NISpVU system is planned for March and April.

With regard to the pilot project of monitoring the employability of graduates, a survey will be carried out among the first generation of students who enrolled via NISpVU.

In September 2014, representatives of the Central Applications Office will attended the meeting of IAAO (International Association of Admissions Organisations) in Germany.



The National ENIC/NARIC Office of the Agency serves as an information centre on academic mobility and recognition of foreign higher education qualifications. In 2013 it implemented a number of activities aimed at supporting the strategic goals of encouraging international mobility in Europe and beyond and participated in developing quality assurance platforms for all levels of education.

The Office activities, primarily the procedures of recognition of foreign higher education qualifications, are based on European policy guidelines and criteria which help the Office contribute to encouraging mobility.

In 2013 the Office worked on increasing transparency of the recognition procedure, diversifying information which helps citizens who want to have their foreign qualifications recognised in Croatia or their Croatian qualifications recognised abroad.

Supporting the lifelong learning policy, the Office provides various levels and forms of training and professional education to the bodies tasked with recognising qualifications, professionals working on evaluating qualifications or recognising foreign ones, and staff working in human resources, thus helping them in their work with different levels and types of education, training and professional development.

With the same aim, the Office regularly passes opinions and explanations providing all the information on the status of a qualification in the country of origin, and the comparability of an educational level to the levels of education in Croatia. In this way, the Office contributes to the final decision on employing a person or enrolling him or her to a study programme in Croatia, which is in line with the European best practice on recognition of foreign higher education qualifications.

The Office also continued to develop its role as the contact point, given to the Office by the Act on Regulated Professions and Recognition of Foreign Professional Qualifications. In line with the Directive 2005/36/EC, the contact point provides citizens and contact points from other countries with the information necessary to recognise qualifications regulated by the Directive and, where necessary, ethical rules. In addition to this, the contact point helps citizens in attaining the rights regulated by the Directive, where appropriate, in cooperation with other contact persons and the competent bodies of host countries. The contact point is also tasked with administering the National Database of Information on Regulated Professions and Recognition of Foreign Professional Qualifications.

The Office participates in the activities of the Working Group for Improvement of the Legislative Framework for Recognition of Foreign Higher Education Qualifications, working on amending the Act on Recognition of Foreign Higher Education Qualifications and the Act on Regulated Professions and Recognition of Foreign Professional Qualifications. It also works with the Committee for Inter-sectoral Coordination for Regulated Professions, which is tasked with devising a plan to align Croatian legislation in this field with the acquis communautaire, i.e., organising trainings for the connected administrative structure.

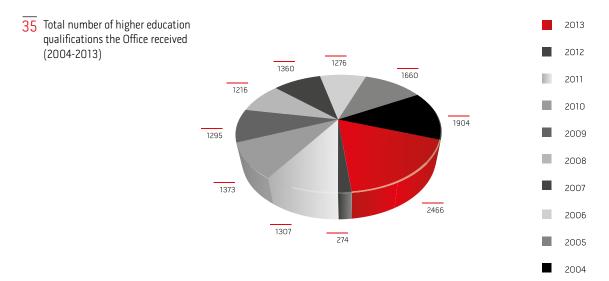
In working with these bodies, the Office provides systematic reviews of international qualification recognition, the connected processes, best practice examples and guidelines for work in the Croatian context. This is based on years of experience with working with the ENIC/NARIC network and the Lisbon Recognition Convention Committee.

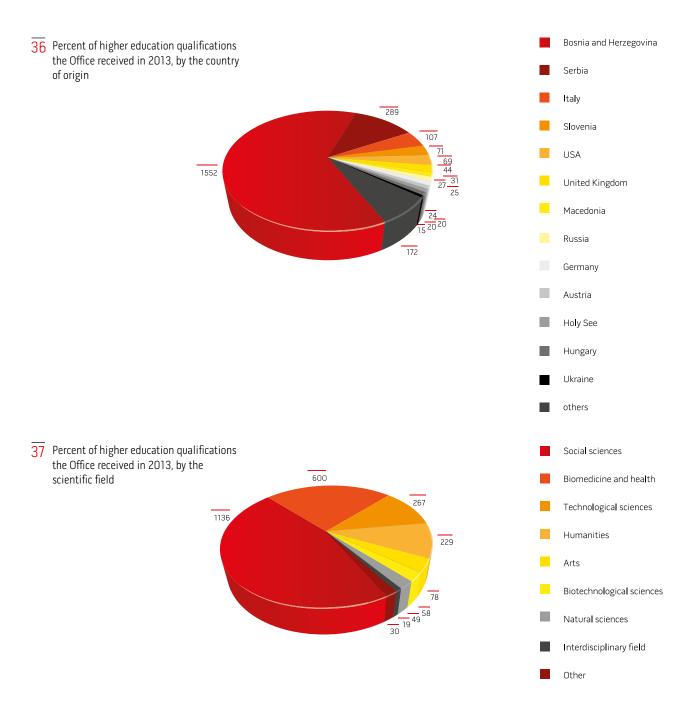
The National ENIC/NARIC Office performs the full procedure of recognising foreign higher education qualifications and, upon request by higher education institutions' Offices for Academic Recognition of Foreign Higher Education Qualifications, participates in academic recognition by issuing recommendations for recognition of qualifications and periods of study abroad.

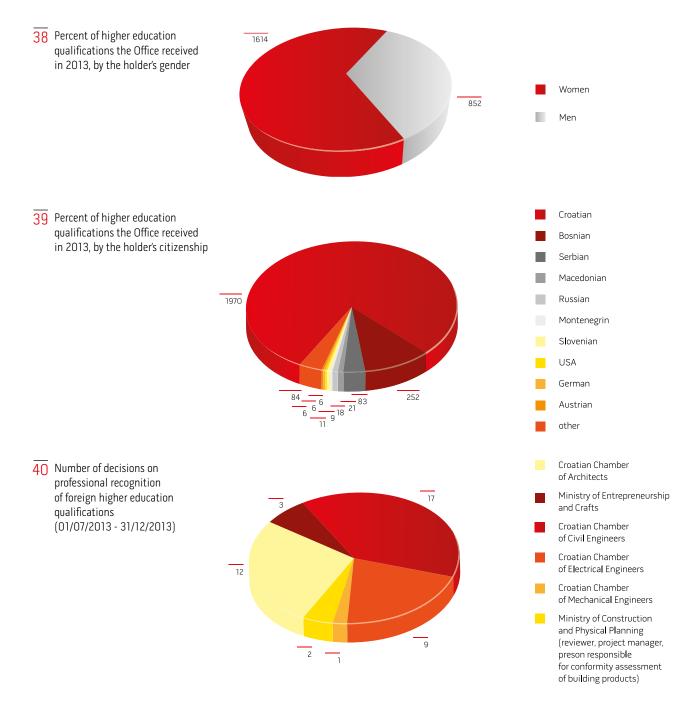
In addition to providing expertise in administrative procedures, the Office replies on daily basis to the questions of foreign and Croatian legal and physical persons interested in national and foreign educational systems and national and foreign higher education programmes and qualifications.

In 2013 the National ENIC/NARIC Office:

- fully recognised 2431 higher education qualifications (98.58% of those received),
- 🛸 fulfilled 110 requests for advice in academic recognition of foreign higher education qualifications,
- issued 97 explanations of higher education qualifications,
- replied to more than 1200 e-mail inquiries on professional recognition of foreign higher education qualifications in Croatia and abroad, as well as on foreign and Croatian higher education systems and foreign and Croatian higher education study programmes and qualifications.







Analytics and Statistics in Science and Higher Education



ASHE Department of Analytics and Statistics is tasked with collecting and processing the data on the system of higher education and science. These tasks include updating and management of MOZVAG (ASHE evaluation module) and the Directory of Study Programmes, which - based on information from MOZVAG - provides statistical data on accredited study programmes. Planning and implementation of IT projects, as well as development and maintenance of internal databases that support ASHE business processes, is also within the Agency's scope of work.

MOZVAG information system is updated regularly. It currently contains 1,341 accredited study programmes (more than 1,600 study programmes in total). Based on MOZVAG data, *Directory of Study Programmes* is maintained on the Agency website, in both Croatian and English, providing basic information on study programmes to national and international public: names of issuing institution and programme provider, scientific field, number of ECTS, duration of the programme, location where the programme is offered and link to the website of the relevant institution or study programme. Directory of Study Programmes also contains a list of all accredited higher education institutions in Croatia. In this sense, Directory offers an overview of the higher education system in Croatia. Data from the Directory is annually provided to the Institute for the Development of Education, to be published on their portal *Study in Croatia*.

Statistics on the Agency website are updated in accordance with the data collected. Data sources currently used for statistical analysis and presentations are databases of the Ministry of Science, Education and Sports, which ASHE has access to, and the MOZVAG system. An extensive update of this part of the website is planned for 2014, which will include complete data, overview of trends, and analyses of the number of students by study programme, higher education institution and scientific field and area over the last five years.

Interlinking MOZVAG with Qrossroads database/directory will enable publication and search of all accredited study programmes and higher education institutions in Croatia on a far wider platform, accessible to the European and world public.

The Agency also develops and maintains internal databases that support various operational processes, e.g. a database of appointments to scientific grades, used for monitoring the work of the scientific field committees, and *baza.azvo.hr*, an overview of the number of students and study programmes, which potentially represents a comprehensive database that will link programmes and institutions with external evaluation procedures carried out.

ASHE is also preparing a project for development of a reporting system (data warehouse) on the quality of higher education and science within the European Social Fund (ESF), for the purpose of providing analytics and statistics at the national level, which will - among other things - be used for planning, implementation and analysis of Agency-conducted external evaluations. Data sources for this system would be ISVU registers/records, developed by University Computing Centre SRCE in cooperation with the Ministry of Science, Education and Sports.

Department staff tasked with collecting and processing data also participate in the work of various bodies: Committee for drafting the proposal of Ordinance on Higher Education Records, ISVU Council, expert working group for monitoring the education system according to internationally accepted statistical standards and classifications, etc.



As a result of its international engagement, encouraging dialogue and the exchange of good practices and networking with the colleagues from Europe, Asia, the United States of America, as well as its increasing international recognisability, the Agency for Science and Higher Education actively contributes to recognisability of Croatian science and higher education. This is evident not only in ASHE meeting the strict criteria for full membership in the *European Association for Quality Assurance in Higher Education* (ENQA) and being listed in the *European Quality Assurance Register for Higher Education* (EQAR) but also in its numerous international activities among which we would like to emphasise those realised in the past year.

The Board of the *European Association for Quality Assurance in Higher Education* (ENQA), on its session held on 28th October 2013, adopted ASHE's follow-up report based on recommendations for improvement arising from the external review of ASHE in 2011. In this manner, the Board formally confirmed that ASHE implemented the received recommendations and justified its ENQA membership – one of the bases of Croatian higher education qualifications' recognisability within the European Higher Education Area. Naturally, after the adoption of the progress report, ASHE continues with reflecting on its procedures and improving the quality of its work.

The Agency is a full member of the ENQA, the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) and the Network of Central and Eastern European Quality Assurance Agencies in Higher Education (CEENQA). The Agency is also a member of the Council for Higher Education Accreditation (CHEA) International Quality Group, a member of European Consortium for Accreditation (ECA), an observer member in the Asia-Pacific Quality Network (APQN), and a member of the Organization for Economic Co-operation and Development Institutional Management in Higher Education (OECD IMHE) Forum.

In October 2013, the Agency hosted Dr Judith S. Eaton, president of CHEA. This opportunity was used to strengthen the successful cooperation that the Agency and CHEA have already established, to seek new opportunities for project collaboration, and to discuss the topic of further improvement of the external evaluation procedures carried out by the Agency.



Dr. Judith S. Eaton, President of the US Council for Higher Education Accreditation (CHEA) visiting Agency for Science and Higher Education

ASHE actively participates in the activities of the European and global networks for mobility and recognition of foreign higher education qualifications (ENIC - NARIC network). Its National ENIC/NARIC Office has been involved in the number of international projects funded from the Lifelong Learning Programme (LLP) budget and projects funded by the EU countries' funds (bilateral agreements) on development of criteria for encouraging mutual recognition of foreign higher education qualifications and academic and professional mobility, development and assessment of learning outcomes and mutual recognition of national accreditations of higher education institutions and programmes at European level. Two international projects are being implemented: "The use or potential use of qualifications frameworks as a tool of mobility by HEIs and others stakeholders- QFS UHSE", and "ENIC CAPACITY BUILDING Former Yugoslavia".

In January 2013, the ENIC/NARIC Office hosted representatives of the Slovenian ENIC/NARIC Centre. During the visit, topics concerning the areas of work of ENIC/NARIC offices, information centres for academic mobility and recognition of foreign higher education qualifications were discussed, with an emphasis on activities of the two offices that had positive impact on academic mobility and implementation of the *Convention on the Recognition of Qualifications concerning Higher Education in the European Region* (so called the *Lisbon Convention*) in both countries. Becoming a full member of the *European Association for Quality Assurance in Higher Education (ENQA)*, in 2011, and being listed in the *European*

Quality Assurance Register for Higher Education (EQAR) in the same year, the Agency was able to participate in a number of ENQA projects. In its work, the Agency was recognised as an important stakeholder in creating European higher education policies, developing strategic documents and charting future directions of cooperation among agencies by developing common platforms for external quality assurance procedures in higher education in Europe. Among other projects, in 2012 the Agency participated in consultations regarding amendments to *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (ESG) based on the outcomes of the Mapping ESG project launched in 2010 by the E4 group: ENQA, ESU (*European Students' Union*), EUA (*European University Association*) and EURASHE (*European Association of Institutions in Higher Education*). The aim of the project was to collect information about the way ESG are implemented in the Bologna Declaration signatory countries, particularly their higher education institutions and external quality assurance agencies.

As the Agency is strategically oriented towards not only European, but also regional networking, in 2013 it continued its work within the regional *Network of Central and Eastern European Quality Assurance Agencies in Higher Education* (CEENQA) and continued its cooperation with ERI SEE (*Education Reform Initiative of South Eastern Europe*) and RCC (*Regional Cooperation Council*) on the topics of quality assurance, qualifications frameworks and evidence-based policy making.

At the end of 2012, the US University of Georgia Institute of Higher Education launched the Higher Education Initiative for South-eastern Europe (HEISEE). This developmental project in its initial phase is carried out jointly by the Zagreb Institute for Social Research, Institute for Development of Education, a Zagreb NGO, the Agency and the United States of America Embassy in Zagreb. Over time, HEISEE seeks to expand this collaborative model throughout the region utilizing carefully constituted partnerships with other countries in South-Eastern Europe and the appropriate institutes, agencies, and NGOs within these countries, which logically might fit its mission. In so doing, HEISEE strives to build capacity within the higher education community throughout the region by effectively bringing together resident experts as well as those from the international community. First HEISEE Workshop: *Approaches to Strategic Financing of Higher Education - Multiple Perspectives* was held in Zagreb, 4-6 June 2013.

The Agency also continued its cooperation with the *European Training Foundation* (ETF), particularly the *Torinet - Learning 4 Evidence 4 Learning*, aimed at increasing effectiveness of educational policies, which included organising a number of activities in cooperation with the Ministry of Science, Education and Sports. A number of round tables were held aimed at deepening the discussion on the topic of connecting education with labour market needs, creating a network of experts working on data collection and analyses, and recognising advantages and disadvantages of the current state of evidence-based policy making in the field of education and training.

In 2013, the Agency had an opportunity to host the representatives of the *European Federation of National Engineering Associations* (FEANI), a federation of professional engineers that unites national engineering associations from 32 European countries. FEANI represents the interests of over 3.5 million professional engineers in Europe and is striving for a single voice for the engineering profession in Europe by affirming and further developing the professional identity of engineers. During the meeting at the Agency, the accreditation procedure of study programmes in engineering and Croatian quality assurance system were discussed.

The Agency has had an observer status in the *Asia-Pacific Quality Network* (APQN) since the beginning of 2012. In the framework of the *APQN Exchange Programme 2012*, ASHE representative visited the *Taiwan Assessment and Evaluation Association* (TAEA) and five Taiwanese universities (Feng Chia University, Taichung; Chao-Yang University of Technology, Taichung; Hwa Hsia Institute of Technology, Taipei; Taipei Medical University, Taipei; Jinwen University of Science and Technology, Taipei) where she gave presentations to their staff about ASHE activities, the QA system in the Republic of Croatia, and the Croatian higher education system. Host institutions expressed their wish to continue the cooperation with the Agency and to visit Croatia, and more intensive cooperation was planned between two institutions for the upcoming period.

Within the same Programme, dr. sc. Minakinagurki Srinivasaiah Shyamasundar, representative of the *National Assessment and Accreditation Council* (NAAC), an autonomous body established by the *University Grants Commission* (UGC) of India, and Mr Tep Neave, representative of the *Department of Cooperation & Information, Accreditation Committee of Cambodia* (ACC), supervised by the *Cambodian Council of Minister Office* visited ASHE from April 21st to April 29th 2013. During the visit, the guests presented the work of their institutions and were introduced to the activities of ASHE. The exchange of knowledge and experiences regarding implementation of external quality assurance procedures in higher education and science took place. They also visited College for Applied Computer Engineering Algebra and the University of Zagreb, where they learned more about the quality assurance system. As observers, the foreign guests had an opportunity to participate in a re-accreditation procedure carried out by the Agency. Besides that, dr. sc. Minakinagurki Srinivasaiah Shyamasundar visited the University of Dubrovnik. I am thrilled with the academic and administrative culture in the Agency for Science and Higher Education. Professor Jasmina Havranek has qualities of a very efficient and dynamic, yet a friendly leader, who encourages her staff. This facilitates the efficient functioning of the institution and helps in overcoming challenges in quality assurance and higher education in general.

dr. Shyamasundar S. Minakinagurki Assistant Advisor NAAC (National Assessment and Accreditation Council), Bangalore, India



Dr. sc. Minakinagurki Srinivasaiaha Shyamasundara, representative of the National Assessment and Accreditation Council (NAAC) and Mr. Tep Neave, representative of the Department of Cooperation & Information, Accreditation Committee of Cambodia (ACC), visiting University of Zagreb

The presentation *Re-accreditation of higher education institutions in Croatia* was held at the 14th national seminar of higher education institutions entitled *System of internal quality assurance on HEIs*, at Masaryk University in Telč, the Czech Republic, upon the invitation of the Czech Ministry of Education, Youth and Sports. The presentation had a strong positive impact on higher education institutions in the Czech Republic and resulted in the visit of the Assistant Minister of Education, Youth and Sports and his delegation to the Agency.

Dear Jasmine and colleagues! Sincere congratulations on building the Agency that can serve as an example for many other countries.

> *J. Navez Ministry of Education, Youth and Sports of the Czech Republic*

Embassy of the State of Israel in the Republic of Croatia, in cooperation with the Agency for Science and Higher Education and under the patronage of the President of Croatia, prof. dr. sc. Ivo Josipović, organized an academic seminar Excellence in education: a motor for research and innovation, which took place on April 18th 2013 at the University of Zagreb.

The Agency brought together eminent lecturers from Israel and the representatives of Croatian academic and research community and industry. The aim of the seminar was to use the good practice of Israel's education system, transfer of technology into industry and strategic development of science to initiate a debate about the further development of Croatian science as the prime mover of economic growth.

One of the speakers at the seminar was Professor Dan Shechtman from the Technion University in Israel, the 2011 Nobel Prize laureate in Chemistry. In addition to Prof. Shechtman, the other speakers were: Mr Arnon Ikan, Director, Israel Centre for Excellence through Education, dr. Naomi Gafni, Director of Research and Development, National Institute for Testing and Evaluation, and dr. Eli Opper, former Chief Scientist, the Israel Ministry of Industry, Trade and Labour.

Apart from the distinguished guests from Israel, other lecturers were representatives of Croatian academic and research community: dr. sc. David Smith, Assistant Director of the Ruđer Bošković Institute, doc. dr. sc. Toni Babarović, Institute of Social Science "Ivo Pilar", dr. sc. Boris Jokić, Institute for Social Research, and dr. sc. Hrvoje Meštrić, Business Innovation Croatian Agency (BICRO) Innovation Institute Executive Director.

In the light of the Croatian accession to the European Union, innovations, technology transfer and commercialisation of research results are topics of key importance for achieving sustainable development and competitiveness of our industrial sector at the European, as well as the global market. This seminar was the opportunity to share good practice and establish new paths of cooperation with a view to strengthening Croatian higher education and science system and economy.



Academic Seminar "Excellence in education: a motor for reasearch and innovations" in Zagreb

Agency representatives participated at the 13th Croatian conference on quality and the 4th scientific assembly of the Croatian Society for Quality entitled *Quality – path to excellence*, held at Brijuni National Park from May 9th to May 11th 2013 under the high patronage of the Croatian president, prof. dr. sc. Ivo Josipović. There they held a presentation based on the accepted article *Application of quality management system at higher education institutions in the Republic of Croatia – Development of quality assurance systems at higher education institutions* (published in the *Proceedings of the 13th Croatian conference on quality* and the 4th scientific assembly of the Croatian Society for Quality).



Prof. dr. sc. Jasmina Havranek and prof. Dan Shechtman from the Technion University in Israel, the 2011 Nobel Prize laureate in Chemistry, during Academic Seminar "Excellence in education: a motor for reasearch and innovations" in Zagreb

I wish to thank Jasmine and her colleagues for their warm welcome and care. Professor Dan Shechtman

Within the European University Association (EUA) project *Promoting quality culture in higher education institutions* the University of Zagreb hosted a seminar the aim of which was to promote awareness about the importance of internal quality assurance and development of competencies of QA experts at higher education institutions. ASHE representative held the presentation entitled *Development of quality culture - ASHE role*, with an emphasis on the role of ASHE in the national system of quality assurance and cooperation with HEIs and other agencies.

The European Commission, the Council of Europe and UNESCO accepted ASHE's candidature to host the 20th International Annual conference of ENIC and NARIC networks which took place in in Split in June 2013.

The Agency organised the 20th annual meeting of ENIC and NARIC networks in Split, from 16th - 18th June, 2013, and the 6th Meeting of the *Lisbon Recognition Convention Committee (The Convention on the Recognition of Qualifications Concerning Higher Education in the European Region) on 19th June 2013.*

Centres which are part of the ENIC/NARIC network are important partners on the European and global level on matters concerning the development of higher education. That is why the annual Network conference, as the gathering of representatives from over 60 countries, is always an important and interesting event which rightly draws attention of experts, as well as the wider public.

International conferences in 2013 organised/co-organised by the Agency for Science and Higher Education:

- Academic seminar Excellence in education: a motor for research and innovations
- **u** EURASHE annual conference entitled *Higher Education Making the Knowledge Triangle Work*
- EURASHE General Assembly
- HEISEE conference The Higher Education Initiative for Southeastern Europe
- Annual meeting of ENIC and NARIC networks
- Committee of the Convention on the Recognition of Qualifications Concerning Higher Education in the European Region meeting
- **K** HEIC conference entitled *Quality and Governance in Higher Education*.

In addition to this, in 2013 Agency representatives participated and gave presentations at numerous international conferences and seminars:

- Annual EAIR (European Higher Education Society) Forum
- SAIR (Association for Institutional Research) Annual Forum
- ≰ ENQA General Assembly
- ≰ ENQA Members' Forum 2013
- HEIR (Higher Education Institutional Research in the UK and Ireland) Conference Unlocking Institutional Research: information and knowledge for enhanced institutional effectiveness
- SEM (Asian and European stakeholders in quality assurance) seminar on Quality Assurance in Higher Education
- ≰ CHEA International Quality Group (CIQG) Annual Meeting
- 6th International GUIDE (Global Universities in Distance Education Association) Conference The Global Economic Crisis and its consequences on the national educational systems. Can online education contribute to overcome the crisis?

- Seminar on the topic of external quality assurance in higher education organised by the Ministry of Education, Youth and Sports of the Czech Republic
- Conference and Round table Evidence-based Policy Making in Education and Training, organised by the Croatian Ministry of Science, Education and Sports, and the European Training Foundation (ETF)
- EURASHE (The European Association of Institutions in Higher Education) Seminar on the Implementation of Internal and External Quality Assurance
- European Consortium for Accreditation (ECA) Conference: Quality Assurance and Recognition of Joint Programmes: The Art and the Passion
- the International Seminar on the Second Bologna Cycle organised by the Croatian Ministry of Science, Education and Sports
- the ACA (Academic Cooperation Association) European Policy seminar What's new in Brussels? Recent developments in European policies and programmes
- **ENQA/EUA** workshop *Promoting Quality Culture in Higher Education Institutions: The role of QA agencies*
- Meeting within the APQN Programme, on invitation to the international conference Quality Assurance and Quality Development in Europe organised by the National Assessment and Accreditation Council (NAAC) and the German Academic Exchange Service (DAAD)
- spresentation about the Croatian higher education system at the Faculty of Education, University of Hong Kong
- ECA project Certificate for the Quality of Internationalisation Steering Group meeting, Ljubljana, 28 March 2013
- INQAAHE Conference 2013 Managing Diversity: Sustainable quality assurance processes, Taipei, 8-12 April 2013
- **6** 6th International conference *Crisis Management Days*, Velika Gorica Polytechnic, Velika Gorica, 28-29 May 2013
- within activities of the Task Force Fostering and Building Human Capital TFBHC, three participants from Albania, Montenegro and Bosnia and Herzegovina, visited the Agency from June 19th to June 21st 2013; the presentation was held about ASHE activities and its role in the higher education and science system
- **5th Euro-Asia Economic Forum** (EAEF-2013), China, September 2013
- **6** 6th International Conference of Education, Research and Innovation, Seville, Spain, 18 20 November 2013
- 8th European Quality Assurance Forum Working together to take quality forward, Gothenburg, Sweden, 21 – 23 November 2013
- ACA European Policy Seminar Mobility windows and the internationalisation of the curriculum, Brussels, Belgium, 5 December 2013
- 6th Annual HEIR Conference 2013 Progressive Partnerships: Engaging Stakeholders in Institutional Research, Birmingham, July 2013 (presentation of the poster The role of external stakeholders in Croatian higher education).

CONFERENCE PRESENTATIONS

- Mr. sc. Irena Petrušić, Davor Jurić, Igor Drvodelić, mr. sc. Sandra Bezjak: "Current good practices and upcoming initiatives in EBPM and data collection in Croatian education system II Mobile Team examples and experiences", Evidence based Policy Making in education & training: conference and round table, Zagreb, Croatia, 12th February 2013
- Prof. dr. sc. Jasmina Havranek: "Agency for Science and Higher Education", Quality Assurance and Quality Development in Europe, Berlin, Germany, 21st – 22nd March 2013
- Dr. sc. Vesna Dodiković-Jurković: "QA system in Higher Education and Science in Croatia ASHE role", Taipei, 15th – 19th April 2013
- Dr. sc. Vesna Dodiković-Jurković: "Re-accreditation of higher education institutions in Croatia", 14th national seminar of HEIs at Masaryk University: The system of internal quality assurance on HEIs, Telč, Czech Republic, 2nd 3rd May 2013
- Dr. sc. Vesna Dodiković-Jurković :"Development of quality assurance systems at higher education institutions in the Republic of Croatia", the 13th Croatian conference on quality and the 4th scientific assembly of the Croatian Society for Quality entitled *Quality – path to excellence*, National Park Brijuni, Croatia, 9th – 11th May 2013
- Dr. sc. Vesna Dodiković-Jurković: Development of quality culture ASHE role", Promoting quality culture in higher education institutions, Zagreb, 24th May 2013
- Goran Briški, dr. sc. Vesna Dodiković-Jurković: "The role of external stakeholders in Croatian higher education", 6th Annual HEIR Conference 2013 Progressive Partnerships: Engaging Stakeholders in Institutional Research, Birmingham, England, 12th July 2013
- Prof. dr. sc. Jasmina Havranek, mr. sc. Sandra Bezjak: "Impacts of international standards of quality on HE system in Croatia", Higher Education Institutions Conference, Dubrovnik, Croatia, 6th 7th June 2013
- Davor Jurić, mr. sc. Irena Petrušić: "ASHE approaches and challenges in data collection across higher education", HEISEE, Zagreb, Croatia, 12th June 2013
- Mr. sc. Sandra Bezjak: "New educational strategy ASHE view, ETF CEDEFOP Conference: Education and training in the Republic of Croatia and future challenges in harmonising education with labour market needs", Zagreb, Croatia, 20th June 2013
- Mr. sc. Sandra Bezjak: "QA and CROQF, Regional capacities for quality assurance and their relation to development and implementation of NQF", Biograd na Moru, Croatia, 28 June 2013

- Prof. dr. sc. Jasmina Havranek: "QA system in the Republic of Croatia", University of California, Berkeley Institute on Higher Education, USA, June 2013
- Prof. dr. sc. Jasmina Havranek: "Excellence in Higher Education and Science Guarantee of Success", Euro-Asia Economic Forum, Forum 501: Eurasian University Principal Summit (Part III), Xi'an, China, 28th September 2013
- Prof. dr. sc. Jasmina Havranek, mr. sc. Sandra Bezjak: "Quality Assurance in Times of Crisis-Example of Croatian Agency for Science and Higher Education, VI International GUIDE Conference", Athens, Greece, 3rd – 4th October 2013
- ≰ Vesna Dodiković Jurković: European RTD Evaluation Network, Vilnius, Lithuania, 17th 18th October 2013
- Prof. dr. sc. Jasmina Havranek: "QA system in Higher Education and Science in Croatia", Hong Kong, China, October 2013.

TEXTS/ARTICLES

The Agency produced texts on higher education, quality assurance and academic ranking:

- ≰ Quality is inseparable from low teacher student ratio
- Impact of re-accreditation on the higher education system in the Republic of Croatia
- Academic ranking (presented at a session of the National Council for Higher Education) the studies have been published at ASHE website
- Implementation of quality management systems at higher education institutions in the Republic of Croatia -Development of quality assurance systems at higher education institutions (article published in the Proceedings of the 13th Croatian conference on quality and the 4th scientific assembly of the Croatian Society for Quality)
- Contribution of QA Professionals to HE Policy Development in Croatia, for the Association for Higher Education Effectiveness.

EUROPEAN UNION PROJECTS AND OTHER PROGRAMMES

IPA PROGRAMME

Competitive Croatian Higher Education for better Employment

The Agency is the beneficiary of the project funded from the IPA call *Further Development of the Croatian Qualifications Framework*, entitled *Competitive Croatian Higher Education for better Employment*. Partners on the project are the University of Split and University College for Applied Computer Engineering. The project was launched at the end of August 2013 and will be completed within 18 months. The overall objective of the project is to contribute to the implementation of the *Croatian Qualifications Framework* (CROQF) and reform of the Croatian higher education by developing new qualifications standards and study programmes in ICT and Physics. Specific objectives are to develop 6 qualifications standards and study programmes, which include development of learning outcomes and assessment criteria and procedures, and to introduce *Recognition of Prior Learning* (RPL) as an integral part of the CROQF.

E-Quality: linking quality and social inclusion in higher education in Croatia

The Agency is one of the partners on the project *E-Quality: linking quality and social inclusion in higher education in Croatia* funded from the IPA call *Human Resources Development, Integration of disadvantaged groups in regular education system*, coordinated by the Institute for Development of Education. Other institutions involved in the project are the University of Rijeka, the University of Zadar, *Polytechnic "Marko Marulić"* in Knin, the Institute for Social Research, and the Association for Higher Education Development "Universitas". The overall objective of the action is to analyse the needs of disadvantaged students, develop institutional quality assurance procedures at higher education institutions which would assess whether their needs are being met, and to develop a "quality label" to be awarded to socially inclusive higher education institutions in Croatia.

Development of the national qualification standard for teachers as a basis for the implementation of a teacher licensing system

The Agency is also involved in the project *Development of the national qualification standard for teachers as a basis for the implementation of a teacher licensing system* funded within the IPA call Further development and implementation of the Croatian Qualification Framework. The project beneficiary is the *National Centre for External Evaluation of Education*. *The Institute for Social Research in Zagreb*, The *Faculty of Teacher Education of the University of Zagreb*, *Pučišća Primary School from Brač, and Agricultural Secondary School in Zagreb* participate are partners on this project.

EUROPEAN UNION LIFELONG LEARNING PROGRAMME (LLP)

EQArep

Transparency of European higher education through public quality assurance reports - EQArep is a 24-month long project which started on September 24, coordinated by ENQA. The project will map the current publication practices, explore the different needs of stakeholders for transparent and comparable information, develop standards for different types of quality assurance reports in the European Higher Education Area and evaluate whether a European template for quality assurance reports is feasible in order to make them more accessible and useful to all targeted stakeholders: higher education institutions, policy makers, students and the wider public. Together with the Agency, project partners are quality assurance agencies from Estonia, Ireland and Switzerland. Along with several project team meetings, two surveys have been conducted within the framework of the project, two workshops have been held and in-depth analysis of European QA agencies' sample reports has been carried out.

CeQuInt

Certificate for the Quality of Internationalisation - CeQuInt is an 18-month long project which started in September 2012. Coordinated by ECA, the project aims to develop a methodology for evaluating internationalisation of higher education, by developing a quality stamp for institutions which managed to develop international exchange and cooperation which benefits their students, staff and local community. The project involves 12 European quality assurance agencies, coming from Austria, Germany, Slovenia, France, Poland, Spain and Finland, as well as organisations specialising in internationalisation of higher education - ACA (Academic Cooperation Association) and DAAD (German Academic Exchange Service).

QFs-UHSE

The Use or Potential Use of Qualifications Frameworks as a Tool of Mobility by HEIs and Other Stakeholders is a project of the Agency's ENIC/NARIC Office, coordinated by the French agency Centre international d'études pédagogiques - CIEP. In 24 months, from February 2012 to February 2014, the project aims to look at ways in which transparency tools built in the European higher education reforms, such as diploma supplements and qualification frameworks, facilitated qualification recognition, and develop methods for training and informing higher education institutions, employers and hiring agencies to further support labour mobility within Europe.

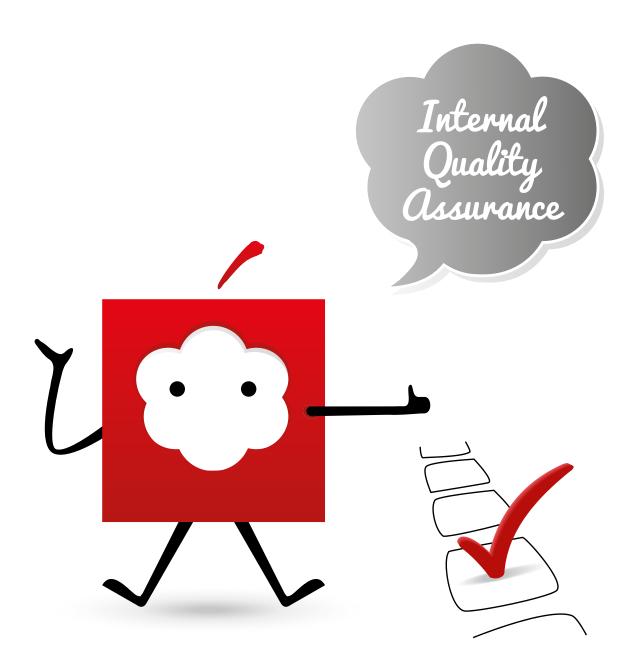
20th Annual Meeting of ENIC and NARIC Networks

European Commission, Council of Europe and UNESCO accepted the candidacy of the Agency for Science and Higher Education for hosting the 20th annual meeting of ENIC and NARIC networks which was organized in June 2013 in Split. ASHE's National ENIC/NARIC Office - an information centre for academic mobility and recognition of foreign higher

education qualifications - is part of European networks of national information centres on academic mobility and recognition, founded by the Council of Europe, UNESCO and the European Commission, through which it has been actively participating in all international activities since its founding in 2005. The meeting was financed within the framework of LLP Programs of the European Union.

ENIC Capacity Building

As obvious from the title, the project aims at building ENIC capacities in former Yugoslav countries, based on the similarities among the higher education systems and labour markets of these countries. Lead by the British NARIC Office, the project looks into the best practices of the countries, with an emphasis on the Croatian system of recognition of foreign higher education qualifications, developing common recognition methods for third country qualifications, improving the system for detecting false diplomas and developing internal archival and information systems. The project duration is from February 2012 to February 2014. The Agency is one of the project coordinators.



In June 2013, internal audit of ISO 9001 Quality Management System (QMS) was carried out at the Agency. Five audited groups included departments of the Directorate for Quality Assurance, General Affairs Department, International Cooperation Department, Central Applications Office and the Office of the Director. Management Review Report was made based on the results of internal audit.

Annual collection and analysis of information on the satisfaction of ASHE employees and partners was also carried out in 2013 for the purpose of observing trends and drawing guidelines for development of internal quality culture. At the end of 2013, *The Det Norske Veritas* (DNV) conducted annual external audit of quality management system (QMS) of the Agency for Science and Higher Education. Based on internal audit reports from June 2013, Management Review Report, reports on the implementation of annual plans by individual departments and review of the overall QMS documentation, conclusion of the external audit was that ASHE QMS is in accordance with the requirements of ISO 9001:2008, and that it is effective and fit for purpose.

In accordance with *Risk Management Standard*, created by the *Institute of Risk Management* (IRM), ALARM *National Forum for Risk Management in the Public Sector* and *Association of Insurance and Risk Management* (AIRMIC), in 2012 ASHE included risk management process in its Quality Management System. This way, by identifying and minimising the adverse impact of risk on the implementation of strategic goals, efficiency of ASHE QMS shall be additionally improved over the next period.

ISO 9001:2008 Quality Management System is a part of an integrated Quality Assurance System (QAS), which was developed in accordance with Standards and Guidelines for Quality Assurance in the European Higher Education Area, and best international practice in the field of quality assurance. QAS includes analyses of the effectiveness of planned and implemented activities, as specified in the operational plan, the results of internal and external QMS audits, and compliance with ESG standards and best international practice of other organisations of which the Agency is a member.



The Agency is funded by the Ministry of Science, Education and Sports. The Agency revenue in 2013 was comprised of 11 accounts:

- A621153 National Council for Higher Education
- ≰ A621155 administration and general transactions
- ≰ A621179 National Council for Science
- ▲ A621182 Council of Polytechnics and Colleges
- ▲ A621186 evaluation of scientific institutions
- ▲ A621187 evaluation of higher education institutions
- A621190 external audit of higher education institutions and scientific organisations
- ▲ A621191 monitoring employment of graduates
- A621192 Central Applications Office
- K621178 equipment and maintenance
- K621178 National Information System for Applications to Higher Education Institutions

Based on the financial reports, total revenue in 2013 amounted to 19.754.313,00 kn. It consisted of:

- ≰ state budget resources for 2013 18.553.663,00 kn
- 🔹 own-source revenue 951.040,00 kn
- ዾ other revenue 216.241,00 kn
- ✗ smaller projects funded by the European Commission 33.369,00 kn

The Agency expenditure in 2013 amounted to 19.831.945 kn, consisting of business expenditure - 19.649.246,00 kn and expenditure for acquisition of non-financial assets - 182.699,00 kn. The expenditure funded from the state budget amounted to 18.553.663,00 kn. Additional expenditure was funded from own-source revenue.

4 Agency for Science and Higher Education 2013 expenditure

	EXPENSES	KN
Α.	Business expenditure	19.649.246,00
7.	Staff expenditure	7.735.986,00
1.1.	Salaries (gross)	6.680.088,00
1.2.	Salary contributions	1.002.191,00
1.3.	Other staff costs	53.707,00
2.	Material costs	11.880.242,00
2.1.	Service costs	8.285.252,00
2.2.	Travel costs and other remunerations	2.527.846,00
2.3.	Material and energy expenditure	301.659,00
2.4.	Other costs	765.485,00
З.	Financial expenditure	33.018,00
В.	Acquisition of non-financial assets	182.699,00
	TOTAL (A+B)	19.831.945,00

Service costs (2.1) included:

- contracts for maintenance and upgrading of the NISpVU system (National Information System for Applications to Study Programmes in Croatia), maintenance and upgrading of the information system supporting the Agency's external quality assurance activities - MOZVAG, information equipment maintenance costs and archiving,
- maintenance of other information systems Centrix system for administration and data management, IP telephone centre and contact centre, software for financial administration, etc.,
- rent (offices, spaces for seminars, workshops, training courses and sessions of committees, working groups and other bodies working with the Agency),
- the use of an eight-year old car in reaccreditation procedures of the Agency,
- telephone, postage (scientific field committees, ENIC/NARIC, SPU) and transport costs,
- intellectual services:
 - temporary work contracts with members of expert panels (from Croatia and abroad) working in the external quality assurance procedures implemented by the Agency (initial accreditation, re-accreditation, thematic evaluations and external audits),
 - temporary work contracts with members of professional and administrative bodies working with the Agency (Agency Management Board, Accreditation Council, National Council for Science, National Council for Higher Education, Scientific Field Committees, Scientific Area Councils and other committees that are established in accordance with the work plan, and as required),

- student work for Central Applications Office and Scientific Field Committees (organising and relocating archival documentation), translation, editing etc.,
- promotion and information services (annual report, leaflets and materials for conferences and other events at the Agency),
- communal services,
- design and printing costs, and other services.

Travel costs and other remunerations (2.2) include:

- travel costs and remunerations for members of the expert panels and professional bodies and Agency employees, as well as remunerations for transport costs of employees, training costs,
- costs of professional trainings and seminars.

The estimated budget for 2014 amounts to 17.565.604,00 kn.



Publicity of work is one of the fundamental principles of the Agency for Science and Higher Education. Communication with the public and regularly informing the public on the Agency's activities are important aspects of the work of the Agency. Agency's communication with the media is based on the principles of openness, accountability and proactiveness.

The Agency for Science and Higher Education provides information from its field, making sure that it is delivered professionally, timely, and, above all - that it is correct. Information and the Agency's activities and the Agency itself are transparent and accessible to all interested members of the wider public. This is one of the ways in which the Agency creates a positive image of its work, strengthening the citizens' trust and gaining support for its present and future activities.

By reporting on its activities, the Agency contributes to further development of science and higher education as well as to the protection of public interest in safeguarding the standards of higher education qualifications.

Because the media are the main intermediaries in informing the wider public, the Agency has established constructive cooperation with Croatian media and their representatives, particularly those with a specialist interest in higher education and science.

The Agency website **www.azvo.hr** contains relevant information on the Agency and its activities and is regularly updated with news on its work, as well as international higher education and science.

The Agency periodically publishes and disseminates its electronic newsletter, which targets professional and wider public and aims to disseminate and exchange information on higher education and science.

Considering the growing number of users of social networks in Croatia, the Agency aims to enhance the communication via these networks and thus regularly updates its Facebook and Twitter profiles with relevant news, and answers all questions posted by other users, primarily concerning the activities of the Agency's Central Applications Office.

In addition to these outlets, the Agency also uses printed publications for communication with the professional, as well as wider public.

During the last year, the Agency for Science and Higher Education informed the public on its work via annual reports, professional publications, press conferences, press releases, interviews, public statements and the Agency website, as well as via social networks, telephone communication, e-mail and face-to-face meetings and presentations.

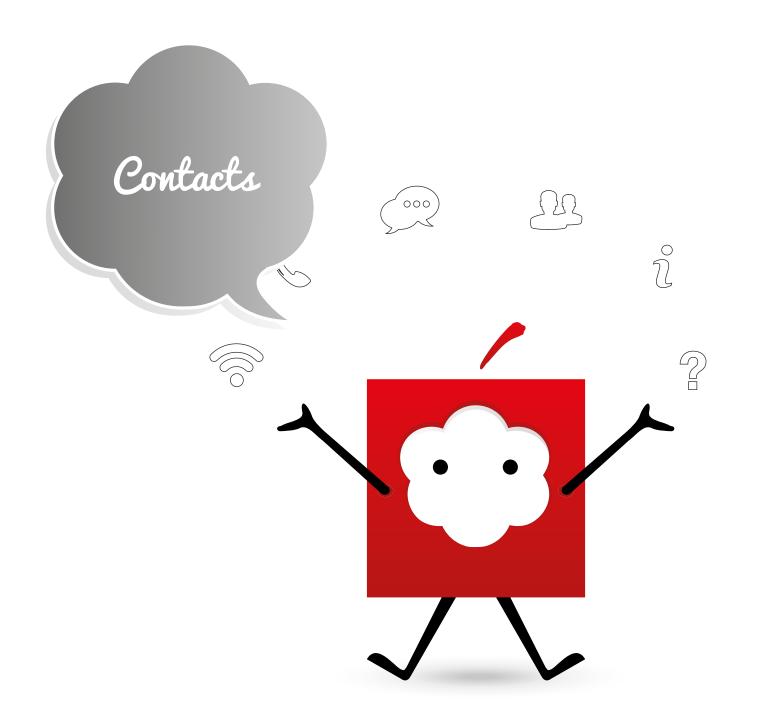
These activities were all planned with the aim to enhance the positive image of the Agency's work and encourage communication with and among the Agency's stakeholders.

In the following period the Agency plans to continue with regular and transparent provision of information via the established channels, improve its communication with the media and the public, and enhance its cooperation with public relations of other institutions and organisations.



- Ke-accreditation of 27 higher education institutions delivering programmes in Humanities and Social Sciences
- Initial accreditation of programmes and institutions on request
- Preparation of the re-accreditation procedures for the academic year 2014/15
- **K** Re-accreditation of the University of Mostar, as requested by the Minister of Science, Education and Sports
- Thematic evaluations on request
- Professional and administrative support to the work of strategic and professional bodies in the system of science and higher education (National Council for Science, Higher Education and Technological Development, Council of Polytechnics and Colleges, Scientific Field Committees, Scientific Area Councils and the Arts Council, Council for Funding Scientific Activity and Higher Education)
- **K** Re-accreditation of private scientific organisations and other legal persons
- Audits of 6 higher education institutions and completion of the procedure for the 6 institutions included in the 2013 plan and one from the 2012 plan
- Organisation and hosting of the ENQA (European Association for Quality Assurance in Higher Education) General Assembly
- Organisation of a working meeting of the European Consortium for Accreditation (ECA)
- Implementation of the project of tracking graduate employability
- Upgrading of the MOZVAG system (data collection and evaluation procedures)
- Improvement of the information system for applications to study programmes
- Development of the system of applications to graduate programmes
- Implementation of the internationally-funded projects: CEQUINT, EQArep and three national IPA projects
- Preparation of project applications for graduate tracking and development of quality culture at Croatian higher education institutions and application to Erasmus Plus or Structural Funds
- Training activities training for expert panels in the external quality assurance procedures, workshops on selfevaluation for institutions undergoing re-accreditation or audit
- Carrying out applications to undergraduate, professional and integrated study programmes of Croatian higher education institutions
- Informing applicants on the procedure of applying to higher education institutions in Croatia
- Recognition of foreign higher education qualifications
- Providing information on the national educational system, foreign education systems and recognition of foreign higher education qualifications
- Providing information on the recognition of foreign higher education qualifications
- Amending the Act on Recognition of Foreign Higher Education Qualifications and the Act on Regulated Professions and Recognition of Foreign Professional Qualifications
- Production of analyses of statistical and other data as well as system-wide analyses

- Maintenance and improvement the internal quality management and assurance systems (QMS and QAS)
- Preserving the public trust.



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