



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

JOSIP JURAJ STROSSMAYER UNIVERSITY OF OSIJEK

SELF-EVALUATION REPORT

OF THE FACULTY OF HUMANITIES AND SOCIAL SCIENCES IN OSIJEK



Osijek, April 2020

Josip Juraj Strossmayer University of Osijek
Faculty of Humanities and Social Sciences

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Extract from the Registry of Scientific Organisations

For the purposes of the reaccreditation of the Faculty in 2020, the Self-Evaluation Report of the Faculty of Humanities and Social Sciences of the University of Osijek (FFOS), was prepared by the members of the Committee for the Preparation of the Self-Evaluation Report and the Reaccreditation Procedure of the Faculty of Humanities and Social Sciences in Osijek, as well as by the members of the working groups for in-depth analysis of topics, appointed by the decisions adopted by the FFOS Faculty Council at its 1st session in the academic year 2019/2020, held on 2 October 2019:

1. *Committee for the Preparation of the Self-Evaluation Report and the Reaccreditation Procedure of the Faculty of Humanities and Social Sciences in Osijek*

- Dr. Loretana Farkaš, Full Professor, Dean, Chairperson
- Dr. Ana Jakopce, Assistant Professor, Vice-Dean for Study Programmes and Lifelong Learning, Deputy Chairperson
- Dr. Leonard Pon, Assistant Professor, Vice-Dean for Education and Students, Member
- Dr. Željko Pavić, Associate Professor, Vice-Dean for Research and International Cooperation, Member
- Dr. Milica Lukić, Full Professor, Vice Dean for Development and Business Affairs, Member
- Narcisa Vrbešić-Ravlić, LLM, Member
- Denis Detling, Senior Museum Educator, Director of the Museum of Slavonia, Member – External Stakeholder Representative
- Petar Rudić, President of the Students' Union, 2nd year graduate student of Croatian Language and Literature (Teacher Education) and History (Teacher Education), Member – Student Representative

2. *Working Group for the topic Internal Quality Assurance and the Social Role of the Higher Education Institution*

- Dr. Ana Jakopce, Assistant Professor, Vice-Dean for Study Programmes and Lifelong Learning, Chairperson
- Domagoj Burazin, LLM, Professional Specialist in Public Administration, Head of the Quality Assurance Office, Deputy Chairperson
- Dr. Ivana Jozić, Assistant Professor, Chairperson of the Quality Assurance Committee, Member
- Dr. Ljubica Matek, Assistant Professor, Member
- Denis Detling, Senior Museum Educator, Director of the Museum of Slavonia, Member – External Stakeholder Representative
- Domagoj Lozić, 2nd year graduate student of Croatian Language and Literature (Teacher Education) and History (Teacher Education), Member – Student Representative

3. *Working Group for the topic Study Programmes*

- Dr. Ana Jakopce, Assistant Professor, Vice-Dean for Study Programmes and Lifelong Learning, Chairperson
- Dr. Sanjica Faletar Tanacković, Full Professor, Deputy Chairperson
- Dr. Maja Glušac, Assistant Professor, Member
- Dr. Renata Jukić, Assistant Professor, Member
- Nina Cerić, Head of Human Resources Management Department, Žito Group, Member – External Stakeholder Representative
- Veronika Kirin, 2nd year graduate student of Psychology, Member – Student Representative

4. *Working Group for the topic Teaching Process and Student Support*
 - Dr. Leonard Pon, Assistant Professor, Vice-Dean for Education and Students, Chairperson
 - Dr. Goran Livazović, Associate Professor, Deputy Chairperson
 - Dr. Vesna Bjedov, Assistant Professor, Member
 - Marijana Mlinarević, MSc in Economics, Student Administration Office, Member
 - Izabela Potnar Mijić, Agency for Education and Teacher Training, Member – External Stakeholder Representative
 - Dominik Škarica, 2nd year graduate student of Croatian Language and Literature (Teacher Education) and History (Teacher Education), Member – Student Representative
5. *Working Group for the topic Teaching and Institutional Capacities*
 - Dr. Milica Lukić, Full Professor, Vice Dean for Development and Business Affairs, Chairperson
 - Mario Varga, MSc in Economics, Head of the Accounting and Financial Affairs Office, Deputy Chairperson
 - Zoltan Juhas, M.Ed., Head of the IT and Computer Network Office, Member
 - Lana Šuster, MLS, Head Librarian, Member
 - Milan Puvača, PhD, Ofir d.o.o., Member – External Stakeholder Representative
 - Matej Magdika, 1st year graduate student of Croatian Language and Literature (Teacher Education), Member – Student Representative
6. *Working Group for the topic Scientific Activity*
 - Dr. Željko Pavić, Associate Professor, Vice-Dean for Research and International Cooperation, Chairperson
 - Dr. Boris Bosančić, Associate Professor, Deputy Chairperson
 - Vladimir Poličić, MSc in Economics, Professional Associate for Science, Projects and International Cooperation, Member
 - Lana Šuster, MLS, Head Librarian, Member
 - Dr. Mateo Žanić, Assistant Professor, Institute of Social Sciences Ivo Pilar, Member – External Stakeholder Representative
 - Helena Pušak, 3rd year undergraduate student of Sociology and Pedagogy, Member – Student Representative

At the 2nd session of the Faculty Council of the Faculty of Humanities and Social Sciences in Osijek held in the academic year 2019/2020, on 6 November 2019, the Faculty Council adopted the Decision on the appointment of the *Committee for Entry and Supervision of Data in the MOZ-VAG Information System in the Procedure of Reaccreditation of the Faculty of Humanities and Social Sciences in Osijek* as follows:

- Dr. Ana Jakopec, Assistant Professor, Vice-Dean for Study Programmes and Lifelong Learning, Chairperson
- Domagoj Burazin, LLM, Professional Specialist in Public Administration, Head of Quality Assurance Office, Deputy Chairperson
- Dr. Leonard Pon, Assistant Professor, Vice-Dean for Education and Students, Member
- Dr. Željko Pavić, Associate Professor, Vice-Dean for Research and International Cooperation, Member
- Dr. Milica Lukić, Full Professor, Vice Dean for Development and Business Affairs, Member
- Vladimir Poličić, MSc in Economics, Professional Associate for Science, Projects and International Cooperation, Member
- Mislav Mihaljević, LLM, Legal Associate, Member
- Slavica Svalina, Head of Human Resources Office, Member.

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NOTE

The evidence for the claims provided in the Self-Evaluation Report is available *via the marked links to documents*, and some of the documents are **protected** and require a **username** and a **password** (username: reakreditacija@ffos.hr; password: **6u37jw6W**).

The Self-Evaluation Report of the Faculty of Humanities and Social Sciences in Osijek was adopted at the 7th session of the Faculty Council in the academic year 2019/2020, held on 8 April 2020.

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1.

Introduction

1.1. The Dean's Introductory Note

In 2021, the Faculty of Humanities and Social Sciences in Osijek is celebrating its **60th anniversary since foundation**. Our main task is to deliver undergraduate, graduate and postgraduate university studies in the field of **humanities and social sciences**. Being the only faculty of its kind in eastern Croatia, we have become a **recognized regional backbone** of the humanities and social sciences attracting students both from Croatia and the neighbouring countries. Due to the large number of study programmes and their combinations as well as numerous lifelong learning programmes, we are often referred to as '**the mini-university**', within the framework of the University of Osijek. In this regard, we are also promoting our strategic objective of quality assurance and improvement of the existing **study programmes** and the development of new ones. We are thus responding to the needs of society for the education of experts in humanities and social sciences, but also cultivate the studies that protect the Croatian national identity.

Through an efficient and transparent organization, we strive to encourage **research and professional work** by participating in national and European projects, increasing the visibility, availability and application of the results of academic research and professional work in teaching and the community, investing in human resources and research infrastructure, involving students in academic research and professional work, and establishing strategic partnerships.

Special emphasis is laid on creating a **positive work environment at the Faculty, integrating the staff and building team spirit**. To this end we have built a management system through joint collaboration of all teachers, associates, students, support services and external stakeholders. The Faculty encourages teamwork, cooperation of different organizational units and timely availability of all relevant information to all employees, students and the interested public. All our efforts are primarily directed towards our students and we are doing our best to make them feel like they truly belong to the FFOS community. Therefore, we actively involve students in all forms and levels of decision making. I am proud to point out that we are **the first faculty in the Republic of Croatia to have a Student Vice-Dean**.

We have been building our Quality Assurance System for quite a long time, and the **Certificate of an Effective, Developed and Operational Quality Assurance System**, awarded to us by the Accreditation Council of the Croatian Agency for Science and Higher Education in 2016, is of particular importance to us. We became the first faculty of humanities in the Republic of Croatia and are among the 10% of higher education institutions to be awarded this Certificate. Our efforts in promoting quality have also been recognized by the Croatian Society for Quality, and on the occasion of marking the Croatian Quality Day, the Faculty of Humanities and Social Sciences was awarded the Charter for Special Contribution in Education and Promotion of Quality in 2018, by the Croatian Society for Quality, on 6 November 2018.

With all our engagements we strive to preserve and raise the level of our activities. With special attention and respect, we take into consideration all the praise and criticism in order to provide our students with even better conditions and quality of work. At the same time, we appreciate all the suggestions made with the aim of improving the performance of our institution. Thus, we are looking at the process of reaccreditation of the Faculty of Humanities and Social Sciences in Osijek in the same manner.

Dr. Loretana Farkaš, Full Professor

1.2. The Development of the Faculty of Humanities and Social Sciences in Osijek

The Faculty of Humanities and Social Sciences in Osijek (FFOS) is one of the oldest and largest research and teaching constituents of the University of Osijek. The Faculty is the legal successor of the former Teacher Training Academy founded in 1961. In 1977 the Academy was transformed into the Faculty of Education, which was further transformed into the Faculty of Humanities and Social Sciences in 2004.

Since the last reaccreditation of the Faculty in 2014, FFOS has improved all its activities, and in this introduction we would like to highlight only a few¹:

- In 2016 the Agency for Science and Higher Education of the Republic of Croatia awarded the Faculty of Humanities and Social Sciences in Osijek the *Certificate of an Effective, Developed and Operational Quality Assurance System*
- In 2018 the Faculty of Humanities and Social Sciences was awarded the *Charter for Special Contribution in Education and Promotion of Quality* by the Croatian Society for Quality
- In cooperation with an external consultant, the *Strategic Plan of the Faculty of Humanities and Social Sciences in Osijek 2016–2020* was drafted, by including Faculty staff of all levels, and the achievement of the objectives defined in the operational annual plans are reported at several levels
- A total of *five thematic internal audits of the FFOS Quality Assurance System* have been conducted: (1) Alignment of the learning outcomes of individual courses with the learning outcomes of the study programmes (2015), (2) Allocation and application of ECTS credits in FFOS study programmes (2016), (3) State of Affairs of Human Resources Management at FFOS (2017), (4) Learning outcomes in relation to Qualification Levels and alignment of study programme outcomes and individual course outcomes at FFOS (2018), and (5) Student practice at FFOS (5)
- In 2015, *the Guide to Quality Assurance of Education and Research at the Faculty of Humanities and Social Sciences in Osijek was revised – 3rd edition*
- In 2020, *a new FFOS Quality Assurance Manual was adopted*
- FFOS has adopted **59 additional documents** (ordinances, rules of procedure, procedures, instructions, guidelines, manuals, standards, forms and flowcharts) **for the purpose of quality assurance of various Faculty activities**
- Faculty **operation has been improved** (online teaching and online enrolment in the Lifelong Learning Program in Psychological Pedagogical Didactic and Methodological Training, **on-line application for Student Practice Management**, the **e-delivery** application, **e-official travel authorisations**, etc.)
- **The Faculty has been granted the license to deliver seven new university study programmes: (dual degree undergraduate university studies in: Sociology, History of Art and Information Sciences; and dual degree graduate studies in: Information Sciences, Information Technology, Publishing and Sociology). Additional two university study programmes are under way:** (1) Single major undergraduate study programme in English Language and Literature and (2) Double major (**dual**) graduate study programme in Communication Sciences

¹ The evidence for the above claims forms an integral part of the in-depth analysis of the topics covering various aspects of the HEI's work (Chapter 2, with the corresponding five subchapters).

- **13 study programmes** have been amended **more than 20%**, and the amendments to the additional nine study programmes are nearing completion
- **46 study programmes** have been amended **up to 20%**, (some programmes multiply amended over the last five years)
- **3 study programmes have been suspended:** (1) Single Major Graduate University Studies in Croatian Language and Literature – Research Specialisation, (2) Graduate University Studies in Written Heritage in a Digital Environment, and (3) Single Major Graduate University Studies in Information Sciences,
- **4 new lifelong learning programmes have been launched:** (1) German for Higher Education Teachers, (2) Python, Computational Thinking and Programming, (3) Social and Emotional Learning in the Classroom and (4) Applied Research and Development Methodology; **two lifelong learning programmes have been amended more than 20%**
- The **Student Advisor** function has been established (**Honorary Student Vice-Dean**)
- **18 student support systems have been established:** (1) mentoring system, (2) student advisors, (3) Student Advisor (honorary Student Vice-Dean), (4) FFOS Student Ombudsperson, (5) student representatives at departments, (6) psychoeducational online study support programme, (7) support for students from vulnerable and underprivileged groups, (8) FFOS Academic Erasmus Coordinator, (9) CEEPUS coordinators, (10) ECTS coordinators' network – for each department, sub-department and postgraduate university studies, (11) legal framework for student demonstrators and student researchers, (12) Vice-Dean's Office Hour for students, (13) University Student Ombudsperson, (14) Psychological Counseling Centre at the University of Osijek, (15) University Office for Students with Disabilities, (16) University Volunteer Student Erasmus Counselling Centre (17) FFOS Career Centre and (18) the Alumni Association,
- **Career Centre of the Faculty of Humanities and Social Sciences in Osijek was established** and *the first FFOS Career Week* was held in 2019
- **54 workshops and in-service training courses** have been organised
- HRK 1,177,291.40 have been spent from the Programming Agreements fund for the implementation of 412 activities in the form of guest lectures, fieldwork, study visits, student projects/research/ traineeships, book and journal promotion, poetry evenings and similar, student participation in conferences (student, professional, scientific), organization of student conferences at the Faculty, education/workshops/round tables/panel discussions
- In 2015 the **FFOS Science Fund** was established
- The Faculty has invested **substantial funds in the development of academic research through the FFOS Science Fund in the amount of HRK 2,472,156.43**
- **HRK 9,205,984.19 have been spent from own funds on space and equipment**, of which **HRK 2,800,000.00 for the purchase of a new building to accommodate the Faculty Library**, **HRK 256,814.65 for the new modern student cafeteria**, **HRK 1,800,000.00 for computer equipment** and the rest for renovation and furnishing
- **A total of 191 students have been commended and awarded**
- A total of **905 Bachelor's and 995 Master's degree graduates have been promoted**
- The **completion rate** at the FFOS university studies is at **82% (73% at the undergraduate level, and 95% at the graduate level)**, which places FFOS at the upper range of the higher education completion rate *in Europe (completion rate between 53% and 83%)*

- **29 doctoral dissertations** have been defended in the three postgraduate university (doctoral) studies of the Faculty, of which 3 were defended by Faculty teachers, and a total of **19 scientific papers** have been published in co-authorship with doctoral students
- A total of **58 new employees have been employed**
- A total of **149 employees** have been **advanced to higher ranks**
- A total of **21 doctoral dissertations of Faculty staff have been defended**, of which, so far, **10 teachers have been advanced to the rank of Assistant Professor**, 6 to post-doctoral researchers, and 5 to teaching titles.
- **More than 50 contracts/agreements** have been signed with external stakeholders/partner institutions
- **103 bilateral Erasmus + cooperation agreements** have been signed
- **47 foreign teachers** have visited the Faculty within the framework of Erasmus+ mobility, either as guest researchers working on projects or as foreign lecturers
- A total of **69 outgoing teachers within the Erasmus + mobility programme**, of which 37 for teaching purposes and thirty-two (32) for training
- **20 outgoing non-teaching staff within the Erasmus + mobility programme** for professional training **and 23 incoming non-teaching staff** for professional training
- A total of **136 outgoing students within the Erasmus + mobility programme** have been recorded, of which **27 outgoing students for the purpose of traineeships** – along with the students of the Faculty of Economics, FFOS students are **the most numerous in the outgoing Erasmus+ mobility programme at UNIOS**
- A total of **50 incoming students within the Erasmus + mobility programme** have been recorded
- Within the framework of **CEEPUS mobility**, a total of **28 individual mobilities** have been realized (16 outgoing and 6 incoming students, and 3 incoming and 3 outgoing teachers)
- **9 scientific centres of the Faculty of Humanities and Social Sciences in Osijek have been established**: (1) Centre for Methodological and Didactic Research, (2) Centre for Digital Ethics, (3) Centre for Internet and Society, (4) Centre for Research on Cultural Identity and Regional Heritage, (5) Centre for Linguistic Research, (6) Centre for Book and Reading, (7) Centre for Popular Culture, (8) Centre for North American Studies, (9) Centre for Interdisciplinary Research
- Faculty teachers have submitted a total of **131 project applications through the Faculty's Office for Research and International Cooperation**
- A total of **45 projects** have been implemented at the Faculty, of which **22 scientific** and **23 professional** projects, managed by Faculty teachers.
- **Indexation and citation** of published papers in Web of Science and Scopus databases **has increased**
- Faculty teachers and associates **have published a total of 986 scientific papers**, of which 425 papers in journals, 314 papers in conference proceedings, 43 authorship books, 155 book chapters and 46 editorial books ([as on 30 March 2020](#))
- A total of **78 papers have been co-authored by teachers and students of (under)graduate university studies of the Faculty**, and **31 of them** have been published in journals and conference proceedings indexed in the **Web of Science and Scopus** databases
- **The Faculty has awarded a total of nine (monetary) awards**, seven for scientific work and two for excellence in science, **for 11 Faculty teachers**

- Faculty teachers, associates and professional staff **have received a number of scientific and professional awards and recognitions**
- The Faculty has (co) organized a total of **43 scientific, professional or scientific-professional conferences**
- Teachers have presented a total of **648 communications** at national and international scientific and professional conferences
- Faculty teachers have delivered **38 invited and 38 plenary lectures** at national and international scientific and professional conferences
- Faculty teachers and associates have participated in the editing of a total of **38 journals**
- **FFOS has issued 95 publications**: 16 scientific books, 19 conference proceedings, 39 scientific and professional journals, 12 student journals, 5 teaching manuals and 4 textbooks
- The **Faculty Day** and the **Faculty Night** have been established
- A total of **3,297 books worth HRK 566,088.28, and 98 copies of audio-visual material worth HRK 11,599.28** have been purchased for the needs of educational, research and professional work.
- The *FFOS website* is available in Croatian and in five (5) foreign languages: English, German, Hungarian, Russian and Italian
- The *official Facebook page of the Faculty* has been substantially correlated with the website
- The **number of visits** of the **Faculty web pages** is tracked weekly (Google Analytics).
- Since 2020 *FFOS has its own online store* where it is possible to buy FFOS book editions and souvenirs

1.3. Activities and organization of the Faculty of Humanities and Social Sciences in Osijek

The Faculty of Humanities and Social Sciences in Osijek is a research and teaching constituent of the University of Osijek, generating new knowledge and creating experts in the field of humanities and social sciences. In our work we connect tradition and innovation, quality and responsibility and develop partnerships.

The activities of the Faculty cover the following: (1) higher education, (2) organization and delivery of undergraduate, graduate and postgraduate university study programmes, (3) research in the field of humanities and social sciences, (4) academic research in the scientific fields within the framework of humanities and social sciences and in interdisciplinary fields of science, (5) organization and delivery of lifelong learning and professional development programmes, (6) publishing, library and IT activities for the purposes of teaching, academic research and professional work, and for the purpose of Faculty promotion, (7) sales of promotional materials for the purpose of Faculty promotion and the sale of Faculty publications, (8) reviews and revisions of projects and study programmes, and development of research, professional and developmental projects, programme proposals and academic research studies in the field of humanities and social sciences, (9) organizing scientific, professional and other conferences and symposiums, and seminars, (10) information society services, (11) other types of education and teaching – adult education (foreign language learning programmes, organization and delivery of adult education programmes, training programmes), (12) computer programming, consultancy and related activities, (13) other information technology and computer services; and (14) translation and interpreting services. The organizational units of the Faculty comprise the departments, sub-departments, centres, the Secretariat and the Library.

In accordance with the [*Statute of the Faculty of Humanities and Social Sciences in Osijek*](#), the Faculty is managed by the Dean and the Faculty Council. The Dean represents the Faculty as its head and leader and has all the rights and obligations conferred upon by the University Statute and the Statute of the Faculty of Humanities and Social Sciences in Osijek. The Dean is responsible for the legality of operation, the implementation of the Statute and of the University bodies' decisions at the Faculty. The Dean is accountable to the Rector, the Senate and the Faculty Council and submits to the Faculty Council and the Senate a report on his or her work and the operation of the Faculty at least once a year. The Dean is assisted by the Vice-Deans and the Faculty Legal Counsel. The Faculty has four (4) vice-deans who are accountable to the Faculty Council and the Dean: (1) Vice-Dean for Education and Students, (2) Vice-Dean for Study Programmes and Lifelong Learning, (3) Vice-Dean for Research and International Cooperation, and (4) Vice Dean for Development and Business Affairs. The Legal Counsel is the Head of the Faculty Secretariat and is responsible for the execution of organizational, legal, professional, administrative, technical and other general tasks at the Faculty. The Faculty Council is the Faculty Expert Council. According to the Faculty Statute, it comprises all the teachers appointed to academic ranks, one (1) representative of teachers appointed to teaching titles, two (2) representatives of associates appointed to associate titles, one (1) representative of other employees holding a contract of employment with the Faculty, and student representatives who make up at least 15% of the total membership of the Faculty Council.

The Faculty Council appoints permanent and ad hoc bodies, that is, appoints standing and ad hoc boards and committees in accordance with its Statute, the University Statute and other general legislative acts: (1) Regulations Committee, (2) Appointment Review Committee, (3) Quality Assurance Committee, (4) PhD Committee, (5) Teaching and Students Committee, (6) Committee for Internal Audit of the Quality Assurance System, (7) Ethics Committee, (8) Career Counselling Committee, (9) PhD Committee for the Postgraduate Studies in Linguistics, (10) PhD Committee

for the Postgraduate Studies in Literature and Cultural Identity, (11) PhD Committee for the Postgraduate Studies in Pedagogy and Contemporary School Culture, (12) Publishing Committee (13) Library Committee, (14) Faculty Promotion Working Group, (15) Study Programmes Committee, (16) Working Group for Monitoring the Implementation of the Faculty Strategic Plan, (17) Website Analysis Working Group, (18) Student Awards Committee, (19) Undergraduate Studies Admissions Committee, (20) Graduate Studies Admissions Committee, (21) Open Thursday Organization Committee, (22) Editorial Board of the FFOS Croatian Studies Library, (23) Committee for Write-Off and Review of Library Holdings, (24) Examination Committee for Examining the Proficiency in the Croatian Language and Latin Script for the Permanent Residence Permit Procedure, (25) University Fair Committee, (26) Discipline Committee, (27) Awards Committee, (28) Public Website Editors, (29) Information Systems Security Committee, (30) Lifelong Learning Programmes Committee, and (31) Inventory and Disposal Committee.

The Students' Union Subsidiary and other student organizations have been established at the Faculty in accordance with a separate Act and general acts of the Faculty. The Students' Union Subsidiary is an electoral student representative body that protects students' interests, participates in the decision-making process in the Senate and the Faculty Council, represents students in the higher education system, and has its representatives in all the bodies of the Faculty Council. The Faculty Students' Union Subsidiary has a Statute which is adopted by the Faculty Council upon the proposal of the Faculty Students' Union Subsidiary. The Statute lays down the manner of work of the Students' Union Subsidiary, the bodies, composition, method of election and the powers and responsibilities of individual bodies of the Students' Union Subsidiary, the method of appointment of the Student Ombudsperson, the method of electing student representatives to Faculty bodies, the responsibility of the bodies and members of the Students' Union Subsidiary for failure to perform the tasks given relating to the work of the Students' Union, as well as other issues relevant to the work of the Faculty Students' Union. The Faculty provides the Students' Union and the Student Ombudsperson with office space for work, co-finances their activities and provides them with administrative and technical support. The Dean ensures the legality of the work of the Students' Union and other student organizations operating at the Faculty, and the lawful and timely conduct of student elections, enabling all students of the Faculty to equally participate in the election process.

The Faculty concludes employment contracts with teachers appointed to academic ranks and teaching titles, associates appointed to associate and professional titles, as well as professional, administrative, technical and ancillary staff who perform tasks within the scope of Faculty activities.

The promotion and quality assurance of higher education at the Faculty is carried out by a separate organizational unit at the Faculty Secretariat, i.e. the Quality Assurance Office, which is affiliated with the University Centre for Quality Assurance in Higher Education that coordinates its work. The structure and scope of work of the Quality Assurance Office is regulated in greater detail by the Ordinance on the organization and operation of the Higher Education Quality Assurance System.

Departments and Sub-Departments

Department of English

- English Language and Linguistics
- English Literature Studies
- Applied Linguistics

Department of Philosophy

- Practical Philosophy
- Theoretical Philosophy

Department of Croatian

- Croatian Literature
- Theory of Literature and World Literature
- Croatian Language History and Croatian Dialectology
- Contemporary Croatian Language
- Croatian Language and Linguistics

Department of Information Sciences

- Library Management and Organization of Information
- Book History, Publishing and Bookselling
- Preservation of Written Heritage and Cooperation of Heritage Institutions
- Theory of Information Sciences

Department of Pedagogy

- Pedagogy
- Didactics

Department of History

- Modern and Contemporary History
- Premodern History

Department of Psychology

- Methodology, General and Social Psychology
- Developmental and Applied Psychology

Sub-department of Hungarian

Sub-department of Sociology

Sub-department of Common Courses

Department of Lifelong Learning

- Pedagogical, Psychological, Didactic and Methodological Training
- Additional Professional Training in Editing and Proofreading
- Croatian Language, History and Culture for Foreigners
- Conference Interpreting
- Python, Computational Thinking and Programming
- German for Higher Education Teachers
- Social and Emotional Learning in the Classroom
- Applied Research and Development Methodology

Centres

- Centre for Didactics and Teaching Methodology Research
- Centre for Digital Ethics
- Centre for Internet and Society
- Centre for Cultural Identity and Regional Heritage Research
- Career Centre
- Centre for Linguistic Research
- Centre for Books and Reading
- Centre for Popular Culture
- Centre for North American Studies
- Centre for Interdisciplinary Research

Secretariat

- Office of Legal and Administrative Affairs
- Office of Administrative Affairs Related to the Organisation of Studies
- Human Resources Office
- Accounting and Finance Office
- Office of Student Affairs and Study Programmes
- Office of Research, Projects and International Cooperation
- Quality Assurance Office
- IT and Computer Network Office
- Dean's Office
- Office of Technical and Support Services

Library

1.4. Mission, vision and values of the Faculty of Humanities and Social Sciences in Osijek

The *Strategic Plan of the Faculty of Humanities and Social Sciences in Osijek 2016–2020* defines the mission, vision and operating policies, from which the values we nurture derive.



MISSION

We generate new knowledge and experts in the field of humanities and social sciences. In our work we connect tradition and innovation, quality and responsibility and develop partnerships.



VISION

By improving scientific and professional activities and the quality of the teaching programmes, we strive to become a recognizable national and leading regional centre that systematically develops and enhances the reputation of humanities and social sciences.

How?

IN ACADEMIC RESEARCH AND PROFESSIONAL WORK

- ▶ Active search for national and European sources of funding for scientific and professional activities
- ▶ Encouraging all forms of scientific and professional activities by investing in human resources and research infrastructure
- ▶ Continuous improvement of the quality of scientific and professional activities
- ▶ Increasing the visibility, accessibility and application of the results of scientific and professional activities in the classroom and the community
- ▶ Involvement of students in scientific and professional activities
- ▶ Entering into strategic partnerships in scientific and professional activities
- ▶ Development of postgraduate study programmes

IN TEACHING

- ▶ Development of recognizable study programmes tailored to the needs of society
- ▶ Enhanced quality of teaching
- ▶ Student-tailored study programmes
- ▶ Efficient and transparent organization

VALUES

In its work, the Faculty of Humanities and Social Sciences fosters the following positive organizational values: credibility, professionalism, responsibility, adaptability, trust, cooperation, transparency, creating a positive organizational environment, staff integration and team spirit.

1.5. Study programmes at the Faculty of Humanities and Social Sciences in Osijek

FFOS is currently delivering a total of 25 undergraduate and graduate university study programmes: 12 undergraduate and 13 graduate university study programmes. At the undergraduate level, FFOS offers four single major and eight double major² university study programmes, and at the graduate level, three single major and ten double major university study programmes. The double major study programmes are combined with different study specialisations, which makes a total of 25 undergraduate and 29 graduate study programmes. There are also three postgraduate (doctoral) degree programmes offered by FFOS.

UNDERGRADUATE STUDY PROGRAMMES

Undergraduate study programmes are designed as general study programmes that last six semesters, in the course of which students earn a minimum of 180 ECTS credits (a minimum of 60 ECTS credits in one academic year), and acquire the knowledge they need in order to advance to the graduate study programme, as well as sufficient knowledge and skills that prepare them for the labour market. The Faculty of Humanities and Social Sciences in Osijek offers the following undergraduate study programmes

Single major study programmes:

- *Croatian Language and Literature*
- *German Language and Literature*
- *Information Sciences*
- *Psychology*

Double major study programmes:

- *Croatian Language and Literature*
- *German Language and Literature*
- *English Language and Literature*
- *Hungarian Language and Literature*
- *Philosophy*
- *Pedagogy*
- *History*
- *Sociology*

GRADUATE STUDY PROGRAMMES

The graduate university study programmes are specialist in nature and last for four semesters, during which students acquire a minimum of 120 ECTS credits, and provide a comprehensive education for a particular occupation, i.e. specialisation. To that effect, study programmes in foreign languages offer a choice between two specialisations. Branching into specialisations is based on a number of factors: starting from the tradition of previous study programmes, research and teaching resources, the needs of society and the economy for professionals in the fields of humanities and social sciences and the strategic development plan, all of which have led to a wide range of high quality programmes. The organisation and concept of the study programmes and their comparability with the study programmes offered at other faculties of humanities and

² Double major means that a student has selected and enrolled in a specific combination of two study programmes: upon graduation, the student earns a total of 180 ECTS credits.

social sciences and related institutions in Croatia and abroad enable students to continue their studies at higher levels or to transfer to other institutions within the mobility scheme. Employment opportunities of graduates are further increased if they have completed double major programmes (especially when it comes to specialisation in Teacher Education).

Double major combinations are determined annually in the call for enrolment in the first year of graduate studies.

Specialisation in Humanities:

Teacher Education:

- *Croatian Language and Literature (single and double major)*
- *German Language and Literature (single and double major)*
- *English Language and Literature (double major)*
- *Philosophy (double major)*
- *History (double major)*

Translation and Interpreting:

- *German Language and Literature (single and double major)*
- *English Language and Literature (double major)*

Communication Sciences:

- *Hungarian Language and Literature (double major)*

Specialisation in Social Sciences:

- *Information Sciences (double major)*
- *Information Technology (double major)*
- *Publishing (double major)*
- *Pedagogy (double major)*
- *Psychology (single major)*

POSTGRADUATE STUDY PROGRAMMES

There are three postgraduate (doctoral) study programmes offered at the Faculty. Two doctoral programmes are offered as a continuation of philological studies (English, Croatian, German and Hungarian). Both study programmes (*Postgraduate University Study Programme in Linguistics* and *Postgraduate University Study Programme in Literature and Cultural Identity*) represent a natural step forward for students of all single and double major combinations of language and literature studies but are open to other students as well. The third study programme at the postgraduate level, the *Postgraduate Study Programme in Pedagogy and Contemporary School Culture*, is offered to all graduates of Pedagogy and related fields within the humanities and social sciences, to students of Philosophy, Psychology, Sociology, Education and Rehabilitation Sciences, students of Information and Communication Sciences, and students of other scientific fields with specialisation in Teacher Education. It is generally possible to acquire academic degrees from Bachelor's and Master's to PhD, which provides for a favourable educational effect with regard to continued education and employment opportunities.

In the academic year 2018/2019 the Faculty of Humanities and Social Sciences received confirmation from the Ministry of Science and Education of the Republic of Croatia to register three study programmes in the Register of Study Programmes as follows: (1) *Double Major Undergraduate University Study Programme in History of Art*, (2) *Double Major Undergraduate University*

Study Programme in Information Sciences, and (3) *Double Major Graduate University Study Programme in Sociology*.

Owing to the fact that the confirmations of the Ministry of Science and Education on the registry of the three study programmes arrived too late for the programmes to be launched in the academic year 2019/2020, the programmes will be launched in the academic year 2020/2021.

In the academic year 2018/2019, the Faculty Council of the Faculty of Humanities and Social Sciences adopted the *Decision on the suspension of the single major graduate university study programme in Information Sciences* (Code 873) on 3 April 2019, which was *confirmed by the Senate of the University of Osijek on 24 April 2019*.

Due to the large number of study programmes and for the sake of transparency of data, the *FFOS Directory of Study Programmes* was created, listing the following data for each study programme: the name of the study programme, professional or academic title acquired upon completion of study, type of study programme (university or professional), level of study, field and discipline, head of the study programme, course teachers, duration of study, ECTS credits, method of delivery (full time or part-time), place of delivery, year of study programme accreditation, date of the last amendments to the study programme, Croatian Qualifications Framework level and possible notes/remarks. The FFOS Directory of Study Programmes includes the three new study programmes to be delivered as of the academic year 2020/2021, which have been additionally marked and the study programme terminated in the academic year 2018/2019. The inter-relationship between the studies currently being delivered at FFOS is evident from the *representation of vertical progression*.

In line with the *Strategic Plan 2016 – 2020* Objective '1. Development of recognizable study programmes' and Task '1.1. Launch new exclusive full time and/or part-time study programmes', the proposals launching the process of designing two new university study programmes: the Single Major Undergraduate University Study Programme in English Language and Literature and the Double Major Undergraduate University Study Programme in Communication Sciences, were adopted in the academic year 2018/2019. We are proud to point out that, following the model of foreign universities and accredited study programmes, we have been investing substantial efforts to ensure that the bachelor's degree graduates, i.e. students of the double major Graduate university study programme in Communication Sciences, have the opportunity to study according to a **dual programme**. More specifically, we strive to offer the students the opportunity to enter into a two-year full-time employment contract with their employer (partner) and work in their profession during full-time study. The employer (partner) thus has the opportunity during the regular studies to 'design' an employee whom he/she can and (and we believe wants) to retain, which guarantees the quality and competitiveness of such a study programme and promotes the employability of future masters of the profession.

In line with Objective '1. Develop recognisable study programmes' and Task '1.2. Develop existing study programmes' of the *FFOS Strategic Plan 2016-2020*, in the academic year 2018/2019, the proposals to initiate amendments of more than 20% for as many as seven study programmes were accepted, including the *Graduate Study Programme in Hungarian Language and Literature*, in which we also strive to offer students the opportunity to study under the **dual programme**. At the current stage, we are facing a major challenge – the lack of a legislative framework for the organization and implementation of dual university study programmes in the Republic of Croatia (such as those modelled on accredited programmes in *Hungary*, *Germany* or *Austria*), which (currently) prevents us from finalizing the study programme proposals, and, consequently, the achievement of our objectives regarding the launch of new exclusive study programmes envisaged by the FFOS Strategic Plan 2016–2020. With the necessary legal support of the competent institutions in the Republic of Croatia, and corresponding to the needs of the society for recognizable, quality, innovative and competitive study programmes, we would become the first public HEI in Croatia, to offer, in cooperation with partner employers, the possibility of full-time study under a dual programme, in as many as two study programmes.

1.6. Description of the course of preparation of the Self-Evaluation Report of the Faculty of Humanities and Social Sciences in Osijek

FFOS has undergone one *Faculty reaccreditation procedure (2014)*, three postgraduate (doctoral) study programmes delivered by FFOS have undergone the reaccreditation procedure in the course of 2017 and 2018, and the Faculty has also undergone two *external audits of the FFOS Quality Assurance System*³. Based on the results of the external evaluations, the Faculty started preparations for the upcoming reaccreditation in 2020, preceded by the preparation of this Self-Evaluation Report, consistently respecting the recommendations made by the committees and investing efforts in improving the quality of each segment of Faculty activities.

On 24 June 2019, the *Accreditation Council of the Agency for Science and Higher Education adopted the Reaccreditation Plan for 2020*, which includes the Faculty of Humanities and Social Sciences in Osijek. Upon receipt of the Plan, all the employees were informed thereof at the 1st session of the Faculty Council in the academic year 2019/2020 held on 2 October 2019. At the same session, the Faculty Council adopted the *Decision on the appointment of the Committee for the Preparation of the Self-Evaluation Report and the Procedure of Reaccreditation of the Faculty of Humanities and Social Sciences in Osijek* and the decisions on the appointment of the following working groups for the in-depth analysis of topics: *Working Group for the topic Internal quality assurance and the social role of the higher education institution*, *Working Group for the topic Study programmes*, *Working Group for the topic Teaching process and student support*, *Working Group for the topic Teaching and institutional capacities* and *Working Group for the topic Scientific activity*. In addition to Faculty staff, a relevant representative of external stakeholders and a student were appointed to the Committee and each working group. At the 2nd session of the Faculty Council in the academic year 2019/2020 held on 6 November 2019, the Process Coordinator, Dr. Ana Jakopiec, Assistant Professor, Vice-Dean for Study Programmes and Lifelong Learning, presented the *Overview of the procedure of reaccreditation of HEIs and the Quality Evaluation Standards* to the members of the Faculty Council. At the same session, the *Action Plan for the Preparation of the Reaccreditation Procedure*, covering 19 key tasks, defining deadlines and responsible persons/bodies for each key task, as well as the *Self-Evaluation Action Plan* covering 11 key tasks and defining deadlines and responsible persons were adopted. The *Committee for Entry and Supervision of Data in the MOZVAG Information System in the Procedure of Reaccreditation of the Faculty of Humanities and Social Sciences in Osijek* was appointed as well.

On 14 November 2019, the Faculty of Humanities and Social Sciences received the *Notification on the Reaccreditation Procedure of the Faculty of Humanities and Social Sciences of the University of Osijek*. Accordingly, at the 3rd session of the Faculty Council in the academic year 2019/2020, on 18 December 2019, the members of the Faculty Council were notified of the deadline for the submission of the Self-Evaluation Report, the deadline for the entry of data into the MOZVAG system (14 April 2020) and the envisaged site visit to the Faculty by the Expert Panel (in the period from 11 May to 15 May 2020). At the same session, the correction of the flowchart of the reaccreditation procedure of the Faculty of Humanities and Social Sciences in Osijek in 2020 was adopted, that is, amendments to the *Action Plan for the preparation of the reaccreditation procedure* and the *Action Plan for the preparation of the Self-Evaluation Report*, with reference to the deadlines. On 7 February 2020, by the decision of the Dean, the *Committee for Proofreading, Editing, Translation into English and Graphic Design of the Self-Evaluation Report in the Procedure of Reaccreditation of the Faculty of Humanities and Social Sciences in Osijek* was appointed.

³ Within Standard 1.2. topic I. Internal quality assurance and the social role of the higher education institution, there is a description of the course of the procedure, the recommendations of the committees, the activities undertaken and examples of the results achieved on the basis of the recommendations.

By decision of the Dean, on 2 March 2020, Dr. Ana Jakopec, Assistant Professor, Vice-Dean for Study Programmes and Lifelong Learning, *was appointed FFOS Coordinator in the procedure of reaccreditation of the Faculty* envisaged by the *2020 HEI Reaccreditation Plan of the Agency for Science and Higher Education*. In the course of preparation for the reaccreditation and the drafting of the Self-Evaluation Report, the Head of the Quality Assurance Office and the President of the Quality Assurance Committee attended a seminar on the *Implementation of European Standards and Guidelines for Quality Assurance (ESG) at Croatian higher education institutions*, held on 20 February 2017. On 24 October 2019, the Vice-Dean for Education and Students, the Vice-Dean for Study Programmes and Lifelong Learning, and the Head of the Quality Assurance Office attended the *Self-evaluation report writing training course for representatives of higher education institutions participating in the reaccreditation* in accordance with the Higher Education Reaccreditation Plan for 2020. On 5 December 2019, two representatives in charge of the MOZVAG system, the Head of the Quality Assurance Office, and the Professional Associate for Science, Projects and International Cooperation, participated in the *Workshop on working in the reconstructed MOZVAG, CROSBİ and Croatian Project Activities Database Systems*, organised for higher education institutions undergoing reaccreditation in the first half of 2020. On 9 December 2019, the Head of the Quality Assurance Office and the Student Advisor (Honorary Student Vice-Dean) attended the seminar on the *Role of Students in Quality Assurance at Higher Education Institutions*. On 16 December 2019 the Head of the Library attended the *Workshop for Administrators of Information Systems – Croatian Scientific Bibliography (CROSBİ) and the Database of Project Activities in Science and Higher Education of the Republic of Croatia (Project Database)*, primarily intended for administrators at higher education institutions undergoing reaccreditation in the first half of 2020. On 28 February 2020, the Faculty received the *Decision on appointment of the Expert Panel for the Reaccreditation Procedure of the Faculty of Humanities and Social Sciences of the University of Osijek*.

The Self-Evaluation Report of the Faculty of Humanities and Social Sciences in Osijek was adopted at the 7th session of the Faculty Council in the academic year 2019/2020 year, held on 1 April 2020, consisting of 100 pages and analytic supplements from the MOZVAG Information System.

2.

In-depth analysis
of the topics related to various
aspects of the HEI's activities

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

Standard	1.1. The higher education institution has established a functional internal quality assurance system.
Elements of the standard	<p>1.1.1. The internal quality assurance system includes and evaluates all activities of the higher education institution (study programmes, teaching process, student support, support to students from under-represented and vulnerable groups, learning resources, scientific/artistic activity, professional activity, etc.) and provides underlying documentation.</p> <p>1.1.2. The internal quality assurance system seeks to involve all stakeholders of the higher education institution (students and external stakeholders – employers, alumni, representatives of professional organisations, civil society organisations and internal stakeholders).</p> <p>1.1.3. The higher education institution adopted a quality assurance policy, which is a part of its strategic management and is achieved through the implementation of the strategy, including the strategic research agenda, involving a period of at least five years.</p> <p>1.1.4. The implementation of the strategy includes SWOT or similar analysis, strategic goals, programme contract goals (where applicable), operational plan, defined responsibilities for implementation, monitoring mechanisms and the report on its implementation. The stakeholders recognize the strategy as an effective tool for improvement.</p> <p>1.1.5. The higher education institution systematically collects and analyses data on its processes, resources and results, and uses them to effectively manage and improve its activities, as well as for further development.</p> <p>1.1.6. The higher education institution uses various methods for collecting data on quality (student satisfaction surveys, peer review, feedback from employers and/or associates, graduates etc.).</p> <p>1.1.7. The higher education institution is committed to the development and implementation of human resource management policies (managerial, scientific-teaching, artistic-teaching, administrative, professional and support resources), in accordance with professional principles and standards.</p>

The monitoring of quality assurance at the University of Osijek and the Faculty of Humanities and Social Sciences (FFOS) as its constituent has been regulated by a series of documents: the *Act on Quality Assurance in Science and Higher Education*, the documents *Standards and Guidelines for Quality Assurance in the European Higher Education Area*, *the Statute of the Josip Juraj Strossmayer University of Osijek*, *the Statute of the Faculty of Humanities and Social Sciences*

in Osijek, the Ordinance on the organization and operation of the Quality Assurance System, the Quality Assurance Policy, the Quality Assurance Strategy, the Rules of Procedure of the Quality Assurance Committee, the Guide to Quality Assurance of Education and Research at the Faculty of Humanities and Social Sciences in Osijek (3rd edition), and the newly developed Quality Assurance Manual of the Faculty of Humanities and Social Sciences in Osijek (March 2020), Study Programme Evaluation Guidelines, Study Programme Evaluation Flowchart, the Strategic Plan of the Faculty of Humanities and Social Sciences 2011–2015, the Strategic Plan of the Faculty of Humanities and Social Sciences 2016–2020, and the Strategic Research Programme of the Faculty of Humanities and Social Sciences 2018–2022. In addition, we would like to highlight the following documents: *the Graphic Design Standards of the Faculty of Humanities and Social Sciences in Osijek*, *the Rules of Procedure of the Ethics Committee*, *the Rules of Procedure of the Faculty Council*, *the Rules of Procedure of Departments' and Sub-departments' Councils*, *the Rules of Procedure of the Appointments Review Committee*, *the SOP for testing the use of drugs, alcohol and other addictive substances in the workplace*, *the Ordinance on the protection and processing of archival and registry materials*, *the Ordinance on trade and professional secret*, *the Ordinance on publishing*, *the Ordinance on the implementation and financing of fieldwork*, *the Ordinance on rewarding teachers, associates and non-teaching staff*, *the Ordinance on the examination of proficiency in the Croatian language and Latin script*, *the Ordinance on the examination of competencies for the purpose of regulating professions*, *the Ordinance on the procedure for revoking academic or professional titles*, *the Ordinance on the procedure for internal reporting of irregularities*, *the Ordinance on the Pedagogical, Psychological, Didactic and Methodological Training Programme*, *the Ordinance on conduct in the workplace*, *the Ordinance on the operation of the Library*, *the Ordinance on the security policy of information systems*, *the Ordinance on the disciplinary responsibility of teachers and associates*, *the Ordinance on the evaluation of assistants', postdoctoral fellows' and mentors' performance*, *the Ordinance on fire safety and protection*, *the Ordinance on health and safety at work*, *FFOS Rules on animals in the workplace*, *the Rules for the delivery of the Postgraduate Study Programme in Literature and Cultural Identity – consolidated text*, *the Rules for the delivery of the Postgraduate Study Programme in Linguistics*, *the Rules for the delivery of the Postgraduate Study Programme in Pedagogy and Contemporary School Culture – consolidated text*, *the Ordinance on student demonstrators*, *the Ordinance on Erasmus mobility*, *the Ordinance on rewarding and commending students*, *the Ordinance on postgraduate studies of the University of Osijek*, *the Ordinance on the disciplinary responsibility of students*, *the Ordinance on student practice and traineeships*, *the Ordinance on keeping a register of student associations and other student organizations*, *the Ordinance on final bachelor papers, master's theses and graduate exams*. The internal Quality Assurance System is governed by the following guides and manuals: *Peer Review and Support at the Faculty of Humanities and Social Sciences – University Teachers' Manual*, and *Evaluation and Assessment of Student Performance at FFOS – University Teachers' Manual*, as well as the following procedures: *entering into contractual obligations*, *receiving and checking accounts and payment by invoices*; *claims handling and collection of claims at FFOS*; *payment of donations, aid and subsidies*; *procedures for the procurement of works, goods and services*; *cashier operations*; *recording and archiving of contracts and official travel authorisations*, and the following guidelines: *Guidelines for mentors on the submission of final versions of master's theses*, *Publishing Guidelines for Teaching Staff*, *Guidelines for scientists working abroad*, and *Mentoring Guidelines*.

FFOS considers quality assurance an ongoing process to be embedded in every operating policy of all the segments of its activities. According to the *Quality Assurance Policy*, the commitment of the Faculty of Humanities and Social Sciences to the development and promotion of quality is reflected in: (1) the Mission, Vision and the Strategic Plan of the Faculty and the policies aimed at their achievement; (2) the Quality Assurance System based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area, the Quality Assurance Policy of the University of Osijek and other relevant strategic documents and regulations; (3) the procedures of internal and external periodical audits of the Quality Assurance System in accordance with the guidelines issued by the Agency for Science and Higher Education (ASHE) and the Facul-

ty reaccreditation procedures; (4) close cooperation with internal and external stakeholders of the Quality Assurance System, and (5) continuous improvement of all segments of Faculty activities. The aim of quality assurance is to further develop mechanisms for promoting and maintaining the highest level of quality in teaching, research and professional work at FFOS, in order to justify the *Certificate of an Efficient, Developed and Operational Quality Assurance System*, awarded to us by the Accreditation Council of the Croatian Agency for Science and Higher Education in 2016, and the *Charter for Special Contribution in Education and Promotion of Quality*, awarded to us by the Croatian Society for Quality in 2018.

The Ordinance on the establishment and operation of the Quality Assurance System for higher education at the Faculty of Humanities and Social Sciences (Article 9) and the *Rules of Procedure of the Quality Assurance Committee* (Article 2) stipulate that the FFOS Quality Assurance Committee consists of three student representatives and a representative of the employers⁴. The *Guide to Quality Assurance of Education and Research at the Faculty of Humanities and Social Sciences in Osijek, 3rd edition* (Point 4.1.4. Implementation of the internal Quality Assurance System audit), stipulates that the procedure is carried out by an independent internal Quality Assurance System Audit Committee with a student representative and external stakeholders appointed as members thereof. The *Guide to Quality Assurance of Education and Research at the Faculty of Humanities and Social Sciences in Osijek, 3rd edition* (Point 4.2.2. Evaluation of the quality of existing programmes) envisages student evaluation of study programmes with the aim of determining whether the study programmes and the envisaged learning outcomes meet student expectations, and whether the completion of a study programme results in the achievement of the envisaged learning outcomes. It is one of the indicators (Indicator 3) that are regularly monitored and analysed within the framework of monitoring the quality of study programmes. The data are collected by surveying the graduate students in their final year, as well as the graduates who have completed their studies, every three to five years. *The FFOS Strategic Plan 2016-2020*, sets the creation of recognizable study programmes tailored to the needs of society as one of the objectives (II. Teaching, a), with the task of monitoring the needs of the labour market (Task 4) and matching the learning outcomes and the acquired competencies with the needs of society (Task 5). For this purpose, according to the *Guidelines for drafting study programme proposals*, issued by the Faculty Management, when designing new study programmes, as well as amending and supplementing the existing study programmes, the extended working team for drafting proposals of new or amended study programmes includes graduate students and employer representatives in the process, with an advisory role. Since 2016, the Dean of the Faculty of Humanities and Social Sciences in Osijek decides on the appointment of a Student Advisor (honorary Student Vice-Dean) from among the ranks of students of the Faculty. The Student Vice-Dean participates in the work of the Faculty Cabinet at the invitation of the Dean, and informs students about Management views of relevance to students. One of the indicators (Indicator 5) of the *Guide to Quality Assurance of Education and Research at the Faculty of Humanities and Social Sciences in Osijek, 3rd edition* (point 4.2.2. Evaluation of the quality of existing study programmes) stipulates the alignment of learning outcomes with the needs of the labour market, in order to determine the extent to which the envisaged and achieved learning outcomes of the graduate study programmes meet the requirements of the labour market, and whether FFOS generates competent professionals, i.e. to which extent the licensed programmes are aligned with the development of a certain scientific field and the practice in a particular profession; data are collected every three to five years. The same item in the *Guide* stipulates the monitoring of graduate employability (Indicator 6), and data are collected annually. Indicator 7 stipulates the determination of the number of enrolment places (quotas) and conditions for enrolment in the first year of a study programme in order to align the enrolments with the situation on the labour market. The *Strategy of the University*

⁴ The *Ordinance* and the *Rules of Procedure* initially designated one student representative, and at the Faculty Council session held on 29 February 2012, the Council adopted the decision on three student representatives (Decision on Amendments to the *Ordinance on the organization and operation of the Quality Assurance System of Higher Education at the Faculty of Humanities and Social Sciences*, Decision on Amendments to the *Rules of Procedure of the Quality Assurance Committee*).

of Osijek 2011-2020 (Task 3.1.15, point III.1.8) provides for the implementation of a unified University Student Survey: 'The main reason for its launch is to obtain information on the quality of studies at our University from the students' perspective.' The compulsory nature of the University Student Survey is stipulated by the *Ordinance on studies and studying at the University of Osijek* (Article 42, point 4). The students participate in monitoring the quality of teaching and the success of the study programmes, by taking part in the mandatory University Student Survey conducted at the end of each academic year. FFOS conducts an internal student survey as required. An *Overview of the involvement of external stakeholders and students in the relevant bodies and processes of the Faculty* has also been made.

Along with the mission, vision and operating policies, the implementation of the *FFOS Strategic Plan 2016-2020* includes the following: strategic objectives/tasks, indicators and the target values, the operational plan defined by the activities envisaged during the year, the defined responsibility for the implementation and the mechanisms for monitoring the achievement of the objectives/tasks. The independent *Working Group for the Monitoring of the Implementation of the Strategic Plan of the Faculty* submits a *Report on the Implementation of the Operational Plan of the Strategic Plan of the Faculty of Humanities and Social Sciences in Osijek* once a year. Each year, *each department produces a SWOT analysis of the department*, based on which the Management *produces a Faculty SWOT analysis, and in the last two cycles, a TOWS analysis* was produced as well, which forms the basis for *the operational development plan for the upcoming year*. The stakeholders have been consistently updating the *FFOS Strategic Plan 2016-2020*, which has deliberately been created in a 'user friendly' version rather than in paper form, and all the employees who use it as an effective tool in their work and for the purpose of improvement of Faculty activities have access to it, which is also supported by the reduced paperwork created in the process of developing individual action plans, since the plans are integrated and evident from the activities set out in the operational plan of the *FFOS Strategic Plan 2016-2020*. They have been *consistently monitored and evaluated*, which contributes to the reduced workload and increased satisfaction of Faculty staff. In addition to the *FFOS Strategic Plan 2016-2020*, the *Strategic Research Programme of the Faculty of Humanities and Social Sciences 2018-2022* has also been developed.

The Faculty systematically collects and analyses data on its processes, resources and results, and uses them for the purposes of efficient management in order to improve its activities and for further development. In addition to *monitoring the implementation of the Strategic Plan 2016-2020*, the *Quality Assurance Committee* adopts its *Action Plan* and *reports annually on its implementation*. Once a year, an *internal thematic assessment of the Quality Assurance System* is also carried out, preceded by *the appointment of the Committee for the Internal Audit of the Quality Assurance System*. Based on the aforementioned, the *FFOS Quality Assurance Committee* also drafts its own *independent recommendations and guidelines*. Once a year, the Vice-Dean for Education and Student Affairs submits the *Report on the Quality of Teaching*, which contains the following elements: (1) Study programmes and their delivery, (2) Quality of the teaching process, (3) Structure, number and the student pass rate in undergraduate, graduate and postgraduate studies, (4) Structure, improvement and evaluation of the quality of teachers' performance, and (5) Resources, capacities and forms of student support. Once a year, the Vice-Dean for Study Programmes and Lifelong Learning submits the *Final Report on Study Programmes* (which contains the following elements: (1) Description of the study programmes offered by the Faculty, (2) Detailed description of the number and elements of study programme amendments up to 20%, (3) Information on study programme amendments above 20%; (4) Information on new study programmes delivered by FFOS; and (4) Description of the activities undertaken to compare and reconcile the information specified in the Directory of Study Programmes of the Agency for Science and Higher Education, the Register of Accredited Study Programmes of the Ministry of Science and Education, and the data posted on the FFOS). In addition, the Vice-Dean for Study Programmes and Lifelong Learning submits the *Final Report on Lifelong Learning Programmes* containing the following elements: (1) Introductory part with a general description of the Lifelong

Learning Programmes (LLPs) offered by FFOS and a description of the activities undertaken for the purpose of promotion and the visibility of the programmes, (2) Report on the implementation of each programme, (3) Results of the survey of participants' satisfaction with the program, and (4) Guidelines for the improvement of each individual programme. In addition, once a year, the Vice-Dean for Study Programmes and Lifelong Learning submits the Final Report on the Work of the FFOS Career Centre, which outlines and describes the activities of the Career Centre in the current year, and offers guidelines for development in the upcoming academic year. The Vice-Dean for Research and International Cooperation submits the *Annual Report on Science and Research*, which contains the following elements: (1) Introductory part, (2) Structure of scientific-teaching staff, information on research and professional (3) Projects, (4) Conferences and gatherings (co-) organized by the Faculty, (5) Journals published by the Faculty, (6) Scientific production and quality indicators of the scientific activity, (7) Fostering and rewarding of scientific work, (8) Data on postgraduate (doctoral) studies, (9) Popularisation of science and cooperation with the community, (10) Guidelines for the upcoming period, and the following annexes: the list of (11) Papers published within the calendar year and (12) Activities carried out by the organizational units of the Faculty within the framework of popularisation of science. In a booklet titled *INFFOS*, the Vice-Dean for Development and Business Affairs collects the results of the activities and operations of FFOS in a given academic year, and provides it not only to the staff and students of the Faculty and the University of Osijek, but to the wider public as well. Guided by the holistic principle, the structure, dynamics, diversity and complexity of FFOS life in the previous academic year is discussed in six chapters: (1) Study programmes, (2) Teaching and teachers, (3) Students, (4) Research, projects and international cooperation, (5) Quality Assurance System and (6) Workflow. The Dean submits the *annual Dean's Report*, which comprises: (1) FFOS study programmes, (2) Advancement and professional development of teachers and membership in scientific field committees and scientific councils, (3) Enrolment quotas and the number of students enrolled, the number of students by study levels and other indicators, activities funded by Programming Agreements, forms of student support, activities of the Students' Union and the Alumni Club, career counselling, promotions of bachelor's and master's degree graduates, and information on awarded students, (4) Scientific work, projects and international cooperation, (5) Quality Assurance System, (6) Organization of work and activities of the Faculty, (7) Lifelong learning programmes offered by the Faculty, (8) Publishing, (9) Space and equipment, and (10) Financial operation.

The Faculty of Humanities and Social Sciences in Osijek uses different methods of collecting quality assessment information. For the purpose of improving the teaching process, the results of the *University Student Survey* and the *Teacher Survey* are used. The Vice-Dean for Education and Student Affairs analyses the results of the University Student Survey, i.e. reviews both the numerical and descriptive comments made by the students, and informs the Dean accordingly. The teachers who have received poorer assessments are interviewed and their work is analysed and measures are taken to improve their performance (*memo 1/reply statement1*, *memo2/reply statement 2*). The teachers who have been highly rated are *commended for their work*. In addition to the aforementioned SWOT/TOWS analyses of individual departments, independent sub-departments and the Faculty as a whole, the *Mentoring System Quality Analysis* and the *Analysis of the Results of the Customer Satisfaction Survey on Library Services* are also carried out. For example, in 2016, the *PNS 2016* was conducted, which is an extensive survey of students' attitudes (regarding the experience of fairness, work engagement, academic optimism, study satisfaction, and desirable and undesirable student behaviours) and the attitudes of Faculty teachers (regarding the aspects of fairness, teacher attitudes and behaviour related to the Faculty as a whole, the head of the department as a direct supervisor, the associates and the students). In accordance with the guidelines of the research conducted, *the results were presented to the Management, the Students' Union*, and other *teaching staff* and *students*. In accordance with the recommendations, a *thematic workshop intended for Faculty teachers* was included in the *Professional Development Plan*. *Participants' satisfaction with lifelong learning programmes* is also monitored. In addition, *the database on graduate employability* is continuously monitored and updated annually, and the

opinions of external stakeholders/employers are collected periodically – regarding *satisfaction with employees* (study programme graduates and lifelong learning programme participants – cf. pp. 21 – 32), *the outcomes and objectives of study programmes*, *the outcomes and objectives of the lifelong learning programmes* and *student practice*, for the purpose of which *specific SWOT analyses of individual departments* are conducted (cf. pp 11 – 18).

FFOS is dedicated to the development and implementation of its human resources management policies (management, teaching and research staff, administrative, professional and technical staff), in accordance with the principles and standards of the profession, as regulated by Croatian legislation and the above procedures, policies, strategies, rules of procedure and guidelines. The internal thematic audit of the Quality Assurance System in 2017 tackled the *State of the human resources management process at the Faculty of Humanities and Social Sciences in Osijek*. As part of the internal Quality Assurance System assessment, 1) the state of affairs was analysed and the needs for the development of ten functions of Human Resources Management (hereinafter: HRM) at FFOS were assessed, followed by the 2) report on the current state of affairs and needs for the development of the ten HRM functions, including general guidelines for the development of HRM. The analysis of the current situation and the assessment of FFOS needs for the development of the ten HRM functions, based on the process model of HRM in higher education institutions, included both the quantitative and the qualitative methodology of data collection: (1) relevant internal documents of the Faculty were collected and analysed, and (2) through the e-mail delivery system, all Faculty staff members (N = 198) were invited to complete an anonymous online questionnaire. A total of 85 employees, or 45%, responded and completed the online questionnaire. In addition, (3) structured interviews were conducted on the basis of the mentioned questionnaire, and (4) focus groups intended for a detailed analysis of individual HRM processes and systems were planned. In accordance with the recommendations of the Committee for Internal Thematic Audit of the Quality Assurance System, the Faculty Management included all employees in (1) the *development of the FFOS Strategic Plan 2016-2020*, the drafting of which was coordinated by an external stakeholder – a consultant, (2) *the drafting of job descriptions for individual jobs positions* (3) *developing staffing plans*, (4) *recruiting and selecting the right candidates*, (5) *designing staff training programmes*, (6) *working on advancement plan projections*, (7) *developing an advanced system of motivating and rewarding teaching and non-teaching staff*, and (8) *analysing and reporting on the HRM system, as well as its effectiveness*. We are still facing challenges in implementing the system of measuring and monitoring the performance of non-teaching staff. Along with the development of the Strategic Plan 2021–2025, pending this year, we are developing a Unified Human Resources Management Strategy of the Faculty of Humanities and Social Sciences in Osijek 2021–2025.

Standard	1.2. The higher education institution implements recommendations for quality improvement from previous evaluations.
Elements of the standard	<p>1.2.1. The higher education institution analysed the recommendations for improvement and undertakes activities on the basis of previous internal and external evaluations</p> <p>1.2.2. The higher education institution analyses improvements and plans further development accordingly.</p>

So far, FFOS has undergone one reaccreditation procedure of the Faculty, the procedure of reaccreditation of all three postgraduate university (doctoral) studies, and two procedures of external periodical audit of the FFOS Quality Assurance System. The previous reaccreditation procedure of FFOS, preceded by the submission of the [Self-Evaluation Report](#), took place in 2014 (the site visit of the Expert Panel was conducted on 7 and 8 April 2014). The Expert Panel submitted the [Expert Panel Report on the Reaccreditation of the Faculty of Humanities and Social Sciences of the University of Osijek](#) in May 2014. The Accreditation Council issued an [Expert Opinion](#), based on which the Agency for Science and Higher Education issued the [Accreditation Recommendation](#) on 27 October 2014. Based on the Accreditation Recommendation, the [Quality Improvement Action Plan and the Annual Report on the Implementation of the Action Plan for the Academic Year 2014/2015](#) were developed, implemented and submitted to the Agency for Science and Higher Education, followed by the [Action Plan for Quality Improvement and the Annual Report on the Implementation of the Action Plan for the Academic Year 2015/2016](#), stating all the activities undertaken and the results thereof, in accordance with the Accreditation Recommendation.

FFOS analysed the recommendations for quality improvement outlined in the [Report of the Expert Panel on the Reaccreditation of the Faculty of Humanities and Social Sciences of the University of Osijek](#), undertook specific activities and based on them achieved its development objectives set for this five-year period. More specifically, the recommendations of the Expert Panel were taken into account as the basis for the drafting and monitoring of the implementation of a development action plan. A [Review of the reaccreditation report and the monitoring of the follow-up](#) was prepared, outlining, in addition to the standards and criteria for reaccreditation, not only the general but also more detailed recommendations/comments of the Expert Panel made on the basis of the analysis of the reaccreditation standards and criteria. The document lists concrete activities undertaken by FFOS in response to the recommendations/comments of the Expert Panel, supported by the evidence of the activities carried out. The aforementioned [Review of the Reaccreditation Report and the monitoring of the follow-up](#) is constantly available to all Faculty staff whose scope of work is affected by it, and is consistently monitored and updated. The document has also served as a basis for the drafting of this Self-Evaluation Report, and the supporting evidence of the activities carried out are listed here as well.

Furthermore, the three postgraduate (doctoral) university studies delivered by FFOS underwent the reaccreditation procedure in 2017 and 2018. Following the visit of the Expert Panels (6 December 2017), the Expert Panels submitted the [Expert Panel Report on the Reaccreditation of the Postgraduate Study Programme in Pedagogy and Contemporary School Culture at the Faculty of Humanities and Social Sciences of the University of Osijek](#), the [Expert Panel Report on the Reaccreditation of the Postgraduate Study Programme in Literature and Cultural Identity of the Faculty of Humanities and Social Sciences of the University of Osijek](#), and the [Expert Panel Report on the Reaccreditation of the Postgraduate Study Programme in Linguistics of the Faculty of Humanities and Social Sciences of the University of Osijek](#). The Accreditation Council issued expert opinions, based on which the Agency for Science and Higher Education issued accreditation recommendations

for the following study programmes: *Pedagogy and Contemporary School Culture* (8 June 2018), *Literature and Cultural Identity* (5 July 2018) and *Linguistics* (5 July 2018). Based on the accreditation recommendations, the Ministry of Science and Education submitted to FFOS *the Letter of Expectation relating to the delivery of the Postgraduate university study programme in Pedagogy and Contemporary School Culture* with a three-year deadline for the implementation of improvements (17 September 2018), *the Letter of Expectation relating to the delivery of the Postgraduate study programme in Literature and Cultural Identity* with a two-year deadline for the implementation of improvements (18 September 2018), and *the Letter of expectation related to the delivery of the Postgraduate university study programme in Linguistics* with a one-year deadline for the implementation of improvements, and the suspension of student enrolment (19 September 2018). After analysing the letters of expectation, FFOS submitted to the Agency for Science and Higher Education the *Action Plan for the Implementation of Improvements in the Postgraduate Study Programme in Pedagogy and Contemporary School Culture* (19 March 2019) and the *Action Plan for the Implementation of Improvements in the Postgraduate Study Programme in Literature and Cultural Identity* (19 February 2019). The action plans outline specific improvement-related activities, the implementation deadlines and the persons responsible for the implementation.

As stated earlier, two procedures of external periodic audit of the FFOS Quality Assurance System were conducted as well. The Expert Panel visited the Faculty of Humanities and Social Sciences on 23 and 24 November 2010 and submitted the *Report on the Results of the External Periodic Audit of the Quality Assurance System* on 5 December 2010. The *Faculty made a statement responding to the Report on 17 February 2011*. In October 2011, the *Final Report of the Agency for Science and Higher Education* was received. The *Final Report was presented in February 2012*, together with the proposal of the Panel to the Agency for Science and Higher Education for a repeated external audit within 18 months following the adoption of the Final Report, in order for the Faculty to undertake certain activities aimed at the improvement of the Quality Assurance System in line with the recommendations of the Panel within the period given, in order to meet the requirements for obtaining the Certificate. The second audit of the FFOS Quality Assurance System was conducted on the basis of the *Report on the Quality Assurance System of Higher Education and Research at the Faculty of Humanities and Social Sciences in Osijek* written on 3 April 2015, in the procedure of external audit of the quality assurance systems of higher education institutions. In July 2015, FFOS received the *Report on the Results of the External Periodic Audit of the Quality Assurance System of the Faculty of Humanities and Social Sciences of the University of Osijek*, and issued a *Statement in response to the Report to the Agency for Science and Higher Education in September 2015*, followed by another one in *April 2016*, with an addendum *in May 2016*, preceded by specific action plans outlining the concrete measures that had been taken and the results achieved. In May 2016 the Agency for Science and Higher Education acknowledged the efforts made by FFOS aimed at developing quality assurance and submitted to the Faculty the *Final Report of the Agency for Science and Higher Education*, and on 17 May 2016 the *Conclusion of the Accreditation Council of the Agency for Science and Higher Education*, adopting the *Final Report of the Agency for Science and Higher Education* and issued the *Certificate of an Efficient, Developed and Operational Quality Assurance System* to the Faculty of Humanities and Social Sciences of the University of Osijek, making us the first faculty of humanities in Croatia and one of the 10% of higher education institutions to which such a Certificate has been awarded, which we have continued to justify ever since.

Standard	1.3. The higher education institution supports academic integrity and freedom, prevents all types of unethical behaviour, intolerance and discrimination.
Elements of the standard	<p>1.3.1. The higher education institution supports academic integrity and freedom, upholds the ethical standards and preserves academic integrity and freedom.</p> <p>1.3.2. The higher education institution effectively uses mechanisms for preventing unethical behaviour, intolerance and discrimination.</p> <p>1.3.3. The higher education institution carries out activities related to the sanctioning of unethical behaviour, intolerance and discrimination.</p> <p>1.3.4. The system for managing conflicts and resolving irregularities is functional at all levels of the higher education institution.</p> <p>1.3.5. The work of employees of the higher education institution, its students and external stakeholders, is based on ethical standards in higher education.</p> <p>1.3.6. The higher education institution systematically addresses issues of academic dishonesty (plagiarism, cheating etc.).</p>

The standards and the regulations governing the protection of student rights are defined by the *Ordinance on studies and studying at the Josip Juraj Strossmayer University of Osijek*, the *Ordinance on the disciplinary responsibility of teachers and associates*, the *Ordinance on the disciplinary responsibility of students*, and the work of the *Teaching and Students Committee*, *ex-officio* comprising the Vice-Dean for Education and Student Affairs (President), the FFOS Legal Counsel and the Head of the Student Administration Office, a teaching staff representative and a student representative (members).

Pursuant to the *Students' Union Act*, the Students' Union Subsidiary has been established at FFOS. The *Statute of the Faculty of Humanities and Social Sciences in Osijek* (Article 41, paragraph 1) defines that student representatives participate in the work of the Faculty Council (15% of the total number of members of the Faculty Council). Student representatives have all the rights as other members of the Faculty Council (right to participate in discussions, voting rights). FFOS students are elected to the Students' Union of the University of Osijek, thus gaining the right to decision-making in the Senate. The Students' Union proposes and elects the Student Ombudsperson; the Student Ombudsperson may be elected from among the ranks of all FFOS students or from among members of the Students' Union. On the website of the FFOS Students' Union it is possible to submit an anonymous petition in which students can point out student-related problems. FFOS students can address the *Faculty Student Ombudsperson* for the purpose of protection and exercise of their rights. The Student Ombudsperson receives student complaints regarding their rights and discusses them with the competent bodies of the Faculty, advises students on the manner of exercising their rights, can participate in the disciplinary proceedings against students for the purpose of protection of their rights, and performs other tasks as stipulated by the Faculty Statute and other general acts of the University and the Faculty. The *Ordinance on the disciplinary responsibility of students at the University of Osijek* has established the disciplinary responsibility of students at the scientific-teaching and artistic-teaching components of the University of Osijek, the types of violations of obligations and failure to fulfil obligations, disciplinary measures, composition, manner of appointment and the powers of the Discipline Committee for Students and the High Discipline Committee for Students, the conduct of disciplinary proceedings, appeals and other disciplinary matters.

At the session of the FFOS Faculty Council in January 2016, the first Student Advisor (honorary Student Vice-Dean) was appointed to serve as direct contact between the students and the Faculty Management, and to participate in the work of the Faculty Cabinet and the Faculty Council at the invitation of the Dean on issues of relevance to students. The students have a representative on the FFOS Ethics Committee. The most important form of student support, which also involves informing students about their rights and obligations, is the mentoring work with students. The FFOS mentoring system will be described in more detail later on.

As a constituent of the University of Osijek, FFOS acts in accordance with the *Code of Ethics of the University of Osijek*, which lays down the basic and general ethical principles and values in science and higher education. The ethical rights and obligations derive from ethical principles and values. They relate to human and professional relationships among the teaching, professional, administrative staff and other members of the academic community of the University. The aim is to justify the credibility and public confidence in the activities of the University of Osijek. The promotion of ethical conduct and values highlighted in this Code of Ethics is an obligation of all the constituents, bodies and employees of the University, as well as the university community as a whole.

Establishing the ethics of work in research conducted by Faculty researchers has been regulated by the *FFOS Ethics Committee*, established in 2013. The preliminary review of research ethics is also conducted by the *Expert Panel on Ethical Issues in Psychological Research*. Pursuant to the *Rules of Procedure*, the Ethics Committee monitors the preparation of the implementation as well as the actual implementation of basic ethical principles and rules in teaching, research and professional work of Faculty employees in accordance with the ethical framework stipulated by the Code of Ethics. In the procedures set for monitoring the implementation of the principles and standards of the Code of Ethics in research, teaching and other FFOS activities, the Ethics Committee acts as an advisory body for the purpose of promoting ethical behaviour and values. In addition to the obligation to apply the Code of Ethics, the FFOS continuously works on the education of the teaching and non-teaching staff by organizing *training workshops aimed at the professional development of teaching and non-teaching staff* on various topics related to the Code of Ethics, such as ethics in teaching, research and writing scientific and professional papers.

The Ordinance on the disciplinary responsibility of teachers and associates of the University of Osijek regulates the disciplinary responsibility of teachers and associates at the scientific-teaching and artistic-teaching components of the University of Osijek, as well as the disciplinary acts, disciplinary measures, composition and manner of appointment of the Disciplinary Committee, disciplinary proceedings, and other disciplinary matters. Pursuant to Article 110(b) of the *Ordinance on conduct in the workplace*, FFOS employees may, in addition to the Dean of the Faculty, contact the *person designated to receive and resolve complaints related to the protection against discrimination and the protection of the dignity of employees*.

The Faculty uses the *Turnitin system* (plagiarism detection software), which is intended for teachers and mentors as a tool for facilitating the authentication of student papers, as well as for students and teachers as a tool for self-assessment of their own papers. *Training courses for the use of Turnitin plagiarism detection software* are held continuously within the framework of the training workshops organised for teaching and non-teaching staff. The staff of the Faculty Library provide support to the students and teachers for the use of the aforementioned software. The *Ordinance on final bachelor papers, master's theses and graduate exams* regulates the process of verifying the authenticity of papers based on the analysis of licensed software for detecting plagiarism in research and education. The Ordinance contains the *Statement on Academic Integrity and Consent for Public Disclosure* signed by the students when submitting their papers to their mentors, pledging that their writing is their own work and that it does not contain copied parts of the text of other people's works without being marked as citations acknowledging the source from which they have been taken. The mentors *additionally validate the originality of the paper by completing the designated Form*, by filling in the field provided in the online applications for the submission of final bachelor's papers and master's theses, thus vouching that they have verified the authenticity of the paper and that the paper conforms to the ethical principles of academic writing in this regard.

Standard	1.4. The higher education institution ensures the availability of information on important aspects of its activities (teaching, scientific/artistic and social).
Elements of the standard	<p>1.4.1. Information on study programmes and other activities of the higher education institution is publicly available in Croatian and at least one world language.</p> <p>1.4.2. The higher education institution informs stakeholders on the admission criteria, enrolment quotas, study programmes, learning outcomes and qualifications, forms of support available to students.</p> <p>1.4.3. Information on the social role of the higher education institution is made available to stakeholders.</p> <p>1.4.4. The higher education institution informs stakeholders about other indicators (e.g. pass rate analyses, graduate employment, drop-out rates, outcomes of previous evaluations, etc.).</p>

FFOS has consistently been publishing all the information and data related to all areas of its activities on the [web portal](#), with clear and easy navigation (menus, categories, pages and sub-pages that are clearly visible, with order and function), which provides for better interaction with the information provided. The navigation menu on the web portal consists of several drop-down menus following FFOS activities:

1. [HOME PAGE](#)
2. [ABOUT US](#) (General Information, Cooperation, Documents, Public Procurement, Right of Access to Information, Personal Data Protection, Building Plan, FAQs)
3. [QUALITY ASSURANCE SYSTEM](#) (Home Page, About the System, Documents, Quality Assurance Office, Quality Assurance Committee, Activities, Audit, Useful Content)
4. [DEPARTMENTS AND SUB-DEPARTMENTS](#) ([English Language and Literature](#), [Philosophy](#), [Croatian Language and Literature](#), [Information Sciences](#), [Hungarian Language and Literature](#), [German Language and Literature](#), [Pedagogy](#), [History](#), [Psychology](#), [Sociology](#), [Common Contents](#), [Lifelong Learning](#))
5. [CENTRES](#) (Centre for Didactics and Teaching Methodology Research, Centre for Digital Ethics, Centre for Internet and Society, Centre for Cultural Identity and Regional Heritage Research, Career Centre, Centre for Linguistic Research, Centre for Books and Reading, Centre for Popular Culture, Centre for North American Studies, Centre for Interdisciplinary Research)
6. [TEACHING](#) ([Academic Calendar](#), [Curriculum Implementation Plans](#), [Timetable](#))
7. [STUDY PROGRAMMES](#) ([Bologna Programmes](#), [Study Programmes](#), [Lifelong Learning Programmes](#), [Postgraduate Studies](#))
8. [LIBRARY](#) (Home Page, General Information, Services, Catalogues, Digital Collection, Databases)
9. [PUBLISHING](#) (Journals, Student Journals, Textbooks and Manuals, Scientific Books, Conference Proceedings, Libraries)
10. [RESEARCH PORTAL](#) (Home Page, Projects, Production, Reports, Conferences, Popularisation of Science, Documents, International Cooperation, Infrastructure).

For easier reference, the following additional menus are featured on the home page:

1. [Login](#)
2. [Students](#) (Information Package, Students' Union, Student Affairs Office, Vice-Dean's office for students, petitions and complaints, Student Ombudsperson, Student Advisor (honorary Student Vice-Dean), Extracurricular Activities, Psychological Counselling, Bologna Process Glossary, Quality Assurance System, UNIOS Radio Station)
3. [Prospective Students](#) (Why study at FFOS?, Enrolment, Information Package)
4. [Contact](#) (Contact, Location)
5. [Photo gallery](#) (Promotions, Events, Conferences and Gatherings)
6. [Forum](#)
7. [AAI@EduHR](#)
8. [Archives](#)
9. [Intranet](#)
10. Language Selection (six languages: English, Croatian, German, Hungarian, Russian and Italian).

FFOS has developed an extensive information system and web pages with information available to students, teachers, alumni and other stakeholders in Croatian, English, German, Hungarian, Russian and Italian. All the information systems are networked for the sake of efficient usage. Selected information on the study programmes and other Faculty activities are publicly available in the Croatian language, and by selecting the language in the upper right corner of the website, the selected information is also available in additional five foreign languages. The FFOS Strategic Plan 2016–2020 *has been translated into English* as well as the *FFOS Strategic Research Programme 2018–2022* and *FFOS Quality Assurance Manual*. In order to ensure the quality of information provision, the Web-Site Editorial Board has been established, and all departments and sub-departments have their own network administrators. The Faculty informs the stakeholders about other indicators (e.g. *graduate employability*, the *outcomes of previous audits*, etc.). Information on these topics is collected on a continuous basis and is presented to various stakeholders via the media, among other things, in the University Gazette and through the Faculty Spokesperson responsible for public relations.

FFOS informs the stakeholders about enrolment criteria, enrolment quotas, study programmes, learning outcomes and qualifications, forms of support available to students⁵. For example, FFOS provides substantial information about its teaching and research activities in Croatian and English through its website and by organising meetings/workshops, issuing brochures and leaflets to the stakeholders (e.g. information packages, student enrolment information, study programmes, courses and learning outcomes, forms of student support, workshops, guest lectures, other Faculty activities related to the studies, research projects, research results, international cooperation, etc.). The Faculty also reports on the events organised at the Faculty and the success of its projects, students and staff on *Facebook*. The *brochure entitled INFFOS* summarizes the results of FFOS activities and operations in each academic year.

⁵ See Topic 3. Teaching process and student support.

Standard	1.5. The higher education institution understands and encourages the development of its social role.
Elements of the standard	<p>1.5.1. The higher education institution contributes to the development of economy (economic and technological mission of the university).</p> <p>1.5.2. The higher education institution contributes to the development of the local community.</p> <p>1.5.3. The higher education institution contributes to the foundations of the academic profession and the accountability of teachers for the development of the university and the local community.</p> <p>1.5.4. The development of its social role is a part of higher education institution's mission (e.g. development of civil society, democracy, etc.).</p>

For more than fifty years, FFOS has been involved in the life of its local community through various activities and has contributed to the development of the community through research and teaching, as well as other forms of participation, both by the institution as a whole and its individual members.

Thus, FFOS and its teachers are involved in various events such as the *Book Night*, the *Science Festival* or the *University Fair*, with major involvement of students along with their teachers as mentors. This highlights the role and work of the Faculty in civil society in accordance with academic ethical principles. From among the events that were organised by FFOS and took place in the Faculty building, we would like to highlight *FFOS Night* as a special innovative and creative event open to the general community, the first of its kind at the University level. Furthermore, we highlight the programme week *Capture Rhythm in the Library* and the *Glagolitic Exhibition*, as part of the *Croatian Book Month*, open to anyone interested, with the participation of teachers and students of our Faculty. Therefore, we can emphasize that both institutionally, as well as individually, FFOS teachers and students participate in the activities organised by other community members aimed at promoting the profession and encouraging the development of the local community. The popularisation, teaching, intermedia and interactive project *The Glagolitic Evening/Dinner* started in 2015, organised by the Croatian Language and Literature studies as a contribution to cultural memory strategies, the task of which is constructing and validating cultural identity. In 2018, the event earned FFOS the annual award for the popularisation and promotion of science in the Philology discipline of the Humanities.

In order to bring science closer to the general public, *Open Thursday* lectures have been held regularly at FFOS for several years. These are cycles of science popularisation lectures based on research, held by FFOS teachers, assistants and junior researchers as well as guest lecturers. All lectures are open to the interested public, they can be attended on the premises of the Faculty, and, as of recently, through video streaming, and the *lectures held are available on the YouTube channel*.

FFOS strives to network the activities related to its role in the local community and the development of a democratic society. The examples include the *Cracow Nativity Scene* exhibition and the *Polish Language Exhibition* and the *FFOS Open Days*. Through its departments, the Faculty is also visible in fostering an active attitude towards minorities and vulnerable groups, thus contributing to civil society development. The *teachers participate in training workshops*, work in *counselling centres* and actively promote such a role of the Faculty at national and international professional and scientific conferences. The FFOS role in promoting the values of multicultural-

ism is particularly visible in the contacts with *Polish, German and Austrian culture*. Co-organized by the Sub-department of Hungarian Language and Literature, a conference titled *Communication and Language – Minorities As We See and Hear Them* has been held for three consecutive years.

FFOS is intensively represented mostly in the *Croatian media*; nevertheless, through their work, the teachers find their way to the media abroad as well, which testifies that the *quality of their work in science and their profession is recognized beyond Croatian borders*.

The volunteering contribution to the community is evident in the engagement of both students and teachers. For example, in cooperation with their teachers, the students are active in *combining teaching and culture, volunteering at conferences* and *translating official web pages*, and the teachers, for example, *perform at concerts*.

FFOS encourages student involvement in society and various professional associations, as well as the organisation of thematic conferences; all student activities are regularly monitored by the *Students' Union*, the students' representative body.

Students are particularly active in volunteering in humanitarian efforts (*Pedagogy, DUHOS, LIBROS, migrants*). Through their departments, students collect goods and other types of assistance, and the Students' Union shares the information on their Facebook page.

FFOS participates in community life through the social engagement of existing intellectual, human and physical resources at the higher education institution (e.g. pro bono consultancy and the delivery of non-formal educational programmes), the use of the higher education institution's premises, equipment and infrastructure for the needs of the *local community*.

FFOS takes pride in the projects developed by the departments in cooperation with the *employers in the labour market* and in support of various *events*. Apart from these, the FFOS *research and professional projects* serve as highly fertile ground for attracting and integrating various project activities into the wider economic community in the long term. In terms of FFOS activities with the stakeholders from the immediate and wider community, we highlight *FFOS publishing activities* and the *cooperation with, for example, Matica hrvatska*. There are also various other forms of cooperation organised by individual departments and sub-departments depending on their research and professional interests. In this modern age of lifelong learning, FFOS also fulfils its social role by offering lifelong learning programmes (cf. Standard 1.6).

The Faculty is also proud of the FFOS Day and the *solemn session* at which annual awards are given to teachers and students, and retirement appreciation letters to retirees, which proves and confirms its continuous and systematic monitoring and rewarding of the scientific and professional work of its teachers and students, as well as the care for its retirees.

Standard	1.6. Lifelong learning programmes delivered by the higher education institution are aligned with the strategic goals and the mission of the higher education institution, and social needs.
Elements of the standard	<p>1.6.1. There is evidence that the general goals of the lifelong learning programmes are in line with the mission and strategic goals of the higher education institution.</p> <p>1.6.2. There is evidence that the general goals of the lifelong learning programmes are in line with social needs.</p> <p>1.6.3. Revision and development of lifelong learning programmes is carried out systematically and on a regular basis.</p>

FFOS offers eight (8) [lifelong learning programmes](#) (LLPs) aimed at empowering individuals through the educational process. In the lifelong learning programmes, the participants can enhance, expand or upgrade their knowledge and skills in specific areas, contributing to personal, social or professional development and action, as lifelong learning contributes to increasing competitiveness and adaptability in the ever-changing labour market and enables the participants to perform their social roles more actively. In accordance with Objective 1, 'Developing recognizable programmes', Task 1.3 'Developing Lifelong Learning Programmes' of the FFOS Strategic Plan 2016–2020, the offer of the lifelong learning programmes of the Faculty of Humanities and Social Sciences in Osijek was expanded in the academic year 2018/2019. In addition to the existing FFOS lifelong learning programmes ([Pedagogical, Psychological, Didactic and Methodological Training \(PPDM\)](#), [Additional Professional Training in Editing and Proofreading, Conference Interpreting](#)), four new lifelong learning programmes were offered in the academic year 2018/2019: 1) [German for Higher Education Teachers](#), 2) [Python, Computational Thinking and Programming](#), 3) [Social and Emotional Learning in the Classroom](#), and 4) [Applied Methodology for Research and Development](#). The programme Learning of the Croatian Language and Latin Script for Foreigners was amended more than 20% in the academic year 2018/2019, and was renamed to [Croatian Language, History and Culture for Foreigners](#). The LLP proposals have been published on the web, as well as all other relevant information that is consistently updated.

The general objectives of the LLPs stated in each programme proposal have been aligned with the [mission and the strategic objectives of FFOS](#). The programmes are aligned with the mission and vision of the [FFOS Strategic Plan 2016–2020](#), which implies striving for regional influence and recognition, as well as merging the traditional and the new. The aim is to provide highest quality lifelong education in the field of humanities and social sciences intended for the wider community, that is, for all the interested students at home and abroad, since many of the programmes offer the possibility of distance learning (see the *Programme Description* section of each programme proposal). The developmental activities related to the LLPs are systematic and regular, as can be seen from the fact that the number of LLPs has increased in comparison to the previous period. The increase in the number of LLPs offered by FFOS is the result of [planned strategic development](#), which aims to 'create distinctive programmes tailored to the needs of society', and one of the tasks is to develop LLPs. External stakeholders have been involved in the development of new LLPs, sometimes with an advisory role, and sometimes with an active/collaborative role in the implementation of the program. Calls for expressions of interest/support from potential beneficiaries of the LLPs have been collected and they form an integral part of the LLP programme proposals. Substantial effort has been invested in promotional activities as well.

Distinctive logos have been created for all the LLPs, and they have been intensively promoted through the FFOS [website](#) and [Facebook page](#), in the [print](#) and [electronic media](#), and in the

University Gazette. Meetings have been organised with relevant representatives of the City and the County resulting in the agreement on the inclusion of the LLPs of the Faculty of Humanities and Social Sciences in the documentation when applying for projects, for the purpose of sustainability of each programme.

The LLPs have been developed in accordance with the needs of the community, as evidenced by, for example, the calls for expression of interest of the Osijek-Baranja County and the Education and Teacher Training Agency for launching the Lifelong Learning Programme in *Social and Emotional Learning in the Classroom*. Recognizing social needs, new programmes are being developed taking into account the opinion of employers, i.e. external stakeholders of the real sector who hold the learning outcomes of such programmes relevant and necessary, and who show interest and support for the implementation of such programmes (see Annex 2, p. 14 *Opinion of the Žito company related to the Proposal for the LLP in Applied Methodology for Research and Development*). Croatia's membership in the European Union has increased the demand for trained translators, and in addition to the needs that are met by the regular translation studies at FFOS, there is also the Lifelong Learning Programme in Conference Interpreting designed for the training of conference interpreters in the EU and elsewhere (see 1 General section of the *Proposal of the LLP in Conference Interpreting*). The Lifelong Learning Programme in German for Higher Education Teachers is also a response to the direct need of the teachers at the Faculty of Medicine in Osijek (see page 4 of the *Proposal of the LLP in German for Higher Education Teachers*), but it also serves other higher education staff by helping them become more active in outgoing and incoming mobility programmes and international projects. The *LLP in English for Higher Education Teachers* is also being prepared, for the purpose of which the *survey of interests and needs of higher education teachers* has already been conducted.

Furthermore, along with the development of new programmes, the developmental activities relate to and result from a systematic and regular review of the programmes, which includes various stakeholders and analytical aspects. At the end of each cycle of each individual programme, participant satisfaction surveys are conducted to provide feedback which is then implemented in the future programmes or program cycles, thereby improving the quality of LLPs (see *Final Report on Lifelong Learning Programmes for the academic year 2018/2019*). The development of existing LLPs, based on the recommendations and guidelines set out in the Final Report, is reflected in the amendments to the LLP programmes (PPDM, Croatian Language, History and Culture for Foreigners), increased promotional activities (offering the Winter School of Croatian Language and Culture in January 2020), but also the appreciation and integration of feedback received from LLP participants. For example, an *online application was created for students' applications to the Pedagogical Psychological Didactic and Methodological Training Programme*, and a *Round Table on the Hybrid Form of Teaching* was organized in order to consider the application of the hybrid teaching and its potentials, i.e. to adapt activities, exercises and tasks, for the purpose of enhancing the competencies of the teachers who perform hybrid forms of teaching, and consequently to increase the satisfaction of programme participants.

Once a year, the Vice-Dean for Study Programmes and Lifelong Learning submits to the Faculty Council a detailed *Final Report on Lifelong Learning Programmes*, which contains 1) an introductory section with a general description of the LLPs offered by FFOS and a description of the activities undertaken for the purpose of promotion and visibility of a programme in a specific academic year, 2) the report on the implementation of each programme in each academic year, 3) the results of the assessment of participant satisfaction with the programme for each enrolment cycle (if applicable), and 4) guidelines for further development of each individual programme.

II. Study programmes

Standard	2.1. The general objectives of all study programmes are in line with the mission and strategic goals of the higher education institution and the needs of the society.
Elements of the standard	<p>2.1.1. There is evidence that general goals of all study programmes are in line with the mission and strategic goals of the higher education institution.</p> <p>2.1.2. The justification for delivering study programmes, with regard to social and economic needs, is provided and includes an analysis of resources of the higher education institution required for delivering study programmes.</p> <p>2.1.3. If the higher education institution delivers study programmes leading to degrees in regulated professions, it accepts the recommendations of professional organisations that govern their licencing.</p> <p>2.1.4. The higher education institution produces competitive professionals for national and international labour markets.</p>

The Faculty of Humanities and Social Sciences in Osijek, in accordance with [the Strategic Plan of the Faculty 2016 – 2020](#), generates new knowledge and educates experts in the humanities and social sciences. In its work it connects tradition and modernity, quality and responsibility and develops partnerships with scientific institutions, the local community and the labour market. The Faculty of Humanities and Social Sciences in Osijek offers a large selection of study programmes and provides students with quality single and double major studies, based on a scientific approach and encouraging active management of their academic careers.

The general objectives of all study programmes are *in line with the mission and strategic goals of the Faculty*. Each proposal for a study programme contains a common chapter [3.13. Alignment of the study programme with the strategic goals of the higher education institution](#), which explains the compliance of the study programme with the Strategic Plan of the Faculty of Humanities and Social Sciences in Osijek, 2016 – 2020 and the Strategy of the Josip Juraj Strossmayer University of Osijek 2011– 2020. The study programmes contribute to the achievement of the following objectives of the Strategic Plan of the Faculty of Humanities and Social Sciences in Osijek 2016 – 2020: a) creating recognizable programmes adapted to the needs of the society by fulfilling its tasks, b) improving the quality of teaching, and c) providing »tailor-made« study programmes. Furthermore, the study programmes contribute to the achievement of strategic goal 1. the teaching process and higher education, and strategic goal 4. (university and environment) of the Strategy of the Josip Juraj Strossmayer University of Osijek 2011 – 2020 (example [proposal 1](#), example [proposal 2](#), example [proposal 3](#), example [proposal 4](#)). When designing new study programmes or making amendments to existing study programmes that affect more than 20% of programme content, [a flowchart of the process](#) is followed to ensure that the general objectives of the individual study programmes are in line with the mission and strategic goals of the higher education institution.

The justification for delivering study programmes is explained with regard to social and economic needs and includes an analysis of resources of the higher education institution required for delivering these study programmes. The study on the justification for delivering study

programmes is a compulsory part of each proposal, and it contains a description of the justification for delivering study programmes with regard to social and economic needs and includes an analysis of resources of the higher education institution required for delivering study programmes, which, among other things, considers (1) teacher workload, (2) teacher to student ratio, (3) sufficient own teaching staff, (4) space per student, (5) labour market needs, (6) interest in the field of study at the national level in the Republic of Croatia, (7) interest in the field of study at the regional level, (8) occupancy of institution in the summer enrolment period, (9) comparability with existing study programmes, (10) compliance with the economic, social and cultural priorities of the Republic of Croatia, (11) compliance with state and county development strategy, (12) jointly delivering a study programme in cooperation with other institutions and (13) the ratio of the number of students to the number of students completing secondary school in the region (see [examples for the justification for delivering study programmes 1, 2](#)). An obligatory part of the process of drawing up a proposal for a study programme comprises the opinions of three organizations (employers) connected to the labour market on the appropriateness of the expected learning outcomes, which are acquired after completion of the study, for market labour needs ([A-4-Form 4](#)). In other words, each study programme delivered at the Faculty of Humanities and Social Sciences in Osijek is planned and developed based on the feedback received from professional associations, employers and alumni, already during the preparation of the proposal for the study programme (see point 14. [Rules for the evaluation of study programmes](#)). For example, [the Osijek-Baranja County gave a positive opinion and support](#) for launching a university graduate double major study programme in Communication Sciences, in which it emphasizes the need for the mentioned profile of experts at the local level. Potential local employers, the daily newspaper Glas Slavonije and the Television of Slavonia and Baranja, [with the attached statement](#), or [opinion](#) emphasize their willingness to cooperate with the Faculty of Humanities and Social Sciences in the form of volunteering, mentoring and student practice in the study programme, and confirm the alignment of the planned learning outcomes with the needs of the labour market.

According to the [Act on Regulated Professions and Recognition of Foreign Professional Qualifications](#) (Official Gazette 82/15, 70/19), among the regulated professions are all teaching professions, professional associates, and psychologists, and most of the study programmes at the Faculty of Humanities and Social Sciences in Osijek educates precisely them. Licensing of teaching professions is not regulated in the Republic of Croatia. [The Croatian Qualifications Framework Act and the Strategy on Education, Science and Technology](#) which affect the processing of the topic of licensing have been adopted. [The National framework of qualifications for teachers in primary and secondary schools](#) has been developed as the basis for the introduction of the licensing system. [Amendments to the Law on Education](#) are currently in the process of being amended. The Faculty of Humanities and Social Sciences in Osijek monitors the announced changes and actively participates in CQF projects (1) Challenges for the social sciences and humanities: new studies and the quality assurance system of the Faculty of Humanities and Social Sciences in Zagreb, (2) Competence standards of teachers, pedagogues and mentors, and (3) Croatian Studies, Andragogy, Philosophy and Culturology – in line with the CQF (CAPC), thus preparing the basis for changes and harmonization of study programmes with the standards of occupations and qualifications that will result from them. In addition, the study of psychology aligns the studies with the [Law on Psychological Activity](#) and [EuroPsy-Standards and Quality in Education for Professional Psychologists](#), thereby respecting the recommendations of professional associations. For example, before conducting research for the master's thesis and/or participating in conferences, students must report their research to the Expert Committee on Ethical Issues in Psychological Research of the Department of Psychology and the Ethics Committee of the Faculty of Humanities and Social Sciences in Osijek. Students are familiarized with the detailed procedure on the [website of the Department of Psychology](#). Also, in accordance with the recommendations, psychology students collect [Experimental hours \(participation in scientific research\)](#), which are a pre-requisite for completing their studies. Based on the Decree on Monitoring, Analysis and Forecasting Labour Market Needs for Particular Professions, and on Making and Taking into Account the Recommendations

for Educational Enrolment Policy (Official Gazette 93/10), regional and local offices of the Croatian Employment Service have developed recommendations for educational enrolment policy.

If we analyse the areas from which students gravitate to enrol in the Faculty of Humanities and Social Sciences in Osijek, it can be concluded that the Faculty follows *the CES recommendations for educational enrolment policy* that was developed at the local labour market level: the most represented are students from Osijek-Baranja County (49%), and then from Vukovar-Srijem County (36%); students from Požega-Slavonia, Brod-Posavina and Virovitica-Podravina counties represent a somewhat larger share.

The *Quality of Teaching Report* shows that the enrolment quotas for the first year of undergraduate and graduate studies in the academic year were made taking into account a number of factors, namely: submitted proposals of organizational units, expression of interest of applicants, spatial capacity of the Faculty, current staffing possibilities of independent organizational units to provide quality teaching, especially given the intended form of teaching and the workload of teachers and the labour market needs for a particular occupational profile (according to data of the Employment Service).

The Faculty of Humanities and Social Sciences in Osijek, *consistently monitors and analyses the employability of graduates*. Most of the graduates of the Faculty of Humanities and Social Sciences work in public services, which is expected because the Faculty of Humanities and Social Sciences educates a large number of teachers, pedagogues and psychologists. In addition to educating staff for the system of education, the Faculty also educates types of professional profiles for other typically public institutions, such as museums, libraries, galleries, institutes for the protection of cultural monuments, etc., which is evident from the list of institutions in which they are employed. Some students work in the private and non-profit sectors. It is evident from the employment list that there is a wide dispersion of jobs and occupations in which students of the Faculty of Humanities and Social Sciences are employed, which confirms the importance of generic competencies for coping on the labour market. That the Faculty educates professionals competitive in the national and international labour markets, is maybe best supported by our *Success Stories* – stories about our graduates who work at prestigious places and institutions in the Republic of Croatia and abroad (the University of Oxford, Canada, New Zealand), which further confirm that the Faculty is following the achievements of our graduates.

Standard	2.2. The intended learning outcomes at the level of study programmes delivered by the higher education institution are aligned with the level and profile of qualifications gained.
Elements of the standard	<p>2.2.1. The higher education institution has clearly defined the learning outcomes of the study programmes, and they are aligned with the mission and goals of the higher education institution.</p> <p>2.2.2. The higher education institution checks and ensures that the learning outcomes at the level of courses are aligned with the learning outcomes at the programme level.</p> <p>2.2.3. Learning outcomes achieved in the study programme are aligned with the CroQF and EQF level descriptors</p> <p>2.2.4. In defining learning outcomes, the higher education institution acts in line with professional requirements and internationally recognized professional standards, ensuring that the programme is up to date.</p> <p>2.2.5. The intended learning outcomes clearly reflect the competencies required for employment, continuing education or other individual/ society needs.</p>

The intended learning outcomes of the study programmes delivered by the Faculty are in accordance with the level and profile of the qualifications gained, *in line with the Ordinance on studies and studying at Josip Juraj Strossmayer University of Osijek, Assessment and Evaluation of Student Performance at FFOS – University Teachers' Manual* and other relevant regulations.

The Faculty of Humanities and Social Sciences in Osijek has clearly defined *the learning outcomes of the study programmes*, which are *aligned with the mission and goals of the higher education institution*, by implementing in 2015 an institutional constructive alignment of study programmes and course outcomes, work methods and evaluation of learning outcomes in the teaching process. The process was conducted in the form of two thematic internal reviews entitled *Alignment of course learning outcomes with study programme learning outcomes* and *Allocation and application of ECTS credits in the study programmes of the Faculty of Humanities and Social Sciences in Osijek* and was *positively evaluated by the External Audit Committee of the Agency for Science and Higher Education in 2016*. Again in 2018, the Faculty of Humanities and Social Sciences in Osijek conducted an internal thematic assessment called *Learning Outcomes in relation to the qualification levels and alignment of programme and course outcomes at the Faculty of Humanities and Social Sciences in Osijek*, this time using a different methodology in order to: (1) determine the existence of outcomes study of individual courses, (2) determine the existence of learning outcomes of study programmes, (3) analyse learning outcomes in relation to the CROQF levels, (4) verify the extent to which the outcomes of individual courses contribute to the outcomes of the entire programme (outcome matrix), and (5) identify the link between learning outcomes as quality instruments and quality management systems and their impact on the development of quality culture and the implementation of goals defined by the Strategic Plan of the Faculty of Humanities and Social Sciences 2016 – 2020. The internal audit of the quality assurance system was conducted in accordance with the *Law on the Croatian Qualification Framework*, the accompanying *Regulations on the CROQF register* and in line with the recommendations of the *Guidelines for alignment of study programmes with the standards of qualification and the development of new study programmes in line with the Croatian Qualifications Framework*. The assessment of the quality assurance system was carried out on the basis of relevant documents of the Faculty and the

Ministry of Science, Education and Sports (MSES) and an analysis of the outcome matrices and associated levels of the CROQF. The data analysis included calculating the proportion of individual CQF levels in the total number of learning outcomes on a frequency basis, and a descriptive analysis of the alignment of the outcome matrices for each organizational unit. Higher resolution (bottom-up) verification was used to test the consistency of study programme outcomes and the outcomes of individual courses, which offers better quality of information with clearer links between individual learning outcomes. During their thematic sessions, Departments and independent Sub-departments combined each course outcome (not only compulsory but optional) with the individual outcomes of the study programme (*example 1*, and *2*), as well as considered the outcomes of study programmes in relation to the CQF levels (*example 1*, and *2*). The *Internal Audit Report* analysed the situation by organizational units and the Committee concluded (1) that it noted progress in relation to previous analyses, (2) that analysis of learning outcomes of study programmes in relation to CQF levels in most organizational units indicates good alignment of study programme outcomes with CQF descriptors, but that there are learning outcomes of study programmes that are associated with slightly higher CQF levels. The Committee proposed a revision of the study programme outcomes, in line with the qualification standards derived from the CQF projects. A more detailed analysis of the matrices of alignment between programme outcomes and course outcomes has identified some positive developments, but also challenges: (1) there is a large difference in organizational units in the methodology of writing outcomes (especially at the level of study programmes), (2) on average, one set of learning outcomes are attributed to 4 – 6 individual course outcomes, which is in line with the recommendations of the National Council for Development of Human Potential of 2016, (3) the wide disparity in the number of programme outcomes at different levels and organizational units, (4) is rarely evident, but some outcomes in programme levels are not achieved in any course, (5) some courses achieve outcomes that are not present in programme-level outcomes, (6) some programme outcomes are covered too much and some insufficiently by course outcomes, (7) it should be noted that all learning outcomes from individual sets need not have a direct link to the learning outcome of a particular course, only those learning outcomes from individual sets that determine the level of the outcome set, since lower-level learning outcomes from an individual set can be achieved at lower levels of education, (8) programme learning outcomes that are not related to the standard of qualification comprise a specific orientation of the study programme that is in itself desirable, (9) the reasons for the demandingness of certain learning outcomes of a programme with a large number of assigned learning outcome sets are very likely to be found in a generic description that 'covers' and a large number of courses, while specific outcomes remain unaddressed.

Based on the mentioned conclusions from the thematic analysis, the Internal Audit Committee, among other things, proposed the following: (1) to continually review and revise the existing learning outcomes within the thematic workshops or at the Department level, and (2) upon each amendment and supplement of study programmes and, when designing proposals for new study programmes, regularly monitor and check the alignment of learning outcomes at the level of the study programme and individual courses through matrices and the balanced acquisition of professional and general competences.

The data provided in Table 2.1. of the Analytic Supplement to the Self-Evaluation Report (MOZVAG – Learning outcomes at the level of the study programme for the academic year of evaluation) further support the *conclusions of the Committee stemming from the thematic internal audit of the quality assurance system*. More specifically, the learning outcomes have been defined at the study programme (and course) level for all the 25 study programmes. Some outcomes are defined imprecisely (wordy sentences). The number of learning outcomes at the level of individual study programmes varies greatly, as established by the *Internal Audit Committee*, ranging from 10 to 78. It should be noted that individual study programmes are delivered in several specialisation areas, and program-specific learning outcomes have been defined for each specialisation, which, in most cases, explains the large number of learning outcomes at programme-level. An exception is the Double major undergraduate university study programme in Pedagogy (with

the upper limit of 78 learning outcomes at programme-level). Although the programme-level learning outcomes have been entered into the MOZVAG Information System (and paired with the respective compulsory courses), they are not visible in the exported .pdf document of the Analytic Supplement but only in the Excel spreadsheet, probably because there are simply too many of them. Amendments to the above study programme are underway and the number of learning outcomes at the program level is being »consolidated«. Furthermore, in 22 of the 25 study programmes, all study-level learning outcomes are covered by the learning outcomes of the compulsory courses. In three (3) study programmes, (rare) learning outcomes are not achieved by compulsory, but elective courses and thus, *as the Internal Audit Committee has established*, »constitute the specific orientation of the study programme which is desirable in itself«. In addition, in few study programmes, some of the programme-level learning outcomes are insufficiently covered by compulsory courses (achieved only through 1-2 compulsory courses). These programme-level learning outcomes are additionally covered by the learning outcomes of elective courses, which is not evident from Table 2.1. of the Analytic Supplement (because elective courses have not been included in the analysis); nevertheless, this is evident in the *results of the conducted internal thematic audit*. Finally, the Physical and Health Education course (1-4) is a compulsory course at FFOS, same as at the majority of other faculties in Croatia, with allocated ECTS credits; however, it does not contribute to the achievement of any of the outcomes at the level of any of the study programmes.

The Faculty issues to each graduate the relevant documents attesting to the completion of the study programme: the diploma and the diploma supplement. Among other things, the diploma supplements list the learning outcomes at the level of the study programme (example of *diploma supplements in Croatian* and *English* for undergraduate studies; example of *diploma supplements in Croatian* and *English* for graduate studies).

In accordance with the Committee Recommendations, in the academic year 2018/2019, *a total of 14 study programmes have been amended and supplemented up to 20%* (cf. pp 5 – 25) and proposals for initiating amendments of more than 20% of seven study programmes were accepted (*Hungarian, History – Undergraduate, Graduate; Psychology – Undergraduate, Graduate; German – Undergraduate Single Major, Double Major*). In the academic 2019/2020, proposals for initiating amendments above 20% for additional two study programmes were accepted (*Pedagogy – Undergraduate, Pedagogy – Graduate*). At some stage of the process of amending and supplementing the study programme, *thematic workshops are organized* for each unit working on amendments and supplements to the study programme. In the process, detailed analyses carried out within the thematic assessment are inevitably taken into account, and two types of matrices are created: (1) *the matrix of the alignment of the outcomes of the study programme with the CROQF level*, and (2) *the matrix of the alignment of the course outcomes with the outcomes of the study programme*. The Vice-Dean for Study Programmes and Lifelong Learning, and then the Committee for Study Programmes, consider the mentioned matrices, and they are the compulsory annexes *to each amended and supplemented proposal for a study programme*, as well as to *the proposal for a new study programme*.

Faculty teachers are actively involved in the aforementioned CROQF projects (1) Challenges for the social sciences and humanities: new studies and the quality assurance system of the Faculty of Humanities and Social Sciences in Zagreb, (2) Competence standards of teachers, pedagogues and mentors, and (3) Croatian Studies, Andragogy, Philosophy and Culturology – in line with the CQF (CAPC), and participate in the creation of occupational and qualification standards that will also serve as a basis for successful finalization of amendments and supplements to the study programmes of Psychology, English Studies, Pedagogy, Croatian Studies and Philosophy.

The expected learning outcomes clearly reflect the competencies needed to integrate into the labour market, continuing education or other individual / society needs, as evidenced by the *Analysis of the employment opportunities of graduates of the Faculty*, the *feedback of employers*, databases on *Monitoring the employment opportunities of graduates* and our *Success Stories*.

Standard	2.3. The higher education institution provides evidence of the achievement of intended learning outcomes of the study programmes it delivers.
Elements of the standard	<p>2.3.1. The higher education institution ensures the achievement of intended learning outcomes of the study programmes it delivers.</p> <p>2.3.2. The higher education institution continually revises and improves the teaching process on the basis of evidence on the achievement of the intended learning outcomes (for example, tests, seminar papers, presentations, etc.)</p>

Teaching methods and evaluation of student achievement are directly derived from the learning outcomes of each course, which is certainly the most important element in ensuring that the intended learning outcomes are achieved. The Faculty of Humanities and Social Sciences in Osijek ensures the achievement of the expected learning outcomes in all study programmes delivered in accordance with the [Ordinance on studies and studying at Josip Juraj Strossmayer University of Osijek](#) (Articles 57-73) and the [Guidelines for the Assessment and Evaluation of Student Performance at the Faculty of Humanities and Social Sciences in Osijek](#) (January 2013). The [Ordinance](#) describes the exams and other examinations of knowledge / obligations and types of examinations (Art. 59, Art. 60), entrustment to conduct examinations (Art. 61), examination terms and types of examination terms (Art. 62), calendar and schedule of exams (Art. 63), time of taking exams (Art. 64), number of examination terms for full-time students (Art. 65), registering for an examination (Art. 66), deregistering from an exam (Art. 67), assessment (Art. 68), examination results and teachers' obligations (Art. 69), request for repeat examinations (Art. 70), recognition of the passed exam (Art. 71), records of exam result (Art. 72), student survey (Article 73) and disciplinary responsibility of the student (Article 74). The [Guidelines](#) outline the key concepts of evaluation and the determinants of student performance evaluation and provide examples of evaluation. The purpose of the [Guidelines](#) is threefold: 1) to systematize the manner and presentation of student work evaluation at the Faculty of Humanities and Social Sciences in Osijek, 2) to assist teachers in the process of developing student work evaluation within the course, 3) give students a fuller insight and better understanding of the process of evaluating their work. [All study programmes](#) conducted at the Faculty of Humanities and Social Sciences in Osijek, for each compulsory and elective course, specify the learning outcomes, as well as how the learning outcomes, teaching methods and manner of assessing the achievement of the expected learning outcomes are linked. The [descriptions of the study programmes](#), i.e. the [course descriptions](#), define the methods of teaching that are in accordance with the planned learning outcomes, which are also evident in the [descriptions of each individual course](#) (goals, learning outcomes, course content, type of teaching, linking of learning outcomes, teaching methods and manner of assessing the achievement of learning outcomes, manner of evaluation and assessment, elements of monitoring and assessment, manner of designing the final grade and an example of calculating the final grade, other information relevant for monitoring and evaluation of students' work and literature are defined for each course). Thematic workshops are also held periodically for the purpose of teacher training: (1) Forms of evaluation in higher education institutions, (2) Construction of knowledge tests, (3) Design of language exams and assessment scales, and (4) Assessment of language exams. The ways and methods that ensure the achieving of the expected learning outcomes of undergraduate and graduate studies are in accordance with the [Guidelines for the Assessment and Evaluation of Student Performance at the Faculty of Humanities and Social Sciences in Osijek](#), and are presented to students at the beginning of classes of a particular course, and are also available on the [Faculty's website](#). The achievement of the expected learning outcomes is determined

for each individual course, and the most common ways and methods are as follows: oral exam, *written exam*, *revision test*, *seminar paper*, *report/essay* (1, 2, 3), *workshop* (1, 2), *project/project activity* and *practical work*, *lesson preparation*, *portfolio*. Achievement of learning outcomes is also ensured by student practice according to the *Ordinance on student practice*, bachelor's thesis (1, 2), master's thesis (1, 2) and graduate exam according to the *Ordinance on bachelor's theses, master's theses and graduate exams* and doctoral theses (1, 2) according to the instructions for designing a doctoral thesis (1, 2). The bachelor's theses, master's theses and doctoral theses are stored in the Repository of the Faculty of *Repository of the Faculty of Humanities and Social Sciences in Osijek*. Achievement of the expected learning outcomes is ensured by professional and scientific research work: *participation in scientific and professional colloquiums, workshops and conferences*, publication of *scientific and professional papers, proceedings, journals* and other publications.

As an example of securing the achievement of expected learning outcomes, we highlight the way of evaluating student achievement in the compulsory course *Methodology of Teaching Croatian* at the Graduate study programme in Croatian Language and Literature (*scoring criteria, lesson plan template and layout, homework, lesson plan topics 1, lesson plan topics 2, reviews of lessons presented, revision test, lesson preparation, portfolio*).

Achieving the expected outcomes after graduating is evidenced by numerous positive feedback from graduates, their employers and external stakeholders, e.g. *by publishing co-authored papers of graduates and mentors, guest lectures by graduates*, and from February 2018 also numerous different activities of the *Association of Graduates of the Faculty of Humanities and Social Sciences in Osijek (Alumni Association of FFOS)* whose purpose and aim is to preserve tradition and promote the Faculty's reputation, build cooperation between current and former students of the Faculty of Humanities and Social Sciences in Osijek, establish and develop cooperation with institutions where former students work, encourage and promote the scientific, professional and cultural activities of its members, influence the formation of public opinion and views on important scientific, cultural and social issues. In accordance with the *Strategic Plan of the Faculty of Humanities and Social Sciences in Osijek 2016-2020* and task 1.2. Developing existing study programmes at the Faculty of Humanities and Social Sciences in Osijek, there has been an ongoing effort to improve existing study programmes. Learning outcomes are also consistently revised, and the teaching process is improved with the aim of improving the quality of study programmes, greater course choice and the level of students' competence. In the academic year 2018/2019 *14 study programmes were modified and supplemented up to 20% and seven study programmes more than 20%*. In the academic 2019/2020, proposals for initiating amendments above 20% for additional two study programmes were accepted (*Pedagogy – Undergraduate, Pedagogy – Graduate*).

Teachers are required to check and revise the *course descriptions of each individual course* (manner of assessing the achievement of learning outcomes, manner of evaluation and assessment, elements of monitoring and assessment, manner of designing the final grade and an example of calculating the final grade, other information relevant for monitoring and evaluation of the work of students' work and the literature).

Standard	2.4. The HEI uses feedback from students, employers, professional organisations and alumni in the procedures of planning, proposing and approving new programmes, and revising or closing the existing programmes.
Elements of the standard	<p>2.4.1. Development activities related to study programmes are carried out systematically and regularly, involving various stakeholders.</p> <p>2.4.2. Planning and proposing new study programmes includes an analysis of justification for delivering a study programme, resources and alignment with the strategic goals at the local and regional level, and other needs of society.</p> <p>2.4.3. The higher education institution provides evidence on the justification for delivering same or similar study programmes within the same university.</p> <p>2.4.4. The higher education institution publishes up-to-date versions of study programmes</p> <p>2.4.5. The higher education institution records the changes to study programmes and analyses their fitness for purpose.</p>

The development activities associated with the study programmes are systematic and regular and involve different stakeholders. The basic document governing the approval process, as well as systematic evaluations and periodic revisions of study programmes are the *Rules for the evaluation of the study programmes of university undergraduate, graduate and professional studies at the Josip Juraj Strossmayer University of Osijek*. The Faculty of Humanities and Social Sciences in Osijek undertakes effective quality assurance activities that ensure the development of quality study programmes, their continuous evaluation and the subsequent periodic review. On 20 November 2018, the Faculty of Humanities and Social Sciences in Osijek issued the *Guidelines for the evaluation of study programmes* detailing the procedure for designing new study programmes and amendments of study programmes of more than 20%. In this document under points 6, 7 and 8 it is emphasized that in the preparation of the proposal for a study programme where amendments and supplements to the study programme are more than 20% (cf. point 1.3. *Proposal for a study programme*; or *Decision on appointing a Working Group* for the same) must include one or more students in the final year of graduate studies; one or more students who have completed the study programme (alumni) and employers' representatives, and it is obligatory to include employers' representatives in the elaboration of studies of new study programmes (cf. page 5, point 1.3 *Proposal for a study programme*; or *Decision on appointing a Working group* for the preparation of the proposal for a new study programme). The final year graduate students, alumni and employers' representatives have an advisory role in the preparation of a proposal for new study programmes, i.e. proposal where amendments and supplements to the study programme are more than 20%.

Planning and proposing new study programmes involves an analysis of the justification, capacity and alignment with strategic goals at local and national level and other needs in society. Each study programme, carried out by the Faculty of Humanities and Social Sciences in Osijek, is planned and developed on the basis of the feedback received from professional associations, employers and alumni, already during the preparation of the proposal for a study programme (see point 14 of the *Guidelines for the evaluation of study programmes*). For example, the *Osijek-Baranja County gave a positive opinion and support* for launching a graduate university double major study programme in Communication Studies, in which it emphasizes the need for the mentioned profile of experts at the local level. Potential local employers, the daily newspaper *Glas Slavonije* and the Television of Slavonia and Baranja, with the *attached statement* or *opinion*, emphasize their willingness to cooperate with the Faculty of Humanities and Social Sciences in the form of volunteering, mentoring and student practice in the mentioned studies, and confirm the alignment of the planned learning outcomes with the needs of the labour market.

An integral part of every study programme proposal is the *analysis of justification*, which, in addition to capacity analysis and the like, contains updated data on the number of graduates and the number of unemployed graduates, that is collected, processed and submitted to us by the Croatian Employment Service (CES), which points to the need for individual profiles. Each study programme delivered at the Faculty of Humanities and Social Sciences in Osijek, along with a study on the justification of implementation, contains chapters describing the analysis of justification and compliance of the study programme with strategic goals at the local and national level, as well as applicable international standards for the transformation and improvement of higher education. linkage of the proposed university studies with the needs of the local community, and analysis of student employability after the completion of the study programme. Confirmation of the above can be found in Chapters 3.13 – 3.19, and 5.1. – 5.9. of the *Common content of every study programme proposal*, which is the starting point for changes and / or creation of new study programmes. As an example, we would like to mention the Proposal on the (modified) study programme of the *double major graduate university study programme in Information Technologies* and the Proposal on the (new) study programme of the *double major undergraduate university study programme in History of Art*. The Faculty proves the justification of conducting the same or similar study programmes within the same university. The basic document governing the approval process, as well as systematic evaluations and periodic revisions of study programmes are the *Rules for the evaluation of the study programmes of university undergraduate, graduate and professional studies at the Josip Juraj Strossmayer University of Osijek*. Every study programme proposal (which is inevitably subject to the Rules mentioned above) also contains chapter 3.19. *Comparison with (foreign) accredited programmes of reputable higher education institutions/universities*, which also considers the similarity of the proposed programme with other study programmes delivered in the surrounding area. The justification and similarity of the proposed programme with the study programmes delivered within the University are discussed by the Committee for Study Programmes, and the justification of each individual study programme is discussed by the members of the Management Board. In instances where there is the smallest doubt in similarity with the study programmes delivered within the University, the Faculty is obliged to *make a statement*. Basic information about the study programmes is available in the FFOS Enrolment Guide, which is distributed in hard copy and is also available on the Faculty's website. The study programmes are available in PDF format to anyone, with a written request *using the form* provided. For all *study programmes* offered at the Faculty of Humanities and Social Sciences in Osijek, there is provided for each compulsory and elective course up-to-date information on learning outcomes, as well as how the learning outcomes, teaching methods and manner of assessing the achievement of the expected learning outcomes are linked. In the *course descriptions*, in the process of drafting the curriculum implementation plans for the upcoming academic year, the methods of teaching that are in accordance with the planned learning outcomes are regularly revised and updated.

The Faculty of Humanities and Social Sciences in Osijek records changes to study programmes and analyses their usefulness at several levels – the level of the department (proposers), the Committee for Study Programmes and the Management. When planning and improving study programmes, the *results of the research we conducted among employers and graduates* are taken into account. For example, in the development of the double major graduate university studies in Information Technologies *research results were used (an article awaiting publication in the Vjesnik bibliotekara Hrvatske /Croatian Librarians Herald)* aimed at establishing the development path of graduates of information sciences of the Faculty of Humanities and Social Sciences in Osijek, who are employed by IT companies, to determine the relevance of the knowledge and skills taught at the double major graduate university programme in Information Technologies defined through the learning outcomes of the studies, as well as to establish their level of satisfaction with working conditions and developmental opportunities in current jobs. All changes to the study programmes are regularly recorded in the *Directory of study programmes delivered at the Faculty of Humanities and Social Sciences in Osijek*, and the records are kept in paper form in the Vice-Dean's Office. The expediency of amending and/or launching new study programmes is discussed by the Committee for Study Programmes (point 3 of the *Study Programme Evaluation Guidelines*, with associated *A-1-Form 1* available to Faculty staff on the Intranet), which reports on the conclusion of the session to the Faculty Management that makes the final decision on expediency.

Finally, once a year, the Vice-Dean for Study Programmes and Lifelong Learning submits to the Faculty Council a detailed *Final Report on Study Programmes* containing all the gathered information.

Standard	2.5. The higher education institution allocates ECTS credits in accordance with the actual student workload.
Elements of the standard	<p>2.5.1. The higher education institution allocates ECTS credits in accordance with the actual student workload, based on the analyses of feedback from stakeholders in the teaching process, or other procedures.</p> <p>2.5.2. Students are provided with feedback on the results of the analysis of gathered information and the implemented changes.</p>

The Faculty of Humanities and Social Sciences in Osijek ensures that ECTS credits are in line with the *ECTS Users' Guide*, *Ordinance on studies and studying at Josip Juraj Strossmayer University of Osijek*, *Guide for the Assessment and Evaluation of Student Performance at the Faculty of Humanities and Social Sciences in Osijek* and other relevant regulations.

In order to analyse in more detail the compatibility of ECTS credits with the real student workload, in 2016, a thematic internal assessment was conducted dedicated to this topic, entitled *Allocation and application of ECTS credits in the study programmes of the Faculty of Humanities and Social Sciences in Osijek*. The objectives of the *Committee for Internal Audit of the Quality Assurance System* were to: (1) examine to what extent the ECTS credits awarded to each course correspond to the actual workload of students, and (2) examine how, i.e. by what criteria, the ECTS points were awarded to individual courses in study programmes. Since it was primarily intended to determine whether ECTS credits were well distributed with respect to student workload, the *Committee for Internal Audit of the Quality Assurance System* concluded that the number of ECTS credits awarded to individual courses did not correspond to the actual student workload, i.e. according to the assessment of the students themselves, who were involved in conducting this thematic evaluation, in most courses their actual workload is less than prescribed by the number of ECTS credits. In view of the above, the *Committee for Internal Audit of the Quality Assurance System* made its *recommendations and conclusions*, to which the *Management Board of the Faculty responded* and undertook further activities.

In accordance with the recommendations of the Committee, *methodologies were elaborated and used to elaborate learning outcomes, to link them to teaching methods, student obligations and assessment methods, and to award ECTS credits*, which is used for each course when *amending and supplementing study programmes* or *creating new study programmes* (within the description of any course, see section 1.8. Monitoring the work of students with ECTS credits awarded, and compliance with section 2. Linking learning outcomes, teaching methods and assessment of learning outcomes). Revising ECTS credits for individual courses and *improving the way ECTS credits are allocated in accordance with the actual workload of students* within each study programme by individual courses is an integral part of the process of amending and supplementing study programmes, i.e. the development of new study programmes. *As noted earlier*, not only students but also external stakeholders are involved in these processes. The process has been *favourably evaluated by the Committee for External Audit of the Agency for Science and Higher Education in 2016*.

In line with objective '1. Develop distinctive study programmes' and task '1.2. Develop existing study programmes' of the Strategic Plan of the Faculty of Humanities and Social Sciences 2016 – 2020 in the academic year 2018/2019, a total of 14 study programmes were amended and supplemented up to 20% in order to improve the quality of study programmes, to achieve greater course choice, and the level of students' competence and to align ECTS credits with the actual student workload. The changes mainly concerned the introduction of new elective courses, changes in the schedule of course delivery, supplementing the types of teaching (e.g.

fieldwork), adjusting the student class load and consequently the content of the course in order to achieve greater alignment of ECTS credits with the real workload of students. In accordance with *the recommendations of the Committee for Internal Audit of the Quality Assurance System*, ECTS credits were also awarded for Student Practice in all study programmes. In addition, topics related to the ECTS credits system and their awarding are included in the *Plans for professional training of teachers of the Faculty of Humanities and Social Sciences in Osijek*. Feedback on the results of this thematic internal assessment and the changes made has been presented and made available to students. In the process of developing the curriculum implementation plans for the upcoming academic year, all teachers are obliged to check and if necessary revise, each year, the literature lists and the assessment methods (monitoring and verification elements and their workload in ECTS credits) in individual courses. At the very beginning of the semester, the course teacher is obliged to acquaint the students with the same, and information on the description of each course, methods, manner of evaluation and grading, together with the load in ECTS credits are *available and visible at all times to students and teachers*.

Standard	2.6. Student practice is an integral part of study programmes (where applicable).
Elements of the standard	<p>2.6.1. The higher education institution allows for learning and obtaining new skills through student practice, where applicable.</p> <p>2.6.2. Where applicable, student practice is an integral part of study programmes and is organised outside the higher education institution, in cooperation with the labour market.</p> <p>2.6.3. Student practice is carried out in a systematic and responsible manner, ensuring the achievement of intended learning outcome regarding student practice.</p>

The Faculty of Humanities and Social Sciences in Osijek enables learning and acquiring of skills by student practice, in accordance with the [Ordinance on student practice](#) of the Faculty of Humanities and Social Sciences in Osijek, which stipulates: (1) the goal and organization of student practice, (2) obligations of teacher trainers, mentors and students, (3) content of student practice; (4) conditions for exemption from student practice; and (5) content of the [network application](#) and documents for student practice. Student practice takes place outside the Faculty, [in cooperation with 252 schools or institutions](#), at all graduate university studies and at one undergraduate study. The Faculty signs student practice contracts with employers / mentors (example [A](#), [B](#), [C](#), [D](#)). The student practice is integrated into the study programmes, awarded ECTS credits and has defined goals and objectives, learning outcomes, course content, manner of linking learning outcomes, teaching methods and assessment of learning outcomes, monitoring and assessment elements, as well as a way of designing the final grade. As an example of good practice, we highlight a course of the Department of Croatian Language and Literature, [School practice](#), which is not held at the Faculty but at teaching sites. An insight into [the scoring criteria](#), [the school practice form](#), and a [copy of the notes on the lesson](#) shows the alignment with [the course description and the defined learning outcomes, as well as the manner of linking learning outcomes, teaching methods and assessments of learning outcomes, as well as elements of monitoring and assessment](#). As an example of good practice we highlight a course of the Department of Information Sciences, [Project work in Publishing or Bookselling Institutions](#), which is also organized outside the Faculty, in cooperation with the labour market. An insight into the journal of student practice ([A](#), [B](#)) and examples of designing a practical project ([A](#), [B](#)) containing all the procedures for acquiring, editing, designing, placing and marketing a publishing product in one publishing area as stated in the evaluation methods, shows that the mentioned is in line with the [course description and the defined learning outcomes, as well as the ways of linking learning outcomes, teaching methods and assessments of learning outcomes, and elements of monitoring and assessment](#), from which it can be concluded that professional practice is organized outside the higher education institution, in cooperation with the labour market and that it is implemented in a systematic and responsible manner that enables the achievement of the expected learning outcomes related to the student practice.

Thematic internal audit of the Quality Assurance and Improvement System in 2019, entitled [Student Practice at the Faculty of Humanities and Social Sciences in Osijek](#), is dedicated to this very topic. Within the aforementioned internal audit 1) the representation of student practice in the undergraduate and graduate level study programmes conducted at the Faculty was analysed; 2) SWOT analyses of student practices were conducted; 3) feedback from teacher trainers, mentors, supervisors, and students was collected on the characteristics of student practice, on the competencies that student practice enables, and on their satisfaction, and from the perspective of three data sources (students, mentors and supervisors), 4) a report was drafted on the current

state of affairs and guidance on how to improve the quality of education in response to changes in the wider social context.

The Committee for Internal Audit of the Quality Assurance System concluded, among other things, that: (1) practical teaching at the graduate level, especially in teacher education is satisfactorily developed, while it is significantly less developed at the undergraduate level and takes place in only one study programme. (2) the data obtained through surveys and SWOT analyses consistently indicate high satisfaction of students, mentors and supervisors with the existing student practice system, as well as the need to increase the overall duration of student practices, consistently during studies at both levels.

III. Teaching process and student support

Standard	3.1. Admission criteria or criteria for the continuation of studies are in line with the requirements of the study programme, clearly defined, published and consistently applied.
Elements of the standard	<p>3.1.1. The criteria for admission or continuation of studies are published.</p> <p>3.1.2. The criteria for admission or continuation of studies are consistently applied.</p> <p>3.1.3. The criteria for admission or continuation of studies ensure the selection of candidates with appropriate prior knowledge, which is aligned with the requirements of the study programme.</p> <p>3.1.4. The higher education institution has effective mechanisms for recognising prior learning.</p>

The Faculty of Humanities and Social Sciences in Osijek has established clear criteria for admission and continuation of studies which are [publicly available](#) both in printed form and in electronic format on the Faculty's website. Each academic year, based on the analysis of the fulfilment of previous admission quotas and interest shown for the FFOS study programmes, new admission quotas are set which are then included in the [FFOS Enrolment Guide](#) and in the [Information Package for the academic year: Undergraduate, graduate and postgraduate study programmes, and lifelong learning programmes](#). The [FFOS Enrolment Guide](#) contains the necessary admission requirements and criteria which are in line with the data published on the website *Postani student (Become a student)*: within the *National IT System of Applications to Higher Education Institutions (NISpVU)*. These admission requirements and criteria are adopted each academic year by the UNIOS Senate in their [Decision on the criteria for the progression of students into the next year of study](#). The [FFOS Enrolment Guide](#) contains all the necessary information about undergraduate and graduate study programmes and specializations, courses, extracurricular activities and opportunities for further career development. The application procedure is carried out and monitored by the [Committee for the enrolment of students to undergraduate study programmes](#) and the [Committee for the enrolment of students to graduate study programmes](#) which are set up each academic year by the decision of the Faculty Council. Enrolment to undergraduate study programmes is carried out through the Enrolment number which is allocated to all candidates by the NISpVU system once the ranking lists are closed. Enrolment to graduate study programmes is based on ranking lists, meaning that the candidates above the threshold earn the right to enrol. These enrolments are not carried out through the NISpVU system, and the public call for the enrolment, the description of the procedure and the forms necessary for the [enrolment to graduate study programmes](#) are publicly available on the FFOS website. [Objections, inquiries or complaints received during the enrolment procedure](#) are handled by the above-mentioned Committees for the enrolment of students to undergraduate and graduate study programmes of the Faculty of Humanities and Social Sciences in Osijek.

Prior to the commencement of the enrolment procedure the public call for the enrolment of students to undergraduate and graduate study programmes is published ([FFOS](#), [UNIOS](#), [public call 1](#), [public call 2](#)). The enrolment timetable and all other relevant information related to the enrolment to undergraduate and graduate study programmes are made available in a timely manner and are published [on the Faculty's web pages](#). In addition to carrying information about

the enrolment to undergraduate and graduate study programmes, these web pages also provide access to necessary application and enrolment forms. In addition to credits earned on the basis of their high school education achievements and the results of their Secondary School Leaving Examination, candidates may earn additional credits for enrolment to undergraduate study programmes, since special achievements are also taken into consideration, such as the participation in the national-level competitions, regardless of the result achieved, in the LiDraNo (the national level festival presenting high school students' literary and journalistic works and their performances) or language certificates (the latter is taken into consideration for admission to the Undergraduate university study programme in German Language and Literature).

The procedure for the continuation of studies is laid down in the [Ordinance on studies and studying at Josip Juraj Strossmayer University of Osijek](#). For the purpose of students who resume their studies or enrol in the next year of study the Senate of the Josip Juraj Strossmayer University of Osijek adopts each academic year the [Decision on the criteria for the progression of students into the next year of study](#) which lays down the number of ECTS credits required for the admission into the next year of study.

The Faculty of Humanities and Social Sciences in Osijek has effective mechanisms for recognising prior learning. Students of undergraduate and graduate study programmes of the Faculty of Humanities and Social Sciences in Osijek have an option to transfer to similar study programmes and at the same time have some courses and ECTS credits previously earned recognized by the Committee for Education and Student Affairs based on the opinion of the ECTS coordinator of a department or independent sub-department. The Committee for Education and Student Affairs is a body appointed by the Faculty Council to handle these matters in accordance with the provisions of the University's [Ordinance on studies and studying](#). The process of the transfer itself is also laid down in this [Ordinance](#). Criteria, i.e. the steps for the recognition of courses and ECTS credits awarded are interpreted in the [Instructions on the recognition of the completion of the courses taken and credits earned at a higher education institution abroad](#). Students transferring to the Faculty of Humanities and Social Sciences in Osijek from other HEIs exercise their right to have their ECTS credits recognised in the same way as described for FFOS students transferring to a similar study programme. The FFOS has therefore defined the procedures for the recognition of higher education qualifications, periods of study and prior learning in the case of the resumption of studies.

Since the study programmes exist as single and double majors, Table 3.1. of the Analytic Supplement to the Self-Evaluation Report (MOZVAG) indicates that the total number of students is 2,142 because each double-major student is registered in both studies. The data on the actual number of students, which is 1,357, can be obtained by looking at the study programme specialisations.

Standard	3.2. The higher education institution gathers and analyses information on student progress and uses it to ensure the continuity and completion of study.
Elements of the standard	<p>3.2.1. Procedures for monitoring student progress are clearly defined and available.</p> <p>3.2.2. The information on student progress in the study programme is regularly collected and analysed.</p> <p>3.2.3. The higher education institution ensures adequate mechanisms for analysing student performance and pass rates, and initiates necessary actions accordingly.</p>

The Faculty of Humanities and Social Sciences regularly collects information on student progress and conducts thorough analyses of such information within the framework of regular annual reports on the quality of teaching, the annual Dean's report on the operation of the HEI and semestral reports on the adherence to the teaching plan schedule. Procedures for monitoring student progress have been included and described in detail in study programmes which are based on learning outcomes – both at the course level and at the level of a study programme (please see the box Course description and Methods in [course descriptions](#)).

It is visible from the [Guide to Quality Assurance of education and research at FFOS](#), the [FFOS Enrolment Guide](#) and the [Report on the quality of teaching](#) (cf. Chapters 2 and 3) that the Faculty of Humanities and Social Sciences continually adapts its admission quotas and requirements with a view to ensuring the selection of candidates with appropriate prior knowledge and skills for the completion of a study programme. The information on study programmes also reveals that these study programmes are continually modernized and that new study programmes are launched as an answer to student performance analyses.

The programmes of all courses are based on learning outcomes, and each course provides for continual monitoring and evaluation of student progress. Information on the progress achieved by students in a study programme (pass rate, the number of admitted students, the number of dropouts, the number of graduates) is available in the annual [Report on the quality of teaching](#). Compiled analyses are the result of the joint work of the Vice-Dean for Education and Student Affairs and the heads of organisational units (departments, sub-departments), the Quality Assurance Office and the Office of Student Affairs and Study Programmes. The above-mentioned information on students is also analysed in the annual [Report on the operation of the Faculty of Humanities and Social Sciences in Osijek](#) presented by the Faculty Dean.

With regard to the information on student progress *the Report on the quality of teaching* (report [1](#), [2](#), [3](#), [4](#), [5](#)) contains the following elements:

1. Study programmes and their delivery
2. Quality of the teaching process
3. Student demographics, the number of students in undergraduate, graduate and postgraduate study programmes and their pass rates
4. Teaching staff demographics, their professional development and evaluation of the quality of their work
5. Resources, capacities and the forms of support to students

The Report on the quality of teaching and semestral reports on the adherence to the teaching plan schedule are analysed and adopted by the Faculty Council.

The high quality of procedures for monitoring student progress is also ensured through *the mentoring system*. Every study year has a mentor assigned, usually a teacher with academic rank, who is appointed to monitor and support students in the course of their studies. The mentoring system is regularly analysed and evaluated in the report presented by the Quality Assurance Committee and adapted accordingly. The assigned mentors are assessed by students through student surveys and interviews with a view to determining student satisfaction with the system. At the end of each academic year the Quality Assurance Committee and the assigned mentors hand in their reports which are then deposited in the Quality Assurance Office.

Every year, based on the analysis of the interest expressed for enrolment to FFOS study programmes and of the pass rates, the Working Group for the promotion of the Faculty, *appointed by the Faculty Council*, carries out promotional activities within the community with a view to calling attention to the quality of FFOS study programmes. Based on the 2015 *Action plan to stimulate interest for enrolment to FFOS study programmes*, teachers and students visit schools to establish direct contact with prospective students and introduce them to FFOS study programmes, e.g. the FFOS presentation in Slavonski Brod (1, 2) and Vinkovci (1, 2).

The Faculty of Humanities and Social Sciences in Osijek cooperates on a regular basis with the Lifelong Career Guidance Centre (CISOK), by preparing with them information workshops and activities in the community, which cater to secondary school and HEI students.

The completion rate for the FFOS university study programmes amounts to 82% – the completion rate at undergraduate level is 73%, while at the graduate level it amounts to 95% (the calculation is derived from the corresponding tables of the MOZVAG's Analytic Supplement), which places the Faculty in the upper margin of HEI completion rates *in Europe (the completion rate ranging between 53% and 83%)*.

According to the indicators (cf. Table 3.5 of the Analytic Supplement to the Self-Evaluation Report), the students in the three-year undergraduate studies study longer than 3 but less than 4 years in general, and the students in the two-year graduate studies study longer than 2 but less than 3 years in general. This is a good indicator, given the fact that under the *Ordinance on studies and studying*, the students are able to retain the full-time student status for one year longer than the estimated time of study, which they sometimes find appropriate for reasons non-related to the studies.

Standard	3.3. The higher education institution ensures student-centred learning.
Elements of the standard	<p>3.3.1. The higher education institution encourages various modes of programme delivery, in accordance with the intended learning outcomes.</p> <p>3.3.2. Various teaching methods are used that encourage interactive and research-based learning, problem solving and creative and critical thinking (for example, individual and group projects, cooperative learning, problem-based learning, field work and other interactive methods).</p> <p>3.3.3. The HEI continually evaluates and adopts teaching methods and different modes of programme delivery.</p> <p>3.3.4. Teaching methods are adapted to a diverse student population (non-traditional student population, part-time students, senior students, underrepresented and vulnerable groups, etc.).</p> <p>3.3.5. The higher education institution ensures the use of state-of-the-art technologies to modernize teaching.</p> <p>3.3.6. Available and committed teachers contribute to the motivation of students and their engagement.</p> <p>3.3.7. The higher education institution encourages autonomy and responsibility of students.</p>

The *study programme descriptions*, i.e. *course descriptions*, have defined the modes of programme delivery in accordance with the intended learning outcomes, which are also visible in the description of every individual course. The FFOS study programmes are delivered in the form of lectures, seminars, exercises and workshops. All modes of programme delivery place students, their active engagement and the achievement of the intended learning outcomes at the centre.

Such forms of programme delivery include different teaching methods that encourage interactive learning, dialogue work, critical thinking and a research-based approach to topics. The description of methods applied in the teaching process is available *on the Faculty's web pages*, and is also included in the *Report on the quality of teaching*. The Faculty of Humanities and Social Sciences pays special attention to fieldwork which is organised with the aim of promoting languages, either the mother tongue or foreign languages, as well as the local languages and heritage as an integral part of the Croatian standard language and Croatian heritage. The fieldwork is also organised with a view to learning about the most important medieval sites and material heritage in Slavonia. Fieldwork (1, 2, 3, 4, 5) is occasionally carried out abroad, e.g. a visit to the European Commission, the Directorate-General for Translation in Brussels, Belgium. In some cases fieldwork consists of visits to certain institutions, e.g. within the framework of the course *Institutional Pedagogy*.

Our Faculty continually evaluates all the above-mentioned teaching methods and modes of programme delivery. This evaluation has been systematically carried out through the Teacher Survey (*Teachers' evaluation of teaching*), the results of which are presented and appropriately interpreted in the corresponding chapters of *the Report on the quality of teaching*. Depending on the results of the evaluations, our Faculty continually adapts teaching methods and modes of programme delivery with a view to improving the quality of teaching and learning. These efforts

are formally reflected in the amendments to the study programmes that affect less than, or more than, 20% of programme content, which are carried out continuously, i.e. every year. The annual [Report on the operation of the Faculty of Humanities and Social Sciences](#), in its chapter Study programmes, presents in a clear and concise manner all study programmes modified in the course of the respective academic year. Teachers also adapt their teaching methods to a diverse student population, and this particularly applies to different categories of students with disabilities. This care for a diverse student population is visible in the fact that teachers offer individual consultations by appointment outside their scheduled office hours.

The Faculty of Humanities and Social Sciences continuously takes special care of students who belong to underrepresented and vulnerable groups. This means that teaching methods are adapted to their special needs. One of the ways in which the Faculty caters to these students is [the appointment of Educational Assistants](#).

In order for teachers to be able to modernise their classes, the Faculty of Humanities and Social Sciences enables them to use advanced technologies. This primarily relates to the [Moodle](#) platform which facilitates a two-way communication between the teacher and a whole group of students. Another example of the use of modern teaching technologies are the mobile applications offered by Google Play – e.g. [Glagopedija](#) and [FFOS Test Your Knowledge](#) – as well as [Kahoot](#) which is used by some teachers in their teaching. It is important to note that the Faculty makes systematic efforts to ensure that teachers are trained to use advanced technologies in teaching, primarily by organising workshops for them within the framework of the [Plan for professional training of teaching and non-teaching staff](#). In addition to that, one of the newly established centres at our Faculty is the [Centre for research in the field of didactics and teaching methodology](#) which carries out research in the field of improving the teaching and learning processes through different methods, the use of advanced technologies being one of them. And finally, the Faculty encourages visiting lectures ([an example of a visiting lecture](#), records of delivered visiting lectures (1, 2, 3, 4, 5), which is also defined in the [2016 – 2020 Strategic Plan of the Faculty of Humanities and Social Sciences in Osijek](#). The Faculty also encourages [lectures delivered through distance learning systems](#) enabled through the use of advanced technologies.

The Faculty of Humanities and Social Sciences has committed teachers who contribute to the motivation of students, among other ways, by being available and thus encouraging students even more to be engaged and motivated. The information on office hours lends support to these claims (cf. office hour timetables of individual organisational units: [English](#), [Philosophy](#), [Croatian](#), [Information Sciences](#), [Common Courses](#), [Hungarian](#), [German](#), [Pedagogy](#), [History](#), [Psychology](#), [Sociology](#)), since in addition to specifying the exact time of the office hours, in some cases the wording 'by appointment' is present, which means that teachers are available to their students even outside their scheduled office hours. In addition to that, teachers can be reached by phone and email. The Faculty has also put in place a [mentoring system](#), which means that all students have their teacher mentor who is, in addition to all the above mentioned ways, available to them through the mentoring meetings. All the above information is available on the web pages of the departments and independent sub-departments which publish and update information on a regular basis. The commitment of teachers is also reflected in the results of the University Student Survey in which the average grade earned by teachers of the Faculty of Humanities and Social Sciences is around 4.7 which is above the University average. This information is also included in [the Report on the quality of teaching](#). Additional feedback is provided through [surveying alumnae and employers](#) to establish to what extent the competencies of our graduates meet the labour market needs.

The Faculty of Humanities and Social Sciences makes a special effort to encourage the development of student autonomy and responsibility. Such efforts are evident in many examples. Our students organise research and applied research conferences autonomously. In doing so they attend independently to every step of the organisation, starting with the written request

to organise the conference and ending with the final report on the conference (e.g. [conference](#) organised jointly by students of History and students of English Language and Literature). Students are also commended for their extracurricular activities as provided for in [the Ordinance on rewarding and commending students](#). There are many examples of [students co-authoring](#) published papers with their teachers. Such papers are based on students' master theses which are the result of their participation in a research led by their supervisors. The adoption of [the Decision on Student Research Work](#) is yet another step in encouraging student autonomy, particularly in the area of their research activities. In addition to that, students are actively involved in the popularisation of science within the framework of the [Science Fair](#), where they take part in different activities together with their teachers. Students also take part in [book presentations as speakers](#). The autonomy and responsibility of students at the Faculty of Humanities and Social Sciences is also visible in the fact that they act as demonstrators as provided for in [the Ordinance on student demonstrators](#) and [Faculty Council decisions regarding the appointment of demonstrators](#). Furthermore, students at our Faculty [publish their own journals, information on which is available on our webpage](#). In addition to that, the Faculty publishes [numerous student publications](#).

Our students also make a valuable contribution to our community through their humanitarian and volunteer work, e.g. during the Advent time students of Pedagogy organise their annual Christmas charity activities, announced [on the Faculty's webpage](#).

Standard	3.4. The higher education institution ensures adequate student support.
Elements of the standard	<p>3.4.1. The higher education institution provides guidance on studying and career opportunities to students (for example, tutors, supervisors and other advisers as support in student learning and progress).</p> <p>3.4.2. The higher education institution has established functional procedures for student career guidance, psychological and legal counselling, support to students with disabilities, support in outgoing and incoming mobility, and library and student administration services, at university or faculty level and students are informed about them.</p> <p>3.4.3. Student support is tailored to a diverse student population (part-time students, mature students, students from abroad, students from underrepresented and vulnerable groups, students with learning difficulties and disabilities, etc.).</p> <p>3.4.4. The higher education institution employs an adequate number of qualified and committed professional, administrative and technical staff.</p>

Every academic year the Faculty of Humanities and Social Sciences publishes a booklet *Information Package* (1, 2, 3, 4, 5) containing all information relevant for incoming first-year students, which is available [on our webpage](#). The continuous care for students with regard to guidance on studying and career opportunities is visible in different forms of support offered to students. Most notably, the Faculty has a well-developed [mentoring system](#), and teacher mentors have at their disposal instructions ([Mentoring Guidelines](#)) that they can access on our webpage. In addition to that, teacher mentors can find on our webpage [topics suggested for thematic meetings with students](#).

Apart from the mentoring system in which teachers advise students, the Faculty also appoints student advisors and a student advising the Faculty Dean, i.e. a student vice-dean (cf. [webpage](#) and [the Appointment decision](#)), a [student Ombudsperson](#), and student representatives from individual departments and independent sub-departments. The Faculty offers support to students with disabilities. At the University level there is a functional Office for Students with Disabilities, and support for students from vulnerable groups is evident in the fact that they are [partially or fully exempt from paying tuition fees](#). In addition to that, the Faculty cooperates with the Students' Union by financially supporting their activities (cf. [the overview of revenues and expenditures](#), detailed data are available in the Accounting and Finance Office). The Faculty supports financially student associations, students who participate in student, professional and scientific conferences, the organisation of student conferences and the publication of journals (1, 2, 3, 4, 5). Since our students also take part in mobility programmes (Erasmus+ and CEEPUS), they also receive support in that respect. This support is provided to them by the organisation [ESN Osijek, the Faculty Erasmus coordinator](#) and the CEEPUS coordinators (cf. Sections 3.5 and 4.6.). Students can also receive support within the framework of [vice-dean's office hours](#) organised by the Vice-Dean for Education and Student Affairs. Support to students is also offered through [the Psychoeducational online programme of support to studying](#) and through [the Counselling Office](#) of the Josip Juraj Strossmayer University of Osijek. The [Alumni](#) association (*The Association of FFOS Graduates*) also gives support to students by organizing different [lectures](#) that provide students with important information about studying and employment opportunities. In addition to that, the [Career Centre](#),

which has been set up by our Faculty, offers support and help to students in developing their future careers. The Faculty has established a functional procedure for student career guidance by setting up a demonstrator programme in which *the Faculty Council appoints a demonstrator* after a proposal made by a course teacher. The course teacher and the student demonstrator are required to prepare and co-sign a report on the activities of the student demonstrator. The requirements that a student has to meet in order to be appointed demonstrator are laid down in the *Ordinance on student demonstrators*. The Faculty has put into place procedures for psychological counselling of students through the University Counselling Office which grew out of the *Counselling Office first established at the Faculty of Humanities and Social Sciences in Osijek*. With respect to legal counselling, a student Ombudsperson has been appointed both *at the Faculty level* and *at the University level*. Support to students with disabilities is implemented through the *Office for Students with Disabilities* and *by appointing personal assistants to students*. As regards support in outgoing and incoming mobility, the Faculty organises *the Erasmus info day*. At the beginning of each academic year the Faculty organises *Student orientation for first-year students of undergraduate study programmes*, and for the second consecutive year a *flyer* is printed and distributed to incoming first-year students. As it is visible from the timetable of the above-mentioned student orientation for first-year students, in addition to the meeting organised for all incoming first-year students at our Faculty, individual departments also organise general information meetings for their respective students where they introduce them to all the important information about the study programme and teachers.

The Faculty has supporting services which employ an adequate number of qualified and committed professional, administrative and technical staff. In addition to the Head of the Office for the Legal Counsel, this staff includes the staff of the following services: Library, Office of Student Affairs and Study Programmes, Quality Assurance Office, Office of Research, Projects and International Cooperation, IT and Computer Network Office, Office of Legal and Administrative Affairs, Office of Administrative Affairs related to the Organisation of Studies, Accounting and Finance Office, and the Dean's Office. The staff of these services continually attend professional development workshops in the field of digital competencies and multimedia communication, in the field of communication competence for work with ADHD students and students with learning difficulties and disabilities and in the field of introduction to main mechanisms maintaining the body's internal biological balance, and processes disturbing this balance in stress exposure. Our professional, administrative and technical staff also attend specialized courses in the Croatian language and foreign languages (English, German, Polish). Some of these professional development workshops are available through the Faculty's *Plan for professional training of teaching and non-teaching staff* and some are provided by other institutions. Some members of staff pursue specialisations in their core professions by attending specialist graduate study programmes or postgraduate university study programmes. The *Faculty's Library* staff consists of five librarians, one holding an M.A. degree in Library and Information Science, three librarians promoted to the rank of Senior Librarian (an M.A. degree in Library and Information Science with minimum 5 years of library experience), and one promoted to the rank of Associate Librarian (an M.A. degree in Library and Information Science with minimum 10 years of library experience). The staff of the *Office of Student Affairs and Study Programmes* consists of four members, three expert associates, one administrative clerk, while one member of the staff holding an M.Sc. degree in Economics is currently on leave for reasons of professional training. *The Quality Assurance Office* has one employee with an M.A. in Law and a university specialisation in public administration (univ. spec. publ. admin.). With respect to the above mentioned services, it is necessary to emphasise that the new classification and specification of job positions is currently under way in order to make the operation of these services and, among other things, their support to students, even more efficient (cf. *Ordinance on the classification and specification of job positions*).

Standard	3.5. The higher education institution ensures support to students from vulnerable and under-represented groups.
Elements of the standard	<p>3.5.1. The higher education institution monitors various needs of students from vulnerable and under-represented groups.</p> <p>3.5.2. The teaching process is adjusted to the individual needs of students from vulnerable and under-represented groups.</p> <p>3.5.3. The higher education institution invests resources in the support to students from vulnerable and under-represented groups.</p>

The Faculty of Humanities and Social Sciences cooperates with the Office for Students with Disabilities in Osijek, and the issues related to students with disabilities and students from vulnerable and under-represented groups fall directly within the competence of the Vice-Dean for Education and Student Affairs. *The Office for Students with Disabilities* at the university level is managed and coordinated by the Vice-Rector for Education and Students and one professional associate of the Office for Student Affairs and Students with Disabilities.

In line with the relevant ordinances (1, 2), the Faculty of Humanities and Social Sciences provides for students with disabilities and students from vulnerable and under-represented groups *adjusted access to the Secondary School Leaving Examination* on the basis of an administrative decision documenting the level of physical disability, issued by the Croatian Pension Insurance Institute, which candidates have to submit to the Central Applications Office of the Agency for Science and Higher Education. Students with disabilities have the right to adjusted access to the Secondary School Leaving Examination, and candidates with a physical disability of 60 % or more are granted the right to direct enrolment in the study programmes of HEIs outside of the approved enrolment quota, provided they have passed the admission threshold. The admission criteria are deemed to have been met if all exams of the Secondary School Leaving Examinations required by the study programmes have been passed with a score required by the respective HEIs. Students of the Faculty of Humanities and Social Sciences from vulnerable and under-represented groups can use the services of *the Counselling Office* at the Josip Juraj Strossmayer University of Osijek, run by psychologists of the Department of Psychology of the Faculty of Humanities and Social Sciences. Support for *students with disabilities* is provided through the Office for Students with Disabilities established at the University level. Through the webpage students can access the *registration form*, i.e. a form for entering students with disabilities into the register kept by the office competent for their affairs, as well as the *information on rights* granted to students with disabilities. The rights of students from vulnerable and under-represented groups include the following: adjustment of exam technology, (cf. Article 59 (4) of *the Ordinance on studies and Studying*), *accommodation in student dormitories*, *partial compensation of public transportation fares*, while *the decision to engage the services of personal assistants for students with disabilities* falls within the competence of individual Faculties. Information on *equipment* available to all students registered with the Office for Students with Disabilities at the Josip Juraj Strossmayer University of Osijek is publicly available.

Students with disabilities and socially and economically disadvantaged students have the right to a full or partial exemption from tuition fees, in accordance with the *Decision on the criteria and documentation to be presented for full or partial exemption from tuition fees for full-time students with disabilities and socially and economically disadvantaged full-time students*. On the basis of students' applications and the recommendation put forward by the Committee for Education and Student Affairs the Dean decides, on behalf of the Faculty of Humanities and Social Sciences, to fully exempt from tuition fees, or to enable payments of tuition fees in instalments,

for students from vulnerable and under-represented groups. Our teachers are trained to accommodate educational needs of students with disabilities. Also, they regularly apply the most up-to-date didactic and methodical approaches in the delivery of classes and examinations, as well as technological aids which help them in their work and in adjusting the teaching process to persons with disabilities.

Every year teachers and students of the Faculty of Humanities and Social Sciences organise activities to raise donations for children from vulnerable and under-represented groups, e.g. annual holiday performances for children of the Children's Home Klasje (1, 2). Based on the *Decision on granting a personal assistant to a student with disability*, the Faculty of Humanities and Social Sciences in Osijek provides continuous support for a blind first year graduate student during her studies. In the workshops organised within the framework of the *Plan for professional training* of teaching and non-teaching, staff teachers are trained to accommodate their teaching process to specific needs of students with disabilities or students from vulnerable and under-represented groups (*an example of a decision*). *Entrances to buildings* of the Faculty of Humanities and Social Sciences in Jägerova and Školska streets as well as the buildings themselves are adjusted to meet the needs of disabled students. Entrances are equipped with ramp access for the disabled, restroom facilities are also adapted, there is an elevator in the main building that students with disabilities have keys and free access to, and they have the right to use the Faculty's parking lots. With a view to better promoting and coordinating activities of the *I too want to read* campaign in eastern Croatia, and Osijek Baranja county in particular, the *Faculty of Humanities and Social Sciences in Osijek has become a partner in the project* along with other partners, such as the Faculty of Education and Rehabilitation Sciences in Zagreb, the Croatian Logopaedics Association, the Croatian Dyslexia Association, the SUVAG Polyclinic, the Office of Ombudsperson for Persons with Disabilities, the Office of Children's Ombudsperson and the Croatian Library for the Blind.

Standard	3.6. The higher education institution allows students to gain international experience.
Elements of the standard	<p>3.6.1. Students are informed about the opportunities for completing part of their study abroad. 3.6.2. The higher education institution provides support to students in applying for and carrying out exchange programmes.</p> <p>3.6.3. The higher education institution ensures the recognition of ECTS credits gained at another higher education institution.</p> <p>3.6.4. The higher education institution collects information on student satisfaction with the quality of the HEI's support regarding practical matters of student mobility.</p> <p>3.6.5. Students gain competencies required for employment in an international environment.</p>

Students are informed about the opportunities for completing a part of their study abroad in many different ways. Open calls for applications for student mobility within the Erasmus+ Programme are published on the [University](#) and [Faculty](#) web pages. The so called *Erasmus info day* is organised periodically, and the Faculty's Erasmus coordinator is available to students for all their questions. The information on the Erasmus Programme is available [on the Faculty's webpage](#). In addition to the *Ordinance on Erasmus+ Programme of Individual International Mobility of Outgoing and Incoming Students and (Non)Teaching Staff under the Key Activity 1*, Instructions for students on how to apply for Erasmus+ and carry out the mobility, the List of partner universities and Erasmus+ agreements, students can also access the [contact information of the Faculty's members of staff who handle Erasmus issues](#). There is also a CEEPUS coordinator at the Faculty (fewer students take part in this mobility programme), who provides support to students in carrying out mobility within that programme.

At the Faculty level, support to students in applying for and carrying out mobility is offered by the [Erasmus coordinator](#), the ECTS coordinators who are appointed for each Department in accordance with the respective [Decision](#), and teachers who are assigned as mentors to their respective students. At the level of the University such support is provided by the [UNIOS international Relations Office](#) and students who are members of the [ESN Osijek](#) organisation.

The Faculty ensures the recognition of ECTS credits gained at another higher education institution. In the course of the procedure students submit to the Office for Students and Study Programmes their application for the recognition of ECTS credits earned at another higher institution, the transcript of grades, and finally the [Record](#) on the recognition of exams passed and ECTS credits awarded at the higher education institution abroad, and in the case of traineeship the [Record](#) on the recognition of the traineeship passed/completed and ECTS credits awarded at the higher education institution abroad. On the basis of the [documentation submitted](#), the Committee for Education and Student Affairs adopts the [decision](#) on the recognition

Upon the realized outgoing mobility, students complete the [Student report on the mobility at a receiving higher education institution abroad for the purpose of a study visit](#) in which they answer questions regarding the support provided and other practical matters of student mobility. According to the [Report](#) presented on the 1st session of the UNIOS Senate in the academic year 2018/2019 (30 October 2018), along with students of the Faculty of Economics, students of our Faculty have carried out the highest number of outgoing mobilities at our University.

Students gain competencies required for employment in an international environment in many different ways. Students are encouraged to take part in conferences and other extracurricular activities, and the Faculty provides financial support even for their visits abroad (1, 2, 3, 4, 5). Some fieldwork activities are carried out abroad, such as *visits to Maribor, Graz and Vienna* for the purpose of getting to know and comparing similar study programmes in education and starting a cooperation (the graduate study programme in English Language and Literature – Teacher Education and German Language and Literature – Teacher Education), or visiting the Frankfurt book Fair (Publishing Studies) (1, 2, 3, 4, 5).

There are numerous examples demonstrating that our Faculty is successful in preparing students for employment in an international environment, e.g. Polish student Adam Andrzejewski has started a successful career in Poland upon completing the single major graduate university study programme in Croatian Language and Literature (2014 – 2017). Then, there is a number of students of the undergraduate and/or graduate university study programmes in German Language and Literature (e.g. Romana Babić), who after the completion of their studies pursue careers in their profession in Austria and Germany, or EU institutions (e.g. Hrvoje Grganović who is employed in the European Commission's Directorate- General for Employment, Social Affairs and Inclusion in Brussels).

Standard	3.7. The higher education institution ensures adequate study conditions for foreign students.
Elements of the standard	<p>3.7.1. Information on the opportunities for enrolment and study is available to foreign students in a foreign language.</p> <p>3.7.2. The higher education institution provides support to foreign students in enrolment and study at the Croatian higher education institution.</p> <p>3.7.3. The higher education institution collects feedback on satisfaction and needs of foreign students.</p> <p>3.7.4. Foreign students have the opportunity to attend classes delivered in a foreign language. (English).</p> <p>3.7.5. Croatian language courses are delivered for foreign students at the level of the university or university constituent.</p>

The Faculty offers opportunities to foreign students to study in a foreign language, while at the same time providing them with all the necessary academic support. The teaching staff of the Faculty are offered opportunities to improve their knowledge of foreign languages to prepare them for delivering classes in a foreign language. Foreign students have the opportunity to attend Croatian language courses during their stay at the Faculty of Humanities and Social Sciences. On the Faculty's website foreign students can access information on our institution and the opportunities for enrolment in English, and they are also offered the booklet [Information Package in English](#). At the level of the University such information is offered by the [UNIOS International Relations Office](#) in their user-friendly [Erasmus student Guide](#) which is updated every year.

The support to foreign students in enrolment and study at our Faculty is offered by the above mentioned [UNIOS International Relations Office](#) established at the level of the University. In addition to that, the Faculty has appointed an [Erasmus coordinator](#), and each department, independent sub-department and postgraduate study programme has an ECTS coordinator appointed in accordance with the respective [Decision](#). Together, they help foreign students in choosing appropriate courses and in other academic matters in the context of mobility. The list of ECTS coordinators and the information on the Erasmus coordinator is regularly updated and available [on the Faculty's website](#), and on the web pages of respective departments, independent sub-departments and postgraduate study programmes. Students of our University and of our Faculty also provide support to incoming foreign students through their organisation [ESN Osijek](#). The Report on the quality of teaching which is presented and [adopted in Faculty Council meetings](#), in subsection 3.5. contains information on incoming mobility for the respective academic year (report [1](#), [2](#), [3](#), [4](#), [5](#)).

Given the small number of incoming students, among whom are also those who attend only a fraction of courses at the Faculty of Humanities and Social Sciences, currently the feedback on satisfaction and needs of foreign students is collected through consultations and counselling where the Erasmus coordinator learns about the needs of foreign students and then orally conveys those needs to teaching and non-teaching staff.

Study programmes in foreign languages deliver classes in their respective languages which is visible in the [course descriptions](#) (*Basic course data* contains information on the language of delivery), which means that foreign students can attend classes in English, German and Hungarian. However, foreign students, often arriving from Poland, use the Erasmus+ programme as an opportunity to attend courses in Croatian delivered at the study programme in Croatian Lan-

guage and Literature. In order to create opportunities for foreign students to study in a foreign language, the Faculty offers to its teachers courses in foreign languages, as the knowledge of foreign languages is a prerequisite for delivering courses in a foreign language. So far, in 2015, 2016 and 2017 courses in English, German and Polish were organised within the framework of the Plan for professional training (1, 2, 3). A *Programme of lifelong learning of German for higher education purposes* was also developed with the aim of preparing teachers in higher education to design and deliver courses in German.

Croatian language courses for foreign students are offered at the University level through the course *Croatian Language – Preparatory Course* which has 70 contact hours of instruction. Upon its successful completion, students are awarded 6 ECTS credits. Our Faculty also organises and carries out *exams in the Croatian Language and Latin Script*. A programme of lifelong learning *Croatian Language, History and Culture for Foreigners* has also been set up. An elective course *Fundamentals of Language Culture*, ISVU: 75749 is offered to those who are fluent in Croatian, but want to further improve it. For the past several years this course has been offered to all students of the University as an elective course. In January 2020, after extensive preparations, the *Winter School of the Croatian Language and Culture* was established. Classes delivered by the teachers of our Faculty are offered to all students of the University.

Standard	3.8. The higher education institution ensures an objective and consistent evaluation and assessment of student achievements.
Elements of the standard	<p>3.8.1. The criteria and methods for evaluation and grading are clear and published before the beginning of a course.</p> <p>3.8.2. The criteria and methods for evaluation and grading are aligned with the teaching methods used.</p> <p>3.8.3. The higher education institution provides support to the assessors in the development of skills related to the testing and assessment methods.</p> <p>3.8.4. The higher education institution ensures objectivity and reliability of grading.</p> <p>3.8.5. If possible, the higher education institution carries out the evaluation of grading.</p> <p>3.8.6. The evaluation procedures take into account special circumstances of certain groups of students (modifying examination procedures to suit students with disabilities), while at the same time ensuring the achievement of intended learning outcomes.</p> <p>3.8.7. The students receive feedback on the evaluation results, and if necessary, guidelines for the learning process based on these guidelines.</p>

The Faculty of Humanities and Social Sciences has drawn up a *Guidebook for Evaluation and Assessment of Student Performance* intended for use by university teachers. The information on courses that are delivered in the respective academic year, criteria and methods for evaluation and grading are clear and *published* before the beginning of every academic year and are regularly updated. Course descriptions are published on the Faculty's website. *For each course*, the following elements are found under 'Methods': evaluation and assessment methods; the elements of monitoring and testing (with respect to each element its workload is expressed in ECTS credits as well as the share of that element in the final grade), the method for the calculation of the final grade, and other information relevant for student monitoring and evaluation.

In 2015 the Faculty of Humanities and Social Sciences undertook a comprehensive alignment of the learning outcomes of study programmes and courses, methods used and the evaluation of the learning outcomes in the teaching process. The alignment was carried out within the framework of the thematic evaluation entitled *Allocation and application of ECTS credits in the study programmes of the Faculty of Humanities and Social Sciences in Osijek* and was *positively evaluated by the Agency for Science and Higher Education's Institutional Audit Committee* in 2016.

Every calendar year the Faculty Council adopts an annual *Plan for professional training of teaching and non-teaching staff*, the aim of which is to ensure the objectivity and reliability of student assessment and grading, in addition to covering other relevant topics in the field of professional development of the teaching and non-teaching staff. Teachers of the Faculty of Humanities and Social Sciences participate in project activities organised by the Croatian Qualifications Framework aimed at developing qualifications and occupational standards at the level of higher education in cooperation with partner institutions in the Republic of Croatia (cf. *the list of projects*, the *decision on financing*). Ongoing training opportunities and active participation of teachers in

projects related to the Croatian Qualifications Framework strengthen their competencies, which makes them better prepared for objective evaluation of student performance.

In general, according to the *Ordinance on the advancement into academic rank, artistic-teaching rank, teaching, assistant and professional titles, and corresponding job positions at Josip Juraj Strossmayer University of Osijek (consolidated version)*, which was adopted by the University Senate in 2015 »candidates appointed for the first time into the academic-teaching and artistic-teaching rank or awarded teaching titles, except for candidates who have completed teacher education, shall have a certificate issued by an approved higher education institution stating that they have completed the Pedagogical, Psychological, Didactic and Methodological Training programme within the framework of the lifelong learning programme«. Depending on the average grade achieved in the annual teacher survey, and if necessary, the Vice-Dean for Education and Student Affairs in cooperation with more experienced teachers may organise peer review and evaluation. Based on the guidebook drafted for use by teachers *Peer Review and Support at the Faculty of Humanities and Social Sciences – Manual for University Teachers*, teachers who have earned lower average grades with respect to the quality of their teaching are provided with counsel and support in this respect.

Every academic year the Vice-Dean for Education and Student Affairs analyses results of the respective student survey as regards the quality of teaching. In the event of student dissatisfaction with the grade awarded or the evaluation method applied, Article 70 of the *Ordinance on studies and studying* provides for the grade appeal procedure. In addition to that, the *Student Ombudsperson* is appointed to ensure that the rights of students are protected, and, if necessary, the *Honorary Student Vice-Dean* may assist in resolving matters.

The rights of special groups of students include exam access arrangements (cf. Article 59 (4) of the *Ordinance on study programme and studying*), along with the *option of engaging students–personal assistants* for students with disabilities and the use of *equipment* which is available to all students of the Josip Juraj Strossmayer University of Osijek.

Students regularly receive *feedback on the evaluation results*, and if necessary, guidelines for the learning process during the *office hours* held according to the schedule available on the Faculty's web pages or through the distance learning system *Moodle*. Examination results are posted on Moodle or *on the Faculty's web pages in line with the GDPR provisions*. Some courses delivered within the framework of several study programmes at our Faculty convey knowledge about the learning process which students can apply in their own studying. Such courses are e.g.: *Basic Academic Skills* (study programme in Pedagogy), *Theory of Foreign Language Teaching (Glotodidactics)* (study programmes in *English Language and Literature* and *German Language and Literature*), *EFL Teaching Methods* (Study Programme in English Language and Literature), *Methodology of English language teaching* (study programme in German Language and Literature) and many others delivered within the framework of teacher education study programmes.

Standard	3.9. The higher education institution issues diplomas and Diploma Supplements in accordance with the relevant regulations.
Elements of the standard	<p>3.9.1. Upon the completion of their studies, students are issued appropriate documents (diploma and Diploma Supplements).</p> <p>3.9.2. Diplomas and Diploma Supplements are issued in accordance with relevant regulations.</p> <p>3.9.3. The higher education institution issues the Diploma Supplement in Croatian and English, free of charge.</p>

Upon the completion of their studies, students are issued appropriate documents: Diploma and Diploma Supplement (an example of a *Diploma* and *Diploma Supplements in Croatian and English* for undergraduate study programmes; an example of a *Diploma* and *Diploma Supplements in Croatian and English* for graduate study programmes)

The above-mentioned documents are issued in accordance with the Ordinance on the Content of Diplomas and Diploma Supplements (OG 77/2008) and the Ordinance Amending the Ordinance on the Content of Diplomas and Diploma Supplements (OG 149/2011). In addition to the above-mentioned regulations, diplomas and Diploma Supplements are also issued in accordance with the following regulations:

1. Act on Scientific Activity and Higher Education, Article 84 (Official Gazette 123/03, 198/03, 105/04, 174/04, 2/07 – Decision of the Constitutional Court of the Republic of Croatia 46/07, 45/09, 63/11, 94/13., 139/13, and 101/14 – Decision of the Constitutional Court of the Republic of Croatia 60/15 and 131/17)
2. Statute of the Josip Juraj Strossmayer University of Osijek – consolidated version, Article 154
3. Statute of the Faculty of Humanities and Social Sciences in Osijek – consolidated version, Article 77
4. Ordinance on studies and Studying at Josip Juraj Strossmayer University of Osijek, Article 78.

In accordance with Article 3 of the Ordinance on the Content of Diplomas and Diploma Supplements, the Faculty issues the Diploma Supplement in Croatian and English free of charge (please see above).

Standard	3.10. The higher education institution is committed to the employability of graduates.
Elements of the standard	<p>3.10.1. The higher education institution analyses the employability of its graduates.</p> <p>3.10.2. Admission quotas are aligned with social and labour market needs and available resources.</p> <p>3.10.3. The higher education institution informs prospective students about the opportunities to continue education or find employment after graduation.</p> <p>3.10.4. The higher education institution provides students with support regarding future career planning.</p> <p>3.10.5. The higher education institution maintains contacts with alumni.</p>

The Faculty collects [data on the employability of its graduates](#) by recording, for each graduate, the information on the institution of employment, job position and the start date of the employment contract. The employability of graduates is also analysed indirectly when determining admission quotas since for this purpose the data provided by the Croatian Employment Service are also taken into account, as emphasised in Section 2.1. of the annual Report of the quality of teaching (report [1](#), [2](#), [3](#), [4](#), [5](#)).

As mentioned above, the annual Report on the quality of teaching lists factors which are considered when determining admission quotas, and the information on the labour market needs and available resources of individual organisational units is always taken into account.

Our Faculty informs prospective students about study programmes and opportunities to find employment after graduation in many different ways. Every year in December the Faculty attends the [University Fair](#). The [FFOS Enrolment Guide](#), available in electronic form and also distributed in print form, clearly lists, for all study programmes, opportunities to find employment, both after the undergraduate and graduate levels. The Faculty took on promotional activities when in line with the [action plan](#) two important secondary level schools were visited, one in Slavonski Brod ([1](#), [2](#)) and the other in Vinkovci ([1](#), [2](#)) to inform students about our study programmes and employment opportunities after graduation. The [Working Group for the promotion of the Faculty](#) was also set up (the updated list of its members is available on the Faculty's [webpage](#)). Every year the said working group visits schools with a view to promoting the Faculty's study programmes and informing the prospective students about the employment opportunities. Upon the admission to a study programme, students are assigned [mentors](#), and one of the [topics](#) discussed in the mentoring meetings are the opportunities to find employment after graduation.

For the purpose of preparing students for the labour market, visiting lectures ([1](#), [2](#), [3](#), [4](#), [5](#)), field-work ([1](#), [2](#), [3](#), [4](#), [5](#)) and extracurricular activities of students ([1](#), [2](#), [3](#), [4](#), [5](#)) are organised. The Faculty organises visits from software companies, translation agencies, practicing teachers, and representatives of the Osijek branch of the Education and Teacher Training Agency. The [Career Centre](#) was established which, very often in cooperation with the Alumni Association, organises activities aimed at career planning. In 2019 the first career week was organised, both at the level of the [Faculty](#) and at the level of the [University](#). The Faculty cooperates with the Osijek branch of CISOK (Lifelong Career Guidance Centre) in implementing the programme »The living library for high school students«. At the level of the University, the Quality Assurance Centre has lately included career guidance in its activities, as visible from their [action plan](#).

The Faculty maintains contact with former students, primarily through the [Alumni Association](#). Their webpage contains information on the president of the association and the managing board as well as the instructions on how to become a member. Our graduates regularly get involved in the process of modifying study programmes curricula, which is visible from the [Instructions](#) and examples of decisions ([1](#), [2](#), [3](#)). If possible, graduates are invited to give popular science lectures open to the public within the framework of the [Open Thursday](#) project for the popularisation of science. In addition to that, [our former students](#) give visiting lectures within the framework of individual courses.

IV. Teaching and institutional capacity

Standard	4.1. The higher education institution ensures adequate teaching capacities.
Elements of the standard	<p>4.1.1. The number and qualifications of the teaching staff are appropriate for the implementation of the study programme and for the acquisition of the anticipated learning outcomes and for carrying out the scientific activity.</p> <p>4.1.2. The ratio of students and permanently employed teachers at the higher education institution is appropriate for quality studying.</p> <p>4.1.3. The workload of teaching staff is harmonized with the applicable laws and by-law regulations, the acts of competent authorities, collective agreements, etc.</p> <p>4.1.4. The workload of teaching staff ensures a balanced distribution of teaching obligations, scientific/artistic work, professional and personal development, and administrative obligations.</p> <p>4.1.5. The teaching staff are qualified in the subject/subjects they perform.</p>

The number and qualifications of the teaching staff at the Faculty of Humanities and Social Sciences in Osijek (FFOS) are appropriate for the implementation of the study programmes and for the achieving of the expected learning outcomes, as well as for carrying out the scientific activities, since the teaching staff deliver courses that are in their scientific field, discipline and branch, and also in their research and professional field. In this context, FFOS has a total of one hundred and forty-eight (148) teachers (on February 15, 2020): twenty-nine (29) full professors (thirteen (13) of them are full professors with tenure), twenty-five (25) associate professors, fifty-two (52) assistant professors, seven (7) postdoctoral researchers, nineteen (19) teaching assistants, four (4) senior lecturers, two (2) lecturers, five (5) senior language instructors and five (5) language instructors. At the beginning of each academic year, the Faculty Council renders the Decision on the Organization of the Faculty ([2014/2015](#), [2015/2016](#), [2016/2017](#), [2017/2018](#), [2018/2019](#), [2018/2019 – amendments and supplements](#)) that shows the number of the teaching staff in that academic year, distributed within organizational units and with their titles, while the complete lists of teachers, their teaching load, date of the last academic appointment and the percentage of their employment are in the form of an attachment to point 7. of the Report on the quality of teaching in each academic year ([report 2014/2015](#), [2015/2016](#), [2016/2017](#), [2017/2018](#), [2018/2019](#)). Finally, [study programmes are organized on the basis of the proposal](#) that ([through a feasibility study](#)) proves that there is a sufficient number of appropriately qualified teaching staff.

Out of a total of one hundred and six (106) teachers who hold academic rank at FFOS, eighty-seven (87) teachers hold a rank in the humanities, seventeen (17) teachers in the social sciences, while one teacher (1) holds a rank in natural sciences and one (1) in the field of technical sciences. There are in total one hundred and nineteen (119) PhDs at FFOS, including those whose PhD is not a requirement for promotion (lecturers – 1, senior lecturers – 3, senior language instructor – 1) and staff in other faculty services (faculty library – 1) and one teacher with a Master of Science degree.

According to the data in point 3.1. of the Report on the quality of teaching ([report 2014/2015, 2015/2016, 2016/2017, 2017/2018, 2018/2019](#)) and the data of the chapter Students of the Report on the operation of the FFOS ([report 2014/2015, 2015/2016, 2016/2017, 2017/2018, 2018/2019](#)) the total number of students in undergraduate, graduate and postgraduate studies in the last five academic years shows a slight decrease, which is in line with the decrease in the number of secondary school pupils and general demographics. The numbers are: 1450 students (2014/2015), 1436 students (2015/2016), 1409 students (2016/2017), 1361 students (2017/2018) and 1367 students (2018/2019). The number of teachers has been on a slight rise for the past five years: 140 (2014/2015), 141 (2015/2016), 139 (2016/2017), 151 (2017/2018), 149 (2018/2019). From the above mentioned we can conclude that in the mentioned period the ratios between full-time teachers and associates and students at FFOS are approximately at the same level – 1:10 or 1:9. Both results are very good and suggest that, taking the number of teachers at FFOS into consideration, there are preconditions for the quality of the teaching process (*cf. Report on the quality of teaching by academic years, point 4.1.: [report 2014/2015, 2015/2016, 2016/2017, 2017/2018, 2018/2019](#)*).

When it comes to the coverage of teaching obligations by own staff at the undergraduate and graduate studies of FFOS, there is a strong positive trend, i.e. an increase in the coverage of teaching obligations by own staff over a five-year period (2010/2011 – 51% : 2014/2015 – 93.39 %) by as much as 40%, which is gradually increasing in the coming period, so teaching at FFOS has been covered by its own staff, i.e. full-time teachers, for the past five years: between 93% and 96%: 94.28% in 2018/2019, while in the previous period coverage was 95.25% (2017/2018), 94.66% (2016/2017), 96.06% (2015/2016) and 93.39% (2014/2015). From the above it is evident that FFOS maintains very good coverage of teaching obligations with its own staff, while at the same time continuously introducing new study programmes. This further means that the number of external associates decreased significantly in the aforementioned period – in academic year 2018/2019 – 21 external associates, 2017/2018 – 26, 2016/2017 – 23, 2015/2016 – 34, 2014/2015 – 36 external associates (*cf. Report on the quality of teaching by academic years, points 2.3.3. and 4.1.: [2014/2015, 2015/2016, 2016/2017, 2017/2018, 2018/2019](#)*). All teachers are qualified for the courses they perform.

FFOS's employment is carried out in accordance with the teaching needs and strategic goals after discussions at the departmental level, the Dean's Cabinet and the Faculty Council, and according to the prescribed procedure, with the aim of ensuring a sufficient number of appropriately qualified teachers. All job positions are announced in the Official Gazette, on the FFOS website, the University website, on the Croatian Employment Service – Regional Office Osijek website, in the daily press and on the official web portal for job positions of the European Researchers in Motion – Euraxess, while the results of the selection procedures are posted on the Faculty website. The selection procedure for employment involves defining the scientific field and discipline in which the candidate is selected, and, if necessary, the scientific branches or organisational units. Teachers receive [regular professional training](#) (scientific activity, professional activity and workshop and seminar attendance, etc.).

Taking into account the teaching obligations at the undergraduate, graduate and postgraduate studies, teaching staff generally have a workload as prescribed by law, and the Heads of the organisational units and the Faculty Administration take care of the even distribution of the teaching load in a particular organizational unit (*cf. Report on the quality of teaching by academic years, point 4.2.: [2014/2015, 2015/2016, 2016/2017, 2017/2018, 2018/2019](#)*). According to the [Ordinance on conduct in the workplace of the Faculty of Humanities and Social Sciences of the University of Osijek – consolidated text](#), FFOS teachers have the following tasks and obligations: teaching at the undergraduate, graduate and postgraduate level (lectures, exercises, seminars), tasks that are considered an integral part of the teaching load (office hours, seminar papers, mentorship of the bachelor's theses, master's theses, and doctoral theses, exams, revision tests, preparation for teaching, training in teaching skills, obligations in the Faculty Council, work on the faculty committees), scientific research and professional training (project work, including work on project preparations, professional training and publication of articles), other obligations at the behest of the

Dean, one's superior or agreed to by the employment contract. The Faculty Council adopts the Curriculum Implementation Plan in accordance with the proposal of the Vice-Dean and a certain department, i.e. an independent sub-department, in order to allocate the courses to teachers with the appropriate qualifications and competencies. The Faculty aligns the teaching load of teachers with the applicable legislation, the legal acts of competent authorities, collective agreements and other relevant regulations, and analyses and presents them in the Report on the quality of teaching ([report 2014/2015](#), [2015/2016](#), [2016/2017](#), [2017/2018](#), [2018/2019](#)) and the annual Report on the operation of the FFOS ([report 2014/2015](#), [2015/2016](#), [2016/2017](#), [2017/2018](#), [2018/2019](#)).

Standard	4.2. The recruitment, promotion and re-appointment of the teachers are based on objective and transparent procedures that include the evaluation of excellence.
Elements of the standard	<p>4.2.1. Teacher employment procedures are based on the goals of the development of the higher education institution and are in line with the positive legal regulations and internal acts.</p> <p>4.2.2. Selection, appointment and evaluation of teachers is based on their past activities (teaching activity, research activity, student feedback, etc.).</p> <p>4.2.3. The higher education institution has appropriate methods of selecting the best candidates for each position, in addition to the prescribed national minimum requirements for each position, it has prescribed competitive criteria that ensure excellence.</p> <p>4.2.4. Procedures for the teachers' advancement are based on evaluation and awarding of excellence and take into account significant achievements (e.g. international contribution to the discipline, prestigious publications, significant scientific discoveries, successfully completed projects, successfully secured additional funding, mentoring, supervising bachelor's theses, master's theses, scripts, textbooks, popular lectures, etc.).</p> <p>4.2.5. Indicators of excellence include research/artistic activity, teaching and professional work, and contribution to the development of the higher education institution.</p> <p>4.2.6. Additional criteria for the advancement of teachers to higher ranks encompass the strategic goals of the higher education institution.</p>

The titles of the legal acts referred to in the *reports* and the *contents of these reports* indicate that the hiring is implemented in accordance with the provisions of legal acts. The employment is carried out on the basis of the *Act on Scientific Activity and Higher Education, the Statute of the Josip Juraj Strossmayer University of Osijek – consolidated text, the Statute of the Faculty of Humanities and Social Sciences in Osijek – consolidated text, Ordinance on election/re-election to titles and corresponding employment positions at Josip Juraj Strossmayer University of Osijek*. The aforementioned acts define the procedure for announcing the vacant position as well as the implementation of the entire employment procedure, and the aforementioned *Ordinance on election/re-election to titles and corresponding employment positions* contains all the necessary forms. At the first appointment to academic rank and teaching titles, teachers are obliged to give the inaugural lecture prescribed by the *Decision of the Rectors' Conference of the form and manner of implementation of the inaugural lecture for election to the scientific-educational, artistic-educational and educational positions*.

Taking legal acts into account, employment also results from the Faculty's developmental goals, which are operationalized by developing the *Human Resource Management Plan for each calendar year*. The Human Resource Management Plan is drawn up on the basis of *internally designed forms* according to which the teachers, depending on their academic rank, declare the fulfilment of the conditions for their advancement or reappointment to the appropriate rank and position. The Dean of the Faculty, in cooperation with the Vice-Dean for Education and Student Affairs, and the Faculty Legal Counsel, sets the dynamics of the advancements and employment

and, in accordance with the guidelines of the University, creates the *Human Resources Management Plan*, taking into account: submitted data and documents of individual teachers, the strategic goals of the Faculty and the human resource needs of the departments, independent sub-departments and the Faculty as a whole. The strategic goals of the Faculty include obtaining the authorization for the implementation of the part of the procedure for the appointment to academic rank. For a number of years, the Faculty has been the *authorized institution for the implementation of the part of the procedure for appointment to academic rank in the discipline of Philology*, and with the appropriate human resources management has *fulfilled the necessary conditions and since January 2020 the Faculty is also authorized for the implementation of the part of the procedure for appointment to academic rank in the discipline of Information and Communication Sciences*. The strategic goals of the Faculty, which are important for the Human Resource Management Plan, include the creation of the student-tailored study programmes, which include, among others, the development of new study programmes.

The Human Resource Management Plan is updated as needed throughout the year, and each version is approved by the University Senate as well as the Ministry of Science and Education. The entire process of hiring teachers – announcing job vacancies, appointing a professional committee and appointing to the position – is carried out by the Faculty Council. The *examples of the reports* show that the selection, appointment and evaluation of teachers include their past activities, and that the excellence in research, teaching and professional work and their institutional contributions are particularly valued. Some subchapters of the report take into account the research, teaching, and professional work of the applicant. The part of the report that covers the previous research takes into account published research papers in prestigious international and national journals, participation in academic conferences by presenting papers, membership in programme and scientific committees, citation (international recognition), participation in international and national research projects as a leader or a member of a research group, delivering invited and plenary lectures at international conferences.

As far as teaching and professional work is concerned, the report takes into account the teaching activity, mentions course titles and teaching engagement outside the institution, guest lectures, mentoring to students in the preparation of bachelor's theses, master's theses, and doctoral theses, introduction of new courses, development of study programmes, authorship of university textbooks, course materials and other teaching materials, peer-review papers, professional papers and professional projects, participating in popularization of science, institutional work, results of student surveys on the quality of the candidate's teaching work. All of the above is summarized in the final section of the report, which contains the conclusion, opinion and proposal to the Faculty Council.

Objectivity in the implementation of the employment procedure, and thus the selection of better candidates, is ensured by the fact that *it is mandatory that one of the three members of the professional committee is a person employed outside FFOS*. In order to ensure the quality of teaching, the first-time applicants into academic rank, artistic-teaching rank, and teaching titles who have not completed a teaching degree must have a *certificate that they have obtained general Pedagogical, Psychological, Didactic and Methodological Training*. The process of selecting assistants and postdoctoral students is especially important for the Faculty. The selection of assistants is important because these are candidates who are about to enter the system for the first time, and the selection of postdoctoral researchers is important because such candidates, upon admission, need to be trained for independent research and teaching, so that the employment in these two cases is conducted on two levels. The first level includes *a formal qualification check and awarding points for study performance* and the second level includes *a motivation check and an additional check*. The second level makes it possible to evaluate excellence in all dimensions. This ensures uniformity and transparency of scoring, as well as the selection of better candidates.

Standard	4.3. The higher education institution provides support to teachers in their professional development.
Elements of the standard	<p>4.3.1. The higher education institution provides an opportunity to enhance the competencies of teachers at the constituent or university level.</p> <p>4.3.2. The higher education institution encourages the evaluation and improvement of teaching competencies on the basis of the recommendations obtained by the assessment of fellow teachers in the teaching process and the results of the student evaluation of the teacher's work.</p> <p>4.3.3. Teachers participate in international mobility programmes, collaborative projects, networks, etc.</p>

Continuous professional training of our teachers is incorporated into the FFOS Strategic Plan 2016-2020. At the beginning of each new calendar year, FFOS adopts a *Plan for professional training of teaching and non-teaching staff for that year*. The plan is approved by the Faculty Council. The plan changes over the year to meet the real needs for professional development. *Professional training encompasses different areas of competencies*: computer, information, pedagogical, psychological, didactical-methodological, philosophical, statistical-methodological competencies for scientific and professional work, rhetorical and communication, and social competencies. In addition to lectures and workshops, professional training is also carried out in accordance with the programme described in the document *FFOS University Teachers' Peer Review Manual*. This document was created in the academic year 2012/2013 as a result of teachers' experience in applying this form of training. Teacher training is also carried out in the area of their research and professional work, for example by *participating in scientific and professional conferences*, round tables, public forums, literary circles, professional conferences for the preparation of international projects, Open Doors days and student projects, seminars, and professional training courses through various projects (e.g. ERASMUS).

The quality of teaching at FFOS is assessed based on the University Student Survey, and in order to provide better and more objective insight into the quality of teaching, the self-evaluation of the teacher's work, i.e. the teacher survey, is also conducted. The results of both surveys are quite consistent over the observed period, although teachers' assessments of their own work are slightly higher and show high average grades of teachers' competencies and work over the past five academic years. Students' perceptions of teachers' competencies and work of teachers are very good and, in some parts, also excellent. In the aforementioned surveys, not a single teacher or associate, nor external associate, achieved a score lower than the average grade of 3. The results of student and teacher surveys on the quality of teaching performance in the past five academic years are as follows: 2018/2019 – 4.722 (student survey), 4.7 (teacher survey); 2017/ 2018 – 4.579 (student survey), 4.81 (teacher survey); 2015/2016 – 4.42 (student survey), 4.79 (teacher survey); 2014/2015 – 4.54 (student survey), 4.76 (teacher survey). (cf. *Report on the quality of teaching in the past five academic years, Point 4.4. Evaluation and self-evaluation of teachers: 2014/2015, 2015/2016, 2016/2017, 2017/2018, 2018/2019*). The Vice-Dean for Education and Student Affairs also analyses the results of the university student survey, which means that he reviews both numerical and descriptive student comments about teachers (cf. *memo1/reply statement1, memo2/reply statement2*), and *informs the Dean about it*. Professors who achieved lower scores are interviewed, their work is analysed and measures for improving their performance are identified. Professors who are highly rated are commended for their work.

Teacher mobility is an important factor in the context of the quality of teaching. The outgoing mobility involves exchanging experiences with international colleagues, improving and acquiring new competencies in research and teaching, establishing connections and initiating various forms of further collaboration. Each stay of a teacher at a foreign institution influences the further development of the teacher's competencies. The incoming mobility of teachers and their teaching at FFOS also brings benefits to our students and represents a step forward as incoming teachers enrich our teaching practice with their knowledge and their methods of work. During the analysed five-year period eighty (80) incoming teacher mobilities (teachers and associates) were realized at FFOS, of which fifty-five (55) were for teaching purposes, two (2) for research and twenty-three (23) for professional training as follows: 2014/2015 – twelve (12), 2015/2016 – eleven (11), 2016/2017 – ten (10), 2017/2018 – twenty-nine (29), 2018/2019 – eighteen (18). An increase in the outgoing mobility of FFOS teachers has been identified over the past five academic years (*cf. point 4.6. Teacher Mobility – Reports on the quality of teaching 2014/2015, 2015/2016, 2016/2017, 2017/2018, 2018/2019*). During this period, eighty-seven (87) outgoing teaching and non-teaching staff mobilities were realized, of which forty-one (41) for teaching purposes, twenty-two (22) for professional training, three (3) for research, and twenty-one (21) non-teaching staff mobilities, as follows: 2014/2015 – seventeen (17) outgoing mobilities: fourteen (14) for teaching and three (3) non-teaching staff mobilities for training purposes; 2015/2016 – four (4) outgoing mobilities: one (1) for teaching, two (2) for research and one (1) non-teaching staff mobility for training; 2016/2017 – thirteen (13) outgoing mobilities: six (6) for teaching purposes, four (4) for training, one (1) for research and two (2) non-teaching staff mobilities for training; 2017/2018 – thirty-six (36) outgoing mobilities: fourteen (14) for teaching, twelve (12) for training and ten (10) non-teaching staff mobilities for training; 2018/2019 – seventeen (17) outgoing mobilities: six (6) for teaching, six (6) for training and five (5) non-teaching staff mobilities for training (*cf. point 4.6. Teacher Mobility – Reports on the quality of teaching 2014/2015, 2015/2016, 2016/2017, 2017/2018, 2018/2019*). Teachers are timely informed about all domestic and foreign tenders for the allocation of funds for research projects through the Faculty Research Portal on the FFOS webpages, direct notices of the Vice-Dean for Research and International Cooperation, through the network of the Department Science Coordinators, at the Faculty Council meetings and sessions of the Faculty organizational units. In doing so, they can count on the support of the Office (Section) for Science, Projects and International Cooperation and the Faculty Administration in terms of providing any necessary professional and administrative-technical assistance. Teachers are encouraged to apply for research projects by the provisions of the *Ordinance on rewarding teachers, associates and non-teaching staff* and the *Decision on financing activities from the FFOS Science Fund*. Teachers are also timely informed about tenders they can apply for mobility: through the *FFOS main web page*, the faculty *Science Portal*, direct notices of the Vice-Dean for Research and International Cooperation, through the network of the Department Science Coordinators and Erasmus and CEEPUS Coordinators who are available to teachers when applying for mobility and all additional information can also be obtained from the Office for Research, Projects and International Cooperation. The right to take a sabbatical year at FFOS is regularly exercised and can be taken by teachers appointed to the academic ranks of Assistant Professor, Associate Professor, Full Professor and Full Professor with tenure once in seven years, after six years of continuous work in academic rank at FFOS, which is regulated by article 64 of the *Rules of Procedure of the Faculty of Humanities and Social Sciences of Josip Juraj Strossmayer University of Osijek – consolidated text*. Over the past five academic years *fifteen (15) FFOS teachers with academic rank have exercised their right for the free study year*.

Standard	4.4. Space, equipment and overall infrastructure (laboratories, IT services, work sites, etc.) are appropriate for the implementation of study programmes and ensure the achievement of the envisioned learning outcomes and the realization of scientific/artistic and professional activities.
Elements of the standard	<p>4.4.1. The higher education institution plans and promotes infrastructure development in line with its strategic goals.</p> <p>4.4.2. Space, equipment and overall infrastructure (laboratories, IT services, work sites, etc.) are appropriate for the implementation of study programmes and ensure the achievement of the envisioned learning outcomes.</p> <p>4.4.3. Space, equipment and overall infrastructure (laboratories, IT services, work sites, etc.) are appropriate for the implementation of scientific and professional activities.</p>

At the Faculty of Humanities and Social Sciences in Osijek, a great deal of attention is paid to infrastructural development. The development of the Faculty's infrastructure is *planned within the framework of the annual financial plans and the projection of the plan for a two-year period*.

The Faculty of Humanities and Social Sciences in Osijek is located in two buildings – the main one, at Lorenz Jäger Street 9, which is under the protection of the Institute for Conservation of Cultural Heritage, and in the building located at Školska Street 4, which is part of the protected cultural and historical heritage of the city. It has housed the Faculty Library since 2019. Both buildings are *owned by the Faculty of Humanities and Social Sciences in Osijek*. The main building and premises of the Faculty are 5909 m² in total, while the usable (net value) building area is 4692 m² (ground floor – net area 1164 m², first floor – net area 1231 m², second floor – net area 1231 m², attic – net area 1066 m²). There are twenty-six (26) classrooms/lecture rooms (five of which are computer classrooms) with a total area of 1774.64 m², 48 teachers' offices with a total area of 702.23 m², 22 rooms/offices of the Faculty's common services and Faculty Administration with a total area of 714.94 m², Student's canteen and Teachers' Club with a total area of 72.97 m², other rooms: entrance, storage room, kitchenette, basement of the former Student's canteen, sanitary facilities and hallways of the Faculty total area of 1249.84 m². The remaining space, after the relocation of the Faculty Library (rooms 34 and 39), which was prepared for adaptation into classrooms in the upcoming period, with a total surface area of 177.38 m², is also included in the aforementioned area.

The Faculty building that houses the Library, is 445.29 m², with a yard of 433.57 m² and a storage building of 207.60 m² (see Standard 4.5).

Teaching in the academic year 2018/2019 took place in twenty-four (24) classrooms, including the Small Conference Hall and the Conference Hall of the Faculty. All classrooms are equipped with modern teaching appliances (computers and projectors) and are air-conditioned. During the summer semester 2018/2019, after the Library's relocation to the other building, two classrooms were completely renovated on the first floor of the main building – classroom 36, which was converted into a computer room (64.08 m², 24 seats) and classroom 38 (45.32 m², 20 seats) both of which were put to use in the winter semester of academic year 2019/2020. In the near future, the plan is to completely renovate the attic, which accommodates four classrooms, and by the end of 2020, to adapt room 34, i.e. the closed library storage (64.08 m²) into a classroom and to complete the renovation of room 39 (113.30 m²) into a representative multimedia

classroom-hall, which will be the continuation of the previously started significant expansion of teaching space, especially in the academic year 2018/2019, (namely, 177.38 m² in the vacated space of the former Faculty Library). The expansion also includes the renovation of the basement space of the old student canteen (70 m²) into a laboratory for the requirements of all departments (phonetic laboratory, laboratory for psychologists, etc.). The preparatory works have already been done, whereby additional space for exercises and seminars of Faculty study programmes will be provided. It is also planned to completely renovate the storage space (207.60 m²) in the courtyard of the Faculty Library, which will also provide additional space for the needs of the Library and for classes. Thus, at least five classrooms with a total area of 247.38 m² will be constructed in the coming period (without the building in Školska Street), which will provide a greater harmony of space capacities and the number of students enrolled, as well as the planned launching of new study programmes in line with the FFOS Strategic Plan 2016 – 2020. It is the same with the extension of office capacities for teachers – in the winter semester 2019/2020 two new offices (15.12 m² each) with eight (8) workplaces have been built for the purpose of the study programme *History of Art that begins in the academic year 2020/2021*.

Considering the past five academic years, starting with the academic year 2014/2015, the quantity, technical specifications and functionality of the computer equipment used in teaching, as well as in research and professional and administrative work at the Faculty, has been continuously increasing and in the last observed academic year 2018/2019 reached the level of excellence. This means the following: for teaching purposes the Faculty had five (5) computer classrooms with seventy-five (75) computers, which could also be used outside teaching time, in agreement with the person in charge. In addition to three specialized computer classrooms, and one which is a combination of computer and lecture room, thirty-six (36) computers were available to students in the Faculty Library reading room, all day long. Additionally, for teaching and research purposes, thirty-five (35) laptops were available to teachers and students, the use of which was regulated in agreement with the IT and Computer Network Office. In addition, all teaching and administrative staff of the Faculty were provided with their own desktop computers in their offices (147 teachers and 33 faculty services staff; teachers with academic ranks (106) were provided with laptops in addition to desktops). The last purchase of computer equipment was done in the academic year 2018/2019, amounting to HRK 471,691.19: forty (40) new all-in-one computers, twenty-six (26) of them are for the needs of the Faculty Library, which was relocated in the summer semester 2018/2019 to an independent building in Školska Street 4, and thirty-six (36) laptops, twenty (20) of them are for the needs of a new computer classroom, available to students since the 2019/2020 winter semester. All computers meet the needs of teaching and research with their technical characteristics. The IT and Computer Network Office maintains the computer equipment, the installation and uninstallation of computer programmes and antivirus protection and makes suggestions for their improvement. A wireless computer network in the eduroam system and multimedia facilities with panels for notifications and the teaching schedule are provided in the whole building of the Faculty. From 2015 to 2020 *the Faculty invested almost HRK 1.800.000,00 in computer equipment*. From the academic year 2015/2016 the Faculty uses the Subsystem for secure electronic delivery of documents with acknowledgment of receipt (e-delivery), which enables sending and downloading of various documents such as payrolls, decisions, invitations, etc. through a secure (encrypted) connection. In the academic year 2018/2019 an application for online registration and enrolment of PPDMI participants was created, and the e-travel authorization application was also fully implemented.

Regarding the resources, the Faculty makes constant investments and regular maintenance of the achieved level. During the five-year period, some capital investments were made in this regard. Great progress has been made *with the purchase of the new building in Školska Street 4 in the year 2018 and its adaptation and equipping for the needs of the Faculty Library*, which was relocated there in the summer of 2019, while the vacant space in the main building (308.96 m²) began to experience a transformation into new classrooms, laboratories and offices, as previously

stated. Also, in the spring of 2019, two new, modernly equipped spaces for the needs of students and staff of the Faculty were renewed – *the Students' Canteen and the Teachers' Club*, which significantly contributed to the improvement of the conditions of study and work at the Faculty. Also, *the extremely demanding works on the roof of the main faculty building have been finished*.

In the aforementioned five-year period, a total of *HRK 7,255,984.19 from own funds have been invested* in the renovation and adaptation of the main faculty building and the purchase and renovation of the new faculty building, which houses the Library. When this is summed up with the stated investments in computer equipment, the amount of HRK 9,055,984.19 is obtained.

According to student and teacher surveys, it is evident that the assessment of the teaching space and technical equipment in the five-year period, i.e. from the academic year 2014/2015 to 2018/2019, is quite high but leaves room for improvement of existing conditions.

Students evaluated the space and equipment of the Faculty during this period (data available for the academic years in which the internal student survey was conducted) as follows:

Academic year	2014/2015	2015/2016
Teaching space	4.54	4.42
Technical equipment	4.52	4.33

The teachers evaluated the space and equipment of the Faculty in the aforementioned five years as follows:

Academic year	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
Teaching space	4.27	4.13	4.13	4.21	4.10
Technical equipment	4.26	4.35	4.29	4.34	4.19

From the above it is evident that the space, equipment and overall infrastructure of the Faculty are adequate for the implementation of study programmes and ensure the achievement of the envisioned learning outcomes.

Standard	4.5. The library and its equipment and access to additional contents ensure the availability of literature and library services for the purpose of quality studying and quality research/artistic-teaching activities.
Elements of the standard	<p>4.5.1. The library and its equipment and additional contents ensure the requirements of quality studying.</p> <p>4.5.2. The library and its equipment and additional contents ensure the requirements of quality research /artistic-teaching activities.</p>

The *FFOS Library* is a detached faculty building located in Školska Street 4, occupying an area of 445.29 m². It is located on a lot of 1380 m² total area, which also has a storage area of 207.60 m². The Library was relocated to the detached building in the summer of 2019 from the main faculty building at Jägera Street 9, where it had been located since the beginning of the Faculty's activities and covered an area of 308.97 m². Library space has been significantly increased through the relocation and increasing will continue in the year 2019/2020 through the renovation of the yard (207.60 m²) for the purposes of the Library. The library in the new location currently has two (2) first floor reading rooms: a group workroom and a silent workroom with a total of 52 workplaces. The reading rooms are equipped with computers (26), Internet access and scanners. The ground floor of the Library is adapted for people with disabilities who have a computer and a scanner at their disposal. The ground floor of the building has an information desk, a desk with a computer to search the catalogue and a manual scanner. The library and reading rooms are open to users Monday through Friday from 8am to 7pm.

The Library employs five people with a university degree. They are joined periodically, in one-year engagements, by persons completing their professional training without commencing employment. Nine (9) persons have undergone training at the FFOS Library over the past five years as part of the professional training programme.

On 30 September 2019, the overall state of the library holdings, according to individual collections, amounted to 66378 volumes of books, 4 units of non-book materials, 678 copies of AV materials, 2243 master's theses and doctoral theses, 3702 volumes of bound periodicals, and 328 copies of foreign journals and 442 copies of domestic journals. Library materials are procured in accordance with curricula, guidelines for the acquisition of library materials, in cooperation with departments and sub-departments, according to approved financial resources, as well as gifts from individuals and institutions. The FFOS Library meets the requirements of quality studying, scientific research and professional work that is shown by the total number of purchased books and AV materials in the inventory books in the five-year period from 2015 to 2019. In the mentioned period, a total of 3297 books worth HRK 566,088.28 were purchased, as follows: 2015 – 1257 books (1043 compulsory literature) worth HRK 167,868.14; 2016 – 752 books (562 compulsory literature) worth HRK 179,364.65; 2017 – 557 books (430 compulsory literature) worth HRK 82,160.14; 2018 – 460 books (341 compulsory literature) worth HRK 81,856.57; 2019 – 271 books (180 compulsory literature) worth HRK 54,838.51. In addition, *a total of 98 copies of AV material in the value of HRK 11,599.28* were acquired during the same period, as follows: 2015 – 69 copies worth HRK 7,898.32; 2016 – 15 items worth HRK 1,982.00; 2017 – 3 copies worth HRK 185.03; 2018 – 7 items worth HRK 686.37 and 2019 – 4 items worth HRK 847.56. It is evident that the Library has a sufficient number of copies of compulsory teaching literature for all courses, which enables students of the Faculty to fulfil their study obligations without difficulty. In addition to teaching, *the Faculty Library offers literature for scientific research and professional work*. The Library has subscriptions to a number of journals (those that are not granted free access through a national

license, which is visible on the Library's website) from the social sciences and humanities necessary for research. The [Library website](#) provides quick links to [national](#) and [foreign](#) databases and sources the Faculty is subscribed to, which enables students and faculty to have scientific and professional information available. Users can also access the online databases on a subscription from the Ministry of Science and Education; they can access these online databases through the [Electronic Resources Portal for the Croatian academic and research community](#). Access to most of the online databases is regulated by the range of IP addresses of the Faculty computers, while the other part of the databases belongs to the group of databases with free access, which can be accessed from home by using a proxy server, and, in addition, Scopus and Ebsco are accessible via Shibboleth using personal AAI user names and passwords. From 2015 to 2019, [FFOS had access to subscribed online databases Project Muse and Library & Information science](#).

The FFOS Library is a part of the integrated library system of the City and University Library in Osijek, as well as libraries from the science and higher education system. All library material has been formally and substantively processed in the CROLIST library programme and made available to users for search. In 2016 the FFOS Library started the automatic lending, but due to the size of the library stock, this is still in process. With the help of the FFOS Library's online catalogue, the information on the library's holdings is available to users at any time.

The Faculty purchases the literature it does not possess, and copies that are not available in bookstores, and only needed for teaching staff for their research, are acquired through interlibrary loans, primarily in cooperation with other higher education libraries in the country. [According to the surveys](#), it is a service that teachers and students are very satisfied with, because it enables them to obtain the literature needed for their research (students grade 3.28; teaching staff 4.38). Borrowing from abroad is done through the National and University Library in Zagreb. The Electronic Resources Portal for the Croatian academic and research community provides access to databases with a national license and databases licensed by the University of Zagreb.

The Faculty has its own [digital repository created within the DABAR system](#). All the theses are regularly stored in it. The [current state of the FFOS repository](#) is as follows: bachelor's theses – 805, master's theses – 766, doctoral theses – 31 (on 15 February 2020).

The Faculty Library helps its users to find the right literature through the electronic service [Ask a librarian](#) by searching the library catalogue, local database and other sources of information and electronic databases in our country and in the world. The Library also implements an information literacy programme for its users in all study programmes, whereby [the library staff educate users to search the library catalogue and databases and to use library services](#). Also, the library staff support teachers by delivering workshops on Turnitin and systems such as Mendeley for easier reference management when writing scientific papers.

For the purpose of analysing and evaluating library services, the [Library conducts a survey \(every three years\)](#) of users' satisfaction with its services. In addition to the Libraries survey, in order to better organise its services, it continuously collects suggestions and comments from users on standardized forms, which can be stored anonymously or with personal information in the boxes provided in the reading rooms. According to information obtained from surveys in the period 2015 to 2019, very high marks are given to library services – the most satisfied with the library services are the teachers, with 93.59% completely satisfied or satisfied, while the student satisfaction level is slightly lower, i.e. 82.23% of the students are completely satisfied or satisfied. The majority of the teaching staff considers the Library to be important (15, 33.33%), or very important (14, 31.11%). The students assigned a high score of 4.03 to the FFOS Library for its importance in their professional and academic development. Respondents of the student population think that the Library is important (73, 33.18%), or very important (82, 37.27%). Both students and teachers evaluate library materials slightly lower (mean 3.7), which is slightly higher in the 2019 survey than the 2016 survey (mean 3.5). In relation to the importance of individual library services for the users of the teaching

and student population, the competencies and expertise of the library staff are the most important for teachers (mean 4.86), and the speed of service for students (mean 4.66).

As the Library offers numerous contents and various forms of support for students and teachers, special attention is given to informing users about the work of the Library through its [webpages](#).

The rules of operation of the Library and the conditions and way of using books and other library materials are regulated by the [Ordinance on the operation of the FFOS Library](#).

Standard	4.6. The higher education institution rationally manages financial resources.
Elements of the standard	<p>4.6.1. Financial sustainability and efficiency are evident in all aspects of higher education activities.</p> <p>4.6.2. The higher education institution manages financial resources transparently, effectively and purposefully.</p> <p>4.6.3. Additional funding is used to develop and improve the higher education institution.</p> <p>4.6.4. Additional sources of financing are provided through domestic and international projects, cooperation with industry, the local community, etc.</p>

The income structure (cf. Tables 4.11 and 4.12 of the Analytic Supplement to the Self-Evaluation Report from MOZVAG) shows that the Faculty receives most of the revenue from the Ministry of Science and Education for the salaries and the material rights of employees and the co-financing of material costs of teaching, research and artistic activities and the cost of studying of full-time students, in accordance with the [Decision of the Government of the Republic of Croatia on programme financing of public higher education institutions in the Republic of Croatia](#). The largest share of other sources of funding consists of own revenues from lifelong education (cf. Table 4.11 of the Analytic Supplement to the Self-Evaluation Report from MOZVAG), which cover the costs of implementing the lifelong education programme and for the development and improvement of the Faculty. In this respect among lifelong learning programmes particularly relevant is the PPDM programme, which is the only one in the Republic of Croatia that is implemented through the distance learning system and in every enrolment cycle attracts a large number of students from all parts of the Republic of Croatia.

Other sources of funding are provided through scientific research projects funded by the Croatian Science Foundation, in-house research and artistic projects at Josip Juraj Strossmayer University of Osijek, through cooperation with the business sector (Adris Foundation), revenue from space rental, conference translation, and other income with regard to the market and market conditions. FFOS participated from December 12, 2018 to January 11, 2020 in the project Development and establishment of an integrated study programme 'Medicine in the German Language'. The state budget of the Republic of Croatia for 2019 [provided funds in the amount of HRK 1,000,000.00 for the capital project K621061 – Maintenance of facilities, 4511 – Additional investments in construction facilities](#) approved by the Ministry of Science and Education for expressing interest in financing or co-financing the maintenance and renovation of public higher education institutions in 2019. In the year 2018, the Ministry of Science and Education has approved [non-refundable funds of HRK 500,000.00](#) to FFOS.

From the income from the organization of symposiums and scientific conferences at the Faculty, 10% is set aside for the improvement of the Faculty's activities. [Bobcatss](#) and [Carn Alara](#) are among the scientific conferences that have made the largest revenue in this regard in the last five years. From the lifelong learning programmes, other market activities and market conditions, 40% of the income is taken for the improvement of the Faculty's activities. Out of the rent of premises and equipment, 60% of the revenue is directed for the improvement of the Faculty's activities. The FFOS regularly pays funds to the University Development Fund in accordance with the current [Ordinance on the distribution of own resources at the level of the Josip Juraj Strossmayer University in Osijek](#).

In 2015, FFOS established the Science Fund for scientific-teaching, teaching and associate staff, and according to the *Decision on financing activities from the Science Fund*, the financial resources are used to attend scientific and professional conferences, purchase literature and support their research. Finances for the Science Fund have been gained from the allocation of Josip Juraj Strossmayer University of Osijek by programme funding of public higher education institutions in the Republic of Croatia to support basic research activities at public higher education institutions. If the money provided by the University is not sufficient for this purpose, appropriation from the Faculty's own resources is possible (see the *Ordinance on the distribution of own resources*). Until 2020, there was also a Professional Development Fund intended for non-teaching staff to finance the participation of non-teaching staff in seminars and in-service training. The *finances of the Professional Development Fund* were provided from the Faculty's own revenues, while they can currently be obtained through the Faculty's own and earmarked funds. The funds from the Programming Agreements are *used to improve the conditions of studying and quality of teaching*: financing of guest lectures, financing of field teaching, financing of extracurricular activities of students, financing of student journals and proceedings, financing of organization and implementation of student meetings, support of the Students Union, support for the Alumni Association.

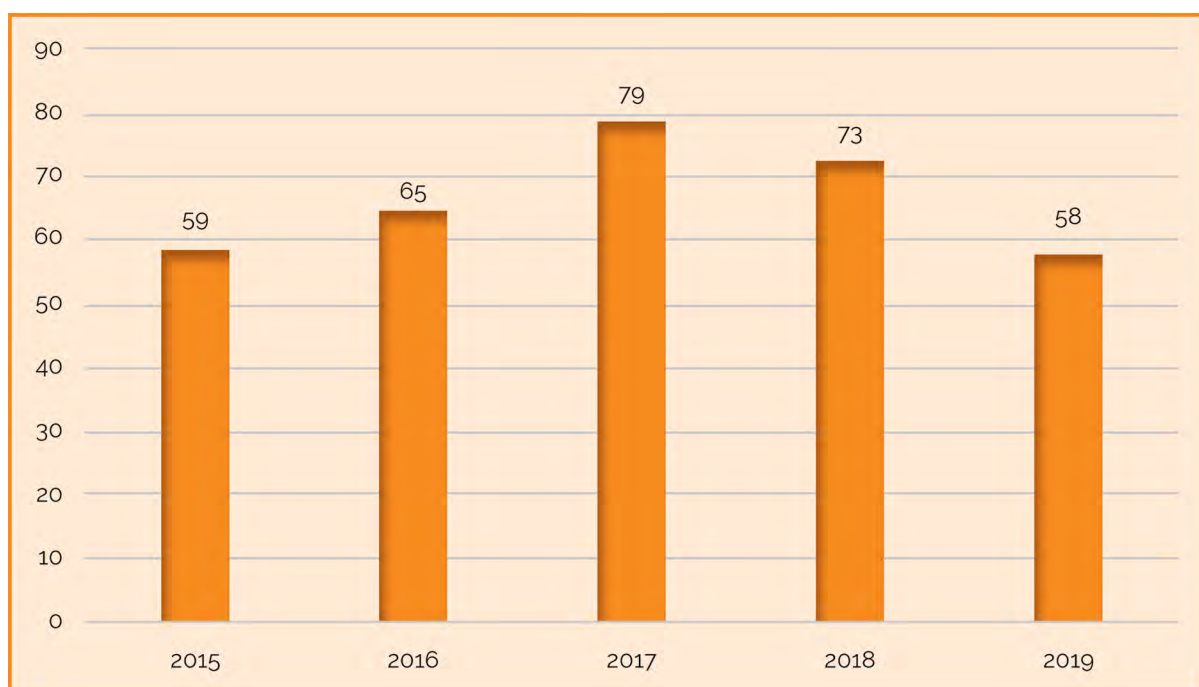
Over the past five years, *significant investments have been made in faculty buildings and infrastructure*, as discussed in Standard 4.4. The Faculty manages the available funds responsibly and sparingly, and the *management of financial resources is in accordance with the adopted financial plans*. When drafting a financial plan for a three-year period, all employees may submit proposals for plans to the Vice-Dean for Research and International Cooperation and the Vice-Dean for Development and Business Affairs, who prepare it in cooperation with the Dean of the Faculty and the Head of the Accounting and Finance Office. *The final plan is approved by the Senate of Josip Juraj Strossmayer University of Osijek*. Through the quarter and annual financial statements (PR-RAS and Liabilities) the income and expenses of the current year are compared with the previous year. This way, the increase and decrease in revenues and expenses compared to the previous year is controlled. All financial statements (and plans) are *regularly published on the web pages of the Faculty*. The work of the Accounting and Finance Office is transparent and clear. There is the *Procedure for entering into contractual obligations, receiving and checking accounts and payment by invoice*, and the *Guidelines on the procedure for procurement of works, goods and services*. The Faculty also has the *Procedure for claims handling and collection of claims at FFOS*, the *Procedure for payment of donations, aid and subsidies*, the *Cashier procedure*, the *Procedure for recording and archiving contracts* and the *Official Travel Procedure*. Several times a year, the employees of the Accounting and Finance Office *attend seminars organized by the Croatian Association of Accountants and Financial Professionals and the Association of Accountants and Financial Workers in Osijek* for training and monitoring changes in the laws and regulations used in budget accounting to improve the activities of the Faculty.

V. Scientific activity

Standard	5.1. Teachers and associates employed at the higher education institution are committed to the achievement of high quality and quantity of scientific research.
Elements of the standard	<p>5.1.1. Teachers and associates publish an appropriate number of high-quality scientific publications.</p> <p>5.1.2. The higher education institution has efficient procedures for encouraging high-quality scientific publication.</p> <p>5.1.3. The higher education institution keeps records of publications (publication index, citation impact, h-index, if applicable).</p> <p>5.1.4. The HEI's scientific/artistic activity is evident in PhD theses.</p> <p>5.1.5. Teachers and associates of the higher education institution actively promote scientific/artistic achievements at national and international conferences.</p>

Increasing the quantity and quality of research at the Faculty of Humanities and Social Sciences is one of the important strategic goals of the Faculty, as defined by the *Strategic Plan of the Faculty of Humanities and Social Sciences in Osijek 2016 – 2020* and *Strategic Research Programme of the Faculty of Humanities and Social Sciences in Osijek 2018 – 2022*. In the period 2015 – 2019, FFOS teachers and associates published a total of *986 scientific papers*, 425 of which were published in journals and 314 in conference proceedings, 43 authored books, 155 book chapters, and 46 edited books (*data as of 30 March 2020*). Out of a total of *986 scientific papers*, 741 were classified as highest category papers (data as of 25 February 2020, according to the Ordinance on the advancement into academic rank; criteria for the humanities; MOZVAG Information System, Table 5.1.a). Since FFOS teachers generally come from the fields of humanities and social sciences, there are differences in the frequency, type and place of publication of scientific papers between the two scientific fields and even between disciplines within the same scientific field. Scientists from the field of humanities published 426 scientific papers of the highest category according to the criteria for the humanities, whereas those in the field of social sciences published 171 papers according to the criteria for the social sciences (data as of 25 February 2020, MOZVAG Information System, Table 5.1.b). In the previous five-year period, FFOS teachers and associates published *334 papers* in publications indexed in the internationally recognized Web of Science database. As shown in Table 1, the number of scientific papers published by teachers and associates in journals and conference proceedings indexed in the Web of Science in the above-mentioned period ranges from 58 (in 2019) to 79 (in 2017), that is, 66.8 papers per year on average. However, a certain number of papers published in 2019 has not been indexed yet. Once this has been done, the number of 2019 papers will be even higher. *The total number of citations from those papers in the said period is 234 (h-index is 8)*. Considering that in the previous five-year period (2010–2014) *24.8 scientific papers* were published on average in journals and conference proceedings indexed in the WoS database, it is evident that there has been a significant increase in productivity, that is, FFOS teachers and associates are more and more focused on publishing in internationally recognized publications.

Table 1. Teachers' and associates' papers indexed in the Web of Science database (2015 – 2019)



The total number of papers published by teachers and associates in publications indexed in the Scopus database is **205**, or an average of 41 paper per year. The number of papers ranged from the lowest number, 32, in 2015 to the highest, 49 in 2017. Again, some papers produced in 2019 have not yet been indexed in Scopus. *The total number of citations of those papers in Scopus is 277 (h-index is 8).*

Table 2. Teachers' and associates' papers indexed in the Scopus database (2015 – 2019)



FFOS encourages scientific excellence of its teachers by adopting internal rules. Thus, according to FFOS Decisions on the Science Fund from 2019 and 2020 respectively, financial incentives are given for publication of papers indexed in the WoS and Scopus databases, particularly for publication in journals in the first quartile of the WoS database. Financial incentives are also provided for scientific project proposals, most notably the projects of the Croatian Science Foundation and the Horizon 2020 projects, which ultimately lead to publications of high-quality papers by teachers, as well as for publication of scientific authored books. The money generated from such activities is added to the annual allocated amount that all teachers, depending on their academic title, have available for research. High quality scientific publication is further encouraged by the *Ordinance on rewarding teachers, associates and non-teaching staff*, according to which awards for scientific work and excellence in science are given for publication in internationally recognized journals, whereas citation is one of the criteria for the award for excellence in science.

FFOS systematically monitors the scientific productivity of teachers in order to encourage high quality scientific work through activities incentivized in accordance with the Decisions on the use of funds from the Science Fund. The number and indexation of scientific papers published by FFOS teachers were recorded and analysed in the annual research activity reports for 2015, 2016, 2017, 2018 and 2019, while a special productivity analysis for all the organizational units of FFOS is currently being prepared. The said reports also include the number of citations from scientific papers written by teachers as well as publication trends, the total number of published papers, indexed papers and citations. Based on the collected data, guidelines are given on improving the quantity and quality of scientific papers in the future.

In the period 1 January 2015 – 31 December 2019, there were three postgraduate study programmes carried out by FFOS. In the same period, 29 doctoral theses were defended (three of which by FFOS teachers). Also, a total of 19 scientific papers were co-authored with doctoral candidates. 20 doctoral theses were defended at the Postgraduate study programme in Linguistics, 6 at the Postgraduate university study programme in Literature and Cultural Identity, and 3 at the Postgraduate university study programme in Pedagogy and Contemporary School Culture.

FFOS teachers and associates actively participated in a large number of scientific conferences at home and abroad. A total of 648 conference presentations were also published in conference proceedings (scientific papers in conference proceedings, professional papers in conference proceedings, other papers in conference proceedings), conference abstracts (abstracts in conference proceedings and journals, other participation in conferences), extended abstracts in conference proceedings and journals, short communications in conference proceedings and journals).

In the past five-year period, FFOS (co)organized a total of 43 scientific, professional and scientific-professional conferences. In total, 27 national conferences were (co)organized (15 scientific conferences, 5 professional conferences and 7 scientific-professional conferences), and 16 international conferences (13 scientific conferences and 3 professional conferences). As far as (co)organization of conferences is concerned, FFOS collaborated with a number of respectable scientific, higher education and professional institutions from Croatia and abroad, such as: Croatian Psychological Society, Croatian Philosophical Society, Institute of Philosophy, Croatian Institute of History, Croatian Academy of Sciences and Arts, Croatian National Theatre in Osijek, Institute of Croatian Language and Linguistics, Catholic Faculty of Theology, Zagreb, School of Communication and Information (Rutgers University, USA), Linnaeus University (Sweden), Uppsala University (Sweden), The Hague University of Applied Sciences (The Netherlands), Univerzita Sv Cyrila a Metoda Trnava, Faculty of Mass Media Communication (Slovakia), Hochschule der Medien Stuttgart (Germany), Vytautas Magnus University, Academy of Education (Lithuania), Faculty of Philosophy – University of Montenegro, Universidad Complutense Madrid, Facultad de Ciencias de la Información (Spain), Politécnico do Porto (Portugal) and others.

Standard	5.2. The higher education institution provides evidence for the social relevance of its scientific / artistic / professional research and transfer of knowledge.
Elements of the standard	<p>5.2.1. The higher education institution monitors and takes into consideration the needs of society and labour market in planning its research activities.</p> <p>5.2.2. The higher education institution has an efficient support system for research and transfer of knowledge and technologies.</p> <p>5.2.3. Teachers and associates participate in the activities of scientific, arts and professional organisations.</p>

The social applicability of research goals has been taken into account when planning strategic goals and topics in the Strategic Research Programme, and it is also reflected in both scientific and professional projects that took place or started at FFOS in the past five-year period. Thus, for example, some project topics were related to reading in the digital age (*COST IS1404 E-READ: Evolution of Reading in the Age of Digitisation, 2014 – 2018* – Dr. Zoran Velagić), mobility and inclusion (*CP-IP SSH.2013.5.2-1 FP7 MIME project – Mobility and Inclusion in Multilingual Europe, 2014-2018* – project coordinator: Dr. Marija Omazić, Full Professor), a panorama of Croatian literature (*HRZZ – A Panorama of Croatian Literature in 17th Century Dubrovnik, 2014-2018* – project coordinator: Dr. Milovan Tatarin, Full Professor), archaeological practices and work in the digital environment (*COST CA5201 ARKWORK: Archaeological practices and knowledge work in the digital environment* – project coordinator: Dr. Sanjica Faletar Tanacković, Full Professor), study abroad research in European perspective (*COST CA15230 SAREP: Study Abroad Research in European Perspective* – project coordinator: Dr. Višnja Pavičić Takač, Full Professor), digitization of heritage and documentation and scientific evaluation of the presence of German immigrants in Croatia (*DAAD-Project: 57338369 – GIP – Project: In Search for Traces of the German Language, Literature and Culture on Croatian Soil* – project coordinator: Dr. Tihomir Engler, Assistant Professor), prosocial and antisocial behaviour of children (*HRZZ IP-2016-06-3917 – Behavioural Problems of School Children: The Role of Executive Functions, Individual, Family and Genetic Factors* – project coordinator: Dr. Silvija Ručević, Associate Professor), ethnic relations and conflicts (Queen's University of Belfast bilateral project – *Helping Kids! Promoting Positive Intergroup Relations and Peacebuilding in Divided Societies* – FFOS coordinator: Dr. Jasmina Tomašić Humer, Assistant Professor), social integration of elderly persons (*UNIOS ZUP 2018-76 – Information Needs of Alzheimer Patients and Their Caregivers* – project coordinator: Dr. Sanjica Faletar Tanacković, Full Professor), improving teacher competences (*HRZZ/IP-2018-01-8363 Professional Teacher Training Improving Learning Outcomes in Primary School Students in Science Mathematics* – project coordinator: Dr. Branko Bogнар, Associate Professor), coherence of the text in a foreign language with respect to the mother tongue (*HRZZ IP-2016-06-5736 – Coherence of the Written Text in a Foreign Language: Croatian, German, English, French and Hungarian in Comparison* – project coordinator: Dr. Vesna Bagarić Medve, Full Professor) and the reasons for resisting the vaccination of children (*HRZZ IP-2019-04-7902 – Influence of the Internet and Social Media Vaccination-Related Attitudes and Decisions* – project coordinator: Dr. Željko Pavić, Associate Professor).

Through its Science Fund and logistical support, FFOS encourages the submission of professional project proposals whose aim is the transfer of knowledge and technologies as well as cooperation with stakeholders in the private and public sectors. According to the *Ordinance on the exercise and right to use own-source, earmarked and other revenues*, the manager of professional market projects keeps 89% of the project revenues for the payment of material costs, including

the personnel costs, which additionally encourages the submission and implementation of projects. An example of a successfully implemented activity related to the transfer of knowledge and technology is the *'ICT Science Laboratory'* project, funded by the European Social Fund, with the participation of the Department of Information Sciences, led by Dr. Tomislav Jakopec, Assistant Professor. As part of the said project, the FFOS teachers participated in activities aimed at developing a teacher training programme in two private secondary schools in acquiring the knowledge to apply digital content, define and apply the learning outcomes and optional classes curriculum. Seven curricula were also developed as part of the project, which are related to the design of on-line content and databases. At the end of 2018, the proposal of the project *'Development of Learning and Collaborative Platform for Monitoring the Development of Children'* was also submitted as part of the open call called Capacity-building in Research, Development and Innovation, funded by the European Regional Development Fund. The project also provides for the patent application and the implementation of an information and communication technology system developed by FFOS teachers working at the Departments of Information Sciences, Psychology and Pedagogy with one educational firm in the private sector and pre-school educational institutions. In order to increase social relevance and transfer of its own research results, in 2013 FFOS launched cycles of science popularization lectures called *Open Thursday*, where FFOS teachers as well as researchers from other institutions, aim to bring scientific topics closer to the general public and support the idea that research should benefit the community. A total of *65 science popularization lectures* have been held so far as part of *Open Thursday*, some of which are also available on the *YouTube channel*. As evident from the annual research activity reports (2015., 2016., 2017., 2018. and 2019.), teachers also participate in the *Science Festival* activities and a number of other science popularization activities (*Book Night*, *Croatian Book Month*, *Creative Treasury*, etc.).

Teachers and associates are exceptionally involved in the work of *scientific, artistic and professional associations*, such as branches of scientific and professional organizations and associations (Croatian Philological Society, Croatian Library Association, Croatian Psychological Society, Croatian Sociological Society, Croatian Historiographers' Society in Osijek, Croatian Reading Association, Croatian Association for Behavioural-Cognitive Therapies, Institute of Baranja Historiography, Croatian Institute for Local Government, Croatian National Committee of Historical Sciences, Glotta Institute of Language, etc.). Teachers and associates are also members of a *large number of professional, public and advisory bodies and committees in the private and public sectors*. Some of the most notable are *memberships in the Scientific Field Committee* for Philology (Dr. Marija Omazić, Full Professor, Dr. Zlata Šundalić, Full Professor), the Scientific Field Committee for Information Sciences (Dr. Kornelija Petr Balog, Full Professor), and the Scientific Field Committee for Interdisciplinary Sciences (Dr. Damir Hasenay, Full Professor), the National Council for Science, memberships in sectoral councils of the Ministry of Science and Technology (Dr. Tanja Gradečak, Associate Professor – Sectoral Council XXV – Philology), memberships in governing or supervisory boards of professional or scientific associations (Croatian Applied Linguistics Society, Croatian Association for American Studies, Croatian Philological Society, *Matica hrvatska* cultural association, Croatian State Archives Osijek, Osijek Psychologists Society, Regional Committee for Slavic Studies of the Hungarian Academy of Sciences, etc.), as well as a number of other boards and committees.

Standard	5.3. Scientific/artistic and professional achievements of the higher education institution are recognized in the regional, national and international context.
Elements of the standard	<p>5.3.1. Teachers, associates and professional staff have received university, national and international awards for their scientific / artistic / professional achievements.</p> <p>5.3.2. The higher education institution is a holder of an adequate number of scientific / artistic / professional projects (university, national and international projects).</p> <p>5.3.3. Teachers, associates and professional staff participate as invited lecturers in an adequate number of national and international conferences.</p> <p>5.3.4. Teachers and associates are members of the scientific / artistic / professional boards of conferences, and editorial boards of scientific journals.</p>

In the period 2015 – 2019, teachers, associates and administrative staff of the Faculty received numerous *scientific and professional awards and recognitions*, among which the most notable are the following: a) annual (state) award of the Ministry of Science and Education in the category of popularization and promotion of science, awarded to Dr. Milica Lukić, Full Professor and Dr. Vera Blažević Krezić; b) recognitions for scientific and professional work of various cultural, scientific institutions and associations and regional self-government units such as Matica hrvatska, Croatian Writers' Association, Croatian Society of Film Critics, Vukovar-Srijem County etc., among whose recipients are Dr. Goran Rem, Full Professor, Dr. Milica Lukić, Full Professor, Dr. Vera Blažević Krezić, Dr. Ivan Trojan, Associate Professor, Dr. Ružica Pšihistal, Full Professor, Dr. Sanja Jukić, Assistant Professor, Dr. Marijan Krivak, Full Professor, Dr. Vladimir Karabalić, Full Professor; c) awards for professional work given by foreign faculties (Faculty of Philosophy in Mostar and Faculty of Philosophy in Zenica); and d) awards and recognitions by journals and conference organization committees.

In the period 2015 to 2019, *a total of 45 scientific and professional projects managed by FFOS teachers were implemented, of which 22 scientific and 23 professional*. Of these, 4 were research projects of the Croatian Science Foundation, 3 of which are still ongoing. Since another project was signed at the end of 2019, there are 4 research projects of the Croatian Science Foundation managed by the FFOS teachers currently underway. Another ongoing, externally funded project in the Republic of Croatia is the one funded by the Adris Foundation, which was signed in 2018. In the aforementioned period, there were a total of 14 internal scientific projects funded by the University of Osijek, 2 of which are ongoing. Other projects include 3 international scientific projects, one of which is a bilateral project on cooperation in science and technology between Serbia and Croatia (funded by the Ministry of Science and Education) one project implemented in partnership with Bergen University (Norway) and another one with Queen's University in Belfast (United Kingdom).

In 2015, a total of 15 projects (8 scientific and 7 professional) in the field of humanities and social sciences were carried out at FFOS and an additional 8 scientific and professional projects were signed. Of those 8 scientific projects, 1 was the project of the Croatian Science Foundation, 6 were internal university scientific projects managed by FFOS, and 1 was the FP7 project in which FFOS was a partner institution. In 2016, a total of 11 projects were carried out, of which 5 were sci-

entific (1 research project of the Croatian Science Foundation, 3 internal university projects managed by FFOS and 1 FP7 project in which FFOS was a partner institution), and 6 professional projects, whereas an additional 9 scientific and professional projects were signed. In 2017, a total of 20 projects were implemented, of which 9 were scientific (2 research projects of the Croatian Science Foundation and 6 internal university projects managed by FFOS, and 1 FP7 project in which FFOS was a partner institution), and 11 professional projects, whereas an additional 9 scientific and professional projects were signed. In 2018, a total of 21 projects in the field of humanities and social sciences were carried out at FFOS, of which 3 were research projects of the Croatian Science Foundation and 5 internal university scientific projects managed by FFOS, 1 FP7 and 1 bilateral project with the University in Bergen where FFOS was a partner institution). In 2018, 7 additional scientific and professional projects were signed. In 2019, a total of 21 projects were implemented, of which 3 were projects of the Croatian Science Foundation, 2 internal university projects and 1 scientific and technological cooperation project of the Ministry of Science and Education. 4 new projects were signed, of which 1 is a research project of the Croatian Science Foundation.

In the period 2015 – 2019, teachers of the Faculty of Humanities and Social Sciences in Osijek held *a total 38 invited and 38 plenary lectures* at national and international scientific and professional conferences.

In the period 2015 – 2019, FFOS teachers and associates participated in the editing of *38 journals* in total (Analytical Table 5.5. from MOZVAG Information System), of which 21 are journals published in the Republic of Croatia, 16 are foreign journals (published in Bosnia and Herzegovina, Bulgaria, Montenegro, Latvia, Lithuania, Poland, Portugal, Serbia, Spain, and United Kingdom) and 1 journal published both in Croatia and abroad. FFOS teachers and associates were members of various *editorial boards*, in the capacity of editors-in-chief, editorial board members, editorial council members, and technical editors. At the moment, FFOS independently publishes two journals – *Anafora* and *Jezikoslovlje*, both of which are indexed in the Web of Science database. In addition, it publishes the *ExeLL* journal in cooperation with the Faculty of Humanities and Social Sciences in Tuzla (Bosnia and Herzegovina), which is indexed in the Scopus database.

Standard	5.4. The scientific / artistic activity of the higher education institution is both sustainable and developmental.
Elements of the standard	<p>5.4.1. The research / arts development strategy is aligned with the vision of development of the higher education institution.</p> <p>5.4.2. Scientific / artistic activities are established by the strategic programme of the higher education institution.</p> <p>5.4.3. The higher education institution has appropriate resources for its scientific / artistic activities.</p> <p>5.4.4. The HEI recognizes and rewards scientific / artistic achievements of its employees.</p> <p>5.4.5. The HEI continuously improves its scientific / artistic activities by appropriate financing, human resource management, investing in spatial resources, equipment and appropriate literature, supporting dissemination of results and development of doctoral theses.</p>

The basic strategic act governing the development of FFOS serves as a starting point for specifying the activities and outcomes of the FFOS Strategic Research Programme as the basic strategic act in the FFOS's scientific activity. In the [Strategic Plan of the Faculty of Humanities and Social Sciences 2016 – 2020](#), FFOS outlined its strategic goals for the development of scientific activity and specified its operational plans for achieving the set goals, expected outcomes, performance indicators and monitoring mechanisms. The said document describes five general strategic goals for the development of FFOS's scientific activity. Based on these goals, the [Strategic Research Programme of the Faculty of Humanities and Social Sciences in Osijek 2018 – 2022](#) specified the activities and outcomes, which are grouped into four thematic units: Postgraduate study programmes, Scientific work, Projects, and International Cooperation. These activities are implemented by means of scientific topics, which are dealt by teacher research groups, and monitored through annual reports based on defined indicators.

The Report on the Implementation of the [Strategic Research Programme of the Faculty of Humanities and Social Sciences in Osijek 2013 – 2017](#) forms the introductory part of the [Strategic Research Programme of the Faculty of Humanities and Social Sciences in Osijek 2018 – 2022](#), as well as part of annual research activity reports for 2013, 2014, 2015, 2016 and 2017. It has been established in these documents that the [Strategic Research Programme of the Faculty of Humanities and Social Sciences in Osijek 2013 – 2017](#) was realized for the most part when it comes to organizational outcomes (academic advancement), but that it is still necessary to create scientific networks of FFOS teachers and encourage a project-focused mindset and a more systematic exploration of topics in future strategic research programmes. Several activities have been undertaken accordingly. First of all, starting from 2018, we began writing special annual reports on the implementation of the Strategic Research Programme to further monitor whether its outcomes have been fulfilled. In the [Report on the Implementation of the Strategic Research Programme for 2018](#) it was concluded that 10 of the proposed 65 research topics were covered by projects implemented in 2018, while an additional 10 projects were connected with the previous five-year period. Of the 10 projects implemented in 2018 and covered by the topics from the current Strategic Research Programme, 3 are projects of the Croatian Science Foundation, 3 are internal university projects, 3 are European projects, and 1 is a project of the Ministry of Demography, Family, Youth and Social Policy. Other topics are, as a rule, covered by published scientific papers, conferences and other outcomes (popularization lectures, etc.). Some 10 topics in 2018 were not covered by the

outcomes achieved in 2018, however, it should be taken into consideration that their realization generally applies to a total of five years, and not exclusively to 2018. Likewise, one part of the proposed research topics was covered by projects that were submitted in 2018 but were not approved, which leads to the conclusion that the coverage of the research topics by the projects is at a satisfactory level, that is, it can be expected that at the current pace most of the proposed topics will be covered by projects. It was concluded in the [2019 Scientific Research Report](#) that the coverage of topics by projects was at a satisfactory level, that is, 10 topics were covered by research projects led by FFOS teachers, of which 4 were projects of the Croatian Science Foundation, 2 were COST projects, 2 international bilateral projects, 1 internal university scientific project and 1 project of the Ministry of Demography, Family, Youth and Social Policy.

Furthermore, in order to increase the possibilities of quality achievement of the goals set in the [Strategic Research Programme of the Faculty of Humanities and Social Sciences in Osijek 2018 – 2022](#), as well as in future strategic research programmes, in 2019 FFOS initiated the founding of research centres bringing together teachers and students from different organizational units and external stakeholders (scientists and practitioners). This will increase the capacity for applying project proposals and publishing in internationally recognized and categorized publications, with regard to topics defined by strategic research programmes. There are currently nine research centres at FFOS: [Centre for Didactics and Teaching Methodology Research](#), [Centre for Digital Ethics](#), [Centre for Interdisciplinary Research](#), [Centre for Internet and Society](#), [Centre for Cultural Identity and Regional Heritage Research](#), [Centre for Linguistic Research](#), [Centre for Books and Reading](#), [Centre for Popular Culture](#) and [Centre for North American Studies](#).

FFOS uses the funds obtained from the Ministry of Science and Higher Education as part of the programme funding of science as resources for its scientific activities. As a rule, these funds were insufficient until 2019, so that FFOS additionally funded scientific activities through its own resources. Teachers have offices, books and electronic literature at their disposal, as well as computers and other necessary resources required for scientific work. According to the data collected on 30 September 2019, the [Faculty Library](#) has at its disposal library holdings comprising 66,378 volumes available to teachers for research. In the past five years (2015 – 2019), FFOS purchased with its own funds [computer equipment](#) in the total value of nearly HRK 1,800,000. In addition to being used for teaching purposes, this equipment is also used for research, i.e., each teacher has a computer at his / her disposal.

Funds available to teachers from the FFOS Science Fund are sufficient to cover the costs of dissemination of research results (they are mainly used for participation at scientific conferences), as well as to purchase additional research literature and some smaller equipment needed for research. In 2020, FFOS initiated the [funding of internal scientific projects](#). Therefore, the basic orientation of FFOS is to provide, with its own resources, the basic funds for scientific work and dissemination of research results and for smaller projects that would be used to develop capacities for competitive project proposals. The funds available at FFOS in the period from 2015 to 2019 made it possible to achieve these goals, which is evident from the amounts of funding spent. However, emphasis is still placed on competitive, national and international research projects that would provide additional funding for scientific work.

In addition to financial incentives given for research from the FFOS Science Fund, special monetary awards are also given for scientific achievements. According to the [Ordinance on Rewarding Teachers, Associates and Non-teaching Staff](#), two awards are provided for achievements in research. The award for research is awarded annually, one for the achievements in the social sciences and one for the humanities. The award criterion (Article 6 of the Ordinance) in the field of social sciences is the publication of a scientific paper in the best-ranked national or foreign journal (measured by centiles) in WoS, according to the Journal Citation Reports publication or, alternatively, the publication in Scopus journals, whereby the ranking (measured by centiles) in Scimago journal ranking (according to SJR) should be taken into account. In the field of humanities, awards

for achievements in scientific work are given for scientific papers published in reputable national or foreign journals, or for publication of monographs. The award for excellence in science is given every three years on the basis of the following qualitative and quantitative indicators: 1. indexation and citation of published scientific papers in WoS and Scopus, 2. total number and type of published scientific papers, 3. scientific project management. In the period 2015 – 2019, a total of *nine awards* were given, 7 for scientific work and 2 for excellence in science.

With its Decisions on the Science Fund (*2015., 2016., 2017., 2018., 2019., 2020.*), FFOS continuously encourages the research of its teachers, using the funds earmarked for such purpose from the State Budget, as well as additional funds from their own revenues. In *2015*, prior to the establishment of the Science Fund, the amount of HRK 337,286.26 was allocated to FFOS for research purposes within the framework of Multi-year earmarked funding of science from the State Budget. In *2016*, HRK 336,935.32 was allocated to FFOS through the Multi-year institutional funding of scientific activity (VIF), and a total of HRK 442,046.30 was spent from the Fund, with an additional HRK 6,610.00 spent on research conducted by the doctoral candidates. From the above data it is evident that in 2016 FFOS invested HRK 111,720.98 in research from its own revenues. In *2017*, the amount of HRK 394,873.02 was allocated to FFOS through VIF, and an additional HRK 168,899.32 was invested from the Faculty's own revenues. In *2018*, HRK 447,634.20 was allocated to FFOS, and it invested an additional HRK 67,177.46 in research from its own revenues. In *2019*, FFOS was allocated HRK 607,629.87 through research programme funding, i.e., there was an increase in funding. Through the FFOS Science Fund for 2019, HRK 530,838.85 was spent on the request of the employees, and an additional HRK 41,922.09 was spent on doctoral candidates' research work. The remaining funds were spent on memberships in national and foreign associations, publishing of FFOS journals and publishing of books edited by FFOS.

Each teacher has an annual allocated amount available in the Science Fund, depending on their academic title, which is subsequently increased depending on the activities that the teachers themselves undertake and carry out. They are encouraged to submit scientific project proposals as well as those where they are in partner status, while approved project proposals are especially rewarded. Although teachers are increasingly active in submitting scientific and professional project proposals, *the FFOS Decision on the Science Fund* adopted in January 2000 further increased the capacities to submit competitive project proposals by launching internal scientific projects. The said Decision provides for the financing of one three-year project in the field of social sciences and one in the field of humanities, with the total funding amounting to HRK 120,000, while the call for internal projects will be published biennially. This will enable excellent scientists, especially younger ones, to conduct initial research of a specific topic and form research groups, which will then be more willing to submit national and international scientific project proposals.

FFOS supports the organization of scientific and professional conferences, organized or co-organized by FFOS, financially and through other resources. In accordance with previous decisions on the Science Fund, there were fixed amounts earmarked for supporting conferences, depending on the number of participants, whereas the new *Decision on the Science Fund of January 2020* provides for individualized funding of conferences depending on the needs of the organizer, which will proceed according to the FFOS annual plan of scientific conferences.

During the five-year period between 1 January 2015 and 1 January 2020, FFOS purchased a total of *3,297 books* intended for research, teaching and professional activities, totalling HRK 566,088.28, and 98 units of audio-visual material in the value of HRK 11,599.28. In addition to journal databases that are available to the Faculty on the basis of a *national licence*, that is, a subscription provided by the Ministry of Science and Education, FFOS also ensures the subscription to additional scientific journal databases, if needed, and/or required by the teachers. Thus, in *2017* and *2018*, FFOS was subscribed to the Project Muse database, in 2017 to the *Cambridge University Journals* and *Emerald Journal E-Education*, and in 2018 to the *EBSCO Library & Information Science* database.

During the academic year 2017/2018, an intensive training of all teachers and associates on open access principles and the SHERPA RoMEO copyright protection system was organized. Also, additional funds were added to the Science Fund for teachers who published open-access scientific and professional papers (FFOS Repository, Researchgate, Academia, Crosbi), thus further encouraging researchers to disseminate their research more intensively, which subsequently resulted in better visibility of FFOS scientific activity.

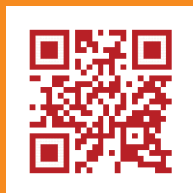
Standard	5.5. Scientific/artistic and professional activities and achievements of the higher education institution improve the teaching process.
Elements of the standard	<p>5.5.1. Space and equipment for scientific / artistic research and professional activities is used in teaching at undergraduate, graduate and postgraduate level.</p> <p>5.5.2. Undergraduate, graduate and postgraduate students are involved in scientific / artistic / professional projects of the HEI.</p> <p>5.5.3. Both teaching at the undergraduate and graduate levels, and doctoral theses reflect the scientific / artistic research and professional activities and achievements of the higher education institution.</p>

Equipment purchased for research purposes, primarily computers and research software, is used in teaching at undergraduate, graduate and postgraduate study levels. For example, the SPSS software is used at all study levels, particularly in the social sciences courses (Information Sciences, Pedagogy, Psychology and Sociology). Within the framework of the Intervakc project (Croatian Science Foundation), purchasing additional licenses for *NVivo software* for processing qualitative data is planned, which will be also used for the preparation of final and diploma papers at the Department of Sociology. FFOS also purchased *Mood Metrics Ring* equipment for measuring the electrodermal reaction for research purposes. The said equipment is used in the Applied Methodology Practicum at the Department of Psychology.

In the period 2015 – 2019, a total of 79 students of all study levels were involved in scientific and professional projects of the Faculty. FFOS teachers actively involve undergraduate and graduate students in the research they conduct, as evidenced by the total of *78 published papers in the period 2015 – 2019 that are co-authored with students*. Among these, *31 papers were published in journals and conference proceedings indexed in the Web of Science and Scopus databases*. Due to the need for increased work on projects, the *Decision of the Faculty Council of 17 January 2018* was adopted, providing for the participation of excellent students (student researchers) in projects that FFOS manages and/or is a partner institution, thus encouraging the student population to take a more active role in research conducted at our HEI. Under the mentorship of their teachers, students are also involved in a large number of popularization activities, most notably the *Science Festival*, and a student representative is a member of the *Committee* in charge of organizing and implementing the *Open Thursday*, the most important science popularization activity of the Faculty. The relationship between the teaching process at the undergraduate and graduate study levels and research activities is evident in the students involvement in *student journals* (Aleph, Didaskalos, Essehst, Hrvatistika, Libros that publish, among others, scientific and professional student papers, which were created during course activities and as a result of student obligations.

At the FFOS postgraduate study programmes, *a total of 29 doctoral theses* were defended in the period 2015 – 2019. In the same period, a total of *19 scientific papers* were co-published with doctoral candidates who successfully completed their studies, 8 of which were published in scientific journals and 11 in scientific conference proceedings. Eight papers were co-published with doctoral candidates at the Postgraduate study programme in *Linguistics*, and the remaining 11 at the Postgraduate study programme in *Literature and Cultural Identity*. So far, 3 doctoral theses have been defended at the Postgraduate doctoral study programme in *Pedagogy and Contemporary School Culture* but no papers have been published with doctoral candidates yet. The doctoral candidates were also involved in numerous scientific and professional *projects* of FFOS, in the framework of which scientific papers and doctoral theses were written.

In addition, the *preparation of new and amendments to the existing postgraduate university (doctoral) study programmes*, as well as the selection of elective courses and workshops within the existing postgraduate (doctoral) study programmes, *take into account the scientific research, professional activity and achievements of the FFOS and is carried out in line with recommendations arising from the reaccreditation process of the postgraduate study programme*. Rules for the delivery of the Postgraduate study programmes (*Literature and Cultural Identity, Linguistics, and Pedagogy and Contemporary School Culture*) specify their organization and delivery, enrolment conditions, loss of student status, application procedure, grade and defence of doctoral theses and other issues of importance for the delivery of the study programme. Rules for the delivery of the Postgraduate study programmes specify the role of mentors as well as the conditions for their appointment (see Article 13 – Article 15), which require, among other things, that they be actively involved in research in the field that the doctoral thesis is based on, *thus ensuring the connection of doctoral theses topics and scientific activity of mentors*.



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