SELF-EVALUATION
FACULTY OF HUMANITIES AND SOCIAL SCIENCES IN RIJEKA

(2021 – 2025)

Rijeka, 2026

Self-Evaluation
Faculty of Humanities and Social Sciences in Rijeka
(2021–2025)

General Information

Name of the higher education institution under evaluation:

University of Rijeka, Faculty of Humanities and Social Sciences

Name of the university of which the higher education institution is a constituent unit:

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Year of establishment:

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Date of adoption of the Self-Evaluation Report by the Faculty Council:

24th of September 2026

Period covered by the Self-Evaluation Report:

2021–2025

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(appointed at the 4th extraordinary electronic session of the Faculty Council of the Faculty of Humanities and Social Sciences in Rijeka,
held on 15–16 January 2026)

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Table of Contents

INTRODUCTION 6

0.1. A short overview of the development of the higher education institution 6

0.2. Overview of the current situation 6

0.3. Review of the results of previous external evaluations 7

0.4. Organisational structure, management and activity of the higher education institution 12

0.5. Schematic representation of the Faculty's organisational structure 14

1. HIGHER EDUCATION INSTITUTION MANAGEMENT AND QUALITY ASSURANCE 15

1.1. The mission of a higher education institution guides the process of operational planning and the development of quality assurance processes. 15

1.2. The higher education institution defined the internal organisational structure and processes that are managed responsibly, efficiently and effectively, and the higher education institution's stakeholders are included in the decision-making processes 18

1.3. The higher education institution collects, analyses and uses data relevant for the effective management of all activities, and publishes the information about its work. 23

1.4. The higher education institution supports ethics and transparency, academic integrity and freedom, and prevents all types of unethical behaviour, intolerance, and discrimination 25

1.5. The quality assurance system is periodically improved and revised on the basis of the results of implementation of regular internal and external quality assurance procedures. 27

2. STUDY PROGRAMMES AND LIFELONG LEARNING PROGRAMMES 31

2.1. The intended learning outcomes at the level of a study programme are aligned with the competences a student should gain by completing the study programme, as well as with the CroQF level. 31

2.2. The higher education institution determined the processes for planning and developing new study programmes, and for monitoring and periodically revising the existing ones. This ensures that the study programme is up-to-date, and that the content of study programmes is aligned with the latest scientific / artistic / professional knowledge. 33

2.3. Student practice is an integral part of study programmes, where applicable. 37

2.4. Quality assurance of lifelong learning programs is part of the internal quality assurance system of the higher education institution. This ensures that study programmes are relevant and up to date and that they meet the current social needs. 39

3. STUDENT-CENTRED LEARNING AND TEACHING – THE TEACHING PROCESS AND STUDENT SUPPORT 41

3.1. Learning and teaching are student-centred and ensure that all the intended learning outcomes are achieved. 41

3.2. The assessment and evaluation are objective and consistent, and they ensure that all the intended learning outcomes are achieved. 45

3.3. The requirements for student enrolment and progress, recognition and certification are clear, publicly available, and consistently applied. 47

3.4. The higher education institution provides sufficient and easily accessible resources to support students. 53

3.5. The higher education institution provides favourable conditions and support for students entering international outgoing and incoming mobility programmes. 58

4. TEACHING CAPACITIES AND INFRASTRUCTURE OF THE HIGHER EDUCATION INSTITUTION 62

4.1. The higher education institution ensures adequate teaching capacities. 62

4.2. Teacher recruitment, advancement and re-appointment is based on objective and transparent procedures, which include the evaluation of excellence. 66

4.3. The higher education institution ensures support to teachers in their professional development. 70

4.4. The premises, equipment and the complete infrastructure is suitable for teaching, scientific/artistic and professional activities 74

4.5. The library and library equipment, including access to additional resources, ensure the availability of literature and other resources necessary for a high-quality of study and scientific-teaching/artistic-teaching activities. 77

4.6. The higher education institution provides the necessary financial resources to conduct teaching, scientific and professional activities. 79

5. RESEARCH/ARTISTIC AND PROFESSIONAL ACTIVITY 83

5.1. The higher education institution is recognisable by scientific research and/or artistic achievements in all the scientific fields in which it conducts studies. 83

5.2. The higher education institution is distinguished by its professional achievements in all fields in which the professional study programme is delivered. 92

5.3. The higher education institution influences the economy and society in general through the scientific and/or artistic work of its teachers. 94

5.4. Doctoral studies of the higher education institutions are aligned with the higher education institution's strategic programme, state-of-the-art scientific/artistic achievements, or professional standards and internationally accepted standards of high-quality doctoral education, where applicable. 98

5.5. The higher education institution applies the principles of open science in its activities, processes and acts. 102

6. LIST OF APPENDICES – SUPPORTING EVIDENCE FOR THE SELF-ANALYSIS OF THE FACULTY OF HUMANITIES AND SOCIAL SCIENCES IN RIJEKA (2021–2026) 105

INTRODUCTION

0.1. A short overview of the development of the higher education institution

Faculty of Humanities and Social Sciences in Rijeka (hereafter: Faculty or FHSS) has developed alongside changes in social needs, the higher education system and teacher education. The origins of the Faculty of Humanities and Social Sciences in Rijeka date back to 1953, whereas the Faculty of Pedagogy in Rijeka was founded in 1977. The Faculty of Pedagogy was renamed in 1998 into the Faculty of Humanities and Social Sciences in Rijeka, which is currently a constituent institution of the University of Rijeka.

During 1997 and 1998, departments of English, German, Philosophy, and History were founded. In the following years, the Department of Art History (2003), the Department of Cultural Studies (2004), and the Department of Italian Studies (2011) were also founded. In the 2004/2005 academic year, study programmes were reformed in accordance with the principles of the Bologna Process, and enrolment of students into the new programmes started in the 2005/2006 academic year.

The development of the Faculty was likewise marked by changes of its institutional profile. Certain units and areas separated from the Faculty, including the Teacher Training College, Department of Art Education, and departments of Mathematics, Physics, Information Technology, and Polytechnics. Thus, the Faculty's profile as a constituent of the University of Rijeka focused on the humanities and social sciences was formed.

In terms of organisation and space, an important step took place in 2011, when the Faculty moved to the University Campus on Trsat. This ensured better physical conditions for the delivery of teaching, scientific and professional activities, as well as the functioning of the library and other professional services.

The history of the Faculty shows a continuous process of adaptation to changes in the higher education system and social environment. From an institution closely connected to teacher education, the Faculty developed into a modern scientific-teaching institution that encompasses different disciplines in the humanities and social sciences, education, scientific work and community outreach.

0.2. Overview of the current situation

Today, the Faculty is the only constituent institution of the University of Rijeka that implements study programmes in the humanities and conducts scientific research in the areas of Croatian, English, German, and Italian Studies, as well as Philosophy, History, and Art History. In the social sciences, the Faculty is developing study programmes and research in Psychology and Pedagogy, while Cultural Studies and the Cognitive Sciences study programme are part of its interdisciplinary domain.

The core activities of the Faculty are higher education, scientific research, professional activities and lifelong learning. The Faculty offers undergraduate and graduate study programmes, postgraduate programmes and lifelong learning programmes, and fosters international collaboration, mobility and collaboration with institutions and organisations outside academia.

The Faculty's development is based on strategic planning. Following previous strategies and the FHSS Development Strategy 2021–2025 (Faculty of Humanities and Social Sciences in Rijeka 2021-2025 Development Strategy), in line with the recommendation of the University of Rijeka, the Decision on the Extension of the Strategy to 2026 (Decision on the Extension of the Faculty of Humanities and Social Sciences in Rijeka Development Strategy to 2026) was made, thereby ensuring a continuous strategic direction until the new strategy. After three rounds of elections in 2025, the University of Rijeka underwent a change in leadership, which was constituted at the beginning of 2026. In those circumstances, a part of the activities planned for 2025 proceeded at a slower pace while expecting a new management framework to be established. At the same time, reports on the implementation of the Strategy in 2024 and 2025 were created (Report on the Implementation of the FHSS 2021-2025 Development Strategy for 2024 and Report on the Implementation of the FHSS Development Strategy for

the year 2025), which enabled the monitoring of strategic goals implementation and continuity of strategic direction in the year in which this Self-Evaluation Report was prepared.

In this period, the Faculty continued to develop study programmes and procedures for their evaluation, practical training, student support, international visibility and mobility, and measures for monitoring employment prospects of graduates. For example, some programmes are undergoing initial accreditation (Postgraduate Specialist Study Programme Philosophy, Religion and Contemporary Society), and the preparation and development of an interdisciplinary doctoral study programme in the humanities is also under way, in line with the development needs of the Faculty. During negotiation and preparation of the 2025–2029 Programme Agreement, targeted efforts were made to develop the institution's administrative, professional and institutional capacities, with 50 percent of new jobs for the four-year period being in administration, two of which specifically for the development of the Office for Quality Assurance, Careers Office, and the Office for Academic Support.

Scientific activities are developed through the work of departments, divisions, centres and laboratories, national and international projects, scientific conferences and publications, with the inclusion of students and doctoral candidates in research.

An important aspect of the current situation is the continuous development of the quality assurance system. In 2024, the Faculty adopted the new Ordinance on the Quality Assurance System of the Faculty of Humanities and Social Sciences in Rijeka, and on its web pages it regularly publishes key documents and results of evaluation procedures (FHSS Quality). The quality section of the Faculty website provides access to, among other things, quality assurance documents, reports on the activities of the Quality Assurance Committee, internal review and self-evaluation reports, student evaluation results, and graduate satisfaction reports. This ensures public access to key information on the functioning of the quality assurance system and the results of its monitoring.

At the beginning of 2025, there was a change in Faculty leadership following the former Dean's resignation. Until the appointment of a new Dean, the Faculty was headed by an Acting Dean, and the transitional period lasted until 1 October 2025, when the mandate of the current Dean started. Those circumstances required primarily the continuity of management and solving of priority operational issues, which affected the dynamics of implementation of certain development and strategic activities. In that period, the emphasis was on stabilising the functioning of the Faculty and ensuring the continuity of core activities, while certain development activities proceeded more gradually, in line with possibilities and capacities available.

0.3. Review of the results of previous external evaluations

The Faculty regularly uses results of previous external evaluations as a starting point for improving the quality of its activities. In the previous period, two cycles of re-accreditation of the Faculty have been conducted, in 2014 and 2020, with recommendations stemming from each cycle being included in further strategic and operational planning.

After the re-accreditation in 2014, the Faculty developed an Action Plan (evidence 0.3.1.), which was adopted by the Faculty Council on 28 May 2015 following a public consultation. Until the next re-accreditation cycle in 2020, most of the planned activities had been conducted, while certain activities planned for 2020 were postponed due to the circumstances caused by the COVID-19 pandemic. Notable achievements include the establishment of the Alumni Club, monitoring of reasons for student dropping out, monitoring the alignment of ECTS credits and actual student workload as part of the internal evaluation of study programmes, and alignment of learning outcomes of individual courses with those of the study programme. Recommendations of previous evaluations have been incorporated into the strategic planning of the Faculty, in particular through the 2016–2020 Research Development Strategy of the Faculty of Humanities and Social Sciences in Rijeka (Faculty of Humanities and Social Sciences in Rijeka's Research Development Strategy 2016–2020).

At the same time, up to the year 2020, certain recommendations from the previous cycle were not fully implemented. In lieu of this, during the 2020 re-accreditation, the Expert Panel once again issued a warning about assistant and post-doc workload. Likewise, the need for a more systematic approach to receiving feedback from alumni and information about their employability was identified, despite the fact that the Alumni Club had been established in the meantime. In this way, the results of the previous cycle of evaluation, alongside its achievements and remaining challenges, became the starting point for the next quality improvement cycle (evidence 0.3.2.).

During the 2020 re-accreditation, the expert procedure included both higher education and scientific activities of the Faculty. The Expert Panel conducted the evaluation on the basis of the Faculty's Self-Evaluation Report, supporting documentation, a preliminary visit, and meetings with various stakeholder groups. Based on this procedure, a positive opinion on the fulfilment of requirements for conducting higher education and scientific activities was given, and the Ministry of Science and Education issued a Certificate of Compliance with the Requirements.

Recommendations of the Expert Panel encompassed all five areas of evaluation: internal quality assurance and social role, study programmes, teaching process and student support, teaching and institutional capacities, and scientific and professional activity. In the area of quality assurance, emphasis was placed on establishing a closer connection between the quality assurance system and the departments, support to vulnerable and underrepresented groups, availability of information to students, including information in English, and improvement of websites. With regard to study programmes, recommendations were aimed at connecting learning outcomes with labour market demands, greater inclusion of employers and alumni, consolidation of student workload, and the development of practical training.

The teaching process and student support involved the consolidation of the enrolment process, development of a mentorship and academic support system, better provision of information to international students, institutional planning of teaching in English, development of teacher competences, and monitoring of employability. In the area of teacher and institutional capacities, emphasis was placed on staffing policy, workload, mobility, IT support, and library activity. Recommendations connected to scientific and professional activities pertained to, among other, quality and monitoring of scientific production, support to international projects, visibility of doctoral dissertations, and involvement of students and doctoral students in scientific projects.

In order to respond to the recommendations in a systematic fashion, in 2021, the Faculty developed the 2021–2026 Action Plan for Quality Improvement (evidence 0.3.3.). Its implementation was included in the regular development and management cycle of the Faculty.

Through the implementation of the Action Plan, advancements were made in the areas of quality assurance, (public) availability of information, development of practical training, shared elective (*communis*) courses, mentorship and career support, staffing and library policy, and monitoring of scientific production and projects.

Results of previous external evaluations are therefore not taken as separate procedures, but as part of the continuous cycle of planning, implementation, monitoring, evaluation and quality improvement. As part of this continuity, in 2024, the Faculty conducted an internal review of the quality assurance system, while in 2026, as in previous years, it adopted a new Quality Assurance Policy. Results of re-accreditations in 2014 and 2020, implementation of corresponding action plans, and the results of internal evaluations provide a basis for assessing the progress achieved and identifying the Faculty's further development priorities in the current evaluation cycle.

Overview of quality levels and recommendations according to the 2020 re-accreditation

Assessment Area / Standard	Quality level	Recommendations for improvement by the re-accreditation committee	Degree of implementation in 2026 – FHSS evaluation
I. Internal quality assurance and social role – Satisfactory level			
Standard 1.1. Functionality of the internal quality assurance system (Key standard)	Satisfactory level	Ensure representatives of all departments in the Quality Committee and amend the Ordinance on Quality Assurance.	Representatives of all departments in the Quality Committee have been ensured and the Ordinance on Quality Assurance has been amended.
Standard 1.2. Implementation of recommendations for quality improvement from previous external evaluation procedures	High level	Adopt a formal definition and develop mechanisms of monitoring, analysis and support to vulnerable and underrepresented groups of students.	Mechanisms of monitoring and support to students from vulnerable and underrepresented groups are being developed, with institutional support from the relevant faculty and university services.
Standard 1.3. Support and guidance in the development of lifelong learning	Satisfactory level	Improve the availability of information to students about appeal procedures, the enrolment procedure and combating plagiarism.	Availability of information to students about enrolment and appeal procedures as well as the rules of academic integrity and prevention of plagiarism has been improved.
Standard 1.4. Public availability of information about the activities of the higher education institution	Satisfactory level	Develop new, more user-friendly Faculty and department websites and provide more information in English.	New and more user-friendly Faculty and department websites have been developed and more information in English has been provided.
Standard 1.5. Contribution to the development of society and economy	High level	Continue and further structure collaboration with the local community and civil society organisations.	Collaboration with the local community and civil society organisations has been continued
Standard 1.6. Lifelong learning	High level	Publish all syllabi and abridged versions of proposals of lifelong learning programmes (LLP) on the website.	Syllabi and abridged versions of LLPs have been published on the website
II. Study programmes – Satisfactory level			
Standard 2.1. Alignment of the general objectives of study programmes with the higher education institution's mission and strategic goals and the needs of society	High level	Use more comprehensive databases and additional sources (outside of the local CES) when defining enrolment quotas.	In the planning of enrolment quotas, available data, indicators of labour market needs, and recommendations of relevant bodies are taken into consideration.
Standard 2.2. Alignment of expected learning outcomes with the corresponding level and profile of the CroQF (Key standard)	Satisfactory level	Align learning outcomes with the CroQF, involve employers and alumni in the revision of study programmes, and clearly define *communis* courses.	Learning outcomes have been revised within the study programme reform and, where applicable, aligned with the CroQF; *communis* courses have been defined.
Standard 2.3. Alignment of student workload expressed in ECTS credits with the actual workload	Satisfactory level	Reduce seminar workload and consolidate the workload of students between individual departments.	Within the study programme reform, student workload has been consolidated and seminar workload has been reduced.

Assessment Area / Standard	Quality level	Recommendations for improvement by the re-accreditation committee	Degree of implementation in 2026 – FHSS evaluation
Standard 2.4. Defining learning outcomes that enable the acquisition of appropriate professional/scientific competences	Satisfactory level	Systematically gather data from graduates and take them into consideration during study programme revision.	Satisfaction of graduates is monitored, and this data is used as one of the sources for the monitoring and revision of study programmes.
Standard 2.5. Elective activities, practical training, and extracurricular activities	Satisfactory level	Introduce compulsory practical training courses and increase the amount of practical training across all study programmes.	Practical training courses have been included in the study programmes and the amount of practical training has been increased.
Standard 2.6. Regular monitoring and revision of study programmes	Satisfactory level	Continuously review and revise study programmes in collaboration with stakeholders.	Study programmes are continuously reviewed and revised, with relevant stakeholders involved in their monitoring and revision.
III. Teaching process and student support – Satisfactory level			
Standard 3.1. Recognition of international qualifications and study period and vertical mobility (Key standard)	High level	Standardise and align enrolment procedures and practice in all departments.	Enrolment procedures and practice in all departments have been aligned.
Standard 3.2. Monitoring student performance and pass rates	High level	Determine enrolment quotas on the basis of labour market analyses and establish a Careers Office.	A Careers Office has been established, and upon determination of enrolment quotas, available labour market needs indicators are considered.
Standard 3.3. Student-centred teaching and application of modern methods	Satisfactory level	Offer new and more attractive elective courses and enable a more flexible course schedule.	The offer of elective courses has been expanded and modernised, especially within the study programme reform, and organisation of classes is adapted to the possibilities of a more flexible schedule.
Standard 3.4. Material and technical conditions in the teaching process	Minimal level	Urgently address the problem of inadequate resolution and ensure the proper functioning of ceiling-mounted projectors in classrooms.	Funds have been invested in renovating and equipping classrooms and improving the technical infrastructure for teaching.
Standard 3.5. Support to students from vulnerable and underrepresented groups	Satisfactory level	Provide systematic and tailored support to students from vulnerable groups and adapt teaching to their needs.	The Office for Academic Support has been established and students who need adjustment are provided with tailored support.
Standard 3.6. Teaching and career counselling and guidance for students	Satisfactory level	Extend the faculty mentoring system to all years of study (not only the first year).	The faculty mentoring system has been extended to later years of study.
Standard 3.7. Support in the area of international and national mobility of students	Satisfactory level	Systematically collect data on mobility satisfaction and ensure additional financial support for outgoing students.	Within the 2025–2029 Programme Agreement, funds for the support of outgoing student mobility have been secured. Data on student experiences and satisfaction with regard to their mobility are collected.

Assessment Area / Standard	Quality level	Recommendations for improvement by the re-accreditation committee	Degree of implementation in 2026 – FHSS evaluation
Standard 3.8. Delivery of teaching in foreign languages and support to international students	Satisfactory level	Consolidate delivery of courses in English and improve the availability of information for incoming international students.	Information for incoming international students has been made more widely available, while the provision and delivery of courses in English continue to be developed.
Standard 3.9. Evaluation of learning outcomes and issuing of diplomas and diploma supplements	High level	Continue with the good practice of issuing diplomas and diploma supplements in accordance with regulations.	The practice of issuing diplomas and diploma supplements in accordance with regulations has been continued.
Standard 3.10. Pedagogical, psychological and teaching-methodology professional development of teaching staff	Satisfactory level	Involve more teachers in professional development programmes (especially for working with vulnerable groups and assessment).	Teachers are being included in pedagogical professional development programmes, including education connected to providing support to special needs students.
IV. Teaching and institutional capacities – Satisfactory level			
Standard 4.1. Ensuring adequate teaching capacities (Key standard)	Satisfactory level	Reduce excessive workload of external associates employed part-time and teachers involved in projects.	The need for hiring external associates has been reduced by employing new staff. At the same time, wherever possible, teaching workload of teachers involved in scientific projects is adapted to their engagement in the project.
Standard 4.2. Criteria for employment, professional advancement and evaluation of teachers	Satisfactory level	Standardise employment and advancement procedures in all departments in line with the HRS4R strategy.	Employment and advancement procedures are conducted according to a unique institutional framework and in line with relevant regulations.
Standard 4.3. Encouraging and supporting teaching staff mobility	High level	Increase teaching staff mobility, with emphasis on attracting international lecturers for stays exceeding three months.	Teaching staff mobility has been increased and both incoming and outgoing mobility is encouraged and supported, including longer stays of international lecturers.
Standard 4.4. Space, equipment and IT support (Key standard)	Satisfactory level	Ensure dedicated in-house IT support by employing IT specialists at Faculty level.	The Faculty employs an IT expert, whereby its own IT support is secured.
Standard 4.5. Library, library material and e-sources	Satisfactory level	Coordinate supply through the Library Committee, increase the fund of e-sources, and introduce extended library working hours during exam periods.	Supply of library material has been coordinated and availability of e-sources has been increased. The Library operates in accordance with user needs and within available capacities.
Standard 4.6. Management of financial resources and transparency	High level	Continue to manage financial resources transparently and ensure their equitable allocation across departments.	Transparent management of financial resources and their allocation according to established institutional criteria have been continued.
V. Scientific/artistic activities – Satisfactory level			
Standard 5.1. Quality and quantity of scientific/artistic research (Key standard)	Satisfactory level	Increase the number and quality of scientific papers in humanities departments and reward researchers for their excellence.	Scientific production and visibility of papers have increased, and excellent scientific achievements of teachers and associates are recognised and rewarded.

Assessment Area / Standard	Quality level	Recommendations for improvement by the re-accreditation committee	Degree of implementation in 2026 – FHSS evaluation
Standard 5.2. Visibility, social impact and popularisation of science	High level	Keep separate records of participation in scientific as opposed to professional conferences.	Data on scientific and professional activity is collected through annual reports on teachers' work and other institutional records. Scientific and professional projects are recorded separately.
Standard 5.3. Scientific and professional projects, conferences and journals	High level	Ensure that abstracts of doctoral dissertations in English contain all relevant information.	Abstracts of doctoral dissertations in English contain key information about the study.
Standard 5.4. Regulations, rules and support to research projects	Satisfactory level	Develop a protocol on the rights and obligations of lead researchers/participants on projects as well as a system of Management and department oversight.	A protocol determining the rights and obligations of lead researchers and participants on projects has been developed, while further actions in this area include the establishment of more systematic monitoring of project implementation at the Management and department levels.
Standard 5.5. Including students and doctoral students in scientific research	Satisfactory level	Systematically include students in projects and make the participation of doctoral students on projects obligatory, with ECTS credit assignment.	As part of their doctoral education, doctoral students are more systematically included in project activities.

* The elements of the assessment will be presented in greater detail in the subsequent chapters of the Self-Evaluation Report and supported by relevant evidence, indicators and supporting documentation.

0.4. Organisational structure, management and activity of the higher education institution

The Faculty's organisational structure is determined by the Statute of the Faculty and the Ordinance on Internal Organisation and Systematisation of Jobs (Statute of the Faculty of Humanities and Social Sciences in Rijeka and Regulations on Internal Organisation and Job Classification). In accordance with the relevant concept of internal organisation, the Faculty is organised into departments, divisions, laboratories, centres and the library for the purposes of conducting teaching, professional and scientific activities, while administrative and expert activities are performed by professional services.

The Faculty's core academic units are the Department of English Studies, Department of Philosophy, Department of German Studies, Department of Croatian Studies, Department of Cultural Studies, Department of Pedagogy, Department of History, Department of Art History, Department of Psychology, and Department of Italian Studies. The Faculty also has the following independent divisions: the Division of Physical Education, the Division of Translation Studies, and the Division for Cognitive Sciences.

The Faculty also includes centres and laboratories that contribute to its teaching, professional and research activities. A more detailed overview of centres and laboratories is found in the schematic representation of the Faculty's organisational structure.

The Faculty Library plays a particularly important role, providing library and information support for teaching, research and professional activities.

The Faculty's governance structure comprises the Dean, the Faculty Council and other bodies. The current Dean's Collegium consists of the Dean, the Vice Dean for Teaching and Students, the Vice Dean for Research and International Cooperation, the Vice Dean for Business Affairs and Development, the Vice

Dean for Study Programmes and Quality Assurance, and the Faculty Secretary General. The Dean represents the Faculty and is accountable to the Faculty Council.

The Quality Assurance Committee plays an important role in the Faculty's governance. Its current membership includes representatives of all ten departments, the Faculty Management, students, the Centre for Teacher Education, the Faculty's professional services, and an external stakeholder, thus bringing together different levels and stakeholders within the quality assurance system.

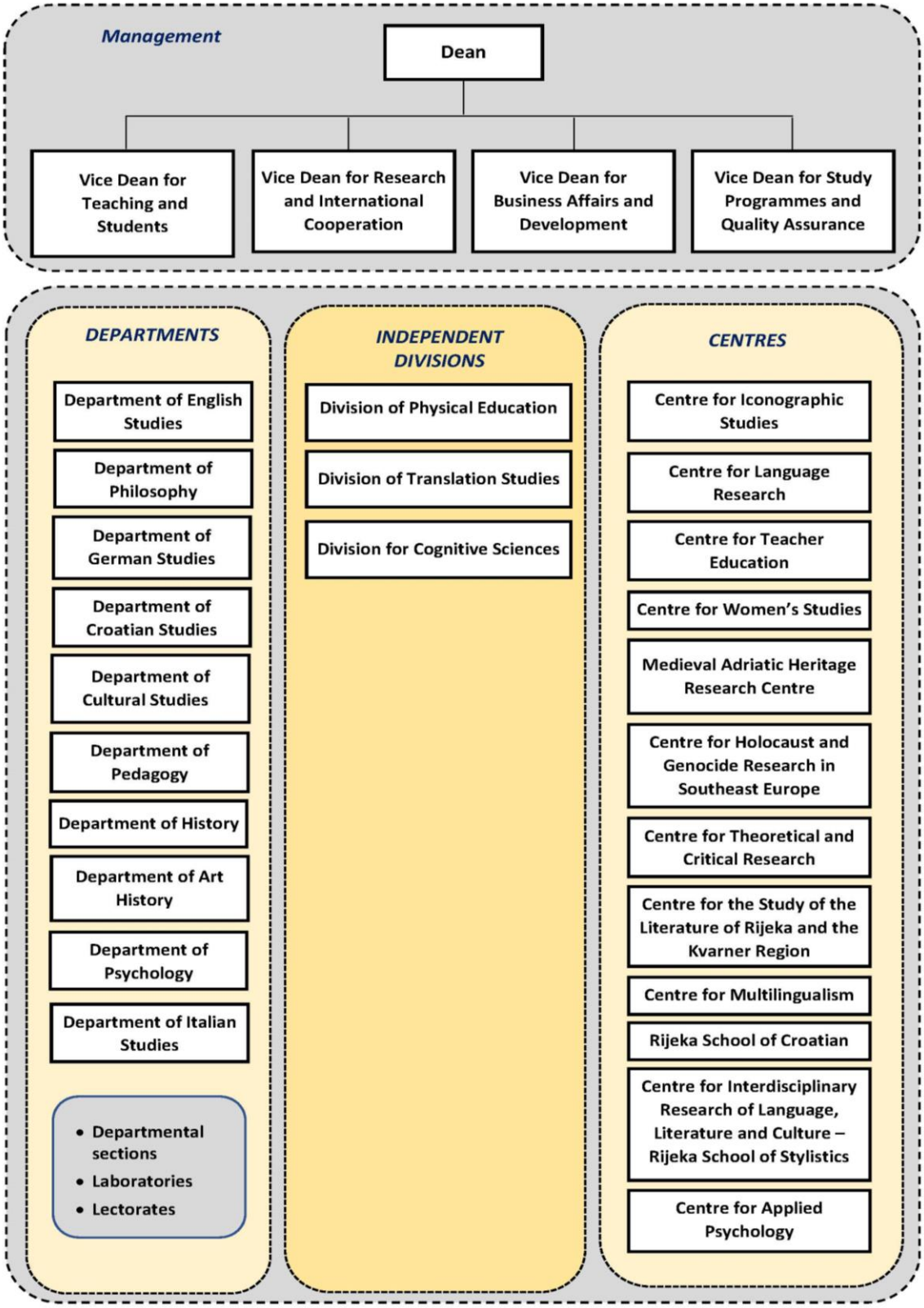
For administrative and professional matters, the Faculty has a Dean's Office, Projects Office, Office for Quality Assurance (Careers Office and Office for Academic Support), Student Affairs Office, Finance and Accounting Office, Human Resources Office, and Registry, Archives and General Affairs Office.

The Faculty also pursues its activities through international cooperation and mobility, cooperation with the local and regional community, knowledge transfer, popularisation of science, and the activities of its Alumni community. These activities link the Faculty's teaching, research and professional activities with the needs of society and the development priorities of the University of Rijeka.

0.5. Schematic representation of the Faculty's organisational structure

The diagram reflects the formal organisational categories and currently approved units; it does not show individual positions included in the job systematisation.

Organisational structure of the Faculty of Humanities and Social Sciences in Rijeka



Administrative and professional organisational units

SECRETARY'S OFFICE

(A). - Dean's Office
(B). - Registry, Archives and General Affairs Office
(C). - Finance and Accounting Office
Payroll and Other Income Section
Inventory and Materials Accounting Section
Invoice Processing and Payments Section
Bookkeeping Section
Project Financial Monitoring, Reporting and Procurement Section
(D). - Human Resources Office
(E). - Student Affairs Office
Single-Honours Study Programme Section
Joint-Honours Study Programme Section
Section for Doctoral and Specialist Study Programmes, International Exchange Programmes, Part-Time Studies with Adjusted Schedules, and Lifelong Learning Programmes
(F). - Projects Office
(G). - Office for Quality Assurance
Careers Section ("Careers Office")
Academic Support Section ("Office for Academic Support")

Organisational Unit for Library and Information Services

Bibliographic and Bibliometric Processing Section
Information, Reference and User Education Section

1. HIGHER EDUCATION INSTITUTION MANAGEMENT AND QUALITY ASSURANCE

1.1. The mission of a higher education institution guides the process of operational planning and the development of quality assurance processes.

The Faculty of Humanities and Social Sciences in Rijeka has a clearly defined and publicly available mission and vision which, together with the Faculty's core values, provide the foundation for its development and a framework for its activities in education, research, and community engagement. The mission and vision are set out in the Faculty Strategy for the 2021–2025 period (Faculty of Humanities and Social Sciences in Rijeka 2021–2025 Development Strategy, hereinafter the FHSS 2021-2025 Development Strategy), which was adopted by the Faculty Council on 24 September 2021 (evidence 1.1.1.).

The mission and vision were subsequently updated by expanding on the content of the initial version set out in the Strategy, while retaining the Faculty's core values and development priorities.

Their current formulation (Mission and Vision – Faculty of Humanities and Social Sciences in Rijeka) more fully encompasses the Faculty's areas and priorities of activity and reflects the contemporary development of its educational, research and community engagement activities.

The mission and vision represent the Faculty's core development directions, which are further operationalised through strategic planning, management of institutional development and the quality assurance system.

The mission defines the Faculty's core directions in the areas of education, research and community engagement. In the area of education, it emphasises a student-centred approach, the development and continuous improvement of study programmes based on learning outcomes, the promotion of mobility, and a commitment to students' further education and employability. These directions are also pursued through lifelong learning programmes and postgraduate study programmes, as well as by engaging with alumni. In the area of research, emphasis is placed on the quality of research, the publication and dissemination of research results, the mobility of teaching staff, and the development of international cooperation and project collaboration. In this way, the Faculty integrates its educational and research activities with its societal role and contribution to the community.

The vision links these directions to the further development and modernisation of study programmes, their alignment with the Croatian Qualifications Framework and with the needs of students and the labour market, as well as to the strengthening of research projects and doctoral education. The Faculty's core values are reflected in its student-centred approach, the quality of education, research excellence, social responsibility, openness to the community and internationalisation.

The current mission is sufficiently comprehensive to allow the Faculty to adapt to changes in the academic, institutional and societal environment while preserving its core values and development priorities. Programme agreements, the reform of study programmes, the development of new programmes, projects and forms of collaboration, and the adoption of regulations, decisions and other development initiatives serve as instruments for operationalising and achieving the mission and vision. The appropriateness and continued relevance of the mission are reviewed through existing institutional mechanisms, particularly through strategic planning cycles, the monitoring of and reporting on the achievement of strategic objectives, the internal quality assurance system, and internal and external evaluation procedures. The results of these processes, together with changes in the internal and external environment, enable the Faculty to assess whether its mission and vision correspond to its role, activities and development needs. This ensures that the mission and vision remain aligned with the Faculty's actual activities, while individual development activities and changes in how strategic objectives are achieved are implemented within the stable framework they provide.

Different groups of internal and external stakeholders participate in the development and operationalisation of the Faculty's mission. Their participation is particularly evident in the process of strategic planning, through which the core priorities contained in the mission and vision are translated into strategic objectives and activities. An appointed group of Faculty staff members participated in the drafting of the FHSS 2021-2025 Development Strategy, with staff members involved in individual stages of its preparation and in conducting of a public consultation (Faculty of Humanities and Social Sciences in Rijeka 2021–2025 Development Strategy). The participation of other stakeholder groups—particularly students, alumni, employers and community representatives—takes place through processes in which the Faculty's mission and strategic directions are further developed and implemented. Students participate in the work of Faculty bodies and are involved in the quality assurance system, alumni participate in the activities of the Alumni Association, while employers and other external stakeholders are involved in the development and review of study programmes, practical training, activities related to student employability, and various forms of collaboration between the Faculty and the community. In this way, the perspectives of different stakeholder groups are incorporated into defining development priorities and translating the Faculty's core priorities into concrete action.

The mission of the Faculty of Humanities and Social Sciences in Rijeka serves as the basis for the Faculty's strategic planning, and its core priorities are operationalised through strategic objectives, activities and indicators for measuring the achievement of those objectives. (Strategy and Strategic Planning Documents of the Faculty of Humanities and Social Sciences in Rijeka; Decision on the Extension of the Faculty of Humanities and Social Sciences in Rijeka Development Strategy to 2026). The Strategy translated the Faculty's core commitments into strategic objectives and activities in the areas of learning and teaching, research, knowledge transfer and regional engagement, internationalisation, and organisational development. In setting its strategic priorities, the Faculty took account of its development

needs and challenges, as well as the findings and recommendations resulting from the 2020 re-accreditation process.

Alignment Matrix: Mission and the FHSS 2021–2025 Development Strategy

The matrix shows how the core priorities set out in the Faculty's mission are translated into the strategic areas and development priorities of the FHSS 2021–2025 Development Strategy, whose implementation has been extended through 2026. Its purpose is to demonstrate the alignment between the mission and strategic planning, while the achievement of individual strategic objectives, the relevant indicators and corresponding evidence are presented in the corresponding sections of the Self-Evaluation Report.

Key Component of the FHSS Mission	Alignment with the FHSS 2021–2025/2026 Development Strategy
High-quality and efficient education	The Learning and Teaching strategic area, focused on the quality and efficiency of study, the development and modernisation of study programmes, and improvement of the quality of the teaching process.
Student at the centre of the learning and teaching process	The Learning and Teaching strategic area, particularly through the development of student-centred teaching, student support, and student involvement in processes related to the quality of the study process.
Development of students' competences and employability	The Learning and Teaching strategic area, through linking study programmes with competence development, practical training, professional development, and student employability.
Lifelong learning and continuing education	The Learning and Teaching strategic area, encompassing the development of the Faculty's educational provision and various forms of lifelong learning.
Research excellence and visibility	The Research strategic area, focused on the development of research activity, research output, project activities, and the Faculty's research impact.
Contribution to society and the community	The Knowledge Transfer and Regional Engagement strategic area, through fostering connections between the Faculty and the community, knowledge transfer, professional activities, and societal contribution.
Internationalisation and mobility	The Internationalisation strategic area, focused on international collaboration, student and staff mobility, international projects, and enhancing the Faculty's international visibility.

The FHSS mission and vision provide a stable framework for the Faculty's activities and development, while the implementation of the Strategy is one of the key mechanisms through which they are achieved. The alignment of the mission and vision with strategic planning, the quality assurance system and the involvement of different stakeholders enables continuous monitoring of the achievement of development priorities and allows the Faculty to adapt to changes in the academic and societal environment. The results of monitoring the Strategy's implementation also inform future planning. In this way, the Faculty's mission serves as a practical foundation for setting development priorities, making strategic decisions and monitoring their achievement. The concrete link between the mission and vision and the strategic objectives and their implementation is evident, for example, in the launch of the interdisciplinary graduate study programme Cognitive Sciences: Cognition and the Mind, taught in English, thereby giving effect to the strategic priorities relating to the development of innovative study programmes and internationalisation. Another example is the development of the student support system, including the work of the Office for Academic Support and the Careers Office. This gives concrete expression to the mission's focus on the student as the central stakeholder in the learning and teaching process, as well as to the strategic objective of improving access to study and students' academic success.

1.2. The higher education institution defined the internal organisational structure and processes that are managed responsibly, efficiently and effectively, and the higher education institution's stakeholders are included in the decision-making processes.

The governance of the Faculty of Humanities and Social Sciences in Rijeka is based on the principles of academic self-governance and university autonomy, in accordance with the Act on Higher Education and Scientific Activity and other applicable legislation. The Faculty's internal organisational structure, the responsibilities of its bodies and its key governance processes are laid down in the Statute of the Faculty of Humanities and Social Sciences in Rijeka and other general acts of the Faculty. The regulatory framework defines the powers and responsibilities of the Faculty Council, the Dean and Vice-Deans, organisational units, committees and other bodies, as well as the administrative services involved in the implementation of decisions and the operation of the Faculty. The acts currently in force are publicly available on the Regulations webpage.

During the period under review, the core regulatory framework consisted of the Statute of the Faculty of Humanities and Social Sciences in Rijeka (2023), the Employment Regulations, the Study Regulations for Undergraduate and Graduate Study Programmes, the Regulations on Internal Organisation and Job Classification, and other general acts governing specific areas of the Faculty's activities. By adopting and amending these documents, the Faculty adapts its internal organisational structure and procedures to changes in the legal and institutional framework and to its own organisational and development needs.

Governance is exercised through a clear allocation of powers and responsibilities. As the Faculty's expert body, the Faculty Council participates in decision-making on academic, research, teaching, organisational and other matters within its remit, while the Dean manages and represents the Faculty in accordance with the Statute. The Faculty's organisational units, bodies, committees and administrative services prepare the proposals and data required for decision-making and implement decisions within their respective remits.

The process of developing proposals for activities to be included in the 2025–2029 Programme Agreement provides a concrete example of how different levels within the Faculty are involved in the preparation and adoption of development-related decisions. The process began at departmental level by inviting departments to propose activities for the following four-year period in line with their development needs and priorities. At the same time, the departments identified their staffing and development needs related to teaching and research activities.

The proposals submitted by the departments were consolidated and considered by the Dean's Collegium, with the relevant administrative services consulted where necessary to assess their feasibility, financial and administrative requirements, and alignment with the institutional and University-level framework of the Programme Agreement. The proposed activities and priorities were also discussed at meetings of the extended Dean's Collegium, thereby involving a broader range of heads of the Faculty's organisational units in the preparation process.

Based on the proposals collected and the discussions and consultations conducted, the Dean's Collegium developed a proposal for the Faculty's activities and priorities for the 2025–2029 period, which was submitted to the Faculty Council for consideration and approval (evidence 1.2.1.). This ensured that final decision-making was preceded by the identification of needs at departmental level, their consolidation and consideration at management level, and discussion within the Faculty's bodies.

The same approach was applied to the staffing component of the Programme Agreement. After the departments had identified their staffing needs, these were reviewed in relation to the needs of the Faculty as a whole and the available recruitment options. The Faculty Council was also presented with the rationale underlying the allocation of the available positions. For example, of the ten available positions, five were allocated to strengthening professional and administrative services and five to teaching

positions. This allocation reflected the need to strengthen both teaching capacities and the professional support required for the functioning and development of the Faculty (evidence 1.2.2.).

This example illustrates that development-related decisions at FHSS are not made solely at the level of the Faculty Management, but emerge through a process that includes identifying needs, collecting data and proposals, expert consultations, joint consideration of priorities, discussing and justifying proposals, and decision-making through the competent collegiate body. In this way, the needs of organisational units, available resources, and the Faculty's development priorities are brought together in the decision-making process.

Students and other relevant stakeholders are also involved in management and decision-making processes. Student representatives participate in the work of the Faculty Council and other relevant bodies, enabling them to contribute directly to discussions and decision-making on matters related to studies and the development of the Faculty. Student participation is not limited to formal representation in Faculty bodies; it also extends to their active involvement in specific development processes.

The study programme reform process at FHSS, which began in the 2024/2025 academic year, provides another example of development decision-making that brought together different levels of the Faculty and involved internal and external stakeholders. A Committee was appointed to prepare the reform (evidence 1.2.9.). Its members included department heads and representatives, representatives of the Quality Assurance Committee and the Centre for Teacher Education, student and alumni representatives, and the heads of the Office for Academic Support and the Careers Office. The relevant Vice Deans also participated in the Committee's work, with the Vice Dean for Study Programmes and Quality Assurance coordinating its work and the process of preparing the reform proposal. The Committee's work thus brought together the needs of individual study programmes and departments, the quality assurance system, professional support, and the perspectives of students and external stakeholders.

The Committee's work was closely linked to that of the departments. Department heads kept members of their departments informed about the progress of the reform. Issues relevant to individual study programmes were discussed within departments, and the departments' needs, proposals and comments were communicated to the Committee. In this way, a two-way communication between the departments and the Committee was established: common issues were considered at Faculty level, while the specific features of individual study programmes were taken into account in developing a common framework for the reform.

The development of the proposal drew on the individual proposals and experiences of Committee members, relevant regulations and institutional documents, and available data on study programmes and their delivery. The data considered included, among other things, student pass rates and academic performance, the results of regular student evaluations of teaching, and findings from graduate satisfaction surveys. These data sources, considered alongside experience within departments and that of other stakeholders involved, helped identify aspects of study programmes requiring review and opportunities for their improvement.

Students played a particularly important role in the process. Alongside the data obtained through regular student evaluations, students' participation in the Committee's work ensured that their perspective was directly represented. This enabled them to contribute to discussions, share their experiences and suggestions, and highlight issues that, in their view, affect the quality of their studies and their ability to meet study requirements, such as academic workload, the number and scheduling of assignments and mid-term examinations, the organisation of teaching, and assessment methods. Their perspective thus constituted one of the sources of information considered, alongside other data and expert assessments, in developing the reform proposal.

External stakeholders also participated in the process as members of working groups responsible for amendments to individual study programmes, bringing perspectives from outside the Faculty into the programme review process. Their involvement ensured that, alongside academic requirements, students' experiences and results of analyses, consideration was also given to expectations regarding the

competences students acquire upon completion of their studies and their applicability in professional and social contexts.

Following the analyses, discussions and consensus-building process, the Committee formulated proposals and submitted them to the Dean. Drawing on the results of the Committee's work, the Dean drafted the Guidelines for Study Programme Reform, which set out common principles for the further implementation of the reform across the Faculty. In this way, the results of earlier analyses and discussions, together with proposals from various stakeholders, were translated into an institutional framework for the further development and revision of study programmes (evidence 1.2.3.).

The study programme reform process thus provides a concrete example of participatory and data-informed decision-making: from data collection and analysis, through departmental discussions and the Committee's work, the involvement of students, external stakeholders, administrative services and the quality assurance system, to the formulation of joint proposals and the Guidelines for Study Programme Reform. Decisions on the development of study programmes therefore do not originate from a single source or level of decision-making, but from bringing together available data, expert assessments and the perspectives of various stakeholders. Academic self-governance is exercised through a combination of clearly defined areas of authority, collegiate decision-making and the participation of different groups within the academic community in preparing, discussing, making and implementing decisions.

The Faculty exercises its autonomy by determining its own internal organisational structure within the powers granted by law and the University, developing and improving study programmes and other educational programmes, planning research and professional activities, participating in projects, developing international cooperation, and managing available financial and other resources.

In the area of education, departments, study programme providers and appointed working groups initiate and prepare proposals for new study programmes and amendments to existing programmes. These proposals undergo the prescribed review and decision-making procedures at Faculty level, with the competent University bodies also involved depending on the nature and scope of the changes. This approach ensures that the development of educational activities is based on the professional and scientific assessments of those responsible for the respective fields, while the justification, quality and feasibility of the proposed changes are reviewed at institutional level.

Autonomy is also exercised in research, project and international activities. The Faculty develops and approves project activities within its areas of authority. Before institutional commitments are made, consideration is given to the application and implementation requirements, available human and financial resources, and the Faculty's obligations under each project. Procedures in this area are governed, among other documents, by the Regulations on Research Project Applications and Monitoring of Project Implementation. This links the academic freedom to initiate and conduct research with institutional responsibility for the obligations undertaken. The existing Regulations also provide for the use of a form notifying the Faculty of the intention to submit a project application. This form is described in greater detail in a later chapter of this Self-Evaluation Report.

The Faculty's autonomy also entails responsibility for the decisions made and the use of available resources. Autonomous decision-making therefore takes place within an established regulatory and strategic framework, with monitoring of decision implementation, financial accountability, a quality assurance system, and accountability to students, the University and the wider community.

In managing its activities, the Faculty draws on data from the quality assurance system, national and University information systems, and records maintained by its administrative and support services. Data are collected and analysed to monitor teaching, research, financial, staffing and other activities, and inform planning and decision-making.

ISVU is used for data relating to students, teaching, courses, examinations and academic performance; ISPiK (formerly MOZVAG) for data relating to study programmes, students, and staffing, financial and material capacities in the re-accreditation procedure; and CroRIS for data on research and professional

activities. University portfolio and other institutional records enable monitoring of additional aspects of research, teaching and institutional activities, while financial and staffing data are recorded in the relevant business systems and records. Merlin is used to support teaching delivery and provide access to teaching materials.

The collected data are used in specific management and planning processes. Data on teaching workloads and available staffing capacity are used to plan teaching delivery and assess the need to engage external teaching associates. Departments provide data on teaching and staffing needs and the development of study programmes, while cost estimates are considered in relation to available funding sources. Data on students and studies are used to monitor academic performance, review study programmes and inform admissions policy, while the results of student evaluations serve as one source of information for monitoring teaching quality. Financial data are used to prepare financial and procurement plans and inform decisions on the allocation of available funds. All of the above will be explained in greater detail in Assessment Area IV.

The quality assurance system provides additional data through student evaluations, internal evaluations, analyses and reports, and internal and external review procedures. The results are considered at the appropriate levels within the Faculty and used to identify areas for improvement and inform adjustments to the teaching process. For example, student feedback on academic workload, the number and scheduling of assignments, mid-term examinations and other forms of continuous assessment may prompt a review of their scope and timing, as well as adjustments to the organisation of teaching and methods of assessing student performance. In this way, data collected through the quality assurance system are used to make tangible improvements to the teaching process and student experience.

The Faculty continuously improves its mechanisms for collecting, analysing and using data, taking into account the findings of internal and external evaluations, as described in greater detail in Section 1.5 and other sections, depending on the specific areas of activity. In general, strengthening institutional capacity for information management represents a further step in this direction. In April 2026, the Faculty recruited an IT specialist whose tasks include analysing the existing information infrastructure and developing more efficient integration of data flows to enable more effective use of data in management processes.

Students and other stakeholders are involved in these processes directly, through participation in the Faculty Council, the Quality Assurance Committee and other committees and bodies, and indirectly, by providing feedback through evaluations, surveys and other forms of participation. This ensures that the relevant stakeholders' experiences and perspectives are taken into account in decision-making alongside quantitative indicators and administrative data.

The Faculty regularly monitors progress towards its strategic goals and reports on its activities and operations. The Development Strategy is monitored through reports on its implementation, which review the achievement of planned goals and the implementation of planned activities and inform further management and planning. The Faculty also regularly monitors and reports on the implementation of the University of Rijeka Strategy, and the achievement of its goals and indicators.

Transparency in the Faculty's operations is also ensured through the submission of the Dean's annual report to the Faculty Council. At the beginning of each academic year, the Dean presents an overview of the Faculty's work during the preceding period in the report, giving Council members insight into key aspects of institutional activities and operations. Documentation for the period under review is provided in evidence 1.2.4., evidence 1.2.5. i evidence 1.2.6. This links reporting to the regular cycle of academic governance and the work of the Faculty Council.

The Faculty also participates in the implementation of the University of Rijeka Programme Agreement for the 2025–2029 period, which defines development and performance goals and the associated resources. Information on programme agreements is available on the 2025-2029 Programme Agreements 2025–2029 webpage.

Given that, at the time of preparing this Self-Evaluation Report, the first formal reporting cycle for the new agreement period has not yet been completed, the Faculty does not have a report on the implementation of the Programme Agreement. At this stage, implementation is monitored through internal calls and funding decisions, monitoring of the development and performance components, and financial and administrative monitoring of activities (e.g. support for the publication of high-quality research papers – Activity 1.1.3 Publication of Research Papers). Formal reporting will be conducted within the deadlines and in accordance with the methodology set by the University of Rijeka and the competent ministry. This clearly distinguishes existing internal monitoring mechanisms from the formal reporting that is yet to take place.

The Faculty of Humanities and Social Sciences in Rijeka manages its financial resources through a system of financial planning, execution and reporting, together with internal controls and audits. Financial planning is carried out through multi-year financial plans and the corresponding annual documents, while execution is monitored through the prescribed periodic and annual reports (e.g. the Annual Report on the Execution of the Financial Plan for 2024). This links revenue, expenditure and financial commitments to the Faculty's regular operations and development priorities.

Transparency in financial operations is ensured by making key financial documents publicly available. The Faculty publishes financial plans, reports on their execution and related Faculty Council decisions on its website, while documents relating to procurement procedures are available in a dedicated section of the website. The documentation is available on the Access to Information – FHSS Financial Documents and FHSS Public Procurement webpages. Examples cited in this document include the financial plan for the 2026–2028 period, reports on the execution of financial plans, the corresponding Faculty Council decisions, and procurement plans and their amendments.

The appropriateness of the use of funds is linked to planned activities and available funding sources. Under the 2025-2029 Programme Agreement, the development and performance components link individual goals and activities to the financial resources allocated for their achievement. During the first implementation cycle of the Agreement, the Faculty tracks activities through internal funding decisions and through financial and administrative monitoring of their implementation (evidence 1.2.7.)

An important control mechanism for financial management is the University of Rijeka's internal audit. In previous periods, audits have covered various aspects of the Faculty's operations, including public procurement, project implementation, payroll processing and disbursement, financial planning, and management of the Faculty's own revenue. Internal audit findings and recommendations are used to identify necessary corrective actions and to improve internal procedures.

The University of Rijeka's Independent Internal Audit Department also conducted an audit of the Faculty's revenue generation and management process, completed on 5 May 2026. According to the audit results, the internal control system in this area was assessed as satisfactory. At the same time, the audit identified several areas in which certain internal procedures needed to be updated and brought into alignment. The Faculty accepted the audit recommendations and developed an Action Plan specifying deadlines and responsibilities for their implementation. Some of the activities include updating procedures related to entering into contractual obligations, receiving invoices, and collecting receivables (evidence 1.2.8.).

Financial management involves not only the development and execution of the financial plan, but also planning, public reporting, monitoring the use of financial resources, internal controls, independent auditing, and follow-up on audit recommendations. Such a cycle allows the Faculty to link financial resources to its regular operations and development priorities, and to promptly identify areas where financial and administrative procedures require further improvement.

The Faculty's management is based on clearly defined areas of authority and responsibility, collegiate and participatory decision-making, and the use of relevant data in planning and decision-making. By integrating strategic and financial planning, the quality assurance system, the involvement of students and other stakeholders, and internal control and audit mechanisms, the Faculty ensures responsible resource management and the continuous improvement of its management processes.

1.3. The higher education institution collects, analyses and uses data relevant for the effective management of all activities, and publishes the information about its work.

The Faculty of Humanities and Social Sciences in Rijeka regularly collects, analyses and uses data on students, employees, study programmes and other areas of its work to monitor trends, report on activities, plan future activities and make decisions. Data on students and their academic progress are recorded in the Information System of Higher Education Institutions (ISVU), while financial, accounting, staffing and project data are recorded in the relevant University and internal systems and records. Internal records are also used to monitor specific aspects of the Faculty's activities and operations, while SharePoint and other digital platforms facilitate the internal exchange of documents and information.

The Quality Assurance Committee conducts or participates in student evaluations of teaching, student and graduate satisfaction surveys, internal review procedures, study programme evaluations and other activities aimed at improving the quality of studies.

The above-mentioned student evaluations of teaching are conducted each semester. In the 2024/2025 academic year, the student response rate was approximately 26% in the winter semester and 19% in the summer semester, while the response rate for the graduate satisfaction survey was approximately 15% (evidence 3.1.5. **i** 3.1.7.). The results of student evaluations are shared with teachers and department heads and serve as one source of information for reviewing the quality of teaching and study programmes. The Annual Report on the Work of the Quality Assurance Committee shows that teachers and department heads are informed of the results of student evaluations and that the Committee participates in reviewing amendments to study programmes.

The results of analyses and evaluations are presented at meetings of the extended Dean's Collegium and the Faculty Council and, where necessary, are submitted to the departments for discussion and comment. As part of this process, various issues relating to the quality assurance system, practical training and the quality of studies are addressed. These issues will be examined in greater detail and illustrated with specific examples in subsequent sections. Specific examples of the use of data in decision-making processes are also described in Section 1.2, particularly in relation to the preparation of the 2025–2029 Programme Agreement and the study programme reform, in which data and the results of analyses informed the formulation of development proposals and decisions.

The Faculty collects and uses information on study completion and graduate employability to further inform the monitoring of study programmes and planning of their development. Graduate employability is monitored using available national and University sources, including Croatian Employment Service (CES) publications and recommendations on education policy – Educational Publications – CES, Recommendations for Enrolment Policy and Scholarship Policies, and Tracking Employment of Graduate Students – ASHE. In addition, in 2026 the Careers Office conducted a survey among FHSS alumni (N = 184) to collect more up-to-date data on their employability and self-assessed preparedness for the labour market (evidence 1.3.1.). As this is a new source of data, the survey results provide additional input for future analyses and the planning of Faculty activities.

When processing personal data, the Faculty applies the General Data Protection Regulation (GDPR) and the Act on the Implementation of the General Data Protection Regulation. The Faculty has appointed a data protection officer, and information on personal data protection is available on the Access to Information webpage. The right of access to information is exercised through the appointed information officer. Access to data within information systems is restricted in accordance with the authorisations granted to employees and third parties and the needs arising from their duties.

The digital transformation of education at the Faculty is embedded within the broader framework of institutional development through the Faculty's Development Strategy, the strategic directions of the University of Rijeka and specific development activities. However, at the time of preparing this Self-Evaluation Report, it had not yet been consolidated into a separate digital transformation strategy for

education. In the FHSS Strategy (University of Rijeka Strategy 2021–2025), the digital transformation of education is covered under the "Open Education" section, alongside the development of virtual campuses, innovation in teaching content and methods, and a student-centred approach to education. The FHSS 2021–2025 Development Strategy, which has been extended to 2026, includes specific goals related to digital education (e.g., Goal 8: Increase the proportion of online study programmes). These documents provide a strategic framework for existing activities, while a more comprehensive institutional approach to the digital transformation of education remains an area that needs to be further developed.

Digital transformation is implemented through specific activities in teaching and the Faculty's operations. Current activities include the use of Merlin and other digital platforms in teaching, the development of e-courses and digital teaching materials, the use of hybrid and online modes of delivery, equipping facilities to support contemporary teaching methods, and the participation of teaching staff in university bodies and activities related to innovation in education, including the e-Universities project – CARNET. The Guidelines for the Responsible Use of AI Tools provide an additional framework for the responsible use of new technologies.

The explanatory notes to the 2026–2028 Financial Plan set out the goal of "Digitalisation of Operations", measured by the amount of own and earmarked funds spent on digital transformation projects. The planned allocations amount to €30,000 in 2027 and €20,000 in 2028. Since these are planned allocations and the goal focuses on the digitalisation of operations, they serve as an indicator of planned investment in digital development, rather than evidence of a completed digital transformation of education. In the next strategic cycle, institutional goals for the digital transformation of education, together with responsibilities, deadlines and measurable indicators, need to be more comprehensively defined and linked to the quality assurance system. Further digital development is also incorporated into the Faculty's financial planning through the 2025–2029 Programme Agreements.

The Faculty keeps electronic records of the data required for its activities and regulates access to and exchange of data in accordance with the applicable national legislative framework. Data on students and their academic progress are recorded in ISVU, while other categories of data are held in the relevant University and internal systems and records. Access to specific datasets is granted in accordance with assigned authorisations and personal data protection regulations. An example of an electronically maintained record is the employee attendance log. Employees' arrivals are recorded via a device installed at the entrance to the Faculty building, and the data is used, among other purposes, to enable employees to claim reimbursement of commuting costs.

The Faculty ensures easy public access to up-to-date information on its study programmes and activities through its website, primarily in Croatian, with some information also available in English. Information is organised to meet the needs of different user groups, including prospective, current and international students, with additional information available on the departmental and centre websites. Evidence of the public availability of information includes the following webpages: Education (Croatian version), the 'About the Faculty' pages, Future Students, Education (English version) and Cognitive Sciences | Rijeka.

For study programmes and courses taught in English, students have access to all the necessary information. For other programmes, basic information is available in English, including course titles, the number of ECTS credits and programme outcomes. Further expansion of the range of key institutional and study-related information available in English remains an area for improvement, particularly with regard to information and documents relevant to international students and other international stakeholders. In addition to information on study programmes, the Faculty's website provides information on course delivery plans, admission criteria and requirements, learning outcomes, lifelong learning programmes, international mobility and available forms of student support.

The Faculty ensures that relevant information is available to students, prospective students and other stakeholders through its website, direct communication and a range of other communication channels. From the very beginning of their studies, students are informed of their rights and obligations, the rules of academic integrity and the academic support and counselling available to them. The Faculty also

collects information regarding the interest of prospective students and uses it to plan communication and promotional activities involving students, student associations and the Alumni Association. The aforementioned forms of information provision, support and communication, together with specific examples and evidence of their implementation, are presented in greater detail in Assessment Area III.

The Faculty gathers information on graduate employability using national and University sources, together with its own data, as described above. The findings inform future analyses and planning and are also considered when developing communication and promotional activities related to study programmes. For programmes with consistently low enrolment, the Faculty plans to intensify promotional activities, with greater involvement from departments, divisions and student associations. As the revised study programmes will be implemented from the 2026/2027 academic year, it will be possible to analyse their effects once the relevant data on programme delivery, student experience and study completion become available.

The Faculty systematically collects, analyses and uses data from various sources to monitor quality, plan activities and make decisions, and ensures that relevant information on its activities is publicly available. The existing information systems, quality assurance mechanisms and the involvement of different stakeholders support the effective management of the Faculty. Areas identified for further improvement include providing a more comprehensive definition of digital transformation, increasing response rates to student evaluations, and making a wider range of key information available in English.

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

The Faculty of Humanities and Social Sciences in Rijeka continuously promotes and supports ethical and transparent conduct, academic integrity and academic freedom through its regulatory framework, institutional mechanisms and activities for employees and students. The University of Rijeka Code of Ethics for Students provides the core ethical framework, by setting out ethical principles and standards of conduct and affirming the values of academic freedom, integrity and professional responsibility. By applying the University's ethical framework, the Faculty ensures that common ethical standards are upheld and links ethical conduct to institutional and social responsibility.

Faculty employees and students are guided in their work by the principles of academic ethics established in University and Faculty regulations. The core regulatory framework consists of the University of Rijeka Code of Ethics, the Addendum to the Code of Ethics of the University of Rijeka, the University of Rijeka Statute, the Statute of the Faculty of Humanities and Social Sciences in Rijeka, the Regulations on the Disciplinary Responsibility of Employees of the University of Rijeka, the Regulations on the Disciplinary Responsibility of Students of the Faculty of Humanities and Social Sciences in Rijeka, the Regulations on the Protection of Employees' Dignity, the Regulations on the Procedure for Internal Reporting of Irregularities and the Appointment of a Confidential Person, the Rules of Procedure of the Ethics Committee, and the Regulations on the Operation of the Ethics Committee for Scientific Research. All these acts are brought together on the official Regulations – Faculty of Humanities and Social Sciences in Rijeka webpage.

The Code of Ethics establishes ethical principles and standards of conduct and promotes academic integrity, responsibility, impartiality, mutual respect and the protection of academic freedom. At the Faculty, academic freedom is exercised through the freedom to conduct research, choose research topics and methods, participate in academic and public debate, and develop teaching content and teaching methods within the framework of accredited study programmes, defined learning outcomes and teachers' professional responsibilities. The Faculty recognises that academic freedom carries with it the obligation to respect the rights of others, uphold the principles of research ethics and academic integrity, and act responsibly in academic and public life.

The Faculty's commitment to ethical and transparent conduct is also embedded in the Quality Assurance Policy, which links ethical, transparent and impartial conduct, the consistent application of ethical principles, openness, dialogue and mutual respect to the creation of a stimulating, inclusive and supportive working and learning environment.

The Faculty has institutional mechanisms in place to prevent and address potential instances of unethical behaviour, intolerance and discrimination. The Faculty's Ethics Committee considers matters relating to the application of ethical standards and includes a student representative among its members. Information on the Committee's members and deputy members, together with contact information for enquiries, proposals, suggestions and reports, is publicly available on the Faculty Bodies webpage. The Committee's work is governed by the Rules of Procedure of the Ethics Committee, available among the Faculty's Regulations.

Between 2021 and 2025, a total of seven cases were submitted to the Ethics Committee. Of these, three were resolved by the Committee, while four were referred to a higher-level body. The cases most commonly concerned strained interpersonal relationships. Data on the Committee's work show how the institutional mechanism for addressing ethical issues operates in practice and can help monitor the types and frequency of issues arising within the Faculty.

The Faculty has specific protection mechanisms in place to prevent harassment and other violations of employees' dignity. The Regulations on the Protection of Employees' Dignity are available on the Regulations webpage. The Faculty has also appointed persons responsible for protecting employees' dignity. Their names are publicly available on the Faculty Bodies webpage.

Reports of irregularities are handled in accordance with the Regulations on the Procedure for Internal Reporting of Irregularities and the Appointment of a Confidential Person, which are also available on the Regulations webpage. Internal reporting of irregularities is thus an integral part of the Faculty's regulatory framework.

The Ethics Committee for Scientific Research serves as an institutional mechanism for upholding ethical standards in research. The Committee is a permanent working body of the Faculty, established to protect the rights, dignity and well-being of participants in research conducted by Faculty employees and students enrolled in doctoral and postgraduate specialist study programmes. Its work is governed by the Regulations on the Operation of the Ethics Committee for Scientific Research. Between 2021 and 2025, the Committee issued 64 research approvals to FHSS employees, doctoral candidates, and postdoctoral researchers. The approval process ensures that relevant ethical issues are considered before research begins.

Cases of unethical behaviour and other breaches of obligations are handled by the competent body in accordance with specific acts. Employees' disciplinary responsibility is governed by the Regulations on the Disciplinary Responsibility of Employees of the University of Rijeka, listed under Regulations – Faculty of Humanities and Social Sciences in Rijeka. Disciplinary proceedings at the Faculty are conducted by the Disciplinary Committee for Employees. Information on its members and deputy members is publicly available on the Faculty Bodies webpage.

From 2021 to 2025, no cases were referred to the Disciplinary Committee for Employees.

Students' disciplinary responsibility is governed by the Regulations on the Disciplinary Responsibility of Students. The Disciplinary Committee for Students conducts proceedings in accordance with these Regulations. The Faculty also makes publicly available an email address for submitting written reports to initiate disciplinary proceedings. Information on the Committee's membership is available on the Faculty Bodies webpage.

Between 2021 and 2025, 23 disciplinary proceedings were initiated against students, all of which were completed. The cases most commonly concerned using another person's work without proper attribution and presenting it as one's own. Students may also contact the Student Advocate on matters concerning

the protection of their rights. Information on this option is available through the FHSS Student Union (FHSS Student Union – Faculty of Humanities and Social Sciences in Rijeka).

The Faculty uses digital tools and established procedures to prevent plagiarism and other breaches of academic integrity. Academic integrity is safeguarded by proactively informing students, establishing rules for written work and using Turnitin to check text similarity. On its official website, FHSS publishes instructions for using the system, Instructions on Originality Checks, and forms for reporting the results of originality checks on student work (Forms – Faculty of Humanities and Social Sciences in Rijeka).

Bachelor's, master's and postgraduate theses undergo originality checks. The originality check report is part of the study completion procedure. Turnitin results do not in themselves establish plagiarism; they identify text matches that require expert assessment. Where there are reasonable grounds to suspect plagiarism or another breach of academic integrity, the matter is handled in accordance with the Code of Ethics and the relevant disciplinary regulations. The Faculty's Protocol for the Quality Assurance System also links the promotion of academic integrity to plagiarism detection procedures, the use of Turnitin and the involvement of supervisors, Student Services and the competent committees.

The Faculty further promotes understanding of ethical behaviour, academic integrity, the protection of dignity and the responsibilities of academic community members through preventive and educational activities. The Office for Academic Support organises activities for students and other interested participants, focusing on specific topics relevant to ethical and responsible conduct. Examples include the lecture 'Online Violence: Legal and Social Challenges', held on 22 May 2025, and the workshop 'Workplace Bullying: Employment Law Aspects', held on 1 December 2022.

The available data provide a basis for monitoring this area, while consolidating and periodically reviewing them could further help identify the frequency of particular types of cases and the need for preventive and educational activities.

To make protection mechanisms accessible, the Faculty publishes information on the membership of the relevant committees, their contact details and the regulations governing their work, primarily on the Faculty Bodies and Regulations webpages. Bringing this information together could help employees, students and external stakeholders identify the competent body and the appropriate procedure in cases involving possible breaches of the Code of Ethics, academic dishonesty, harassment, violations of dignity, irregularities or infringements of students' rights.

FHSS has established a regulatory and institutional framework that supports ethical and transparent conduct, academic integrity and academic freedom, and sets out procedures for addressing possible instances of unethical behaviour. Existing mechanisms include the work of ethics and disciplinary bodies, the protection of dignity, the reporting of irregularities, the ethical review of research and originality checks of student work. Further improvements could focus on a more systematic analysis of the available data to identify possible patterns and the need for additional preventive and educational activities aimed at reducing the incidence of unethical behaviour.

1.5. The quality assurance system is periodically improved and revised on the basis of the results of implementation of regular internal and external quality assurance procedures.

The Faculty of Humanities and Social Sciences in Rijeka develops its quality assurance system as an integral part of its work, linking monitoring, evaluation and improvement procedures to strategic planning and ensuring that they are aligned with the *Quality Assurance Policy*. The system is developed and periodically improved in accordance with the *Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)*. The Faculty's quality assurance system is based on the following core documents: the *Regulations on the Quality Assurance System at the University of Rijeka* (2026), the *Regulations on the Quality Assurance System of the Faculty of Humanities and Social Sciences in Rijeka* (2024), the *Guide to Study Quality* (2025) and the *FHSS Protocol for the Quality Assurance System* (2024). These documents

build on earlier quality assurance acts and are regularly updated. The *Protocol* sets out the procedures and activities through which quality is assured and enhanced. It thereby provides all stakeholders with a clear framework for understanding and carrying out activities within the quality assurance system. Data collected through quality assurance procedures are analysed and used as a basis for updating procedures and proposing changes to improve the system.

The quality assurance system comprises the Quality Assurance Committee, the Office for Academic Support and other advisory and expert bodies of the Faculty, which work together to ensure quality across the Faculty's various areas of activity. The Committee includes representatives of all departments, Faculty management, students, the Centre for Teacher Education, administrative services and external stakeholders. The Committee develops the strategic approach to quality assurance, organises and coordinates evaluations, establishes mechanisms for their monitoring, and refines procedures in line with the Faculty's needs. Compared with the previous period, the system's organisational framework has been strengthened through the introduction of the role of Vice Dean for Study Programmes and Quality Assurance and the formal inclusion of the Office for Academic Support in the quality assurance system. The 2025 *Regulations on Internal Organisation and Job Classification* established the Office for Quality Assurance and formally defined the position of its Head. These measures provide an organisational framework for further professionalising support for the quality assurance system. Securing the necessary staffing capacity for this new position needs to be planned for the coming period.

The *Quality* webpage provides public access to the current *Quality Assurance Policy*, the system's core documents, information on the Committee's membership, and its work plans and reports. It also contains documentation on internal reviews, previous re-accreditation procedures and follow-up activities, the results of various evaluations and analyses, and documents governing quality assurance for study programmes and lifelong learning programmes. The *Strategy* webpage provides access to strategic documents and reports on their implementation. Together, these webpages give stakeholders insight into formal procedures, monitoring results and the development of the system over time.

The Faculty collects and analyses data on student evaluations of teaching, graduates' satisfaction with their studies, enrolment, pass rates, completion and dropout rates, students' needs and expectations, employability, satisfaction with specific forms of practical training, etc. The data are analysed and regularly presented to the Faculty Council to enable its members to review them collectively and use them to inform decisions on future changes. For example, at the Faculty Council's meeting in March 2024, under the thematic agenda item *A Development Perspective on Teaching Quality Assurance* (evidence 1.5.1.), average group results from student evaluations of teaching were presented alongside student satisfaction results, an analysis of reasons for dropping out, examination pass rates, and findings from research on students' mental health. The Quality Assurance Committee submits an annual report to the Faculty Council. Since the 2024/2025 academic year, the report has also included an analysis of the effectiveness of activities undertaken and their alignment with those planned, thereby gradually shifting the emphasis from documenting implementation to assessing its impact. Departmental representatives on the Committee also present topics and findings relating to quality assurance to members of their departments (evidence 1.5.2.). The collected and analysed data are also used in specific activities, including the procedure for rewarding teaching excellence. Furthermore, preparations for the reform of study programmes provide another example of how different data sources are brought together to inform development decisions. This will be discussed in greater detail in Assessment Area II.

The results of regular internal and external quality assurance procedures, conducted in accordance with the ESG, are used to review and improve the quality assurance system. This is evident in the activities undertaken based on the reports and recommendations from previous evaluations (re-accreditation and internal review).

The *2021–2026 Action Plan for Quality Improvement* was developed in response to the Expert Panel's recommendations from the 2020 re-accreditation procedure. The *Report on the Implementation of the Action Plan for Quality Improvement in the Second Re-accreditation Cycle for the Period 2021–2026* was submitted in November 2023. In January 2024, the Follow-up Committee issued an opinion stating that

implementation of the *Action Plan* during the 2021–2023 reporting period was in line with the Expert Panel's recommendations included in the final report and the activities envisaged in the *Action Plan*.

The Report on the Implementation of the Action Plan shows that external evaluation results are used to improve all areas of the Faculty's activities, with a large share of the planned activities completed and implementation of some recommendations still in progress. With regard to the quality assurance system itself, one improvement introduced in response to the re-accreditation recommendations was the inclusion of representatives from all departments on the Quality Assurance Committee, strengthening links between the Faculty and its organisational units in implementing quality assurance procedures. Students' access to information has been improved through the development of a new Faculty website, which brings together information relevant to students, including information on complaints procedures and plagiarism. The Faculty has ensured the availability of information in English by developing an English-language version of its website. Another specific response to the recommendations from the previous re-accreditation was to explore ways of enhancing the role of student evaluations of teaching: teaching staff and students receive recommendations on conducting the evaluations before each cycle (evidence 1.5.3.); student evaluations were discussed at the From the Student Perspective forum held on 8 May 2023; the University's Quality Assurance Committee is revising the evaluation questionnaire, with the revisions also discussed on several occasions by the Faculty's Quality Assurance Committee; and training for first-year students on the purpose of student evaluations has been developed and is being delivered. Efforts to provide better and more comprehensive information on the quality assurance system, as recommended in the previous re-accreditation, have therefore extended to students as well as departments and teaching staff. The *From the Student Perspective* forum series is a notable example. These forums have been held since 2023 and cover the role of the quality assurance system in studies, regulations relevant to students, satisfaction with studies, the modernisation of study programmes and student mobility. They are organised with the participation of the Quality Assurance Committee, the Office for Academic Support, the Careers Office, the Student Union, student representatives and student associations, with other internal and external stakeholders involved depending on the topic. Student participation therefore extends beyond membership in institutional bodies to include discussions of specific issues and proposed changes.

The University of Rijeka's internal review also allows for periodic assessment of the effectiveness of the quality assurance system as a whole. Conducted once every three years, it consists of planning, the review itself, reporting and follow-up, which makes the internal evaluation cycle shorter than the external evaluation cycle. The University ensures that internal reviewers have the necessary competences through appropriate training and preparation (evidence 1.5.4.). The most recent internal review at the Faculty was conducted in 2024. The review was based on the Faculty's Self-Evaluation Report, the report on the implementation of the Strategy, the previous internal review report and analyses of student and employee satisfaction. During the site visit, information was also gathered from various stakeholder groups. The University of Rijeka helps to develop internal reviewers' competences through training for evaluators.

The findings of the 2024 internal review acknowledge the Faculty's achievements and set the direction for the next phase of development. The review panel concluded that FHSS had established an effective quality assurance system integrated into its strategic direction and operational processes, and that its processes and procedures had been noticeably strengthened and formalised since the previous internal review. The panel recommended that the Faculty continue to apply the established procedures, further increase the visibility of the Committee's work and improve students' access to information, ensure consistency in procedures across departments, develop ongoing peer review, and implement the necessary improvements identified in the Self-Evaluation Report.

The report on the implementation of the action plan will follow, while planned activities relating to the quality assurance system are under way. For example, the 2024 Self-Evaluation Report identified the need to inform stakeholders more effectively and systematically and to improve the collection, organisation and archiving of quality assurance documents and data, as a specific area for further development of the

quality assurance system. It also identified the need for more effective follow-up on recommendations from the Committee and other stakeholders, including monitoring the implementation and impact of the measures taken. This area is particularly important because, by 2024, the Faculty already had access to a large amount of data from various sources and information systems, including ISVU, MOZVAG, student surveys and various institutional research studies, but systematically linking these data and using them to support management was identified as the next step in the Faculty's development. The activities described above, undertaken in response to recommendations from the previous re-accreditation, show that the Faculty has already taken concrete steps in that direction. Strengthening staffing and technological support for operational processes is also important in this context. The internal review recommendation to systematically integrate and effectively use data from different sources is linked to the need for dedicated IT support identified in the previous re-accreditation. The Faculty has made considerable efforts in this area: the University IT Centre assigned a staff member to support the Faculty; the Faculty funded IT studies for two staff members (evidence 1.5.5.); and, following approval from the Ministry, it recruited an IT specialist to a newly created position in 2026. This increase in staffing capacity is also important for development planning, as the digitalisation of operations is one of the specific objectives set out in the *2025–2029 Programme Agreement*. This development is particularly relevant to the quality assurance system, as it directly addresses the internal review recommendation to improve data collection and systematisation and to make more effective use of data in management. The aim is therefore not simply to digitise existing paper-based procedures, but to gradually make it possible to bring together data currently held across different systems and procedures and use them to monitor indicators, make decisions and assess the impact of measures taken. Although still at an early stage, this process represents a clearly defined direction for further development.

The above-mentioned examples of improvements to the quality assurance system, based on the findings of external and internal evaluations, demonstrate that the Faculty seeks to develop a quality culture through a combination of several factors. These include strengthening organisational capacities, ensuring formal stakeholder representation, informing and training stakeholders, and creating opportunities to discuss evaluation results and the implementation of necessary changes. This approach is also reflected in the *FHSS Quality Assurance Policy 2026*, while the Faculty's website provides access to quality assurance system documents, information on the membership of the Quality Assurance Committee, annual plans and reports, evaluation results, and documentation relating to internal and external reviews. The *Protocol* explicitly states that information obtained through quality assurance procedures informs the Faculty's development policy and that internal and external stakeholders actively participate in the system.

System developments since the previous re-accreditation demonstrate how external and internal quality assurance have been integrated into a cycle of continuous improvement. The functional system observed in the 2020 re-accreditation has been further strengthened both regulatorily and organisationally: all departments and different stakeholder groups are now represented on the Committee; the position of Vice Dean for Study Programmes and Quality Assurance has been introduced; the Office for Academic Support has been formally incorporated into the system; and new Regulations and an aligned Protocol were adopted in 2024. More specific mechanisms for the involvement of students and other stakeholders through training activities, forums, and discussions have been developed; the range of analyses used in institutional discussions and strategic change planning has been expanded; and the Committee's annual reporting now includes an assessment of the effectiveness of the activities undertaken. The recommendations from the previous re-accreditation were operationalised through the *Action Plan*. In the coming period, it is important to continue with the consistent implementation and monitoring of recommendations from internal and external evaluations, particularly through further alignment of quality assurance procedures across all departments, improving student involvement and access to information, and developing continuous peer review practices. At the same time, further progress is needed in systematically integrating and utilising data in management, as well as in monitoring the implementation and impact of measures taken, to ensure that evaluation results consistently close the continuous improvement loop.

2. STUDY PROGRAMMES AND LIFELONG LEARNING PROGRAMMES

2.1. The intended learning outcomes at the level of a study programme are aligned with the competences a student should gain by completing the study programme, as well as with the CroQF level.

Study programmes at the Faculty of Humanities and Social Sciences in Rijeka follow a learning-outcomes-based approach. This approach is also embedded in the Faculty's mission, according to which study programmes are based on learning outcomes while supporting graduates' further education and employability. The Faculty's vision, in turn, emphasises the development of study programmes through modernisation, alignment with the Croatian Qualifications Framework, and the ongoing monitoring of the interests and needs of students and the labour market. In this way, learning outcomes are connected with the Faculty's educational, professional and societal objectives.

Learning outcomes are defined at both study programme and course level. The Faculty's 2024 *Self-Evaluation Report* noted that study programmes define compulsory and elective learning outcomes encompassing both discipline-specific and generic competences. The mapping of course learning outcomes to study programme learning outcomes is a mandatory component of both initial accreditation and study programme amendment procedures.

The *Quality Assurance in Study Programmes* section of the Faculty's website brings together the current documents and tools used for study programme evaluation: the *Ordinance on Quality Assurance in the Field of Evaluation of Study Programmes of the University of Rijeka*, dated April 2026; the *Instruction on the Implementation of the Study Programme Evaluation Procedure*; the Faculty's *Decision on the Procedure for Proposing New Study Programmes and Amendments to Existing Study Programmes*; and the accompanying forms, including tables for mapping course learning outcomes to study programme or module learning outcomes. This ensures that learning outcomes are systematically reviewed as part of the regular formal procedures for developing new study programmes and amending existing ones.

During initial accreditation and study programme amendment procedures, the qualification level, study programme and course learning outcomes, their relationship to the competences acquired by students, and their alignment with the relevant levels of the Croatian Qualifications Framework (CroQF) and the European Qualifications Framework (EQF) are reviewed. When an existing study programme is amended, a separate assessment is made of whether the proposed change affects learning outcomes at course, module or programme level. The mapping tables (TP-1 and TP-2) show how individual courses are linked to study programme learning outcomes. This system ensures that changes to study programmes are assessed not only in terms of revisions to the curriculum, but also with regard to maintaining the overall competence profile of the qualification. The alignment between study programme and course learning outcomes was also reviewed during preparations for the current re-accreditation (Table 2.1 of the Analytic Supplement to the Self-Evaluation Report).

Learning outcomes are formulated in accordance with common methodological guidelines and examples of good practice. The *Guidelines for Evaluating Learning Outcomes in Higher Education Teaching* are available on the Faculty's website. In its guidelines on formulating learning outcomes, the University Committee for the Evaluation of Study Programmes refers to manuals on developing learning-outcomes-based programmes and student-centred learning and teaching, as well as to relevant CroQF and EQF documents. The Committee also regularly provides opinions and recommendations on improving study programme learning outcomes (evidence 2.1.1.), which are acted upon through the Faculty's quality assurance system (evidence 2.1.2.).

At the level of study programme delivery, learning outcomes are aligned with course content, teaching methods and assessment of student performance. The *Study Regulations for University Undergraduate and Graduate Study Programmes at the Faculty of Humanities and Social Sciences in Rijeka* stipulate

(Article 13) that the constructive alignment of learning outcomes is an integral part of course delivery plans. This approach ensures that learning outcomes also guide the planning of course delivery.

The alignment of programme learning outcomes with the competences required upon completion of the study programme was one of the key areas highlighted in the recommendations from the previous re-accreditation. In 2020, the Expert Panel concluded that programme learning outcomes were clearly defined and that considerable effort had been made since the previous re-accreditation to align and improve them. However, it recommended strengthening the link between learning outcomes and competences valued by employers, as well as involving a broader range of potential employers and graduates in reviewing them. This recommendation was operationalised through the *2021–2026 Action Plan*, which provided for the development of occupational standards, the application of the CroQF methodology, the development of practical training learning outcomes in cooperation with employers, and the involvement of alumni, students and employers in the development and major revision of study programmes.

The alignment of programme learning outcomes with the CroQF and EQF levels is an integral part of study programme development and amendment. The CroQF methodology was applied in the ESF projects *Croatian Language and Literature (Croatian Philology), Andragogy, Philosophy, and Cultural Studies – Alignment with the Croatian Qualifications Framework (KAFKa)*, which involved the development of occupational and qualification standards, and *History, History of Art, Italian Studies, German Studies – Development, Improvement and Implementation of Professional Practice (PerPeTuUm aGile)*, where practical training learning outcomes were improved in accordance with the CroQF methodology, which has also been incorporated into regular study programme evaluation procedures. The 2024 Self-Evaluation Report identifies the application of the CroQF methodology as one of the strengths of the study programme review system, with study programmes also reviewed in relation to labour market and societal needs, with employers, alumni and students participating in the process (evidence 2.1.3.).

The 2024 internal review confirmed that well-developed study programme review procedures were in place, together with cooperation among departments, the application of the CroQF methodology, and the involvement of employers, alumni and students. At the same time, the need to make systematic use of collected and analysed data when reviewing study programmes was identified as an area for further development.

The *Guidelines for the Reform of Undergraduate and Graduate Study Programmes*, dated February 2026 (evidence 2.1.4.), were developed based on the *Reform Proposal*, adopted by the Reform Committee on 15 January 2026 (evidence 2.1.5.). The Proposal was based on an analysis of indicators relating to the quality of studies, programme structure and outcomes, and took into account the results of student surveys, student and alumni satisfaction, academic performance and graduate employability, enrolment trends and interest in the programmes, as well as feedback from students, teachers, employers and other stakeholders (evidence 2.1.6.). One of the core objectives of the reform is to strengthen the alignment of learning outcomes with the CroQF, labour market needs and the strategic development of the Faculty and the University. At Faculty level, the *Guidelines* also further operationalise the number and structure of learning outcomes and their appropriateness to the relevant level, at both study programme and course level. The Guidelines also link learning outcomes to students' progression through the programme, taking into account how competences build on one another and increase in complexity, rather than focusing solely on formal enrolment requirements.

Overall, the learning outcomes of the study programmes delivered at FHSS are generally clearly formulated and assessable. At the same time, some variation among individual programmes is to be expected, reflecting the different qualification profiles in the humanities and social sciences. Study programme learning outcomes encompass discipline-specific competences as well as critical and analytical thinking, research and information competences, communication, collaboration, independent work, and other transferable competences appropriate to the respective qualifications. Ethical, social and intercultural dimensions are also present in some study programmes through learning outcomes related, for example, to academic integrity, respect for human and cultural diversity, tolerance, and participation

in a multicultural society. However, these outcomes are not articulated with the same degree of explicitness across all study programmes, and some graduate programmes would benefit from a more explicit reference to the relevant CroQF level. This does not mean that the relevant competences are not developed within the programmes, as they are addressed in individual courses. In this respect, the current reform also provides an opportunity to review whether competences that form an important part of the qualification profile are sufficiently clearly reflected in programme learning outcomes, while taking into account the specific characteristics of different disciplines.

Qualifications awarded upon completion of the study programmes are clearly described in the relevant documents and on the Faculty's website. For each study programme, information is provided on the type and level of study, duration and number of ECTS credits, academic title awarded, programme structure, and compulsory and elective sets of programme learning outcomes. Current versions of the study programmes and course delivery plans are also available.

During the period under review, proposals for occupational and qualification standards were developed as part of the CroQF project KAFKa, and the resulting occupational standards were subsequently entered in the CroQF Register. Procedures relating to applications for the inclusion of the proposed qualification standards in the CroQF Register are ongoing, and the Faculty continues to monitor their status and respond to any requests made during the evaluation process.

The comparability of programme learning outcomes with those of related programmes in Croatia and other EU Member States is an integral part of study programme development and evaluation procedures. Documentation for initial accreditation and major programme amendments explains how the programme relates to comparable accredited programmes (evidence 2.1.7.). For existing programmes, evidence of such comparability is provided in the relevant study programme documentation. International comparability is considered together with the relevant CroQF/EQF level, mobility and opportunities for academic progression, rather than solely in terms of similarities between course lists.

The development of study programme learning outcomes since the previous re-accreditation demonstrates continuity between external evaluation, the implementation of recommendations, internal review and the current reform. Available data confirm that FHSS programme learning outcomes are clearly defined, linked to course learning outcomes and embedded in programme development, delivery and review procedures. They encompass both discipline-specific and generic competences and are aligned with the relevant CroQF levels and qualification profiles. Additional analysis conducted in preparation for the current re-accreditation confirms a strong starting point and also helps to target further improvements more precisely. This is especially relevant for the continuation of the reform at graduate level, where particular attention will be paid to ensuring that learning outcomes more clearly reflect autonomy and responsibility and, where these form part of the qualification profile, ethical, social and intercultural dimensions.

2.2. The higher education institution determined the processes for planning and developing new study programmes, and for monitoring and periodically revising the existing ones. This ensures that the study programme is up-to-date, and that the content of study programmes is aligned with the latest scientific / artistic / professional knowledge.

The Faculty of Humanities and Social Sciences in Rijeka has established formal procedures for developing new study programmes and for amending and periodically reviewing existing ones. These procedures bring together programme planning, internal and external evaluation, stakeholder involvement, analysis of quality indicators, decision-making and the publication of current versions of study programmes. The procedures are carried out in accordance with national regulations and the current University of Rijeka ordinance and instructions, while the Faculty has further developed its own internal evaluation procedures and forms. These documents are available in the *Quality Assurance in Study Programmes*

section of the Faculty's website and include the *Ordinance on Quality Assurance in the Field of Evaluation of Study Programmes of the University of Rijeka*, the *Instruction on the Implementation of the Study Programme Evaluation Procedure*, the *Decision on the Procedure for Proposing New Study Programmes and Amendments to Existing Study Programmes*, the *Summary of Instructions on the Procedure for Amending Study Programmes at FHSS*, and forms OB-1, OB-2, OB-3 and TP-1/TP-2.

The procedure varies depending on the scope and type of change. Initial accreditation is carried out when a new study programme is introduced and for changes that substantially alter an existing programme, including changes to more than one third of the programme learning outcomes. For other changes, decision-making takes place at University or Faculty level, as appropriate. At Faculty level, for example, amendments may concern the course delivery plan, admission requirements and the number of places available, the semester in which a course is offered and its elective status, the course title, aims and content, without changing its learning outcomes, the ECTS credit allocation without changing the learning outcomes, as well as forms of teaching, methods of monitoring students' work, assessment methods and course reading lists.

For amendments decided by the Faculty Council, the procedure begins with a decision by the relevant department or independent division. The documentation is submitted to the Vice Dean for Study Programmes and Quality Assurance, who forwards it to the Quality Assurance Committee for evaluation. The Committee evaluates the proposal using the prescribed forms. As part of internal evaluation at Faculty level, the Committee examines whether the proposed amendments are adequately explained and justified in light of the mission and strategic objectives of FHSS and the University, as well as economic and societal needs; whether the course descriptions are complete; whether TP-1 and TP-2 have been completed correctly; and whether the impact of the proposed changes on course, module and study programme learning outcomes has been appropriately assessed. During the evaluation process, the Committee may make recommendations and request that any deficiencies be addressed and the documentation revised. It also issues its opinion and conclusion (evidence 2.2.1.). The proposal is then forwarded to the Faculty Council and, once approved, the proposer publishes a consolidated version of the study programme before the start of the academic year. For amendments decided at University level, the documentation is submitted to the University Committee for the Evaluation of Study Programmes, which issues its opinion and recommendations. For new study programmes and major amendments, once the Faculty Council approves the proposal, it is then evaluated by the University Committee and undergoes two reviews, at least one of which must be carried out by an international reviewer. The process concludes with the appropriate University procedure and, where applicable, the corresponding ASHE procedure.

The *Protocol* stipulates that study programmes undergo periodic review every five years, or earlier if necessary. Evidence of the review includes not only the revised programme itself but also a rationale for the changes, based on analyses and feedback from students and external stakeholders, including employers, professional associations and alumni. The rationale highlights how the changes are linked to the results of research, innovation and professional activities, ensuring that programmes keep pace with developments in the discipline and evolving societal needs.

The *Protocol* also provides for annual analyses of student pass and completion rates, periodic employer surveys on graduates' competences and the collection of information on alumni employment. It also provides for the analysis of student surveys (conducted annually or as necessary), and graduate satisfaction in order to assess the effectiveness of teaching methods and learning outcome assessment, explore expectations, needs and satisfaction with study programmes and evaluate the learning environment. A separate periodic procedure is in place for assessing actual student workload in relation to ECTS credits.

During the period under review, these indicators have also informed the reform of undergraduate and graduate study programmes. The *Guidelines for Study Programme Reform*, dated February 2026, state that the *Reform Proposal* was based on an analysis of a range of quantitative and qualitative data, including the results of student surveys, student and alumni satisfaction, academic performance and

graduate employability, enrolment trends and interest in individual programmes, as well as feedback from students, teachers, employers and other relevant stakeholders. At the time of preparing this *Self-Evaluation Report*, the reform was still under way.

The content of study programmes and individual courses is periodically updated as part of the procedure described above. The *Summary of Instructions on the Procedure for Amending Study Programmes at FHSS* explicitly identifies the following as routine amendments: updates to course titles, changes to course aims and content, changes to teaching and assessment methods, and updates to required and supplementary reading lists. The alignment of programme content with intended learning outcomes is discussed in greater detail under Standard 2.1. It is sufficient to note here that this alignment is reviewed whenever a programme is amended. The OB-1 form requires an assessment of the proposed amendment's impact on learning outcomes. In the OB-2 form, the Quality Assurance Committee reviews this assessment alongside the TP tables, which show how course learning outcomes are linked to study programme learning outcomes (TP-1) and track any changes in that relationship (TP-2). This ensures that both programme content and any changes made continue to support the achievement of the intended learning outcomes.

Current study programmes also offer students a variety of ways to acquire and further develop digital skills, as appropriate to the specific characteristics of each discipline. Examples include the following courses: *Computer-Assisted Translation* on the graduate study programme in Translation Studies; *Basics of e-Education* on the undergraduate study programme in Pedagogy; *Digital Humanities in Literary Research* on the undergraduate study programme in Croatian Language and Literature; *Book History and Digital Humanities* on the undergraduate study programme in English Language and Literature; and *Digital Humanities: Memoryscapes*, *Digital Humanities: Data Retrieval and the Organization of Cultural Knowledge Databases*, *Artificial Intelligence and Communication in Culture* and *Digital Linguistics: Tools and Methods* on the graduate study programme in Cultural Studies.

The structure of the study programmes and formalised procedures for recognising prior learning facilitate both horizontal and vertical student mobility. The Faculty applies the University of Rijeka's *Regulations on the Recognition and Evaluation of Prior Learning*. The procedure applies to competences acquired through formal and non-formal education and informal learning and is based on the principles of equal access, equivalence of learning outcomes, transparency and quality assurance. FHSS has a representative on the University Committee for the Recognition and Evaluation of Prior Learning. At Faculty level, the procedure has been adapted to the number and diversity of study programmes by appointing permanent members of the Committee for Recognition and Evaluation of Prior Learning from individual departments, while three-member expert committees are formed for individual applications.

Student mobility across Europe is further supported by the procedure for recognising learning outcomes achieved during mobility. The Faculty's *Decision on the Procedure for the Recognition of Learning Outcomes upon Return from Mobility* requires students returning from a period of study or practical training abroad to initiate the recognition procedure and specifies the documentation required as evidence of the learning outcomes achieved.

Compared with the previous period, certain structural conditions for vertical progression have also been established. The 2024 *internal review* found that, in line with the recommendations of the previous internal review, appropriate general modules had been accredited at graduate level, thereby ensuring that programmes offered at undergraduate level have a corresponding pathway to graduate-level study. Joint (*communis*) elective courses also contribute to horizontal flexibility in study. The recommendation from the previous re-accreditation to define their ECTS credit allocation and relationship to other elective courses more clearly was implemented through the development of guidelines and enrolment forms.

The *Report on the Implementation of the 2021–2025 Development Strategy for 2025* shows that the proportion of total ECTS credits awarded through recognition of prior learning was 1.47%, compared with a strategic target of 10%. The indicator covers learning outcomes achieved at other higher education institutions, through Erasmus+ and CEEPUS mobility, as well as competences acquired through non-formal education and informal learning. The data show that institutional mechanisms are in place and being

applied, but that there is still scope for further improvement. The Reform Committee identified recognition of prior learning and outgoing international student mobility as issues to be addressed in the reform of study programmes. The reform therefore provides for greater flexibility in study and the removal of organisational barriers to mobility, but the impact of these changes can only be evaluated once the reform has been completed and delivery of the revised programmes has begun.

Alignment between ECTS credits and actual student workload is monitored continuously and periodically. In regular student evaluations of teaching, students assess whether the workload for each course corresponds to the ECTS credits allocated to it. In the 2020 re-accreditation, the Expert Panel acknowledged the efforts made to align ECTS credits with actual student workload but recommended clearer arrangements for the allocation of ECTS credits to joint (*communis*) elective courses. The 2024 *Self-Evaluation Report* states that, at institutional level, students participating in the summer semester 2022/2023 evaluation generally considered the workload and ECTS credits to be aligned. However, the 2024 internal review noted that this aggregate result was not sufficient, as student surveys for individual study programmes indicated instances of misalignment. A more detailed programme-level analysis was therefore recommended.

Under the *Protocol*, ECTS monitoring was expanded to include a periodic procedure conducted every three to five years, consisting of a standardised questionnaire on actual student workload, analysis of the results and focus groups. Based on the findings, the Quality Assurance Committee makes recommendations for aligning ECTS credits in course delivery plans and study programmes. The regular student survey is thus used to identify potential misalignment, while the periodic analysis is intended to provide a more precise assessment and inform decisions on whether workload should be redistributed or ECTS credits adjusted. This is directly linked to the recommendation of the 2024 internal review that the questionnaires on the alignment of ECTS credits with actual workload and on the evaluation of achieved learning outcomes, together with the resulting data, should be used in periodic programme reviews. Amendments to study programmes provide examples of student workload being adjusted in response to feedback. For example, for the 2024/2025 academic year, the way student work was monitored in the single-honours and joint-honours undergraduate study programmes in Pedagogy was modified through a redistribution of the workload associated with ECTS credits, with the change justified by the results of internal student evaluations and discussion within the Department. In the undergraduate study programme in English Language and Literature, course contact hours were adjusted to ensure the quality of delivery and improve student satisfaction. These examples show that the collected data are used to adjust students' actual workload.

Changes to study programmes are systematically documented and published online. The 2024 internal review found that both current and previous versions of study programmes are available on the Faculty website. Individual programme webpages allow programme versions to be tracked by enrolment cohort.

During the 2020 re-accreditation, the Expert Panel positively assessed student involvement in programme reviews, but noted that the Faculty had not been sufficiently active in collecting data from graduates on their study experience and employability. It therefore recommended that such data be incorporated more systematically into programme monitoring. The *Action Plan* provides for the regular collection and analysis of data on graduate satisfaction, in cooperation with the University's quality assurance system, the presentation of results to departments and the Faculty Council (evidence 2.2.2.) and the use of these findings to inform study programme amendments where appropriate. Since then, under the Dean's decision, students, alumni and employers have also been more formally involved in the development of new study programmes and major amendments to existing programmes.

FHSS has clearly defined processes for the development, evaluation and revision of study programmes, with internal evaluation by the Quality Assurance Committee prior to formal approval and additional University-level and external evaluation in the case of new programmes and major amendments. The system incorporates indicators relating to student workload, academic performance and completion rates, student and alumni satisfaction, employability and employer feedback. Changes are recorded, and both current and previous versions of study programmes are publicly available. Programme content is

kept up to date through changes to course content, teaching methods and reading lists, while the development of digital competences takes different forms appropriate to the respective fields of study.

In response to recommendations from previous evaluations, the involvement of students, alumni and employers has become more systematic, data collection on graduates has been further systematised, arrangements for *communis* courses have been clarified and internal procedures for evaluating amendments to study programmes have been formalised. As also noted in the recommendations from previous evaluations, further improvement can be achieved through more systematic use of the data collected in periodic programme reviews, more detailed assessment of student workload at the level of individual courses and further strengthening of mobility and flexibility in study, as well as through more consistent and detailed rationales for programme amendments which would make it clearer which new scientific, professional or societal developments prompted each specific change. The ongoing study programme reform also takes some of these issues into account. Once the reform has been implemented, its effects will need to be monitored against the reform objectives. In this way, the well-developed and formalised system for reviewing study programmes will make the purpose and rationale of programme amendments, as well as their effects, more transparent.

2.3. Student practice is an integral part of study programmes, where applicable.

The Faculty of Humanities and Social Sciences in Rijeka offers university study programmes in the humanities and social sciences. As a result, the practical component does not have the same scope or take the same form across all study programmes, but is tailored to the profile of each qualification. In addition to dedicated professional placement or practical training courses and teaching placements on teacher education programmes, practical competences are also developed through practicum courses, translation and teaching-methodology exercises, fieldwork and project work, community-based work, research activities and other forms of work linked to professional environments. This approach is consistent with the *University of Rijeka Model for Enhancing Students' Acquisition of Practical Competences*, which distinguishes between learning through work placements with employers and the integration of practical competences into regular teaching activities.

The development of practical competences is also a strategic objective of FHSS for the 2021–2025 period (with the Strategy extended to 2026). Under Objective 11 of the *Strategy*, "Develop students' generic and practical competences", the proportion of ECTS credits associated with practical competences is monitored in relation to the total ECTS allocation for the study programme. According to the *Report on the Implementation of the Strategy for 2025*, the indicator stood at 3.52%, exceeding the target value of 3% by the end of the strategic period.

Development in this area is directly linked to previous evaluations. During the 2020 re-accreditation, the Expert Panel acknowledged the Faculty's efforts to date but considered practical training insufficient overall and recommended that it be increased. The recommendation was operationalised through the *Action Plan*. The *Report* on its implementation states that, by 2023, more than ten new practical training courses had been introduced and that an assessment of student needs conducted as part of the *PerPeTuUm aGile* project served as the basis for developing new or improving existing models of practical training in four departments. The number of agreements and practical training sites also increased substantially. The Careers Office was also established as part of the project and continued to operate after the project ended, connecting students with potential employers and mentors and regularly organising activities related to practical training, career development and the labour market. One example is *Meet & Greet – Practical Training, Careers and Volunteering Day*, which brings together employers, institutions, associations and other external stakeholders.

A review of the study programmes for the 2025/2026 academic year confirms that practical training is significantly more prominent than at the time of the previous re-accreditation. The review identified 33 instances of dedicated practical training courses, excluding teaching placements, practicums, teaching-

methodology and translation exercises, project work, fieldwork and other courses in which practical competences are also developed. Their status, scope and mode of delivery vary according to the profile of each programme.

Teaching placements, including school-based placements and teaching-methodology practice, form a distinct component of the teaching modules of graduate study programmes. They are carried out in placement schools under the supervision of external mentors and are linked to subject-specific teaching methodology, classroom observation and analysis, and independent lesson planning and delivery. The quality of mentoring is further supported through mentor evaluation and, since 2025, through an award and formal recognition for the most successful mentor involved in school-based teaching placements.

The 2024 internal review identified the need for further changes specifically within the teaching modules of graduate study programmes. In particular, the limited number of ECTS credits allocated to teaching placements and their delivery in the final semester, alongside students' other obligations, were identified as areas requiring improvement. The review also recommended that course delivery plans indicate more clearly the proportion of student workload, expressed in ECTS credits, devoted to the acquisition of practical competences. These issues have been incorporated into the ongoing reform of graduate study programmes, which provides for an increased ECTS allocation for teaching placements, with the final semester reserved exclusively for teaching placements and the master's thesis.

The organisation and monitoring of practical training are gradually becoming more standardised across the Faculty. The *Protocol* identifies the following indicators for monitoring the implementation of practical training: study programmes and the corresponding ECTS credits, agreements with employers, practical training logbooks, and analysis and recommendations based on feedback from students and mentors. The Faculty's Regulations on Practical Training are also in the final stages of preparation. They will further formalise the existing models at the institutional level, while preserving the differences required by individual study programmes. There is also a need for more systematic support for all external mentors. Workshops have already been organised on the challenges of mentoring and on providing feedback to students, but similar induction and training opportunities should be extended more systematically to mentors involved in different forms of practical training.

Organising high-quality practical training is challenging, as it requires balancing the requirements and learning outcomes of study programmes with the availability of mentors and the capacities and working practices of the employers hosting students. A particular challenge is ensuring a sufficient number of suitably qualified mentors who can devote the necessary time to students. The sustainability of individual models also depends on the availability of financial resources. The *Protocol* itself notes that the provision of practical training depends on funding arrangements at both Faculty and relevant ministry level. This is particularly relevant to forms of practical training that lack stable funding for mentoring and represents one of the constraints on expanding the provision of well- mentored practical training.

The evaluation findings show that increasing the practical component of study programmes has not fully resolved the issue of student satisfaction. The 2024 internal review found that satisfaction with opportunities to acquire practical competences remained among the lower-rated aspects of studies and recommended analysing the results for individual study programmes and developing targeted measures. Graduate satisfaction data used in the current reform of study programmes show that, in recent evaluations, satisfaction with practical competences has increased on some programmes, while remaining unchanged or fluctuating on others (evidence 2.1.6.). Qualitative feedback from graduates on several programmes continues to highlight the need for more practical work, earlier exposure to practical training, better organisation or a clearer connection between studies and professional settings. Achieving and exceeding the previously mentioned strategic indicator target is therefore seen as an impetus for further systematisation and development, rather than as an indication that development in this area is complete.

Development documents for the next programme period also confirm that practical training remains a priority. The *2025–2029 Programme Agreement* provides for the strengthening of students' practical

competences. As the new programme period began in 2025, this document reflects the continuity in the direction of development pursued during the period covered by the *Self-Evaluation Report*, while also outlining activities whose impact can only be assessed in the next period.

The *KOMPAS FFRI – Competences and Practical Training for Academic Success and Student Employability* project (evidence 2.3.1.) also lays the groundwork for further development. The project proposal provides for more systematic recording of practical training and the learning outcomes achieved, monitoring by mentors, a digital practical training logbook and analysis of feedback from students, mentors and employers. It also includes focus groups for individual study programmes and recommendations for improvement based on qualitative and quantitative data. As the project proposal was prepared and the project approved only towards the end of the period covered by the *Self-Evaluation Report*, these mechanisms reflect plans for further development rather than outcomes already achieved.

Since the previous re-accreditation, FHSS has significantly expanded and diversified opportunities to acquire practical competences, developed cooperation with external organisations and practical training sites, maintained and built on the results of the *PerPeTuUm aGile* project, further developed the activities of the Careers Office and monitored the proportion of the practical component of study programmes through a strategic indicator. The target value for this indicator was exceeded by the end of the period under review. At the same time, student feedback, the internal review and development documents show that there is still scope for improvement, particularly in ensuring consistency in and monitoring the quality of different forms of practical training, showing more clearly how practical competences are reflected in ECTS workload allocations, organising teaching placements, providing systematic support for external mentors and ensuring the organisational and financial conditions needed for well-mentored practical training. The current reform of study programmes and the development priorities for the next period focus specifically on these issues. Their impact will need to be monitored in the coming period.

2.4. Quality assurance of lifelong learning programs is part of the internal quality assurance system of the higher education institution. This ensures that study programmes are relevant and up to date and that they meet the current social needs.

Lifelong learning programmes (LLPs) form an integral part of the educational activities of the Faculty of Humanities and Social Sciences in Rijeka, and their development is linked to the Faculty's mission and strategic direction. The *FHSS 2021–2025 Development Strategy* links the development of lifelong learning to knowledge transfer, regional engagement and social responsibility and provides for new programmes for the community. The *2024 Self-Evaluation Report* emphasised that the aim was not simply to increase the number of programmes and participants, but to develop a range of educational programmes that meet community needs. This strategic direction continues within the new development framework. The proposal for the development and implementation component of the *2025–2029 Programme Agreement* identifies strengthening social engagement and capacity for lifelong learning as a distinct priority challenge, with an emphasis on the need to expand and diversify provision for the wider community. In this context, LLPs are linked to the needs of different groups in the education, cultural and economic sectors and to the development of competences required in the labour market.

Since the previous re-accreditation, LLPs have become more firmly embedded in the Faculty's internal quality assurance system. On 26 September 2024, the Faculty Council adopted the *Regulations on Lifelong Learning at the Faculty of Humanities and Social Sciences in Rijeka*. The Regulations stipulate that quality assurance for LLPs forms part of the Faculty's internal quality assurance system and covers the development of new programmes and the continuous improvement of existing ones. They also designate the Quality Assurance Committee as the body responsible for implementing these procedures.

Procedures for developing new programmes and reviewing existing ones are governed by University and Faculty regulations, the *Protocol* and the relevant forms. Proposals for new programmes are initiated by

a Faculty organisational unit and evaluated by the Quality Assurance Committee before approval by the Faculty Council. Following a positive opinion from the Committee or revision of the proposal in line with its recommendations, the Faculty Council adopts the proposal, and the new programme is submitted to the University for initial accreditation. At University level, the Lifelong Learning Committee conducts evaluation and accreditation procedures and oversees quality assurance. The current University framework includes separate forms for programmes with and without ECTS credits, programmes based on an accredited study programme and programmes aligned with the CroQF, as well as forms covering facilities and staffing, financial plans and programme amendments.

The Faculty has further operationalised the University framework through its own internal evaluation forms. For initial accreditation, the evaluation examines the rationale for introducing the programme, its alignment with the institutional strategy, the availability of adequate human, material and financial resources, the involvement of internal and external stakeholders and the predefined indicators and methods for monitoring programme quality (evidence 2.4.1.). In this way, the approval procedure for a new programme establishes from the outset how its quality will be monitored, while subsequent reviews examine whether the monitoring results have been used to improve the programme.

Monitoring continues after each programme delivery. The Regulations require the programme leader to submit a report on programme implementation by the end of the academic year, together with the results of the participant satisfaction survey (evidence 2.4.2.), while the Faculty submits data to the University on programmes delivered once a year (evidence 2.4.3.). The *Protocol* further provides for analysing LLP participants' expectations, needs and satisfaction and preparing analyses and recommendations based on the findings. Together, these provisions define the key indicators, data sources and procedures for monitoring and periodically improving programmes.

Alignment with current social and economic needs is built into the programme development process. The Faculty Regulations require applications for initial accreditation to explain the reasons for introducing a programme, assess its purpose and relevance to the labour market, as well as define the learning outcomes and competences that participants will acquire. The Faculty's quality assurance procedure also examines the involvement of internal and external stakeholders. Examples from the Faculty's current range of LLPs demonstrate this relevance in different ways, from teacher and professional development, language and culture to programmes addressing specific needs in professional and social settings.

The UNIRI CLASS projects provide a further example of how strategy, innovation in educational provision and societal needs are brought together. Within these project lines, micro-credentials linked to study programmes and to the further development of LLPs were developed, including *Gender in Contemporary Contexts and Controversies* and *Text Analysis and Information Retrieval* (evidence 2.4.4.). These examples suggest that developing LLPs is one of the instruments through which the Faculty translates its research and professional expertise into educational provision for different groups beyond its regular study programmes.

The development of lifelong learning can be traced back to the previous re-accreditation. In 2020, the Expert Panel rated the lifelong learning standard then in place as demonstrating a high level of quality, noting the Faculty's strategic commitment to lifelong learning, its well-developed range of programmes and its continuous monitoring of participant satisfaction. The main specific recommendation concerned the limited availability of LLP syllabi on the Faculty website. This recommendation was operationalised through the *2021–2026 Action Plan* by establishing a dedicated webpage for LLPs. Documents relating to quality assurance in LLPs are grouped together in the *Quality Assurance of Lifelong Learning Programmes* section of the Faculty's *Quality* webpage.

The 2024 internal review confirmed continued development in lifelong learning. The evaluation of LLPs was identified as an example of good practice in collecting and using feedback. The review panel also found that programme amendments followed the established procedure and took account of the results of participant evaluations.

Quality assurance for LLPs is integrated into the Faculty's internal quality assurance system and covers the full programme cycle, from identifying needs and developing programmes, through internal and University-level evaluation and accreditation, to monitoring delivery, participant evaluation, annual reporting and programme review. The system links the Faculty's strategic objectives with relevance to social and professional needs, stakeholder participation and data on the quality of programme delivery. The most important advances since the previous re-accreditation have been the establishment of a unified Faculty regulatory framework through the adoption of the Faculty Regulations and the strengthened role of the Quality Assurance Committee in evaluating new and amended programmes. Further improvement could focus on analysing annual report data collectively across the full range of LLPs and systematically documenting examples that trace how feedback or evaluation findings lead to programme amendments and how the impact of those amendments is subsequently assessed.

3. STUDENT-CENTRED LEARNING AND TEACHING – THE TEACHING PROCESS AND STUDENT SUPPORT

3.1. Learning and teaching are student-centred and ensure that all the intended learning outcomes are achieved.

The Faculty of Humanities and Social Sciences in Rijeka is developing a student-centred approach to learning and teaching through the use of diverse teaching methods, active student involvement in the teaching process, opportunities to individualise students' educational pathways, and continuous monitoring and improvement of teaching quality. The teaching process is aimed at fostering students' independence, responsibility and engagement, as well as developing their critical and creative thinking, research skills and practical competences. The selection of teaching methods is linked to the intended learning outcomes, and the effectiveness of these methods is monitored through student evaluation of teaching, teacher self-evaluation, and other mechanisms within the quality assurance system.

A course delivery plan is prepared for each course, approved by the Faculty Council and published before the beginning of the academic year. Teachers are required to familiarise students with its contents at the first class session of the semester. The standardised course delivery plan includes learning outcomes, content, teaching methods, assessment system, literature, and a constructive alignment matrix, which links the learning outcomes, content, teaching and learning methods, and assessment methods. This ensures that teaching methods are selected in line with the intended learning outcomes and enables students to understand what is expected of them and their own role in achieving it (Evidence 3.2.1., 3.2.2., 3.2.3., 3.2.4.). The assessment system and its alignment with the learning outcomes are described in greater detail in Section 3.2.

In accordance with the nature of the course and the intended learning outcomes, teachers apply a range of teaching methods, including lectures, seminars, laboratory work and practical exercises, project- and problem-based learning, fieldwork, debates and discussions, supervision, individual and group work, and e-learning through the Merlin system (Evidence 3.1.1.). By combining these methods, students are encouraged to take an active part in the teaching process, by engaging in collaborative and research-based learning, problem-solving, reasoned debate, and developing critical and creative thinking. Students' independence and research competences are further developed through seminar papers, final and master's theses, participation in research and project activities, and, depending on the study programme, professional and teaching placements. In collaboration with their teachers, students also contribute to professional and research publications and present their results at scientific and professional conferences (Evidence 3.1.2.).

Student engagement and responsibility for their own learning are further encouraged through continuous work throughout the semester and a range of activities that enable students to monitor their own progress and receive feedback on their achievements. The detailed procedures for continuous

assessment, students' rights to feedback, and the alignment of assessment with learning outcomes are described in Section 3.2.

In surveys on student satisfaction with the study experience, students rate very highly "the opportunities to participate in various forms of extracurricular activities (e.g. research, volunteering, sports activities)," which allows for the flexible shaping of their educational pathways. In addition to the option of choosing courses at Faculty and University level, students may, under the Decision on the Recognition of Extracurricular Activities, substitute part of their elective requirements with activities involving formal, non-formal and informal learning, generally up to a value of 10% of the total ECTS credits of the study programme (Evidence 3.1.3). Guidelines on the recognition of extracurricular activities, together with the relevant forms, are available on the websites of the departments and divisions. Recognised activities are recorded in the Diploma Supplement (e.g. Department of History; Department of Croatian Studies). Opportunities to participate in international programmes also contribute to the flexibility of students' educational pathways. The conditions and support for international mobility are described in greater detail in Section 3.5.

An important element of student-centred learning is the integration of theoretical knowledge with practical application. Surveys of graduates' satisfaction have shown that opportunities to develop practical competences and the extent to which their studies prepared them for professional practice were among the lower-rated aspects of the study experience. The Faculty has therefore identified this as an area for improvement. Accordingly, amendments to study programmes are aimed at strengthening the development of practical competences, while graduate teacher education programmes are being revised to provide greater opportunities for practical work in partner schools (see Assessment Area II, in particular Sections 2.2 and 2.3).

Practical and experiential learning is delivered through practical training, professional and teaching placements, as well as through cooperation with external partners. To standardise practical training, the Faculty will shortly adopt Regulations on Practical Training, which will define its purpose, objectives, organisation, forms, conditions, and procedures for implementation and assessment, as well as the rights and obligations of the stakeholders involved. A well-developed network of professional placement providers and partner schools enables students to gain experience in authentic work environments and connect academic knowledge with professional practice. Forms of career support, the activities of the Careers Office, and cooperation with employers are described in Section 3.4. Students also gain practical and experiential learning related to their field of study through participating in the organisation and delivery of student conferences, schools and public talks, as well as in editing and publishing student journals and promotional materials. These activities also support the development of transferable competences (e.g. the "Furija" Association of Philosophy Students, "IKS" Cultural Studies Initiative, "PSIRIUS" Association of Psychology Students in Rijeka, "Slang" Association of English Studies Students, "IDIOM" Association of Croatian Studies Students, FHSS Pedagogy Students' Club, and FHSS Student Council).

The quality of teaching placement is reflected in the Faculty's long-standing and successful cooperation and communication with mentors at its partner schools. Most of the mentors engaged hold the rank of adviser, and their work is continuously evaluated through student feedback. Where necessary, adjustments to their work are introduced in consultation with the course leader. Cooperation with the practice schools is continuously monitored and improved by the Methodology Committee (see Section 2.3).

The Faculty further promotes student motivation, engagement and excellence in both curricular and extracurricular activities during their studies through a system of student awards presented each academic year at the Ceremonial Session of the Faculty Council held on Faculty Day. The Dean's Awards are announced through a public call for applications and presented in the categories of undergraduate and graduate academic excellence, student professional/research/artistic work, volunteering, student activism and sport. In this way, the Faculty recognises and values a range of forms of student achievement

and engagement, in addition to academic performance. In the academic year 2025/2026, awards were presented in all the above categories on the basis of the Committee's report, confirming their continued role in encouraging different forms of student excellence (Evidence 3.1.4).

All elements of the teaching process, including teaching methods, are regularly monitored as part of the quality assurance system. At the end of each semester, a standardised University-wide online student evaluation of teaching is conducted through the ISVU system and the Studomat application, in accordance with the procedure set out in the FHSS Protocol for the Quality Assurance System (evaluation forms in Croatian and English are available on p. 39). The results of student evaluation are presented to the Faculty Council, and the indicators monitored include student workload, the delivery of teaching, the assessment of student work, and the timeliness of feedback (Evidence 3.1.5).

The results of the student evaluation surveys are analysed by heads of department, or heads of divisions, and by representatives of the organisational units serving on the Quality Assurance Committee. Since the summer semester of the academic year 2024/2025, they have also been required to submit a written report on this analysis to the President of the Quality Assurance Committee and to the Vice Dean for Teaching and Students. Where the results point to areas for improvement, follow-up measures may include discussion with the teacher, self-evaluation of teaching placement, and peer evaluation. In the next evaluation cycle, the Faculty reviews the impact of these measures, including whether student feedback indicates an improvement in the delivery of the course. This creates a cycle of evaluation – reflection – action – re-evaluation, linking student feedback to concrete improvements in teaching placement (Evidence 3.1.6).

Recent institution-wide evaluations (results for the 2025/2026 winter semester, with an average response rate of 25.4%) show that students consider the ECTS credits assigned to courses to be aligned with the workload involved. They also report having access to information on assessment and requirements (M = 4.84), state that lectures and other teaching resources are well-aligned (M = 4.65), and express a high level of overall satisfaction with their teachers (M = 4.56). The average score on the items evaluating teachers' performance ranges from 4.56 to 4.84, indicating a high level of satisfaction with teaching (Evidence 3.1.7).

Teachers are encouraged to reflect on their own teaching placement based on the results of student evaluations, self-evaluation and peer evaluation, as well as through various forms of professional development. Following the recommendations set out in the Report of the Committee for Internal Assessment, peer evaluation was introduced. Since the academic year 2025/2026, all teaching staff in associate positions have participated in the peer evaluation programme after completing relevant training (Evidence 3.1.12.).

At the beginning of the academic year 2026/2027, the Faculty plans to organise training to strengthen teaching competences, in cooperation with the newly established University Centre for Educational Excellence and Innovation. The training will be delivered as part of activities under Programme Agreement 3.1.1. *Introducing Contemporary Teaching Methods and Technologies to Modernise Study Programmes.* Teachers applying the teaching methods covered by the amended study programmes will undergo appropriate training, followed by self-evaluation of their implementation once the teaching has been delivered. During the implementation of the methods, teachers will also have access to professional support from the training coordinator. This approach provides a basis for more systematic integration of teachers' professional development, reflection on their teaching placement, and evaluation of the effects of new teaching methods.

Feedback on the student experience is also gathered through a student satisfaction survey conducted after completion of studies, the results of which are reported to the Faculty Council. The results of these graduate satisfaction surveys are used as one of the indicators of the quality of the teaching process and as a basis for its continuous improvement. Between 2021/2022 and 2024/2025, the survey results indicated a relatively stable level of satisfaction (with a general satisfaction index of around 3.7, despite

certain annual variation). Areas requiring particular attention include teaching methods, opportunities to develop practical competences, the range of elective courses, and certain aspects of the organisation and assessment of student work. At the same time, students rate their relationships with teachers, as well as advisory and administrative support, relatively highly (Evidence 3.1.5.). The consistently lower ratings of practical competences and certain aspects of teaching methods over several years provide a clear basis for the measures already being undertaken by the Faculty (see Section 2.3).

The organisation and delivery of teaching is adapted to the needs of different groups of students. In programmes attended by a large number of working students, such as the part-time graduate programme in Pedagogy, classes are scheduled at times that accommodate their employment, including Fridays and Saturdays. Students with disabilities are provided with individual adjustments to teaching, as well as adapted assessment methods and conditions, based on expert recommendations. Individualised support for students more generally is also provided through consultations, the mentoring system, and teaching in smaller groups. The system of institutional support for students with disabilities and students from vulnerable and underrepresented groups, including procedures for requesting and implementing adjustments, is described in detail in Section 3.4.

The Faculty also implements targeted activities to support students in transitioning to higher education and meeting the demands of academic study. Individual study programmes offer preparatory activities or courses designed for first-year students, such as the intensive language programme in Italian Studies and courses that introduce students to the academic standards, expectations and requirements of university study (Evidence 3.1.8.). The broader system for identifying students' needs, teacher and student mentoring, and academic support is described in Section 3.4.

Digital technologies are an integral part of the teaching process. Almost all courses incorporate some form of e-learning through the Merlin system, while courses requiring specialised software are delivered in appropriately equipped computer classrooms. Since 2022, the Turnitin system has been used to check the originality of final and master's theses and, at the teacher's discretion, seminar papers and other student work (Evidence 3.1.11.).

At the same time, the Faculty promotes the responsible use of digital technologies and artificial intelligence tools while safeguarding academic integrity. Rules or restrictions on the use of artificial intelligence tools are, in part, set out in individual course delivery plans. Teachers and students are also referred to the University's Guidelines for the Responsible Use of Artificial Intelligence Tools and receive additional training on their use (Evidence 3.1.9).

A particular organisational challenge is the preparation of the teaching timetable, given the structure of the Faculty's study programmes, which comprises 10 single honours programmes and a range of combinations of joint honours programmes (32 at undergraduate level and 49 at graduate level). In line with the recommendation of the Expert Panel from the previous re-accreditation procedure regarding the need for more flexible timetabling, the Faculty seeks to reconcile students' needs with teachers' teaching and other obligations, as well as with available space capacity. The timetable is prepared by administrative staff in accordance with predefined guidelines, taking into account the needs and constraints of both teachers and students. The department head or head of division then reviews the draft timetable and helps resolve any issues that arise, such as timetable clashes. This approach makes it possible to identify potential difficulties before the final timetable is published, although the complexity of combining joint honours programmes means that eliminating scheduling clashes entirely remains an ongoing organisational challenge for the Faculty (Evidence 3.1.10.).

In conclusion, the Faculty applies a range of teaching methods that foster active, interactive and research-based learning, student independence, and the development of critical and creative thinking, while allowing for the individualisation of students' educational pathways and the integration of theoretical knowledge with practical experience. The established system of student evaluation of teaching, together with the analysis of results at the level of organisational units, self-evaluation, and peer evaluation of

teachers, enables the ongoing monitoring and improvement of teaching placement. Teaching is adapted to different groups of students wherever reasonably possible, and digital technologies are an integral part of the teaching process. Further scope for improvement lies in more systematic monitoring of the effects of individual teaching methods, extending professional development opportunities in contemporary teaching methods to a wider range of teachers, and more systematic monitoring of the suitability and effectiveness of teaching methods for different groups of students, particularly vulnerable and underrepresented groups.

3.2. The assessment and evaluation are objective and consistent, and they ensure that all the intended learning outcomes are achieved.

The Faculty of Humanities and Social Sciences in Rijeka bases its assessment and evaluation system on predefined evaluation criteria and methods, their alignment with learning outcomes, and the use of various forms of continuous and final assessment. The system seeks to ensure that students have opportunities to demonstrate the extent to which they have achieved the intended learning outcomes, receive timely feedback on their work, and, if difficulties arise, access available forms of academic support. The transparency and objectivity of assessment are supported by the public nature of examinations, students' right to review their own work, and a formally regulated complaints procedure. Students facing particular circumstances affecting their studies are offered appropriate adjustments to assessment procedures, while still preserving the intended learning outcomes.

Assessment and evaluation criteria and methods are specified in course delivery plans, following a standardised template. These plans contain the learning outcomes, the activities that are assessed, the methods used to assess them, the weighting of individual activities in terms of grade points and ECTS credits, and the method used to calculate the final grade (Evidence 3.2.1., 3.2.2.). Course delivery plans for undergraduate and graduate study programmes are approved by the Faculty Council and published on the Faculty's website before the beginning of the academic year, ensuring that students have timely access to information on assessment criteria and methods.

The standardised course delivery plan also includes a constructive alignment matrix, linking the intended learning outcomes to the course content, teacher and student activities, that is, to the teaching, learning, and assessment methods. This ensures that, from the course planning stage onwards, the intended learning outcomes are clearly linked to how they are to be achieved and how their achievement will be assessed (Evidence 3.2.1., 3.2.4.).

Examination periods and dates are defined by the Study Regulations for Undergraduate and Graduate Study Programmes (Article 29), stated in course delivery plans, and published on the Faculty's website. Based on the Academic Calendar adopted by the Faculty Council, teachers determine the examination periods and the exact date and time of each examination. Department secretaries check the scheduling of examination periods to ensure that examinations for students in the same year of study do not overlap. Students have three regular examination periods (winter, summer and autumn), with two examination dates in each period, which must be at least 14 days apart. The Vice Dean for Teaching also reminds staff of this requirement during preparations for the academic year (Evidence 3.2.5.). In accordance with the Study Regulations (Article 29), students are entitled to sit the examination in a given course up to three times in one academic year.

Students' rights and obligations, the methods of assessment, teachers' obligations, examination periods, and the procedure of appealing a grade are all regulated by the aforementioned Regulations. Examinations are open to public observation, and students have the right to attend the oral examinations of other candidates. The objectivity and reliability of assessment are supported by predefined course delivery plans and assessment criteria, the rules established in the Study Regulations, the public nature of examinations, students' right to review their own work, and a formally established complaints procedure. In a smaller number of courses more than one teacher is involved in assessment: marking written assignments completed during the course, following the same methodology but addressing

different topics (Evidence 3.2.6.). Given the specialisation of teaching staff and the diversity of subject areas, this form of assessment is not applicable to all courses.

In a number of courses, continuous assessment is used instead of a final examination, with students demonstrating their achievement of the intended learning outcomes through various forms of work throughout the semester. Continuous assessment is conducted in accordance with the aforementioned Study Regulations, which provide for monitoring and assessment of students' work throughout the course and allow students who meet the requirements for a passing grade through continuous assessment to be exempted from the final examination. In course delivery plans, this form of assessment is operationalised through predefined activities and grade points: for example, in the courses Proofreading Exercises 1 and Semantics, the final grade is achieved without a final examination, through mid-term assessments or a combination of tests, a seminar paper and research work, with defined pass thresholds and the opportunity to resit an unsuccessful assessment. This enables students' achievement of the intended learning outcomes to be assessed continuously throughout the semester, with course delivery plans clearly linking individual learning outcomes to the corresponding assessment methods (Evidence 3.2.7). The Study Regulations (Articles 31–33) also require teachers to provide timely feedback on work submitted for assessment during teaching and provide for the possibility of retaking tests.

Students have the right to review their written work and receive feedback on their assessment results. Feedback is provided during classes, during consultations (in person or online), through the Merlin system, or, by arrangement with students, by email, in accordance with data protection requirements. Consultation times are posted on the doors of staff offices and on the websites of the relevant departments/divisions (Evidence 3.2.8.).

Continuous assessment of student achievement enables teachers to identify students who are experiencing difficulties in regularly meeting their academic obligations. At course level, support is provided through feedback, consultations, individual guidance and, where provided for in the course delivery plan and/or in exceptional, justified circumstances (e.g. student illness), through the opportunity to retake individual assessments. Teachers play an important role in identifying students' needs and referring them to the appropriate forms of institutional support (see Section 3.4). The Faculty will, of course, continue to strengthen the systematic use of continuous assessment results in early identification of students experiencing difficulties in progressing through their studies and in referring them promptly to appropriate forms of support.

Procedures for appealing evaluation and grades are formally regulated by the Study Regulations, specifically Article 32, which regulates appeals related to evaluation and grading during continuous assessment, and Article 34, which regulates appeals against a final grade. A student who is dissatisfied with their final grade has the right to reject the grade and resit the examination. The Study Regulations are publicly available to students, and, together with the teacher-mentor system and the roles of the Head of Department and the Vice Dean for Teaching and Students, provide a transparent platform for obtaining information on rights and procedures related to assessment and grading.

Assessment procedures are adapted to students' individual circumstances. Students with disabilities are provided with individual adjustments to the way their participation in teaching and their knowledge are assessed, based on recommendations from the Academic Adjustment Counselling Centre and in cooperation with the Faculty's Office for Academic Support. Adjustments are implemented while maintaining the requirements for achieving the intended learning outcomes. The support system for students with disabilities and the procedure for requesting adjustments are described in greater detail in Section 3.4.

The Faculty monitors pass rates, ECTS credit attainment, student progression, completion and dropout rates by study level, study programme and cohort. The data are considered in the context of individual study programmes and serve as a basis for their enhancement and for developing appropriate forms of student support. The indicators and methods used to monitor them are described in greater detail in Section 3.3 and Tables 3.3. and 3.4. of the Analytic Supplement.

The Faculty periodically runs lifelong learning programmes designed specifically to develop teachers'

competences in planning, delivering and assessing student achievement. The Faculty plans to further systematise the support provided to teachers in the areas of assessment and grading, particularly by involving teachers, at the beginning of their teaching careers, in targeted training on the relationship between learning outcomes, teaching methods and assessment methods, and on adapting assessment to the needs of different groups of students.

At the final stage of study, the procedures for the application, preparation and defence of final and master's theses, as well as final examinations, are formally regulated by the Regulations on Final Theses and/or Final Examinations in Undergraduate Study Programmes and the Regulations on Master's Theses and Master's Examinations in Graduate Study Programmes.

The quality of the assessment system is also monitored through surveys of student satisfaction with individual aspects of their studies. In the student satisfaction survey (winter semester, 2025/2026 academic year, with a response rate of 25.4%), the item covering "examinations, grading and the continuous monitoring of student work (assessment criteria, mid-term tests, seminars, independent assignments, etc.)" received an average score of 3.71. This result indicates a relatively positive assessment of the existing evaluation system, while also pointing to scope for its further improvement, particularly in terms of the clarity of assessment criteria, the use of different assessment methods, and the continuous assessment of student progress more generally. The results of student evaluations are therefore considered together with other indicators of teaching quality and may serve as a basis for planning measures to improve the assessment system (Evidence 3.1.7).

In conclusion, the Faculty has a formally regulated and transparent assessment and evaluation system, in which course delivery plans link learning outcomes, teaching methods and assessment methods, and define students' obligations and grading procedures in advance. The system includes the right to feedback, to review one's own work, and to appeal, and allows assessment to be adapted to students' individual circumstances while preserving the intended learning outcomes. Data on pass rates, student progression and completion are monitored and used in the management of study programmes. Further improvement will focus on more systematic teacher participation in training on assessment and grading methods, particularly those adapted to the needs of students with disabilities and of vulnerable and underrepresented groups, as well as on strengthening the mechanisms for the early identification of students experiencing difficulties and their timely referral to the available forms of support.

3.3. The requirements for student enrolment and progress, recognition and certification are clear, publicly available, and consistently applied.

The Faculty of Humanities and Social Sciences in Rijeka ensures clear, publicly available and consistently applied procedures covering all stages of study — from enrolment and progression through the programme, to the recognition of previously acquired qualifications and learning, to completion of studies and the issuing of the relevant documents. Admission policy and recognition procedures are based on the applicable legislative and institutional framework, with attention paid to monitoring students' needs and progress and to ensuring the conditions necessary for the continuity of their studies.

In the academic year 2025/2026, 647 students were enrolled in undergraduate study programmes, 474 in graduate programmes, 108 in four doctoral study programmes, and one student in a specialist study programme (Tables 3.1, 3.2 and 3.3 of the Analytic Supplement).

The Faculty continuously monitors pass rates, completion and dropout rates and analyses trends in these indicators by study level, study programme and cohort (Tables 3.3 and 3.4 of the Analytic Supplement). The data show particularly favourable results at graduate level, where the completion rate for the cohorts under review exceeds 90%, while the proportion of students who have lost their right to continue their study is below 10%. At undergraduate level, the indicators are more varied, and ECTS credit attainment and student progression are monitored in order to identify difficulties in studying at an early stage. The results of these analyses are considered in the context of individual study programmes and serve as a basis for their improvement, for the development of appropriate forms of student support, and for

enhancing the overall study experience (for example, the most recent recommendation of the Committee for the Amendment of Study Programmes was that no elective courses be offered in the first semester of undergraduate programmes, in order to facilitate students' transition to the demands of higher education, while for the final semester of graduate teacher education programmes, it is recommended that student workload be concentrated on teaching placement and the preparation of the master's thesis) (see Assessment Area II).

Table 3.2. shows data on the academic performance of students enrolled in the first year of university **undergraduate study programmes** in the current academic year and the previous two academic years. The data show that all study programmes enrol students who achieved very good grades in secondary school (3.5–4.49), while students with excellent grades (4.5–5.0) enrol predominantly in the Pedagogy and Psychology study programmes (Figure 3.1.1).

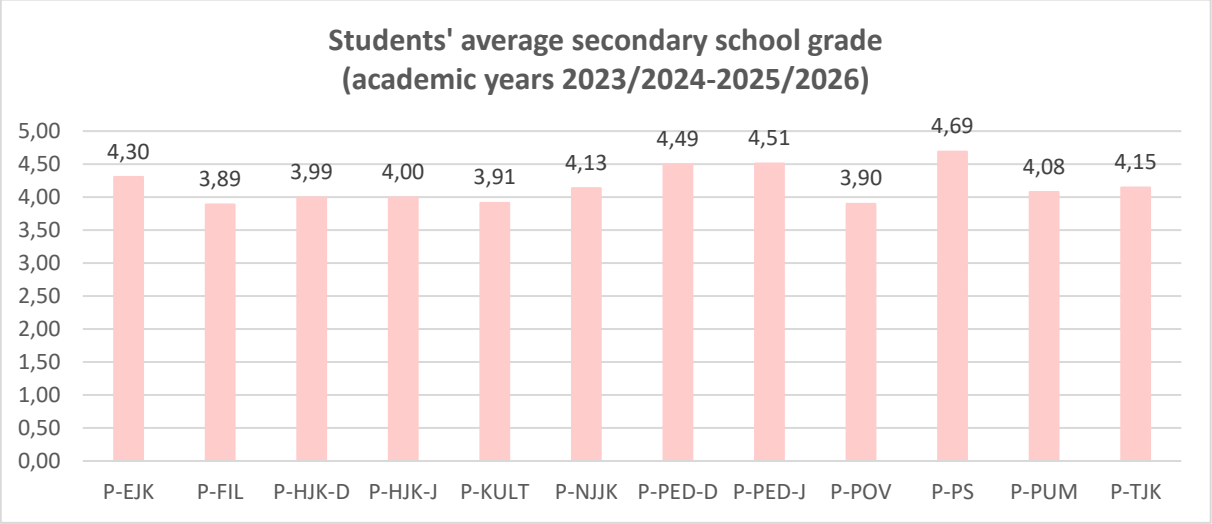


Figure 3.1.1 *Average secondary school grade of students enrolled in study programmes in the current and previous two academic years (2023/2024, 2024/2025 and 2025/2026)*

The analysis of students' entry-level educational achievement over the period under review also shows the heterogeneity of the Faculty's student population across study programmes. While some programmes enrol students whose results in the State Matura examination are above the national reference indicator (54.79%), results for other programmes are below this level.

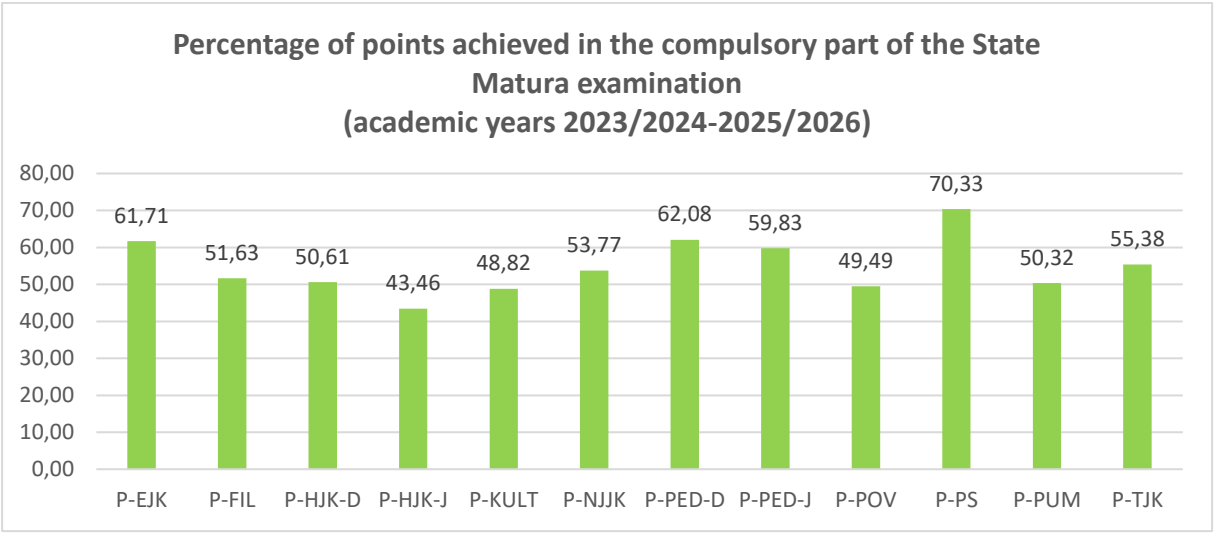


Figure 3.1.2 *Percentage score on the compulsory part of the State Matura for students enrolled in study programmes in the current and previous two academic years (2023/2024, 2024/2025 and 2025/2026)*

The Faculty does not consider these differences in isolation, but in the context of students' overall academic journey. Monitoring student progression and educational outcomes throughout their studies is therefore particularly important for assessing the quality of the student experience. This approach enables the Faculty to use data on entry-level achievement not only to describe the profile of the enrolled student population, but also to plan appropriate forms of academic support and to continuously improve the teaching process.

The Careers Office conducts an annual Survey of Secondary School Leavers' Interest in Enrolling at the Faculty of Humanities and Social Sciences, University of Rijeka (Evidence 3.3.1.).With the aim of promoting its study programmes and attracting students, the Faculty, coordinated by the Vice Dean for Teaching and Students, organises and, with the support of students and staff, carries out a range of activities, including the Faculty Open Days, participation in the European Researchers' Night, visits to secondary schools, participation in science popularisation festivals, faculty fairs and other events (Evidence 3.3.2 and 3.3.3; see Section 5.3.). In recent years, enrolment numbers have been consistent with the survey results, pointing to relatively weak interest among school-leavers in enrolling in most of the Faculty's programmes. This is an area the Faculty recognises as requiring additional efforts in targeted promotion of its less popular study programmes to school-leavers, and in bringing the Faculty closer to prospective students.

Enrolment in the first year of the Faculty's university undergraduate and graduate study programmes is carried out on the basis of University of Rijeka's public calls for applications, in accordance with the Act on Higher Education and Scientific Activity, University and Faculty regulations, and decisions of the Faculty Council. The calls publicly specify admission requirements and quotas, the application procedure, required documentation and deadlines, thereby ensuring equal access for applicants (Call for Applications for Undergraduate Study Programmes and Call for Applications for Graduate Study Programmes; Rules on Application Requirements and Procedures, Admission Examinations and the Ranking of Candidates for Admission to Study Programmes; Decision on the Adoption of the Rules on Application Requirements and Procedures and the Ranking of Candidates for Admission to Graduate Study Programmes at the University of Rijeka; Regulations on Study Programmes of the University of Rijeka).

Applications for admission to the first year of undergraduate university study programmes are submitted online via the Postani student website and processed through the National Information System for Applications to Higher Education Institutions (NISpVU). The system enables applicants to apply for their chosen study programmes and, in doing so, determines which State Matura examinations they are required to take. All information relating to the application procedure for enrolment in study programmes, for both the summer and autumn enrolment periods, is available on the website www.studij.hr.

In coordination with the University, the Faculty publishes updated admission requirements for the first year of its university undergraduate and graduate study programmes on its website each year, in the Information on Admission Requirements. The admission procedure and criteria for the first year of undergraduate and graduate university study programmes are adopted by the Faculty Council on the proposal of department councils. Each year, departments analyse the results of the previous admission cycle, and, following discussion, the department head submits proposed admission quotas and any amendments to the admission requirements for the following academic year to the Vice Dean for Teaching and Students (Evidence 3.3.4.). The admission requirements are clearly defined and include criteria relevant to the level of study (e.g. for undergraduate study programmes, secondary school performance and the levels at which compulsory State Matura examinations are taken, as well as information on elective examinations and additional knowledge and skills assessments; for graduate programmes, information on the completed undergraduate level of study). In determining its admissions policy, the Faculty takes into account the interest shown by prospective students, the results of previous admission cycles, available teaching and space capacity, and the broader context of labour market needs. In the previous re-accreditation procedure, the Expert Panel recommended stronger alignment of admission quotas with labour market needs. Although the Faculty monitors relevant indicators and the

employability of its graduates (e.g. Croatian Employment Service Recommendations for Enrolment Policy; ASHE – Employability), no formal mechanism is currently in place to directly link data on labour market needs to the determination of admission quotas for individual study programmes. More systematic integration of these data into admissions policy planning therefore remains an area for further enhancement.

Admission results for the first year and available places are publicly available for both the summer and autumn admission periods. Study programmes include places for foreign nationals (from outside the EU) and Croatians residing outside the Republic of Croatia, in accordance with the applicable regulations and admission quotas. Foreign nationals are admitted under the same conditions, subject to the payment of tuition fees in accordance with the decision applicable to students from third countries. Any places allocated to foreign nationals that remain unfilled after the final ranking are added to the quota for Croatian citizens.

Applications for admission to the first year of university graduate study programmes are submitted online via the National Information System for Applications to Graduate Study Programmes (NISpDS).

The academic performance of students enrolling in graduate study programmes is also very good (3.69–4.22) (Table 3.3 of the Analytic Supplement), with the highest-performing students enrolled in the single honours Pedagogy and Psychology programmes (Figure 3.1.3.). Overall, all indicators under review (pass rates, completion and dropout) show more favourable results at graduate level than at undergraduate level, which can be partly explained by the selection effect of the transition from undergraduate to graduate study, as well as by the greater maturity and motivation of students who have already obtained a bachelor's qualification.

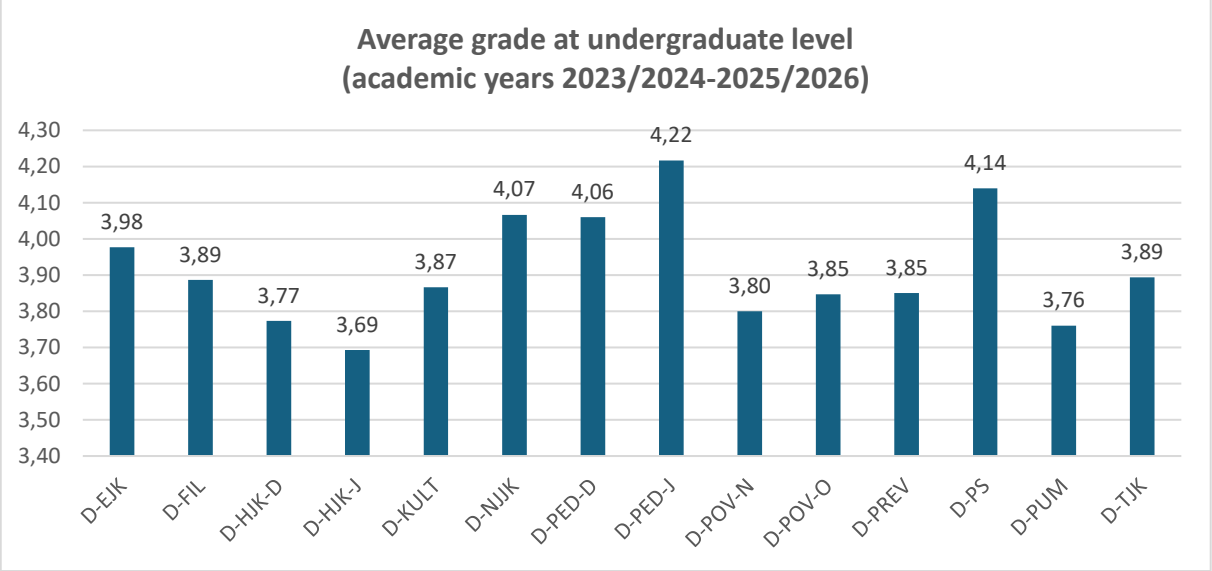


Figure 3.1.3 *Average grade achieved at the previous level of study in the current academic year and the previous two years (2023/2024, 2024/2025 and 2025/2026)*

Admission to the graduate degree programme Cognitive Sciences: Cognition and the Mind, the only study programme at the Faculty delivered in English, is conducted on the basis of a public call for applications, published in English on the websites of the University and the Faculty. As applicants to this programme do not apply through NISpDS, all information on the selection procedure and admission is provided on the programme's own website. It should be noted that, in accordance with the calls published on the Faculty's website, this programme has three application deadlines: First Call for Applications, Second Call for Applications and Third Call for Applications, with the results of each round also published publicly.

Information on additional entrance examinations is available in the Call for Applications for Admission to the First Year of University Graduate and Professional Graduate Study Programmes (p. 22) and on the

diplomski.studij.hr website. For example, additional knowledge tests/entrance examinations are held at the Department of Psychology for students who have not completed an equivalent study programme at the Faculty. Similarly, for candidates who have completed a non-equivalent undergraduate programme, additional knowledge tests/entrance examinations are held at the Department of Italian Studies and the Department of German Studies.

Since the academic year 2025/2026, candidates who do not enrol in the study programme for which they have been admitted and assigned an enrolment number, as well as candidates who have applied for but neither enrolled in nor withdrawn from a Faculty study programme, are subject to the Decision on Charging Opportunity Costs, based on the University of Rijeka Decision on Determining the Opportunity Cost of an Unfilled Enrolment Place.

For each academic year, the Senate adopts the Decision on the Amount of Enrolment Fees and Their Designated Allocation and the Decision on the Amount of Tuition Fees, Students' Entitlement to Tuition Fee Subsidies, and the Conditions and Criteria for Students' Participation in Tuition Costs.

Information on the payment of tuition fees is available in the Information on Admission Requirements on the Faculty's website. Students enrolling in a study programme as full-time students for the first time are exempt from the tuition fee. Full-time students in higher years of study are exempt from the fee if they earned at least 31 ECTS credits in the previous academic year and have not exceeded the study duration defined in the relevant acts of the Ministry of Science, Education and Youth and the University. Students who earn fewer than 31 ECTS credits are required to pay the full tuition fee. Under the Dean's Decision, students may pay the full tuition fee in two instalments, while in more complex financial circumstances, additional deferrals of payment may be approved upon a request submitted to the Vice Dean for Teaching and Students, accompanied by a valid justification (Evidence evidence 3.3.5.).

Since the academic year 2022/2023, admission to the part-time University graduate study programme in Pedagogy (with an adapted timetable) has also been conducted online through NISpDS, in accordance with the publicly available information and deadlines for graduate study programmes (diplomski.studij.hr).

In response to the Expert Panel's recommendation in the previous re-accreditation procedure to align admission practices across departments, the Faculty has further standardised its admission procedures. Admissions are conducted within a shared regulatory and admissions framework established by the University and the Faculty, with publicly available information on the admission requirements, deadlines, required documentation and procedures. This approach ensures consistency in core admission procedures across the Faculty while allowing for programme-specific requirements where these reflect the specific characteristics of individual study programmes. Admission results are analysed at department level, and any proposed changes to admission requirements are submitted to the Vice Dean for Teaching and Students, thereby ensuring institutional coordination of admission procedures.

Admission to the Faculty's other programmes is conducted on the basis of public calls for applications published on the Faculty's website, its social media channels and in the public press (e.g. Doctoral Study Programme in Pedagogy; Call for Applications for the Lifelong Learning Programme 'Applied Croatian Language Course for Proofreaders and Translators'; Call for Applications for the Lifelong Learning Programme 'Mastering Croatian as a Foreign Language (OHRIJ)'; Call for Applications for the Lifelong Learning Programme 'Heritage in the Community').

The **criteria for progression** through the study programme are defined in the study programmes themselves and the Study Regulations for Undergraduate and Graduate Study Programmes (Articles 20–23 and Article 25). Each academic year, full-time students enrol in courses carrying 60 ECTS credits, while part-time students enrol in courses carrying at least 30 ECTS credits. A full-time student who has not earned the ECTS credits for the courses enrolled in a given academic year is required to re-enrol in the same courses in the following academic year and, in accordance with the study programme, to enrol in courses from a higher year of study, up to a total workload of 60 ECTS credits. In doing so, the student must comply with the Act on Higher Education and Scientific Activity (Article 77), under which the total

duration of study may not exceed twice the duration prescribed by the study programme. Part-time students enrol in outstanding courses from higher years of study, carrying at least 30 ECTS credits, likewise subject to the requirement that the total duration of study may not exceed twice the duration prescribed by the study programme.

Particularly successful full-time students may be permitted to enrol in more than 60 ECTS credits per academic year (Evidence 3.3.6.). Under the Dean's Decision, and in accordance with the Study Regulations for Undergraduate and Graduate Study Programmes (Article 21), students may enrol in up to 72 ECTS credits in the final year of an undergraduate or graduate study programme in order to complete their studies more quickly.

In accordance with the instructions issued by the Student Services, students independently enrol in courses from higher years of study via the Studomat application. ECTS coordinators review course enrolments for repeat students in the final years of their study programmes, while Student Office staff review the enrolments of all other students (Evidence 3.3.7). The enrolment schedule for progression to higher years of study, instructions for enrolling in compulsory and elective courses via Studomat, information on student participation in tuition costs, and lists of *Communis* courses for undergraduate and graduate study programmes are available on the Faculty's website.

In response to the challenges students encounter during online enrolment in higher years of study, the Faculty continuously seeks to improve the system based on feedback from all stakeholders. Student dissatisfaction during course enrolment is caused by limited quotas on elective courses, the non-activation of elective courses due to an insufficient number of enrolled students (fewer than 10 students enrolled, in accordance with the Collective Agreement for Science and Higher Education, Article 77), and the resulting need to transfer students from these to other elective courses, as well as difficulties in coordinating timetables in joint honours programmes and the Teaching Module, together with technical difficulties in the online enrolment process. To standardise the complaints process and speed up the resolution of issues, a problem-reporting form has been introduced (Evidence 3.3.8., 3.3.9.).

When an elective course cannot be offered due to insufficient enrolment, Student Services informs the affected students of alternative courses, following a proposal from the department secretary and with the approval of the Vice Dean for Teaching and Students. In addition, from the academic year 2026/2027, pending the adoption of new relevant legislation, the minimum number of students required for an elective course to be offered will be seven, as determined by the Dean's Decision. This decision was based on the minimum number of students enrolled in study programmes and on enrolment data for courses that could not be offered. Its aim is to provide greater flexibility and a more attractive range of elective courses, in line with the recommendation of the 2020 re-accreditation panel.

The Faculty cooperates with the University Office for Academic Recognition of Foreign Higher Education Qualifications in procedures for the recognition of foreign qualifications for the purpose of continuing education (academic recognition), as well as the recognition of periods of study completed at a foreign higher education institution for the purpose of continuing higher education at the University of Rijeka. The Faculty also cooperates with the Croatian Psychological Chamber and the Ministry of Science, Education and Youth on the recognition of professional qualifications obtained abroad for the purpose of determining eligibility to access and practise a regulated profession (Evidence 3.3.10, 3.3.11., 3.3.12.).

The number of transfers from other higher education institutions averages three students per year (Table 3.3. of the Analytic Supplement). For students who have completed a particular level of education at another higher education institution in Croatia or abroad and wish to continue their education in an undergraduate or graduate study programme at the Faculty, the University of Rijeka Regulations on the Recognition and Evaluation of Prior Learning apply. Since 2020, the starting point for recognition has been a comparison between the previously acquired sets of learning outcomes and the learning outcomes of the Faculty's study programme, as defined in the relevant Regulations. The Faculty has appointed a Committee for the Recognition and Evaluation of Prior Learning, comprising representatives of all departments who also serve as permanent members of the department-level committee. The

departmental committees review applications and provide an opinion on recognition based on the documentation submitted by the applicants. These permanent members help ensure consistency in the recognition and evaluation of prior learning. Information on transferring from another higher education institution to the Faculty of Humanities and Social Sciences is available on the Faculty's website. Students transferring to the Faculty from another higher education institution submit an application to the Faculty registry office, where the documentation is formally registered. The application is reviewed by the Vice Dean for Teaching and Students, who forwards the case to the expert panels of the relevant departments and, where necessary, to the Teacher Education Centre (CON) (Evidence 3.3.13.).

Students who have completed non-equivalent and non-comparable study programmes may be admitted to graduate study programmes upon passing bridging examinations or completing bridging programmes. Each application is considered individually by the relevant department, and bridging examinations are determined on the basis of the content and learning outcomes achieved in the student's previous programme. It is worth noting that the Department of Pedagogy also enables candidates who have completed a different undergraduate study programme to meet the admission requirements by completing a bridging programme (Faculty's lifelong learning programmes).

On completion of a university undergraduate or graduate study programme, students are issued a diploma confirming completion of the programme and conferment of the corresponding academic title: *university bachelor (baccalaureus/baccalaurea)* or *Master* in the relevant field, in accordance with the Regulations on the Content of Diplomas and Diploma Supplements, the University of Rijeka Regulations on the Form of Diplomas and the Content and Form of Certificates, Confirmations and Attestations, and the Regulations on Study at Undergraduate and Graduate Study Programmes at the Faculty of Humanities and Social Sciences.

On completion of an undergraduate or graduate study programme at the Faculty, each student is issued a Diploma Supplement in Croatian and English alongside their diploma. It records the examinations completed and the grades awarded, as well as information on teaching workload, course content, competences and other activities.

The form and content of the diploma comply with the Regulations on the Form and Content of Certificates, Diplomas and Diploma Supplements. In accordance with the deadlines prescribed by these Regulations (Article 5), students collect their diplomas and Diploma Supplements in accordance with the instructions provided by the Student Office (Evidence 3.3.14., 3.3.15., 3.3.16., 3.3.17.).

In accordance with the Act on Higher Education and Scientific Activity and the Regulations on the Content and Use of Information Systems in Higher Education, diplomas issued by the Faculty of Humanities and Social Sciences, University of Rijeka, and its predecessor institutions have been archived in the Digital Diploma Register for the period from 1 January 1984 to 31 December 2023 (Evidence 3.3.18.).

The Faculty has publicly available, standardised and consistently applied procedures for admission and progression, regularly monitors entry-level indicators, and has well-established procedures for the recognition of prior learning and the issuing of graduation documents.

In the coming period, in cooperation with the University, the Faculty will intensify its activities aimed at attracting prospective students, with teacher-training study programmes emerging as a particular challenge in this respect.

3.4. The higher education institution provides sufficient and easily accessible resources to support students.

The student support system is developed at Faculty level and in cooperation with the University. This support encompasses academic and study counselling, administrative support, support for students from vulnerable and underrepresented groups, support for international mobility, the provision of information, library and other services, and the adjustments to study arrangements for different groups of students. The Faculty provides students with information through its website, published regulations, enrolment

information, and other institutional communication channels. This information is regularly updated, and students are familiar with the rules and procedures governing their studies.

To ensure timely communication with students, the Faculty launched official Instagram and TikTok accounts at the beginning of 2026, in addition to its existing Facebook page and Faculty website. These channels are used to provide information on study programmes, events, calls for applications, scholarships, mobility opportunities and opportunities to participate in Faculty activities, with students themselves also involved in creating the content.

Basic information on the various forms of support available during students' studies is provided in the Student Freshers' Guide, which is updated each academic year. Information on support options is also provided through the Orientation Programme for First-Year Students, where new students receive basic information on study programmes and studying, as well as on the services provided by other University stakeholders involved in the student support system (Evidence 3.4.1.).

Students can access medical support on Campus through the designated faculty doctor. All first-year students are required to undergo a routine medical examination before enrolling in the second year of study and are informed of this requirement at the introductory lecture and through the Student Office.

The University Counselling Centre (UCC) provides students with free psychological, academic and career support through its Psychological Counselling Service, Academic Adjustment Counselling Centre and Careers Office.

The Student Centre Rijeka provides students with accommodation, catering, employment and various leisure services.

Teachers play an important role in identifying students' needs, providing initial support, and referring students to the appropriate services. This support is provided directly by teachers, through consultations and individual guidance. Teachers hold weekly consultations and are also available by email. Consultation times are posted on office doors and on the websites of departments and divisions, and teachers also inform students in class at the beginning of the semester about consultation times and ways of contacting them.

Department ECTS coordinators have an advisory role (see Section 3.1). Their roles and responsibilities are defined in the Regulations on the Internal Organisation and Job Classification of the Faculty of Humanities and Social Sciences, University of Rijeka (Articles 22–25). Student demonstrators, selected by the respective departments from among the top-performing students, assist with the delivery and preparation of teaching for specific courses, working closely with the course leader and regularly reporting to them on student progress.

Given that the first year of study is the most critical period in terms of student dropout, all departments have appointed teacher-mentors for first-year students. However, based on enquiries from students to the Vice Dean for Teaching and Students and on the experience of department heads, it was concluded that a designated person should be available to students in every year of study to address questions relating to their experience of studying. Mentors will also submit a report to the department head and the Vice Dean for Teaching and Students at the end of each semester or academic year, outlining the most common issues raised by students and helping the Faculty identify and address them proactively (Evidence 3.4.2).

Department secretaries are also available to students, providing administrative and information support related to the organisation and delivery of study programmes. They are available to students throughout working hours, five days a week (Monday to Friday), as well as by email.

Although the Vice Dean for Teaching and Students has designated consultation hours, in practice students tend to contact the Vice Dean by email first, after which a meeting at a time convenient for both parties. This approach allows for greater flexibility and better accommodates students' individual circumstances.

Student Services employs a Head of Office and four administrative officers, including an ISVU coordinator and staff responsible for full-time, part-time, Erasmus, specialist and doctoral students. Most administrative procedures and communication are conducted online, while the Office also remains accessible to students in person. As almost all communication concerning students' administrative matters (e.g. examination registration, submission of final and master's theses, and issuing certificates) has been conducted online in recent years, Student Services staff are available at the service desk for two hours each day, at times arranged to accommodate all categories of students. During the remainder of their working hours, they are available by telephone and through their official email addresses. First-year students receive the contact details of Student Office staff in the Student Freshers' Guide and in a personalised envelope provided at student reception, and the same information is available on the Faculty's official website.

Student Services staff regularly attend workshops and seminars on topics related to providing administrative support to students (Evidence 3.4.3.).

A significant step forward in strengthening student support and enhancing the quality of the student experience was the establishment of the Office for Academic Support and Careers Office in 2021 (Faculty website). The Offices were established as part of the project *History, Art History, Italian Studies, German Studies – Development, Enhancement and Implementation of Practical training (PerPeTuUm aGile)*, funded by the European Social Fund. They form part of the Faculty's quality assurance and enhancement system and operate in accordance with the Regulations on the Quality Assurance and Enhancement System of the Faculty of Humanities and Social Sciences, University of Rijeka and the Regulations on the Internal Organisation and Job Classification.

The Office for Academic Support provides free informational, advisory and educational activities aimed at supporting academic success and improving completion rates. The topics addressed in its workshops and lectures are informed by the results of a survey of students' expectations and needs, as well as the conclusions of the Quality Assurance Committee, ensuring that the support provided responds to students' identified needs. The Office also cooperates with external institutions and organises activities focused on academic and psychological support for students (Evidence 3.4.4., 3.4.6.).

An important form of support provided by the Office is the student mentoring system, through which senior students help first-year students adjust to their studies and navigate the academic environment. Around 40 students apply each year in response to the public call for student mentors, and an average of around 20 students successfully complete the mentoring programme. In addition to the duties described in the FHSS Protocol for the Quality Assurance System (pp. 45–46), student mentors earn 1 ECTS credit for completing at least 30 hours of mentoring work. This is recorded in their Diploma Supplement on the basis of a certificate signed by the Dean of the Faculty. The certificate is issued once the student mentor has submitted a work report and activity log to the Head of the Office. The effectiveness of the student mentoring system is assessed at the end of each academic year through a satisfaction survey on the mentoring relationship, completed by both students and their mentors, with the aim of improving the system. The data collected through these evaluations is taken into account when planning the Office's activities for the following academic year, with a view to enhancing both the Office's work and the student mentoring system (Evidence 3.4.5).

Based on students' needs and experiences (Evidence 3.4.6.), the Student Freshers' Guide was also prepared and produced for the 2026/2027 academic year, in cooperation with student mentors. The student mentoring system is further developed through workshops delivered by student mentors, in cooperation with the Office and teachers, for students in earlier years of study, based on identified needs and challenges.

The Careers Office provides students with systematic support in career planning and development, gaining professional experience, and connecting with the labour market. This support includes individual career counselling, group workshops and lectures, assistance with selecting and completing practical training, connecting students with employers, and organising activities related to practical training,

employment and volunteering (examples include the workshop and lectures Preparing for Employment – Methods and Techniques for Active Job Searching; From the Faculty of Humanities and Social Sciences in Rijeka to a Career in New Professions: IT, HR, Data Research and Business Development; My Professional Development; and the Pilot Programme for Developing Entrepreneurial Skills among Students of the Faculty of Humanities and Social Sciences in Rijeka). Through individual counselling, students receive support on matters relating to practical training, employment opportunities, CV and cover letter writing, and career planning. The Office continuously develops its network of professional and teaching placement sites and cooperates with organisations from the public, private and civil sectors (Evidence 3.4.7). Through activities such as Meet & Greet, students have the opportunity for direct contact with potential employers and learn about opportunities for practical training, volunteering and employment, with particular attention paid to ensuring equal access to professional development opportunities for students from vulnerable groups. The Office's activities are planned and improved on the basis of data on the needs and experiences of students, alumni and employers (Evidence 3.4.8).

Students provide feedback on their satisfaction with the support provided, as well as suggestions and comments on how the support system could be further enhanced, through the aforementioned survey of students' expectations and needs. Students are invited to participate in the survey by email and through the Faculty's and Office's social media profiles: (https://www.facebook.com/photo.php?fbid=803360375150268&set=pb.100064289374020.-2207520000&type=3).

In line with the recommendation of the Expert Panel to strengthen the activities of the Alumni Club, the Faculty is seeking to deepen its engagement with graduates and draw on their experience as an additional resource for current students. Alumni are involved in workshops, round tables, committees for amendments to study programmes and other Faculty activities. This helps maintain the Faculty's connection with its graduates and enables the transfer of their professional experience to current students. However, the Alumni Club has yet to develop a systematic role in shaping recommendations and plans to improve graduate employability. Developing this aspect of the Club's work is therefore an important priority for its further development.

The results of the latest survey on students' needs and expectations (March 2026; N = 134), although based on a relatively small number of respondents, indicate that the Office for Academic Support represents a relevant and well-rated form of institutional support (73.5% of users of the service rated it 4 or 5), while also pointing to scope for its further strengthening. When asked what the Office had helped them with the most, students cited information on scholarships, competitions and calls for applications (24.5%), individual counselling and conversations (20.8%), and the organisation of workshops and training sessions focused on academic success and wellbeing (15.1%). Among the topics offered, the greatest interest was shown in stress management (62.5%), mental health (61.5%), time management (45.8%) and CV writing (37.5%). Relatively high interest was also shown in health (36.5%), communication skills (34.4%), study methods and techniques (34.4%), management skills (34.4%) and presentation skills (26%). The positive ratings given by users confirm the quality of the Office's existing services. At the same time, the proportion of students who do not use the Office, as well as the open-ended responses to the survey, point to a need for greater visibility, targeted presentations at department level, clearer information about available forms of support, and more flexible formats for workshops and counselling (Evidence 3.4.6.). In response to students' expressed needs, the Office organises workshops on mental health and psychological wellbeing, academic success, and the development of inclusive education (Evidence 3.4.4).

The student needs survey also shows that the Careers Office is well known among students, with 83.7% of respondents familiar with its work and 67.5% having used its services. Users particularly highlighted its help with information on employment opportunities (43.2%), practical training (35.1%) and opportunities to connect with employers (21.6%), and overall satisfaction with the services is high. At the same time, the results also point to a need to further increase the Office's visibility and provide students with more systematic information about the services available, particularly through workshops, presentations of possible career paths, and closer contact with departments.

In addition to teaching facilities, the Faculty building offers students access to the Library, computer classrooms, laboratories, premises for the Student Union, department premises for student use, a kiosk and a canteen. During 2025 and 2026, the corridor areas of the Faculty were additionally furnished, providing spaces where students can spend time during breaks.

Support for student progression also draws on an analysis of the reasons why students struggle with their studies or drop out. Between the academic year 2016/2017 and December 2023, 487 students completed a survey on the reasons for dropping out. The analysis showed that 89% of dropouts occurred at undergraduate level, mostly during the first year of study. The most frequently reported reasons were a wish to study a different field (64.4%) and transferring to another study programme at a different university (62.8%), which correlates positively with the applicant's ranking of the enrolled programme among their preferences (for example, 39% of students had no interest at all in the programme they had enrolled in, and 24% of students attended fewer than 40% of classes) (Evidence 3.4.9).

Students develop practical digital competences through a combination of foundational digital skills, the use of digital tools and databases, digital humanities, programming, multimedia processing and presentation, the application of artificial intelligence, and the digitisation and processing of professional materials (see Section 2.2). Opportunities to develop and further enhance practical digital competences are also provided through the University of Rijeka's common elective courses (*Communis* UNIRI), which include courses in programming, artificial intelligence, data analysis and visualisation, digital marketing, computer game development, digital processing of visual content, and computer modelling and simulation.

In identifying students from vulnerable or underrepresented groups, the Faculty follows the criteria set out in the document Underrepresented and Vulnerable Groups in Higher Education in the Republic of Croatia, prepared by the National Group for the Enhancement of the Social Dimension of Higher Education, as well as the University guidelines.

The Study Regulations for Undergraduate and Graduate Study Programmes (Articles 23 and 25) define specific categories of students and set out their respective rights and obligations. The Call for Applications for Admission to the First Year of University Undergraduate, Integrated and Professional Undergraduate Study Programmes and the Call for Applications for Admission to the First Year of University Graduate and Professional Graduate Study Programmes specify the categories of students eligible for subsidised tuition fees.

The Faculty awards one scholarship each year to a student from underrepresented and vulnerable groups enrolled in the Cognitive Sciences: Cognition and the Mind study programme (Faculty of Humanities and Social Sciences Scholarship for Underrepresented and Vulnerable Students).

In cooperation with the Office for Academic Support, the Faculty provides dedicated support to students with disabilities. Based on the recommendations of the University Counselling Centre's Academic Adjustment Counselling Centre and in cooperation with the Faculty's Office for Academic Support, teachers make individual adjustments for students with disabilities, with regard to teaching, student participation in classes, and assessment methods. Students with a documented disability or other health-related difficulty initiate the procedure with the UCC in accordance with the Protocol for Exercising the Right to Adjustments to the Academic Environment and the Protocol for the Support and Monitoring of Students with Health Conditions, Disabilities and Chronic Illnesses. Recommendations are then communicated to the relevant teachers through the Faculty's coordinator for students with disabilities, who also heads the Office for Academic Support. Adjustments are implemented in a manner that ensures that the intended learning outcomes are achieved (Evidence 3.4.10., 3.4.11.). According to the University Counselling Centre report, the number of students receiving adjustments at the Faculty has increased by 109% over the five-year period (from 11 in 2021/2022 to 23 in 2025/2026, representing around one-fifth of all students with adjustments at the University).

Students at the Faculty come from a range of different groups, requiring various forms of support. Among respondents who identified themselves as belonging to vulnerable and underrepresented groups, the

most commonly represented were students who work alongside their studies (41%), students who are children of Croatian war veterans (29.5%), students from rural areas (26.2%), students who completed vocational secondary schools (24.6%), and students with disabilities (6.6%). However, apart from students with disabilities, who have documented difficulties, there is currently no methodology for identifying students in the other categories unless they come forward themselves. In the coming period, the Faculty will therefore need to give further attention to this area, drawing on examples of good practice.

In accordance with the relevant legal framework, the Faculty seeks, wherever possible, to identify ways of providing administrative, academic or organisational support. For example, where there is a justified reason and appropriate supporting documentation, the Faculty approves requests for the deferral or waiver of tuition fee payments for students in difficult financial circumstances (Evidence 3.3.5.). Likewise, in response to a query from a student who is a parent regarding possibilities for academic adjustment appropriate arrangements were identified within a short period, enabling her to complete her studies on time (Evidence 3.4.12.). An example of organisational adjustment relates to a query from a department concerning the organisation of teaching for a student with epilepsy. Specifically, in cooperation with the Office for Academic Support, a lecture on epilepsy was organised by an expert in the field, followed by a meeting between representatives of the University Counselling Centre, the Office for Academic Support, and the Vice Dean for Teaching and Students, together with department members. The meeting resulted in specific guidelines for organising classroom-based and off-site teaching for the student concerned (Evidence 3.4.13.). Academic adjustments are an established part of the Faculty's support for students who require them and are implemented in accordance with the recommendations of the relevant professional services. The conditions and arrangements for participation in teaching and assessment are adapted without lowering academic requirements or modifying the intended learning outcomes (Evidence 3.4.14.).

Following the recommendation of the Expert Panel to strengthen administrative support and reduce the administrative burden on teachers, the Faculty has introduced a number of organisational measures. Under the new job classification system (2025), all departments and divisions are to have an administrative secretary, creating the conditions for more consistent administrative support across organisational units, teaching staff and students. In addition, funding from the Programme Agreements has been allocated for the further digitalisation of business processes, which is expected to simplify administrative procedures and reduce the workload of both teaching and administrative staff. Activities related to the digitalisation of operations are described in greater detail in Assessment Area V.

The Faculty has established a comprehensive and diverse system of academic, administrative, career and other forms of student support, including support for vulnerable and underrepresented groups. The Office for Academic Support and the Careers Office play an important role in this respect, with their activities informed by ongoing monitoring of student needs and generally high levels of user satisfaction. Students are given opportunities to develop practical and digital competences, and individual adjustments to studies are made for students with disabilities. Particular attention is also given to supporting academic success and preventing psychological difficulties that may arise during students' studies. Further scope for improvement lies in increasing the visibility of available support services, further developing the mentoring system, and strengthening the systematic identification of the needs of vulnerable and underrepresented groups.

3.5. The higher education institution provides favourable conditions and support for students entering international outgoing and incoming mobility programmes.

The Faculty of Humanities and Social Sciences in Rijeka systematically develops international mobility as an important element of its internationalisation strategy, providing both domestic and international students with accessible information, administrative and academic support, and flexible recognition of learning outcomes and ECTS credits acquired during mobility periods. Through its extensive network of

international partnerships, the promotion of mobility programmes, a range of courses taught in foreign languages, and opportunities to learn Croatian, the Faculty promotes both outgoing and incoming mobility and continuously works to improve the conditions for the inclusion and integration of international students.

Through its own bilateral agreements and agreements concluded at University level, the Faculty is actively engaged in the European Research Area (ERA) and the European Higher Education Area (EHEA) and implements a range of internationalisation activities. These include outgoing and incoming student mobility, short-term Blended Intensive Programmes (BIPs), courses or parts of courses taught in English and other foreign languages, joint teaching and project work involving domestic and international/Erasmus students, YUFE courses, virtual international programmes and other forms of online collaboration with students from partner universities, guest lectures and workshops delivered by international teachers and experts, the inclusion of incoming international students in the Faculty's academic and social activities, and international workshops, conferences, summer schools and similar activities held at the Faculty or online (Evidence 3.5.1.).

According to the report of the Project Office (Evidence 3.5.2.), the Faculty's international mobility network comprises 159 Erasmus agreements, five CEEPUS networks and around a dozen other types of bilateral agreements. Membership in the YUFE network further expands opportunities for outgoing and incoming student mobility. The agreements currently in place provide for 372 mobility places for students, 267 mobility places for teaching staff undertaking teaching assignments, and 82 mobility places for teaching and non-teaching staff undertaking professional development.

Between the academic years 2021/2022 and 2025/2026, the Faculty recorded a total of 292 **outgoing student mobility periods**. Following relatively stable mobility levels during the first three years, with 16–22 students participating annually, there was a significant increase in 2023/2024, when 120 mobility periods were recorded. Mobility subsequently remained at a high level, with 52 periods recorded in 2024/2025 and 78 in 2025/2026. Undergraduate students accounted for the largest share (55.2%), followed by graduate students (43.2%), while four mobility periods were recorded at postgraduate level. The most common destinations for outgoing mobility were Poland, Italy, North Macedonia, Portugal, Czechia and Spain (Evidence 3.5.3.).

Blended Intensive Programmes (BIPs) represent an increasingly significant form of international cooperation, with 75 students participating during the period under review. The highest number of participants was recorded in the academic year 2023/2024 (37 students), and the most popular destinations for these programmes were Poland, Italy, France and Latvia (Evidence 3.5.3.).

Students at the Faculty also actively participate in the activities of the YUFE alliance (Young Universities for the Future of Europe), through international courses, short educational programmes, virtual and blended forms of learning, workshops and language programmes. Programmes whose content is closely related to students' fields of study are presented to students during classes, in agreement with teachers. Other YUFE offerings are available on the YUFE Minor – Faculty of Humanities and Social Sciences in Rijeka website, as well as on the University's website and social media channels. This enables students to develop international and intercultural competences and to individualise their educational pathways.

Information on open calls for applications, application requirements, partner institutions and mobility opportunities is available in Croatian and English on the Faculty's and University's websites, and staff and students are also informed of these by email. In addition, the Vice Dean for Teaching and Students regularly informs student representatives of open calls at meetings of the Faculty Council (Evidence 3.5.4). To provide further information, promotional activities are organised (e.g. Erasmus+ Information Days; Erasmus Call for Applications Presentation), and students can also seek individual advice from department-level Erasmus coordinators, the institutional Erasmus coordinator (Project Office), Student Services staff, and the University's International Mobility Centre/Erasmus.

Upon completion of a mobility period, the learning outcomes achieved and ECTS credits earned are recognised in accordance with the Guidelines for Outgoing Students, the Decision on the Procedure for

the Recognition of Learning Outcomes upon Return from Mobility, and the Regulations on the Recognition and Evaluation of Prior Learning. Courses approved in the *Learning Agreement* are recognised; where they are not fully comparable to compulsory courses, they may, where permitted by the study programme, be recognised as elective courses or recorded in the Diploma Supplement (Evidence 3.5.5.).

A notable example of good practice can be seen in the university graduate study programme Cognitive Sciences – Cognition and the Mind, where, owing to its research-oriented nature, international mobility is primarily undertaken through practical training at institutions abroad. In the academic years 2024/2025 and 2025/2026, students completed Erasmus traineeships at, among others, the University of Padova, the University of Cambridge, the University of Liverpool and the University of Wellington. Students are informed of traineeship opportunities as early as their first year, and the programme director, the Erasmus/ECTS coordinator, and mentors provide individual support in selecting an institution, preparing for mobility, and linking the traineeship to the master's thesis. Experience gained through these mobility periods has contributed to the improvement of the programme: from academic year 2026/2027, the practical training has been formally incorporated into the programme, with clearly defined arrangements for the recognition of ECTS credits and their recording in the Diploma Supplement.

The Faculty continuously monitors challenges related to mobility, particularly the organisation of joint honours programmes, and is expanding its network of partner institutions in order to increase opportunities for course recognition. In addition, with regard to students' financial constraints during mobility, and in line with the 2020 Expert Panel Report, students are also informed about additional financial support available through the University of Rijeka. The financial aspect of mobility remains one of the more significant factors that can influence students' decisions on whether to take part in international mobility, as also reflected in analyses of outgoing students' experiences.

The analysis of **incoming student mobility** shows that a total of 209 incoming mobility periods were completed over the past five academic years, most of them at undergraduate level (150), followed by graduate level (54), while five were completed at doctoral level. The average age of incoming students decreased from 28.4 in 2021/2022 to 23.3 in 2025/2026, indicating growing interest among students in earlier years of study (Evidence 3.5.6.).

In cooperation with the University, the Faculty provides international students with comprehensive information in English throughout all stages of their mobility, from selecting a study programme and submitting an application to completing their stay at the Faculty. The Faculty website includes a dedicated section for international students with information on study programmes, mobility opportunities, application procedures, student support and contact details for relevant staff members.

The Faculty website provides international students with comprehensive information packages covering the administrative, academic and organisational aspects of mobility. The packages contain the information and procedures relevant to the application process, students' stay at the Faculty, course selection and preparation of the *Learning Agreement*.

Support for international students is provided by the Erasmus and CEEPUS coordinators, the Project Office, the Student Services, and the University of Rijeka's International Mobility Centre/Erasmus. This support covers applications, the *Learning Agreement*, course enrolment, assistance with administrative matters, recognition of ECTS credits, and integration into the academic community.

At the beginning of each semester, the University organises an Erasmus Welcome Day, while the Faculty organises an introductory programme for incoming international students. During the programme, students are familiarised with the organisation of their studies, academic regulations, the use of the Merlin system, library services and Faculty services providing student support, as well as the principles of academic integrity.

A particularly good example of practice can be seen in the university graduate study programme Cognitive Sciences – Cognition and the Mind, which is attended by a large number of international students. Individualised support includes assistance with applications, enrolment, the recognition of foreign

qualifications, and procedures following arrival, along with individualised checklists and instructions for students from both within and outside the EU (Evidence 3.5.7., 3.5.8., 3.5.13.). Following their arrival, students receive assistance with obtaining an OIB, completing enrolment formalities and arranging accommodation. A *Welcome Week* and *Introduction Day* are also organised, and students receive a *Student Handbook* containing key information on studying at the Faculty (Evidence 3.5.9., 3.5.13.). Erasmus students are provided with an *Erasmus Student Handbook* and invited to an introductory meeting with the Head of Division and the Erasmus/ECTS Coordinator (Evidence 3.5.10.). Students are encouraged to participate in the activities of the Division, while flexibility in mobility is further supported by offering selected courses in 3- and 6-ECTS versions.

In line with the recommendation of the Expert Panel from the previous re-accreditation procedure, the Faculty has formalised the collection of feedback from incoming students, both through direct communication and through surveys. In the survey conducted during the academic year 2023/2024, the majority of respondents rated the quality of the study programmes and the accessibility of teaching staff positively, while more timely publication of examination dates, clearer assessment criteria, greater flexibility in course selection, and more effective electronic communication were identified as areas for improvement. In response to this feedback, the Faculty has improved the content of its website, introduced online enrolment, regularly publishes course delivery plans for incoming students, and continuously updates its information packages. In the survey conducted in 2024/2025, Erasmus students (N = 10) rated teachers' attitude towards students highly, while identifying the inability to acquire practical competences and flexibility in course selection/organisation of teaching as the main shortcomings (Evidence 3.5.11.).

The Faculty of Humanities and Social Sciences in Rijeka enables international students to take courses in several foreign languages as part of Erasmus+, YUFE and other international mobility programmes. The course offer is published in the Erasmus Course Catalogue, which is approved by the Faculty Council before the beginning of each academic year and forms part of the information package for incoming students. The Catalogue includes course descriptions, learning outcomes, ECTS credits, assessment methods and course delivery plans, and provides the basis for preparing the *Learning Agreement* (Evidence 3.5.12.). To ensure the sustainability and quality of teaching in foreign languages, the Faculty provides financial incentives for the delivery of courses in English and, where necessary, organises professional development programmes for teaching staff to enhance their language competences (e.g. the CPD programme Language Development for Teaching Staff in English-Medium Higher Education).

International students have access to approximately 150 courses each year, of which about 50% are delivered in English, 30% in Italian, 5% in German, and approximately 10% in Croatian (primarily for students of Croatian Studies and Croatian as a Foreign Language). Some courses are delivered in a combination of Croatian and English. Polish language courses are also on offer, delivered in Polish and Croatian. This allows international students to choose courses in line with their field of study and language competences. Naturally, the availability of English-taught courses varies across departments, partly reflecting the specific characteristics of individual subject areas and available teaching capacity.

International students can also learn Croatian through the Rijeka School of Croatian Studies, which operates within the Department of Croatian Studies at the Faculty of Humanities and Social Sciences. On average, around 60 incoming mobility students enrol in the Rijeka School of Croatian Studies programmes each year and are integrated into the academic system through the award of ECTS credits. Students can enrol in the courses Croatian as a Foreign Language 1, 2 and 3, which are recognised by their home universities and included in their *Learning Agreement*. In addition to developing language competences, the programme provides opportunities to learn about Croatian culture, society and heritage through cultural and field activities, thereby supporting the academic and social integration of international students (Evidence 3.5.13.). In addition to incoming mobility students, participants in the Rijeka School of Croatian Studies include scholarship holders of the Ministry of Demography and Immigration, most of whom are heritage speakers of Croatian, as well as numerous foreign nationals residing in Croatia who wish to learn Croatian and integrate into Croatian society for professional or personal reasons.

Although feedback is systematically used to improve the organisation of mobility, satisfaction among incoming students with the quality of the support provided is not currently monitored through a single institutional system. Most feedback is collected through direct communication with students and through surveys that are not conducted on a regular basis and have low response rates. Establishing a regular, standardised system for monitoring the satisfaction of both incoming and outgoing students would enable a more effective evaluation of the existing measures and more systematic planning of improvements.

The Faculty of Humanities and Social Sciences in Rijeka has developed an effective support system for outgoing mobility, as confirmed at the Faculty's fifth quality forum, "From the Student Perspective: Travel and Study!". Compared with the previous period, support for international students has been significantly improved, and now includes pre-arrival information, administrative and academic support during mobility, and a range of courses taught in foreign languages, with particular emphasis on helping students master course material in Croatian — in line with the University's guidelines (Evidence 3.5.14.).

In the previous re-accreditation procedure, the Expert Panel recommended establishing a systematic process for collecting data on students' satisfaction with mobility. Currently, the Faculty gathers feedback through direct communication between students and the Erasmus coordinators, the Project Office, and the Student Services, as well as through non-systematic surveys. The information obtained is used to improve the organisation of mobility, the provision of information to students, course offerings, and administrative procedures. However, a unified and regular institutional system for monitoring the satisfaction of all incoming and outgoing students in a comparable way has not yet been established. The next step will therefore be to develop a standardised procedure for collecting feedback upon completion of mobility periods, conducting periodic analyses of the findings, and using the results to plan and monitor improvement measures.

Further scope for improving internationalisation lies in increasing the number of courses delivered in foreign languages, where appropriate given the field of study, as well as in developing complete study programmes in English, thereby further improving international students' access to study content. It is also necessary to continue improving the organisation of mobility for students of joint honours programmes, particularly with regard to the recognition of learning outcomes achieved and the selection of courses at partner institutions. In line with feedback from international students, the Faculty will further develop its digital information resources and administrative procedures, and increase flexibility in course selection.

4. TEACHING CAPACITIES AND INFRASTRUCTURE OF THE HIGHER EDUCATION INSTITUTION

4.1. The higher education institution ensures adequate teaching capacities.

The Faculty of Humanities and Social Sciences in Rijeka ensures the delivery of its study programmes primarily through teachers employed full-time at the Faculty. Staff capacity is planned in relation to the scientific areas and fields in which the study programmes are delivered and the corresponding number of students, as well as the structure and content of the study programmes, the planned teaching workload, and the development needs of individual departments and of the Faculty as a whole.

In the 2025/2026 academic year, the Faculty employed a total of 130 full-time teachers in scientific-teaching positions, 10 teachers in teaching positions and 32 associates. A further 45 adjunct teachers, who are external associates, also participated in teaching. The structure of teachers by position, scientific area and field of appointment, type of employment and extent of engagement is presented in Tables 1.d, 4.1, 4.2 and 4.3 of the Analytic Supplement.

Teacher rank/status	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
Scientific-teaching position	123	116	123	128	130
Teaching position	9	11	9	10	10
Associate position	39	37	34	33	32
Adjunct teacher – external associate	66	65	73	48	45
TOTAL	**237**	**229**	**239**	**219**	**217**
EMPLOYED TEACHERS AND ASSOCIATES	**171**	**164**	**166**	**171**	**172**
EXTERNAL ASSOCIATES	**66**	**65**	**73**	**48**	**45**

The data show that the number of employed teachers and associates remained generally stable over the period under review, with a very slight increase in scientific-teaching positions at the expense of associate positions, while the number of adjunct teachers, i.e. external associates, declined noticeably, from 66 to 45 in the 2025/2026 academic year. This decrease should be interpreted in conjunction with data on teaching coverage and new recruitment, which addressed some of the developmental scientific and teaching needs of the organisational units, as well as in the context of responsible financial management. The total number of persons involved in teaching thus decreased from 237 in 2021/2022 to 217 in 2025/2026, while the number of employed staff remained stable and, in fact, increased slightly.

More specifically, with regard to external collaboration, external associates are engaged where necessary to cover specific teaching content, meet temporary staffing needs, or involve experts with relevant scientific, teaching or professional experience that is not available within the institution itself. The planning of external associate engagement begins with collecting the needs identified by the Faculty's organisational units (departments or divisions/chairs), followed by an analysis of these needs against the total annual teaching workload of the institution's teaching staff and an assessment of any specific teaching content that cannot be covered by internal staff. Finally, a financial projection of external collaboration costs is prepared for each organisational unit in each semester. The Faculty Council approves the management's proposal for the engagement of external associates (evidence 4.1.1.).

In all philological study programmes (Department of English Studies, Department of German Studies, Department of Italian Studies and Department of Croatian Studies), teachers appointed to the teaching positions of language instructor, senior language instructor and language instructor adviser account for no more than 25% of the total number of teachers, thereby meeting the requirement that their share must not exceed 50%. The data are taken from Tables 1.d and 4.3 of the Analytic Supplement.

Department	Total	Language instructor	External language instructors	Percentage
English Studies	16	2	–	12.5%
German Studies	8	2	–	25.0%
Italian Studies	9	–	1	11.1%
Croatian Studies	32	4	1	15.6%

The total number of students enrolled in the 2025/2026 academic year is 1,224, of whom 1,053 are full-time students and 171 are part-time students. There are 140 teachers in scientific-teaching and teaching positions, 32 associates and 45 adjunct teachers who are external associates. Considering the engagement of teaching staff and the overall number of scientific-teaching positions, it may be concluded that the Faculty has sufficient staff capacity to ensure teaching coverage by its own staff across all study programmes, as shown in Table 1.a of the Analytic Supplement.

Teacher-to-student ratio in the 2025/2026 academic year

Category of teachers	Number of teachers	Ratio of teaching staff to full-time students (1,057)	Ratio of teaching staff to all students (1,230)
All teachers according to the formula in Table 1.a	186.25	1 : 5.67	1 : 6.60
Permanent teaching staff	140	1 : 7.55	1 : 8.78

Specifically, in the 2025/2026 academic year, when all teachers are included in accordance with the formula used in Table 1.a, there are 5.67 full-time students, or 6.60 students in total, per teacher. If only permanently employed teachers in scientific-teaching and teaching positions are taken into account, there are 7.55 full-time students, or 8.78 students in total, per teacher. Both categories provide important insight into the teacher-student ratio. The indicator that includes all teachers reflects the Faculty's overall teaching capacity in a given academic year. However, the number of adjunct teachers and external associates is variable and is adjusted annually to meet teaching delivery needs. The Faculty therefore considers the ratio calculated on the basis of permanently employed teachers to be a more stable and objective indicator of long-term staffing sustainability.

The Faculty monitors this ratio when planning enrolment quotas, teaching workloads, new recruitment and the engagement of external associates. Given the size of the institution and the number of teachers in individual departments, the total annual teaching workload of any individual teacher does not exceed 20% of the institution's total annual teaching workload (evidence 4.1.2.).

Given the relative stagnation in the number of students enrolled at the Faculty, strategic consideration is being given to the introduction of new study programmes and the enhancement of existing ones, primarily by opening them more strongly towards:

- social indicators, including the strategic and targeted development of practical training within study programmes as a *differentia specifica* of the Faculty's educational provision, as well as the further development of the Careers Office and the Office for Academic Support
- socio-economic and market indicators, including an increase in fee-based lifelong learning programmes;
- research indicators, including specialist and doctoral programmes, as well as the multi-year work on introducing an interdisciplinary doctoral programme in the humanities;
- international students, for example through the graduate study programme *Cognitive Sciences: Cognition and Mind*, as well as through other internationalisation strategies pursued by the Faculty's organisational units.

Given the various converging factors affecting higher education, such as the proliferation of study programmes and the resulting increase in competition within the national context, as well as the pressures arising from students choosing related study programmes elsewhere in the European Union, lifelong learning programmes, educational programmes for the business sector and broader educational programmes for the community represent one of the Faculty's key areas of development. Through these activities, the Faculty strengthens its social, research and professional engagement as a higher education institution.

Number of lifelong learning programmes delivered and participants

Academic year	Number of programmes recorded in the annual report	Number of participants
2021/2022	5	385
2022/2023	4	361
2023/2024	8	277
2024/2025	7	153
Total	**24 program records**	**1176**

Through its lifelong learning programmes, the Faculty responds to the needs of the business sector and the wider community, expands its educational provision and generates additional income. The decline in

the overall number of participants is largely associated with the decrease in participation in, and subsequently the discontinuation of, the programme *Contemporary Topics in Italian Studies*, while the overall provision has at the same time become more diverse in terms of content (evidence 4.1.3.). Further development should be monitored in terms of continuity of delivery, completion rates, demand, participant satisfaction and financial sustainability, and should be aligned with staff capacity and teaching workload in order to safeguard the quality of regular study programmes.

The KAFKa project (HRK 3,960,006.82) focused on aligning study programmes with the Croatian Qualifications Framework and with the needs of society and the labour market. The three-year PerPeTuUm aGile project (HRK 3,193,786.40) enhanced practical training and cooperation with employers and resulted in the establishment of the Careers Office and the Office for Academic Support. Since 2026, the ESF+ KOMPAS project has been implemented, focusing on the development of additional student competences and career counselling. The Faculty expects the project to contribute, from 2027 onwards, to expanding its provision of educational and fee-based programmes (for more, see chapter III).

As already noted, at the time of writing this self-evaluation report, the number of teachers adequately meets the needs of the accredited study programmes and the number of enrolled students. The programme agreement provides for a slight increase in the number of employees in line with the Faculty's research, professional and teaching development in the areas described above. Teaching workloads comply with the provisions of the Collective Agreement: the total annual workload of teachers in scientific-teaching and teaching positions, as well as associates, is determined on the basis of the annual teaching workload plan adopted by the Faculty Council before the beginning of each academic year.

Workload planning begins before the start of the academic year. Departments propose the allocation of teaching duties on the basis of approved course delivery plans, the number of students and resulting number of groups, teachers' competences, and available staff capacity. These proposals are consolidated at Faculty level, and the Faculty Council decides on the annual teaching workload plan. The plan is updated during the academic year where necessary due to changes in the delivery of elective courses, recruitment, sick leave, outgoing or incoming mobility, or other justified circumstances. Records of teaching delivered are maintained and are signed each month by the Heads of Department and submitted to the Faculty management (evidence 4.1.4. and evidence 4.1.5.).

The allocation of workload is governed by regulations setting standards for teaching duties and the recording of working hours. The FHSS Regulatory Documents webpage contains the Decision on Teaching Workload Standards (Decision on Teaching Workload Standards), the Decision on the Allocation and Recording of Working Hours, the Employment Regulations, and other relevant acts. The standard allocation of working time varies according to the type of position. For scientific-teaching positions, the standard allocation comprises 45% teaching, 45% research and 10% institutional contribution and administrative duties, while different proportions are prescribed for teaching and associate positions. The Faculty therefore does not assess workload balance according to a single ratio applicable to all employees, but rather against the standard workload associated with the relevant position and any approved flexible allocation. In doing so, the Faculty seeks to ensure that teaching obligations do not prevent teachers from carrying out research and professional work, pursuing professional development, or fulfilling their administrative and institutional responsibilities. Research workload arising from participation in competitive research projects is also taken into account, and flexibility in the allocation of teaching workload has proved particularly useful in this respect.

The previous accreditation procedure identified a risk of teaching assistants and senior assistants becoming overburdened with teaching and administrative duties. The Faculty therefore pays particular attention to protecting the time allocated to teaching assistants and senior assistants for research and the development of their research careers. The Decision on Teaching Workload Standards and other matters relating to the work of teachers and associates establishes differentiated workloads according to the type of position. For teaching assistants, 22.5% of working time is allocated to teaching, 67.5% to research and 10% to institutional contribution and administrative duties. For senior assistants, 33.8% of working time is allocated to teaching, 56.2% to research and 10% to institutional contribution and

administrative duties. This workload allocation limits their teaching engagement and ensures that a larger proportion of their working time is available for the preparation of their doctoral thesis, independent research, publication of research papers, participation in projects and other activities important for the development of their research careers. Workload balance is monitored by comparing planned and actual teaching workloads, as well as through data on research activity, participation in projects, mobility and professional development, and the performance of management and other institutional duties. In the rare cases in which a teacher's annual workload exceeds 120%, it is generally adjusted during the year through amendments to the annual teaching workload, which are adopted by the Faculty Council (evidence 4.1.6.)

Teacher recruitment is carried out through public calls in accordance with the Act on Higher Education and Scientific Activity, the Statute of the University, the Statute of the Faculty and University regulations governing appointment to scientific-teaching, teaching and associate positions, following the required approvals of the competent ministry and the University. Public calls, selected decisions and other information relating to these procedures are publicly available on the Faculty's Vacancies webpage. The procedure is preceded by the identification of staffing needs and the obtaining of the necessary approvals, and subsequently includes publication of the public call, verification of formal eligibility requirements, quantitative and qualitative evaluation of candidates at several levels, most commonly on the basis of written documentation and an interview, followed by selection and the adoption of a reasoned decision by the Faculty Council. These procedures are discussed in greater detail in the following section.

External associates are engaged on the basis of a substantiated need identified by the study programme provider or the relevant department, subject to verification of their appointment status, competences, experience and relevance to the course they teach, as well as the financial and strategic justification described at the beginning of this section. The alignment of teachers' competences with the courses they teach is verified on the basis of the scientific area and field of their appointment, their scientific and professional publications, participation in projects, previous teaching and professional experience, and the content of the course. For courses with a distinctly professional or applied orientation, the Faculty engages teachers and external associates with relevant experience in educational institutions, the cultural sector, public administration, civil society, translation, psychological practice and other areas related to the learning outcomes of the respective study programme. The plan for the engagement of external associates is adopted by the Faculty Council, while any changes are considered during the academic year depending on course delivery needs, sick leave and other justified circumstances. Such changes are likewise adopted by the Faculty Council, thereby ensuring not only an opportunity for discussion but also transparency in decision-making. Each teacher and external associate has a publicly available profile on the relevant department or division webpage, containing their curriculum vitae, scientific and professional achievements, and the courses in which they are involved. These data are presented in Tables 4.2 and 4.3 of the Analytic Supplement and are linked to curricula vitae, appointment decisions and records in CroRIS.

Ultimately, the Faculty's staffing sustainability is not limited to compliance with prescribed numerical ratios. It also entails creating conditions in which teachers and associates can work effectively with students, develop their own research and professional activities, and respond to the changing needs of society. A stable and carefully developed staff structure is therefore a prerequisite for the Faculty to preserve its fundamental mission in the humanities: to create an environment in which knowledge is not merely transmitted as a set of competences but developed as the capacity to understand society critically and to act within it responsibly.

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

The staffing needs of the Faculty of Humanities and Social Sciences in Rijeka are based on its strategic goals, the development needs of its study programmes, annual teaching workload, the representation of

teachers across the scientific fields in which the study programmes are delivered, the teacher-student ratio, planned retirements, the development of new study programmes and research projects, and other identified needs of individual departments, divisions and other organisational units. In the 2024/2025 academic year, a multi-year recruitment and advancement plan was adopted for the purposes of negotiating and concluding the programme agreement (PA) with the competent ministry (evidence 4.2.1.). This four-year plan involves identifying departmental needs through electronic correspondence, elaborating those needs through the development of a four-year strategy and the associated staffing requirements, followed by meetings with the departments within the Extended Dean's Collegium. In brief, the staff planning procedure begins at the level of departments and divisions, which provide justification for recruitment or advancement on the basis of teaching coverage, the relevant scientific field, development of study programmes and anticipated staff departures (evidence 4.2.2.). The proposals are considered by the Dean's Collegium, the Extended Dean's Collegium and at thematic meetings, and are subsequently compared and consolidated at Faculty level in relation to the Faculty's overall staffing and financial capacity.

The purpose of this planning is to enable the timely identification of risks associated with insufficient staff capacity, to ensure the continuity of study programmes and to support the development of new areas of activity, including the introduction of international, specialist and other study programmes, depending on the analyses carried out. The plan is valid for four years, until October 2029. The indicators on the basis of which it will be updated before the next cycle of negotiations with the Ministry of Science, Education and Youth will continue the existing practice by monitoring the number of teachers by scientific area and field, anticipated retirements, teaching workload, the engagement of external associates, student numbers, research and project activity, and planned changes to study programmes aimed at increasing their competitiveness and, consequently, student enrolment. For the current four-year period, the Faculty has planned ten new development-oriented positions, regular advancements upon completion of the current appointment periods, and replacement positions when employees retire.

Compared with the previous accreditation procedure, progress has been made in the regulatory and strategic organisation of staffing policy. In its 2020 Self-Evaluation Report, the Faculty described a model under which recruitment and advancement proposals were coordinated with Heads of Department, considered by the Extended Dean's Collegium and the Faculty Council, and incorporated into the annual plan. This process has subsequently developed towards multi-year planning and closer integration of staffing needs with teaching, research and development priorities, with the aim of adapting to the principles of programme agreements concluded with the competent ministry.

Recruitment and advancement procedures are carried out in accordance with the Act on Higher Education and Scientific Activity, the 2026 National University, Scientific and Artistic Criteria, the Statute of the University of Rijeka, the Statute of the Faculty of Humanities and Social Sciences in Rijeka, and other applicable general acts. Relevant Faculty regulations are available on the FHSS Regulatory Documents webpage, in particular the Regulations on the Procedure for Appointment to Scientific-Teaching, Artistic-Teaching, Scientific, Teaching and Associate Ranks and to the Corresponding Positions at the University of Rijeka, the Regulations on the Procedure for Re-appointment of Persons to Scientific-Teaching, Artistic-Teaching, Teaching and Professional Positions, the Regulations on the Internal Organisational Structure and Job Classification of the Faculty of Humanities and Social Sciences in Rijeka, and the Employment Regulations.

Under the Statute of the Faculty, a teacher or associate is appointed to a vacant position through a public call. The decision to launch the public call and appoint an expert committee is made by the Faculty Council. The expert committee must have the appropriate expertise, and at least one member must be employed outside the institution at which the appointment procedure is being conducted. The committee verifies compliance with the formal requirements and evaluates all applicants, proposing the best candidate in a reasoned opinion. Public calls are published in the Official Gazette of the Republic of Croatia, on the Faculty website and, where required, on the European portal for research positions. Public calls and the results of selection procedures are publicly available on the Faculty website, while decisions on launching

public calls, appointing committees and accepting their reports are recorded in the materials and minutes of the Faculty Council, thereby ensuring the transparency of the procedure both to the public and to the internal bodies of FHSS.

As evidence that the entire procedure is appropriately documented, four recruitment cases from the period under review are provided, including the required approvals, the text and publication of the public call, appointment of the committee, the committee report, the decision of the Faculty Council or another competent body, and the appointment decision. The examples include a re-appointment procedure, a procedure for appointment to a higher position, and new recruitment procedures (evidence 4.2.3.).

The link between recruitment and the Faculty's strategic goals is reflected in the fact that the profile of each position is defined in accordance with the development needs of the study programmes and research activity. One example is the March 2026 public call for a scientific-teaching position of Assistant Professor in the field of cognitive sciences (evidence 4.2.4.). In addition to the general requirements, the call highlighted experience in interdisciplinary teaching, open science, international and interdisciplinary projects, critical artificial intelligence literacy, and links between the history and philosophy of science and empirical cognitive science. The candidate profile was thereby aligned with the development of the Division for Cognitive Sciences, new study programmes, interdisciplinarity, internationalisation and open science. This demonstrates that, in addition to general requirements, the Faculty applies criteria tailored to the profile of the specific position.

When appointing teachers and associates, their teaching, research, professional and institutional achievements are evaluated to an extent appropriate to the position for which they are applying. Application documentation includes a curriculum vitae, a description of and evidence relating to research, teaching and professional activities, a list of publications, and other evidence relevant to the particular position. In procedures for appointment to a higher position, achievements attained since the previous appointment or re-appointment are evaluated in accordance with the national criteria.

Teaching activity is evaluated on the basis of experience in teaching, course development and delivery, supervision, development of teaching materials, participation in programmes aimed at improving teaching competences, and the results of teaching evaluations. Research activity is evaluated on the basis of publications, the quality and impact of research, participation in and leadership of projects, international cooperation, conference activities, editorial and peer-review work, and other achievements appropriate to the relevant scientific area and field. Professional and institutional contributions include knowledge transfer, outreach and engagement, professional projects, participation in the work of Faculty and University bodies, and contributions to the development of study programmes and the institution.

The results of student evaluations are analysed by the competent Faculty bodies and organisational units and are used as a source of information on the quality of teaching. Where the results indicate a need for improvement, appropriate measures may be taken, including a meeting with the teacher, self-evaluation and peer evaluation, with their effects monitored in the subsequent cycle of student evaluation, as described in earlier chapter. Student surveys are not used in isolation or as the sole criterion of quality; rather, they are interpreted with due regard to student response rates, the number of evaluations, the type of course and other circumstances that may affect the results. The previous Self-Evaluation Report states that teaching and research activities, as well as student evaluations, were taken into account in appointment and advancement procedures. The current Report on the Implementation of the Strategy in 2025 confirms the continued implementation of student evaluation of teaching.

At the recruitment stage itself, quality is ensured by seeking to define in advance the competences associated with the duties to be performed by the successful candidate for each position. In addition to compliance with statutory and national criteria, public calls specify additional requirements or desirable qualifications relating to the teaching area, research profile, methodological knowledge, project experience, international experience, language and digital competences, and other characteristics of the position, as already described in the preceding section.

Current public calls demonstrate the application of this approach. In the March 2026 call, the requirements or desirable qualifications specified for individual positions included, among other things, experience in interdisciplinary and international teaching, participation in research projects, open science, work with archival and museum materials, field research, experience in educational psychology, previous teaching experience in higher education, and training aimed at developing teaching and research competences. The Faculty's public calls provide for the possibility of assessing candidates' knowledge, skills and abilities by means of testing and/or an interview.

To demonstrate the objectivity of the procedure, the expert committee's report must contain an evaluation of all candidates against criteria published before the evaluation begins, rather than merely explaining why the proposed candidate meets the minimum requirements. Where an interview, test or trial lecture is conducted, the content of the assessment, the method of evaluation, and the relationship between the results of that assessment and the other evidence referred to above must be determined in advance.

Although each position is different and responds to different needs, FHSS applies a common minimum framework, with methods adapted to the specific position, in accordance with the principles of open and transparent recruitment. This framework includes: criteria defined in advance and made publicly available; a clear distinction between minimum requirements and criteria used to differentiate among candidates; a method for the comparative evaluation of all candidates; rules governing testing, interviews and trial lectures; procedures for dealing with conflicts of interest; documentation of the reasons for the selection decision; notification of candidates regarding the outcome of the procedure; and the possibility of exercising available legal remedies.

Procedures for appointment to a higher position and re-appointment are regulated by the Act on Higher Education and Scientific Activity, the National, University, Scientific and Artistic Criteria, and the Statute of the Faculty. Teachers are appointed for a five-year period. A teacher who meets the relevant criteria submits an application for appointment to a higher position, while a re-appointment procedure is initiated if a procedure for appointment to a higher position has not been initiated before the expiry of the current appointment period. In both procedures, an expert committee is appointed to assess compliance with the prescribed criteria and provide a reasoned evaluation. In advancement procedures, in addition to scientific publications, teaching achievements, supervision, participation in the development of courses and study programmes, authorship of teaching materials, research and professional projects, international cooperation, mobility, invited lectures, editorial and peer-review work, knowledge transfer, contribution to the community and institutional contribution are also evaluated. The 2026 National Criteria significantly broaden and specify the range of achievements that may be taken into account, including competitive research, development and professional projects, institutional projects, international activities, teaching methods, and contributions to the higher education and research system.

The Faculty does not reduce excellence solely to bibliometric indicators but evaluates it through research, teaching and professional work, knowledge transfer, societal engagement, science communication and contributions to institutional development. Such an approach reflects the Faculty's multidisciplinary structure and the differences between the humanities, social sciences and interdisciplinary fields. The institutional system for recognising excellence is regulated by the 2024 FHSS Regulations on Awards and Recognitions (FHSS Regulations on Awards and Recognitions). The Regulations provide for awards for research, early-career researchers, the popularisation of science, teaching, knowledge transfer and societal engagement. Depending on the particular award, the criteria include the quality of publications, project leadership and participation, international experience and invited lectures, teaching achievements, the reach of science communication activities, cooperation with non-academic stakeholders, the number of beneficiaries, and the resulting societal or financial impact.

The award system has been described in earlier sections and demonstrates that the Faculty has developed indicators for recognising different forms of excellence, as is appropriate for an institution with such a heterogeneous research and professional profile and such a large number of employees. The same applies to the Regulations on the Procedure for Appointing a Supervisor to an Associate and the Procedure for

Evaluating the Work of Associates, which primarily prescribe continuous monitoring of the work of teaching assistants, senior assistants and their mentors.

At the time of preparing this self-evaluation report, FHSS does not have a separate general act comprehensively regulating additional criteria for the appointment and advancement of teachers. Instead, FHSS participated in the public consultation on the proposed new National Criteria. At the same time, current public calls indicate that the Faculty defines criteria and desirable qualifications for individual positions in accordance with specific development needs. This represents tangible progress compared with the situation described in 2020. The Faculty recognises the need to take account of the specific characteristics of the humanities, social sciences and interdisciplinary fields and, as already noted, applies additional criteria in recruitment procedures that distinguish minimum eligibility requirements from criteria used for the comparative evaluation of candidates. These criteria encompass research, teaching, professional and institutional contributions in line with the Faculty's strategic goals. The evidence provided for these procedures generally demonstrates that differences between scientific areas and fields are taken into account while enabling the evaluation of: the quality and impact of research outputs, rather than merely their quantity; the development and quality of teaching and contributions to student learning; supervision and the development of early-career researchers; leadership of and participation in different types of project activities; international cooperation, mobility and internationalisation; interdisciplinary work; open science and responsible research data management; knowledge transfer, professional activity, contribution to the public good and societal impact; the development of study programmes and institutional quality; contributions to the work of the Faculty, the University and the wider academic community.

On the basis of the available evidence, the Faculty can confirm that recruitment, advancement and re-appointment procedures are conducted through the prescribed bodies and public procedures, and that current public calls include criteria tailored to the specific positions concerned. The Faculty has also developed a system for recognising and rewarding excellence in research, teaching and professional activity. An area requiring further development or additional evidence is the integration of staff planning, appointment criteria and strategic priorities into a comprehensive general act and a consistently documented system for candidate evaluation. The quality of the Faculty depends not only on the number of employees and formal compliance with prescribed criteria, but also on its ability to build an open, diverse and responsible academic community through recruitment, advancement and the recognition of different forms of excellence. For a Faculty whose core orientation lies in the humanities and social sciences, it is particularly important that procedural transparency be combined with respect for different research and teaching traditions, so that staff development can both safeguard academic autonomy and respond to emerging research and societal needs.

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

The Faculty of Humanities and Social Sciences in Rijeka plans the development of teaching, research, digital and other professional competences within the framework of the FHSS Development Strategy for 2021–2025, whose validity has been extended through 2026, the 2022-2026 Action Plan for Quality Improvement for 2021–2026, the University of Rijeka Programme Agreement for 2025–2029, and the Faculty's annual financial and operational decisions. In these documents, professional development is not limited to teaching competences but also encompasses the development of research, project management, digital, language, international, mentoring and knowledge transfer competences. The Strategy identifies the continuous professional development of teachers aimed at improving learning and teaching processes as a specific objective. It also includes objectives related to academic staff mobility, knowledge transfer competences, research productivity, participation in competitive projects and the internationalisation of teaching, which are addressed under other standards.

Annual priorities are operationalised on the basis of the results of Strategy implementation, needs identified by the Faculty management, the Quality Assurance Committee, departments and centres, the results of student evaluations, and available funding opportunities. Reports on the implementation of the Strategy show that priorities have been adjusted in response to current teaching and development needs. In 2023, training in peer evaluation of teaching was provided, with 20 teachers participating. In 2024, priorities included the use of generative artificial intelligence in education and research, the ethical use of artificial intelligence, quality assurance, and learning and teaching in higher education. A total of 23 teachers participated in these programmes. In 2025, professional development activities were expanded to include the development and delivery of e-courses, hybrid teaching, inclusive subtitling, team-based learning, nonviolent communication, the production of video lectures and the internationalisation of teacher education programmes. A total of 41 teachers completed these programmes, representing an increase of 78% compared with 2024.

The Programme Agreement provides a strong financial and developmental basis for the continuation of professional development activities through 2029. Activity 2.1.1 covers the development of lifelong learning programmes for the professional development of higher education teachers and teaching assistants, the organisation of workshops and training activities, and funding for the professional development of teaching staff. Activity 3.1.1 provides for teacher training in the introduction of contemporary teaching methods and technologies, with the aim of increasing the number of innovative methods introduced from a baseline value of zero to four by 30 September 2029. Activities related to diversity, equity and social inclusion also provide funding for employees' participation in relevant programmes and workshops.

The recognition and rewarding of excellence is regulated by the 2024 Regulations on Awards and Recognitions of the Faculty of Humanities and Social Sciences in Rijeka. The Regulations define the categories, criteria, nomination and decision-making procedures, and forms of recognition for research, the work of early-career researchers, excellence in teaching, science communication, knowledge transfer and societal engagement. Excellence is thus recognised across multiple dimensions of academic work rather than solely through bibliometric indicators. Transparency in the award procedure is ensured through the publication of an annual call, written and reasoned nominations, decision-making by the Awards Committee, rules requiring the recusal of a Committee member who has been nominated for an award, and publication of the names of award recipients on the Faculty website. Candidates for the teaching award are nominated by the Quality Assurance Committee, while candidates in other categories may be nominated by departments, centres, independent divisions, employees or other nominators specified in the Regulations.

The Faculty provides teachers with financial, organisational, administrative and professional support for their professional development. This support includes providing information on professional development programmes; funding or co-funding participation fees and related costs, subject to available resources; programmes offered by the Centre for Teacher Education; professional support from the Quality Committee; support in project application and implementation through the Project Office; mobility opportunities; the use of sabbatical leave; the development of mentoring competences; and participation in international networks.

Knowledge transfer within the organisation is encouraged through Faculty workshops and thematic meetings, the exchange of experience within departments and centres, peer evaluation of teaching, and the involvement of Faculty employees as trainers in professional development activities for colleagues. One example is the 2023 training programme on peer evaluation of teaching, in which 20 teachers participated, along with workshops related to digital teaching, artificial intelligence, quality assurance and teaching methods. The Committee for the Development and Enhancement of Knowledge Transfer, together with coordinators appointed within departments and independent divisions, forms an organisational network through which information on good practices, professional competences and opportunities for cooperation can be collected and exchanged.

The development of teachers' digital competences is an integral part of professional development and of the digitalisation of the Faculty's teaching and administrative processes. Teachers have access to systems and training provided by the University of Rijeka and the University Computing Centre (Srce), including Merlin and other services for the higher education system. The Faculty also organises or funds dedicated programmes focused on the digital design and delivery of teaching.

Already mentioned Reports on the implementation of the Strategy show that digital competences were among the priorities for teachers' professional development in 2024 and 2025. Teachers are provided with operational support for using the Merlin system. The Faculty has an appointed institutional administrator and has developed guidelines covering the creation and organisation of e-courses, the assignment of user roles and permissions, integration with ISVU and AAI@EduHr, student enrolment, copying and archiving e-courses, personal data protection, procedures to be followed in the event of a compromised user account, and the use of user support provided by the University Computing Centre (Srce) and the Faculty. Teachers are thus supported throughout the entire life cycle of an e-course, from its creation and design to the archiving of its content. In April 2026, the Faculty employed an IT specialist, thereby strengthening its internal capacity to provide direct user support, analyse digital needs, prepare guidelines, maintain information systems and plan further digitalisation. This directly addressed one of the observations made in the re-accreditation report from the previous cycle. During the preparatory phase, an overview of existing procedures and a proposal for their digital enhancement were prepared. One of the planned activities is the establishment of a searchable knowledge base as a central repository for guidelines, answers to frequently asked questions and documents required by teachers and other employees.

The development of digital competences and infrastructure is also closely linked to the University of Rijeka Programme Agreement for 2025–2029. Activity 3.1.1, "Introduction of Contemporary Teaching Methods and Technologies for the Modernisation of Study Programmes", allocates EUR 3,000 for teacher training in the introduction of innovative teaching methods and technologies, EUR 7,000 for the development of digital textbooks, and EUR 20,000 for teaching materials and digital tools. The defined indicator is the number of innovative teaching methods introduced, with a baseline value of zero, a milestone value of two, and a target of four methods introduced by 30 September 2029.

Activity 4.4.1 of the Programme Agreement, with a total planned value of EUR 67,000, provides for the procurement and implementation of systems supporting digital administrative processes and digital teaching infrastructure. The proposal prepared by the IT specialist includes the digitalisation of requests relating to business travel, procurement, annual leave and other forms of leave, as well as the publication of web content, together with the development of a knowledge base and a user support system. These administrative applications do not in themselves constitute evidence of the development of teachers' competences, but they create a digital working environment in which employees are provided with standardised guidelines, support and opportunities to gradually adopt new ways of working. At the time of preparing this self-evaluation report, the Faculty has not adopted a separate digitalisation strategy. Existing activities are implemented through the Faculty Development Strategy, annual reports and financial plans, the Programme Agreement, and individual decisions and projects. The employment of an IT specialist marked the beginning of a more systematic process of documenting the existing situation, user needs, planned information solutions and the forms of support required. The development of a comprehensive digital development plan, with clearly defined priorities, responsible persons, deadlines and performance indicators, remains an area for further institutional development. The Faculty collects feedback on the quality of teaching primarily through student evaluations, and the results are considered by the Quality Committee, the Faculty management, the Faculty Council and the departments, as described and analysed under other standards.

One of the key components of quality is international staff mobility, which is also one of the Faculty's strategic goals. FHSS promotes the international mobility of teachers, associates and non-teaching staff by providing organisational, administrative and, subject to available resources, financial support. Where necessary to ensure the uninterrupted delivery of teaching during a teacher's stay at an institution abroad, the Faculty arranges replacement teaching or engages external associates. The Office provides employees

with information and administrative support in applying for and undertaking mobility and international projects, monitors open calls, and supports networking with institutions abroad and project partners. Its webpages provide information for applicants, details of open and forthcoming calls, and other information relating to projects and international cooperation (https://ffri.uniri.hr/internacionalizacija-i-mobilnost/).

Table 4.4 presents data on the incoming and outgoing mobility of teachers, associates and non-teaching staff by academic year, purpose and duration of mobility. According to the Office's institutional records, between the 2021/2022 and 2025/2026 academic years, teachers and associates undertook a total of 230 mobility activities, of which 127 were outgoing and 103 incoming. Non-teaching staff undertook 108 training mobility activities, of which 56 were outgoing and 52 incoming. A total of 338 staff mobility activities were therefore recorded during the period under review.

Table 4.4. Mobility of TEACHING STAFF AND ASSOCIATES in total over the last 5 academic years (period from academic year 2021/2022 to academic year 2025/2026)

Type of mobility	OUTGOING MOBILITY		INCOMING MOBILITY		Academic year of mobility
	up to 3 months	3 months or more	up to 3 months	3 months or more	
Scientific					2021/2022
Artistic					
Teaching	5		8		
Training	12	1	6		
Scientific					2022/2023
Artistic					
Teaching	10		15		
Training	14		4		
Scientific				2	2023/2024
Artistic					
Teaching	6		12		
Training	27		5		
Scientific			1	6	2024/2025
Artistic					
Teaching	4		16		
Training	31	2	10		
Scientific					2025/2026
Artistic					
Teaching	6	3	14		
Training	4	2	3	1	

Mobility of NON-TEACHING STAFF in total over the last 5 academic years (period from academic year 2021/2022 to academic year 2025/2026)

Type of mobility	OUTGOING MOBILITY		INCOMING MOBILITY		Academic year of mobility
	up to 3 months	3 months or more	up to 3 months	3 months or more	
Training	11		11		2021/2022
Training	3		16		2022/2023
Training	20		15		2023/2024
Training	13		5		2024/2025
Training	9		5		2025/2026

The annual number of mobility activities undertaken by teachers and associates increased from 32 in 2021/2022 to 70 in 2024/2025, while 33 mobility activities were recorded for 2025/2026. During the period under review, there were 122 training, 99 teaching and nine research mobility activities. All nine research mobility activities were incoming, and eight of them lasted for at least three months. Stays of three months or longer accounted for 7.4% of all mobility activities. The results indicate an increase in the

overall volume of international mobility and some progress in achieving longer stays; however, their relatively low proportion confirms the need to continue encouraging longer incoming and outgoing mobility, as envisaged in the 2021–2026 Action Plan for Quality Improvement.

International mobility is facilitated not only through Erasmus+, CEEPUS, YUFE and bilateral agreements, but also through teachers' participation in research and professional projects, scholarships, guest lectures, sabbatical leave, and paid or unpaid leave (evidence 4.2.5.). The Faculty thus enables various forms of mobility, ranging from shorter teaching and training stays to longer research stays at institutions abroad. Institutional support includes providing information on calls, administrative assistance with applications and the implementation of mobility activities, and support in organising teaching duties during a teacher's absence where these cannot be covered internally. Longer international stays are also facilitated through sabbatical leave, for which the Faculty regulations prescribe the approval procedure, the requirement to ensure replacement teaching, and reporting obligations following the teacher's return. Teachers' professional development is not merely an individual responsibility, but a shared responsibility of the Faculty and an important prerequisite for the quality of teaching, research activity and outreach and engagement. By supporting learning, mobility, the exchange of experience and different forms of academic excellence, FHSS seeks to create an environment in which teachers can also develop continuously, critically reflect on their own work, and bring newly acquired knowledge back to students and the institution. Further systematic planning of digital development and continued encouragement of longer international mobility therefore represent opportunities for the Faculty to link its existing forms of support even more closely with its orientation towards the humanities, research and societal engagement.

4.4. The premises, equipment and the complete infrastructure is suitable for teaching, scientific/artistic and professional activities.

The Faculty of Humanities and Social Sciences in Rijeka plans its infrastructure development in accordance with the requirements for the delivery of study programmes, research and professional activity, the Faculty's strategic and development goals, and the available sources of funding. Since 2011, FHSS has been located on the University of Rijeka campus, in a building owned by the University of Rijeka, over which the Faculty has held a contractually regulated right of usufruct since 2024. This means that most capital expenditure and investment is based on coordination between the two legal entities, with priorities determined either through established cost-allocation models (evidence 4.4.1.) or through direct negotiation. A particular challenge lies in the potential misalignment between the priorities of the owner and the usufructuary with regard to repairs and investment in infrastructure, reflecting differences in their respective investment strategies.

The procurement, refurbishment and maintenance of premises and equipment are operationalised through annual procurement plans and their amendments, financial plans and project budgets, while the implementation of individual procedures is documented through decisions initiating procurement procedures, contracts, purchase orders and contract registers (evidence 4.4.2.). Continuity of planning is evident from the publicly available procurement plans and their amendments for each year of the evaluation period. The plans include recurring procurement of computers and computer equipment, maintenance of the building, equipment and lifts, and investment in audiovisual equipment, software and research equipment. In individual years, specific provision was made for equipping a practicum room and a teaching methodology classroom, refurbishment of premises used by the Department of Psychology, procurement of an EEG system and equipment for measuring cardiovascular indicators, repair of the roof glazing, and installation of Braille signage in the lifts. The contract registers confirm the implementation of a number of the planned investments, including the procurement of desktop computers, servers, laptops, printers, software and adapted peripheral equipment, as well as refurbishment and maintenance works on the premises.

Between 2021 and 2026, the priorities were the renewal of computer equipment, modernisation of projection and audiovisual equipment in lecture rooms, development of conditions for hybrid and online teaching, enhancement of research infrastructure, and the provision of improved IT support. Procurement plans, their amendments, contract registers and decisions relating to procurement procedures are publicly available on the FHSS Public Procurement webpage (https://ffri.uniri.hr/o-fakultetu/javna-nabava/). The published documents include procedures for the procurement of computers and computer equipment.

In the previous accreditation procedure, the insufficient resolution of some ceiling-mounted projectors was identified as a specific infrastructure deficiency, while, in the area of institutional capacity, the Faculty was advised to provide its own IT support. Investment through the e-Universities project, together with the continuous replacement of outdated projection equipment, has addressed a substantial part of the identified deficiency. More specifically, two lecture rooms, F-206 and F-207, have been equipped with high-quality projectors, while four lecture rooms, F-901, F-902, F-701 and F-702, have been equipped with digital displays. In addition, the main conference hall, F-006, with a capacity of 200 seats, has been equipped with modern multimedia equipment for projection and recording, as well as live transmission of audio and video. Lecture room F-230, with a capacity of 135 seats, has been equipped with a new projector, a 360-degree camera for recording, and upgraded audio equipment. Furthermore, eight medium-sized lecture rooms have been equipped with high-quality Full HD projectors specifically designed for projection in daylight conditions, i.e. short-throw projectors, while the remaining lecture rooms are included in the Faculty's regular cycle of replacement and renewal of outdated equipment.

In April 2026, the Faculty also employed an IT specialist responsible for the analysis, maintenance and development of information and digital infrastructure. These investments therefore represent a response to previously identified needs rather than isolated procurement activities unconnected with the quality assurance system.

According to current data, the Faculty has a total of 12,723.46 m² of premises, including 2,217 m² of lecture rooms, and a total of 4,935 m² of space relevant to the calculation of the standard. In the 2025/2026 academic year, 1,230 students were enrolled. This corresponds to 10.4 m² per student when the total internal floor area of the building is taken into account, or 4 m² per student when only the space relevant to the calculation of the standard is included. The requirement of at least 1 m² of available space per student is therefore met. The calculation is aligned with the data presented in Table 4.5 of the Analytic Supplement.

The Faculty has lecture rooms of different capacities, two computer rooms, spaces for practical and research-based teaching, a library and reading room, staff offices, departmental premises and reading rooms, premises used by centres and laboratories, spaces for student activities, and offices for professional services and Faculty management. The different sizes of the lecture rooms enable the organisation of lectures for larger groups, seminars, language practical classes, practical work, workshops, conferences, public events, and hybrid and online meetings. The relationship between the number of students and the total area of lecture rooms clearly points to one of FHSS's main comparative advantages: its location in a relatively new building, completed in 2011, with high-quality infrastructure.

The Faculty has 34 lecture rooms, including the main hall with 200 seats and another large lecture room with 135 seats, two computer rooms covering a total area of 203.5 m², a room with publicly accessible computers for students, a 460 m² library, and 138 staff offices.

All lecture rooms are equipped with an appropriate number of seats for different forms of teaching, a teacher workstation, a board, and equipment for presenting teaching materials, including a computer, projector and projection screen, and speakers. The Faculty continuously monitors the functionality of computers, projectors, projection screens, audiovisual systems and other equipment and replaces them according to age, intensity of use and technical condition. During the evaluation period, the Faculty completely refurbished one computer room and equipped it with 30 new computers. Overall, FHSS now has two computer rooms equipped with 60 modern computers for teaching and research purposes. At

the same time, outdated computers in staff offices, professional services and student spaces are being replaced on a continuous basis. Projectors are replaced when they reach the end of their useful life or when their resolution, brightness or reliability no longer meets teaching requirements.

As part of the e-Universities project, more extensive improvements were made to the audiovisual and presentation infrastructure. As already noted, twelve lecture rooms were equipped with new projection equipment, a conference room was equipped for multimedia content and both in-person and remote meetings, and the main hall with 200 seats was fitted with new display, audio and other audiovisual systems. Four interactive displays were also procured for collaborative, presentation-based and other forms of teaching. Staff offices and the offices of professional services are equipped with computers, office furniture, telephones and other equipment required for their regular work.

Wireless internet access is available throughout the premises via the University network infrastructure and the *Eduroam* system. The infrastructure was upgraded in 2026 and now provides excellent coverage throughout the building, with differentiated internet access for guests, students and teaching staff.

The available premises and equipment support the delivery of lectures, seminars, language and teaching methodology exercises, practical teaching, student projects, work with audiovisual materials, and statistical and computer-based data processing. The refurbished computer room supports courses involving data analysis, digital corpora, multimedia and digital humanities methods. Audiovisual equipment enables higher-quality presentation of films, works of art, digitised materials and other visual sources, while interactive displays and conference equipment support collaborative learning, project work, and the participation of teachers and students at a distance. Lecture rooms, multimedia spaces, staff offices, computer rooms, the library, centres and laboratories are used for the collection, processing and analysis of data, the work of project teams, interviews and focus groups, the organisation of scientific conferences, workshops and guest lectures, and the dissemination of research results. For example, the Laboratory for Research into Cultural Complexity supports interdisciplinary research, digital humanities, computational language processing and the analysis of cultural data using FHSS's computing capacity. As part of the 2021-2026 Action Plan for Quality Improvement within the second cycle of re-accreditation, the Centre for Mind and Behaviour Research was additionally equipped with a computer and EEG equipment, while a new air-conditioning system has enabled extended use of the facilities and ensured adequate ventilation. Multimedia and conference infrastructure is used for scientific conferences, doctoral thesis defences, meetings of international project consortia, and other forms of research and professional cooperation.

The Faculty assesses that its existing premises and infrastructure enable the high-quality delivery of study programmes and most research and professional activities. The Faculty has 138 staff offices, with an average size of approximately 14 m^2, which is almost equivalent to the number of permanently employed staff at the Faculty. This level of infrastructure provision creates appropriate conditions for uninterrupted teaching, supervision and research activity. Areas identified for further development include systematic multi-year planning for equipment replacement, the digitalisation of teaching and administrative processes where this produces tangible benefits, and the documentation of the use of new equipment and its contribution to teaching and research outcomes. The Faculty uses the Merlin, ISVU, AAI@EduHr, eduroam, CroRIS, Dabar and Alma/Primo VE systems, as well as other University services. The IT specialist is also developing a first-line user support system and a knowledge base and is preparing the digitalisation of selected administrative procedures.

In conclusion, FHSS has a strong spatial foundation, which it has further enhanced during the period under review through targeted investment in teaching, digital and research infrastructure. Further development will require systematic multi-year planning for the renewal of equipment and clear coordination with the University, so that spatial and technological capacities continue to reflect the actual needs of those who study, teach, conduct research and work within them.

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

The Library of the Faculty of Humanities and Social Sciences in Rijeka is a separate organisational unit of the Faculty that provides library and information support for the delivery of study programmes at all levels, student learning, and research and professional activity. Its operations are regulated by the Library Regulations, the Guidelines for Library Collection Development and Management, and the Library Development Strategy for 2023–2025. The Library Committee, comprising representatives of the departments, Library staff and students, participates in planning the development of the collection and library services.

The Library occupies a total area of 460 m², distributed across two locations within the Faculty building. The premises on the third floor include the information and lending area and a reading room in F-304, the open-access library collection in F-305, and periodicals and special collections in F-306. The first-floor houses storage space for reserve and archival materials and staff offices. The 72 m² reading room provides 24 seats and nine computers for students and other users. The Library is open to users for 40 hours per week, from 9:00 to 17:00 on weekdays, while materials may be returned outside opening hours using the automated book return system.

The Library employs four professional staff members holding the position of librarian, three on a full-time basis and one part-time. In addition to the employed staff, student demonstrators and volunteers participate in certain lending activities, collection maintenance and user services. The Library has 1,436 active users, and membership is free of charge for Faculty students, employees and external associates, users from other constituent units of the University, alumni and members of the general public. As of 31 December 2025, the Library collection comprised 92,297 items. These included 83,431 volumes of monographic publications, 249 periodical titles comprising 7,299 volumes, and 975 doctoral and Master of Science theses. According to Library records, the required reading collection comprises 1,984 titles in 6,862 copies. A particularly significant increase and enrichment of the collection took place in 2024, when the Library incorporated the Austrian Library collection, which had previously been housed at the Department of German Studies. Relocating the collection to the Library, incorporating it into the unified collection records, and cataloguing it in the current library system have improved its accessibility, visibility and potential for use in teaching, research and international cultural cooperation.

Library collection development from 2019 to 2025

Indicator	2019	2025	Difference
Total library collection	87,125 items	92,297 items	+5,172
Monographic publications	78,396 volumes	83,431 volumes	+5,035
Copies of required reading materials	4,904	6,862	+1,958
Masters theses and Doctoral dissertations	925	975	+50

The number of graded theses stored in the institution's repository

Calendar year	Final, master's and specialist theses	Doctoral theses	Total number of graded theses
2021	278	9	287
2022	238	7	245
2023	253	8	261
2024	277	6	283
2025	259	6	265
Total 2021–2025	**1,305**	**36**	**1,341**

Between 2021 and 2025, a total of 1,341 graded theses were deposited in the institutional repository, including 1,305 final, master's and specialist theses and 36 doctoral theses. The annual number of deposited theses remained relatively stable, ranging from 245 to 287, with no pronounced upward or downward trend. The data refer to the year in which a thesis was deposited in the repository, which does not necessarily correspond to the year in which it was defended.

The Library collection is systematically developed through purchases, donations, interlibrary exchange, acquisitions funded by the competent ministry, the Faculty's own publications, and purchases financed through projects and funds allocated by the Faculty's organisational units. Acquisition planning involves comparing the reading lists contained in current study programmes and course delivery plans with the existing collection and the number of students in individual study groups. Teachers and other employees may propose the acquisition of materials for teaching, research, professional and project-related purposes through a publicly available form. Given the scope of the process and the available financial resources, the acquisition of required reading is carried out in cycles. During the acquisition cycle for required reading for graduate study programmes, conducted in 2021 and 2022, 352 titles comprising 887 copies were acquired, with a total value of HRK 203,746.75. A further 48 titles, comprising 139 planned copies, could not be acquired because they were unavailable or out of print. In terms of the number of titles included in the acquisition lists, 88% of the planned acquisition was therefore completed, while the corresponding figure based on the number of copies was 86.5%. These data show that the implementation of acquisition plans is monitored, while also demonstrating that the availability of literature is affected by factors that the Faculty cannot fully control. For titles that could not be acquired, the Library examines the possibilities of subsequent purchase, electronic availability and interlibrary loan. The most recent acquisition cycle for undergraduate study programmes was conducted in 2024 and 2025, while acquisitions for graduate study programmes were carried out in 2021 and 2022, and partly in 2023. A new cycle for reviewing and acquiring required reading for graduate study programmes is planned for the end of 2026. Supplementary reading is acquired on a smaller scale, primarily through gifts and donations, as available funds are allocated as a priority to required reading. Course descriptions within study programmes specify the titles included as required reading and the number of available copies relative to the number of students or indicate the availability of electronic resources. These data, together with a review of the current Library collection, provide the basis for identifying gaps and planning future acquisitions.

Access to printed materials is provided through use in the reading room, borrowing for use outside the Library, and interlibrary loan. Materials not held by the Library are obtained from other Croatian and international libraries for the purposes of study, teaching, research and professional activity.

Compared with the situation in 2020, when CROLIST was used for the computerised processing and lending of materials and EBSCO Discovery Service for integrated searching, Library operations have been technologically enhanced through participation in the Bukinet system and migration to the Ex Libris Alma platform and the Primo VE discovery service. The new system integrates records for physical, electronic and digital materials and enables users to check availability independently, place reservations, renew loans and submit interlibrary loan requests. This has improved access to library resources and strengthened the Library's integration into the national higher education library system.

Remote access to licensed resources is provided through authentication using the AAI@EduHr electronic identity. In 2025, students and employees had access to 16 bibliographic databases, 11,933 full-text electronic journal titles and 958 electronic book titles. These resources were not subscribed to directly using Faculty or University funds but were made available to users through national licences and open access. It is important to retain this distinction in order to present transparently how access to these resources was provided. In addition to providing access to materials, the Library offers individual and group training in the use of catalogues, databases and other information resources; assistance in locating literature; bibliometric services; administration of institutional data in CroRIS and CROSBI; and support for depositing works in the institutional repository. Library support thus addresses the needs of students,

teachers, researchers and professional services, ranging from access to teaching and learning materials to support for research productivity and the dissemination of research results.

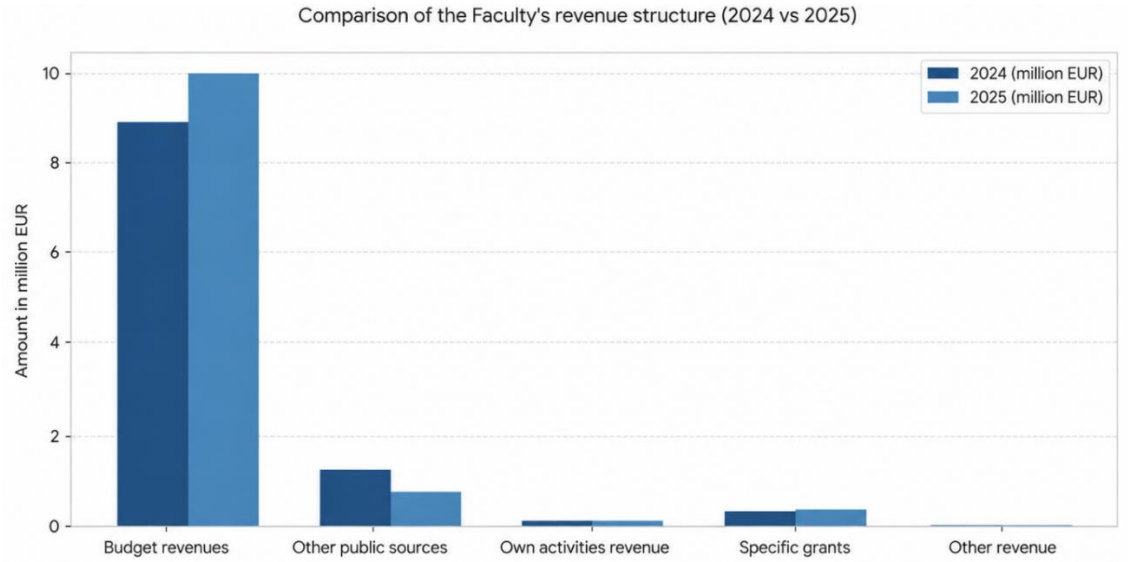
4.6. The higher education institution provides the necessary financial resources to conduct teaching, scientific and professional activities.

The Faculty of Humanities and Social Sciences in Rijeka is primarily a teaching and research higher education institution in the social sciences and humanities. This represents a comparative advantage in terms of generating additional societal benefits and engaging with the community, but also a potential financial constraint with regard to additional income that can be generated on the so-called external market. Financial sustainability and efficiency must therefore be integrated into all aspects of the Faculty's operations. In accordance with statutory provisions and internal regulations, the Faculty manages both allocated and own-source financial resources transparently, efficiently and purposefully.

Key mechanisms of transparency and control (evidence 4.6.1.):

- **Public disclosure of documents:** Three-year financial plans, reports on the execution of financial plans, financial reports, procurement plans, contract registers and monthly disclosures of information on expenditure are regularly published on the Faculty's official webpages**:** https://ffri.uniri.hr/o-fakultetu/pristup-informacijama/.
- **Annual reporting:** Once a year, the Dean presents a comprehensive financial report, thereby ensuring that all employees are informed about income and expenditure in the current year.
- **Quarterly and semi-annual monitoring:** The Vice Dean for Business Affairs and Development regularly reports to the Faculty Council on financial matters and investments. In addition, the budgets of departments, divisions and centres are monitored through semi-annual financial reports (https://ffri.uniri.hr/o-fakultetu/obrasci/) in accordance with the *Instructions on the Transfer and Use of Financial Resources in the Financial Accounts of the Faculty of Humanities and Social Sciences in Rijeka*.
- **Public procurement:** All procurement procedures for goods, services and works up to the threshold of EUR 26,540 are conducted transparently in accordance with the *Regulations on the Implementation of Simple Procurement Procedures* (https://ffri.uniri.hr/o-fakultetu/javna-nabava/), while procurement above this amount is conducted in accordance with the Public Procurement Act.

The financial evaluation for the two most recent calendar years is presented in Table 4.8 of the Analytic Supplement. Here, we provide a brief analysis of the Faculty's operations in 2024 and 2025, including a detailed breakdown of the income and expenditure recorded over the preceding two-year period.



Analytical overview of trends in income and expenditure:

- **Growth in total income:** Total operating revenue in 2025 recorded stable growth of 5.61%, increasing from EUR 10,560,761.94 to EUR 11,152,929.35. The main driver was revenue from the state budget, which accounted for 89.06% of the total budget, indicating a high degree of dependence on public funding, but also stability in the Faculty's primary source of financing.
- **Diversification and own-source income:** Income generated through the Faculty's own activities amounted to EUR 118,932.68 in 2025, representing a slight decrease of 6.08% compared with 2024 (EUR 126,628.97), primarily due to a decline in the category "Other Income – Total". Despite the overall decrease in this group, items directly linked to market-based activities showed a positive trend, driven primarily by a 22.11% increase in enrolment fees for postgraduate doctoral programmes, from EUR 67,545.59 to EUR 82,478.35. Funding from the Croatian Science Foundation, included under income from other public sources, also recorded a substantial increase of 66.90%.
- **Expenditure structure:** Staff expenditure accounted for a dominant 88.32% of total expenditure in 2025 and was also the principal driver of the increase in overall expenditure, which rose by 18.14%, from EUR 9,229,916.60 to EUR 10,904,187.41. Energy costs increased significantly, from EUR 123,060.22 to EUR 144,224.22, while capital investment in non-financial assets increased by 35.32%, including the acquisition of new laboratory equipment worth EUR 34,494.25. Other financial expenditure also increased substantially, almost doubling from EUR 61,745.59 to EUR 118,020.61 (+91.14%). However, corresponding income has been received from the Croatian Science Foundation to cover these costs and is earmarked for the incoming and outgoing mobility of senior assistants.

Methodological explanation of the financial result for 2025

A comparison of total income and expenditure indicates a nominally reported deficit of EUR 593,675.60 in 2025. It should be emphasised that this deficit does not represent an operating loss and does not jeopardise the stability of the Faculty's operations. Rather, it results from alignment with the new *Regulations on Budget Accounting and the Chart of Accounts* (*Official Gazette*, No. 158/2023), which entered into force on 1 January 2025.

The accounting treatment changed through two key reform measures:

1. **Abolition of active accruals and deferrals (Group 193)**: Following the discontinuation of this accounting model, the transitional year of 2025 resulted in a one-off accumulation of expenditure under salaries. The current budget year was legally charged with a total of **thirteen salary payments** instead of the usual twelve: the salary for December 2024, eleven regular salary payments for 2025, and the salary expenditure for December 2025 recognised on an accrual basis within the same calendar year. This temporarily increased operating expenditure across the Croatian budgetary system.
2. **Introduction of the modified accrual basis for EU funds**: EU advance payments received, which had previously been recorded as income on a cash basis, were reclassified as liabilities because the funds had not yet actually been spent in that year. This technically reduced the surplus carried forward and created an apparent accounting discrepancy, even though the institution held actual and fully available cash funds in its account.

Model for the use and allocation of earmarked funds

The use of own-source and earmarked income is strictly regulated by the internal *Regulations on the Use of Own-Source and Earmarked Income Generated on the Market through the Faculty's Own Activities* *https://www.ffri.uniri.hr/files/dokumentifakulteta/Pravilnik-koristenje_vlastitih_prihoda.pdf*.

A separate analytical sub-account is maintained for each individual revenue-generating and research activity.

Income generated through the Faculty's core teaching activity, including student participation fees, and through lifelong learning programmes is allocated to the enhancement of the Faculty's activities according to the following key proportions:

Student participation fees:

Faculty (Central Fund) ——————————► 60%
Home department study programme provider ——————————► 40%

Lifelong learning programmes:

Direct programme delivery costs ——————————► 70%
Faculty – Central Fund ——————————► 30%

Total own-source income:

University of Rijeka development programmes ——————————► 4% (fixed allocation)

Own-source and earmarked income is used centrally to improve standards across the institution through the procurement of teaching and IT equipment for teaching and for employees, the acquisition of literature, the procurement of software, subscriptions and membership fees for databases required for the research and teaching activities of teachers and students, capital maintenance, and the payment of initial costs associated with the preparation of new study programmes, among other purposes. Operating costs covered from own-source income include salaries and other staff expenditure for employees financed from the Faculty's own resources, salary supplements, material expenditure, business travel expenses, costs of external associates and other operating expenditure.

CATEGORY (in EUR)	2021	2022	2023	2024	2025
INCOME					
Programme agreements	378,789.43	331,740.88	403,658.63	322,818.82	356,999.23
Subsidies, participation fees and tuition fees	311,586.52	342,517.57	326,536.41	354,277.83	408,601.24
TOTAL INCOME	**690,375.95**	**673,898.46**	**730,195.04**	**677,096.65**	**765,600.47**
EXPENSES					
1. Enhancement of Teaching and Student Standards	296,405.10	238,946.10	310,495.83	343,423.24	350,332.33
2. Modernization of halls, IT equipment and library	64,792.67	115,926.00	57,264.35	33,294.99	20,400.08
3. Professional Development and Mobility	77,486.72	71,925.45	77,969.40	74,177.16	84,144.35
4. Facility maintenance	56,001.38	52,875.99	11,177.37	70,392.15	41,376.58
5. Business overheads	193,878.10	170,943.90	195,215.41	151,918.72	183,326.01
TOTAL EXPENSES	**688,563.97**	**650,617.44**	**652,122.36**	**673,206.26**	**679,579.35**

The attached five-year overview (2021–2025) demonstrates the earmarked, transparent and balanced management of funds generated through programme agreements, subsidies, student participation fees and tuition fees. The higher education institution's total income fluctuated over the period, with an overall upward trend from **EUR 690,375.95** in 2021 to **EUR 765,600.47** in 2025. In all years under review, total expenditure remained below total income, demonstrating a high level of financial responsibility and stability in the institution's operations.

Key areas of expenditure aimed at enhancing the quality of study include:

- **Continuous growth in investment in teaching and student standards:** The item "Enhancement of Teaching and Student Standards" represents the institution's primary and largest area of expenditure. A consistent and substantial upward trend is evident, with investment increasing from **EUR 296,405.10** in 2021 to **EUR 350,332.33** in 2025. This directly demonstrates that the predominant share of own-source income and student participation fees is reinvested for the benefit of students through improvements in the quality of teaching.

- **Strategic investment cycles in equipment:** The higher education institution undertakes capital investment on a planned basis. A particularly marked increase in investment under the item "Modernisation of Lecture Rooms, IT Equipment and the Library" was recorded in 2022 (**EUR 115,926.00**), when teaching and IT infrastructure were the primary focus of modernisation. Following completion of this investment cycle, the focus in subsequent years, particularly 2024 and 2025, appropriately shifted towards routine and capital maintenance of facilities, which reached a peak of **EUR 70,392.15** in 2024.
- **Systematic development of human resources:** Expenditure on "Professional Development and Mobility" remained notably stable throughout the five-year period, ranging between **EUR 71,000** and **EUR 84,000** annually. This ensures continuity in teachers' participation in international conferences and other activities that support competence development and international exchange.
- **Control of operating overheads:** Building and general operating overheads have been kept under strict control and stabilised over the period, decreasing to **EUR 151,918.72** in 2024. This has ensured that the operating costs of the building do not place an excessive burden on the higher education institution's development and teaching funds.

Long-term sustainability and income diversification strategy

The long-term stability of the Faculty's operations is systematically supported through the conclusion and implementation of the Programme Agreement for 2025–2029 with the Ministry of Science, Education and Youth. This funding model increases the predictability of financing for the core component of operations, including staff expenditure and material entitlements, while also introducing obligations and risks linked to implementation indicators.

The development component of funding is directly linked to the achievement of quantitative strategic objectives:

1. Raising the level of research excellence.
2. Strengthening cooperation with the business sector, public sector and non-governmental organisations through knowledge transfer and commercial services.
3. Increasing the relevance, quality and efficiency of study.
4. Strengthening social responsibility and developing regional identity.

To strengthen long-term financial stability and reduce dependence on direct budget transfers, the Faculty is developing additional sources of income, although public funding remains dominant. This strategy is implemented through two principal pillars of non-budgetary funding:

1. Securing competitive European and national projects – the Faculty continuously seeks to increase the amount of earmarked funding obtained from European Union funds.
2. Developing lifelong learning programmes and commercial services.

The financial sustainability of the Faculty of Humanities and Social Sciences in Rijeka is directly reflected in the high level of efficiency with which it manages its human, material and spatial resources. The Faculty operates in a modern, well-equipped building on the University of Rijeka campus, while the sustainability of its premises and technological modernisation are supported through a balanced combination of budgetary and non-budgetary resources, despite the challenges posed by rising costs, limited own-source income and the constraints of state-budget funding provided through the Programme Agreement. Nevertheless, the Faculty's financial sustainability is not an end in itself, but a prerequisite for safeguarding the quality of teaching, freedom of research, accessibility of study and responsible engagement with the community. The value of the social sciences and humanities cannot be fully expressed in terms of market-generated income. FHSS therefore develops additional sources of funding in ways that support, rather than redirect, its fundamental academic and public mission.

Responsible management consequently requires a balance between financial stability, investment in people and infrastructure, and the preservation of space for research, educational and societal activities whose effects are often realised over the long term and extend beyond immediately measurable financial indicators.

5. RESEARCH/ARTISTIC AND PROFESSIONAL ACTIVITY

5.1. The higher education institution is recognisable by scientific research and/or artistic achievements in all the scientific fields in which it conducts studies.

The scientific research work of the higher education institution is based on original ideas and scientific approaches. The number and quality of papers published by its teachers, together with their research findings, contribute to the advancement of the scientific fields in which the institution delivers its study programmes. Over the five-year period, the teachers and associates of the Faculty of Humanities and Social Sciences published a total of **1,080 publications** of various types, which is a slight increase (5%) compared with the previous accreditation period, when 1,029 papers were published. The largest share consists of papers published in **scientific journals** (485; **45%**), followed by **book chapters** (248; **23%**), papers in conference proceedings (187; 17%), and authored and edited books (139; 13%). A further 21 professional papers (2%) were recorded over the same period. A detailed overview of the publications is presented in Table 5.1. *HEI bibliography (for the past 5 calendar years)* in the Analytic Supplement to the Self-Evaluation Report, while the breakdown of publication types over the five-year period is shown in Figure 5.1.1.

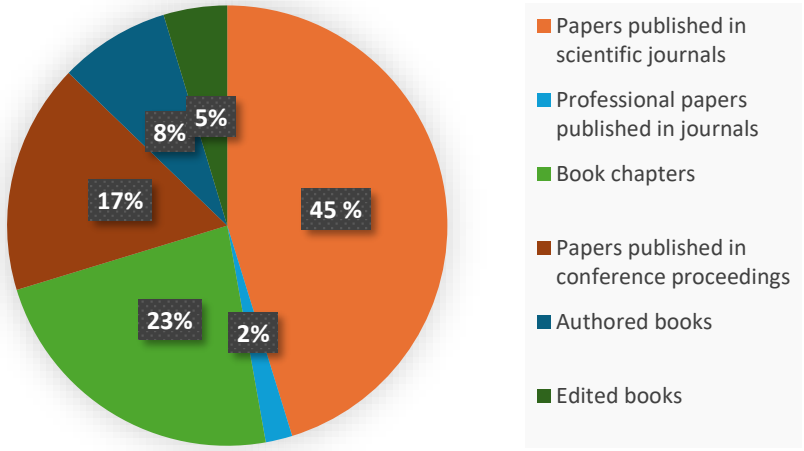


Figure 5.1.1 *Share of different publication types for the period 2021–2025*

Of the 485 papers published in scientific journals, 160 (**33%**) were published in **Category A** journals (WoS Core Collection – SCI-EXP, SSCI and A&HCI), while 147 (**30%**) appeared in **Category B** journals (WoS ESCI). Together, these figures amount to **307 papers (63%)** published in journals indexed in the **Web of Science Core Collection**. A further 81 papers (**17%**) were published in journals indexed in Scopus but not covered by the WoS Core Collection (Category C). In total, 388 papers, or **80% of all papers published in scientific journals**, were published in journals indexed in either the **Web of Science Core Collection** or **Scopus**. The number of papers published in each category is shown in Figure 5.1.2.

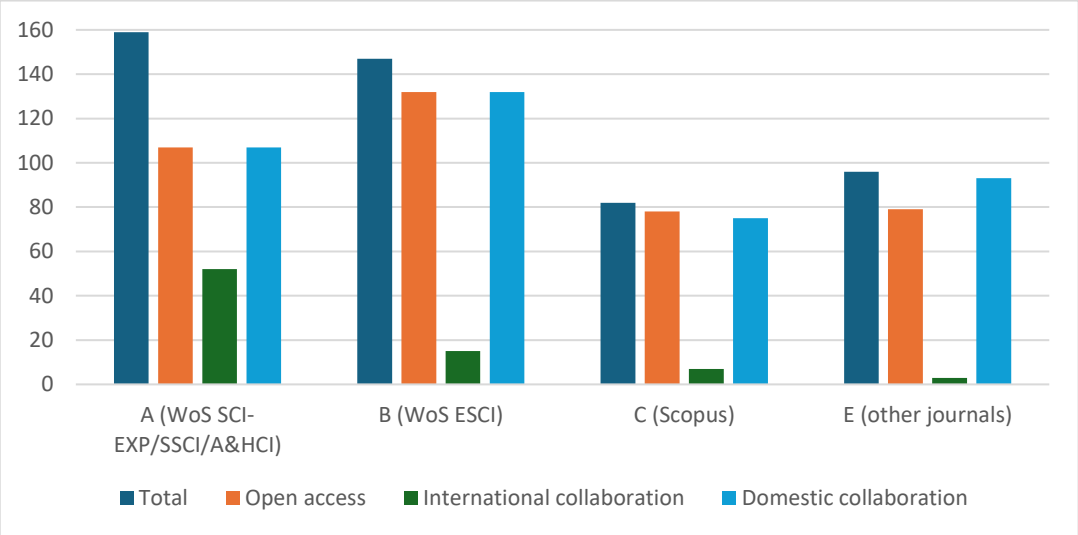


Figure 5.1.2 *Number of papers published by category for the period 2021–2025*

The largest share of papers published in co-authorship with international partners (33% of publications) appeared in Category A journals, reflecting the international recognition and successful integration of the institution's teachers into the international scientific community.

The most significant publications are presented in **Table 5.2.** ***Highlighted HEI publications published in the last five years*** in the Analytic Supplement to the Self-Evaluation Report. The list comprises 53 publications that have achieved significant visibility and citation counts in international bibliographic databases. These highlighted publications have been cited a total of 1,090 times in WoSCC and 1,251 times in Scopus, with papers in the fields of psychology, cognitive sciences, education, philosophy and interdisciplinary research particularly standing out. The most highly cited paper is "*Understanding emotions: origins and roles of the amygdala*", with 352 citations in WoSCC and 432 in Scopus, while several other publications have received several dozen citations.

Figure 5.1.3 shows the distribution of research papers by publication category in the humanities and social sciences over the period 2021–2025, based on data on scientific output recorded in the CroRIS database.

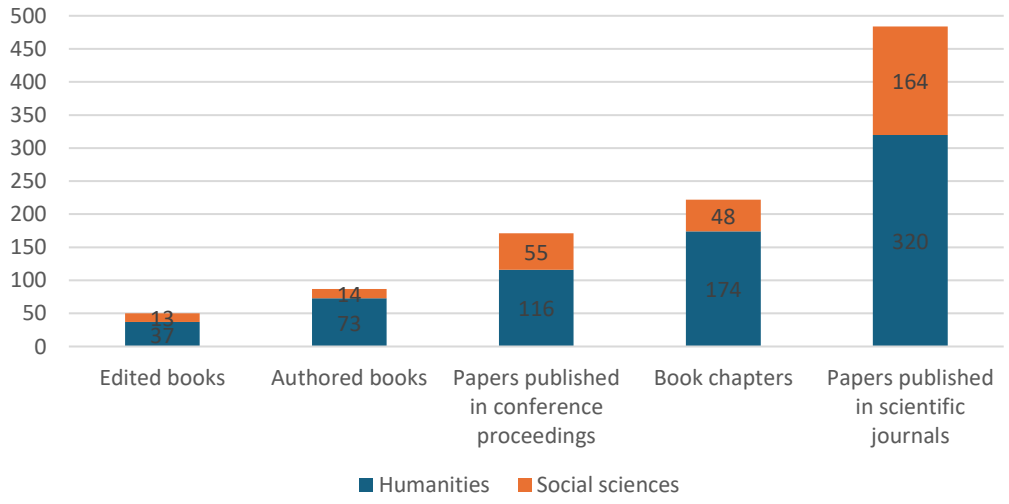


Figure 5.1.3 *Number of papers by category in the humanities and social sciences for the period 2021–2025*

In the field of social sciences, 46% of scientific papers were published in the highest-category journals (Category A), while this share was 23% in the field of humanities. At the same time, the humanities show a higher proportion of scientific monographs, edited books and book chapters, reflecting the predominant forms of research dissemination in the humanities.

Figure 5.1.4 shows the total number of publications by year in the fields of humanities and social sciences, based on data from the CroRIS database.

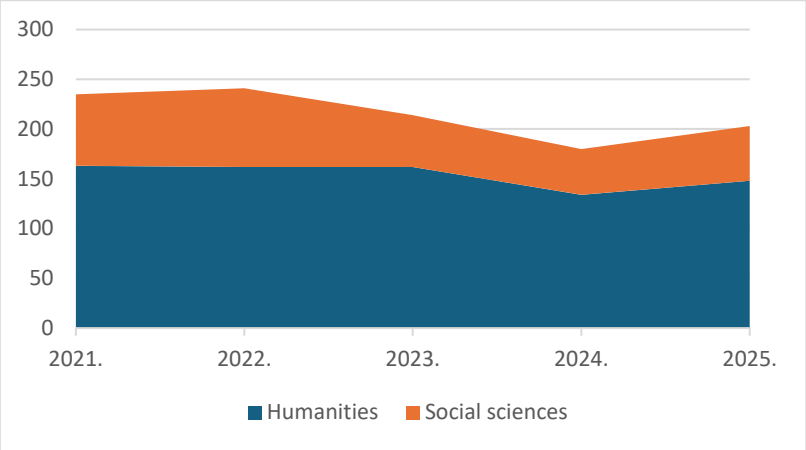


Figure 5.1.4 *Total number of publications* ***by year in the fields of humanities and social sciences*** *for the period 2021–2025*

The Faculty systematically monitors indicators of research performance and the achievement of the objectives defined in the Development Strategy of the Faculty of Humanities and Social Sciences, University of Rijeka 2021–2025. Under Strategic Objective 2.2, "Improving the Quality of Published Papers", the Faculty monitors the share of papers published in scientific journals classified in the first quartile (Q1) and in the excellence category (Exc) according to the Scopus and Web of Science (WoS) databases, relative to the total number of papers indexed in these databases. The Reports on the Implementation of the Development Strategy of the Faculty of Humanities and Social Sciences, University of Rijeka indicate a consistently high level of research output quality.

In 2021, the overall share of papers in the Q1 category (across the WoS and Scopus databases combined) was 31%, with 12% of papers classified in the Exc category (WoS and Scopus). In 2022, 34% of papers were in the Q1 category and 20% in the Exc category. In 2023, the share was 38% for Q1 papers and 24% for Exc papers, while in 2024, the share of Q1 papers reached as high as 43%, with 20% of papers classified as Exc. In 2025, Q1 papers accounted for 32% of the total number of published papers, while 22% were classified as Exc. The percentage of papers classified as Q1 or Exc for each year is presented in Figure 5.1.5.

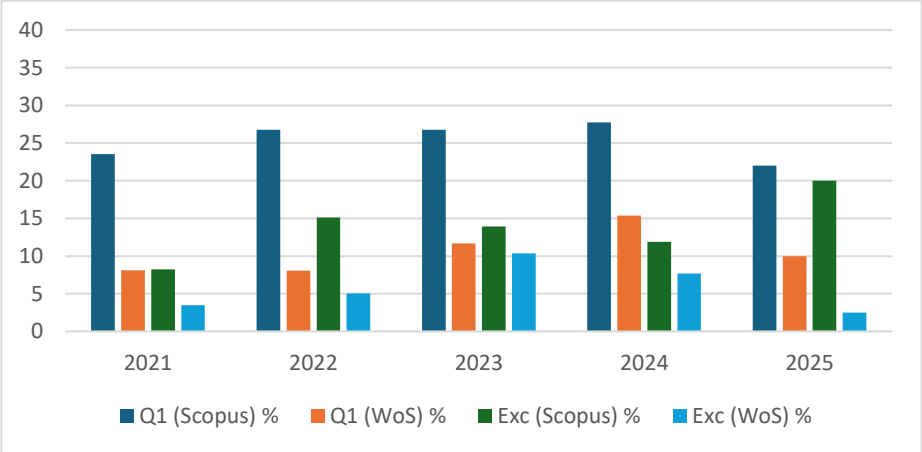


Figure 5.1.5 *Percentage of papers classified as Q1 or Exc for the period 2021–2025*

The Faculty will continue to systematically promote the publication of high-quality research papers. As part of the activity defined in the Programme Agreements (PA Activity 1.1.3), the Faculty co-funds the

costs of publishing in top-tier journals indexed in the WoS and Scopus databases and categorised as first-quartile (Q1) or Exc journals.

Research activity is also encouraged and recognised through awards conferred by the Faculty. The Regulations on Awards and Recognition provide for the **FFRI Award for Scientific Research Achievement** and the **FFRI Award for Early-Career Researchers**. The former recognises teachers' research achievements over a period of up to five years. This includes the quality of publications, academic books and monographs, participation in competitive projects, international professional development, and contributions to the reputation of the Faculty. The latter award is intended to recognise excellence among doctoral candidates and postdoctoral researchers. These awards are presented annually in two categories, humanities and social sciences, at the ceremonial session held on Faculty Day.

The research activity of teachers is continuously monitored through the Teacher Research Workload Form, which records project activity, research output and other research-related activities (conference programme/organising committees, journal editorships, peer reviews, conference participation, etc.). Research workload, together with teaching workload and administrative work, is approved by the Faculty Council.

Teachers of the Faculty actively participate in prestigious **national and international scientific conferences**, where they present the results of their research. During the period 2021–2025, teachers took part in numerous conferences, as recorded in the CroRIS database in the form of conference contributions (Figure 5.1.5).

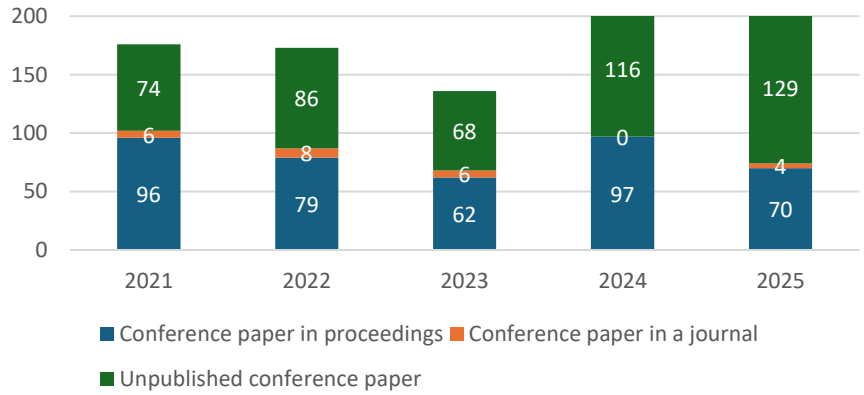


Figure 5.1.5 *Number of conference contributions recorded in the CroRIS database for the period 2021–2025*

Between 2021 and 2025, a total of 901 conference contributions were recorded in the CroRIS system (evidence 5.1.1.). During this period, Faculty teachers presented the results of their research at renowned international and national scientific conferences in the social sciences and humanities.

Project activities represent an important component of the Faculty's research activity, enabling teachers and associates to access competitive funding schemes and develop research collaborations. This is also recognised in the programme agreements (PA Activity 1.1.2), which provide for a one-off grant to project teams whose funding applications were positively evaluated but ultimately not funded due to a lack of funds (reserve list) (evidence 5.1.2.).

The framework for the application, monitoring and implementation of research projects is regulated by the Regulations on the Application and Monitoring of the Implementation of FHSS Research Projects. The Regulations define the application procedures, the responsibilities of participants, and the procedures for monitoring the implementation of project activities. Following the previous re-accreditation procedure, the Faculty was advised to adopt a protocol further defining the rights and obligations of project leaders and participants, along with the procedures for monitoring project activities. In order to implement this recommendation, the Faculty drafted amendments to the Regulations on the Procedure for the

Application and Monitoring of Project Implementation and submitted them for public consultation at its 6th regular session in March 2022 (evidence 5.1.3.).

During the public consultation, a substantial number of comments were received from the departments. These related primarily to the assessment that the proposed model would introduce an additional administrative burden, fail to clearly define the roles of the Project Office and International Cooperation and the professional services, and potentially have a discouraging effect on teachers' motivation to apply for competitive projects. In light of these comments, the procedure for adopting the Regulations was not continued in the proposed form. It was concluded that a simpler and more functional system should be developed. In addition to clearly defining the responsibilities of all stakeholders, it should ensure institutional support for the application and implementation of projects while avoiding unnecessary administrative burdens for researchers. The work on adapting the Regulations is ongoing, with the aim of reaching a satisfactory solution. A proposal for the amendments is planned to be put out for public consultation by the end of 2026.

Information on research output, projects, project application procedures and relevant documentation for researchers is available on the Research webpage. As a standing agenda item at Faculty Council meetings (*Reports of the Dean, Vice Deans and Representatives of the FHSS Student Union*), members of the Faculty Council are regularly informed about open calls and project application opportunities (evidence 5.1.4.). In addition, a **Science Coordinator** has been appointed in each department to collect and monitor data on the research activity of department members, provide support in monitoring projects and research activities, cooperate with the Faculty management, and perform other tasks related to research activity as required.

The Faculty has maintained continuous and significant involvement in the implementation of **competitively funded research projects** at both national and international levels (Analytic Supplement to the Self-Evaluation Report, Table 5.6. *Projects in the past 5 calendar years*). Between 2021 and 2025, Faculty staff participated in a total of 179 projects, of which 163 were research projects. Of the total number of research projects, 127 (78%) were secured through competitive calls. The Faculty acted as the lead institution in 137 projects (76%).

Projects funded by the **Croatian Science Foundation (CSF)** represent a particularly important segment of the Faculty's project activity. Over the five-year period, the Faculty participated in 30 HRZZ projects, acting as the lead institution in 27 of them. The most prominent are research projects (12), young researchers' career development projects – training new doctoral students (10) and installation research projects (5). The remaining three projects involved the incoming and outgoing mobility of senior research assistants, along with one bilateral Slovenian–Croatian project. During the period 2021–2025, Faculty teachers secured **a total of 15 projects**: eight new HRZZ research projects (two installation research projects and six research projects), together with participation in a bilateral project (1) and HRZZ mobility programmes (2). During this period, four (4) doctoral candidates were also employed through the career development projects for young researchers. In 2025, the Faculty had **eight active HRZZ research projects** (5 research, 2 installation research and 1 bilateral project), acting as the lead institution in seven of those.

The Faculty also continues to develop its **international project activity**. During the period 2021–2025, it participated in **11 competitive European Union projects**, serving as the lead institution in four, a partner in six, and an affiliated entity in one project. The projects were funded through **Horizon 2020, the European Social Fund, Erasmus+** and other European programmes, including one **ERC project**, *Revivals of Empire – Nostalgia, Amnesia, Tribulation*. From January 2020 to September 2023, the Faculty of Humanities and Social Sciences also participated as a partner in the European research project MindBot (Mental Health Promotion of Cobot Workers in Industry 4.0), funded through the Horizon 2020 programme.

Institutional research projects funded under NextGenerationEU/the National Recovery and Resilience Plan (NPOO), delivered through the University of Rijeka's programme agreements, represent a further

contribution to strengthening the Faculty's research capacity. The Faculty is involved in **36 projects**, serving as the lead institution in 32 of them.

In the previous period, before funding through programme agreements was introduced, the largest share of the Faculty's teachers' project activity took place through University of Rijeka calls for proposals. Under the Call for Applications for Funding for Project Activities of Experienced Researchers at the University of Rijeka (**UNIRI Projects for Experienced Researchers 2023**), Faculty staff were awarded funding for a total of **35 projects**, 15 in the field of social sciences and 20 in the humanities.

The UNIRI Research Titles awarded in 2024 represent an additional indicator of research excellence and the visibility of the research work at the Faculty of Humanities and Social Sciences, University of Rijeka. Under this University of Rijeka initiative, which recognises success in leading competitive research projects and contributions to the development of research capacities, six Faculty staff members were awarded research titles: Prof. Elvio Baccarini, PhD, Prof. Boran Berčić, PhD, Dr. Marko Jurjako, Assoc. Prof., Prof. Vjeran Pavlaković, PhD, Dr. Iris Vidmar Jovanović, Assoc. Prof., and Dr Jeremy Walton.

During the five-year period, the Faculty of Humanities and Social Sciences continuously developed its research and professional activities through the **organisation and co-organisation of scientific conferences**. Between 2021 and 2025, the Faculty organised or co-organised a total of 70 scientific and professional conferences (evidence 5.1.5.), of which 55 (78.6%) were organised independently and 15 (21.4%) in cooperation with other national and international institutions. Of the 70 conferences, 29 (41.4%) were international in scope and 41 (58.6%) were national. Almost all conferences (97.1%) were scientific in nature, while a smaller number had a combined scientific and professional character. In the coming period, the Faculty will continue to support the (co-)organisation of international conferences, with funding secured for this purpose under the programme agreements (Activity 1.1.4. Organisation and Implementation of a Scientific or Professional Conference). **Figure 5.1.6** presents the share of conferences organised by individual departments during the period 2021–2025.

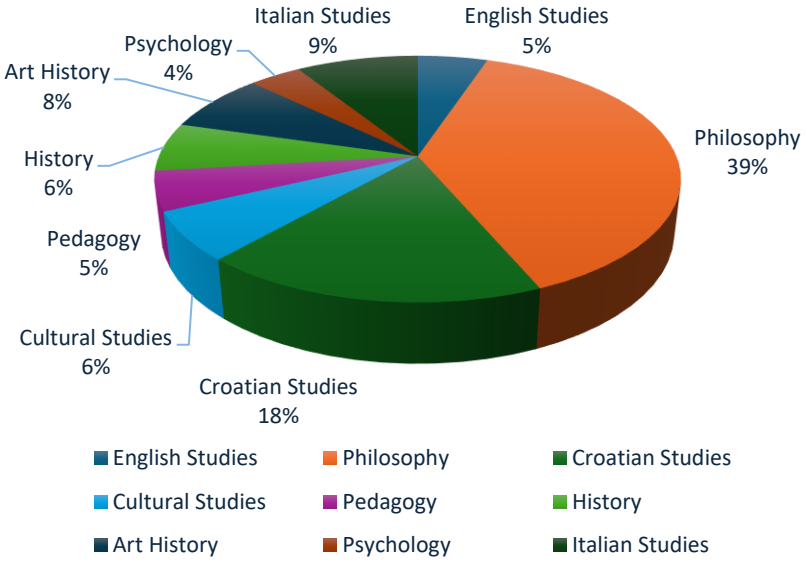


Figure 5.1.6 *Share of conferences organised by department for the period 2021–2025*

Among the more significant international conferences organised or co-organised during the period under review were the VIII International European Congress on Social Sciences (2022), CLARC 2021 and CLARC 2023, La cultura italiana a Fiume (2022), and the 2nd DARIAH-HR International Conference Digital Humanities & Heritage (2022). The Faculty also participated in the organisation of international conferences in collaboration with renowned national and international institutions, including, for example, the International Humboldt Conference – Between Ruptures and Persistence (2024), organised in cooperation with the Leibniz Institute.

In addition to organising conferences, Faculty staff actively participate in the work of **organising and programme committees** of scientific and professional conferences. During the period under review, they served on the organising and/or programme committees of a total of **116 conferences** (Analytic Supplement to the Self-evaluation Report, Table 5.7. *Work on conference organisation committees in the past 5 calendar years*). The number of conferences in which Faculty staff participated shows a continuous increase over the period: from 14 conferences in 2021 to 29 in 2024, and 33 in 2025.

Faculty teachers actively participate **in the work of national expert bodies** that shape and advance the higher education and research system in the Republic of Croatia. The continuous representation of Faculty members on national scientific field committees and other national bodies confirms their academic and professional standing, as well as their active contribution to the development of the national higher education system.

The Faculty has been continuously represented on National Scientific Field Committees in the fields of social sciences and humanities, particularly in the disciplines of psychology, pedagogy, philosophy, theology and religious studies, philology, and Croatian Studies. During the 2024–2028 term of office, four members of Faculty staff were appointed to the scientific field committees in the fields of social sciences and humanities. This continuity was also evident in the previous term of office (2021–2024), during which Faculty representatives served on national appointment committees for psychology, philosophy and theology, philology, as well as pedagogy and related fields. During the same term of office, Prof. Marina Vicelja-Matijašić, PhD was appointed to the Committee for Legislative Acts Regulating the Science and Higher Education System, by the decision of the National Council for Science, Higher Education and Technological Development (evidence 5.1.6.).

Faculty teachers also actively participate in the work of the **Croatian Academy of Sciences and Arts (HAZU)**. Academician Silvana Vranić is a full member of the Department of Philological Sciences of HAZU and the Committee for Dialectology, together with Prof. Sanja Bogović (Zubčić), PhD and a member of the Committee for the Standardisation of the Croatian Standard Language. She also serves as Head of the Institute for Historical and Social Sciences of HAZU in Rijeka. In 2024, Dr. Mario Kolar, Assoc. Prof. was elected an Associate Member of HAZU in the Department of Literature.

Faculty staff also actively participate in the evaluation of research projects funded by the **Croatian Science Foundation (CSF)**. Four Faculty teachers have been appointed to evaluation panels in the fields of pedagogy, psychology, educational and rehabilitation sciences, speech and language pathology, sociology, social work, educational sciences and gender studies, as well as the fields of philology, theology and philosophy.

The **publishing activity** of the Faculty of Humanities and Social Sciences plays an important role in supporting the development of research, teaching and the dissemination of research findings. The publishing system at the Faculty is governed by the Regulations on the Publishing Activity of the Faculty of Humanities and Social Sciences in Rijeka, which define the types of publications, the criteria for their publication, the competent bodies, and the procedures for proposing, evaluating and approving publications. The primary purpose of the Faculty's publishing activity is to contribute to the development and competitiveness of its scientific, professional, educational and teaching activities while ensuring high quality standards for every publication. The development and implementation of the Faculty's publishing policy are overseen by the Publishing Committee, which coordinates all stages of the publishing process, from planning and submission of publications to the implementation of peer review, language editing, editorial work and publication preparation. The publishing process is based on predefined criteria and standards, including the Publishing Standard of the Faculty of Humanities and Social Sciences and the University of Rijeka standards, thereby ensuring the quality, visibility and alignment of publications with academic standards.

The Faculty actively encourages the publication of scientific monographs, edited volumes, teaching materials and other publications that contribute to the development of individual scientific fields and to the improvement of teaching quality. Under the programme agreements (Activity 1.8.1. Publication of

Authored and Edited Books, Academic Monographs and Conference Proceedings), funding is provided to support the publication of authored and edited books, academic monographs and conference proceedings. Publishing activity is planned through annual publishing activity plans, ensuring transparency of procedures, alignment of publishing activities with the needs of the Faculty's departments, and strategic management of publishing resources.

To increase the accessibility and visibility of its publications, the Faculty has built the IZDAVAŠTVO FFRI online portal, which provides public access to information on publications, documents, guidelines for authors and editors, and forms required for the publishing process. This ensures the transparency of the publishing activity and the accessibility of information to all stakeholders in the academic community.

The Faculty regularly publishes four **journals**: *Fluminensia*, *Psychological Topics*, *West Croatian History Journal*, and the *European Journal of Analytic Philosophy*. Further information on these journals is provided in **Table 5.1.1.** The journal *IKON* was published by the Faculty of Humanities and Social Sciences until 2022; it is now published as an annual book series by the Belgian publishing house Brepols Publishers.

Table 5.1.1. *Scientific journals published by the Faculty of Humanities and Social Sciences, University of Rijeka*

	Fluminensia	Psychological Topics	European Journal of Analytic Philosophy	West Croatian History Journal
Language	Croatian, English and other foreign languages	Croatian and English	English	Croatian, English, Italian and Slovenian
Published since	1989	1992	2005	2006
Volumes/issues per year	2	3	2	1 (since 2013; double issue 2007–2012)
Indexed in	ESCI (WoS) Scopus MLA International Bibliography ERIH PLUS DOAJ EBSCO CARHUS Plus+ OpenDOAR Hrčak, HAW	ESCI (WoS) Scopus PsycINFO EBSCO DOAJ, ProQuest ERIH PLUS Hrčak	Scopus (since 2019) WoS – ESCI The Philosopher's Index PhilPapers ERIH PLUS Hrčak	Hrčak
Quartile	2024.: Q1 2025.: Q2	2024.: Q3 2025.: Q3	2024.: Q1 2025.: Q1	/
Editorial board composition	24 members: 14 from Croatia 10 from abroad	20 members: 10 from Croatia 10 from abroad	14 members: 5 from Croatia 9 from abroad	34 members: 16 from Croatia 18 from abroad

Publishing scientific journals represents one of the Faculty's more demanding activities, as it entails the continuous assurance of high quality standards for editorial procedures, the peer review process and publication ethics. The editorial boards of the Faculty's journals operate with limited human and financial resources, while simultaneously striving to maintain the journals' visibility, ensure regular publication, and improve their international recognition and indexing in relevant databases.

Until 2022, the journals received financial support through public calls issued by the Ministry of Science and Education for the funding of scientific journals. Since 2023, their funding has been secured through programme agreements. This funding model has ensured continuity in the publishing activity but has not fully resolved the challenges related to the sustainable development of the journals and the provision of the necessary editorial and technical capacities.

Faculty staff actively participate in the work of **editorial teams of national and international scientific and professional journals**. Over the five-year period, Faculty staff served in editorial roles at a total of 119 journals, as editors-in-chief, executive or guest editors, or members of editorial and advisory boards (Analytic Supplement to the Self-Evaluation Report, Table 5.8. *Editorship in journals in the past 5 calendar*

years). Compared with the previous re-accreditation cycle, during which editorial roles were recorded in 33 journals, this represents an increase of almost 3.6 times. This trend confirms the continued increase in the recognition and professional standing of Faculty staff, as well as their growing involvement in national and international scholarly publishing networks. Of the 119 journals in which Faculty staff serve on editorial teams, 79 are indexed in internationally relevant bibliographic and citation databases, including 32 journals indexed in Web of Science and 52 in Scopus.

External associates engaged by the Faculty of Humanities and Social Sciences for teaching activities are recognised experts in their respective fields. Information on their qualifications is publicly available on the websites of relevant departments and divisions and, where applicable, through profiles in the CroRIS system, the University of Rijeka Portal, or the websites of their home institutions (evidence 5.1.7.). External associates are selected at department and division level, with Department Councils proposing their engagement in line with the needs of study programmes, teaching content and available teaching capacity. The engagement of external associates is an integral part of the annual planning of the teaching process, aligned with the needs of study programmes and the Faculty's overall teaching workload; this is described in greater detail in Assessment Area IV.

The research activity of the Faculty of Humanities and Social Sciences is also carried out through the continuous delivery of **doctoral study programmes**. Between 2021 and 2025, a total of 36 doctoral dissertations were defended at the Faculty, across four doctoral study programmes: Philosophy and Contemporaneity, Doctoral Programme in Pedagogy, Doctoral Programme in Psychology, and Doctoral Programme in the History and Dialectology of the Croatian Language (evidence 5.1.8.). Compared with the previous accreditation cycle, during which 26 doctoral dissertations were defended, this result confirms the continuity and stability of doctoral education, as well as the Faculty's active role in developing new generations of researchers. The dissertations cover a broad range of topics in the humanities and social sciences, including philosophy, psychology, pedagogy, linguistics and philology, and contribute to the advancement of scientific knowledge and the strengthening of the Faculty's research profile. The doctoral study programmes are described in more detail in Section 5.4.

During the period 2021–2025, teachers and associates of the Faculty of Humanities and Social Sciences in Rijeka received numerous **awards and distinctions** for scientific, professional and artistic achievements at national, regional, professional, international and university levels (evidence 5.1.9.). Among the most significant national awards are the State Science Award presented by the Ministry of Science, Education and Youth (Dr Feđa Milivojević, Assist. Prof., State Science Award for 2021, Prof. Sanja Smojver Ažić, PhD, Annual Award for the Popularisation and Promotion of Science – in the field of Social Sciences for 2024) and "Ivan Filipović" Awards for outstanding contributions to education (Professor Emeritus Vladimir Takšić, Lifetime Achievement Award for 2023, Prof. Bojana Ćulum Ilić, PhD, Higher Education Award for 2021). Faculty staff have also received awards at the regional level, such as the City of Rijeka Awards for contributions to the promotion of scientific, cultural and social activities (Dr. Gianna Mazzieri-Sanković, Assoc. Prof., Golden Plaque "Coat of Arms of the City of Rijeka" for contributions to international scientific research and the promotion of Rijeka's literary and linguistic heritage). At the professional and international levels, awards have been presented for scientific contributions across individual discipline (Prof. Mladenka Tkalčić, PhD, "Marulić: Fiat Psychologia" Social Recognition, Croatian Psychological Society). A special place is held by the awards of the University of Rijeka and the University of Rijeka Foundation, which continuously recognise the scientific excellence of Faculty staff. During the period under review, Faculty staff received several awards for research excellence, lifetime achievement awards, and distinctions in the categories of early-career researchers and distinguished researchers.

Over the five-year period, the Faculty of Humanities and Social Sciences demonstrated a high and growing level of research recognition, reflected primarily in the increase in overall research output, the high proportion of publications indexed in WoS and Scopus, the growing share of editorial roles in internationally relevant journals, and the increase in the number of international competitive projects. Compared with the previous accreditation cycle, improvements were recorded in publication quality, project activity and international engagement. At the same time, disparities in the level of research

excellence across fields persist, as does the need to further increase the share of publications in the highest categories and improve the institutional framework for systematically monitoring and supporting project activities. Looking ahead, priority should be given to completing a simpler and more functional project-cycle management system, with a clear division of responsibilities and stronger administrative support for teachers. Equal priority should be given to targeted measures that drive qualitative progress in publications, international cooperation and research excellence.

5.2. The higher education institution is distinguished by its professional achievements in all fields in which the professional study programme is delivered.

Although the Faculty of Humanities and Social Sciences does not deliver professional study programmes, its activities also contribute to the development of professional practice through teachers' professional work, the application of research findings in practice, participation in professional projects and bodies, the organisation of professional conferences, and other forms of community engagement.

Of the total number of publications presented in detail in Section 5.1, Faculty teachers published a total of **56 professional papers** between 2021 and 2025, comprising **21 professional papers in journals, 25 professional book chapters**, and **10 professional papers in conference proceedings** (Analytic Supplement to the Self-Evaluation Report, Table 5.1. *HEI Bibliography for the past 5 calendar years*). Of the 21 professional papers published in journals, one was published in a journal indexed in the WoS Core Collection – ESCI, and three in journals indexed in Scopus, while the remaining 17 papers (81%) were published in other professional journals, predominantly with national and regional reach. Of the 56 professional papers in total, 18 (32%) resulted from collaboration with institutions in the Republic of Croatia, while international collaboration was reflected in this segment through one paper. Twenty-seven papers (48%) are available in open access (Figure 5.2.1), thereby enabling wider access to professional knowledge and facilitating its application in education, the public sector and other relevant areas of practice.

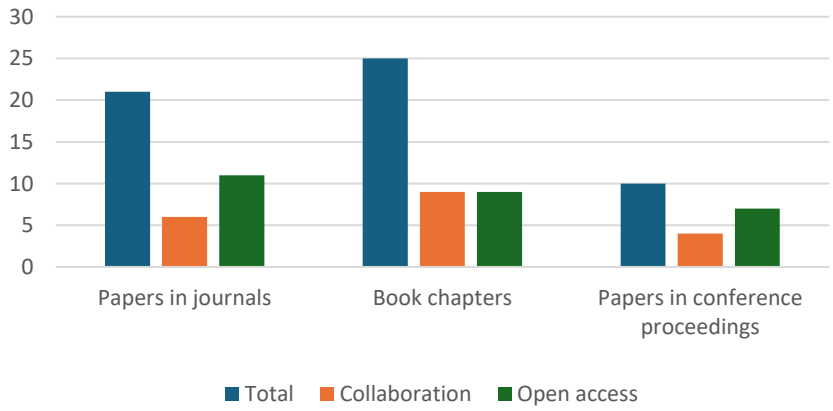


Figure 5.2.1 *Professional papers published in the period 2021–2025*

Professional activities are largely carried out through the Faculty's centres, which provide an institutional platform for connecting teachers' expertise with the needs of professional practice and the community. These centres facilitate interdisciplinary collaboration, the development and implementation of professional projects, educational programmes and other forms of knowledge transfer.

The scope of the Faculty's professional activities is also reflected in the range of its projects and activities involving the community. The Outreach and Engagement webpage provides a systematic overview of professional and research-and-development projects in areas such as career guidance, adult education, teacher education, digitalisation, language technologies, plain language, and other areas relevant to

professional practice and the community. During the period 2021–2025, more than **25 professional projects** of varying scope were recorded.

Knowledge transfer is also achieved through training sessions, workshops, public talks, panels, seminars and other forms of public and professional engagement. During the period 2021–2025, the Faculty of Humanities and Social Sciences hosted more than **120 scientific and professional lectures, 39 workshops, 9 public talks and 7 panels**, through which professional and scientific knowledge is shared with teachers, experts, institutions, organisations, students and the wider public (Source: Faculty website, https://ffri.uniri.hr/dogadjanja/).

The Faculty's professional activities are also carried out through the **organisation and co-organisation of professional conferences intended for professionals outside the academic community**, particularly primary and secondary school teachers, professional associates and other education professionals. During the period 2021–2025, the Faculty organised or co-organised a number of such conferences, thereby directly connecting its expertise with the needs of professional practice. Notable examples include the Inter-County Professional Conference "Structured Knowledge and Problem-Based History Teaching", organised by the Education and Teacher Training Agency in cooperation with the Department of History; the professional conference "The Multilingual Learner and Their Teacher", organised as part of the TEAM project; and the Inter-County Professional Conference "Contemporary Methodological Trends in Assessment, Learning and Teaching", organised in cooperation with the Division of Teaching Methodology of the Department of Philosophy.

Faculty teachers actively participate in **professional conferences, as well as those of combined scientific and professional character**, thereby contributing to knowledge exchange with the professional community, the presentation of research and professional work, and the transfer of such work into practice. According to CroRIS data for the period 2021–2025, **34 of the 901 records in total (3.8%) relate to scientific and professional or professional conferences** (evidence 5.2.1.). Of these 34 records, **32 relate to conferences of a mixed scientific and professional nature**, while two are explicitly classified as professional conferences, both aimed at primary and secondary school teachers.

The Faculty's publishing activity, in addition to research and teaching publications, also includes **professional publications aimed at knowledge transfer and its application in professional practice**. These publications make teachers' professional expertise and work available to relevant professional groups, institutions and the wider community. Examples include publications focused on **educational practice and professional development**, such as the handbook *Do You Know That Your Hands Can Think? Teaching for Critical Thinking in Vocational Education and Training*, intended for teachers at vocational schools. The professional and applied dimension of the Faculty's publishing activity is also demonstrated by the e-publication *Education in the Age of Artificial Intelligence*, which examines the opportunities and challenges of applying artificial intelligence in education. **Proceedings of scientific and professional conferences** also represent an important form of disseminating professional knowledge, such as the publication *Rijeka Identity: Economic, Historical, Linguistic and Cultural Echoes*. Recent publications are also available in electronic format, increasing their accessibility to teachers, professionals, institutions and the wider public.

Teachers' involvement in journal editorial boards is described in detail under Standard 5.1, as most editorial activities concern participation in the editorial boards of scientific journals. However, some teachers also actively contribute to the editing of professional and vocational journals, thereby contributing to the dissemination of professional knowledge and strengthening links between the academic community and professional practice. For example, Associate Professor Nadežda Elezović is Editor-in-Chief of the journal *Dispozitiv: Journal of Theory, Visual, Performing and Applied Arts*, published by the Academy of Applied Arts, University of Rijeka.

The recognition of the Faculty teachers' professional expertise is reflected in their participation in **national and international expert bodies, committees, panels and working groups**. According to data from the teachers' UNIRI profiles, during the period 2021–2025, Faculty teachers were involved in activities related

to the development of the education system, professional standards, professional evaluation, public policy, and the development of individual professions.

The external recognition of the Faculty's professional contribution is also confirmed through individual awards. For example, Professor Siniša Kušić received the *Recognition for Scientific Contribution to the Development of Adult Education in 2024*, awarded by the Agency for Vocational Education and Training and Adult Education as part of the 18th Lifelong Learning Week.

The Faculty's connection to professional practice is also strengthened through the **involvement of practitioners in teaching**. While the procedure for engaging external associates is described in greater detail under Assessment Area IV, in the context of this standard, particular emphasis is placed on their contribution to connecting academic content with the current needs and requirements of professional practice. Experts with relevant professional experience in fields such as translation, culture, psychology, education and other areas are involved in teaching, and their first-hand experience of the professional environment gives students insight into contemporary working methods, professional standards, and the challenges of particular fields of activity. Their involvement complements the theoretical and methodological knowledge that students acquire from the Faculty's teachers and contributes to the development of practical and professional competences, an understanding of labour-market requirements, and students' readiness to enter professional environments. Their first-hand experience of professional practice complements the academic expertise of the Faculty's teachers and gives students an insight into real working environments, current professional challenges, and professional standards.

5.3. The higher education institution influences the economy and society in general through the scientific and/or artistic work of its teachers.

In the FHSS Development Strategy for the Period 2021–2025, **knowledge transfer and regional engagement** are defined as a separate development area, with objectives focused on developing institutional mechanisms to support knowledge transfer, strengthening cooperation with the community, developing professional and expert services, and increasing the number of projects involving stakeholders from the business sector and the community.

In line with the strategic objectives set out in the Strategy, the Faculty has, over the five-year period, developed mechanisms to systematically promote and increase the visibility of knowledge transfer. The **Committee for the Development and Advancement of Knowledge Transfer** was established as a Faculty working body tasked with developing and advancing professional activities and systematically connecting teachers' professional expertise and research findings with the needs of professional practice and the community (evidence 5.3.1.).

Since 2024, the Faculty has awarded the **Faculty of Humanities and Social Sciences Awards for Knowledge Transfer and Social Engagement** (Regulations on Awards and Distinctions) for various forms of cooperation between the Faculty and non-academic entities from the public, private and non-profit sectors, including the provision of educational, research, professional, advisory and other services, as well as the implementation of related activities. **Knowledge transfer** refers to paid services provided by the Faculty to non-academic entities from the public, private and non-profit sectors, while **social engagement** refers to cooperation between the Faculty and non-academic entities from these sectors aimed at implementing mutually beneficial joint activities. In 2025, the Knowledge Transfer and Social Engagement Awards were presented to the Rijeka School of Croatian Studies (Knowledge Transfer Award) and Prof. Sanja Smojver Ažić, PhD (Social Engagement Award), while in 2024 the Knowledge Transfer Award was presented to Prof. Svjetlana Kolić-Vehovec, PhD.

The Faculty's cooperation with the business sector and the wider community is also facilitated through **institutional cooperation agreements**, which provide an important framework for developing various forms of partnership and transferring knowledge and professional expertise to the wider community. According to the reports on the implementation of the University of Rijeka Strategy, the number of active institutional cooperation agreements with the business sector and the community indicates a significant

scale and dynamic nature of such cooperation. The number of active agreements was 39 in 2021, 39 in 2022, 87 in 2023, 90 in 2024, and 34 in 2025. The decline in the number of agreements in 2025 resulted from a review of existing agreements and the signing of new ones, meaning that a certain number of agreements had not yet been signed during that year. One of the Faculty's strategic objectives is also to increase the number of teachers who offer their research and professional expertise to the business sector and the community through the RI MAP matchmaking platform. The number of teachers participating in the platform increased from an initial six in 2021 to seven in 2022, five in 2023, 13 in 2024, and 11 in 2025. Teachers who offer their research and professional services to the business sector and the community through the platform include, for example, Asmir Gračanin, Kornelija Mrnjaus, and Nadja Čekolj.

The Faculty further promotes the development of competences required for effective knowledge transfer by supporting teachers' participation in relevant training. During the period 2021–2025, a total of 30 teachers, or 17% of the Faculty's teaching staff, completed some form of **training aimed at developing knowledge-transfer competences**.

The Faculty of Humanities and Social Sciences in Rijeka uses various forms of **dissemination of research and professional outputs**. The Faculty's activities are communicated through its website, media coverage, social media, public lectures, workshops, public talks and other public events, making the outputs of its teachers and the Faculty accessible to a wide range of audiences.

The Faculty's primary channels for public communication are its social media and website, where news and events are regularly published. The Media About Us section is particularly significant, which systematically tracks and archives media coverage of the Faculty and its teachers. During the period 2021–2025, activities linked to the Faculty were featured in approximately 285 media items recorded in the *Media About Us* section (excluding individual opinion columns authored by individual teachers, which constitute a separate form of individual publicist activity). This media presence predominantly comprises local and regional press (most prominently Novi list), electronic media (HRT Radio Rijeka, Kanal Ri), and bilingual media aimed at the Italian national minority (La Voce del Popolo, La Voce di Fiume). There have also been occasional features in national and international media relating to individual teachers' research and professional activities. The most frequently covered topics include Rijeka/Fiume heritage, public health topics from the field of psychology, and student career guidance.

An important form of contribution to the community is realised through **the popularisation of science**. During the period under review, Faculty teachers participated in a total of **154 science popularisation activities**, including public lectures, workshops, public talks and other events organised as part of various initiatives (e.g. Science Festival, University for the Third Age, and Open Days), as well as programmes aimed at pupils, students, professionals and the wider public. For example, the Department of Philosophy participated in the 2025 European Researchers' Night with the activity *Philosophy Through Toys – Thought Experiments for Children!*. Mladenka Tkalčić and Dražen Domijan gave a lecture as part of the *Baltazar at Gradina* event. The Faculty's teachers have also participated for many years in *Rijeka Psychology*, organised as part of Croatia's Psychology Week, as well as in activities related to language, culture and heritage, such as *Benja 2.0 – Glagolitic Week*. Community engagement, as well as the publication and dissemination of research, is also recognised in the Programme Agreements (Activity 4.6.1. Popularisation of Science), which provide funding for the costs of organising and promoting science popularisation events.

The Faculty systematically promotes science popularisation activities through the Faculty of Humanities and Social Sciences Award for Popularisation of Science. The award is presented for an outstanding contribution to communicating findings, scientific methods and research topics from the humanities and social sciences with the aim of educating wider audiences and enhancing the reputation of the Faculty, with particular consideration given to the reach and quality of the activities, their impact on the target audience, and their direct contribution to promoting the Faculty.

The Faculty also seeks to strengthen the links between education and research with the labour market through its Alumni Club. Through its activities, the Club fosters cooperation with organisations employing the Faculty's graduates, encourages and develops lifelong learning programmes, and advocates for the active examination of social reality and social relations. The Careers Office also plays an important role in this regard. The Faculty monitors labour-market needs through direct meetings with employers, as well as through thematic lectures and workshops aimed at developing competences relevant to employability (e.g. the lecture and workshop *What Happens When I Get My First Job as a Teacher or Professional Associate?*).

At the local level, the activities of Faculty teachers are primarily focused on cooperation with the City of Rijeka. For example, Prof. Vesna Kovač, PhD served as a member of the expert working group appointed by the Mayor of Rijeka to develop the Health Education Programme. Prof. Barbara Kalebić Maglica, PhD participated as a reviewer of the *Health Education Handbook for the 5th and 6th Grades*, while Prof. Mihaela Matešić, PhD contributed as the handbook's language editor. Prof. Dijana Grgurić, PhD, is a member of the governing council of the Maritime and History Museum of the Croatian Littoral.

At the county level, the then-Dean of the Faculty was a member of the Council for Monitoring the Development of the Primorje-Gorski Kotar County Development Plan, while Professors Benedikt Perak and Dijana Grgurić were involved in the development of the Zvane virtual assistant, an artificial intelligence tool providing access to information on the cultural and musical heritage of Istria and the Kvarner region, at the Ivan Matetić Ronjgov Institution, as well as the Zaspal Pave platform. The platform was developed as part of the work of students at the Department of Cultural Studies and a collaboration between the Ivan Matetić Ronjgov Institution and the Laboratory for the Research of Cultural Complexity at the Faculty of Humanities and Social Sciences in Rijeka. The Teaching Institute of Public Health of Primorje-Gorski Kotar County is also a teaching and professional training base for the Faculty. The cooperation agreement enables professional internships to be undertaken as part of the *Clinical Psychology Practicum* course, through which students of the graduate study programme in Psychology acquire practical knowledge and skills under the professional supervision of mentors from the Institute and Faculty teachers.

Faculty staff also participate in national initiatives. For example, Prof. Barbara Kalebić Maglica, PhD, was one of the authors of the guidelines *Putting Children First – Guidelines for Media Reporting and Public Communication on Children's Health and Childhood Obesity*, developed by the Croatian Institute of Public Health and UNICEF. Prof. Alessandra Pokrajac-Bulian, PhD, contributed to the development of the *Croatian Guidelines for the Treatment of Adults with Obesity*, which provide a professional framework for the identification, assessment, treatment and monitoring of obesity as a chronic disease and contribute to improving the quality of healthcare and promoting an interdisciplinary approach to obesity.

A valuable example of cooperation with external stakeholders is the development of the National Guidelines for Inclusive Subtitling, which involved the FHSS Division of Translation Studies, the Croatian Association of Sign Language Interpreters, *Kultura svima svugdje*, *Ministarstvo titlova* (a Zagreb-based craft business and initiative providing translation and subtitling services in the cultural sector), and the Croatian Association of Audiovisual Translators, with the support of the Ministry of Culture and Media of the Republic of Croatia, the City of Zagreb, the Croatian Audiovisual Centre, and the Ombudsperson for Persons with Disabilities.

Faculty teachers also demonstrate a strong commitment to the national education system. For example, Branka Drljača Margić is a member of the State Committee for the English Language Competition (2023–2026) and a member of the working groups of the National Centre for External Evaluation of Education responsible for developing the English Language State Matura examinations, in the capacity of content reviewer; Tihana Kraš was a member of the State Committee for the English Language Competition (2022–2024); and Iva Buchberger was a member of the working group for drafting the proposed curriculum for the Critical Thinking subject.

Further information on individual teachers' professional engagements can be found on their official UNIRI portfolios.

During the period 2021–2025, Faculty teachers served on numerous **scientific and governance bodies** outside the Faculty, at the level of the University of Rijeka, as well as at national and international levels. Thirty (30) teachers from eleven (11) organisational units served on almost 70 such bodies. The most commonly represented were University bodies (expert councils, committees for the recognition of qualifications, quality committees, the Senate and its working bodies). At the national level, particularly notable are membership of committees of the Croatian Academy of Sciences and Arts, as well as of National Appointment Committees at the National Council for Higher Education, Science and Technological Development. Faculty teachers also served on review panels of the Croatian Science Foundation and on national committees responsible for developing occupational standards within the Croatian Qualifications Framework. International involvement was primarily through participation in bodies of the YUFE (Young Universities for the Future of Europe) network, the CEEPUS exchange programme, and committees for international academic awards (DAAD) (evidence 5.3.2.). Compared with the previous reporting period, there is continuity in teachers' involvement in university and national bodies and committees, accompanied by a further strengthening of the international dimension of their activities through participation in international governance and advisory bodies and programmes. Compared with the previous reporting period (2014–2018), when 38 staff members were recorded as participating in 64 University and national bodies and committees, the current period recorded the same number of such memberships (64), with the participation of 31 staff members from 11 organisational units.

The Faculty also contributes to the development of public policy through the participation of its teaching staff in research and development projects whose results are intended for policymakers and public institutions. One example is the University-level European SHEFCE project (*Steering Higher Education for Community Engagement*, 2020–2023), in which Prof. Bojana Ćulum Ilić, PhD and Sandra Nuždić participated. The project focused on developing policies and mechanisms to strengthen the civic engagement of higher education institutions. Its outcomes included public policy recommendations at national and European level, as well as a methodology for developing university action plans. The project results were also used in developing the University of Rijeka's three-year Action Plan for Community Engagement.

Between 2021 and 2023, the Centre for Applied Psychology conducted the Scientific Study of the Effects of the "e-Schools: Establishing a System for the Development of Digitally Mature Schools (Phase II)" Project for CARNET, with the aim of assessing the programme's effects on pupils, education professionals, and the digital maturity of schools. The findings were used to monitor the implementation of the programme, report to supervisory bodies, and plan its continuation. The Faculty's research team also developed evidence-based strategic and operational recommendations for the continuation of the programme.

Faculty teachers actively participate in national and international systems for the evaluation of research and professional activities. Their engagement includes reviewing research papers for national and international journals, reviewing scholarly books and publications, and participating in the evaluation of project proposals and educational programmes. Information on their reviewing activities is available in the teachers' UNIRI portfolios (e.g. Irena Vodopija Krstanović, Sanda Pletikosić Tončić). Their contribution to evaluation also extends to the assessment of projects and programmes. For example, Bojana Ćulum Ilić participated in the evaluation of project proposals for national and international organisations, while Bojana Vignjević Korotaj served as an external expert for the Agency for Mobility and EU Programmes in the evaluation of Erasmus+ project proposals.

In the humanities, the transfer and application of knowledge are also realised through cooperation with cultural and artistic institutions, including the Croatian National Theatre Ivan pl. Zajc, the Rijeka City Museum, the Opatija Museum of Tourism, and the State Archives in Rijeka. In addition, the Departments

of German Studies, Croatian Studies, Cultural Studies and Art History cooperate with the Kvarner Tourist Board in the preparation and/or proofreading and translation of tourism materials.

During the period under review, the Faculty has systematically strengthened its mechanisms for knowledge transfer and civic engagement (the Committee for Knowledge Transfer, the Knowledge Transfer and Social Engagement Awards, and the Award for the Popularisation of Science), alongside notable cooperation with the business sector and the community (institutional cooperation agreements, RI_MAP, the Alumni Club and the Careers Office), extensive media coverage and science popularisation activities, and strong involvement of teachers in national and international professional and governance bodies. In the next period, it would be desirable to focus on **monitoring the impact of these activities on the community**, increasing the proportion of teachers trained in knowledge transfer, and more clearly distinguishing and monitoring research and professional indicators, including **revenue generated from professional services**.

5.4. Doctoral studies of the higher education institutions are aligned with the higher education institution's strategic programme, state-of-the-art scientific/artistic achievements, or professional standards and internationally accepted standards of high-quality doctoral education, where applicable.

The Faculty of Humanities and Social Sciences in Rijeka delivers **four doctoral study programmes**: the *Philosophy and Contemporaneity* Doctoral Study Programme, the *History and Dialectology of the Croatian Language* Doctoral Study Programme, the *Pedagogy* Doctoral Study Programme, and the *Psychology* Doctoral Study Programme.

Doctoral studies are governed by the Regulations on Doctoral Studies at the Faculty of Humanities and Social Sciences, University of Rijeka and the Regulations on Doctoral Studies at the University of Rijeka. The current consolidated text combines the 2019 Regulations with the amendments adopted in 2021 and 2023. The Regulations govern the organisation of doctoral studies, admission, study bodies, the rights and obligations of doctoral candidates, supervision, the structure of the study programme, the proposal and defence of the doctoral dissertation topic, and the assessment and defence of the doctoral dissertation.

The Faculty implements **amendments and supplements to study programmes** in accordance with a predefined quality assurance and enhancement procedure, involving the department, Faculty and, depending on the type of amendment, University levels. The procedure is governed by the Instruction on the Implementation of the Study Programme Evaluation Procedure and the FHSS internal guidelines. The process is initiated at the level of the department or study programme leadership, after which the documentation, together with the department's decision and the prescribed forms, is submitted to the Vice Dean for Study Programmes and Quality Assurance. For amendments adopted at Faculty level, the proposal is evaluated by the Quality Assurance Committee, which provides an opinion and recommendations for any revisions that may be required. Once the proposal has been revised as necessary, the Vice Dean proposes that it be placed on the agenda of the Faculty Council (evidence 5.4.1.), which decides whether to approve the amendments. For amendments requiring further evaluation at University level, the decision of the Faculty Council and the accompanying documentation are submitted to the University of Rijeka Committee for the Evaluation of Study Programmes for further consideration. Once the procedure has been completed and the amendments approved, the proposer ensures that the consolidated version of the study programme is published on the Faculty's website.

Data on doctoral studies are monitored through the Annual Reports on the Operation of the Study Programme (evidence 5.4.2.). The form covers general information on the study programme, data on the teaching staff and the structure of doctoral candidates by year of study, nationality and mode of funding, as well as data on approved doctoral dissertation topics, doctoral theses defended, average age, and study duration. It also collects data on supervision, including the number of supervisors, their publications, and

publications co-authored with doctoral candidates, as well as research projects and the involvement of teaching staff and doctoral candidates in projects. A separate section focuses on the quality of teaching, including the results and comments from doctoral candidate evaluations and proposals for improving the study programme. Finally, data are collected on doctoral candidates' professional development in Croatia and abroad.

The Development Strategy of the Faculty of Humanities and Social Sciences, University of Rijeka, for the Period 2021–2025 and the 2021-2026 Action Plan for Quality Improvement link doctoral study programmes to the development of research activity, the enhancement of research quality, the development of international cooperation, and the strengthening of the Faculty's research capacity. The Faculty has set specific objectives to increase the number of doctoral theses defended and the number of teaching staff eligible to serve as active supervisors on doctoral study programmes. For the period covered by the Strategy, the targets were to increase the number of doctoral theses defended by two per year compared with the previous year and to increase the number of active supervisors by five.

Monitoring of the implementation of the Strategy confirms that these objectives were systematically monitored (Reports on the Implementation of the Development Strategy of the Faculty of Humanities and Social Sciences, University of Rijeka, for 2025, 2024, 2023, and 2022 and 2021). Between 2021 and 2025, an average of seven doctoral theses were defended per year (Figure 5.4.2), while the number of supervisors ranged from 61 to 66, depending on the year (Figure 5.4.1). The number of active supervisors involved in doctoral study programmes increased compared with the previous re-accreditation period (57 active supervisors in 2018) and remained relatively stable throughout the period.

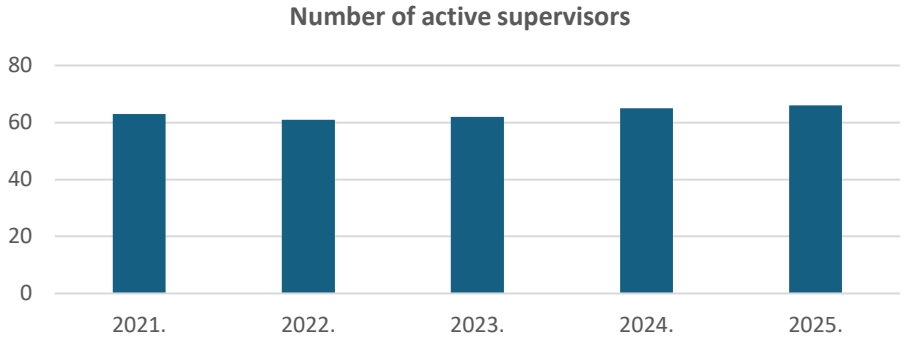


Figure 5.4.1 *Number of active supervisors in the period 2021–2025*

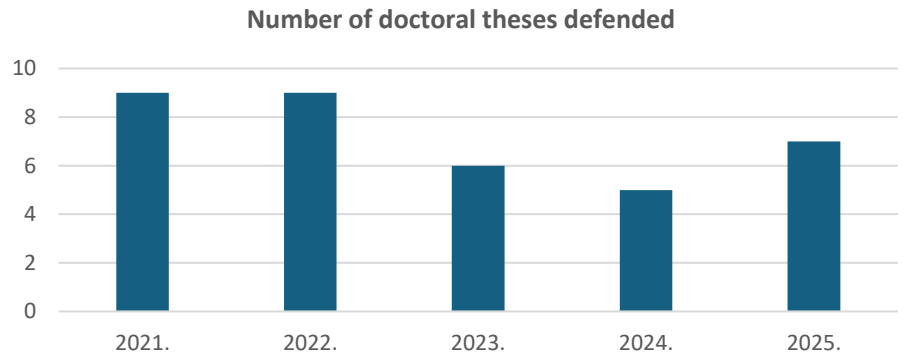


Figure 5.4.2 *Number of doctoral theses defended in the period 2021–2025*

The alignment of the doctoral study programmes with the key principles of contemporary European doctoral education, such as the Salzburg Principles and Recommendations of the European University Association (EUA) and the Seven Principles for Innovative Doctoral Training of the European Commission, is reflected primarily in their strong research orientation. The doctoral study programmes place particular

emphasis on strengthening doctoral candidates' research and methodological competences, developing transferable skills, and fostering academic integrity and scientific communication. The Doctoral Study Programme in Psychology places a strong emphasis on research. The Doctoral Study Programme in Pedagogy provides for the development of competences for independently designing and conducting research, working in research teams, developing projects, and critically analysing contemporary research ideas. The Doctoral Study Programme in Philosophy and Contemporaneity emphasises original research, keeping up with recent scholarly debates, and participation in contemporary research projects. The Doctoral Study Programme in History and Dialectology of the Croatian Language places particular emphasis on workshops, supervision, a high degree of choice and programme individualisation, and the development of methodological competences for independent field, dialectological, textual and onomastic research.

Study content is continuously updated with contemporary methodological approaches and findings from recent research. Doctoral candidates are also given opportunities to participate in international lectures organised at the Faculty (e.g. *Philosophy in Three Acts' About humor, a new book series for Northwest Passage Book, and more*), workshops (e.g. Milica Miočević – workshops: 'R', mediation, meta-analyses – 22 and 23 October 2025, *Philosophical Approaches to Cognitive Science and Psychiatry*, *Mental Disorders, Public Justification, and Values*), summer schools (e.g. *Cres Summer School in Linguistic Fieldwork and Language Documentation (CresSSLing)*), and other forms of lifelong learning.

The international standard of individualised doctoral education is implemented through a system of supervision and progress monitoring. The Regulations on Doctoral Studies at the Faculty of Humanities and Social Sciences, University of Rijeka define supervisors' responsibilities for providing methodological guidance to doctoral candidates, the definition of the thesis topic, monitoring the preparation of the dissertation, and annual progress reporting, and provide for the possibility of appointing a co-supervisor in the case of interdisciplinary research. The Doctoral Study Programme in Psychology additionally provides for a three-member Committee for Monitoring Doctoral Candidates' Progress. In cooperation with this Committee, each doctoral candidate develops an individual study plan and programme listing compulsory and elective activities and the corresponding ECTS credits.

The Faculty systematically integrates doctoral education with its research activity, involving doctoral candidates in **research projects**, research groups and other forms of research work (evidence 5.4.3.). This enables doctoral studies to take place within an active research environment, providing doctoral candidates with opportunities to gain experience in designing and conducting research, applying research methods, working in research teams, disseminating findings, and developing an independent research career.

A particularly valuable indicator of the **link between doctoral education and competitively funded research** is provided by doctoral theses whose research is directly connected to the research programmes of the Faculty's projects. For example, in 2024, Vito Balorda defended his doctoral dissertation *Causal Explanation in Molecular Biology* as part of the *Philosophy and Contemporaneity* Doctoral Study Programme. During his doctoral research, he was a member of the research team of the Croatian Science Foundation (CSF) project *Theoretical Underpinnings of Molecular Biology (ThUMB)* (IP-2018-01-3378), funded through a competitive project funding scheme. The project focused specifically on questions of scientific explanation, biological functions, mechanisms and natural selection in the context of molecular biology.

A similar pattern is evident in the case of Nena Vukelić, whose doctoral dissertation, defended in 2021, was prepared as part of the Croatian Science Foundation (CSF) project *Formal Education for Sustainable Development (forOR)*, and Nadja Čekolj, who, during the same project, conducted doctoral research related to education for sustainable development. The same model was implemented within the *Philosophy and Contemporaneity* Doctoral Study Programme in the case of Iva Martinić, who prepared her doctoral dissertation as part of the Young Researchers' Career Development Programme and the Croatian Science Foundation (CSF) project *Public Justification and the Pluralism of Capabilities*.

Doctoral research linked to competitively funded research enables doctoral candidates to participate in contemporary research programmes, develop research competences, and engage in international research communication.

The Faculty encourages the active **involvement of doctoral candidates in research communication** and provides them with opportunities to present the findings of their doctoral research at national and international scientific conferences. Conference participation is an important part of developing doctoral candidates' research competences, as it enables them to present their research findings, receive feedback from other researchers, develop presentation and communication skills, and establish international contacts and opportunities for future research collaboration.

Particularly noteworthy is the participation of FHSS doctoral candidates in the 9th International PhD Conference *Ethics and Integrity in Research – Theory and Practice*, held on 27 and 28 November 2025 at the University of Ljubljana in cooperation with the University of Ljubljana, the University of Graz and the University of Rijeka. Six FHSS doctoral candidates presented their work at the conference. Tanja Prokop, a doctoral candidate in the *Philosophy and Contemporaneity* Doctoral Study Programme, received particular recognition **as an outstanding presenter** for her paper *Empathy and Epistemic Injustice: A Phenomenological Perspective on Research Ethics in Social Care Institutions*. The participation of doctoral candidates in this international doctoral conference demonstrates their engagement with the international academic community and the development of competences related to responsible and ethically grounded research.

Within the *Pedagogy* Doctoral Study Programme, the Faculty systematically encourages doctoral candidates to present their research at the *Doctoral Conference for Doctoral Candidates in Postgraduate Doctoral Study Programmes in Pedagogy and Educational Sciences – DOKON*. Organised by the Department of Pedagogy, the conference provides ongoing support for the development of doctoral candidates' research and professional competences.

Within the *Philosophy and Contemporaneity* Doctoral Study Programme, doctoral candidates' involvement in research communication is further supported through specialised doctoral workshops and scientific conferences organised by the Department of Philosophy in cooperation with the doctoral study programme. For example, in May 2024, the *Doctoral Workshop with Prof. David Estlund (Brown University)* was held, at which Iva Martinić, Mladen Bošnjak, Lovro Grgić and Tanja Prokop presented their doctoral research. The international visiting professor subsequently provided the doctoral candidates with expert feedback and recommendations for further developing their research. A similar format was used at the *Doctoral Workshop with Prof. Mirko Daniel Garasic* held in February 2024, at which doctoral candidates Iva Martinić, Julija Perhat, Mladen Bošnjak and Aleksandar Šušnjar presented their research.

Doctoral candidates are given opportunities to present their research findings to the academic community, receive feedback, develop their skills in research presentation and argumentation, build networks with other doctoral candidates and researchers, and engage with contemporary methodological and theoretical approaches.

The Development Strategy of the Faculty of Humanities and Social Sciences, University of Rijeka, for the Period 2021–2025, under Objective 2, *Research*, provides for the establishment of a joint doctoral study programme in the humanities. The aim is to establish a contemporary, research-oriented doctoral programme that will bring together the Faculty's existing research capacities in the humanities and enable the systematic development of new researchers. The proposed doctoral study programme has been developed on the basis of the Faculty's longstanding research and teaching activities in disciplines including literature, linguistics, history, art history and cultural studies. These disciplines already have established graduate study programmes, research projects and international collaborations, while the new doctoral study programme will enable them to be brought together within a unified interdisciplinary research framework. The Committee for the Development of the Proposal for the Postgraduate University (Doctoral) Study Programme under the working title *Doctoral Study Programme in the Humanities* (evidence 5.4.4) was established in September 2022. In addition to the Vice Dean for Research and

International Cooperation, the Committee included representatives of the Faculty management and quality assurance system, coordinators of the proposed modules, and representatives of the relevant departments. Between 2022 and 2025, the Committee worked intensively on developing the draft study programme, and a preliminary curriculum was prepared. In May 2026, having assessed that the Committee had largely completed the development phase, the Dean adopted a Decision relieving the Committee of its duties in its existing composition and format (evidence 5.4.5.). The next phase will focus on the operational preparation of the materials required to initiate the initial accreditation procedure for the study programme.

Doctoral study programmes represent an important component of the Faculty's research activity and are linked to research projects, supervision, and the involvement of doctoral candidates in the national and international research community. Systematic monitoring of the quality and outcomes of doctoral study programmes, together with the growth and stability of supervisory capacity, confirms their alignment with the Faculty's strategic development. At the same time, the establishment of the joint doctoral study programme in the Humanities represents an important step forward, bringing together the existing research capacities of the humanities disciplines within an interdisciplinary research framework. In the coming period, the Faculty will focus particular attention on developing the new programme, further enhancing the quality of existing doctoral programmes, and systematically strengthening supervisory capacity.

5.5. The higher education institution applies the principles of open science in its activities, processes and acts.

In the area of open science, the activities of the Faculty of Humanities and Social Sciences in Rijeka are carried out within a three-level framework – national, university and Faculty. At the national level, the Ministry of Science, Education and Youth adopted the Croatian Open Science Plan in May 2025, which defines open science as a set of principles and practices aimed at making scientific research accessible, reusable and shareable for the benefit of researchers and society as a whole. Its six main goals include increasing the availability of research outputs through open access, incorporating open science as a criterion in the evaluation of researchers and institutions, and promoting open educational resources. The Plan explicitly identifies the **University of Rijeka**, alongside the universities of Zagreb, Zadar and Split, as one of the Croatian universities that have adopted a formal open science policy, meaning that the practice followed by the Faculty is also recognised at national level as an example of good institutional practice.

At University of Rijeka level, two documents are currently in force: the Open Science Policy, adopted by the Senate on 21 September 2021 and revised in 2025, and the Senate Decision of 22 March 2022 requiring scientific, professional and popular science publications and research data to be deposited in the institutional repository of the University and its constituent units. Based on the University decision, in 2022 the Dean of the Faculty of Humanities and Social Sciences adopted the Decision on the Mandatory Deposit of Scientific, Professional and Popular Science Publications and Research Data in the Repository of the Faculty of Humanities and Social Sciences, University of Rijeka, thereby adapting and operationalising the University policy for the Faculty's own needs. The Decision requires staff members to deposit a digital full-text copy of all scientific, professional and popular science publications and related research data, ensuring open access wherever possible. This includes scientific and professional papers published in journals and conference proceedings, monographs and book chapters, textbooks, reference works, educational materials, conference presentations, posters, and other materials. Clear deposit deadlines are also prescribed. Additional requirements include the obligation to use a standard open licence (CC BY), authors' responsibility for timely deposit, and the linking of research data to the corresponding publications. The Rijeka University Library and the Faculty Library also play a role in providing training and support to staff.

As part of its support for research activity and the development of open science, the Faculty Library organised the workshop Research Data Management and the Challenges of Data Sharing, in cooperation

with the University of Rijeka, the Open Science Centre of the Rijeka University Library, and the Croatian Social Science Data Archive (CROSSDA). The workshop was aimed at researchers in the social sciences and humanities and covered topics such as research data management, anonymisation, archiving and sharing, copyright and related rights, open licences, and the FAIR principles. The activity represents an example of the Faculty's institutional support for the responsible management of research data and the implementation of open science principles.

Members of the Faculty Council are regularly informed about developments in open science through reports by the Dean, Vice Deans and representatives of the Student Council (evidence 5.5.1.), as well as through information published on the Faculty's website (e.g. Invitation to the workshop 'Research Data Management and the Challenges of Data Sharing', Open Science in HRZZ Projects / Open Science Café, 'Open Science UNIRI' website).

The Faculty has its own institutional repository, through which the implementation of the above-mentioned policies and decisions is operationalised in practice (Table 5.3 *Open Science Implementation in the Analytic Supplement*). Analysis of data for the past five years shows a high and increasing level of implementation of open access principles: of a total of 506 papers published in journals, 438 (87%) have been deposited in open access; of 51 edited books, 46 (90%) are available in open access; of 88 authored books, 42 (48%); of 187 conference papers published in proceedings, 84 (46%); and of 248 book chapters, 59 (24%). Overall, 669 out of 1,080 publications (62%) are available in open access. With regard to research data, 10 datasets have been deposited in the repository, of which 7 (70%) are available in open access.

At Faculty level, 58.4% of scientific and professional papers **are available in open access**, making research findings accessible to the wider national and international research community as well as other stakeholders. Open access increases the visibility and accessibility of research findings, facilitates their dissemination, encourages citation, and contributes to the international recognition of research conducted at the Faculty. Figure 5.5.1 shows the percentage of all papers published in open access during the period 2021–2025.

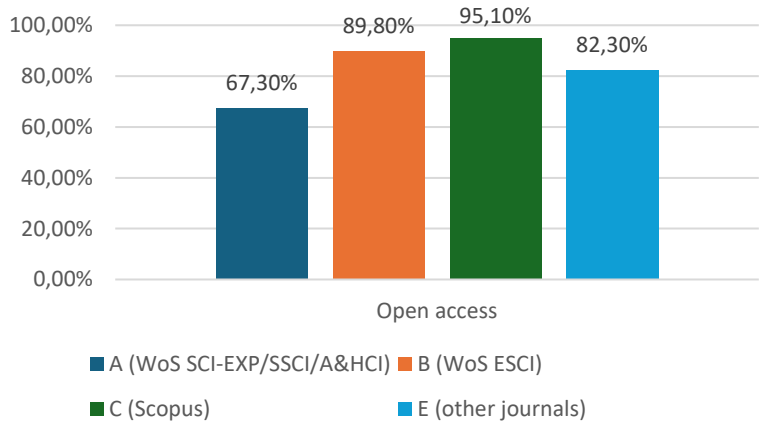


Figure 5.5.1 *Percentage of papers, by category, published in open access*

Data on the number of defended final theses deposited in the institutional repository are presented in the Analytic Supplement, Table 5.5 *Open access to graded theses defended in the last 5 calendar years by level and type of higher education*.

Through its departments, the Faculty of Humanities and Social Sciences in Rijeka, publishes four scientific journals: *Fluminensia* (Department of Croatian Studies, since 1989), *Psychological Topics* (Department of Psychology, since 1992), *European Journal of Analytic Philosophy* (Department of Philosophy, since 2005), and *West Croatian History Journal* (Department of History, since 2006). All four are published through the Portal of Croatian Scientific and Professional Journals (Hrčak) in diamond open access, with no fees for

authors or readers, under the relevant Creative Commons licences (CC BY, CC BY-SA and CC BY-NC, respectively). The content of all issues of all four journals is freely and permanently available to all users, meaning that the Faculty fully implements the principle of open access to publications set out in the University of Rijeka Open Science Policy and its own Decision on the Mandatory Deposit of Scientific, Professional and Popular Science Publications.

Analysis of visits recorded on Hrčak in 2025 confirms the high visibility and use of the Faculty's journals within the research community. In 2025, *Fluminensia* recorded 391,577 visits, ranking 29th out of 255 journals in the humanities (top 12%), while *Psychological Topics* recorded 392,311 visits, ranking 26th out of 210 journals in the social sciences (top 12%). *European Journal of Analytic Philosophy*, as a specialised philosophical journal addressing a more narrowly defined readership, recorded 161,890 visits (86th out of 255, placing it in the upper third), while the *West Croatian History Journal*, the Faculty's youngest and most narrowly specialised journal in terms of subject area, recorded 55,307 visits (170th out of 255). The four Faculty journals recorded a total of 1,001,085 visits in 2025, which clearly confirms that open access significantly contributes to the visibility, reach and use of the scientific results published in the Faculty's journals, both within and beyond the academic community.

In addition to scientific journals, the Faculty also publishes academic and professional books through its own publishing activity, including monographs, edited volumes and textbooks. In accordance with the Faculty's Decision on the Mandatory Deposit of Scientific, Professional and Popular Science Publications, these publications are deposited in the institutional repository and, where permitted by the publisher's rights, made available in open access.

The Faculty has established a clear institutional framework for implementing the principles of open science and applies it systematically through the mandatory deposit of publications and research data, the institutional repository, staff training, and open-access publishing. The high proportion of publications available in open access, together with the high level of engagement with the Faculty's journals, confirms the well-established practice of open access and its contribution to the visibility and accessibility of research findings. In the coming period, the Faculty needs to continue to increase the proportion of publications and research data available in open access, particularly in categories where this proportion is lower, and further promote the systematic management, documentation and sharing of research data in accordance with the FAIR principles. Further development in this area can be supported through continuous information and training for staff on open licences, copyright, and opportunities for open-access publishing.

6. LIST OF APPENDICES – supporting evidence for the Self-Analysis of the Faculty of Humanities and Social Sciences in Rijeka (2021–2026)

Introduction

0.3.1. Action Plan following the 2014 reaccreditation
0.3.2. Documentation related to the 2020 reaccreditation
0.3.3. Quality Improvement Action Plan 2021–2026

Theme I.

1.1.1. Decision on the adoption of the Faculty Strategy 2021–2025
1.2.1. Structure of activities, indicators and goals_FFRI.xlsx
1.2.2. Career advancement and recruitment plan
1.2.3. Guidelines for the reform of the study programmes
1.2.4. Minutes of the 1st regular session of the Faculty Council, 26 October 2023
1.2.5. Minutes of the 1st regular session of the Faculty Council, 31 October 2024
1.2.6. Minutes of the 1st regular session of the Faculty Council, 30 October 2025
1.2.7. Monitoring of activities under programme agreements
1.2.8. Audit report 0525 FFRI
1.2.9. Decision on the appointment of members of the Committee for the Reform of Study Programmes
1.3.1. FFRI Alumni Survey_2026_results
1.5.1. Agenda item "Developmental perspective in ensuring teaching quality" at the 6th session of the Faculty Council
1.5.2. Dissemination of quality assurance topics at the departments
1.5.3. Instructions for teaching staff on conducting student evaluation of teaching
1.5.4. Training for auditors in the internal review process
1.5.5. Decision on the assignment of an IT officer
1.5.6. Study funding agreements for Informatics

Theme II.

2.1.1. Example of a recommendation from the University Committee for Evaluation of Study Programmes
2.1.2. Example of action taken in response to a recommendation from the University Committee for Evaluation of Study Programmes
2.1.3. Example of a decision appointing a working group for amendments to study programmes
2.1.4. Guidelines for the reform of undergraduate and graduate study programmes at the Faculty
2.1.5. PZRSP proposal for the reform of study programmes at the Faculty
2.1.6. Application form for initial accreditation of a study programme
2.1.7. Application Form for Initial Accreditation of a Study Programme
2.2.1. Example evaluation form for amendments to study programmes
2.3.1. KOMPAS Project – development of professional practice/internship
2.4.1. Evaluation forms for the quality of lifelong learning programmes
2.4.2. Example report on the implementation of a lifelong learning programme
2.4.3. Example annual report to the University on the implementation of lifelong learning programmes at the Faculty
2.4.4. Decision on funding for strategic micro-credentials

Theme III.

3.1.1. Contemporary teaching methods_examples
3.1.2. Teacher–student collaboration_examples
3.1.3. Recognition of extracurricular activities_examples
3.1.4. Student awards_Committee report
3.1.5. FFRI programme student evaluations_results and reports_examples
3.1.6. Statements on evaluations_2025/2026
3.1.7. ISVU evaluation, winter semester 2025/2026
3.1.8. Introduction-to-studies courses_examples
3.1.9. AI-use training sessions_examples
3.1.10. Letter to department heads and Guidelines for timetable preparation_2025/2026
3.1.11. Turnitin certificates for undergraduate and graduate theses_examples
3.1.12. Peer assessment
3.2.1. Faculty Council Decision_Course syllabi for the 2025–2026 academic year
3.2.2. Course syllabus template
3.2.3. Doctoral programme (PDS) syllabi_examples
3.2.4. Graduate studies (DS) syllabi_examples
3.2.5. Vice Dean for Teaching's guidelines for preparing syllabi 2025/2026
3.2.6. Double grading_example
3.2.7. Continuous assessment_example
3.2.8. GERM_Consultation examples
3.3.1. Analysis of high-school graduates' interest in the Faculty's programmes_2024/2025
3.3.2. Faculty promotion_Career Office report_example
3.3.3. Rijeka Science Festival 2024
3.3.4. FFRI_Graduate study enrolment requirements_2026/2027
3.3.5. Examples of tuition payment in instalments
3.3.6. Examples of enrolment in a higher number of ECTS credits
3.3.8. Form_Enrolment problem report – studomat – 2023/2024 – summer semester
3.3.9. Examples of course enrolment problem reports
3.3.10. Recognition of foreign professional qualifications – expert opinion_example
3.3.11. Recognition of foreign professional qualifications_regulated professions_example
3.3.12. LETTER – Croatian Psychological Chamber – Committee opinion_example
3.3.13. Examples of transfer recognition from another university
3.3.14. Diploma_undergraduate_Croatian and English
3.3.15. Diploma Supplement_undergraduate_Croatian/English
3.3.16. Diploma_graduate_Croatian/English
3.3.17. Diploma Supplement_graduate_Croatian/English
3.3.18. Final report on the archiving of diplomas in ISeVO_2026
3.4.1. Presentation for first-year students_2025/2026
3.4.2. Mentor teachers across all years_PDK Minutes 2025-12-08 (1)
3.4.3. Student Office_training_2022–2026
3.4.4. Academic Support Office workshops_examples
3.4.5. Student Mentor Programme 2025/2026
3.4.6. Survey of student needs and expectations_2025/2026
3.4.7. FFRI_teaching and professional practice sites_August 2026
3.4.8. Employer satisfaction_survey and analysis_2022–2025
3.4.9. Reasons for dropping out of studies_2017–2023
3.4.10. FFRI_students with disabilities_2024/2025
3.4.11. FFRI_students with disabilities_accommodations
3.4.12. Student parent
3.4.13. Students with disabilities_epilepsy

3.4.14. Academic accommodation_examples
3.5.1. UNIRI Erasmus Charter for Higher Education 2021–2027
3.5.2. Analysis of international cooperation_students_2026
3.5.3. Analysis of outgoing students 2021–2026
3.5.4. Information on the Erasmus call_reports to the Faculty Council_example
3.5.5. Recognition of Erasmus courses as electives_examples
3.5.6. Analysis of incoming students 2021–2026
3.5.7. Academic Recognition Instructions
3.5.8. Enrolment checklist
3.5.9. Arriving in Rijeka as an International Student_non-EU
3.5.10. Information for Erasmus Students_Cognitive Sciences
3.5.11. Incoming student satisfaction
3.5.12. Teaching implementation plan for incoming Erasmus+ students, 2026–2027 academic year
3.5.13. Documentation for incoming mobility_examples
3.5.14. UNIRI_Recommendations_students_language

Theme IV.

4.1.1. Decision on external collaboration 2025/2026
4.1.2. Adoption of the Annual Teaching Load Plan for the 2025–2026 academic year.pdf
4.1.3. Report_lifelong learning programmes delivered_2023/2024_FFRI
4.1.4. Pedagogy_teaching records
4.1.5. Pedagogy_teaching records_external associates
4.1.6. Annual load amendments
4.2.1. Career advancement and recruitment plan_PU
4.2.2. Department of Pedagogy – Letter of justification for recruitment plan
4.2.3. Recruitment examples
4.3.1. Call for appointment of teaching staff and associates
4.4.1. Cost allocation model for 2024 v2
4.4.2. Contract registers
4.6.1. Financial documents

Theme V.

5.1.1. Export from the CroRIS database_conference contributions
5.1.2. Decision on the allocation of funds_Nena Vukelić
5.1.3. Comments on the Regulation on Projects in public consultation
5.1.4. Example report by the Dean, Vice Deans and Student Council representatives – information on project application opportunities
5.1.5. List of conferences_(co-)organized by FFRI
5.1.6. Decision on the appointment of Marina Vicelja-Matijašić to the Committee on legislation governing the science and higher education system
5.1.7. Examples of external associates' engagement at the Faculty of Humanities and Social Sciences in Rijeka
5.1.8. List of defended dissertations 2021–2025
5.1.9. Examples of award-winning teaching staff 2021–2025
5.2.1. Export from the CroRIS database_professional conference contributions
5.3.1. Decision on the appointment of members of the Knowledge Transfer Committee
5.3.2. Examples of teaching staff participation in scientific and governing bodies
5.4.1. Example Faculty Council agenda_amendments to the Pedagogy DRS programme
5.4.2. Example annual report_Psychology DRS
5.4.3. List of doctoral students involved in projects

5.4.4. Decision on the appointment of the Committee for drafting a proposal for the postgraduate university (doctoral) programme
5.4.5. Decision on the dissolution of the Committee for drafting a proposal for the postgraduate university (doctoral) programme
5.5.1. Reports by the Dean, Vice Deans and Student Council representative_open science