**REPORT**

**OF THE EXPERT PANEL**

**ON THE**

**RE-ACCREDITATION OF**

**Academy of Music University of Zagreb**

**Date of preliminary site visit: 7 November 2022**

**Date of online re-accreditation: 9–11 November 2022**

April 2023

**CONTENTS**

[INTRODUCTION 3](#_Toc131591055)

[SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION 6](#_Toc131591056)

[BRIEF ANALYSIS OF THE INSTITUTIONAL ADVANTAGES AND DISADVANTAGES 11](#_Toc131591058)

[ADVANTAGES OF THE HIGHER EDUCATION INSTITUTION 11](#_Toc131591059)

[DISADVANTAGES OF THE HIGHER EDUCATION INSTITUTION 11](#_Toc131591060)

[LIST OF INSTITUTIONAL GOOD PRACTICES 12](#_Toc131591061)

[EXAMPLES OF GOOD PRACTICE 12](#_Toc131591062)

[ANALYSIS OF EACH ASSESSMENT AREA, RECOMMENDATIONS FOR IMPROVEMENT AND QUALITY GRADE FOR EACH ASSESSMENT AREA 13](#_Toc131591063)

[I. Internal quality assurance and the social role of the higher education institution 13](#_Toc131591064)

[II. Study programmes 14](#_Toc131591065)

[III. Teaching process and student support 15](#_Toc131591066)

[IV. Teaching and institutional capacities 18](#_Toc131591067)

[V. Scientific/artistic activity 20](#_Toc131591068)

[DETAILED ANALYSIS OF EACH STANDARD, RECOMMENDATIONS FOR IMPROVEMENT AND QUALITY GRADE FOR EACH STANDARD 22](#_Toc131591069)

[I. Internal quality assurance and the social role of the higher education institution 22](#_Toc131591070)

[II. Study programmes 28](#_Toc131591071)

[III. Teaching process and student support 35](#_Toc131591072)

[IV. Teaching and institutional capacities 44](#_Toc131591073)

[V. Scientific/artistic activity 50](#_Toc131591074)

[APPENDICES 54](#_Toc131591075)

[SUMMARY 65](#_Toc131591076)

# INTRODUCTION

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

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

The Agency's Accreditation Council appointed an independent Expert Panel for the evaluation of Academy of Music University of Zagreb.

Members of the Expert Panel:

* Prof. Sonia Achkar, Hochschule für Musik und Darstellende Kunst Stuttgart, Federal Republic of Germany, Panel Chair
* Prof. Darius Kučinskas, Kaunas University of Technology, Republic of Lithuania
* Prof. Lóránt Péteri, Liszt Ferenc Academy of Music, Hungary
* Prof. Renata Bauer, Academy of Music, University of Ljubljana, Republic of Slovenia
* Prof. Domeniko Briški, Academy of Music, Juraj Dobrila University of Pula,

Republic of Croatia

* Karla Bertić, Academy of Arts and Culture in Osijek, Josip Juraj Strossmayer University of Osijek, Republic of Croatia, student.

During the online re-accreditation, the Expert Panel held meetings with the following stakeholders:

* Management and Secretary,
* Quality Management Committee,
* Students,
* Administrative representatives (Students’ Office, Library, Office for International and Inter-institutional Cooperation, Office for Production Affairs, Human Resources Office, Career Centre, ECTS coordinator),
* Alumni,
* Full-time teaching staff,
* Heads of the teaching departments and heads of subject groups,
* Teaching assistants,
* Heads of projects,
* External stakeholders.

Croatian Expert Panel members went to the preliminary site visit on 7 November 2022 during which they had a tour of the work facilities, laboratories, library, IT classrooms, student administration office and classrooms, and attended sample lectures, where they held a brief Q&A session with students.

During the preliminary site visit, the Expert Panel examined the available additional documents and study programme descriptions (learning outcomes).

The Expert Panel drafted this Report on the re-accreditation of the Academy of Music University of Zagreb on the basis of the Academy of Music University of Zagreb Self-Evaluation Report, other relevant documents, preliminary site visit, and online meetings.

The Report contains the following elements:

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

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

* Viktorija Juriša, coordinator, ASHE,
* Anđelina Lučić, assistant coordinator, ASHE,
* Igor Opić, interpreter at the preliminary site visit and online meetings,
* Dijana Ćurković, PhD, translator of the Report, ASHE.

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

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

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

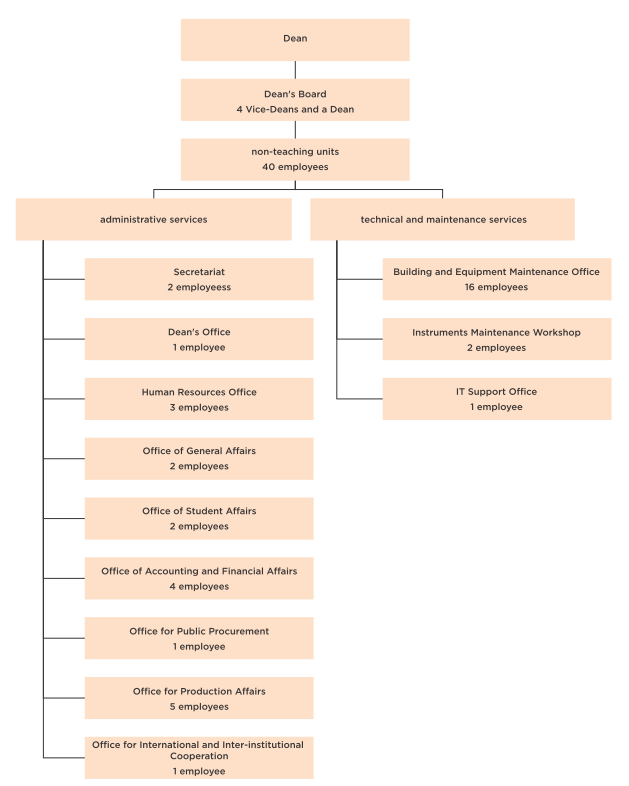
# SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION

**NAME OF HIGHER EDUCATION INSTITUTION:** Academy of Music University of Zagreb

**ADDRESS:** Trg Republike Hrvatske 12

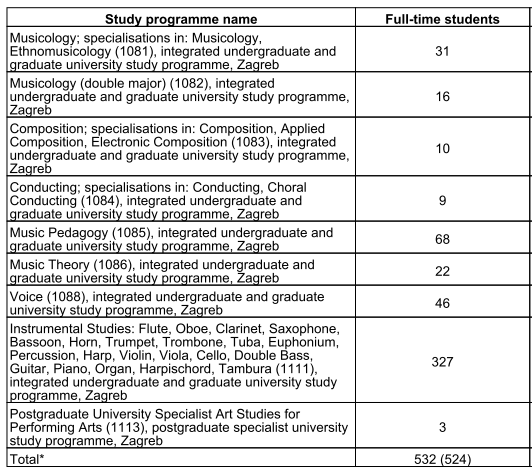
**DEAN:** Igor Lešnik, prof. art.

**ORGANISATIONAL STRUCTURE:**



Self-Evaluation Report, p. 15

**STUDY PROGRAMMES AND NUMBER OF STUDENTS:**



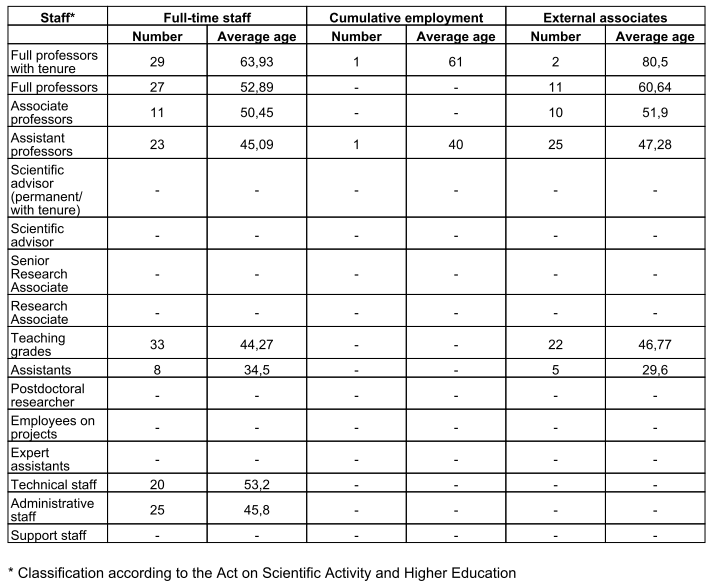
Analytic Supplement to the Self-Evaluation Report, p. 2

Remarks:

1 As a part of the re-accreditation procedure, the HEI requested the exemption of Integrated undergraduate and graduate study programme of Music pedagogy (double major) because the mentioned study programme was not delivered in the observed period for which the evaluation was performed.

2 The Music Academy of the University of Zagreb requested from the Ministry of Science and Education to remove the part of the higher education activity of the HEI relating to the: integrated undergraduate and graduate university study programme in Vocal Performance, integrated undergraduate and graduate university study programme in Piano and integrated undergraduate and graduate university study programme in Guitar, conducted in the Regional Department Rijeka from the Official register of accredited study programmes in the Republic of Croatia.

**NUMBER OF TEACHERS:**



Analytic Supplement to the Self-Evaluation Report, p. 17

**SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION**

The University of Zagreb Academy of Music is the largest and oldest higher music education institution in the Republic of Croatia. Today it is the central music HEI in Croatia, recognized for high artistic values and excellence of teaching staff. The history of the Academy of Music begins in 1829, when a three-year music course was founded within the framework of the then Musikverein, and students could learn singing and wind instruments. In 1916, the music school grew into the Conservatory of the Croatian National Music Institute (Croatian Conservatory), new disciplines and courses were introduced, the institutional capacity was increased, and a lot was done to improve and expand the educational programmes. In 1920, the Academy passed from private to state administration. In 1921, the Conservatory of the Croatian Music Institute started to deliver higher education programmes in music, which is considered the foundation of the Academy of Music, a HE institution as we know it today and continue to build. The 1923 Statute defines the structure of the Academy with five departments: Department of Piano and Organ, Department of Orchestral Instruments, Department of Singing, Department of Composition and Department of Pedagogy, intended for music teachers and choirmasters. By the decree of Banovina Hrvatska (Governance of Croatia) from 1940, the Academy gained the status of an HE faculty and the name Academy of Music and Theatre Arts. This regulation defined the status of academy professors and divided the teaching staff into full-time and associates. In 1951, a lower and secondary music school was excluded from the academy, and after several changes in its name in the post-war period, the Academy received its current name. In the period from the 1950s to the 1970s, the Academy of Music started new study programmes in the Department of wind instruments, as well as the study programmes in guitar, musical education, and musicology. Since 1966, the Academy has also conducted two and four-year postgraduate studies (later, artistic master’s studies, artistic training programmes, and scientific master’s studies, since 1972). In 1967, The Institute of Musicology was founded (today the Institute for Systematic Musicology). From 1968 to 1971, regional departments of the Academy were opened in Dubrovnik, Osijek, Rijeka and Split. In 1979 the Academy of Music became a constituent of the University of Zagreb. In the meantime, the regional departments in Split and Osijek have become parts of the art academies of their local universities (in the 1990’s, and at the beginning of this millennium). The changes led to slight alterations in the names of departments of the main institution, so until recently the Academy of Music consisted of eight departments in Zagreb and a regional department in Rijeka, which was extinguished in 2018 following the results of the previous cycle of reaccreditation, as well as its non-cost-effectiveness. In 1995, an inter-university postgraduate master’s degree programme in music pedagogy was established in cooperation with the Faculty of Philosophy, and it delivered postgraduate programmes until 2011, when the last students of pre-Bologna postgraduate programmes received their master’s degrees in science. Before the introduction of the Bologna system, PhD theses in musicology and ethnomusicology were prepared and defended outside of the doctoral studies. In the academic year 1988/1999 the study programme for percussionists was started. In the academic year 2008/2009, the Bologna higher education system was introduced, which resulted in changes of all study programmes. Four-year undergraduate studies and a one-year graduate studies were established, as well as double major study programmes in cooperation with the Faculty of Philosophy and Social Sciences and Faculty of Croatian Studies (latter until 2017) lasting three (undergraduate) and two years (graduate study). In 2007, the Office for International Cooperation was established. In 2010, the Academy began to deliver two-year postgraduate specialist study programmes for music performers. Since the academic year 2013/2014 the Academy changes its organization and switches to integrated undergraduate and graduate university programmes lasting five years, carried out in the framework of 9 study programmes. Since 2014, the academy’s teaching and public artistic activity has been supported by the Office for Production Affairs. Self-Evaluation Report of the University of Zagreb Academy of Music 2017–2022Since 2016. the Academy of Music participates in the delivery of the Interdisciplinary Postgraduate Studies of Intellectual Property, and in 2017 the first students of the musicological course of the Doctoral Study Programme in Literature, Theatre and Performing Arts, Film, Musicology and Culture were enrolled (the programme is conducted in cooperation with the Faculty of Philosophy and Social Sciences). In 2019, new courses, Euphonium and Tambura, were introduced within the Integrated undergraduate and graduate study programme in instrumental performance. Lifelong learning programmes are also implemented at the Academy. Currently, the Academy delivers one-year programmes of artistic training (electronic composition, music performance, orchestral performance), as well as a programme aimed to acquisition of pedagogical competencies for regulated teaching professions (latter in cooperation with the University of Zagreb Faculty of Education and the Faculty of Organisation and Informatics).

# Self-Evaluation Report, pp. 9–10

# BRIEF ANALYSIS OF THE INSTITUTIONAL ADVANTAGES AND DISADVANTAGES

## ADVANTAGES OF THE HIGHER EDUCATION INSTITUTION

1. Quality Assurance System is implemented and partly formalized.
2. Study programmes are mostly in line with the vision and strategic goals of the Music Academy of Zagreb. They are revised regularly and communicated properly.
3. Clear description/communication of study relevant information and transparent admission procedures, there is a strong informal and personal communication with personalized, student-oriented problem solving, disabled accessible modern building, highly acclaimed artistic and scientific staff which meets international standards.
4. New, excellently equipped building (technically, instrumentally, library, workspaces), mobility of teaching staff is encouraged and partly supported financially, IT infrastructure and areawide WI-FI.
5. Impressive and high-quality scientific and artistic activity with focus on the arts, that meets highest international standards, HEI maintains an international network.

## DISADVANTAGES OF THE HIGHER EDUCATION INSTITUTION

1. Lack/low reliability of financial means (e.g., no staff for QA, project and third-party funding etc.), financial planning uncertainty, deficiencies in communication, in transparency and feedback implementation systems (action plan), lack of digitalization (feedback-loops, active intra-net).
2. The revision of the study programs does not include actual feedback from external stakeholders such as alumni and cultural partners on a formalized basis.
3. Lack of formalized systematic analysis and implementation of data collections (regarding study programmes), 5-year structure of study programmes leads to disadvantage and incompatibility with national and international student exchange, low mobility (bureaucratic burdens for international students), lack of accredited study programmes in English language, lack of “pedagogy package” description and clarification in diploma supplement, inaccurate English versions of course descriptions.
4. Reservation system of practice rooms does not grant enough practice hours per student, energy and therefore money-consuming building (air-conditioning, remote-controlled technology), coverage of building maintenance costs not ensured, lack of planning security in finance also leads to irregular payment of external associates, suspension of new employment prevents natural development of the institution.
5. Scientific output and research activities are underrepresented, simultaneously artistic research activities are not valued and validated properly on university level (important for financing), lack of research institute, high workload of teaching faculty.

# LIST OF INSTITUTIONAL GOOD PRACTICES

## 

## EXAMPLES OF GOOD PRACTICE

1. SWOT Analysis, Alumni Club, internationalization through implementation of courses held in English, lifelong learning programme, Strategic Research Agenda, big social impact through trans-, interdisciplinary, and international projects, formalized contracts with external stakeholders (colleges, concert venues, orchestras).
2. QA Committee, regular revision of study programs (every three years), ECTS mostly reflect the actual workload of students.
3. Transfer students in particular and overall students' satisfaction with enrolment processes and courses of study, high student passing rate, mental health issues tools (counselling centre, psychological workshops), International and Interinstitutional Cooperation Office, Career Centre, English website content.
4. Library with optimized working hours is well equipped by main music encyclopaedias and dictionaries (oxfordmusiconline, mgg-online) as well as several international databases, new pianos and regular maintenance, instruments for students and technical supply (laptops) for staff is loanable.
5. Scientific doctoral programme established (2017), artistic doctoral study programme is being prepared, international award-winning professors, over 300 projects realized annually in cooperation with external stakeholders on a national and international basis, regular organization of international cooperations, seminars, masterclasses, symposia, etc. and participation in them.

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

## Internal quality assurance and the social role of the higher education institution

Analysis

The Expert Panel gained an overall impression that there are established quality assurance systems on different levels. The HEI is aware of the importance to constantly monitor and improve their systems for the overarching goal of the high-level student education. The SWOT analysis is an example of written evidence. Also, the Strategic Research Agenda gives proof for a functioning framework. Nevertheless, the HEI members do not seem to be well informed about their possibilities to participate in these processes. For example, the students knew little about their right to participate in the quality assurance committee. Also, the Expert Panel missed external stakeholders, who are only involved on an informal base in the quality assurance processes. In general, the Expert Panel observed a lot of data collection without monitoring mechanisms and defined responsibilities for their implementation.

Concerning the representation of the HEI in the world, Croatia and Zagreb the Expert Panel had the impression that the level of implementation, also from the previous cycle, is on a high level. Information about the HEI, the study programs, the life-long learning etc. is found in two languages (Croatian and English) on the website. The HEI is aware of their social role and impact on society and therefore constantly makes sure to improve the communication to the outside world. Many interdisciplinary projects on all levels solidify these impressions. The multiple activities seem to be in line with the strategic goals of the HEI. There is an internationalization process on the way to reach out to other, especially European contacts.

Generally speaking, the Expert Panel has the impression that the seeds are planted, but there is still room to grow them into vivid structures that enable QA on the highest level (LLL, Alumni Club, QA Committee, Ethical Behaviour ombudspersons, digitalization, internationalization).

Recommendations for improvement

The Expert Panel strongly encourages the Academy to establish digital data collections (questionnaires) and make sure there are systems to evaluate and implement the results. A clear and systematic approach should be implemented and well communicated within the Academy. The understanding that oral communication cannot substitute systematic structures is still to be shared and understood. Even though there are structures on paper (e.g. alumni club, quality assurance committee, ethical behaviour committee), the information about them and the immanent possibilities should be actively spread through the persons in power. Clarity of responsibilities is the key for all further improvements. Also, in order to prevent ethical violations of any kind, clearly named ombudspersons are needed (teachers, students). In order to make progress with internationalization, a continuous development of the English contents (e.g. website, movies, LLL, study programs) and communication tools is needed. This may also help to acquire international/EU funds for socially relevant projects.

Quality grade

High level of quality

## Study programmes

Analysis

All study programmes of Music Academy of Zagreb are published and visible on its website in Croatian and English. Through attending some of classes during a tour, the Expert Panel can approve that study programmes are mostly in line with the vision and strategic goals of the Music Academy of Zagreb.

HEI has clearly defined the learning outcomes of the study programmes and checks them every 3 years.

The general cooperation with various stakeholders is at a good level in terms of personal communication. However, structures could be formalized in order to make sure the revision of the study programs includes actual and direct feedback from external stakeholders like alumni or cultural partners.

Music Academy University of Zagreb allocates ECTS credits mostly in accordance with the actual student workload.

Student practice is an integral part of study programmes where it is required.

Recommendations for improvement

The Expert Panel encourages efforts to further develop the existing programmes, and specially to establish the lifelong learning programmes in accordance with modern criteria of music profession.

Academy should include students, alumni and representatives of outside stakeholders for their opinion and suggestions about the studies on a formalized basis. Those could participate in creating new study programmes as well.

The Expert Panel would recommend a re-examination of ECTS in coordination with students and alumni, with a special emphasis on Chamber Music, the subject of which requires more work than the current ECTS.

It would be of great importance for the further improvement of study programmes that beside the Quality Assurance Committee, Music Academy also opens an Office/Administration staff for Quality Assurance.

Quality grade

Satisfactory level of quality

## Teaching process and student support

Analysis

The criteria for enrolment and continuation of studies are published on the official website of the HEI, and the requirements and procedures are clearly defined and described. Admissions are carried out in accordance with regulations and pertinent public documents. The Academy organizes open days for students interested in musical studies, where information can be received on the criteria of the entrance examination of each study programme. There are several examples of good practices in the field of students’ transfers from other higher educational institutions.

The HEI promotes various forms of teaching methodologies and ensures the use of advanced technologies. Each student in the programme of instrumental performance has their own mentor who monitors their progress from enrolment at the HEI to their final year. Time and space for practicing provided by the HEI for students, however, does not fully satisfy their actual needs. During meetings of the site visit, most students expressed satisfaction regarding the personal communication with the members of the teaching staff and their availability. Formal communication and systematic collection of information on student satisfaction are, however, fields where there is still room for improvement.

When new students arrive, the HEI provides them with an information package. There is also a psychological counselling centre at Zagreb University. Examples of good practice include organized mental health workshops. At the University of Zagreb, a support service for people from vulnerable and underrepresented groups has been established. In addition, the HEI has a working group on the prevention of and protection against discrimination, harassment and abuse. The spatial accessibility of the HEI is adapted to students with disabilities, as well as the teaching process and the testing of knowledge and skills. The contact of the Privacy Officer for students from vulnerable and underrepresented groups can be found on the HEI's website.

The structure of study programmes of the HEI (five-year integrated undergraduate and graduate studies) seems to be a significant obstacle to students’ participation in international exchange programmes with special regard to those who wish to gain experience in MA studies. The HEI’s Self-Evaluation Report frankly describes the problem of decrease in the amount of students’ mobility. The process of recognition of ECTS credits gained during international studies is supported by Erasmus and ECTS coordinators. The Expert Panel highly appreciates the HEI’s efforts to use profession specific alternative opportunities of international exchanges (e. g. connections with international youth orchestras). The HEI has a designated unit (its International and Interinstitutional Cooperation Office) which is responsible for informing students on opportunities of international studies, and also helps them in organizing their actual studies abroad.

The HEI does not have accredited study programmes in English. The HEI, nonetheless, receives part-time and even full-time international students. Information about enrolment and studies is available on the website of the HEI in English as well as Croatian. The information is, in some cases, less accurate in the English version than in the Croatian. Classes delivered in English (or in other foreign) language are organized in an *ad hoc* basis, with regard to the needs of current students.

Course descriptions, adapted to the actual academic year, are available on the HEI’s website in English and Croatian. Mandatory and recommended literature is always specified in separate lists; lectures, seminars and hybrid courses are differentiated; learning outcomes are defined and included; that fact that a course can be accomplished by passing an examination is stated clearly. During the online site visit, the Expert Panel learned from students of the HEI that there is room to improve the information on criteria provided personally by members of the teaching staff at the beginning of the semester. The Expert Panel understood that evaluation and grading are broadly aligned with the teaching methods used. Issues related examination and grading are regulated by the HEI’s “Regulations of Studying”.

The Expert Panel approves HEI’s way of issuing diplomas and supplements generally, but with one significant reservation. The Expert Panel learned from interviews during the online site visit that employers sometime require the HEI to explain diploma supplements since it is not clear if a graduate is entitled to teach (in primary and secondary level). The submitted re-accreditation material has not included any description of the pedagogy module. The Expert Panel asked representatives of the HEI to make it accessible, but HEI has not fulfilled that request.

The Expert Panel is welcoming the foundation of HEI’s Alumni Association in 2021. The Expert Panel also appreciates that the HEI established the Career Centre in September 2021. The HEI has strong, continuous and prosperous connection with leading institutions of Croatian musical and cultural life, a circumstance which provides students with a great opportunity to be acquainted with leading personalities, projects and practices of their professional field. The HEI also advises students about career opportunities through the Career Centre.

Recommendations for improvement

The Expert Panel suggests that students should be directly involved in creating new degree programs or improving existing ones. Systematic surveys of student satisfaction should be done regularly in various fields, and should have a stronger impact on the decision-making processes of the HEI. The Expert Panel urges the HEI to have a stronger focus on a more predictable schedule for students. It would be also beneficial, if the HEI used every unoccupied room of its building for the purpose of students’ practicing. There is also some room for improvement in informing the students about career opportunities and about student jobs pertinent to their profession. The Expert Panel encourages the HEI to conduct more surveys among students, to have regular meetings with students and to create communication opportunities so that students are more open and honest in order to solve problems. The Expert Panel strongly recommends the HEI to consider the possibility of implementing Croatian- as well as English-language study programmes based on Bologna structure (with separated BA and MA level).

The Expert Panel suggests improvement and standardization of the course descriptions, with a strong emphasis on practical information (exact workload of students, details of examination), and with regard to the English version. The Expert Panel recommends a more explicit differentiation between diplomas of musical profession and diplomas of musical profession combined with education in elementary and secondary level.

Quality Grade

Satisfactory level of quality

## Teaching and institutional capacities

Analysis

The HEI recruits highly qualified staff to ensure adequate teaching capacities. Ratio of teaching staff and students is 1 : 4.81. But teaching load is very high and reaches and scores up to 1110 norm hours per year and the salary delays in few months. On the other hand, the administrative staff of institution occupies 44 positions (25% of all employees) and seems too large for such a small institution.

Strict regulations on teaching positions by the Ministry of Science and Education limit a natural development of an institution and frustrates process of studies.

HEI provides good opportunities for the training of teachers and employees and supports their professional development. It is realized via organized training seminars, concerts, music performances, international programmes of both institutional and extra-institutional mobility. Teachers can apply for an Erasmus+, KA131 and KA107, CEEPUS network Winds of Central Europe, Academic Mobility programs and additional financial support directly from a dean’s fund.

Work facilities of the institution are on the highest level. They include a new building, that was fully functionally equipped and moved in during the academic year 2014/2015, new instruments, IT infrastructure and WI-FI in all the area of the HEI.

The HEI has enough musical instruments to loan them for students. Set of laptops is used for administration staff to work from home. Working hours of HEI and library are optimized according to the needs of students.

The HEI has one of the largest music libraries in the country (75000 items). Library catalogue is accessible online, and it is a possibility to order and to read digitized material from home. Library subscribes main music encyclopaedias and dictionaries (oxfordmusiconline, mgg-online), as well as several international databases (Naxos, JSTOR). Other needed databases can be accessed at the National University Library, which is subscribed to them.

The HEI receives only 34.5% of the amount needed to cover energy and maintenance costs. The chronical lack of finances turned the HEI to a very difficult situation and limited possibilities to ensure expenses needed for teaching staff, students and teaching process in general.

Recommendations for improvement

To reschedule working load of teachers and to minimize additional (unpaid) duties. To find possibilities to pay salary in time. To reduce administrative staff shifting common duties to the central administration of university.

To initiate all the country dialog/discussion with a Ministry of Science and Education on the freedom of recruitment/re-appointment teaching staff for institution itself.

Enlarge library collection with contemporary music and scores of the best world publishers (urtext and critical editions from leading international publishers such as Henle, Schott, etc.).

Restructuring of the HEI can serve as an effective way to optimize expenses and to improve quality assurance of studies. Some of administrational functions and duties should be shifted to the central administration of the University, and the number of departments should be decreased, as well as the number of Dean’s Office staff members.

Quality grade

Satisfactory level of quality

## Scientific/artistic activity

Analysis

By examining the documentation and the actual state of the Academy, it was determined that the scientific and artistic activity of the Academy of Music in Zagreb is large, high-quality and impressive. The Music academy is for the most part an artistic institution. The scientific part is represented in a small percentage, but still very active, high quality and recognized in international circles at an enviable level. Artistic activity is of great importance for Croatian society in general. As the largest and the oldest higher education music institution, it has produced a handful of top artists with international careers. The Academy of Music takes care of the high quality of its research activities both in the scientific and artistic fields. Since 2017, it has had one scientific doctoral study programme, and an artistic doctoral study programme is being prepared, so that its employees have defended their doctoral dissertations at other institutions in the country and abroad. The Academy closely cooperates with the most important art institutions in Croatia and together with them creates a social and cultural atmosphere through its scientific and artistic activity and the transfer of knowledge. In the last 5 years, the Academy and its professors have won around 60 important professional awards in the country and abroad. Annually, they realize around 300 of their internal projects, and in addition, they are also responsible for large professional projects at the University. They take an important part in international projects, cooperating with major European art institutions. They also organize large international events themselves in their own space. Its teachers are members and presidents of various scientific, artistic and professional committees, associations, gatherings, events and magazine editorial boards.

By moving to a new building, the Music Academy got enough space to operate and expand, but the technical side of the building itself is problematic in some aspects: poor-quality construction of water installations, the roof leaks, the windows are fixed and cannot be opened, which implies that the ventilation system must be on non-stop work. The building maintenance costs are very high, which is a big financial problem for the Academy. The next problem of the Academy is external cooperation, i.e. external employees. One third of the employees are external employees because the employment ban prescribed by the Ministry of Science and Education is in force. The teaching load of professors is too great and with this situation the sustainability of the Academy will become questionable.

Academy resources are used at all levels of teaching where they are needed. All students at all levels of study are actively involved on an annual basis in the Academy's artistic and/or scientific projects. Through these projects, they improve their teaching process. With a public performance, they complete the teaching process started in the lecture hall, which is the meaning of the art academy.

Recommendations for improvement

The employees of the Academy of Music are dedicated to the quality of artistic and scientific research, but for further development in this segment it is important to have a research institute. The Academy used to have an Institute for Systematic Musicology, but due to a lack of staff and a further ban on employment, that institute no longer operates. The Expert Panel proposes the revitalization of that institute and its adaptation to today's needs for the purpose of scientific and artistic research on an interdisciplinary, multidisciplinary and certainly transdisciplinary basis, because only in this way will the Academy be able to reach new perspectives and thus new goals.

The financial weight of over one million euros per year just for the overhead expenses of the building, with a huge external cooperation, and the overload of employee hourly rates is too much. The HEI receives only 34.5% of the amount needed to cover energy and maintenance costs (for example for the 2021/2022 study year). The Expert Panel suggests that a permanent solution be found for financing the maintenance of the building and to make efforts in order to lift the employment ban, because with this situation, the viability of the Academy will become questionable.

Quality grade

High level of quality

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

## Internal quality assurance and the social role of the higher education institution

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

Analysis

HEI has adopted two main strategic documents: The Strategy of the Academy of Music 2022–2027, and the Research Strategy of the Academy of Music in Zagreb. There are a few levels of internal quality assurance system in the institution. There is Quality Assurance department at the university level which takes control on main aspects of quality assurance in university and monitors the situation at faculties. Council of the Academy is responsible for the quality assurance in a HEI and acts in a constant collaboration with the Quality Management Committee established inside the institution. The Committee is monitoring situation in all departments, collects and analyses feedback from all levels of institution, formulates recommendations and suggestions to the Council of the Academy. Results of studies are discussed each semester on departmental level after exams. Information for improvement of studies is collected from bottom to top (students–teachers–department–vice dean–Dean), as well as directly from all levels of organization to the Council – there is a common practice to communicate and share ideas/suggestions directly with all levels of administration. Information is collected in written form (questionnaires on paper) and oral form (during formal and informal meetings). Sometimes alumni and stakeholders are invited to participate in this process of quality assurance. Student representatives are allowed to participate in all meetings where quality assurance is discussed (Council, Dean’s meetings), but they are passive and do not use this right constantly due to lack of information and transparency. There is no system that grants a feedback loop, action plan, nor an implementation of the collected data. An alumni club is formed but there is no active reach out to the alumni yet.

Recommendations for improvement

To form a digital system of feedback collection with an aim to guarantee objectivity of an information and anonymity of respondents (especially due to the small size of academy members). To ensure constant and more effective collaboration with alumni and stakeholders involving them into a process of studies’ quality assurance. To encourage representatives of students to participate constantly in all meetings for quality assurance. The Expert Panel also recommends an action plan in order to implement the collected data. The importance of defined responsibilities and their communication to the whole Academy should be considered. The alumni club should actively approach the former students and encourage a vivid participation.

Quality grade

Satisfactory level of quality

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

Analysis

There are obvious efforts of institution to implement all previous recommendations for quality improvement. Most recommendations are realized (formed strategy, closed regional department in Rijeka, Artistic Research Agenda, SWOT analysis, report), some are discussed but not accepted (optimization of institutional structure), but some of recommendations still waiting for a better implementation (quality assurance system solidification and financial situation). Though there were positive answers received from alumni and stakeholders that took part in few of final students’ exams and concerts, there is still a need to implement recommendation of a constant participation of independent members of outside institutions, involving them into a process of quality assurance. Some recommendations could not be realized because of the objective outside reasons: the financial inflation in a country and Europe as a whole. Chronical lack of money disturbs normal functionality of the HEI and puts the question of the studies’ quality under the big doubt. This question needs to be discussed and solved in the nearest future on a level of university or even national level.

Recommendations for improvement

To ensure involving systematically independent outside members (alumni, stakeholders) in all levels of quality assurance of studies – exams, meetings, concerts, performances. To make effective steps toward university administration and even state government to solve financial problems of the HEI – lack of finances does not lead to realizing strategy and mission of the HEI.

Quality grade

High level of quality

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

Analysis

The Academy accepted the Ethical Code of the University of Zagreb, which regulates moral and professional ethical principles for the students, teachers and other employees in all the university including the Academy of Music. An Ethics Committee was established and acts inside the HEI. It discusses and renders opinions in specific cases of questionable ethical behaviour of employees and students. Additionally, a work group for prevention and protection against violations of the principle of gender equality and related forms of discrimination, harassment and abuse was established in the beginning of 2021. The overall awareness of delicate topics seems to be given. After the site visit an opinion formed that a situation of any kind of violation in the institution should be solved – there were only two ethical violation reports received in the last 10 years and only a few not officially reported cases (misunderstandings or communicational problems) were fixed and solved in an informal discussion during the assessment period.

There are also plagiarism detection tools that ensure highest academic standards and their monitoring.

Recommendations for improvement

To continue constant monitoring on all forms of violation and to use all available tools to present at the HEI. The Expert Panel recommend to improve the competences and communicate them clearly. For example, there should be a nominated student representative/ombudsperson for violation of the ethical code.

Quality grade

Satisfactory level of quality

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

Analysis

All information about the HEI and its main activities (organization, studies, research, cultural events) is accessible online at the institutional web page in national and international (English) languages. Additionally, information about social activities of the HEI is shared on social media platforms Facebook and Instagram. At the beginning of each academic year the Forum for freshmen is held. There are days of open doors. Communication inside institution is realized in all possible forms, but an oral communication dominates. Though there is created intra-net e-learning system (Merlin), inner communication generally goes on personal communication via telephone or email. Students explore Merlin system more often than teachers, and even some of the administration, who do not use this system at all.

Recommendations for improvement

To improve institutional web page available in foreign languages: to prepare and to present all possible information parallelly in Croatian and at least one foreign (English) language; to ensure more effective usage of modern forms of communication, including more effective usage of intranet system (Merlin) at all levels of the institution (administration, teaching staff, students).

Quality grade

High level of quality

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

Analysis

Social role of the HEI is at a very high level. The Academy is aware of its big cultural impact (over 100 concerts per academic year), and communicates it well in the society through the above mentioned tools (social media, newsletter, movie, flyer). Therefore, it is the mostly visible representative of the University. It acts on different levels and serves as a social partner for general schools, various communities, cultural and other educational institutions, as well as a constant representative of the state in various international events inside and outside a country. During the site visit the Panel members made sure that institution serves not only as an educational unit but as an important national and cultural representative of a university and a country. During the meeting with the administration and teaching staff there were presented few examples when the HEI participated in the state diplomatic events (Croatia and Austria) and held some important international performances abroad (Germany). Social activity of the HEI is realized mainly via cultural projects sponsored by the University and (more rarely) by outside donors (city, state, EU funds). The HEI initiates and participates in various projects for different groups of society (cancer illness, oppression, intolerance).

Recommendations for improvement

To enlarge number of projects donated by outside funds and institutions, to use more financial resources from EU funds and programs.

Quality grade

High level of quality

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

Analysis

LLL programs are formed and aligned with the strategic goals and mission of institution and needs of society. Following the confirmed strategy of the HEI, the Centre for Lifelong Education will be established. It will help to start two LLL programs: pedagogy and Artistic training for performers. There are plans of institution to enlarge package of LLL programs on e-learning form.

Recommendations for improvement

To consider possibilities of extending LLL programs for various groups of community, for example, to open music educational programme for seniors (“third age university”). There should be a feedback system in order to monitor and improve the LLL offer and its programs.

Quality grade

High level of quality

## Study programmes

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

Analysis

The study at the Academy of Music is being delivered at eight teaching departments through five year integrated undergraduate and graduate programmes, which offer 33 courses. Postgraduate studies and lifelong learning programmes are divided on doctoral studies (musicology major), specialist study (for performers) and lifelong education (one-year artistic training programs in electronic music, conducting and choral conducting, singing, instrumental studies, artistic training for orchestras). Musicians are teaching professional pedagogical, psychological, methodical, and didactical contents within the framework of the education programme. The programmes are approved by the University of Zagreb and are in line with its central mission, which is to achieve artistic and scientific excellence. The level of performance attained by students is very high. Many art and science projects of the Academy are directly related to study programmes.

A new study programme of artistic doctoral study in the field of musical arts and interdisciplinary areas is almost completed.

The number of students is mirroring the needs of society. Collected data from the Croatian Employment Service verifies the employment of former students of the Academy.

The Academy has an integrated undergraduate and graduate study (5 years + 0), which, according to the leadership, has more advantages than disadvantages. However, in the area of student exchange, foreign students who come to the Zagreb Academy are in a slightly better position than those who go on exchange or even further study abroad. For those students who go abroad, the administrative side of continuing their studies is very difficult and stressful. The Expert Panel does not intend to proscribe, but would like to once again indicate a general understanding of the goals of European values of knowledge through undergraduate and graduate studies, and the possibilities of continuation of studies – even at non-art faculties, and not just (most often) transferring to (foreign) music academies.

The management of the Academy monitors the data on the (un)employability of their graduates, which is satisfactory. Their employability is high, and according to the management, Croatia currently lacks at least 20 graduate piano teachers.

The cooperation with various stakeholders is at a high level – from HRT (Croatian National Television), HNK (Croatian National Theatre), Jeunesses Musicales, to other faculties, hospitals and other open public spaces – the Music Academy has a big impact on its environment. The Music Academy as a member of the University can boast of its social role and responsiveness as the first which respond to help Ukrainian music students who came to Croatia due to the war in their country. The Academy is presenting the results of its educational processes to the public through hundreds of concerts, exhibitions, films and performances of great musical and stage works every year. The higher education activity of an artistic area is visible and thus an indispensable cultural factor.

Lifelong learning is currently carried out through artistic training programmes (one academic year) and pedagogical, psychological, didactical and methodical education for teachers in cooperation with the Faculty of Education and the Faculty of Informatics and Organisation of the University of Zagreb.

Recommendations for improvement

The Expert Panel encourages efforts for further development of existing programmes, establishing new lifelong learning programmes/centre in accordance with modern criteria of the profession. Academy should more actively include students, alumni and representatives of outside stakeholders, that is, their opinions and suggestions about the development of (new) programmes. It would be good to equate the two-degree study with other European music academies.

On the website of the Academy the Expert Panel looked for a pedagogical module of subjects, that enable obtaining a license to teach instruments in music schools after graduation, but the Expert Panel hardly found it, so the Expert Panel suggests to make it more visible.

Quality grade

Satisfactory level of quality

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

Analysis

All prescribed elements of the standard are covered and fulfilled. They are aligned with CroQF and EQF level descriptors. Music Academy has clearly defined the learning outcomes of the study programmes and checks them every 3 years.

The learning outcomes at the level of the study programme are easily accessible on the homepage of the Academy.

According to questions to students during the tour of the Academy, they are satisfied with the current study programmes and the outcome of the acquired knowledge. They played, conducted and listened to lectures which are in accordance with the syllabuses.

Through the programmes of the pedagogical module of instrumental teaching as well as at the Department of music pedagogy, the Academy is in constant contact with teachers of primary and secondary music schools, where it receives feedback about the newly employed graduates.

Professional orchestras select the best students of the Academy through auditions and optional performances, so in this way they maintain a natural connection with the Academy all the time.

Recommendations for improvement

The Expert Panel suggests the pedagogical module of subjects – which enable obtaining a license to teach instruments in music schools after graduation – to make more visible on website of Academy and in the diploma supplement.

Quality grade

High level of quality

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

Analysis

In addition to taking care of the quality of studies and study programmes, Quality Management Committee mostly helps professors with the mobility process and collects the results of student surveys, which they get from the student office. Committee sends the annual quality report to the dean and to the University of Zagreb. The Committee's opinion is taken into account at all instances. The Committee members are aware they should pay more attention to the European quality standards.

Learning outcomes are written in syllabuses of all study programmes and visible in the Analytic Supplement of the Self-Evaluation Report.

During the visit to the lectures of various subjects (Conducting, Percussion, Piano, Four-hand Piano, Fundamentals of Scientific Work, Music Informatics, Saxophone, Chamber Music) the Expert Panel noticed a high level of teachers’ presentations of study material.

When looking at the syllabuses of subjects a slight difference in the outcome of the studies was noticed. In order to work in the regulated teaching profession in primary and secondary education in the Republic of Croatia, a teacher should either complete a study programme specifically intended for teacher education with mandatory pedagogical subjects, or have accomplished elective set of pedagogical, methodological, didactic and psychological courses weighting at least 55 ECTS. Evidently enough general pedagogic subjects exist, the imbalance and the lack of some syllabuses arises inside elective module where special methodical subjects, which are also counted towards teacher training competence, have not yet been introduced for all instruments and singing.

Syllabuses of methodical subjects with clear course content, course description, mandatory literature and learning outcomes are:

Teaching Practice – Piano 1 and 2, Teaching Methods for Percussion, Teaching Methods for Flute, Teaching Methods for Clarinet (in Croatian), Teaching Methods for Tuba and Euphonium (in Croatian), Teaching Practice 1 and 2.

Syllabuses that lack complete content or are without any content:

Teaching Methods of the tambura, violin, viola, oboe, French horn, trumpet, trombone,

Teaching Methodology for Singers, Teaching Methodology for Organ/Harpsichord, Teaching Methods for Harp, Teaching Practice – Harp 1 and 2, Teaching Methods for Cello, Teaching Methods for Double Bass, Teaching Methods for Guitar, Teaching Practice – Bowed String Instruments 1 and 2.

Recommendations for improvement

The Expert Panel recommends to the Quality Management Committee further care for the quality of study programmes and courses, and in particular to establish all methodical courses in departments for instruments and singing for their uniformity and equality with existing courses in the same departments.

The Expert Panel suggests more regular committee meetings and evaluations, along with defined goals and plans which would lead to better organized and transparent study outcomes.

It was very commendable to see during the visit not only one mechanical organ in the Huml hall, but also a large concert organ (Rieger) in the biggest Bersa hall. From the rich record of concerts at the Academy, including organ concerts, it is still noticeable that although the study programme for organ requires more than half of all compositions of romantic and contemporary periods, this literature cannot be performed on small organ, but on big 3-manual organ in Bersa hall. One organ concert in Bersa hall per year or non-performance of exam master's programmes on large organ calls into question their construction and purpose.

Quality grade

Satisfactory level of quality

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

Analysis

At the site visit all of the compositions and theoretical learning materials at lectures were in accordance with the study programmes. To the questions of the Expert Panel at the site visit, students answered that they were satisfied with the study programmes. Students were also very satisfied with the working conditions.

Reviewing the huge collection of students’ activities, The Expert Panel understands that cooperation with various stakeholders is unquestionable – from HRT (Croatian National Television), HNK (Croatian National Theatre), Jeunesses Musicales, and other faculties of the same University etc., all the way to hospitals and public open spaces – the Music academy exerts a great influence on its environment, the city, the country and abroad.

The Expert Panel did not hear any negative comments from the orchestra representatives that anything in the study programmes was missing, because the study programme already includes playing scores (e.g. solo parts for large symphonic works).

Professors in primary and secondary music schools are involved as mentors to students and evaluate their teaching instrument or singing practices.

Recommendations for improvement

It would be useful to include more experiences of alumni in planning, proposing or approving new programmes, and revising or closing the existing programmes.

The Expert Panel recommends to the HEI to start conducting current study programmes in English, for greater international networking through new forms of mobility of students, teachers and non-teaching staff.

Quality grade

Satisfactory level of quality

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

Analysis

Music Academy University of Zagreb allocates ECTS credits mostly in accordance with the actual student workload, based on the analyses of feedback from most of stakeholders in the teaching process, or other procedures.

Students are provided with feedback on the results of the analysis of gathered information and the implemented changes.

Recommendations for improvement

It would be good once again together with teachers and professors to consider ECTS points for the subject Chamber music, because the curriculum of that particular subject is of high quality and at a high level, as it is evidenced by the concert programmes. Students invest almost the same number of hours in their programme for a Chamber music as for the main subject, so the points should be raised higher.

Quality grade

Satisfactory level of quality

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

Analysis

Students of the Music Academy do internships during their studies in the form of direct teaching within the pedagogical module in the last year of instrumental studies, or with partial employment in music schools. They are also an irreplaceable part of the organization and execution of large projects at the Academy – from their ideas to soloists and interprets.

Recommendations for improvement

The Expert Panel suggests more practice and teaching hours for students in music schools through the study programmes of all instruments and singing. In the conversation with the Panel members, the representatives of the music schools were very satisfied with this kind of participation, so all opportunities should be used for the students to gain as much practice as possible while their studying.

Quality grade

Satisfactory level of quality

## Teaching process and student support

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

Analysis

The criteria for enrolment and continuation of studies are published on the official website of the Academy of Music, and the requirements and procedures for verification of knowledge and skills are clearly defined and described. Admissions are carried out in accordance with regulations and documents such as the Rulebook on the Procedure for Establishing the Ranking List of Applicants for Admission to the First Year of Integrated Undergraduate and Graduate Studies, the Decision on the Conditions for Enrolment in Another Programme, the Rulebook for Studies. Entrance examinations are held in two semesters: summer and fall. Every year, the Academy organizes open days for all interested students of music high schools, where they can find out all the information and criteria for the entrance examination of each study programme. There are several examples of good practice involving students from other universities, such as the transfer of a music pedagogy student from the Academy of Arts in Osijek and the transfer of a vocal performance student from the University of Graz. The Academy also conducts analysis in order to monitor student success in degree programs.

Recommendations for improvement

No recommendations.

Quality grade

High level of quality

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

Analysis

Procedures of collecting and analysing data on student success in a particular programme can be found in the following documents: Academic Regulations, Doctoral Regulations, and Programs of Study. Each student in the instrumental programme has their own mentor who monitors their progress from enrolment at the Academy to their final year. The Analytic Supplement shows the students’ high passing rates during the past 5 years.

Recommendations for improvement

There are no examples of measures to increase the passing rate and degree completion, such as changes in enrolment criteria, curriculum, student surveys on courses, and the like. Students should be directly involved in creating new degree programs or improving existing ones, and the Expert Panel suggests that student satisfaction with degree programs, organization of classes, teaching methods, etc., be reviewed.

Quality grade

Satisfactory level of quality

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

Analysis

The HEI promotes various forms of teaching and ensures the use of advanced technologies, but in discussions with students and some members of the teaching staff during the site visit, it was found that some members of the teaching staff do not use various forms of teaching, i.e. they mainly use the frontal teaching method and do not use advanced technologies too often. Students are frequently informed about dates of extracurricular programmes or project-based units of education (e.g. academic conferences, or performances in cooperation with other institutions) at such short notice that they can hardly insert them into their regular schedule. Students have access to practice rooms on a 2 hours / day / person basis, which is only the smaller portion of their need – therefore they are left with the task of organizing the larger portion of their daily practicing individually. Piano students would like to see classrooms open for practice when all practice rooms are occupied. Most students expressed satisfaction regarding the communication with the members of the teaching staff and their availability, as they are available not only by email but also by phone. Some students, however, complained about the organization of the classes in the sense that they had been notified an hour before the class started to bring some materials, and the students did not have the opportunity to do so in time, so they got minus points. Students of orchestral conducting would like to rehearse with orchestras more often. During the visit to the HEI, the Expert Panel briefly attended classes, and it was commendable to see and hear the teaching was going on in Croatian and in English respectively, for foreign students.

Recommendations for improvement

The Expert Panel suggests the HEI a stronger focus on predictable schedule for students (in terms of dates of extra programmes, and preparations for regular classes). The Expert Panel also sees it beneficial for the HEI to provide conducting students with more opportunities of rehearsals with orchestra, and uses every unoccupied room for the purpose of students’ practicing.

Quality grade

Satisfactory level of quality

**3.4.** **The higher education institution ensures adequate student support.**

Analysis

The HEI advises students about career opportunities through the Career Centre whose staff members informed the Expert Panel that they planned to organize a career day where employers could present jobs to students. However, students emphasized that the job market of the music industry is rather thin, and the most effective way of finding some paid work is to be present on social media, where information can be received when there is a substitute teacher position open. When new students arrive, the HEI provides them with an information package. There is also a psychological counselling centre at Zagreb University. Examples of good practices include organized mental health workshops, a student concert held to raise monetary help for a fellow student's father's treatment, and a “Secret Santa”. Information about mental health help is also available on the HEI’s official website. The Academy does not conduct surveys on student satisfaction with the study programme, teaching, professors, career opportunities, literature, etc., except that a meeting is held four or five times a year to discuss student issues and problems. Some students, however, are “afraid” of talking openly about problems.

Recommendations for improvement

The Expert Panel sees some room for improvement in informing the students about career opportunities and about student jobs pertinent to their profession. The Expert Panel encourages the HEI to conduct more surveys among students, to have regular meetings with students and to create communication opportunities so that students are more open and honest in order to solve problems.

Quality grade

Satisfactory level of quality

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

Analysis

At the University of Zagreb, a support service for people from vulnerable and underrepresented groups has been established, several coordinating professors and a student representative have been appointed, and the document has been published on the website of the University. In addition, the HEI has a working group on the prevention and protection against violations of the principle of gender equality and related forms of discrimination, harassment and abuse. The spatial accessibility of the HEI is adapted to students with disabilities, as well as the teaching process and the testing of knowledge and skills. The contact information of the Privacy Officer for students from vulnerable and underrepresented groups can be found on the HEI's website. The Academy has also hosted several students from war-stricken Ukraine, and the Expert Panel had the opportunity to speak with a student who expressed great satisfaction with her studies at the Academy and the quality of instructions she received.

Recommendations for improvement

No recommendations.

Quality grade

High level of quality

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

Analysis

The structure of the study programmes of the HEI (five-year integrated undergraduate and graduate studies) seems to be a significant obstacle to students’ participation in international exchange programmes with special regard to those who wish to gain experience in MA studies. Besides, the University of Zagreb has instructed the HEI to reduce the number of its Erasmus+ inter-institutional agreements. The HEI’s Self-Evaluation Report frankly describes the problem of decrease in the number of students’ mobilities as well as other challenges related to the specific features of the musical and musicological field of European higher education.

Recommendations for improvement

The Expert Panel strongly recommends the HEI to consider the possibility of implementing Bologna fashioned study programmes (with separated BA and MA level), to make it easier for its students to have international experiences. At the same time, the Expert Panel highly appreciates the HEI’s efforts to use profession specific alternative opportunities of international exchanges (e. g. connections with international youth orchestras).

The process of recognition of ECTS credits gained during international studies is supported by Erasmus and ECTS coordinators.

The HEI has a designated unit (the International and Interinstitutional Cooperation Office) which is responsible for informing students on opportunities of international studies, and also helps them in organizing their actual studies abroad. The Expert Panel has not seen any evidence of collecting information on student satisfaction in this area.

Master classes given by international guest professors, as well as profession related language courses, facilitate the future success of students in an international environment of employment.

Quality grade

Satisfactory level of quality

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

Analysis

There are no accredited study programmes in English at the HEI. The HEI, nonetheless, receives part-time and even full-time international students. Information about enrolment and studies is available on the website of the HEI in English and Croatian. The information on individual courses is, in some cases, less accurate in the English version than in the Croatian. Elective modules are merely mentioned on the English version of the website, there is no description of them. Classes delivered in English (or in other foreign) language are organized in an *ad hoc* basis, with regard to the needs of current students.

As to evidence of feedback on students’ satisfaction, the HEI has given the Expert Panel access to a few email exchanges between former international students and a member of the staff of the International Cooperation Department. These exchanges were, at least in some cases, initiated by the HEI with direct reference to the forthcoming re-accreditation process. Personal correspondence is, of course, a possible way of getting knowledge on student satisfaction.

Nevertheless, the Expert Panel appreciates the HEI’s efforts to help young Ukrainian refugees of the war in continuing their musical studies.

Recommendations for improvement

The Expert Panel encourages the HEI to exploit its own resources and capabilities in order to introduce English language BA and MA study programmes at least in a few areas.

The Expert Panel suggests the HEI to apply more systematic and more regular methodology of collecting information.

Given the HEI’s embeddedness in Zagreb University, it has good opportunities to provide international students with highly qualified Croatian language courses.

Quality grade

Minimum level of quality

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

Analysis

Course descriptions, adapted to the actual academic year, are available on the HEI’s website in English and Croatian. They differ in accuracy very much. In some cases, the English version is less detailed than the Croatian, and there are also differences of scope between descriptions given by those in charge of various study programmes. For example, course descriptions of Musicology are generally more informative than those of Composition. Mandatory and recommended literature (to read or to play) is always specified in separate lists; lectures, seminars and hybrid courses are differentiated; learning outcomes are defined and included; the fact that a course can be completed by passing an examination is stated clearly. During the online site visit, the Expert Panel learned from students of the HEI that there is room to improve the information on criteria provided personally by members of the teaching staff at the beginning of the semester. The Expert Panel, however, has not been informed about any special programme on the development of skills related to the testing and assessment methods.

Through meetings with students and members of the teaching staff, the Expert Panel understood that evaluation and grading are broadly aligned with the teaching methods used.

Issues related to examination and grading are regulated by the HEI’s “Regulations of Studying” which has been made available for the Expert Panel (in Croatian). The main subject examinations are assessed by juries of three or more members of the teaching staff.

During the online site visit, students expressed their wish to be informed about the exact dates of examinations in good time (earlier than the current practice). Although the HEI provided written documentation about the formal ways of students' appeal procedures, students told the Expert Panel that sometimes they felt uncertain about how to raise problems.

Recommendations for improvement

The Expert Panel suggests an improvement and standardization of the course descriptions, with a strong emphasis on practical information (exact workload of students, details of examination), and with regard to the English version. It should be clear, comparable and accurate.

In some cases, the course descriptions of expected activities during the semester and the specific process of the examination should involve more practical details.

The Expert Panel also suggests a more efficient communication on the issues of exam dates.

Quality grade

Satisfactory level of quality

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

Analysis

The Expert Panel approves HEI’s practice of issuing diplomas and supplements generally, but with one significant reservation. The Panel lacks an explicit differentiation between diplomas of musical profession and diplomas of musical profession combined with education in elementary and secondary level. Even the supplement does not make the situation clear in its current form. In the document which has been made accessible for the Expert Panel by the HEI (titled *dopunska isprava engleski*), there is a general description on what the student is capable of if they complete the pedagogical module (it can be found in a series of descriptions of every elective module). That is followed by the programme details (data of actual courses completed by the student). There is, however, no statement on whether the student accomplished any of the modules. Some of the subjects (Didactics, Teaching practice, Teaching methods, Psychology of Education) may suggest that they did complete the pedagogical module, but it is just an assumption. The Expert Panel learned from interviews during the online site visit that employers sometimes ask the University to explain diploma supplements. The Expert Panel can understand the situation of employers very well.

Recommendations for improvement

The Expert Panel strongly recommends that there is a clear differentiation of the diploma for students that have completed the pedagogy branch in order to simplify the job application processes for teaching positions.

Quality grade

Satisfactory level of quality

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

Analysis

The Expert Panel is welcoming the foundation of HEI’s Alumni Association in 2021.

The HEI does not have its own statistics on the employment of its graduates, instead it operates statistical numbers of national level, which is modestly informative about the position of HEI’s graduates, and may not include international employment. The Expert Panel appreciates that the HEI established a career centre in September 2021. The Expert Panel also understands that the HEI has a strong, continuous and prosperous connection with leading institutions of Croatian musical and cultural life, a circumstance which provides students with a great opportunity to be acquainted with leading personalities, projects and practices of their professional field.

Based on interviews made during the online site visit, the Expert Panel noticed that some students find the pedagogy module a weak preparation for actual teaching at elementary and secondary level. The submitted re-accreditation material has not included any description of the pedagogy module. The Expert Panel asked representatives of the HEI to make it accessible, but HEI has not fulfilled that request.

Recommendations for improvement

Based on evidence coming from interviews, the Expert Panel encourages the HEI to strengthen its communication with members of the Alumni Association, and start an active recruitment of further members.

Concerning teaching positions, it is obvious that there is a lack of compatibility of the pedagogical branch diploma supplement on the job market. The Expert Panel therefore highly recommends to clarify the situation and develop new diploma supplement formats that are helpful to the students. The Academy should also develop/provide a clear description of the pedagogy module.

Quality grade

Satisfactory level of quality

## Teaching and institutional capacities

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

Analysis

The HEI recruits highly qualified staff to ensure adequate teaching capacities. Ratio of teaching staff and students is 1: 4.81 according to the MOZVAG. Therefore, ratio is in accordance with the international practice. According to the regulations, at least one half of overall number of working hours of a university study programme must be carried out by full-time employees appointed into scientific-teaching and/or artistic-teaching ranks. Therefore, according to MOZVAG there are study programmes that are not covered by full-time employees:

Musicology; specialisations in: Musicology, Ethnomusicology (1081), integrated undergraduate and graduate university study programme; Musicology (double major) (1082), integrated undergraduate and graduate university study programme; Composition, specialisations in: Composition, Applied Composition, Electronic Composition (1083), integrated undergraduate and graduate university study programme; Conducting; specialisations in: Conducting, Choral Conducting (1084), integrated undergraduate and graduate university study programme; Music Pedagogy (1085), integrated undergraduate and graduate university study programme; Music Theory (1086), integrated undergraduate and graduate university study programme.

Study programmes with a sufficient level of coverage are: Voice (1088), integrated undergraduate and graduate, university study programme; Instrumental Studies: Flute, Oboe, Clarinet, Saxophone, Bassoon, Horn, Trumpet, Trombone, Tuba, Euphonium, Percussion, Harp, Violin, Viola, Cello, Double Bass, Guitar, Piano, Organ, Harpischord, Tambura (1111), integrated undergraduate and graduate university study programme; and Postgraduate University Specialist Art Studies for Performing Arts (1113), postgraduate specialist university study programme.

According to Analytic Supplement teaching load is very high and reaches up to 1110 norm hours per year. Nevertheless, mostly all teachers work additionally with students without payment. It is on their own decision to work overtime. Teachers are also constantly involved in many additional activities organized by institution (concerts, festivals) and it is not paid too. The main salary for teachers delays in few months. The administrative staff occupies 44 positions (25% of all employees of institution) and seems too many for a small institution.

Recommendations for improvement

To reschedule working load of teachers and to minimize additional (unpaid) duties. To find possibilities to pay salary in time. To reduce administrative staff shifting common duties to the central administration of the University.

Quality grade

Satisfactory level of quality

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

Analysis

As it is noted in the Self-Evaluation Report, procedure of recruitment, advancement and re-appointment of teachers is regulated in according to the given legal framework and provisions of the Statute. Temporary rules for re-appointment and appointment to a higher position, as well as system of coefficients confirmed by the University, is valid and used at the institution. Though information about vacancies is accessible online (only in Croatian), it was realized during the meeting with teachers that there is a common practice to inform potential candidates privately before or on the day of an official announcement of vacancy. Strict regulations on teaching positions from the Ministry of Science and Education limit the natural development of the institution, frustrate the process of studies and do not leave space for an institution to act in a more dynamic way of recruitment of teaching staff. It also doesn’t correspond with a conception of HEI as an independent institution.

Recommendations for improvement

To ensure equal possibilities for potential candidates to participate in a procedure of recruitment, advancement or re-appointment. To initiate all the country dialog/discussion with a Ministry of Science and Education on the freedom of recruitment/re-appointment teaching staff for institution itself.

Quality grade

Satisfactory level of quality

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

Analysis

HEI provides good opportunities for the training of teachers and employees, and it supports their professional development. It is realized via organized seminars, concerts, music performances, international programmes of both institutional and extra-institutional mobility. As noted in Self-Evaluation Report, regular project cycles are organized through which the artistic and pedagogical competencies of teachers are systematically improved (*Vivant professors*, *Vivat academia*, *Virtuoso*, and *Anabasis*). Some projects are held in collaboration with a local partner (philharmonic, opera) as well as with international partners (Embassy of Austria). Financial support for participating in abroad training sessions, music competitions, seminars, etc. is limited. Teachers can apply for an Erasmus+, KA131 and KA107, CEEPUS network Winds of Central Europe, Academic Mobility programs and additional financial support directly from a very limited dean’s fund (Expert Panel meetings with teachers and administration). There is also an established dean’s award given for teachers, administration and students once per year. Additionally, teachers often become laureates of the most important state or professional awards as a result of candidacy through the proposal of the institution (Award of the Croatian Academy of Sciences and Arts, the Ars Summa Universitatis Award). But the common practice for teachers' participation in outside institutional (and state) events is based on their own expenses (Self-Evaluation Report, p. 70; Expert Panel meeting with teachers).

Recommendations for improvement

To extend and enlarge an institutional system of teachers’ financial support for their professional development especially for events abroad.

Quality grade

Satisfactory level of quality

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

Analysis

Work facilities are on the highest level. This includes a new building, that was fully functionally equipped and moved in during the academic year 2014/2015, new instruments, IT infrastructure and WI-FI in all the area of an institution. HEI currently operates in 56 classrooms, 33 teaching laboratories, 4 IT classrooms, 2 spaces for students, 3 teachers’ offices and 2 apartments for visiting staff (Self-Evaluation Report, p. 73). There are also Multimedia Studio and the Music Synthesis Studio installed for the needs of students and teachers as well as Blagoje Bersa multipurpose hall with installed Meyer Sound Surround sound system. Institution has enough musical instruments to loan them for students (Panel meeting with the students). A set of laptops is used for administration staff to work from home. Working hours of institution and library are optimized according to the needs of students. Though the building is new, it does not incorporate some of the physical needs of musicians (nearly none of windows can be opened, there is a lack of daylight, the air conditioning system is centralized).

Recommendations for improvement

To prepare a plan for the improvement of the building for the needs of specific conditions of music studies.

Quality grade

High level of quality

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

Analysis

Institution has one of the largest music libraries in the country (75000 items). It includes a few rare 16th century editions as well as important contemporary publications (music scores, books), audio and video recordings and modern tools for its usage. There is enough printed and digitized material, collected and accessible for studies. The catalogue is accessible online, and it is a possibility to order and to read digitized material from home (DRMA – Digital Repository of Music Academy). The library is subscribed to the main music encyclopaedias and dictionaries (oxfordmusiconline, mgg-online), as well as several international databases needed by students and teachers (Naxos, JSTOR). Other needed databases can be reached by a National University Library, which is subscribed to them (Scopus, Web of Science, CAB Abstracts, EBMR, HeinOnline, SciFinder-n, EconLit, MathSciNet, APA PsycInfo, IEEE/IET Electronic Library, Oxford HSS Journal Collection, IOPscience extra). Working hours of the library (Monday to Friday from 8 a.m. to 7 p.m.) is coordinated with the needs of teachers and students. Staff assistance system is organized at a high level. The main information about the library is provided both in Croatian and English. Once per year the library collects information from teachers about their needs, and obtains the necessary materials. Library employees regularly improve their skills, attending professional and scientific meetings in the country and abroad, and actively participate in the work of professional associations (Croatian Association of Music Libraries, International Association of Music Libraries, the Croatian Archivist Society, Croatian Musicological Society).

Recommendations for improvement

Systematically enlarge the library collection with a contemporary music and scores of the best world publishers (urtext and critical editions from leading international publishers such as Henle, Schott, etc.)

Quality grade

High level of quality

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

Analysis

All available sources of financing are mainly used to cover the basic material costs for energy sources and maintenance of the technical systems of the building (Self-Evaluation Report, p. 78). HEI receives only 34.5% of the amount needed to cover energy and maintenance costs for the 2021/2022 study year. The deficit is partially covered by the University and the Ministry of Science and Education, based on the occasional requests of HEI. The chronical lack of finances brought the institution to a very difficult situation, with limited possibilities to ensure the expenses needed for teaching staff, students and teaching process in general. According to this situation, HEI is not able to form a new financial plan for the next period (the previous financial plan ends in 2022). HEI proposed concrete measures to the proponent of the new Act on Higher Education and Scientific Activity to solve the poor financial position of the artistic area. The essence of the proposal is that the basic budget component should include funds for material operating costs in the actual amount, instead of the current de facto partial co-financing in the amount of only 34.5% of the same costs (Self-Evaluation Report, p. 78).

Recommendations for improvement

Though “the management of the financial resources of the Academy of Music has been rationalized to the maximum and it is not possible to rationalize it to a greater extent than it is now" (Self-Evaluation Report, p. 78), it seems that a restructuration can serve as an effective way to optimize the expenses and to improve the quality assurance of studies. Some of administrational functions and duties can be easily shifted to a central administration of university (Human resources, Finances, International affairs, IT support office, Carrier Center, etc.). Restructuring and unifying the departments according to similarity of study programmes (performing arts, humanities, social sciences) should work more effectively. Finally, the structure of the Dean’s office could be reduced too, optimizing the number of Vice-Deans and secretaries.

Quality grade

Satisfactory level of quality

## Scientific/artistic activity

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

Analysis

An inspection of the documentation and the actual state at the HEI revealed that scientists publish a large number of scientific publications, although they are a small percentage because the vast majority of employees are artists. In order to encourage further scientific research, the HEI adopted a research strategy and defined the research goals in it. HEI records data on publications in terms of indexing and citations, h-index, but in addition, it also has its own monitoring of scientific and artistic works of its employees through various bodies that deal with monitoring, such as: departmental councils (II and VIII), the Quality Management Commission, the Library Committee, and the Publishing Committee. Doctoral studies at the Academy are recent (2017), and so far, only one candidate has defended her doctoral dissertation. Other employees defended their doctorate dissertations at other universities in the country and abroad. The artistic doctoral study is under development and should be completed before the next re-accreditation. Since HEI is primarily an artistic institution, artistic activity cannot be measured by scientific measuring elements such as a doctoral thesis, but by artistic ones, such as artistic projects. The number, scope and significance of artistic projects of the HEI for the cultural policy of the city, state and society in general is truly more than impressive. Through numerous concert cycles of its own production (as well as important collaborations with the largest cultural institutions of the Republic of Croatia), the HEI creates a large part of the cultural policy of society in the country.

Recommendations for improvement

For the development of interdisciplinary and transdisciplinary projects, which is certainly the standard today, the Expert Panel believes that a scientific research institute is necessary. The Academy used to have a Department of Systematic Musicology. The Expert Panel proposes the revitalization of that institute and its adaptation to today's needs for the purpose of scientific and artistic research on an interdisciplinary, multidisciplinary and certainly transdisciplinary basis, because this is the only way the HEI will be able to reach new perspectives, and thus new goals.

Quality grade

Satisfactory level of quality

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

Analysis

The Music Academy is closely connected and in constant cooperation with various social institutions that represent the fields of labour market and the cultural policy of the state. According to this information, the HEI reacts and adjusts its activities. With its agreements on cooperation with umbrella institutions in culture, HEI has an effective support system for research and transfer of knowledge from professional institutions to its students. Networking of the Academy's teachers and associates in scientific, professional and artistic associations, and their activity in them creates a circulatory system that is of immeasurable importance for the HEI, as well as for society as a whole. It is a synergy of mutual giving and receiving.

Recommendations for improvement

No recommendations.

Quality grade

High level of quality

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

Analysis

The Music Academy and its employees have received about 60 important professional awards in the country and abroad in the last 5 years. In addition to their internal projects, concerts and performances, of which there are about 300 per year, the professors of the HEI are the bearers of large professional projects at the university level. For these projects, the HEI applies to the University, and the best ones are financed. In addition to the University, projects are also financed from other funding sources, such as the Ministry of Culture, various organizations, embassies, etc. Among the international projects, the AEC's project Strengthening Music in Society and the Erasmus+ PRIhME project, which is sponsored by the Royal Irish Academy of Music. Professors, students and associates participate regularly and in large numbers in various scientific, artistic and professional gatherings, symposia, workshops in the country and abroad. The HEI is often the organizer of large professional gatherings and research projects of international importance, such as hosting the 44th Congress and General Assembly of the AEC in 2017 with around 350 participants, or the 18th World Congress of Saxophonists with 1,500 participants. This information speaks of good international relations and the position of HEI in international circles. Considering the tables 5.3, 5.4, and 5.5 of the Analytic Supplement to the Self-Evaluation Report, the Expert Panel sees that the teachers of the HEI are members and presidents of various scientific, artistic and professional committees, associations, gatherings, events, and magazine editorial boards.

Recommendations for improvement

No recommendations.

Quality grade

High level of quality

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

Analysis

The development strategy and research strategy of the Academy of Music coincides with the vision of the development of that higher education institution. Scientific and artistic activities carried out at the Academy realize a strategic programme. As mentioned above, the Academy monitors the scientific and artistic achievements of its employees and, according to its capabilities, rewards them for their achievements. The Academy's main source of funding is the Ministry of Science and Education. The costs of the Academy are extremely high (over a million euros per year just for the cold operation of the building and HEI receives only 34.5% of the amount needed to cover energy and maintenance costs (for example for the 2021/2022 study year). Financially, the Academy is in debt due to the high costs of maintaining the building and due to large external cooperation. One third of all teachers are external collaborators, which requires high costs. There is a ban on hiring new employees proscribed by the Ministry of Science and Education, so the HEI is limited in terms of expansion of study programs and its development. The teaching load of professors is very high and without an increase in human resources, the sustainability of the HEI will become questionable.

Recommendations for improvement

The expansion of the Academy's work with new study programs at the graduate level and the development of artistic doctoral study programs are strategic goals of the institution's future work. Both of these goals are unachievable without increasing the human resources. The teaching load of the Academy teachers is already too large, so the Expert Panel recommends increasing the human resources to the necessary positions.

The financial problem of maintaining the building seems like an insurmountable obstacle in the work of the Academy. The recommendation is to find a permanent model of financing the cold operation of the building so that the Academy can devote itself to its primary task, which is the scientific and artistic research and activity.

Quality grade

Satisfactory level of quality

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

Analysis

All resources of the Academy are used at all levels of teaching where they are needed. Through various art projects, student compositions are performed where students become co-authors of artistic research. Also, in the scientific field, scientific and professional works are created, with students as co-authors. The main artistic annual projects of the Academy are projects with large musical bodies such as choirs and orchestra. The Music Academy has a mixed choir, a chamber choir, a symphony orchestra, and many chamber ensembles. By large artistic projects, the Expert Panel means symphony concerts and opera productions. On average, there are four such projects a year, one of which is an opera production. Since 2009, it has been co-produced with all three Zagreb art academies (Academy of Dramatic Arts, Academy of Fine Arts, Music Academy of the University of Zagreb) and the Faculty of Textile Technology in Zagreb. All students of the Academy are involved in some of the projects on an annual basis, and through this practical musical part they improve their teaching process. Students round off the teaching process started in the lecture hall with a public performance, which is the meaning of the art academy.

Recommendations for improvement

No recommendations.

Quality grade

High level of quality

# APPENDICES

1. **Quality assessment summary – tables**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Quality grade by assessment area* | | | | |
| *Assessment area* | Unsatisfactory level of quality | Minimum level of quality | Satisfactory level of quality | High level of quality |
| *I. Internal quality assurance and the social role of the higher education institution* |  |  |  | X |
| *II. Study programmes* |  |  | X |  |
| *III. Teaching process and student support* |  |  | X |  |
| *IV. Teaching and institutional capacities* |  |  | X |  |
| *V. Scientific/artistic activity* |  |  |  | X |

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

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

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

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

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

**2. Site visit protocol**

|  |  |
| --- | --- |
| **Reakreditacija**  ***Muzičke akademije***  ***Sveučilišta u Zagrebu*** | **Re-accreditation of the**  ***Academy of Music***  ***University of Zagreb*** |

***Edukacija članova Stručnog povjerenstva i priprema članova Povjerenstva za sastanke s visokim učilištem u virtualnom okruženju / Education of the Expert Panel members and preparation of the Panel members for the meetings with HEI in virtual form***

|  |  |  |
| --- | --- | --- |
|  | **Četvrtak, 3. studenoga 2022.** | **Thursday, 3 November 2022** |
| **9:50 – 10:00 CET** | Spajanje na poveznicu Zoom | Joining the Zoom meeting |
| **10:00 – 11:30**  **CET** | * Predstavljanje AZVO-a * Pregled sustava visokog obrazovanja u RH * Postupak reakreditacije * Standardi za vrednovanje kvalitete * Kako napisati Završno izvješće | * Presentation of ASHE * Overview of the higher education system in Croatia * Re-accreditation procedure * Standards for the evaluation of quality * How to write the Final Report |
| **11:30 – 11:45**  **CET** | *Pauza* | *Break* |
| **11:45 – 13:30**  **CET** | Priprema Povjerenstva za sastanke s visokim učilištem (rasprava o Samoanalizi i popratnim dokumentima) | Preparation of the Expert Panel members for the meetings with HEI (discussion on the Self-Evaluation Report and supporting documents) |

**Preliminarni posjet članova Stručnog povjerenstva visokom učilištu u Zagrebu /**

**Preliminary site-visit of Expert Panel members to HEI in Zagreb**

**Muzička akademija, lokacija / Academy of Music, location: Trg Republike Hrvatske 12, Zagreb**

|  |  |  |
| --- | --- | --- |
|  | **Ponedjeljak,**  **7. studenoga 2022.** | **Monday,**  **7 November 2022** |
| **8:50 – 9:00**  **CET** | Spajanje dijela članova Povjerenstva na poveznicu Zoom | Joining the part of the Expert Panel members to the Zoom meeting |
| **9:00 – 10:00**  **CET** | Sastanak članova Stručnog povjerenstva s dekanom, prodekanima i tajnikom | Meeting of Expert Panel members with the Dean, vice-deans and secretary |
| **10:00 – 10:15**  **CET** | *Pauza* | *Break* |
| **10:15 – 11:15**  **CET** | Sastanak članova Stručnog povjerenstva s Povjerenstvom za upravljanje kvalitetom | Meeting of Expert Panel members with the Quality Management Committee |
| **11:15 – 12:30**  **CET** | Analiza dokumenata i prisustvovanje nastavi | Document analysis and participation in teaching classes |
| **12:30 – 13:30**  **CET** | *Pauza za ručak* | *Lunch break* |
| **13:30 – 15:30**  **CET** | **Obilazak Akademije** (predavaonice, nastavni laboratorij/praktikumi, radilišta, informatičke učionice, prostorije za studente, nastavnički kabineti, knjižnica, studentska služba…) **i prisustvovanje nastavi** | **Tour of the Academy** (classrooms, teaching laboratories/practicums, worksites, computer classrooms,  rooms for student activities, teaching offices, library, Students’ Office...) **and participation in teaching classes** |

**Priprema članova Stručnog povjerenstva za sastanke s visokim učilištem u virtualnom okruženju / Preparation of the Expert Panel members for the meetings with HEI in virtual form**

|  |  |  |
| --- | --- | --- |
|  | **Utorak, 8. studenoga 2022.** | **Tuesday, 8 November 2022** |
| **9:50 – 10:00 CET** | Spajanje na poveznicu Zoom | Joining the Zoom meeting |
| **10:00 – 14:00**  **CET** | **Priprema Povjerenstva za sastanke s visokim učilištem, osvrt na preliminarni posjet** | **Preparation of the Expert Panel members for the meetings with HEI, reflection on the preliminary site visit** |

**Prvi dan reakreditacije u virtualnom okruženju /**

**First day of re-accreditation in virtual form**

|  |  |  |
| --- | --- | --- |
|  | **Srijeda, 9. studenoga 2022.** | **Wednesday, 9 November 2022** |
| **8:50 – 9:00**  **CET** | Spajanje na poveznicu Zoom | Joining the Zoom meeting |
| **9:00 – 10:00**  **CET** | Sastanak članova Stručnog povjerenstva s prodekanom za nastavu | Meeting of Expert Eanel members with the Vice-Dean for student affairs |
| **10:00 – 10:15**  **CET** | *Pauza* | *Break* |
| **10:15 – 11:00**  **CET** | Sastanak s predstavnicima stručnih službi (Ured za studentske poslove, Knjižnica, Ured za međunarodnu i međuinstitucijsku suradnju, Ured za produkcijske poslove, Ured za ljudske potencijale, Karijerni centar, ECTS koordinator...) | Meeting with the administrative representatives (Students’ Office, Library, Office for International and Inter-institutional Cooperation, Office for Production Affairs, Human Resources Office, Career Centre, ECTS coordinator...) |
| **11:00 – 11:15**  **CET** | *Pauza* | *Break* |
| **11:15 – 12:15**  **CET** | Sastanak sa studentima | Meeting with the students |
| **12:15 – 13:15**  **CET** | *Pauza za ručak* | *Lunch break* |
| **13:15 – 14:00**  **CET** | Sastanak s alumnijima (bivši studenti koji nisu zaposlenici visokog učilišta) | Meeting with the alumni (former students who are not employed by HEI) |
| **14:00 – 14:15**  **CET** | *Pauza* | *Break* |
| **14:15 – 15:15**  **CET** | Sastanak s vanjskim dionicima s kojima visoko učilište surađuje | Meeting with external stakeholders |
| **15:15 – 16:00**  **CET** | Organizacija dodatnog sastanka o otvorenim pitanjima – **prema potrebi** | Organisation of an additional meeting with HEI on open questions – **if needed** |

**Drugi dan reakreditacije u virtualnom okruženju /**

**Second day of re-accreditation in virtual form**

|  |  |  |
| --- | --- | --- |
|  | **Četvrtak, 10. studenoga 2022.** | **Thursday, 10 November 2022** |
| **10:00 – 11:00**  **CET** | Sastanak s prodekanom za studijske programe i cjeloživotno obrazovanje i prodekanom za međunarodnu i međuinstitucionalnu suradnju | Meeting with the Vice-Dean for study programmes and lifelong learning and Vice-Dean for international and inter-institutional cooperation |
| **11:00 – 11:15**  **CET** | *Pauza* | *Break* |
| **11:15 – 12:15**  **CET** | Sastanak s nastavnicima u stalnom radnom odnosu koji nisu na rukovodećim mjestima | Meeting with full-time teachers who do not hold managerial positions |
| **12:15 – 13:15**  **CET** | *Pauza za ručak* | *Lunch break* |
| **13:15– 14:15**  **CET** | Sastanak s pročelnicima nastavnih odsjeka i voditelja skupina predmeta | Meeting with the heads of the teaching departments and heads of subject groups |
| **14:15 – 14:30**  **CET** | *Pauza* | *Break* |
| **14:30 – 15:00**  **CET** | Organizacija dodatnog sastanka o otvorenim pitanjima – **prema potrebi** | Organisation of an additional meeting on open questions– **if needed** |

**Treći dan reakreditacije u virtualnom okruženju /**

**Third day of re-accreditation in virtual form**

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|  | **Petak, 11. studenoga 2022.** | **Friday, 11 November 2022** |
| **10:00 – 11:00**  **CET** | Sastanak članova Stručnog povjerenstava s prodekanom za umjetnost i poslovanje | Meeting with Vice-Dean for art and management |
| **11:00 – 11:15**  **CET** | *Pauza* | *Break* |
| **11:15 – 12:00**  **CET** | Sastanak s asistentima | Meeting with teaching assistants |
| **12:00 – 12:45**  **CET** | *Pauza za ručak* | *Lunch break* |
| **12:45 – 13:45**  **CET** | Sastanak s voditeljima projekata | Meeting with the heads of projects |
| **13:45 – 14:00**  **CET** | *Pauza* | *Break* |
| **14:00 – 14:30**  **CET** | Organizacija dodatnog sastanka o otvorenim pitanjima – **prema potrebi** | Organisation of an additional meeting on open questions – **if needed** |
| **14:30 – 15:15**  **CET** | *Interni sastanak članova Stručnog povjerenstva* | *Internal meeting of the Expert Panel members* |
| **15:15 – 15:30**  **CET** | Završni sastanak članova Stručnog povjerenstva s dekanom, prodekanima i tajnikom | Exit meeting of Expert Panel members with the Dean, vice-deans and secretary |
| **15:30 –**  **CET** | Interni sastanak članova Stručnog povjerenstva – ocjenjivanje prema standardima kvalitete | Internal meeting of the Expert Panel members – assessment according to quality standards |

# SUMMARY

The Expert Panel came to the conclusion that on the whole, the educational mission of the Academy of Music is in alignment with its own goals and presentation. The examining of the detailed Self-Evaluation Report and during meetings with internal and external stakeholders, as well as partly through a site visit, led to the impression that the Academy fulfils its central mission to achieve artistic and scientific excellence in almost all aspects. The Expert Panel was very impressed to see artistic high-achievement in all its factettes: carefully chosen, internationally acclaimed teaching staff, excellent students and multi-dimensional, trans- and interdisciplinary projects that reflect passion and commitment of the involved persons. The national and international collaborations with external stakeholders, e.g. continuous and prosperous connections with leading institutions of Croatian musical and cultural life, reflect a functioning network that serves the professional development of the students and their future on the labour market. Career Center and involvement in diverse committees grants them an educational framework for the development of their full potential. The possibility to learn from and work with leading artists and personalities is extraordinary. The Academy is aware of its social role and impact in society, especially in these challenging times, and therefore puts all efforts in their further advancement and development. Nevertheless, it has to be stated that the chronical lack of finances turns these aspirations into a difficult task. The lack of financial predictability is one of the main concerns that reflects in many fields of everyday operations. The new building, which also gives tremendous possibilities to the Academy, plays s big role in that challenge. The high maintenance costs require the establishment of a permanent model of financing the operational costs, so the Academy can dedicate itself to their core goals of scientific and artistic research, output and education. The facility expenses should strictly be separated from the costs for the study.

As the Expert Panel stated in the Report, proper payment of teaching staff, increase in human resources and reliability in project funding has to be given in order to continue the high-quality performance of the institution and ensure the sustainability and survival of the Academy.

The atmosphere within the institution among teaching staff, administration staff and students are very welcoming, friendly, student-oriented and focused. The external stakeholders and alumni reflect these impressions. Nevertheless, the Expert Panel needs to state that informal, oral communication has limits and needs to be supported by functioning feedback loops for all assessment areas. The Expert Panel noticed the good will and the establishment of data collection, but at the same time a lack of reliable implementation tools and action plans. The Expert Panel recommends more transparency in decision making processes and implementation of new aspects. The right steps into this direction are already taken by the Academy. Evidence of good examples are established and the Expert Panel hopes to see them flourish (e.g. Research Agenda, Alumni Club, Career Centre, English Website).

Concerning the impact on a global scale, the Expert Panel is happy to see an opening of the Academy to the international artistic and research world. To be mentioned is the installing of a scientific doctoral programme (2017) and the planning and preparing of an artistic doctoral study programme. However, in terms of student and teaching staff mobility there is room for improvement. Students’ mobility is impeded by the 5-year study course model. In order to meet the idea of the Bologna process the Expert Panel highly recommends to reconsider this major actuality. The Academy is a flourishing and important centre for European cultural heritage and the Expert Panel hopes very much to contribute to this pathway with our Report.