

FDMRI



SELF-EVALUATION

University of Rijeka
Faculty of Dental Medicine

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Faculty of Dental Medicine

SELF-EVALUATION

Rijeka, January 2023

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UNIVERSITY OF RIJEKA

FACULTY OF DENTAL MEDICINE

Self-evaluation

Name of the evaluated higher education institution:

University of Rijeka, Faculty of Dental Medicine

Name of the university under which the evaluated higher education institution operates:

University of Rijeka

Year of establishment: 2020

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The Self-evaluation was approved by the Faculty Council at its 35th session held on 23 January 2023.



Sveučilište u Rijeci
University of Rijeka



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Na temelju članka 26. Statuta Fakulteta dentalne medicine, Fakultetsko vijeće Fakulteta dentalne medicine, na 35. sjednici održanoj 12. siječnja 2023. godine donijelo je sljedeću

ODLUKU

I.

Usvaja se dokument *Samoanaliza Fakulteta dentalne medicine Sveučilišta u Rijeci* izrađen za potrebe postupka reakreditacije Fakulteta dentalne medicine Sveučilišta u Rijeci, koji provodi Agencija za znanost i visoko obrazovanje prema Planu reakreditacije visokih učilišta u 2022. godini.

II.

Samoanaliza Fakulteta dentalne medicine Sveučilišta u Rijeci nalazi se u prilogu i čini sastavni dio ove Odluke.

III.

Ova Odluka stupa na snagu danom donošenja.

Dekanica

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Sveučilište u Rijeci
Fakultet dentalne medicine

Dostavlja se:

1. Agencija za znanost i visoko obrazovanje
2. Ured dekanice
3. Pismohrana

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A. Introduction

The Faculty of Dental Medicine at the University of Rijeka (hereinafter: the Faculty) is a public institution, as well as a scientific and teaching section of the University of Rijeka, which organizes and carries out university study programs, professional study programs, scientific and professional work in the field of biomedicine and health care, specifically in the area of Dental medicine. According to the registration entry in the court register of the Commercial Court in Rijeka, the Faculty of Dental Medicine is registered as a branch of the University of Rijeka without legal personality and is registered to perform the following activities: organizing and conducting undergraduate, graduate and postgraduate programs in the scientific field of biomedicine and healthcare, the field of dental medicine and fields of clinical medical sciences, development of scientific and professional activities, preparation of expert analyses, expertise and other projects in the field of its activities, the holding of scientific and professional seminars, consultations, courses, lifelong education programs and other scientific and professional gatherings in the field of its activities.

A.1 Brief description of the history of the Faculty of Dental Medicine at the University of Rijeka

The Integrated Undergraduate and Graduate University Study of Dental Medicine was established in October 1973 on the foundations of the Higher School of Dentistry. The underlying idea began at the end of the 1960s when, upon opening the Higher School of Dentistry and then the Study of Dental Medicine, an effort was made to overcome the problem of insufficient and inadequately educated dental staff. In November 1973, the first generation of forty-six students was enrolled in the study program of Dental Medicine at the Faculty of Medicine, University of Rijeka. Since then, the study program has been continuously conducted.

Over time, the Study of Dental Medicine changed its name several times (study program Dentistry, then Study of Dental Medicine). Since 2008, the name of the study program has been the Integrated Undergraduate and Graduate University Study of Dental Medicine, which is subject to the obligation to harmonize Croatian legislation with Directive 2005/36/EU of the European Parliament and the Council on the recognition of professional qualifications from September 7, 2005. The transition from a five-year study program with 300 ECTS to a six-year study program with 360 ECTS is the result of the peer review mission by the European Commission in July 2008.

The level reached by the study program Dental Medicine during 46 years of advanced activities in science and higher education, for its ongoing development logically and justifiably highlighted the need to modify the formal and organizational framework, i.e., establish a new section of the University of Rijeka, specifically the Faculty of Dental Medicine. It ensures the strengthening of teaching and scientific research work, provides additional encouragement for internationalization as a proven developmental impetus, stronger integration of expert bases and existing scientific staff, integration of regional business entities and stronger fulfilment of public health priorities. The Faculty Council of the Faculty of Medicine in Rijeka supported this initiative at its session on 11 June 2019. At the 32nd session of the Senate, held on 23 July 2019, the Decision on the Establishment of the Faculty of Dental Medicine at the University of Rijeka without Legal Personality was made ([Appendix A.1.1.](#)). The faculty started operating independently on 1 March 2020.

A.2 Faculty – an overview of the current situation

The Faculty Development Strategy has been aligned with the current [University of Rijeka Strategy 2021-2025](#) and is the basis of our current activities.

MISSION

The Faculty of Dental Medicine is an institution of higher education that uses an approach based on knowledge, excellence and innovation in education, research and treatments to contribute to science and education in the area of biomedicine and healthcare, in the field of dental medicine, as part of the European university of the future. Continuous training and excellence must be the core values of the Faculty.

VISION

In terms of education, the Faculty of Dental Medicine strives to be a recognizable and competitive institution of higher education adapted to market requirements with a clear development strategy based on learning outcomes with the aim of acquiring the knowledge and skills necessary for persons to independently practice dental medicine. The Faculty has been continuously recording a lot of interest from students, high employability rates, significant public health contributions and excellent opportunities in the development of teaching activities in terms of the internationalization of study programs.

In terms of scientific research, it forms the scientific core that will be the interdisciplinary and multidisciplinary center connected to the basic sciences and clinical medicine, both at the University of Rijeka and with other universities in the Republic of Croatia, but also within the European Union and beyond.

OUR FUNDAMENTAL VALUES:

1. In addition to the university's core values of knowledge, openness, access, excellence, cooperation and care, the Faculty has unique core values that include professionalism, respect, transparency, responsibility, adaptability, commitment and involvement
2. Professionalism in terms of the highest ethical principles in our research, education and contribution to the further development of dental medicine and in the proximate environment
3. Mutual respect and providing professional support between all faculty employees and toward students,
4. Transparency in all areas referred to by the Faculty's vision and mission,
5. Accountability in terms of the most effective use of all human resources and related resources to fulfil our vision and mission
6. Researching new educational and scientific ideas that lead to new discoveries,
7. Commitment to the highest ethical values in serving our students and the community as a whole
8. Designing new, innovative and comprehensive academic programs which will ensure excellence in scientific work and in the education of students and teaching staff

In its year of independence ([Appendix A.2.1.](#)), the 2020/2021 academic year has seen the enrolment of the second generation of students in the Undergraduate University Study Program in Dental Hygiene. In 2020/21, the study program Dental Medicine in English was commenced, and the first generation of students was enrolled. Based on the requirements of the Bologna Process the modernization of the study program called the Integrated Undergraduate and Graduate University Study Program in Dental Medicine was conducted ([Appendix A.2.2.](#)).

The introduction of the state matriculation system in the Republic of Croatia, in accordance with the provisions of Article 82 of the Act on Education in Primary and Secondary Schools (Official Gazette 16/12, 86/12) and the provisions of the Ordinance on the State Matriculation Examinations (Official Gazette 01/13), enrollment in all undergraduate and integrated study programs at the Faculty are carried out based on the results obtained at the graduation exams after completing secondary education through the [National information system for applying to universities or Become a Student](#).

Based on the lease agreement with the City of Rijeka ([Appendix A.2.3.](#)) the campus capacities at the Faculty located at Krešimirova 42 were expanded, in which teaching activities include holding classes for the integrated undergraduate and graduate study program in Dental Medicine (in Croatian and English) and the undergraduate university study in Dental Hygiene were further expanded. This means that the space conditions for teaching have been significantly improved. The increase in space capacity (Appendices [A.2.4.](#) and [A.2.5.](#)) has also made possible the opening of the “Dentina” student canteen, which began operating in April 2022. ([Appendix A.2.6.](#)).

Also, it became possible to equip the Preclinical and Clinical Skills Labs ([Appendix A.2.7.](#)) which are educational training grounds for practicing dental procedures that precede the start of clinical work and procedures performed on patients. In the Preclinical and Clinical Skills Labs, students are taught practical skills and knowledge in the area of propaedeutics and diagnostics in dental medicine, which is necessary for training doctors in dental medicine and other dental team staff (dental hygienists). This knowledge and skills are necessary before commencing clinical classes at the teaching and professional facilities (bases) on the Faculty. In the Preclinical and Clinical Skills Labs, professional development courses are held for dental professionals for the purpose of implementing lifelong learning programs as evaluated by the Croatian Dental Chamber ([Appendix A.2.8.](#)).

In the area of librarianship, and in cooperation with the Faculty’s largest teaching base – the Clinical Hospital Center Rijeka, as well as related faculties in the area of biomedicine and health at the University of Rijeka, the Biomedicine and Health Library (hereinafter: Library) was established in 2021. The library combines the existing book collections of the Rijeka Clinical Hospital Center and related faculties in the area of biomedicine and healthcare at the University of Rijeka. The Library gives access to the latest discoveries from the world of science and knowledge and, in general, opens new opportunities for users (teachers, associates and students) by giving access to the usual services in the area of its activities and important e-sources in the area of biomedicine and healthcare. The Library Services Availability Contractis renewed every academic year ([Appendix A.2.9.](#)).

Faculty students have access to the Faculty Reading Room, which has a collection of literature on dental medicine for Faculty students studying at Krešimirova 42. The Reading Room has a capacity of six seating places and is equipped with two computers enabling users to access domestic and foreign databases and a collection of dental medicine literature.

Coinciding with the development of teaching programs, the Faculty in Rijeka is further

developing scientific and research activities. Research groups achieve international recognition through their research work. Scientific and teaching staff at the Faculty are continuously organizing numerous scientific gatherings, lectures, and congresses. Most of the scientific research activities are organized in the form of domestic projects financed by the Croatian Science Foundation (HRZZ) and aided by university grants and international projects, as well as its own Fund for Scientific Institutional Projects, which was established in 2021. The development of scientific research is accompanied by significant investments in much-needed scientific equipment, which in turn is largely financed from dedicated funds of the Ministry of Science and Education, funds from international projects, and funds from the Faculty's own sources of income.

A.3 Administrative professional activities

Faculty Professional Services perform professional, administrative and general tasks.

The organizational structure of administrative-professional services is prescribed by the [Faculty Statute](#) while the [Ordinance on the Internal Organization and Organization of Working Positions at the Faculty of Dental Medicine](#) (hereinafter: the Rules on the Internal Organization) regulate the internal organization, scope of work and the description of working positions within an organizational unit.

Based on the above, the professional-administrative organizational unit is the **Dean's Office**.

The **Dean's Office** consists of the Faculty Secretariat and the Office for Studies and Students.

The **Faculty Secretariat** is an organizational unit for performing legal, professional-administrative tasks and other tasks related to the work of the Faculty.

The **Office for Student Affairs and Studies** is an organizational unit for performing tasks related to student affairs, general tasks and professional-administrative tasks.

The **Faculty Secretary** is the manager for professional-administrative activities, which the Secretariat, via professional services, performs for the entire Faculty.

The internal organization, scope of work and description of tasks within administrative-professional services is regulated in detail by the Rules on the Internal Organization and Organization of Working Positions.

At the time of its establishment, only one employee was employed in the Faculty's professional-administrative services - the head of the services. At the time of establishing the Faculty, there were no independent legal services, personnel services, accounting services, IT services or maintenance services, but rather sections of the professional services transferred from the University to ensure continuous support to the Faculty in the undertaking of said activities.

The Faculty continuously works on developing and improving professional-administrative services, conscious that high-quality professional-administrative support is essential for the success of the Faculty. The number of employees in the professional-administrative services has increased when compared to one employee upon the establishment of the Faculty. Therefore, today there are five employees in professional-administrative services: the Faculty secretary, a professional officer for student and general matters, an administrative officer for student affairs and two cleaners. Of these, the position of Faculty secretary, the professional officer for student and general matters and cleaners are financed from the state budget, whereas the other positions are financed from the Faculty's own funds.

A.4 Organizational units

INTERNAL ORGANIZATION OF THE FACULTY

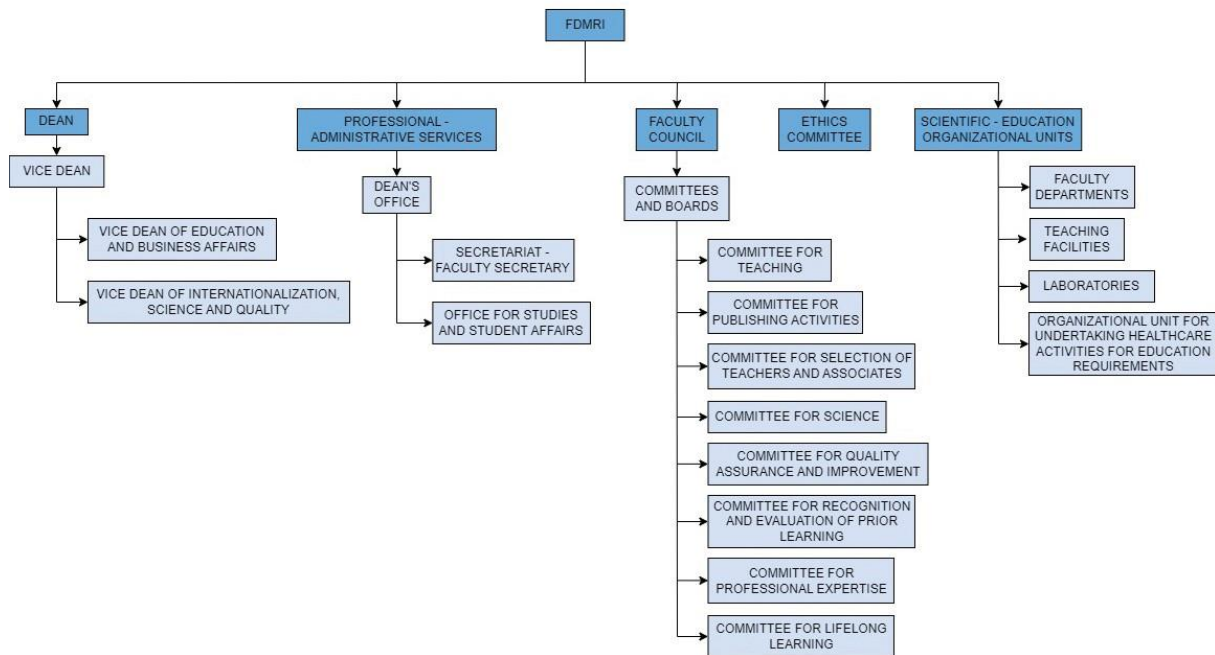


Figure A4.1. Internal organization of the Faculty

Article 12 of the [Faculty's Statute](#) regulates the Faculty's organization regarding scientific-teaching and professional activities. The Faculty is comprised of the following types of organizational units: Faculty departments, laboratories, preclinical cabinets, health care organizational units that serve primarily for teaching purposes selection and an administrative affairs unit – the Deanery.

Administrative affairs unit – the Deanery

The organizational unit, which takes care of administrative affairs of the Faculty, is the Deanery, which is comprised of the Faculty's Secretariat and the Office for Student Affairs. The Faculty's Secretary is responsible for managing and coordinating all administrative affairs and personnel.

The Faculty Departments are fundamental organizational units of the Faculty through which scientific work and teaching is done. The General Act of Faculty Organization regulates the number and names of the Departments. The founding of Faculty Departments is based on the purpose of grouping a number of related courses. Faculty departments are not comprised of any lesser subordinate organizational units. The main purposes of Faculty departments are teaching and curriculum harmonization on all study programs on the Faculty, development of the teaching process and the election and promotion of teaching staff.

Operating within the Faculty are seven (7) faculty departments:

- Department of Pediatric Dentistry
- Department of Endodontics and Restorative Dentistry
- Department of Oral Surgery
- Department of Oral Medicine
- Department of Orthodontics
- Department of Periodontology
- Department of Prosthodontics.

The work of the faculty departments is managed by the head of the department as appointed and dismissed by the Faculty Council at the proposal of the dean.

Laboratories and teaching facilities

Faculty laboratories/teaching facilities are established to carry out scientific and professional work as well as the practical and demonstration part of small-scale teaching. In its respective area of activity, the laboratory/teaching facility participates in implementing the study program, acquires, maintains and develops laboratory equipment, improves the quality of teaching and the successful outcome of studies, develops scientific and professional work and coordinates scientific and professional cooperation with the wider economy, scientific institutes and other external stakeholders.

The Faculty has a Preclinical and Clinical Teaching Facility, a Cabinet of New Technologies and two laboratories:

- Laboratory for Craniofacial Biometry
- Laboratory for Oral Biology and Biomaterials.

The work of the Pre-Clinical Teaching Facility and the Cabinet of New Technologies is managed by the head of the teaching facility, who is appointed and dismissed by the Faculty dean.

The work of the laboratories is coordinated and led by the head of the laboratory, who is appointed and dismissed by the Faculty Dean.

Teaching bases

The teaching of a part of a course or the entire course is organized and carried out in [health care institutions \(university teaching and professional bases\)](#) which have the necessary personnel, premises and technical possibilities and which have received this status from the Senate Decision on Granting the Status of a University Professional Teaching Base ([Appendix A.4.1.](#)). Close cooperation and connection are also maintained with the representatives of teaching and professional bases as important economic entities (Rijeka Clinical Hospital Center – [Appendix A.4.2.](#), Teaching Institute for Public Health – [Appendix A.4.3.](#), Primorje-Gorski Kotar County Medical Center - [Appendix A.4.4.](#)) in the area of personnel policy planning and in the area of joint implementation of teaching, scientific and professional projects and programs.

A.5 Structure of the Faculty Board ([Faculty Board](#))

The Dean

The Dean manages and represents the Faculty, is its chief and head and has all the rights and obligations in accordance with the [University Statute](#) and [Faculty Statute](#). The Dean organizes the work and operations of the Faculty; prepares, convenes, proposes the agenda, presides and leads the sessions of the Faculty Council; proposes the Faculty Statute to the Council; adopts the Ordinance on the Organization of Working Positions subject to the consent of the Council and Senate; can appoint advisers, expert commissions or working groups to carry out certain tasks within its scope; proposes to the Council candidates for the position of vice deans, heads of faculty departments; proposes to the Council the budget and final accounts of the Faculty; makes business decisions in accordance with the regulations and implements the decisions of the Council and the Senate including other bodies of the University related to the Faculty. The Dean is authorized to independently undertake legal actions in the name and on behalf of the Faculty up to the amount of HRK 400,000.00, while for all legal actions above that amount, the Dean needs the consent of the Senate.

The Dean is elected by the Faculty Council for a term of three (3) years, and the same person may be elected Dean no more than twice consecutively. The procedure for candidacy and election of the Dean is prescribed in Articles 18-20 of the [Faculty Statute](#), and the procedure for dismissing the Dean before the end of the term of office is given in Article 22 of the Faculty Statute. In the event the Dean is temporarily prevented from performing his or her duties, the Council will authorize one of the Vice Deans to perform the Dean's duties.

The Dean's advisory body is the Dean's Collegium, which assists the Dean in his or her work and comprises the Dean, Vice Deans and the Faculty Secretary.

Vice Deans

The Dean is directly assisted in his or her work by two Vice Deans: the Vice Dean of Education and Business Affairs and the Vice Dean of Internationalization, Science and Quality.

A teacher in a scientific teaching tenure can be elected as Vice Dean. Each Vice Dean oversees his or her area of work, and in the event of the Dean's absence, one of the Vice Deans, based on the Dean's prior authorization, performs the Dean's duties in his or her absence. Vice Deans are appointed by the Faculty Council at the recommendation of the Dean. The term of office of a Vice Dean is three years, and the same person can be re-elected as Vice Dean.

Faculty Secretary

The Faculty Secretary assists the Dean in his or her work. He or she is the head of the professional administrative operations that the Secretariat, through professional services, performs for the entire Faculty, and oversees professional administrative and legal affairs at the Faculty. The Secretary is chosen by the Dean based on a publicly advertised job advert. The Faculty Secretary is a member of the Collegium of University Secretaries. The organization of the Secretariat, the conditions for selection, rights and obligations of the Secretary are listed in Appendix II [of the Rules on the Internal Organization and the Organization of Working Positions](#) which prescribes the organization of working positions in professional services.

Faculty Council

The Faculty Council is an expert council of the Faculty, the composition of which is determined by the Faculty Statute and comprising of all full professors, all heads of Departments, an elected representative and deputy representative in academic and teaching tenures of associate professor and assistant professor, an elected representative of employees in associate roles of assistant and postdoctoral fellows and representatives of students. The number of students in the Faculty Council must not be less than 15% of the total number of members of the Council. The Dean and Vice Deans are Council members due to their function.

The manner and scope of work of the members of the Faculty Council are regulated by the [Rules of Procedure of the Faculty Council](#).

Head of the faculty department

The head of the faculty department manages the work of the department. A teacher in a scientific teaching tenure can be elected as a head of a faculty department according to the procedure prescribed in the [Faculty statute](#). The term of office for the head of the faculty department is four years, and the same person may be elected an unlimited number of times.

A.6 Study programs

The Faculty offers the following study programs: [Undergraduate University Study of Dental Hygiene \(hereinafter: study of Dental Hygiene\)](#) and [Integrated Undergraduate and Graduate University Study of Dental Medicine \(hereinafter: study of Dental Medicine\)](#) in the Croatian and English languages ([Appendix A.6.1.](#)). All study programs at the Faculty aim to equip students with the competencies necessary for quick and successful inclusion in the global labor market. The study programs of the Faculty are based on the goals of the Faculty and the University, which achieve the four goals of higher education as set by the Council of Europe: preparing students for active citizenship and a future career (e.g., contribution to employability), supporting the personal development of students, creating a broad base of advanced knowledge and encouraging scientific work and innovation. The required competencies are described in the learning outcomes ([Appendix A.6.2.](#)).

A.7 Process of preparing the Self-Evaluation

At its 128th session on 9 July 2021, the Accreditation Council adopted the Plan for the Reaccreditation of Higher Education Institutions in 2022 (hereinafter: the Plan) ([Appendix A.7.1.](#)). Given that the Faculty began operating independently on 1 March 2020, the Agency for Science and Higher Education (AZVO) was requested to postpone the reaccreditation procedure for the following year in accordance with the Act on Quality Assurance in Higher Education and Science ([Appendix A.7.2.](#)). The request from the Faculty was accepted by AZVO, and a new date for reaccreditation of the Faculty was set ([Appendices A.7.3.](#) and [A.7.4.](#)). The visit by the Reaccreditation Commission is set for the period from 6-10 March 2023. At the session on 8 December 2022, the Faculty Council adopted the Decision on the Appointment of the Committee for the Preparation of the Self-Evaluation ([Appendix A.7.5.](#)).

During 2021 and 2022, Faculty employees, teachers and professional services participated in several preparatory workshops for entering data into the MOZVAG 2 module.

On 11 April 2022, a joint meeting of the Faculty Board with members of the appointed working groups was held. At the meeting, a schedule of activities related to the reaccreditation process and collecting documentation in the self-assessment area was agreed upon. The areas in which individual working groups will work have been allocated, framework deadlines determined and the agreement on the dates of joint working meetings. Working group meetings were held regularly, usually once a week. The full text of the self-assessment was adopted at the session of the Faculty Council held on 12th January 2023.

I. Internal quality assurance and the social role of the higher education institution (ESG 1.1, ESG 1.7, ESG 1.8)

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

Elements of the standard

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

Considering the importance of quality in all segments of the organization and activities of the Faculty as an important institute of higher education, quality assurance is organized on several levels.

An independent and functional **quality assurance system (hereinafter: QAS)** has been established at the Faculty in all aspects of its activities. The Responsibility for the QAS at the Faculty is the responsibility of the Faculty Board and the Faculty Council, while the supervisory body at the level of the University Board is the Committee for Quality Assurance and Improvement Management at the University of Rijeka and the departmental Vice Chancellor. At the implementation level, the QAS is managed by the President of the Committee for Quality Assurance and Improvement, the Vice Dean for Internationalization, Science and Quality, and the Faculty Committee for Quality Assurance and Improvement.

The fundamental organizational and functional body for quality assurance **at the Faculty is the Committee for Quality Assurance and Improvement (hereinafter: Quality Committee)**. The Quality Committee proposes activities and measures, supervises the establishment and

implementation of the quality assurance system, and is an advisory body to the Faculty Council, the Dean's Office and the Dean's Collegium.

The Quality Committee holds regular meetings (Appendix [1.1.1.](#)) and makes recommendations to the Board that serve as guidelines for improving the quality of teaching and scientific activities. The public nature of Quality Committee activities is ensured by the publication of the [Work Report](#) on the Faculty's website, while the President of the Quality Committee regularly reports to the Faculty Council on undertaken activities. Also, the President of the Quality Committee for each academic year submits a report on the work of the Quality Committee to the Faculty Council, the Faculty Board and the Center for Quality Management at the University of Rijeka (Appendix [1.1.2.](#)) and an [Action Plan](#) for subsequent academic years which is available on the Faculty website (Appendix [1.1.3.](#))

All teaching and non-teaching staff, administrative and professional staff, the Library of Biomedicine and Health Care, students, external stakeholders, etc., are involved in the procedures and implementation of continuous quality improvement of the internal quality system at the Faculty for teaching, scientific, professional and administrative activities. Student representatives are members of the Faculty Council, Committee for Education, Ethics Committee, and Quality Committee and participate in the collection and analysis of data and information and in the decision-making process. The involvement of external stakeholders in quality assurance is achieved through their inclusion in teaching in invited lectures (Appendix [1.1.4.](#), [Department of Orthodontics - associates](#)), [projects \(Projects and collaborations with the Faculty of Dental Medicine at the University of Rijeka\)](#), the undertaking of student practice (Appendices [1.1.5.](#), [1.1.6.](#), [1.1.7.](#) and [1.1.8.](#)) and involvement in the work of the [Quality Committee](#).

The Quality Committee, for the past academic year of 2021/2022 was appointed at the session of the Faculty Council in May 2021 (Appendix [1.1.9.](#)) and the Committee today operates with its following members (Appendix [1.1.10.](#)):

1. Professor Daniela Kovačević Pavičić, DMD, PhD, president
2. Professor Renata Gržić, DMD, PhD, teacher representative
3. Professor Vlatka Debeljak, DMD, PhD, teacher representative
4. Professor Irena Glažar, DMD, PhD, representative of the board
5. Barbara Šestan, univ. spec. mag. oec., representative of the administrative staff
6. Elvis Božac, DMD, assistant representative
7. Domagoj Lukić, student representative
8. Professor Vlatka Sotošek, MD, PhD, representative of external associates

Thus, the following are represented in the Committee: three members from among the scientific and teaching staff, one representative of the Board, one representative from the assistants, one representative from the administrative staff, one representative from the students and one representative from external collaborators ([Committee for Quality Assurance and Improvement](#)).

The internal quality assurance system at the institutional level is based on several documents essential for the quality assurance system at the level of the Faculty and University of Rijeka:

- [Ordinance on the quality assurance and improvement system of the University of Rijeka](#)
- [Ordinance on the Quality Assurance and Improvement System of the Faculty](#)
- [Faculty Quality Policy](#).

Also, the procedures for quality, managing and improving quality have been aligned with the fundamental laws of the Republic of Croatia:

- [Act on Scientific Activities and Higher Education](#)
- [Act on Quality Assurance in Higher Education](#)
- [Standards and Guidelines for Quality Assurance in the European Higher Education Area from 2015](#) (hereinafter: ESG).

The [Faculty Quality Policy](#) defines the principles for establishing the system, manner of operating and implementation of activities as well as evaluation of the quality assurance system, and has been aligned with the [mission and vision of the Faculty](#), including the [Strategic Program for Scientific Research at the Faculty of the University of Rijeka for 2020-2025](#) and the [University of Rijeka Strategy](#), including other documents, stipulations and general legal acts of the Faculty and the University of Rijeka.

The Quality Committee organizes, coordinates and implements procedures for evaluating and developing internal quality assurance and improvement mechanisms at the Faculty level in accordance with the Faculty's Ordinance on Quality, the Faculty's Quality Policy, ESG standards from 2015 and the Ordinance on the Quality Assurance System of the University of Rijeka. This applies to the following elements:

1. Quality Assurance Policy (Appendix [1.1.11.](#))
2. Monitoring and improvement of the teaching process (Appendices [1.1.12.](#) and [1.1.13.](#))
3. Success in studying (Appendix [1.1.14. Table 3.5 Analytical Supplement](#))
4. Enrollment and advancement of students (Appendix [1.1.15. Table 3.1., 3.2., and 3.4. Analytical Supplement](#))
5. Recognition and certification ([Ordinance on Recognition and Evaluation of Prior Learning University of Rijeka \(UNIRI\)](#), [Ordinance on Recognition and Evaluation of Prior Learning Rijeka Faculty of Dental Medicine \(FDMRI\)](#), [Ordinance on International Exchange ERASMUS](#)), continuously monitored, and periodic preparation and approval of the program (Appendix [1.1.16.](#))
6. Resources for Learning and Student Support (Appendix [1.1.17.](#))
7. Information management and informing the public ([FDMRI Facebook](#), [FDMRI LinkedIn](#), [FDMRI website](#))
8. Planning the strategy for improving the quality of the Faculty in terms of personnel, administrative, scientific and professional elements (Appendix [1.1.18.](#))
9. Periodic external quality assurance (Appendix [1.1.19.](#))
10. Scientific-research and professional activities (Appendix [1.1.20. Table 5.1.a, 5.3., and 5.4. Analytical Supplement](#))
11. [International collaboration](#) (Appendix [1.1.21.](#), [Program Erasmus+](#))

Improving the quality of the Faculty is ensured by collecting and analyzing information about its resources, processes, quality of study programs, results and other activities, and they are used to improve the quality of the Faculty's operations. Data is obtained from several information systems:

- ISVU – Higher Education Institutions Information System in the Republic of Croatia
- National Information System of Applications to Higher Education Institutions (NISpVU) and the Become a student ("Postani student") website (information about registered candidates)
- CROSBIB Croatian Scientific Bibliography
- UNIRI portfolio and SharePoint Portal of the University of Rijeka
- Merlin e-learning system
- Dabar digital repository
- MOZVAG – information system to support the process for evaluating study programs
- Turnitin – software for verifying the authenticity of works

Furthermore, with the aim of monitoring quality indicators and providing additional information to the Board, information is collected and analyzed, from which the following should be highlighted:

- Results of student evaluations of teachers and courses across all study programs (undergraduate and integrated) (Appendix [1.1.12.](#)). The survey is active at the end of the course or at the end of the academic year. Compulsory courses are evaluated every year since the 2021/2022 academic year. In the previous year surveys were conducted for the purpose of personnel promotion in collaboration and scientific teaching tenures.
- The average grades of teachers and courses are published once a year by each faculty department
- The President of the Quality Committee and the Vice Dean for Education inform the teacher about the results of the student survey.

Reports on the activities carried out contain analyses of the collected data as well as the observations and proposals of the Quality Committee, and are submitted to the appropriate bodies, e.g., to teachers, heads of faculty departments at their or the Boards' request, depending on the area covered by the research. In addition to the mentioned research, the Quality Committee conducts other targeted research and analyses that are determined to be necessary.

The methods of collection information are adapted to the respondents (e.g., student surveys on teaching and study satisfaction, collaborative assessment, employer surveys) (employer surveys) (Appendices [1.1.22.](#) and [1.1.23.](#)).

Furthermore, the Quality Committee also conducts an internal student survey. Teacher self-evaluation is also performed if the student survey score is lower than three (Appendix [1.1.24.](#)). The Committee also carries out a recapitulation monitoring of passing rates and exam attendance for the study program Dental Medicine (Appendix [1.1.25. Table 3.4. Analytical Supplement](#)). For the undergraduate study program Dental Hygiene, the monitoring of passing rates and exam grades will be available upon completion of the first generation of the undergraduate study program.

Immediately after completing their studies, students fill out an internal student survey on satisfaction with their studies (Appendices [1.1.26.](#) and [1.1.27.](#)). The student service

is responsible for conducting the surveys. One of the ways to collect data is the Student University Survey, which is completed via an online form. In addition to surveys of student opinions, proposals for improving the work of the Faculty are collected at monthly meetings from student representatives and the Vice Dean for Education and Business Affairs and the Board when current issues are discussed, and students are encouraged to fill out a survey that reveals which areas need further improvement.

Also, important information about the level of knowledge and skills that students possess after graduating from the Faculty is collected through surveys filled out by external associates, future employers and members of the Alumni Club (Appendix [1.1.28.](#), [Employer satisfaction survey FDMRI](#)). In addition to formal means, information is also collected through informal procedures, i.e., through personal contacts of Faculty employees.

The quality policy is implemented within the [Faculty Development Strategy 2020-2025](#) and in [Faculty Strategic Scientific Research Program 2020-2025](#), and based on the SWOT analysis, the strategic goals of the Faculty were defined for improving the faculty's scientific, teaching, professional, organizational and public functions. Activities in the area of strategic action are monitored and listed in the annual reports of the Dean's Office (Appendix [1.1.29.](#)) The Faculty was spatially limited in its strategic development, but with the opening of three scientific laboratories and facilities (New Technologies Cabinet, Laboratory for Craniodentofacial Biometry and Laboratory for Oral Biology and Biomaterials), the Faculty Reading Room with a collection of literature in the field of dental medicine and three facilities for mastering preclinical and clinical skills (Appendices [1.1.30.](#), [1.1.31.](#), [1.1.32.](#) and [1.1.33.](#)) at the address Krešimirova 42 significant progress for the Faculty in terms of increasing space for premises is noticeable. The Faculty persistently continues to work on increasing its' space capacity.

Finally, the Faculty pays great attention to the human resources management policy, according to the principles and standards of the profession, which is elaborated in detail in Chapter 4. Teaching and Institutional capacities.

The survey of work satisfaction of employees from professional and administrative services and teaching staff at the Faculty is carried out once a year through an online university survey.

The personnel development policy at the Faculty is limited by the decree of the Government of the Republic of Croatia, which fixed the total possible coefficient for the Faculty. Following on from the above, the results of the survey on employee satisfaction from the Faculty administrative and professional services conducted in 2022 showed a high level of employee dissatisfaction. The reason is the excessive workload in professional services due to a lack of professional staff. Considering the results of the survey, and according to the Development Strategy, the Faculty employed additional professional and administrative staff, which are financed from the Faculty's own funds. However, increasing employment using the Faculty's own funds does not ensure job permanence, which is necessary for the successful functioning of an institution of higher education. Promotions for employees in collaborative and scientific teaching positions take place according to the Promotion Plan (Appendix [1.1.18.](#)) that the Faculty Council adopts every year for the following calendar year, and which is submitted to the University of Rijeka Senate for further deliberation.

In accordance with the strategic goals of the Faculty, special attention is paid to excellence when hiring new assistants. In line with the University Ordinance, the work of assistants and mentors is evaluated based on standardized forms (Appendices [1.1.34.](#), [1.1.35.](#), [1.1.36.](#), [1.1.37.](#) and [1.1.38.](#)). The Faculty encourages the scientific and teaching work of employees by giving awards for the best junior and senior scientist (Appendices [1.1.39.](#) and [1.1.40.](#)) and the award for the best teacher according to the Criteria for Giving Awards for Teaching Excellence

as defined by the University Committee for Giving Award for Teaching Excellence (Appendices [1.1.41](#), [1.1.42](#), [1.1.43](#) and [1.1.44](#)). Scientific and professional training of employees is achieved through stays at internationally recognized institutions and participation in scientific conferences, professional gatherings, participation in educational webinars and workshops. Non-teaching staff also receive additional training through seminars, workshops or courses (Appendices [1.1.45](#) and [1.1.46](#)).

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

Elements of the standard

- *The higher education institution analysed the recommendations for improvement and undertakes activities on the basis of previous internal and external evaluations.*
- *The higher education institution analyses improvements and plans further development accordingly.*

The Faculty was founded on 23 July 2019 and began operating autonomously on 1 March 2020 as the successor to the study program Dental Medicine at the Faculty of Medicine, University of Rijeka. As an independent section of the university, it has not yet undergone evaluation procedures according to the Act on Quality Assurance in Science and Higher Education from 2009. Current programs have licenses from the Agency for Higher Education, which were taken over from the Faculty of Medicine (Appendix [1.2.1](#)). In May 2022, the internal assessment procedure of the University of Rijeka was carried out at the Faculty. In accordance with the Act on Quality Assurance in Science and Higher Education of the Republic of Croatia, the Faculty Statute, the Quality Assurance Manual of the University of Rijeka, and the Standards and Guidelines for Quality Assurance in the European Area of Higher Education from 2015, the Quality Committee has assessed the Quality Assurance System at the Faculty of Dental Medicine according to ESG standards (Appendix [1.2.2](#)), and the Faculty Council adopted the respective report at its session in March (Appendix [1.2.3](#)). In line with the recommendations (Appendix [1.2.4](#)) of the Committee for Internal Assessment, several activities were carried out with the aim of improving the quality and transparency of the Faculty's operations. Thus, at the session held in September 2022, the Faculty Council adopted the Action Plan for Quality Improvement and the annual report of the Quality Committee of the Faculty of Dental Medicine for 2022 (Appendices [1.2.5](#) and [1.2.6](#)). The action plan highlights activities and measures taken or planned to be taken in the coming period with the aim of improving quality in line with the Report of the Committee for Internal Control at the University of Rijeka. The implementation of the Action Plan will be monitored by the Quality Committee, and regular reports on achieved activities will be given to the Faculty Council. The recommendations of the University Committee for Internal Control were the basis for creating the action plan and determining the areas needing improvement in the coming period. One of the first activities was improving the Faculty website. Namely, in line with the Commission's recommendation, an update to the [Faculty website](#) was begun. The website was made easier to navigate and complemented with more relevant information for students. The recommendation was to include the Faculty in social media, which was subsequently done ([FDMRI Facebook](#), [FDMRI LinkedIn](#), [FDMRI-Instagram](#)). Data was also entered into MOZVAG, and all the conducted activities were documented. Furthermore, to improve the work of professional-administrative services, the Faculty employed an administrative officer for student affairs, a laboratory assistant and a cleaner financed from its own funds. The recommendation was also to improve the on-premises space capacities, which was done, and we are continuing to work on

increasing these capacities (Appendices [1.2.7.](#), [1.2.8.](#), [1.2.9.](#) and [1.2.10.](#)). Students have access to the Reading Room, where access to scientific and professional literature and databases is provided as well as space for undisturbed learning. Furthermore, [regulations](#) were adopted to encourage scientific work and the scientific recognition of the Faculty, and funds were allocated for institutional projects (Appendices [1.2.11.](#) and [1.2.12.](#)). The system for recognizing prior learning was also improved and formalized with the establishment of the [Committee for Recognition and Evaluation of Prior Learning](#) ([UNIRI Ordinance on Recognition and Evaluation of Prior Learning](#), [Ordinance on Recognition and Evaluation of Study Periods](#), [Ordinance on International Exchange](#)). The Faculty, as a component of the University of Rijeka, has access to the [Coursera](#) online learning platform, enabling students, teachers and non-teaching staff to acquire the personal and professional skills and competences necessary for successful integration into the labor market, i.e., the opportunity to gain better and more efficient work with students or conduct business tasks. The faculty regularly encourages students and employees to use the online platform. The Committee's recommendation was also to encourage teacher education. Hence, the Faculty organized the workshop "Journal evaluation: How to evaluate a journal for the publication of scientific work or finding a relevant source for research: the role of bibliometric indicators on journals and other useful tools for checking and evaluating the quality of journals" in which 18 employees participated (Appendix [1.2.13.](#)) and the workshop "Application of teaching methods and evaluation methods aligned with learning outcomes" intended for university teachers for a competence approach to planning study programs, in which 12 employees participated. In addition, there are plans to hold an English language course for Faculty teaching personnel next year. The faculty will continue to encourage employees to study by regularly holding courses.

The action plan is aligned with the Faculty Strategic Plan and the University Development Strategy.

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

Elements of the standard

- *The higher education institution supports academic integrity and freedom, upholds the ethical standards and preserves academic integrity and freedom.*
- *The higher education institution effectively uses mechanisms for preventing unethical behaviour, intolerance and discrimination.*
- *The higher education institution carries out activities related to the sanctioning of unethical behaviour, intolerance and discrimination.*
- *The system for managing conflicts and resolving irregularities is functional at all levels of the higher education institution.*
- *The work of employees of the higher education institution, its students and external stakeholders, is based on ethical standards in higher education.*
- *The higher education institution systematically addresses issues of academic dishonesty (plagiarism, cheating etc.).*

The Faculty supports the prevention of all forms of unethical behavior, discrimination and intolerance in line with the [University of Rijeka Code of Ethics](#) and [the Addendum to the Code of Ethics from 2018](#), the [University's Code of Ethics for male and female students and disciplinary procedures for students](#) and the [University's recommendations for behavior in the online environment](#). All the mentioned documents ensure the preserving of the reputation of

the Faculty and ensuring equality, fairness and dignity of all employees and students of the Faculty as well as ensuring academic freedom and integrity in all segments of the Faculty's work. To promote the ethics promoted by the Faculty, all graduate and final theses are checked using the [Turnitin software to verify the authenticity of such works](#). The mentors sign the Declaration on the Originality of the Paper (Appendix [1.3.1.](#)) confirming that the student wrote the final or graduation thesis completely independently. The use of authentication software has a positive effect on developing awareness among students who pay more attention to the proper citation of sources used in writing papers. All graduate and final theses are registered in the Dabar Digital Academic Repository by obtaining the consent of the University Computing Center (SRCE), and the address of the [Faculty Repository](#) is currently available. In addition to the above ordinances, the Faculty website also contains University ordinances on studying, assessments ([Ordinance on Study Programs at the University of Rijeka](#)), the rewarding of students ([Ordinance on Rewarding Students](#), Appendix [1.3.2.](#)) and the compilation of graduate theses ([Instructions on Formatting Theses](#)). Assistance to students in solving problems is provided by the [professional-administrative services of the Faculty](#), and students have their own student ombudsman at the level of the [Faculty](#) and [University](#). The Vice Dean for Education and Business Affairs is responsible for teaching-related problems. The Faculty Secretary and the [Law Clinic](#) of the Faculty of Law at the University of Rijeka are available for student legal questions.

The Faculty also has an Ethics Committee to which scientific research work is reported, consent for research is requested and any form of unethical behavior at the Faculty is reported. The Ethics Committee issues approvals and recommendations based on the principles of ethical compliance in scientific research. It also considers submissions related to the unethical behavior of students and employees and makes recommendations to the Dean on disciplinary responsibility. [The Ethics Committee](#) submits a report to the Faculty Council once a year (Appendices [1.3.3.](#), [1.3.4.](#) and [1.3.5.](#)).

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

Elements of the standard

- *Information on study programs and other activities of the higher education institution is publicly available in Croatian and at least one world language.*
- *The higher education institution informs stakeholders on the admission criteria, enrolment quotas, study programs, learning outcomes and qualifications, forms of support available to students.*
- *Information on the social role of the higher education institution is made available to stakeholders.*
- *The higher education institution informs stakeholders about other indicators (e.g. pass rate analyses, graduate employment, drop-out rates, outcomes of previous evaluations, etc.)*

The official [website of the Faculty of Dental Medicine](#) is the principal way of informing the interested public about all Faculty activities. Data on the internal structure, activities of the Faculty, strategies, annual plans, study programs, instructions, notices of published tenders, other important notifications, laws, regulations and other legal acts are published on the website.

Information about all Faculty study programs, such as courses, course coordinators and ECTS credits, can be found on the Faculty website. Course syllabuses and detailed content of the lectures, seminars, exercises, learning outcomes, literature and examination methods and deadlines are also available on the [Faculty website](#).

The qualifications and the professional title obtained upon completion of the study program are clearly indicated.

Given that the study program Dental Medicine is held at the Faculty in English, the [Faculty website is also available in English](#)

The University of Rijeka has also issued a [Guide for First-Year Students](#) to make it easier for these students to find their way around in the new environment.

In addition to the official website, those interested can also find information about the Faculty on social media ([FDMRI Facebook](#), [FDMRI LinkedIn](#), [FDMRI Instagram](#)).

Those interested can find information about the Faculty in the media ([Ricon Congress](#), [Graduation of the First Generation of Dental Medicine Doctors](#), [Elected Dean of the New Faculty of Dental Medicine](#), [New Concept of Smile Aesthetics](#) and also through [Career Days](#), the [virtual fair](#) and more.

The Faculty website also contains information on [ongoing courses for dental professionals](#), the Faculty Congress and [lifelong education](#). Opportunities for [additional learning](#) are regularly published on the Faculty website.

The Faculty website [publishes tenders for enrollment in the first year of study programs](#). Enrollment quotas and enrollment criteria are also specified in the tenders. Information about study programs is also available on the website of the National Information System for applications to institutions of higher education.

Support for students is provided by professional administrative services but also by teachers and assistants in direct communication with students. The [Erasmus coordinator](#) is responsible for providing support to students and employees involved in international mobility and is assisted by the [University Center for International Mobility](#) (Appendices [1.4.1](#). and [1.4.2](#).).

Faculty employees can get information through the University Share Portal, which they access with the AAI identity.

The Faculty plays an important role in promoting oral health and regularly organizes the student project “[How Chetko Pastich Saved a Smile](#)” (Appendix [1.4.3](#).) whose main goal is to evaluate and improve children’s oral health. In addition to the above, [students of the Faculty also organize workshops](#) for the purpose of promoting oral health among students – preventive workshop „StuDENT“ and the population of elderly people - preventive workshops “GerontoRI”. The Faculty students also organized the [RiCon student congress](#), which contributed to increasing the visibility of the Faculty.

Employees are involved in professional projects financed by the City of Rijeka and Primorje-Gorski Kotar County (Appendices [1.4.4](#). and [1.4.5](#).). Employees raise awareness in the public through [Oral Cancer Day](#). At the beginning of 2018, Faculty employees also joined the humanitarian campaign organized by the Association Depaul Hrvatska called Share Your Bread with the Homeless, with the goal of collecting funds to purchase food for users of the House of Refuge, which is a day center for the homeless and other people on the margin of society which has been run for years by the Sisters of Charity of the Province of the Mother of Good Advice Rijeka. [The users are provided with long-term help from the study program Dental](#)

[Medicine at the Faculty of dental medicine in Rijeka](#) in maintaining their oral and dental health. The campaign also helps in sensitizing students to help those in need (Appendices [1.4.6.](#) and [1.4.7.](#)). European and World Oral Health Day are also [actively celebrated](#).

The Faculty monitors the employability rates of graduate students from the Faculty based on publicly available data provided by the Croatian Employment Service (Appendix [1.4.8.](#)). The available data highlights the excellent employability of graduate students, which justifies the enrollment quota, and is elaborated in more detail in Chapter 3.10.

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

Elements of the standard

- *The higher education institution contributes to the development of economy (economic and technological mission of the university).*
- *The higher education institution contributes to the development of the local community.*
- *The higher education institution contributes to the foundations of the academic profession and the accountability of teachers for the development of the university and the local community.*
- *The development of its social role is a part of higher education institution's mission (e.g. development of civil society, democracy, etc.).*

Although the Faculty is the youngest section of the University of Rijeka, it has a great responsibility and importance for the wider community. The study programs are supported by the scientific and teaching achievements of the Faculty employees in the area of dental medicine, oral hygiene and the entire field of biomedicine and healthcare. The role in economic development is indirect and based on the development and providing of oral health care, and thus the population's general health. The key goals are stated in the [Strategy of the Faculty of Dental Medicine](#). Faculty employees contribute to the social role of the Faculty with numerous scientific and professional projects (Appendices [1.5.1.](#), [1.5.2.](#) and [1.5.3.](#)). The program called [Improving the Oral Health of Children and Young People](#) seeks to raise awareness among parents and children about the importance of maintaining proper oral hygiene from an early age, as early as possible and regularly visiting a dentist to achieve good oral health. This program, in which the employees participate, has become the model according to which the national oral health protection program was launched. All primary school [third-grade pupils](#) are included in the project [Class with the Most Beautiful Smiles](#). Final-year dental medicine students examine the oral cavities of these pupils in schools, i.e., their teeth, and teach them proper ways of maintaining oral hygiene. The goal of the project is to motivate children to maintain regular and proper oral hygiene and regularly visit the dentist. The class with pupils who have the most healthy and repaired teeth during the first examination, or the class whose students have repaired the most teeth during the campaign, will be rewarded with a one-day field trip (Appendix [1.5.4.](#)). We can say that Faculty employees contribute to economic development and the development of the local community by participating in scientific and professional projects (more of which is noted in Chapter 5 and in the analytical appendices that are an integral part of this Self-Assessment (Appendix [1.5.5. Table 5.3. Analytical Supplement](#))).

Employees also participated in the popularization of science and the profession through expert meetings, symposia, newspaper articles, public lectures, scientific debates and other forms of popularizing science and the profession, which is described in more detail in Chapter 5 of this Self-Assessment (Appendices [1.5.6.](#), [1.5.7.](#), [1.5.8.](#), [1.5.9.](#) and [1.5.10.](#)).

Teachers, and all Faculty employees, prepare and educate students for active community participation (Appendices [1.5.11.](#) and [1.5.12.](#), ([student workshops and activities](#), [Express Yourself Professionally workshop](#)). In cooperation with the Depaul Association, employees and students have been helping the needy for years. Students from the University of Rijeka can receive dental care in clinical exercises at the Rijeka Clinical Hospital Center teaching base and are provided preventive and therapeutic procedures under the slogan “Students for Students”, which is in line with the mission and vision of the [Open University](#).

In addition to contributing to the foundations of the academic profession and the development of the University of Rijeka, Faculty teachers are also involved in leading professional and scientific associations at the national and international level. The Dean, Professor Pezelj-Ribarić is a member of the Croatian National Committee for Dental Medicine Activities (Appendix [1.5.13.](#)), a member of the Commission for Development of the Dental Medicine Curriculum at the Maribor Faculty of Medicine (Appendix [1.5.14.](#)) and a member of the Scientific Council of the Croatian Dental Chamber (Appendix [1.5.15.](#)); Associate professor Simonić Kocijan was a member of the Reaccreditation Board of the Faculty of Dentistry, University of Zagreb (Appendix [1.5.16.](#)); Professor Debeljak is a member of the Working Group for Education and Training at the Croatian Ministry of Health and like Professor Uhač a member of the Expert Council of the Croatian Dental Chamber (Appendix [1.5.17.](#)); Professor Kovačević Pavičić is a member of the Working Group for Quality Control, Certification and Computerization in Dental Medicine (Appendix [1.5.18.](#)); and professors Muhvić Urek and Glažar are members of the Working Group for the Implementation of Early Detection Activities for Oral Cancer (Appendix [1.5.19.](#)); Professor Bakarčić is a member of the Ministry of Health Working Group for Prevention and Promotion of Oral Health Protection (Appendix [1.5.20.](#)). Other teachers are actively involved in the work of their umbrella associations (Appendix [1.5.21.](#), [1.5.22.](#), [1.5.23.](#), [1.5.24.](#), [1.5.25.](#), [1.5.26.](#) and [1.5.27.](#)).

Students and teachers also contribute to the community by helping the needy. Students especially became active during the COVID-19 pandemic (Appendices [1.5.28.](#) and [1.5.29.](#)).

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

Elements of the standard

- *There is evidence that general goals of the lifelong learning programs are in line with the mission and strategic goals of the higher education institution.*
- *There is evidence that general goals of the lifelong learning programs are in line with social needs.*
- *Revision and development of lifelong learning programs is carried out systematically and on a regular basis.*

Lifelong learning programs conducted at the Faculty are aligned with its strategic goals and mission, i.e., to educate experts in the area of dental medicine and to be one of the institutions of higher education in the area recognized for excellence and innovation and its' clear development strategy based on providing the highest standards in education.

Lifelong learning at the Faculty is achieved at the International Summer School of Orthodontics and professional development courses. Since 2017, the [International Summer School of Orthodontics at the University of Rijeka \(Flyer 2021, Flyer 2022\)](#), has been held continuously,

a program accredited by the University of Rijeka carrying 5 ECTS credits. It is attended by 20 postgraduate students, residents and specialists in orthodontics. During the 10 days of the International Summer School, participants listen to lectures, discuss clinical cases, are involved in practical skills and observe clinical work. Quality control includes the evaluation of classes and teachers by the participants and the verification of acquired knowledge the participants acquired in the form of a test (Appendices [1.6.1.](#) and [1.6.2.](#)).

The Faculty also organizes [professional development courses](#) (Appendix [1.6.3.](#)), as a form of lifelong learning for doctors of dental medicine who get awarded points by the Croatian Dental Chamber, which are necessary for obtaining and renewing the license to practice dentistry every six (6) years. The [list of courses](#) is published on the Faculty website. At the end of the calendar year, the Committee for Lifelong Learning issues a report on the courses held (Appendix [1.6.4.](#)). Once a year, the Faculty organizes the [Faculty of Dental Medicine Congress, which in 2022 was also international.](#) Topics are revised to meet community needs.

II. Study programs (ESG 1.2., ESG 1.9.)

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

Elements of the standard

- *There is evidence that general goals of all study programs are in line with the mission and strategic goals of the higher education institution.*
- *The justification for delivering study programs, with regard to social and economic needs, is provided and includes an analysis of resources of the higher education institution required for delivering study programs.*
- *If the higher education institution delivers study programs leading to degrees in regulated professions, it accepts the recommendations of professional organizations that govern their licencing.*
- *The higher education institution produces competitive professionals for national and international labour markets.*

The general goals of all study programs conducted at the Faculty of Dental Medicine are aligned with the mission and strategic goals of the Faculty and the University of Rijeka, as defined in the Act on Science and Higher Education of the Republic of Croatia ([Act on Scientific Activities and Higher Education, 2014-2020 University of Rijeka Strategy, 2021-2025 University of Rijeka Strategy, Development Strategy of the Faculty of Dental Medicine of the University of Rijeka for 2021-2025](#)) and the [Strategic Program of Scientific Research of the Faculty of Dental Medicine](#).

Accordingly, the Faculty continuously works on improving educational, scientific, and professional activities while adhering to the needs of the community and labor market. The goals of the University Strategy are defined in four areas: 1) Learning and Teaching; 2) Research; 3) Knowledge Transfer and Regional Involvement, and 4) Internationalization. The implementation of these goals is monitored on an annual basis, and a Report on the Implementation of the University Strategy is submitted ([Report on qualitative goals of the strategy in 2021, Report on quantitative goals of the Strategy in 2021](#)).

The study programs carried out at the Faculty, as well as the contents of individual courses, are aligned with recent scientific discoveries, as well as professional and technological achievements in dental medicine and the aspiration for excellence and innovation in learning and teaching, along with the aim of educating students to become professionals ready for the challenges that bring about global social changes. Teaching is continuously improved and adapted to student needs and harmonized with labor market requirements. Study programs and learning outcomes are harmonized with other institutions of higher education in the Republic of Croatia that run related study programs. Quality integration of the content of the teaching process relies on improving the teaching infrastructure by equipping the teaching facilities and continuous professional and scientific training of teachers and assistants.

The following study programs are offered at the Faculty of Dental Medicine in Rijeka: two integrated undergraduate and graduate university study programs (Dental Medicine and Dental Medicine in English) and one undergraduate university study program (Dental Hygiene). The Faculty also participates in the implementation of the Doctoral School program in the scientific area of Biomedicine and Health (study program Dental Medicine), which is held by the Faculty of Medicine of the University of Rijeka ([Description of the study program](#)).

Dental medicine is a regulated profession for which there is a continuous need in the labor market. According to the [2017-2025 Dental Medicine Development Strategy](#) the enrollment quota for dental medicine students in the integrated undergraduate and graduate university study programs at the level of the Republic of Croatia is adjusted to the natural outflow and the current needs of the total Croatian population. The enrollment quota of students in relation to the size of usable on-premises space as well as human resources corresponds to the indicative requirements as established by the Act on Scientific Activity and Higher Education ([Act on Scientific Activity and Higher Education](#)) and internal acts of the University (Appendix [2.1.1.](#)).

The Faculty of Dental Medicine conducts study programs for regulated professions. Dental medicine study programs (in Croatian and English) are aligned with the European Credit Transfer and Accumulation System (ECTS), according to which at least 60 ECTS credits are acquired in one year of study under a full teaching load. The study program lasts 6 years, meaning that students must acquire a total of 360 ECTS credits. The study program is completed upon passing all exams, the graduation exam, and the preparation and defense of the thesis. The student is issued a degree and a supplementary study document confirming which exams he or she has passed, the awarded grade, and other information necessary to understand the acquired qualification. The academic and professional title that is acquired upon completion of the study program in the Croatian language is *doktor/doktorica dentalne medicine* (dr. med. dent.). Upon completion of the study program in English, the academic and -professional title of *Doctor of Dental Medicine* is acquired. Authorization to independently practice dentistry is issued by the Croatian Dental Chamber. The Croatian Dental Chamber and Faculty cooperate closely on developing the profession as well as the undergraduate and postgraduate training of doctors of dental medicine, where it should be noted that some of the Faculty's teachers are also high-ranking members of various bodies of the Chamber, as described in detail in Chapter 5.2.

As pointed out in the [2017-2025 Dental Medicine Development Strategy](#), there is a need to create and include dental hygienists in the system for prevention and improvement of oral health in adults in the Republic of Croatia and, at the same time, the need to establish additional educational centers has been highlighted. Therefore, the Undergraduate University Study Program in Dental Hygiene has been established, initially at the Faculty of Medicine. Since 2020 this program has been coordinated by the Faculty of Dental Medicine at the University of Rijeka. The first generation of students enrolled in the 2017/2018 academic year. The study program lasts 3 years, during which applicants acquire 180 ECTS credits. Upon graduating from the Faculty, the academic and professional title of university bachelor's degree in dental hygiene is acquired – *univ. bacc. dent. hig.* The founding of the Undergraduate Study Program in Dental Hygiene was also supported by the Croatian Dental Chamber (Appendix [2.1.2.](#)).

For the purpose of lifelong learning, congresses, and professional training courses for doctors of dental medicine are held every year in cooperation with the Croatian Dental Chamber. The Faculty also implements the accredited lifelong education program International Summer School of Orthodontics which earns 5 ECTS points and is intended for residents and specialists in orthodontics, as well as postgraduate student ([Flyer 2021](#), [Flyer 2022](#)).

The need for doctors of dental medicine in the labor market is great. This is evident in the results of the analysis by the Croatian Employment Service carried out throughout the Republic of Croatia (Appendix [2.1.3.](#)). Namely, the total number of registered unemployed persons who completed the study program Dental Medicine (Stomatology) at the Faculty of Dental Medicine and the Faculty of Medicine of the University of Rijeka was 10 in 2019, 17 in 2020, and 13 in 2021. In the analyzed period, there were no registered unemployed persons who completed the educational program Dental Hygiene.

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

Elements of the standard

- *The higher education institution has clearly defined the learning outcomes of the study programs, and they are aligned with the mission and goals of the higher education institution.*
- *The higher education institution checks and ensures that the learning outcomes at the level of courses are aligned with the learning outcomes at the program level.*
- *Learning outcomes achieved in the study program are aligned with the CroQF and EQF level descriptors.*
- *In defining learning outcomes, the higher education institution acts in line with professional requirements and internationally recognized professional standards, ensuring that the program is up to date.*
- *The intended learning outcomes clearly reflect the competencies required for employment, continuing education or other individual/society needs.*

The learning outcomes of study programs conducted at the Faculty are defined according to Bloom's Taxonomy and the Dublin Descriptors and considering level 6 (for the study program Dental Hygiene) and 7 (for the study program Dental Medicine) within the [Croatian Qualification Framework](#) and the [European Qualification Framework](#).

The learning outcomes of the study programs are aligned with the [mission and goals of the Faculty of Dental Medicine](#) and the [University of Rijeka](#). Upon completion of studies, students of dental medicine acquire the competencies necessary for joining the labor market, continuing their education, and other needs of the community, which also complies with the competencies specified in the Occupational Standard - Doctor of Dental Medicine in the [Register of the Croatian Qualifications Framework](#). Upon completion of the study program, students of dental hygiene acquire the competencies necessary for joining the labor market, as essential members of the dental team and the team that works on the prevention and improvement of oral health in individuals and the population. The learning outcomes of the study programs, i.e., the competencies of the Doctor of Dental Medicine and Bachelor of Dental Hygiene also comply with the standards of the *Association for Dental Education in Europe (ADEE)* and *DentEd Thematic Network* – organizations that develop and improve internationally recognized standards for the dental medicine profession. The Faculty is a member of the Association for Dental Education in Europe (ADEE) and the Faculty regularly participates in their conferences to gain information useful in shaping study programs and learning outcomes.

In the study programs (Appendices [2.2.1.](#) and [2.2.2.](#)) the learning outcomes of the study programs are listed, and the curriculum in the course descriptions and syllabus implementation plans published on the Faculty website contain the learning outcomes of individual courses of study programs [Dental medicine in Croatian and English](#) and [Dental Hygiene](#). In [Table 2.1. The Theme 2 – Study programs](#) the contribution of the learning outcomes from individual courses to the learning outcomes of the study program Dental Medicine and study program Dental Hygiene are listed.

The Faculty regularly checks and harmonizes learning outcomes at the level of study programs and individual courses using data gained from student surveys on the quality of teaching, alignment of learning outcomes to teaching methods, and discussions by the Faculty Board with student representatives and student focus groups. Based on these initiatives by students and teachers in the 2021/22 academic year, a major change was made to the study program Dental Medicine (Appendix [2.2.3.](#)).

Here we must highlight the excellent cooperation and support from the Croatian Dental Chamber as an essential partner in launching new study programs and educating healthcare professionals in line with the needs of society and the needs of individual professions for further vertical education. Although our teachers have not participated in EU projects aimed at harmonization with the Croatian Qualification Frameworks standards, two Faculty teachers have participated in the project [Development, Improvement and Implementation of Professional Practice at the Faculty of Medicine in Split](#) within the framework of the Operational Program for Effective Human Potential 2014-2022, co-financed from the funds of the European Social Fund, the coordinator of which was the Faculty of Medicine at the University of Split. The project involved all Faculties/Studies where students of dental medicine receive an education (Study of Dental Medicine at the Faculty of Medicine of the University of Split, School of Dental Medicine at the University of Zagreb, Faculty of Dental Medicine and Health at the J.J. Strossmayer University in Osijek and our Faculty of Dental Medicine at the University of Rijeka. The goal of this project was to create a Clinical Skills Booklet for the study program Dental Medicine which will be used at all schools of dental medicine in Croatia (Appendix [2.2.4.](#)).

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

Elements of the standard

- *The higher education institution ensures the achievement of intended learning outcomes of the study programs it delivers.*
- *The higher education institution continually revises and improves the teaching process on the basis of evidence on the achievement of the intended learning outcomes (for example, tests, seminar papers, presentations, etc.)*

The description of the study program and syllabuses define the learning outcomes, teaching methods and assessment methods for each course. The syllabuses are adopted before the start of the academic year by the Faculty Council (Appendices [2.3.1.](#), [2.3.2.](#) and [2.3.3.](#)) and are published on the Faculty website for all study programs: [Dental Medicine in the Croatian and English](#) and [Dental Hygiene](#).

The achievement of learning outcomes is determined by applying methods for evaluating learning outcomes through writing and presentations of seminar papers, tests, colloquiums, written and oral exams, practical exercises and problem tasks (Appendices [2.3.4.](#), [2.3.5.](#), [2.3.6.](#), [2.3.7.](#) and [2.3.8.](#)). The achievement of the learning outcomes of the study program is tested on the graduation exam (Appendix [2.3.9.](#)) which consists of solving problem tasks. The study program Dental Medicine is completed upon writing up and presenting the graduate thesis (Appendix [2.3.10.](#)), while the study program Dental Hygiene is completed upon writing up and presentation of the final thesis (Appendix [2.3.11.](#)) which also verifies the achieved learning outcomes of the study program. Examples of graduate theses are available in the [DABAR Repository of the Faculty](#).

The analysis of the adopted learning outcomes is done at the course level (analyzing the results of colloquiums, tests and exam pass rates), which is the basis for adjusting and revising teaching methods. The student survey at the end of the course also provides information on the need to revise learning outcomes and teaching methods. For example, a student survey indicated that in the course Implantology (Appendix [2.3.12.](#)), consisting of 15 hours of lectures, there was a need to introduce exercises and the acquisition of practical competencies resulting in revised teaching methods which are now included in the new study program Dental Medicine

(approved by the Senate's Decision of 31 May 2022) introducing 5 hours of exercises (Appendix [2.3.13.](#)).

[Surveys](#) that students filled out after completing the study program show that 69% of them fully agree that the program has trained them properly to practice their profession independently and that they are ready to enter the labor market. The average score for both questions was 4.62 (Appendix [2.3.14.](#)).

Surveys of alumni/employers indicate that the theoretical knowledge of dental medicine students upon completion of the study program is high (average score of 4.75), but practical knowledge and skills are rated lower, with an average score of 3 (Appendix [2.3.15.](#)).

2.4. The higher education institution uses feedback from students, employers, professional organizations and alumni in the procedures of planning, proposing, and approving new programs, and revising or closing the existing programs.

Elements of the standard

- *Development activities related to study programs are carried out systematically and regularly, involving various stakeholders.*
- *Planning and proposing new study programs includes an analysis of justification for delivering a study program, resources and alignment with the strategic goals at the local and regional level, and other needs of society.*
- *The higher education institution provides evidence on the justification for delivering same or similar study programs within the same university.*
- *The higher education institution publishes up-to-date versions of study programs.*
- *The higher education institution records the changes to study programs and analyses their fitness for purpose.*

Planning, proposing and accepting new and the revision of existing study programs are systematically carried out at the Faculty, with the involvement of various participants. Teaching Committee and Committee for Quality assurance and improvement are primarily responsible for these procedures. Students (current and graduates), teachers at the Faculty, as well as teachers from other institutions that educate doctors of dental medicine, as well as employers, and professional associations (Croatian Dental Chamber) are consulted when adopting a plan for changes and additions to individual courses or study programs. Different tools for collecting data on study programs, such as surveys, progress records on preclinical and clinical exercises (Appendix [2.4.1.](#)), and professional practice diary (Appendix [2.4.2.](#)), are used to analyze student pass rates, teaching loads, adoption of learning outcomes with particular emphasis on competencies related to clinical work with patients, and other parameters necessary for the development and improvement of the program.

Since the last reaccreditation of the Faculty of Medicine when obtaining the license for implementing the Integrated Undergraduate and Graduate University Study Program in Dental Medicine until today, the need for certain changes has emerged. The last amendments to the study program Dental Medicine and study program Dental Medicine in English were made in the 2021/2022 academic year. Amendments to the study program were made considering the proposals of student representatives from all years of study as presented at the thematic meetings with the Faculty Board. Also included were the suggestions made for the study program Dental Medicine by the Expert Committee for Reaccreditation of the Faculty of Medicine in 2015 (Appendix [2.4.3.](#)). The process of amending and supplementing the study

program is described in detail in Chapter 2.5. The current versions of the Syllabus for individual courses are published every academic year and are available on the Faculty website ([Syllabuses – Dental medicine, Syllabuses – Dental hygiene, Syllabuses – Dental medicine in the English language](#)).

Every academic year, the Faculty of Dental Medicine and the University of Rijeka conduct surveys of students on their satisfaction with teaching. As part of the survey, student workloads for individual courses are examined ([Teaching Evaluation Questionnaire-croatian](#) , [Teaching Evaluation Questionnaire-english](#)), providing feedback on student satisfaction with teaching and the distribution of their workload across the ECTS system. After completing their studies, students fill out a survey devised by the University of Rijeka, expressing their satisfaction with their studies ([Student Satisfaction Questionnaire](#)).

There are no other institutions of higher learning at the University of Rijeka that offer integrated undergraduate and graduate studies to educate doctors of dental medicine, i.e., university undergraduate study programs leading to a bachelor's degree in dental hygiene.

While in constant dialogue and cooperating with the Croatian Dental Chamber and following the growing labor market, it has been determined that there is a need to establish a new study program – Dental hygiene. With the support and assistance of the Croatian Dental Chamber, since the 2017/2018 academic year, the university undergraduate study program Dental Hygiene has been conducted at first at the Faculty of Medicine, and since 2020 at the Faculty of Dental Medicine at the University of Rijeka (Appendix [2.4.4.](#)).

The ALUMNI Club of the Faculty of Dental Medicine at the University of Rijeka was founded to strengthen ties and cooperation between former students and connections with the Faculty. Among the many goals of the Club, it is necessary to highlight cooperation in running classes at the Faculty, and ensuring the availability and ability to exchange information regarding the professional and general improvement of work at the Faculty of Dental Medicine, as well as the general welfare of the community (Rijeka Faculty of Dental Medicine [Alumni Club Rules](#)).

An [Employer Survey](#) was devised to evaluate employer opinions regarding the competencies of their employees (former students of the Faculty) and includes the obtained data in the future planning of study programs at the Faculty.

2.5. Institution of higher education ensures compliance of the ECTS credits with real student workloads

Elements of the standard

- *The higher education institution allocates ECTS credits in accordance with the actual student workload, based on the analyses of feedback from stakeholders in the teaching process, or other procedures.*
- *Students are provided with feedback on the results of the analysis of gathered information and the implemented changes*

The Faculty study programs are harmonized with the European Credit Transfer and Accumulation System (ECTS), aiming to provide quality personnel training according to the highest standards of higher education and greater transparency of studies and study programs. The Faculty of Dental Medicine strives to fully harmonize the value of ECTS credits with the real student workloads for individual courses, meeting the requirements of quality evaluation of qualifications and study units throughout Europe. A student acquires at least 60 ECTS credits in one year of full-time study. Credits are assigned based on the study obligations of students, which include: class - lectures, seminars and exercises; activities necessary for monitoring and mastering syllabus and exams - studying literature, writing seminars and studying. ECTS credits are aligned with the total amount of work that a student must exert to master the learning outcomes according to the Instructions for the Distribution of ECTS credits in the course, as adopted by the Committee for Accreditation and Evaluation of Study Programs of the University of Rijeka (Appendix [2.5.1](#)).

Student workload and compliance with ECTS in individual courses are continuously monitored. Course teachers award ECTS credits according to the above-mentioned Instructions. The teacher's proposals on the redistribution of teaching hours within the stipulated number of hours and changing ECTS credits on certain courses, as well as the need to modernize teaching and make mastering learning outcomes easier, were presented at the session of the Committee on Education of the Faculty of Dental Medicine (FDMRI) on 24 March 2021. Students presented and elaborated their assessment of workloads in compliance with ECTS credits, as well as the need to modify some courses at the Integrated Undergraduate and Graduate University Study Program in Dental Medicine at thematic meetings with the Faculty Board. The proposal was presented by student representatives of all years of study. According to the proposals, the issue was raised concerning the need to amend and supplement the study programs. Regarding the matter, the proposals and suggestions of the Expert Committee for the Implementation of Reaccreditation of the Faculty of Medicine of the University of Rijeka in 2015 which related to the Dental Medicine study program, were also taken into consideration (Appendix [2.5.2](#)). The Faculty Board considered all the proposals, as well as the need to adapt teaching to the learning outcomes. To facilitate the mastering of learning outcomes and the evaluation of acquired knowledge after each year, some courses, especially professional clinical courses, were divided into smaller units, and the total number of ECTS was redistributed accordingly. It should be noted that student workloads for study programs in the field of regulated professions are defined by an exact number of teaching hours (according to the EU Directive); thus, with the redistribution of ECTS points, the total number of teaching hours remained unchanged. Since the changes in the study program exceeded more than 20%, the Form for Amendments to the Study Program Dental Medicine of the Faculty of Dental Medicine was submitted to the Committee for Accreditation and Evaluation of Study Programs of the University of Rijeka (Appendix [2.5.3](#)). At the session held on 13 May 2022, the Committee adopted the Decision on Amendments to the Study Program Dental Medicine of the Faculty of Dental Medicine

(Appendix [2.5.4.](#)). The adopted amendments to the study program Dental Medicine will be applied from the 2022/2023 academic year. The relevant bodies of the Faculty (Vice Dean for education and business affairs, Committee for quality assurance and improvement, Teaching Committee) will continue to systematically analyze the quality of teaching and compliance of the set ECTS with actual student workloads and apply necessary adjustments.

Every academic year, the Faculty conducts an evaluation of student satisfaction with conducted teaching using surveys of the University of Rijeka in Croatian and English. The survey also enquires about the student workloads for courses and is thus able to get feedback on student satisfaction with teaching and with the distribution of their workloads based on the ECTS system (Appendix [2.5.5.](#)).

Upon completion of their studies, students in their final year of study, fill out a [survey](#) devised by the University of Rijeka, expressing their satisfaction with their study. As part of the survey, satisfaction with the course load during studies is also evaluated (Appendix [2.5.6.](#)).

All the actions and procedures mentioned are directed towards maximizing the efficiency in mastering of learning outcomes. Accordingly, the Faculty strives to increase the comparability of the national education system at the international level and enable student mobility among institutions of higher education in Europe.

2.6. Student practice is an integral part of the study programs (where applicable)

Elements of the standard

- *The higher education institution allows for learning and obtaining new skills through student practice, where applicable.*
- *Where applicable, student practice is an integral part of study programs and is organised outside the higher education institution, in cooperation with the labour market.*
- *Student practice is carried out in a systematic and responsible manner, ensuring the achievement of intended learning outcome regarding student practice.*

Students of the study program Dental Medicine in the last semester of their studies (12th semester, 6th year) have a mandatory course Practice accounting for 400 hours (24 ECST credits) and is conducted in polyvalent dental medicine practices (Appendix [2.6.1.](#)). The work practice aims to prepare students as best as possible to practice dentistry independently. At the same time, it opens the possibility of future employment.

Students of the study program Dental Hygiene in the 4th semester (2nd year) and 6th semester (3rd year) have the mandatory course Practice accounting for 200 hours + 200 hours (18 ECST credits) and is carried out in polyvalent dental practices (Appendix [2.6.2.](#)).

The Faculty concludes Professional practice contracts with dental practices for a period of 3-5 years. The condition that must be met by the practice is that doctors of dental medicine working there have a valid license and experience of at least five years (Appendix [2.6.3.](#)). Dental practices where professional practice is carried out may or may not have a contract with the Croatian Health Insurance Fund.

The Faculty has a register of its Professional bases, which are continuously increasing in number. Students are invited to find a dental practice where they want to conduct their professional practice, provided that the dental practice meets the necessary criteria and has concluded a contract with them. Every academic year, the head of the dental practice must sign a contract

for accepting students for professional practice (Appendix [2.6.4.](#)).

Every academic year, the Faculty Council approves new professional bases/locations and appoints expert non-faculty mentors for the current academic year who supervise the student during the practice (Appendices [2.6.5.](#), [2.6.6.](#), [2.6.7.](#), [2.6.8.](#) and [2.6.9.](#)). The professional bases/locations of the Faculty are registered in the [University Register of Professional Bases](#) for a period of five years.

The largest number of dental practices with which the contract has been concluded are from the Primorje - Gorski Kotar County, but there are dental practices from all over Croatia, enabling students to practice in their home region.

Professional non-faculty mentors and students are familiar with the learning outcomes that students must achieve during practice, which is confirmed by the signing of the practice diary that students bring to Faculty Student Services (Appendix [2.6.10.](#)).

III. Teaching Process and Student Support (ESG 1.3., ESG 1.4., ESG 1.6.)

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

Elements of the standard

- *The criteria for admission or continuation of studies are published.*
- *The criteria for admission or continuation of studies are consistently applied.*
- *The criteria for admission or continuation of studies ensure the selection of candidates with appropriate prior knowledge, which is aligned with the requirements of the study program.*
- *The higher education institution has effective mechanisms for recognising prior learning.*

At the Faculty of Dental Medicine in the 2021/2022 academic year, a total of 227 students were enrolled in study programs, of which 206 in the Integrated Undergraduate and Graduate University Study of Dental Medicine (182 students in the Croatian language and 24 in the English language) and 21 students in the Undergraduate University Study of Dental Hygiene.

Every year, the Faculty adopts criteria for enrollment in all study programs for the following academic year (Appendices [3.1.1.](#), [3.1.2.](#), [3.1.3.](#), [3.1.4.](#) and [3.1.5.](#)) These conditions are defined based on national policies and strategic determinants of the University and the Faculty. Enrollment in all study programs takes place in accordance with the [Ordinance on Study Programs of the University of Rijeka](#) and the [Competition for Enrollment in Undergraduate, Graduate and Integrated Study Programs of the University of Rijeka](#). Enrollment conditions are clearly defined, and the Faculty strictly adheres to them. These conditions are published on the [Faculty website](#) ([Decision on Enrollment Conditions for the 1st year of the study program Dental Medicine in the Croatian language](#) and [Decision on Enrollment Conditions for the 1st year of the study program Dental Medicine in the English language](#)), in the [University enrolment tenders](#) and on the website of the National Information System of Applications for University Admissions (NiSpVU), which can be accessed via the [website Postani student](#).

The application procedure for admission to the study program Dental Medicine and study program Dental Hygiene is carried out via the system of the Central Application Office of the Agency for Science and Higher Education (SPU-AZVO), i.e., the National Information System of Applications for University Admissions (NiSpVU), which can be accessed via the Internet address www.postani-student.hr.

The Faculty admits students to the study program Dental Medicine every academic year. The Faculty admits students in the study program Dental Hygiene every third year. After the completion of the study of one generation, a new generation of students is allowed to enroll. In the 2021/22 evaluation year, dental hygiene students attended the second year of the study program.

The conditions for enrollment in the first year of the study program Dental Medicine and study program Dental Hygiene are clearly defined and include an evaluation of success in high school, evaluation of the results of the state high school graduation examination and the evaluation of additional skills tests – the Psychomotor Ability Test, and they are aligned with the requirements of the study program.

To enroll in the 2021/2022 academic evaluation year, the scoring included achieved successes in high school (25% or up to 250 points out of a total of 1000), obligatory subjects Croatian

Language, Mathematics, and a Foreign Language B level should have been passed but were not evaluated and the following elective subjects were evaluated: Biology (20% or up to 200 points), Chemistry (20% or up to 200 points) and Physics (20% or up to 200 points). Additional tests of specific knowledge, skills and abilities include a Psychomotor Ability Test (15% or up to 150 points). The prerequisite for admission was attending classes in Biology, Chemistry and Physics for at least two years during high school education.

To select the best students and achieve gender equality, a decision was made at the session of the Faculty Council held on 14 December 2021, to change the conditions for enrollment in the 1st year of the study program Dental Medicine, which applies for enrollment in the 2022/23 academic year. (Appendix [3.1.6.](#)). Scoring includes achievements in high school (15% or up to 150 points out of a total of 1000), obligatory subjects such as A-level Croatian Language (5% or up to 50 points), A-level Mathematics (5% or up to 50 points) and an A-level Foreign Language (5% or up to 50 points), elective subjects include Biology (20% or up to 200 points), Chemistry (20% or up to 200 points) and Physics (20% or up to 200 points). Additional tests of specific knowledge, skills and abilities include a Psychomotor Ability Test (10% or up to 100 points). The prerequisite for admission is to attend courses in Biology, Chemistry and Physics for at least two years during high school education. This selection process meant that in the 2022/23 academic year, we admitted students with a high performance in the state graduation exams and high scores ranging from 663.6 to 902.8.

The number of applications to the study program Dental Medicine is very high (284 candidates for enrollment in the year 2022/23, 322 candidates for the year 2021/22, and 325 candidates for the year 2020/21) where the enrollment quota (25 + 5) is regularly filled during the summer enrollment period. According to [data from the Agency for Science and Higher Education \(AZVO\)](#), the Faculty in 2021 was ranked 4th place on the list of faculties that enroll graduates with the best average grade (4.67).

The conditions for admission to the first year of the Undergraduate University Study of Dental Hygiene include the evaluation of successes in high school, the average grade in Biology, Physics and Chemistry in high school, an evaluation of the results of the state high school graduation exam and an evaluation of additional skill tests – a Psychomotor Ability Test. Scoring includes: achieved success in high school (25% or up to 250 points out of a total of 1000), grade averages in the subjects Biology (15% or up to 150 points), Chemistry (15% or up to 150 points), and Physics (15% or up to 150 points) during high school education, the results of the obligatory subjects from the state high school graduation exam such as Croatian Language B level (10% or up to 100 points) and Foreign Language B level (5% or up to 50 points). Additional tests of specific knowledge, skills and abilities include a Psychomotor Ability Test (15% or up to 150 points). The prerequisite for enrollment is to attend the subjects Biology, Chemistry and Physics for at least two years during secondary school education. In the 2021/22 academic evaluation year, the faculty did not enroll a new generation of dental hygiene students. The Faculty enrolled the first-year dental hygiene students in the 2020/21 academic year. In all, 49 candidates expressed interest, and the enrollment quota of 20 students was filled during the summer enrollment period ([Appendix 3.1.7. Table 3.3. from the Analytic supplement](#)).

The admission criteria for the first year of the Integrated Undergraduate and Graduate University Study of Dental Medicine in the English language are published on the [Faculty website](#). The [Faculty](#) is responsible for enrollment in this study program and not the Central Application Office. The prerequisite for enrollment is to attend the subjects Biology, Chemistry and Physics for at least two years during high school education. In the enrollment process, the average grades in the subjects Biology, Chemistry and Physics are evaluated (each subject grants up to 20 points, with a total of 60 points). Additional tests of specific knowledge, skills and abilities

include a Psychomotor Ability Test (up to 40 points). After the enrolment competition, data processing, and the Psychomotor Ability Test, the Faculty publishes the results, instructions and forms necessary for enrollment on the Faculty website.

To select the best possible students for the study program Dental Medicine in English, in the coming academic years, an entrance exam in the areas of biology, physics and chemistry will be introduced (Appendix [3.1.8.](#)).

The exam pass rate in the first year and exam pass rate from the first to the second year of the study program shows that admission criteria and parameters are well thought out, and they provide for a good selection of admission candidates.

The conditions for enrollment in the higher year of the study program are determined by the study program and the Ordinance on Study Programs at the University of Rijeka and are published on the Faculty website ([Conditions for Enrollment in Higher Years of the Study Program Dental medicine](#), [Conditions for Enrollment in Higher Years of Study Program Dental Hygiene](#)).

Enrollment in higher years of the study program is carried out via the ISVU online system or at the Faculty Student Services of the Faculty.

If a student cannot fulfill their student obligations due to justified reasons (health, period of pregnancy, up to one year of age for the child, and other justified reasons), the student has the option to request a leave of absence in accordance with the [Decision on the Conditions and Procedure for a Student to Exercise the Right to a Leave of Absence in Justified Cases of the University of Rijeka](#). The [request](#) for the leave of absence, along with the necessary documentation, is submitted to Student Services, and the Vice Dean for Education and the Dean handle the request, whereupon a decision is made within 15 days.

A resumption of studies in case of an interruption to studies can be achieved by the student by submitting a written request in line with the adopted [Criteria for Continuation of Study](#) (Appendix [3.1.9.](#)). The decision to approve the resumption of studies is made by the Dean.

Transferring to the Faculty for students from Croatian and foreign universities is regulated by the [Ordinance](#) on Recognition and Evaluation of the Study Periods Carried Out at a Foreign/Domestic University for the Purpose of Continuing Education at the Faculty of Dental Medicine (adopted by the Faculty Council on 10 September 2020.). The [request](#) and all the necessary documentation must be submitted by 15 September. The decision on the transfer is made by the Dean based on the opinion of the Committee for Recognition and Evaluation of Prior Learning. In the case of a transfer from a foreign university, the [Academic Recognition Qualifications Office at the University of Rijeka](#) carries out the institution's verification process and is available for all disputed issues that appear in the process of recognizing the period of study. The procedure first checks whether the applicant meets the conditions prescribed by the Ordinance (submission of complete documentation, fulfillment of the requirements for enrollment in a higher year at the student's home faculty, regular attendance of studies). The transfer is not allowed to take place in the first and the last year of studies. If the stated prerequisites are met, the course program, number of hours of classes and learning outcomes, number of ECTS credits are compared and, depending on the case, the learning outcomes are recognized, and the student is exempted from taking the exam. In case of ambiguities, course teachers are also consulted and assist in the analysis. If differences are determined in the study programs, the student is obligated to enroll and take all courses that were not present in the previous study program that he or she was enrolled in. A positive or negative response on the transfer request also depends on the study program capacity in each study year (Appendix [3.1.10.](#)) and the decision is delivered to the candidates by ordinary mail.

The Faculty has a [Committee for Recognition and Evaluation of Prior Learning](#) that receives and processes applications ([Request Form for Recognition of Prior Learning](#)) for recognition and evaluation of prior learning (previously acquired through formal, non-formal and informal learning) based on the [Ordinance on Recognition and Evaluation of Prior Learning of the University of Rijeka](#). In the academic evaluation year, there were no requests for recognition and evaluation of prior learning.

The Faculty has its representative in the [Committee for Recognition and Evaluation of Prior Learning at the University of Rijeka](#) in order to standardize procedures and distribute information correctly.

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

Elements of the standard

- *Procedures for monitoring student progress are clearly defined and available.*
- *The information on student progress in the study program is regularly collected and analysed.*
- *The higher education institution ensures adequate mechanisms for analysing student performance and pass rates, and initiates necessary actions accordingly.*

The progress and evaluation of student work are defined in the [Ordinance on Study Programs of the University of Rijeka](#) and are described in detail in the syllabus for each course. According to the Ordinance, students are subjected to a system of continuous monitoring of acquired knowledge and skills during classes, where a student can obtain 50-70% of the grade during classes and 30-50% of the grade on the final exam (which is mandatory). At the beginning of the course, the teacher introduces students to the forms of monitoring progress, which are explained in the syllabus, and available on the [Faculty website](#) and on the Merlin platform as part of the course. Students at the beginning of pre-clinical courses (2nd, 3rd and 4th year of study) and clinical courses (3rd, 4th, 5th and 6th year of study) receive the so-called progress record in which records of class attendance and activities/procedures performed are kept. In the progress record, the procedures performed by the student are evaluated, and thus, the student's progress in exercises is monitored (Appendix [3.2.1.](#)).

Data on students, progress, and academic performance are collected via the ISVU system. Full-time and part-time students enroll in courses worth 60 ECTS points in the academic year. Students who do not acquire all 60 ECTS points in the academic year re-enroll in failed courses. Students may enroll in courses from the higher year of study along with the failed courses from the previous study year with the condition that the cumulative amount of enrolled ECTS credits doesn't exceed 60, with a permissible deviation of 5%. Students who obtain less than 18 ECTS credits re-enroll only in failed courses and repeat the academic year. The total duration of studies cannot be longer than twice the duration of the study program (12 years for the study program Dental Medicine and 6 years for the study program Dental Hygiene).

The Faculty collects and analyzes data on student academic success in the study programs, pass rates for courses and study programs, and the completion rates of the study program, which is discussed at the Teaching Committee and Faculty Council (Appendix [3.2.2.](#)).

[Table 3.4. of the Analytic supplement for Pass rates](#) in the study program Dental Medicine from the first to the second year of study in the last two years expressed in achieved ECTS points, shows that at least 60 ECTS points were achieved by 62% of students from the 2020/21

academic year and 72% from the 2021/22 academic year, which is a high percentage. In all, 5% of students from the 2021/22 academic year and 7% from the 2020/21 academic year achieved less than 18 ECTS points and had to re-enroll in the first year of studies. Although we have the analysis results for two academic years, we can see a trend of increasing passing rates. The above results are cumulative indicators for the study program Dental Medicine in Croatian and English.

A detailed analysis of the study program Dental Medicine in the Croatian language and Dental Medicine in the English language are shown in the tables:

Table 3.2. 1a. Pass rates in the study program Dental Medicine in the Croatian language from the first to the second year of study

Year of Enrolment	Number of enrolled students	Number/ percentage of students who achieved less than 18 ECTS credits	Number/ percentage of students who achieved 18 to 29 ECTS credits	Number/ percentage of students who achieved 30 to 54 ECTS credits	Number/ percentage of students who achieved 55 to 59 ECTS credits	Number/ percentage of students who achieved at least 60 ECTS credits
2021	32	2 / 6 %	2 / 6 %	5 / 16 %	1 / 3 %	22 / 69 %
2020	30	1 / 3 %	2 / 7 %	10 / 33 %	0	17 / 57 %

Table 3.2.1b. Pass rates in the study program Dental Medicine in the English language from the first to the second year of study

Year of Enrolment	Number of enrolled students	Number/ percentage of students who achieved less than 18 ECTS credits	Number/ percentage of students who achieved 18 to 29 ECTS credits	Number/ percentage of students who achieved 30 to 54 ECTS credits	Number/ percentage of students who achieved 55 to 59 ECTS credits	Number/ percentage of students who achieved at least 60 ECTS credits
2021	17	1 / 6 %	1 / 6 %	1 / 6 %	0	14 / 82 %
2020	12	1 / 8 %	1 / 8 %	1 / 8 %	0	9 / 76 %

The tables show that students of dental medicine in the English language program achieve a better pass rate compared to students of dental medicine in the Croatian language.

[Table 3.4. of the Analytic supplement for Pass Rates](#) in the study program Dental Hygiene from the first to the second year of study expressed in achieved ECTS points shows that all students achieved at least 60 ECTS points.

[Table 3.5. of the Analytic supplement for Completion Rates](#) for the study program Dental Medicine shows that a high percentage of students complete the study program (ranging from 77% to 97% in the three-year period). The average duration of studies was 6.1 years. A very small percentage of students (3-6%) lost the right to study compared to the number of enrolled students in the same generation. The completion rates for the study program Dental Medicine in English are not shown because the second year of study was the highest enrolled in the academic evaluation year.

In the study program Dental Hygiene, of those who enrolled in the first year in the 2017/18 academic year, all students graduated. 19 students graduated in the academic year of 2019/2020 and gained their Diploma from the Faculty of Medicine, Rijeka and one student graduated in the academic year 2020/2021.

In conclusion, the study programs have a satisfactory pass rate and completion rate due to continuous monitoring and evaluation of students and work in small groups, enabling individualized work and approach with each student. The annual evaluation of student surveys improves teaching, which also contributes to higher student success rates while maintaining the existing evaluation criteria.

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

Elements of the standard

- *The higher education institution encourages various modes of program delivery, in accordance with the intended learning outcomes.*
- *Various teaching methods are used that encourage interactive and research-based learning, problem solving and creative and critical thinking (for example, individual and group projects, cooperative learning, problem-based learning, field work and other interactive methods).*
- *The higher education institution continually evaluates and adapts teaching methods and different modes of program delivery.*
- *Teaching methods are adapted to a diverse student population (non-traditional student population, part-time students, senior students, underrepresented* and vulnerable groups** etc.).*
- *The higher education institution ensures the use of state-of-the-art technologies to modernise teaching.*
- *Available and committed teachers contribute to the motivation of students and their engagement.*
- *The higher education institution encourages autonomy and responsibility of students.*

All forms of teaching are carried out in the study programs of the Faculty: lectures, seminars, exercises, practical teaching, field teaching, etc., and are aligned with mastering learning outcomes, including obligations and workload of students in line with the [Ordinance on Study programs of the University of Rijeka](#). The exercises held are divided into practicums, preclinical, clinical and special clinical exercises. Practicum exercises and pre-clinical exercises are performed in the first three years of the study programs in which there are up to 10 or 15 students and one teacher in a group (practicum exercises of up to 10 students and pre-clinical exercises of up to 15 students). In the higher years of a study program, there are mainly clinical and special clinical exercises, where students work with patients and acquire practical clinical skills. Clinical practice groups include six students and one teacher, whereas special clinical practice groups have four students and one teacher. Working in small groups enables a personalized approach to the student and optimal adoption of learning outcomes. A special form of teaching in all study programs is non-faculty professional practice that takes place in polyvalent dental medicine practices with which the Faculty has signed a cooperation agreement. In this form of teaching, each student is assigned an expert mentor, a Doctor of Dental Medicine, who guides and teaches them, giving the student the opportunity to learn through work and prepare to enter the labor market after completing the study program.

For students to achieve the expected learning outcomes, different teaching methods are used in the study programs, such as presentations/lectures, instructions, collaborative learning, problem-based learning (on the courses Oral Medicine, Comprehensive Dentistry, Pediatric Dentistry), individual and group projects and field work (e.g., Healthcare Project in the study program Dental Hygiene).

Dental hygiene students in the 3rd year of the study program attend the course Healthcare Project, covering fieldwork in which students must devise a preventive program and implement it in a specific group of patients or the population (e.g., schools, kindergartens, homes for the elderly and infirm, citizens associations) (Appendix [3.3.1.](#)).

In the new study program Dental Medicine approved by the Senate Decision of 31 May 2022, (Appendix [3.3.2.](#)) elective courses Project I, Project II and Project III have been introduced in the third, fourth and fifth years of the study program. The aim of these courses is to involve students in scientific and professional projects to strengthen their scientific, professional and organizational competences. These courses encourage interactive and research-based learning within smaller or larger groups under the mentorship of Faculty teaching personnel (research-oriented teaching).

Since the 2021/22 academic year, [student surveys](#) have been conducted to evaluate the manner of teaching and teaching methods in compulsory and elective courses. The students fill out the surveys after completing the course and before taking the exam. The survey is conducted at the initiative of the head of the Faculty Department, and the implementation is organized by the president of the Committee for Quality Assurance and Improvement. The survey contains questions about the relevance of lectures and other forms of teaching in the course (exercises, seminars, practical work...) and assessments in line with the course syllabus (colloquiums, projects, assignments, exercises, seminars, practical work), learning resources available to students (teaching material, lecture notes, textbooks...), availability of information about assessments and obligations (syllabus) and about satisfaction with course teachers. In addition, students are given the opportunity to forward a critique, suggestions and praise for the implementation of the course and the course teachers. After conducting the analysis, the results are delivered to the teacher and the president of the Committee for Quality Assurance and Improvement, the Vice Dean of Education and Business Affairs, and the Dean, and if requested to the head of the Faculty Department, members of the Committee for Quality Assurance and Improvement and student representatives. The survey results are analyzed with the teacher and the Teaching Committee, whereupon suggestions are made for adapting and improving the teaching of the course. Students have their own representatives in the Teaching Committee and the Committee for Quality Assurance and Improvement, where they can express opinions and comments as students about the teaching. Discussions are held with student focus groups to inform them about the results of the surveys and changes in teaching and teaching methods (Appendix [3.3.3.](#)).

At the Faculty, the study program Dental Hygiene is held for part-time students, whose classes are held on Thursdays and Fridays in the afternoon and on Saturdays in order to balance classes with their work obligations. In addition, teaching materials and recorded lectures are available to them on the Merlin E-learning platform.

At the Faculty, there are no students who belong to the group of the non-traditional student population, older-age students, or underrepresented and vulnerable groups, and at the moment, there is no need to adapt teaching methods for them.

The Faculty is continuously working on modernizing lecture halls, teaching facilities/labs for pre-clinical and clinical skills with advanced technologies with the aim of modernizing teaching. The classrooms are equipped with computers, projectors and the Internet, which has proven to be extremely useful for holding online classes. Every year, new computers are purchased to replace older ones and are placed in new rooms (e.g., Reading Room, Department of Oral Surgery). In 2022, the network infrastructure was expanded in the new premises of the Faculty at the address Krešimirova 42. In addition to hardware, licenses for computer programs used in teaching and scientific activities, such as Microsoft Windows 10, Statistica, and Microsoft Office packages, etc. are regularly renewed.

A few years ago, an e-learning system was made available to teachers and students via the interface of [Merlin](#) at the University Computer Center (SRCE). Each course has its own address on the website, where students can access the syllabus, class scripts, recorded lectures and course-related information. Some teachers conduct written exams and quizzes via this interface and use the webinar room for real-time online classes. Communication tools available on the website are used for correspondence: discussions (forums) and e-mail, simplifying communication between students and teachers as well as between students. According to the Senate Decision of the University of Rijeka for the 2021/22 and 2022/23 academic years, a hybrid teaching model has been established, i.e., up to 40% of the taught study program can be held online (Appendices [3.3.4](#) and [3.3.5](#)). The recommended platforms are Merlin, MS Teams and Big Blue Button. During the 2021/22 academic year, exercises were held face-to-face (on-site), and lectures and seminars were held online, depending on the epidemiological situation. In the 2022/23 academic year, exercises take place live, and lectures and seminars are held partly on-site and partly online.

Preclinical and clinical education in the area of dental medicine requires specific equipment, devices and materials. The Faculty invests significant funds in such acquisitions, including maintenance and modernization. In 2022, 2 new Clinical practicums were equipped with a total of three dental medical units, and another Preclinical practicum. A 3D printer and two 3D scanners were purchased for the purpose of modernizing the teaching process.

Due to groups with a small number of students during the exercises, a personalized relationship between the teacher and the students is possible, leading to good communication and easier mastering of learning outcomes. Faculty teachers are available to students every day for conversations and consultations. The Vice Dean of Education and Business Affairs is always available to students who, together with the Dean and Vice Dean of Internationalization, Science and Quality, regularly organize meetings with representatives from all study program years in which topics related to teaching and other extracurricular activities are discussed. Each student has a student mentor and teacher mentor who help them overcome difficulties during their studies and can direct them to specific services or a center for exercising their various rights.

Teachers get students involved in their scientific and professional projects, which results in congress reports (Appendix [3.3.6](#)) the publication of articles (Appendix [3.3.7](#)) and the writing of final or graduate theses (Appendix [3.3.8](#)). Teachers also mentor students in writing academic papers for the student journal [Fissura](#) (Appendix [3.3.9](#)) and help them organize and conduct [student congresses](#) and [workshops](#).

The Faculty encourages student independence and taking on responsibility in curricular and extracurricular activities. During clinical work with patients, in addition to possessing specific knowledge and practical skills, students are expected to exhibit an appropriate level of independence and responsibility in dealing with patients, medical staff and fellow students. Students are required to demonstrate independence and responsibility through numerous extracurricular activities such as editing and printing for the journal [Fissura](#), leading the Croatian Association of Dental Students, organizing various [student events, projects and workshops](#) such as Četko Pastić, How Četko Pastić Saved a Smile and RiCON – the Congress of Dental Medicine Students in Rijeka, in which they have the support of the Faculty administration and all its employees.

3.4. The higher education institution ensures adequate student support.

Elements of the standard

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

At the start of each academic year, an [immatriculation lecture](#) is organized for first-year students of all study programs at the Faculty, on which the Dean, Vice Deans and the Student Services staff are introduced. The lecture is regularly attended by higher year of study students, library staff and a medical physician, specialist in school medicine. Students are informed about the Faculty, the Faculty website and information on the website, general information regarding studies, the services provided by Biomedicine and Healthcare Library and the University Counseling Center, as well as the possibilities of primary healthcare.

When enrolling at the Faculty, students receive an e-mail address with the uniri.hr domain (electronic identity in the AAI@EduHr system) with which they can access ISVU Studomat (they can register/deregister for exams, view information about the status of student obligations for enrolled courses), Merlin (course information, class content and notifications from teachers) and Webmail (as the official communication channel for teachers and employees of the Faculty).

The Faculty has a teacher-mentor system and student-mentor system. At the start of the first year of the study program, students are assigned to teacher mentors and student mentors (Appendices [3.4.1.](#) and [3.4.2.](#)). Each student has a teacher mentor who monitors the student's progress throughout their study and provides them with any form of necessary assistance. Students are assisted in their learning and progress through the studies by their senior student mentors (which has turned out to be a very good approach), student demonstrators, course teachers, Student Service staff and Vice Deans. Teachers are available to students every day for consultations regarding general matters. Students undertaking professional practice are assigned to non-faculty mentors who work in polyvalent dental medicine practices who guide them in further mastering professional competencies.

The University of Rijeka has a [University Counseling Center \(SSC/UCS\)](#) in which the Psychological Counseling Center is located, including the Office for Students with Disabilities and the Careers Office. Students can contact professionals at the UCS for help or participate in educational workshops. In this academic year (from 17-20 October 2022), the [University of Rijeka Career Days - UNIRI Career Days](#) were held for the first time, organized by the University of Rijeka, with the support of the UNIRI Alumni Network, the Career Office of the University Counseling Center, and the Student Union of the University of Rijeka, on which our students participated. The goal of organizing this event was to strengthen competencies in career management for students and alumni of all components of the University of Rijeka, to inform them about the

labor market requirements and connect them with employers. During the Faculty Days event which will be held on 27 February – 4 March 2023, on the Student day, a meeting with students, alumni from the Faculty and potential employers will be organized.

If students have any legal questions, they have at their disposal the Faculty Secretary and the Law Clinic at the Faculty of Law, University of Rijeka. Students at the Faculty have a [student ombudsman and a deputy ombudsman](#), and they can also get help from the [Office of the Student Ombudsman](#) of the University of Rijeka. For all problems related to teaching, the Vice Dean of Education and Business Affairs and the entire Faculty Administration are always available to them.

At the immatriculation lecture, students are introduced to the services provided by the [Biomedicine and Health Library](#) which is in the Faculty of Medicine. Students receive a leaflet with information about the library (Appendix [3.4.3.](#)). Information about the library is also available on the [Faculty](#) website. Library services are available to students on weekdays from 8:00 a.m. to 8:00 p.m. The library has three professional employees (two graduate librarians and one senior librarian) and a proofreader for Croatian and English. Employees receive regular professional training and actively participate in professional and scientific gatherings. They have participated in Erasmus workshops at the University of Trondheim, Norway (2017), at the Aix-Marseille University, France (2019), at the University of Warsaw, Poland (2022) and at the Science Po University, France (2022). The work of the library is regulated by the [Ordinance on the Work of the Library](#). The library includes a reading area, an area for silent and group work for students, and a study area (more in Section 4.5.).

Students are also provided with information on outgoing mobility. An ERASMUS coordinator has been appointed at the Faculty and is available to students for information and assistance regarding inbound and outbound mobility (Appendix [3.4.4.](#)) (more in Section 3.6.).

Students at the Faculty have access to the [Coursera](#) online learning platform, enabling them to attend courses and obtain certificates, thereby improving their competencies necessary for successfully joining the labor market. Acquired certificates (learning outcomes) can achieve recognition in the process of recognition and evaluation of learning outcomes within certain courses or can be recorded in the Diploma Supplement. Students are also encouraged to further develop soft skills via this platform (communication, critical thinking, working with people, organizational skills, etc.).

Student support is adapted to the student population. However, no students from underrepresented and vulnerable groups or older students are currently studying at the Faculty. Part-time students have the study coordinator for the program Dental Hygiene, the Vice Dean of Education and Business Affairs, and the Faculty Student Services available to them for general matters. Due to the specific class schedule in the afternoon and on Saturdays, they try to answer as many inquiries as possible via e-mail and telephone. Students from abroad have available to them the Vice Dean of Internationalization, Science and Quality, as well as students of the study program Dental medicine in Croatian, who help them master the study program and overcome language barriers in everyday life. During the clinical exercises, left-handed students have access to an adapted dental unit for left-handers.

The Faculty professional, administrative and technical staff perform tasks in a dedicated and quality manner and possess the necessary qualifications. Due to restrictions on new employment by the Ministry of Science and Education, the Faculty has a problem with insufficient staff ([Ordinance on the internal organization and organization of working positions at the Faculty of Dental Medicine](#)). Hence, the Faculty tries to overcome this problem by hiring professional, administrative and technical staff financed from its own funds and, if necessary, in the case of an increased volume of work, it employs students via Student Services.

3.5. The higher education institution ensures support to students from vulnerable and underrepresented groups.

Elements of the standard

- *The higher education institution monitors various needs of students from vulnerable and underrepresented groups.*
- *Teaching process is adjusted to the individual needs of students from vulnerable and under-represented groups.*
- *The higher education institution invests resources in the support to students from vulnerable and under-represented groups.*

Currently, there are no students from vulnerable and underrepresented groups on the Faculty, but all decisions and instructions of the University Senate and regulations related to this group of students are followed.

Based on the recommendation of the Rectors' Conference of the Republic of Croatia, regarding the right to priority of enrollment in higher education institutions and the University of Rijeka Senate Decision on the Quota for Enrolment into the First Year of the Undergraduate and Integrated (Undergraduate and Graduate) University Study Programs and also the Undergraduate Professional Study Programs at the University of Rijeka and its University Sections in the 2021/2022 Academic Year (CLASS: 602-04/20-05/23, REG.NO.: 380-230/071-21-17 of 30 April 2021) direct enrollment in the status of full-time students (if state graduation exams, which are mandatory for enrollment in certain study programs, have been passed, if the enrollment score threshold where it is set is exceeded, if any prerequisites are met and if any necessary additional checks of special knowledge, skills and abilities are taken) is given to:

- Croatian veterans of the Homeland War,
- Croatian war invalids (HRVI) from the Homeland War,
- Children of deceased, imprisoned or missing veterans of the Homeland War,
- Children of 100 percent Croatian war invalids (HRVI) from the Homeland War, Group 1,
- Children of persons killed, deceased or missing under the circumstances referred to in Articles 6, 7 and 8 of the Act on the Protection of Military and Civilian War Invalids (OG 33/92, 77/92, 58/93, 2/94, 76/94, 82/01, 103/03, 148/13, 98/19), hereinafter: "Act",
- Children of civilian war invalids whose bodily impairment occurred under the circumstances referred to in Article 8 of the "Act",
- Children of peacetime military and civilian war invalids, Group I, with 100% bodily impairment, where the body damage occurred under the circumstances referred to in Articles 6, 7, and 8 of the "Act",
- Candidates with 60% or more bodily impairment,
- Candidates with 2nd to 4th degree of disability severity based on the "List of Severity and Types of Disabilities - Impairment of Functional Abilities", with disabilities whose impairments are on the "List of Bodily Impairments – List I".

Every year, the University of Rijeka holds a [tender](#) for scholarships and financial aid from the Aleksandar Abramov Fund Solidarity program intended for full-time and part-time students at the University of Rijeka from lower socioeconomic backgrounds.

A coordinator for students with disabilities has been appointed at the Faculty (Appendix [3.5.1.](#)) while at the University level, there is an [Office for Students with Disabilities](#) within the

University Counseling Center. Basic information on the rights of students with disabilities and information about the coordinator for students with disabilities, who can be contacted for any questions, is available on the [Faculty website](#).

All information about the rights given to vulnerable and underrepresented groups of students is published on the Faculty website under the section [Enrollments](#) including [Regulations and documents](#).

When enrolling in any of the study programs at the Faculty, the [Decision on Supplementing the Decision on the Amount and Purpose of Enrollment Fees in 2022/23](#) is applied, where under certain conditions, regular and part-time students at the University of Rijeka and its sections are exempted from paying the enrollment fee.

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

Elements of the standard

- *Students are informed about the opportunities for completing part of their study abroad. The higher education institution provides support to students in applying for and carrying out exchange programs.*
- *The higher education institution ensures the recognition of ECTS credits gained at another higher education institution.*
- *The higher education institution collects information on student satisfaction with the quality of higher education institution's support regarding practical matters of student mobility.*
- *Students gain competencies required for the employment in an international environment.*

Faculty students use the Erasmus+ mobility program to gain international experience. The Erasmus+ program enables students to: participate in student exchange program for the purpose of a study stay (SMS stay) in the duration of 3 to 12 months, which includes the possibility of writing a final/graduate thesis and professional practice for students (SMP stay) in the duration of 2 to 12 months. The duration of professional practice is defined by the receiving institution in agreement with the student.

The Faculty currently has six signed bilateral Erasmus+ contracts (Appendix [3.6.1.](#)) which are concluded solely through the online Erasmus Dashboard platform. An Erasmus coordinator has been appointed at the Faculty (Appendix [3.6.2.](#)) who informs students about competitions and is available to students for questions, assistance with filling out the application and implementation of the student mobility program. Students receive continuous information about the possibilities of gaining international experience from notices placed on the Faculty website and from the Erasmus coordinator. Information about the coordinator and consultation times, a link to the [University Mobility Office website](#), and additional documents and links are all available on the [Faculty website](#).

The Erasmus coordinator collects and processes summary data of bilateral contracts and mobility (outbound and inbound) (Appendix [3.6.3.](#)). Over a period of three academic years, nine students utilized outbound mobility as professional practice, while not a single student used the student exchange program for a study stay. [Table 3.6. of the Analytic supplement](#) summarizes the outbound and inbound student mobility for 2019/20, 2020/21, and 2021/22. In the 2019/20 academic year, four (4) students used international mobility, in 2020/21

the mobility program was used by three (3) students, and in 2021/22 by two (2) students. Nine students used the international mobility program for a period of up to 3 months, and no students used it for more than 3 months. The low number of outbound mobility users is attributed to the COVID-19 pandemic and associated travel restrictions.

Recognition of ECTS credits obtained at other universities is carried out by the Faculty Committee for Recognition and Evaluation of Prior Learning in cooperation with the Erasmus coordinator. Recognition is carried out in line with the [University Ordinance on the International Exchange of Students, Teachers and Other Personnel within the Erasmus Program](#) and [its amendments](#). Students must attach all the relevant documentation (Learning Agreement and a Transcript of Records).

An analysis of student feedback on satisfaction with the quality of support is conducted at the level of the Agency for Mobility and EU Programs. A survey is sent to each participant after completing the mobility through which the participants express the degree of satisfaction.

The Faculty will endeavor to increase the number of newly signed contracts and encourage students to become mobile primarily for study stays and include students in the CEEPUS, ERASMUS Mundus and [YUFE of the European Universities alliance](#).

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

Elements of the standard

- *Information on the opportunities for enrolment and study is available to foreign students in a foreign language.*
- *The higher education institution provides support to foreign students in enrolment and study at the Croatian higher education institution.*
- *The higher education institution collects feedback on satisfaction and needs of foreign students.*
- *Foreign students have the opportunity to attend classes delivered in a foreign language (English).*
- *Croatian language courses are delivered for foreign students at the level of the university or university constituent.*

Since the 2020/21 academic year, the Faculty has been conducting the Integrated Undergraduate and Graduate Study Program Dental Medicine in English. Currently, the first generation of enrolled students is in their 3rd year of the study program, and there is no generation of English-language graduates yet. In the 2022/2023 academic year, a total of 39 full-time students were enrolled in the English program. The study program incorporates a full schedule for all courses, equivalent to the study program in Croatian. Information about studies in English can be found on the Faculty [website](#). The respective Vice Dean and administrative staff oversee communications related to studies in English and help foreign students understand the regulations. Precise instructions can be found on the Faculty website, and communication is also carried out personally and via electronic mail. Croatian language learning programs take place at the [Public University of Rijeka](#). Up till now a total of seven foreign students have completed Croatian language programs (Appendix [3.7.1.](#), [3.7.2.](#)). Students must submit a certificate of proficiency in the Croatian language by the beginning of the 4th year of study.

Students who achieve inbound mobility within the Erasmus+ program possess all student rights

and obligations, just like Croatian students. Mobility can also be achieved under the CEEPUS network. Detailed study program and access to the Merlin E-learning platform are available to students. Inbound students have the option of following courses in English. Inbound students are the responsibility of the respective Vice Dean and Erasmus coordinator and the [Office for](#) [\[OBJ\]](#) which also provides assistance. Since the establishment of the Faculty, eight students have utilized inbound mobility, of which six students were in the mobility program for up to 3 months and two students for more than 3 months. Two inbound mobility students were received in the 2019/2020 academic year, two in the 2020/2021 academic year and four in the 2021/2022 academic year (Appendix [3.7.3.](#)). The largest part of inbound and outbound mobility was achieved via the Erasmus platform. The goal is to encourage mobility through other platforms as well. The decline in the number of inbound mobilities in the last two academic years is primarily the result of the COVID-19 pandemic and travel restrictions, leading to a reduction in mobility initiatives.

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

Elements of the standard

- *The criteria and methods for evaluation and grading are clear and published before the beginning of a course.*
- *The criteria and methods for evaluation and grading are aligned with the teaching methods used.*
- *The higher education institution provides support to the assessors in the development of skills related to the testing and assessment methods.*
- *The higher education institution ensures objectivity and reliability of grading.*
- *If possible, the higher education institution carries out the evaluation of grading.*
- *The evaluation procedures take into account special circumstances of certain groups of students (modifying examination procedures to suit e.g., students with disabilities), while at the same time ensuring the achievement of intended learning outcomes.*
- *The students receive feedback on the evaluation results, and if necessary, guidelines for the learning process based on these evaluations.*

Before the start of the academic year and upon approval from the Faculty Council, the syllabuses, study programs, class schedules and exam dates for the entire academic year are published on the Faculty website ([Syllabuses for study program Dental Medicine in Croatian](#), [Syllabuses for study program Dental Medicine in English](#), [Syllabuses for study program Dental Hygiene](#)). The syllabuses contain course information, a list of mandatory and supplementary exam literature, a list of lectures, seminars and exercises (with titles, explanations and learning outcomes), student obligations, assessment criteria, place and time of classes and exam dates.

For final year students, the procedure for selecting and applying for a topic of the graduation /final thesis is detailed in the Instructions for the preparation of the Graduate Thesis/ Instructions for the preparation of the Final Thesis along with the corresponding Application forms published on the [Faculty website](#).

The [Ordinance on Study Programs of the University of Rijeka, which](#) is in order since the 2008/09 academic year, regulates course assessment. At the beginning of the course, the course coordinator introduces the students to the evaluation and assessment criteria and methods, which are also explained in the syllabuses available on the [Faculty website](#) and on the Merlin

platform as part of the course. The final grade comprises the sum of points achieved during the course and the final exam. During class, students can receive 50-70 grade points (50-70% of the final grade) and 30-50 grade points (30-50% of the final grade) can be obtained on the final exam. Accordingly, students are monitored and evaluated continuously during the entire teaching process, which stimulates students to continuously work, study and strive.

The evaluation and assessment criteria and methods are aligned with teaching methods and learning outcomes. To achieve the learning outcome, appropriate teaching methods and appropriate methods of evaluation and assessment of outcomes are selected. Although the criteria and methods of evaluation and assessment of learning outcomes are continuously developed and teachers educated, there is still room for standardization and improvements.

The Faculty organizes and encourages teachers to attend workshops to improve teacher competencies, including developing and improving skills in testing and examination methods. The teachers attended workshops organized by the Faculty of Medicine of the University of Rijeka and the Center for Teacher Education at the Faculty of Humanities and Social Sciences. Teaching staff also participated in workshops organized by SRCE (e-courses and assessment in the virtual environment). In the 2022/23 academic year, the Faculty organized a workshop for higher education teaching personnel titled “Application of Teaching Methods and Evaluation Methods Aligned with Learning Outcomes” (more in Section 4.3.).

The Faculty is continuously working to ensure the objectivity and reliability of student assessment through teacher education. Due to the small study groups (maximum of 30), all students are usually graded by the same teacher at the final exam. Making clear criteria for assessment is encouraged (criterion-referenced assessment and the formation of rubrics) so that assessments are as objective and standardized as possible. This especially applies to assessing clinical skills where several teachers participate in devising assessment criteria for the same course. Some teachers already use criterion-referenced assessment (OSCE evaluation system) (Appendix [3.8.1.](#)). Criterion evaluation is also applied in the graduation exam, which is overseen and graded by a three-member committee (Appendix [3.8.2.](#)).

In the [student survey on satisfaction upon completed studies](#), regarding to the question about exams, assessments, and continuous monitoring of student work (evaluation criteria, colloquiums, seminars, independent assignments), students gave an average score of 4.31 (on a scale of 1 to 5) – which is a very good score, but there is always room for improvement (Appendix [3.8.3.](#)).

According to the [Ordinance on Study Programs of the University of Rijeka](#), the teacher is obliged to inform the student of the result of the oral exam immediately after the exam and the result of the written exam within five working days from the day of the exam. At the Faculty, the exam results are published on the Merlin interface. Students have the right to view the written test, colloquium or other forms of performance monitoring during classes and receive feedback (e.g., an explanation of the method of scoring individual answers/activities, an explanation of shortcomings of papers, etc.). At the Faculty, the usual approach in most courses is to analyze partial tests/colloquiums with students by analyzing questions and answers. At the request of students, insights and analyses can also be done at an individual level. Some course teachers provide insight into student assessment through the Merlin platform. For students who have problems with progressing in a course and passing the exam, there is the possibility of consulting with course teachers who will help the student master the course matter and pass the exam.

The same Ordinance prescribes the possibility of objecting against the given grade for which a procedure has been prescribed. A written and reasoned objection is submitted to the Dean.

If the objection is considered justified, a three-member examination committee is convened within 24 hours of receiving the objection. A teacher with whose grade the student is not satisfied cannot be the committee president. The written exam or the written part of the exam is not repeated but re-evaluated by the committee. If the exam was in oral form or consists of an oral section, the Dean will determine the time of taking the oral exam, which should be held as early as possible, and not later than three days after the objection was submitted. The committee makes the decision by majority vote. Examples of objections to the assessment and the decisions on the objections in the 2021/2022 academic year are given in the following appendices (Appendices [3.8.4.](#) and [3.8.5.](#)).

For the time being, there is no institutionalized external evaluation of assessments at the Faculty. There are no students on the Faculty (e.g., students with disabilities, etc.) for whom it is necessary to adjust the evaluation procedures. For students enrolled part-time in the study program Dental Hygiene, exam dates and classes take place on Thursdays and Fridays in the afternoon and on Saturdays.

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

Elements of the standard

- *Upon the completion of their studies, students are issued appropriate documents (Diploma and Diploma Supplement).*
- *Diplomas and Diploma Supplements are issued in accordance with relevant regulations.*
- *The higher education institution issues the Diploma Supplement in Croatian and English, free of charge.*

Upon completion of studies, students of the Integrated Undergraduate and Graduate University Study of Dental Medicine in Croatian and the Undergraduate University Study of Dental Hygiene are issued a Diploma in Croatian along with a Diploma Supplement in both Croatian and in English (Appendices [3.9.1.](#) and [3.9.2.](#)). Immediately after completing their studies, students may request a Certificate of graduation from the Faculty Student Services. The higher education Diploma is awarded at an official public ceremony held once a year as part of Faculty Days.

Article 73 of the [Act on Higher Education and Scientific Activity](#) prescribes the issuing of the higher education Diploma confirming that a student has completed a certain study program and acquired the right to an academic or professional title or an academic degree.

Along with the higher education Diploma, the student is issued a Diploma Supplement for the study program, in Croatian and English, free of charge, confirming which exams the student has passed, achieved grades and contains other information necessary for understanding the acquired qualification. The higher education Diploma and Diploma supplement for the study program in the evaluation year and earlier were issued in accordance with the [Ordinance on the Content of Higher Education Diplomas and Diploma Supplements](#) (OG 77/08), [Ordinance on Amendments to the Ordinance on the Content of Higher Education Diplomas and Diploma Supplement for Study Programs](#) (OG 149/11) and the [Ordinance on the Form of Diplomas and Form of School Certificates and Confirmations the University of Rijeka](#). From the 2022/23 academic year the following regulations will be applied in the process of issuing higher education Diploma and Diploma supplement: the new Ordinance on the Content of Higher Education Diplomas and Diploma Supplements (OG 77/08, 119/11 and 149/22) (Appendix [3.9.3.](#)), the

[Act on Higher Education and Scientific Activity](#) (OG 119/22) and the [Ordinance on the Form of Diplomas and Content and Form of Certificates and Confirmations of the University of Rijeka](#).

At a personal request, under Point 6 of Additional information in the Diploma Supplement, extracurricular activities can be entered in accordance with the [Decision on Recognition of Extracurricular Activities During Which Students Acquires Relevant Competencies and the Entry of Information into the Diploma Supplement of the University of Rijeka](#).

For the purpose of generating Diploma supplements, the University has made the ISVURi system available to the Faculty.

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

Elements of the standard

- *The higher education institution analyses the employability of its graduates.*
- *Admission quotas are aligned with social and labour market needs and available resources. The higher education institution informs prospective students about the opportunities to continue education or find employment after graduation.*
- *The higher education institution provides students with support regarding future career planning.*
- *The higher education institution maintains contacts with alumni.*

The Faculty collects and analyzes data on the employability of students graduating as Doctor of Dental Medicine and Bachelors of Dental Hygiene based on data provided from the Croatian Employment Service (HZZ/CES) (Appendix [3.10.1.](#)). As can be seen in [Table 3.7. of the Analytic supplement](#), and according to CES statistics, the total number of unemployed graduated students who graduated on the study program Dental Medicine (Stomatology) at the University of Rijeka (either at the Faculty of Medicine or the Faculty of Dental Medicine) was 10 in 2019, 17 in 2020, and 13 in 2021. According to CES data, there are no unemployed Bachelors of Dental Hygiene after obtaining their degree at the University of Rijeka.

Employability data is used to plan enrolment quotas. The analysis of these data shows that the number of unemployed Doctors of Dental Medicine is low, and there are no unemployed Bachelors of Dental Hygiene, thus the enrolment quota for study programs at the Faculty has not been changed for several years. Every academic year, 25 dental medicine students from Croatia and EU members along with 5 students from the quota of foreign students (non-EU countries) studying in Croatian, and 12 students studying in English are enrolled at the Faculty. Every third year, 20 dental hygiene students are enrolled, which is in line with the Faculty's on-premises and personnel capacities as well as social needs, the internationalization of studies and labor market.

In 2022, the Faculty established its [Alumni Association](#) through which it maintains contacts with former students and potential employers. In the 2022/23 academic year, a meeting of students, alumni and potential employers will be organized as part of the Faculty Days.

Students are also informed about the possibility of continuing their education at the Doctoral School of Biomedicine and Health, study program of Dental Medicine offered by the University of Rijeka, Faculty of Medicine (Appendix [3.10.2.](#)), as well as the possibility of doctoral and post-graduate professional education at other Universities in Croatia. Bachelor of Dental Hygiene have the option of continuing their education in graduate studies in the field of biomedicine and health care at the Faculty of Health Studies, University of Rijeka.

Students who have obtained degrees in Dental medicine and Dental hygiene as members of the Croatian Dental Chamber receive at the end of each year a list of ongoing education programs for the following year, which also includes courses held at our Faculty.

Operating within the University of Rijeka is the [Careers Office at the University Counselling Center](#), which provides students with various information and opportunities for professional development.

IV. Teaching and institutional capacities (ESG 1.5., ESG 1.6.)

4.1. The higher education institution ensures adequate teaching capacities.

Elements of the standard

- *The number and qualifications of teachers* are appropriate for the delivery of study program and achievement of the intended learning outcomes and performing scientific activity.*
- *The ratio of students and full-time teachers at the higher education institution ensures a high quality of study.*
- *Teacher workload is in line with relevant legislation and policies, regulations of competent bodies, collective agreements, etc.*
- *Teacher workload ensures appropriate distribution of teaching, scientific/artistic activities, professional and personal development and administrative duties.*
- *Teachers are qualified for the course/courses they deliver.*

Two study programs take place at the Faculty:

- Integrated Undergraduate and Graduate University Study of Dental Medicine (in Croatian and English).
- Undergraduate University Study of Dental Hygiene.

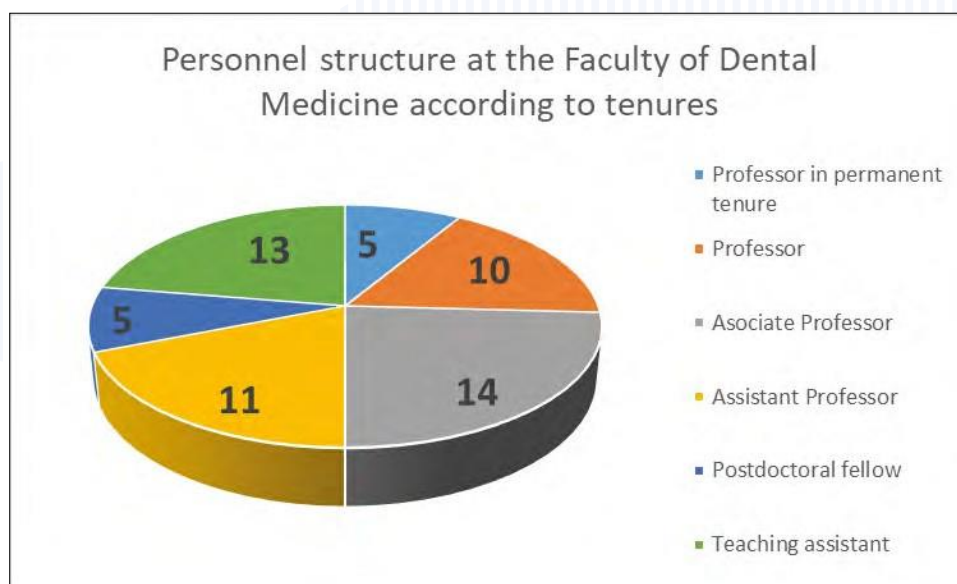


Figure 4.1.1. Personnel structure at the Faculty of Dental Medicine according to tenures

In the 2021/22 academic year of evaluation, there was a total of fifty-eight (58) teachers and associates teaching at the Faculty. Of the before mentioned, five (5) were in the scientific-teaching tenure and in the corresponding position of Professor in permanent tenure; ten (10) were in the scientific-teaching tenure and in the corresponding position of Professor; fourteen (14) were in the scientific-teaching tenure and in the corresponding position of Associate Professor; eleven (11) were in the scientific-teaching tenure and in the corresponding position of Assistant Professor; five (5) were in the associate tenure and in the corresponding position of post-doctoral fellow; thirteen (13) were in the associate tenure and in the corresponding

position of teaching assistant (Figure 4.1.1). Given that the Faculty operates in the scientific field of Biomedicine and Health some of the teachers are also employed in cumulative employment, which is specific to institutions of higher education in health care. According to the Article 126 of the Health Care Act Law ([Health Care - Zakon.hr](#)) which stipulates that “Lecturers and people in associate tenures - health care workers who teach in health care institutions for the needs of institutions of higher education in health care can simultaneously establish a working relationship with one health care institution and with one and, only exceptionally, two institutions of higher education in health care, so that they perform part-time work at the health care institution or institution of higher education, thus their full work time is a maximum of 48 hours per week.” ([Table 4.1.a of the analytic supplement](#))

Along with the Faculty teachers and associates who conduct teaching on the study programs, also participating in the teaching hours are teachers and associates from the University Departments of Biotechnology, Faculty of Physics and the Department of Polytechnics. Also, the Faculty has concluded a Contract on Mutual Rights and Obligations related to teaching on the study programs with the Faculty of Medicine at the University of Rijeka (Appendix [4.1.1](#)).

As seen in [Table 4.3 of the Analytic supplement](#), all the teachers are elected to the scientific field of Biomedicine and Health, specifically in the area of Dental Medicine, which corresponds to the scientific area and field of the study programs run at the Faculty. In addition to the teaching process, teachers and associates are active in scientific work, as is evident by their published scientific papers, participation in national and international meetings, having received high national and university awards for science, and other scientific activities, which is described in detail in Chapter V.

All the above said indicates that teachers from the Faculty possess the necessary qualifications and knowledge required for teaching on the study programs as well as the associated learning outcomes, including the undertaking of scientific activities, which is evident in [Tables 4.1a, 4.2 and 4.3 of the Analytic supplement](#).

The Faculty each year plans in detail and determines the Teacher Employment and Advancement Plan (Appendices [4.1.2](#) and [4.1.3](#)) and prepares the External Collaboration Plan (Appendices [4.1.4](#) and [4.1.5](#)). The Faculty in the year of the evaluation in the winter semester engaged twelve (12) external associates, and a total of five (5) external associates in the summer semester. However, in [Table 4.1.a of the Analytic supplement](#), a significantly larger number of external associates is mentioned. The reason for this is that MOZVAG, in addition to the mentioned number (17) of external associates, also recognizes as external associates the employees from the Faculty of Medicine at the University of Rijeka with whom the Faculty of Dental Medicine has concluded a Contract on Mutual Rights and Obligations Regarding Teaching for the 2021/2022 Academic Year.

In the 2021/2022 academic year, three postdoctoral fellows have advanced to the scientific-teaching tenure of Assistant professor and have been employed on an open-ended employment contract in the corresponding position. In the same academic year three associates have terminated their employment contracts on the Faculty ([Table 4.2. from the Analytic supplement](#)). At the same time, four new associates were employed. Of which, the working positions for two of the associates are financed from the Faculty’s own funds, indicating the fact that the Faculty invests significant funds into developing its own staff. The working positions for two associates are financed from Croatian Science Foundation projects. Because of the forementioned, in the coming years, it is planned to ensure even better coverage of the study with its own staff. One way in which it is planned to achieve this is to seek consent for new employment from the respective government Ministry, as well as through applications for projects from which funds will be secured for new employment in teaching and associated positions.

To achieve and maintain an optimal level of quality in running the study programs, the Faculty pays particular attention to fulfilling the requirements of Article 6, paragraph 3 of the [Ordinance on the Content of the License and the Conditions for Issuing the License for the Performing Higher Education Activity, Conducting Out Study Programs and Reaccreditation of Institutions of Higher Education](#), according to which the ratio between the total number of permanently employed teachers and the total number of enrolled students must not exceed 1:30. In the academic year of evaluation, the number of students on the study program Dental Medicine was 206 (182 in the Croatian language and 24 in the English language programs), and there were 21 students on the study program Dental Hygiene. The ratio of the teachers to students is 1 : 6.93, and if assistants and postdoctoral fellows are also taken in consideration, then the ratio is 1 : 5.74.

Their workloads comply with the Collective Employment Agreement for Science and Higher Education from 2019, where of the total working time for scientific teaching positions, 45% of the working time is spent in teaching and the same amount of working time is directed towards science.

On the other hand, regarding the workload for assistants, 22.5% of working time is spent in teaching and 67.5% of working time in science, while for postdoctoral fellows 33.8% of working time is spent in teaching and 56.2% in science. All employees, regardless of their position, spend 10% of their working time on institutional efforts and administrative tasks. When higher teacher involvement is necessary to maintain high-quality implementation of the teaching process and new employment is not possible, the Faculty applies a flexible division of working hours as referred to in Articles 70 and 71 of the [Collective Employment Agreement](#). This achieves a balanced ratio of the teaching load of teachers at the Faculty, which is in accordance with all legal and sub-legal regulations and the Collective Employment Agreement.

Though the workload of teachers is aligned with legislative regulations, what is noticeable at times is an imbalance in teaching workloads across some Faculty departments. The reason for this is the inability to timely obtain the necessary consents for employing substitute teachers and associates for workers that are going to be absent for prolonged periods of time due to, for example: parental leave, maternity leave, sabbatical year etc.

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

Elements of the standard

- *Teacher appointment (recruitment) procedures arise from the development goals of the higher education institution and they are aligned with the legislation and internal regulations in effect.*
- *In selecting, appointing and evaluating teachers, the HEI takes into account their previous activities (teaching activity, research activity, feedback from students, etc).*
- *The higher education institution has adequate methods for the selection of the best candidates for each position and, in addition to the prescribed national minimum conditions for each position, it has prescribed competitive criteria ensuring the selection of excellent candidates.*
- *Promotion of teachers into higher grades is based on the evaluation and rewarding of excellence and the HEI takes into account important achievements (such as international contribution to the scientific discipline, high-impact publications, significant scientific discoveries, successful projects, success in securing additional funds, supervision of final and graduation theses, authorship of textbooks / study materials, popular lectures, etc.).*
- *Indicators of excellence include scientific/artistic, teaching and professional work and contribution to the development of the higher education institution.*
- *Additional criteria for the promotion of teachers into higher grades reflect the strategic goals of the higher education institution.*

As a scientific and educational institution that promotes excellence and innovation in education, research and the application of practical clinical skills in daily work with students, the Faculty of Dental Medicine pays special attention to the recruitment, promotion and re-election of teachers who are a key factor in the process of training students who will, in turn, become experts, recognized and responsible Doctors of Dental Medicine.

Employment, advancement and re-election of teachers are conducted in accordance with relevant regulations on the national, University and Faculty level.

On the national level these are: the [Act on Scientific Activity and Higher Education](#) (OG 123/2003, 198/2003, 105/2004, 174/2003, 2/2007, 46/2007, 45/2009, 63/2011, 94 /2013, 139/2013,101/2014, 60/2015, 131,2017,96/2018,) and the [Act on Higher Education and Scientific Activities](#) (OG 119/2022), which are in order since 22 October 2022; the [Ordinance on the Conditions for Selection into Scientific Professions](#) (OG 28/2017, 72/2019, 21/2021) and [Decision on the Necessary Conditions for the Evaluation of Teaching and Professional Activities in the Procedure for Selection to Scientific and Teaching Tenures](#) (OG 122/2017).

At the University level these are:

- [University of Rijeka Statute](#)
- [Ordinance on the Procedure for Selection to the Scientific-Teaching Tenure, Arts-Teaching, Scientific, Teaching and Collaborative Tenures and to the Respective Working Positions at the University of Rijeka](#)
- [Ordinance on the Procedure for Reselection of Persons to Scientific-Teaching, Arts-Teaching, Teaching and Professional Working Positions](#)

- [Ordinance on Announcing and Implementing Public Job Advertisements for Working Positions in the Civil and Public Service](#)
- [Decision on Amendments to the Ordinance on Announcing and Implementing Public Tenders](#)

At the Faculty level, it is the [Statute of the Faculty of Dental Medicine](#).

All the mentioned regulations are available on the websites of the University of Rijeka and the Faculty.

The mentioned regulations determine the procedure for publishing job tenders and implementing the procedure for employing, promotions and re-election of teachers.

Job tenders for the selection of teachers and associates are published in the Official Gazette of the Republic of Croatia, the daily press, the websites of the University and the Faculty, the official online jobs portal of the European Research Area (Euraxess).

The job tenders are held open for at least thirty days (Appendix [4.2.1.](#)). Based on the mentioned legislative acts, recruitment takes place in accordance with the Faculty development goals, the implementation of which is planned every year by creating a Plan for Recruitment, Promotions and Other Personnel Changes (Appendix [4.2.2.](#)) The Faculty Dean, Vice Dean for Education and Business Affairs and the Faculty Secretary, at the request of the University, jointly assess the pace of employment and promotion of teachers and draw up the Plan for Recruitment, Promotions and Other Personnel Changes based on the data and teachers' documents, strategic goals of the Faculty and personnel needs and changes in individual Faculty departments and the entire Faculty.

The plan is adopted by the Faculty Council for the next calendar year, and then submitted for further procedure to the University Senate, which then forwards it to the relevant Ministry. The personnel development policy of the Faculty is limited by the decree of the Government of the Republic of Croatia, which fixed the total available coefficient for the Faculty.

The recruitment process is initiated after determining the need for a new employee (*e.g., due to the promotion or available vacant position due to the departure of an employee from the Faculty*). The consent of the University of Rijeka is first requested in a written explanation (Appendix [4.2.3.](#)). Upon obtaining consent from the University, consent is then sought for the same employments or advancements from the Ministry of Science and Education of the Republic of Croatia (Appendix [4.2.4.](#)).

The Faculty Council, at the proposal of the [Committee for the Selection of Teachers and Associates](#), carries out all phases of the teacher recruitment process, the publishing of the job tenders, appointment of an expert committee and the selection of candidates for the working positions.

When appointing the members to the expert committee, the provisions of the [Ordinance on the Selection Procedure for Scientific-Teaching, Arts-Teaching, Scientific, Teaching and Associate Tenures and for Corresponding Positions at the University of Rijeka](#) are applied. The members of the committee must have the same or higher position than the one for which the job tender is given out. In the case of selections for scientific and teaching tenures, at least two members of the expert commission are to be from the same scientific area, and at least one member from the scientific field in which the candidate for the position is to be selected. To ensure objectivity in the selection, at least one member must not be an employee of the Faculty.

Job tenders for positions with scientific-teaching tenure, apart from the National Gazette as the official gazette of the Republic of Croatia, the websites of the Faculty and University of Rijeka and the daily press, are also published on the official internet portal for positions of the European Research Area (Euraxess), and all are open for at least 30 days, in accordance with the university Ordinance on the Procedure of the Selection/Reselection Procedure to Tenures and Corresponding Working Positions.

When selecting to the associate tenure and to the position of assistant at the Faculty, three conditions must be cumulatively fulfilled: 1) the candidate has graduated from the appropriate graduate university program, 2) the candidate is chosen from among the most successful students, and 3) the candidate achieved the best results on the motivation test. In the selection process, an effort is made to run an objective and transparent procedure, and in the evaluation process, the grade average during studies is particularly considered. However, the emphasis is also on other qualifications, including activities during the candidate's studies in organized forms of teaching, additional education during studies, practical experience, published scientific papers, as well as awards and achievements during studies.

The selection process is carried out in a specific sequence. The first level consists of a review of the submitted documentation and is used to identify which applicants have fulfilled the necessary conditions. The second level includes a motivation assessment interview in front of a three-member expert committee appointed by the Faculty Council (Appendix [4.2.5.](#)).

When electing to the associate tenure and to the position of post-doctorate four necessary criteria must be fulfilled: 1) graduation from the appropriate postgraduate university study program and acquirement of the academic title of PhD (doctor of philosophy), 2) a period of six years prior to publication of the job tender spent in the associate tenure of teaching assistant including the participation in teaching of at least sixty standard hours, 3) the candidate has at least one scientific paper published in the area of research of his/hers doctoral theses and, 4) the candidate has participated in at least one scientific conference. The candidate may achieve additional credits based on awards and recognitions during study for excellence in research work.

The selection follows a specific process. The first level consists of a review of the submitted documentation, based on which it is determined if applicants fulfill the prescribed conditions, and the second level includes assessment of motivation and aptitude for scientific research work in a certain scientific area and field based on an interview before a three-member expert committee appointed by the Faculty Council. The final selection of applicants for the associate tenure of assistant as well as for the associate tenure of postdoctoral fellow is based on the total score achieved on the first and second level of the selection process of applicants according to the scoring method determined by the expert committee (Appendix [4.2.6.](#)). The Expert Committee then submits a report to the Committee for the Selection of Teachers and Associates. The final decision on the selection is made by the Faculty Council based on the proposal from the Committee for the Selection of Teachers and Associates (Appendices [4.2.7.](#) and [4.2.8.](#)).

Faculty teachers are elected to scientific tenure and to scientific-teaching positions. A prerequisite for the election to a scientific-teaching position at the Faculty is the prior election of a teacher in a scientific tenure. When selecting a teacher to a scientific tenure, the quality and number of published scientific works by the teacher are taken into account, as well as data related in particular to invited lectures and presentations at international meetings, citations of works, participation in seminars at foreign scientific institutions, leading domestic and international projects, international mobility, peer review of scientific papers and scientific projects, participation in bodies and commissions related to scientific activity, mentorship

of doctoral students, authored and edited books, and memberships in editorial boards of scientific journals.

The Faculty Council of the School of Dental Medicine in Zagreb, based on the report of the expert committee, decides on the election to the scientific tenure, and at the national level it is confirmed by the [Scientific Field Committee for Fundamental Medical Sciences, Clinical Medical Sciences, Public Health and Health Protection, Dentistry and Pharmacy](#) (Appendix [4.2.9.](#)).

After conducting the election procedure to the scientific tenure for all applicants who applied on the job tender for the scientific-teaching position, the expert committee submits a report to the Committee for the Selection of Teachers and Associates, which then forms a report on the fulfilment of the necessary conditions for the evaluation of teaching and professional activities as prescribed by the [Rectors' Conference of the Republic of Croatia](#). Then the Committee for the Selection of Teachers and Associates submits its report to the Faculty Council, which after consideration makes the final decision on the election of teachers.

Subsequently, the Faculty concludes an employment contract with the selected candidate, thusly completing the employment process. When concluding an employment contract with a teacher for a scientific-teaching position, as a clause in the contract is also added which in accordance with Article 42 of the Act, according to which the teacher is obligated to carry out a re-election on the same or election to a higher position within five years.

If it is a question of selection to a regular scientific-teaching tenure for a Professor and Professor in permanent tenure, the selection must be confirmed by the University Senate (Appendix [4.2.10.](#)). Teachers who are elected to the scientific teaching position for the first time are need to give an inaugural lecture (Appendix [4.2.11.](#)).

The attached examples of expert committee reports show that during evaluation and selection of teachers, their previous activity is also evaluated and considered, as well as their excellence in scientific, teaching, professional work and institutional contribution. A significant part of the evaluation of the teacher's previous work are the results of [student surveys](#).

In the process of hiring teaching assistants and postdoctoral fellows, in addition to evaluating the formal conditions of the job tender, their motivation is also an important criterion for selection.

For new employment or when selecting associates, special attention is paid to their excellence. Of the candidates who have applied for the job tender, the expert committee chooses from them candidates who achieved the highest grades during their studies and grades achieved from courses that are directly related to the area of activity of the department to which the candidate is being selected. Special attention is paid to previously published scientific and/or professional papers, presentations, number of presentations at scientific/professional meetings in Croatia, number of presentations at scientific/professional meetings abroad, teaching and extracurricular activities during and after studies, proficiency in the English language, proficiency in other foreign languages, computer literacy and skills, work experience, awards and achievements in the area of the candidate's professional activities during and after graduation. The candidates motivation for work is assessed by an interview (Appendix [4.2.12.](#)).

If two or more applicants have fulfilled the same total number of conditions, preference is given to the applicant with better evidence of excellence.

After evaluating each individual candidate, the expert committee submits a final report to the Committee for the Selection of Teachers and Associates, which then sends it to the Faculty Council, which in turn makes the final decision on the selection of candidates.

For election to the scientific-teaching tenure and corresponding position, teachers are required to have a scientific tenure. Selection to a scientific tenure for employees of the Faculty of Dental Medicine is carried out at the School of Dental Medicine at the University of Zagreb. Upon obtaining the conditions for scientific advancement, the candidate or the Faculty of Dental Medicine in Rijeka initiates the process of scientific advancement through the School of Dental Medicine of the University of Zagreb (Appendix [4.2.13.](#)).

Scientific tenures in the Republic of Croatia and the prerequisites for selection to these tenures are prescribed by Article 32 of the [Act on Scientific Activity and Higher Education](#) and Articles 1, 2, 17 and 19 of the [Ordinance on the Conditions for Selection to Scientific Tenures](#). The mentioned regulations prescribe quantitative and qualitative criteria that must be considered when selecting Faculty employees to scientific tenure. The selection procedure to scientific tenure is prescribed in Articles 33 to 36 of the [Act on Scientific Activities and Higher Education](#).

When selecting teachers to the scientific tenure, the quality and number of published scientific papers by the teacher are taken into account, as well as data on invited lectures and presentations at international meetings, citations of papers, participation in seminars at foreign scientific institutions, management of domestic and international projects, international mobility, peer review of scientific papers and scientific projects, participation in bodies and commissions related to scientific activity, mentorship of doctoral researchers, authored and edited books and membership in editorial boards of scientific journals.

The Faculty Council of the School of Dental Medicine in Zagreb, based on the report of the expert committee, decides on the selection to the scientific tenure, which is confirmed by the [Scientific Field Committee for Fundamental Medical Sciences, Clinical Medical Sciences, Public Health and Health Protection, Dentistry and Pharmacy](#) (Appendix [4.2.9.](#)).

The Faculty is currently in the process of licensing its scientific activities, due to which an Elaborate on performance of scientific activities has been prepared and submitted to education authorities for their approval. A Strategic program of scientific research for 2020-2025 was adopted by the Faculty's Council on September 10, 2021 and it forms an integral part of the Elaborate on the performance of scientific activities (Appendix [4.2.14.](#)).

Faculty teachers upon selection to the scientific tenure are selected to the teaching-scientific positions.

Scientific-teaching, teaching and associate tenures and corresponding working positions and conditions for election are stipulated in Articles 91, 93, 95, 97 and 101 of the [Act on Scientific Activity and Higher Education](#) and the [Decision on Necessary Conditions for the Evaluation of Teaching and Scientific-Professional Activities in the Selection Process for Scientific-Teaching Tenures](#). Articles 81, 83 to 85 of the [University Statute](#) and Articles 37 to 41 of the [Faculty Statute](#) stipulate the selection procedure for these tenures in more detail in the [Ordinance on the Selection Procedure for Scientific-Teaching Tenures, Arts-Teaching, Scientific, Teaching and Associate Tenures and for Corresponding Working Positions at the University of Rijeka](#). Based on the Promotion Plan and with the approvals obtained from the University and the Ministry of Science and Education (hereinafter: Ministry), the Committee for the Selection of Teachers and Associates submits to the Faculty Council a proposal for a decision on the announcement of a job tender and proposes the composition of the expert committee. The Faculty Council makes the final decision on the announcement of the job tender for a vacant scientific-teaching position.

The expert committee consists of at least 3 members. All committee members have the same or higher tenure than the one for which the job tender is being announced. In the event of selecting to scientific-teaching tenures, at least two members of the expert committee for

the selection are from the same scientific area, of which at least one member is from the scientific field in which the candidate for the job tender is being selected. At least one member is an external associate, i.e., not an employee of the Faculty, which is in accordance with the [Ordinance on the Selection Procedure for Scientific-Teaching Tenures, Arts-Teaching, Scientific, Teaching and Associate Tenures and for Corresponding Working Positions at the University of Rijeka](#).

The election process for scientific-teaching, teaching and associate positions is initiated with the announcement of a job tender, published on the Faculty's website, in the Official Gazette of the Republic of Croatia, in daily newspapers and on the pages of the official Internet portal for European Research Area positions (Euraxess).

The job tender must be open for at least 30 days.

After evaluating each individual candidate, the expert committee submits a final report to the Committee for the Selection of Teachers and Associates, which then sends it to the Faculty Council, which makes the final decision on the selection of candidates.

The expert committee considers the achieved results and activities in teaching, scientific and professional work of the applied candidates.

If two or more candidates for the scientific-teaching tenure compete for the same position, the one who better meets the given conditions is chosen. In the event they have met the said conditions equally, priority is given to the applicant who has better evidence of excellence: bibliometric data (h-index, citations, impact factors and journal quartiles according to subject categories), domestic and international awards for activities in science, teaching and profession, results from student evaluations of teacher work, etc.

During selection to scientific-teaching tenure, the teacher is evaluated according to general and special conditions. The general condition for the selection of a teacher to the scientific-teaching tenure of Assistant Professor is a positively evaluated inaugural lecture in front of teachers and students. For the selection of a teacher to a higher tenure, class held at another institution of higher education within the prescribed scope is considered, as well as positively evaluated results of institutional research on the quality of teaching work or positively evaluated results of a student survey conducted by the institution of higher education. (Appendix [4.2.15.](#))

The [Decision of the Rector's Conference and the National Council for Science, Higher Education and Technological Development on the Necessary Conditions for the Evaluation of Teaching and Scientific-Professional Activities](#) in the selection process for scientific-teaching tenures defines special conditions and criteria for teaching contribution, criteria for scientific-professional contribution and criteria for institutional contributions that the teacher should meet. A teacher who does not meet the requirements for promotion to a higher tenure is re-elected to the same tenure after a period of four years and nine months. The procedure for re-election of teachers to the same tenure is prescribed by the [Ordinance on the Procedure for Re-selection of Persons in Scientific-Teaching, Arts-Teaching, Teaching and Professional Working Positions at the University of Rijeka](#). In the evaluation year and in the previous year, that is, since the establishment of the Faculty, we have not had a re-election procedure.

At the time of writing of the Self-evaluation, the forms and guidelines for applicants, as well as forms and guidelines for the expert committee, are under preparation, and will standardize the application process for applicants applying for job tenders and committee reports. At the time of writing the Self-evaluation, the new Act on Higher Education and Scientific Activity is in order since 22 October 2022. Since its entry, the Faculty has fully harmonized its procedures with the provisions of the current Act.

The University of Rijeka has adopted the Criteria for Granting Awards for Teaching Excellence, as defined by the Committee for Defining the Criteria for Granting Awards for Teaching Excellence and the Decision by the Senate of the University of Rijeka which rewards the excellence of teachers (Appendix [4.2.16.](#)). In accordance with the stated criteria, the University implements the procedure for awarding staff members in the scientific-teaching or art-teaching tenures of Assistant Professor or higher and one employee in the teaching or associate tenure for the Award for Teaching Excellence in the academic year. At the invitation of the University, each university section, including the Faculty of Dental Medicine in Rijeka, appoints a committee that reviews the applications received, in accordance with the criteria of the University of Rijeka prescribed for granting awards for teaching excellence and submits a proposal to the University. In accordance with the submitted proposals from the constituent institutions, the University values and rewards teaching excellence (Appendix [4.2.17.](#)).

The pursuit of excellence also reflects the Faculty's strategic goals, and forms an essential part of the Faculty's mission, which strives to be a recognizable institution of higher education for its knowledge, excellence and innovation in education.

The realization of the Faculty's strategic goals is based on the excellence of the teaching and educational process and on the education and involvement of students in scientific and professional work. To achieve this goal, motivated and excellent teachers are needed, who, with the support of the Faculty Board and students, achieve as many conditions as possible for advancement. Therefore, the Faculty does not apply additional criteria, but strives to apply the existing criteria in the best possible way.

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

Elements of the standard

- *The higher education institution provides opportunities for the improvement of teaching competencies at the level of the university or university constituent.*
- *The higher education institution encourages the assessment and improvement of teaching competencies based on the peer-review recommendations and the results of student satisfaction surveys.*
- *Teachers participate in international mobility programmes, projects, network, etc.*

In line with its possibilities, the Faculty supports teachers and associates in their professional development by encouraging scientific excellence and improving teaching competencies. The Faculty directs and encourages teachers and associates to participate in educational workshops organized by the University or outside institutions for improving teaching, scientific and professional competencies. The following workshops organized by the University of Rijeka were attended by the Faculty staff:

- Introduction to the Use of e-Learning, Designing e-Courses for Hybrid Teaching (Appendix [4.3.1.](#)),
- Designing e-Courses for Hybrid Teaching and Online Exams and Colloquiums (Appendix [4.3.2.](#)).

At the Faculty of Medicine and Faculty of Humanities and Social Sciences, the University of Rijeka, Faculty teachers attended courses and workshops such as:

- The Art of Medical Teaching (Appendix [4.3.3.](#)),
- Acquisition and Improvement of Teaching Competencies in Medical Teaching (Appendix [4.3.4.](#)),
- Applying Teaching Methods and Assessment Methods Aligned with Learning Outcomes (Appendix [4.3.5.](#))
- Evaluation at an Institution of Higher Education (Appendix [4.3.6.](#)).

The workshops of the University Computing Center (SRCE) enable the improvement of teacher competences and communication skills in teaching for work using the Merlin platform:

- How to Create a Lesson in the Moodle system? (Appendix [4.3.7.](#))
- Questions and Tests in the Merlin e-Learning System (Appendix [4.3.8.](#)).

In addition, many courses using e-Learning tools in Coursera are available to teachers and associates (Appendix [4.3.9.](#)).

Faculty professors participate in the work of the [Center for the Improvement of Teacher Competencies and Communication Skills at the Faculty of Medicine in Rijeka](#). The Center actively promotes collaboration with experts involved in medical education in Croatia (Croatian Association for Medical Education) and other related centers abroad. The Center encourages teachers, especially young ones, to engage in targeted scientific research in the area of medical education to provide the foundation for scientific and professional improvement. The Center's activities focus on collaborative assessment (peer review) to improve the quality of the teaching process based on feedback from other teachers.

Databases, e-books and e-journals, as well as the complete library material of the Biomedicine and Health Library at the Faculty of Medicine in Rijeka, are available to teachers at the Faculty in line with the mutually signed agreement (Appendix [4.3.10.](#)).

Specific care is given to the development of associates at the beginning of their careers whereby, under the mentorship of experienced teachers, teaching assistants are introduced to the teaching processes. Teaching assistants and postdoctoral fellows are involved in teaching through student exercises (pre-clinical and clinical) and holding seminars.

At the time of writing the Self-Evaluation, evaluation forms are being finalized according to the [Ordinance on Evaluation of Assistants, Postdoctoral Researchers and Mentors of the University of Rijeka](#).

The Faculty continuously evaluates the work of its teachers by means of student evaluation, which is carried out using the [Student assessment of teaching](#) surveys for evaluating quality of teaching after the completion of a course. This form of evaluation assesses the adaptability of the teaching method and knowledge assessment, the teacher's attitude toward the students and their motivation to undertake work. The results of student evaluations are analyzed separately by the Quality Committee and the Teaching Committee. The results of the survey are sent to teachers, the Vice Dean for Teaching and Business Affairs, Dean, and, upon request, to heads of Faculty departments. The results are discussed at departmental meetings, with the goal of improving teaching and teacher competencies.

The [Decision on Measures to Improve the Efficiency of Studies at the University of Rijeka](#) across the University gives the University sections guidelines on how to improve the quality of courses and the entire study program.

In cooperation with other faculties of dental medicine in the Republic of Croatia, the faculty participated in creating a list of essential clinical skills that students must master. Clinical skills are the most important learning outcome in the training process of future Doctors of Dental Medicine (Appendix [4.3.11.](#)).

Article 39 of the [Faculty of Dental Medicine Statute](#) states that teachers selected to the scientific-teaching tenures: Assistant Professors, Associate Professors, Professors, Professors in permanent tenure, after six years of work in a scientific-teaching tenure are entitled to a paid sabbatical year for the purpose of scientific and professional training (sabbatical). The decision on approving the sabbatical year is made by the Dean. During the 2021/2022 academic year, the sabbatical year was utilized by one teacher (Appendix [4.3.12.](#)).

The Faculty supports and encourages the participation of students, teaching and non-teaching staff in mobility programs. For this purpose, the teaching staff is regularly and promptly informed of domestic and foreign tenders for scientific research stays and projects on the Faculty's website, official e-mail address, at the Faculty Council meetings and through personal contact with the Vice Dean for Internationalization, Science and Quality.

During the period 2017-2022, teachers and staff members of the Faculty completed a total of 11 outbound mobility programs lasting up to 3 months and four inbound mobility programs for teachers at the Faculty based on the Erasmus + program (Appendix [4.3.13.](#)). The entire mobility program in the respective period happened within the Erasmus+ program, and the goal is to also encourage mobility through other platforms.

The Faculty is aware of the need to improve mobility for teaching and non-teaching staff. This goal relies on the Faculty's administrative support when applying and implementing mobility programs, thus new employment in the administrative-professional services has been increased. Also, additional efforts are being made in internationalization. To get information on Erasmus+ programs, an Erasmus coordinator is available who coordinates the Faculty's activities in Erasmus+ mobility programs, and support is also provided by the International Cooperation Office of the University of Rijeka. As a result of the implemented activities, in 2022 the Faculty received two applications for the Erasmus+ mobility program for non-teaching staff, which will be successfully implemented in the following year.

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

Elements of the standard

- *The higher education institution plans and improves the infrastructure development, in line with the strategic goals.*
- *The space, equipment and the entire infrastructure (laboratories, IT services, work facilities etc.) are appropriate for the delivery of study programs and ensuring the achievement of the intended learning outcomes.*
- *The space, equipment and the entire infrastructure (laboratories, IT services, work facilities etc.) are appropriate for the implementation of scientific/artistic and professional activities.*

The Faculty carries out its scientific, teaching and professional activities at two locations: Krešimirova 40 and Krešimirova 42.

These are premises owned by the City of Rijeka and regarding which the Faculty and the City of Rijeka have lease agreements (Appendices [4.4.1](#), [4.4.2](#), [4.4.3](#), and [4.4.4](#)). A detailed description of the premises is given in the tables below.

Krešimirova 40 (805.97m²)				
TYPE	NUMBER OF ROOMS	FLOOR	NUMBER OF COMPUTERS	TOTAL AREA
Lecture Hall				
	Lecture Hall No. 1	2nd Floor	1	29.65m ²
Total	1		1	29.65m ²
Teaching Laboratory/ Practicums				
	Clinical practicum no. 1 (Endodontics and Restorative Dentistry)	1st Floor	2	36.97m ²
	Clinical practicum no. 2 (Oral Medicine)	1st Floor	2	24.42m ²
	Clinical practicum no. 3 (Pediatric Dentistry)	1st Floor	2	34.40m ²
	Clinical practicum no. 4 (Orthodontics)	1st Floor	3	37.21m ²
	Clinical practicum no. 5 (Prosthodontics)	1st Floor	2	32.96m ²

	Clinical practicum no. 6 (Prosthodontics)	1st Floor	2	37.30m ²
	Clinical practicum no. 7 (Endodontics and Restorative Dentistry)	Ground floor	3	33.5m ²
	Clinical practicum no. 8 (Oral Surgery)	Ground floor	1	17.36m ²
	Clinical practicum no. 9 (Oral Surgery)	Ground floor	1	22.06m ²
	Clinical practicum no. 10 (Periodontology)	Ground floor	2	29.7m ²
	X-Ray Cabinet	Ground floor	2	16.78m ² + 2.91m ²
Total	11		22	325.57m ²
IT Classrooms				
Total	/	/	/	/
Scientific Laboratories				
Total	/		/	/
Student Rooms				
	Locker room 1		1	15.19m ²
	Locker room 2		/	20.51m ²
Total	2		1	35.7m ²
Teaching Facilities				
	Department of Periodontology	2nd Floor	3	10.47m ²
	Department of Pediatric Dentistry	2nd Floor	4	24.08m ²
	Department of Orthodontics	2nd Floor	4	29.77m ²
	Department of Oral Medicine	2nd Floor	4	23.86m ²
	Department of Prosthodontics 1	2nd Floor	4	29.7m ²
	Department of Prosthodontics 2	2nd Floor	3	19.71m ²
	Department of Endodontics and Restorative Dentistry	2nd Floor	4	30.09m ²
Total	7		26	167.68m ²

Miscellaneous				
	Toilet Facilities Ground floor	Ground floor	/	4.71m ²
	Toilet Facilities	1st Floor	/	16.85m ²
	Toilet Facilities	2nd Floor	/	13.64m ²
	Toilet Facilities Changeroom Clinical Hospital Center	Ground floor	/	6.20m ²
	Locker room 1 Personnel	Ground floor	/	4.75m ²
	Locker room 2 Personnel	Ground floor	/	5.18m ²
	Sterilization Unit	Ground floor	/	5.84m ²
	Compressor Unit 1	Ground floor	/	4.83m ²
	Compressor Unit 2	Ground floor	/	4.78m ²
	Reception Office	Ground floor	1	15.35m ²
	Tea Room	Ground floor	/	16.95m ²
	Storage	1st Floor	/	4.8m ²
	Archive	2nd Floor	/	8.28m ²
	Waiting Room (Periodontology)	Ground floor	/	11.88m ²
	Waiting Room (Prosthodontics)	1st Floor	/	7.33 m ²
	Hallway	Ground floor	/	28.73m ²
	Hallway	1st Floor	/	23.33m ²
	Hallway	2nd Floor		21.68m ²
	Stairway Area	Ground floor	/	3.65m ²
	Stairway Area	1st Floor	/	18.01m ²
	Stairway Area	2nd Floor	/	20.6m ²
Total	21		1	247.37m ²

Krešimirova 42				
TYPE	NUMBER OF ROOMS	FLOOR	NUMBER OF COMPUTERS	TOTAL AREA
Lecture Hall				
	Lecture Hall No. 2	3rd Floor	1	38.82m ²
Total	1		1	38.82 m ²
Teaching Laboratory/ Practicums				
	Clinical practicum 1a	1st Floor	1	21.53m ²
	Clinical practicum 1b	1st Floor	1	15.83m ²
	Clinical practicum 2	2nd Floor	1	12.76m ²
	Preclinical practicum 1	3rd Floor	11	62.16m ²
	Preclinical practicum 2	3rd Floor	1	51.16m ²
Total	5		15	163.44m ²
IT Classrooms				
Total				/
Scientific Laboratories				
	Laboratory for Craniodentofacial Biometry	2 nd Floor	1	10.22m ²
	Laboratory for Oral Biology and Biomaterials	2 nd Floor	1	13.67m ²
	Cabinet of New Technologies	3rd Floor	1	11.71m ²
Total	3		3	35.6m ²
Student Rooms				
	Reading Room	3rd Floor	2	12.11m ²
Total	1		2	12.11m ²
Teacher Offices				
	Department of Oral Surgery	1st Floor	3	14.07m ²
Total	1		3	14.07m ²
Dean's Department		1st Floor		
	Dean's Office	1st Floor	1	17.27m ²
	Secretary's Office	1st Floor	1	15m ²
	Student Services 1	1st Floor	2	15.7m ²
	Student Services 2	1st Floor	2	16.77m ²
	Hallway	1st Floor		11.62m ²
Total	5		6	76.36m ²

Miscellaneous				
	Waiting Room (Clinical Skills Teaching Facilities 1a/1b)			11.0m ²
	Stairway Area 1st Floor	1st Floor		10.32m ²
	Stairway Area 3rd Floor	3rd Floor		15.26m ²
	Hallway	1st Floor		35.68m ²
	Hallway	3rd Floor		13.13 m ²
	Toilet Facilities	1st Floor		5.74m ²
	Toilet Facilities	3rd Floor		4.29m ²
	Dentina Canteen	Ground floor		40m ²
Total	8		0	135.42m²

On-Premises Capacities at the Faculty of Dental Medicine, University of Rijeka

TYPE	NUMBER OF ROOMS	NUMBER OF COMPUTERS	TOTAL AREA
Lecture Hall	2	2	68.47m ²
Teaching Laboratories/ Practicums	16	37	489.01 m ²
IT Classrooms	/	/	0
Scientific Laboratories	3	3	35.6
Student Rooms	3	3	47.81
Teacher Offices	8	29	181.75
Dean's Department	5	6	76.36m ²
Other Rooms	29	1	382.79
TOTAL	66	81	1281.79m²

On the 1st floor of the building at Krešimirova 42, there are four offices that accommodate the Faculty Deanery consisting of the dean's office 17.27 m²; Faculty secretary's office 15.00 m²; students services office 1 covering 15.70 m² and student services office 2 covering 16.77 m²; and a hallway of 11.62 m². Also on the first floor are Clinical practicum 1a and 1b with two dental medical units (with areas of 21.53 m² + 15.83 m²), a waiting room (11.00 m²) and a room for teaching staff with an area of 14.07 m².

The 2nd floor accommodates the Clinical practicum 2 (12.76 m²), two laboratories (Laboratory for Craniodentofacial Biometry 10.22 m² and Laboratory for Oral Biology and Biomaterials 13.67 m²).

On the 3rd floor, there are two Preclinical practicums covering 62.16 m² and 51.16 m²; a lecture hall of 38.82 m², a Reading room – Biomedicine and Health Library containing a collection of dental medicine literature covering 12.11 m² and the Cabinet of new technologies (11.71 m²). The total size of the space on the first, second and third floors is 475.82 m².

At Krešimirova 40, the Faculty uses premises covering a total area of 805.97m². On the 2nd floor, there is a lecture hall covering 29.65 m², six rooms/offices for teaching staff, two toilet facilities and two student locker rooms. The total area on the 2nd floor is 285.02 m².

On the ground floor there are four Clinical practicums, an x-ray room, a kitchen, a compressor area, storage, a sterilization area, a locker room for employees and three toilet facilities. The total area of the ground floor is 240.45 m².

The Faculty has equipped a Pre-Clinical practicum, and the equipping of another is in progress. The Faculty's lecture halls are equipped with computer equipment and an LCD, while ten laptops are available to students in the Pre-Clinical practicum. Faculty Students have at their disposal the reading room containing a collection of dental medicine literature with 6 available workplaces and 2 computers.

Lecture halls are available at the [teaching base](#) in the Clinical Hospital Center Rijeka (KBC 1 - 70 seats, KBC 2 - 85 seats).

Students have at their disposal a room that the Faculty also rents from the City of Rijeka, which houses the Student Center Canteen with an area of 40 m² (Appendix [4.4.3.](#)).

In the Cooperation Agreements concluded with the Faculty of Medicine at the University of Rijeka and in accordance with the University of Rijeka Senate Decision on Participation of the University Sections in Teaching the Study Programs of Other University Sections and the Financing Model, it is defined that lecture halls and practicums on the premises of the Faculty of Medicine, University of Rijeka, which are equipped with all the necessary equipment, are made available for class that is held on the first two years of the study programs (Appendices [4.4.5.](#), [4.4.6.](#) and [4.4.7.](#)).

It should be pointed out that class on the course Clinical Medicine is held at the Faculty teaching bases and health care institutions which are adequately equipped. Importantly, in line with the [University of Rijeka Strategy for 2021-2025](#) and the University of Rijeka fundamental integration policy, investment in integrative elements of the infrastructure on the University of Rijeka Campus is encouraged as a space for the activities of all University sections. On Campus, in the building of the university departments located at Radmile Matejčić 2, Physics and Statistics courses are held, where lecture halls and workshops are equipped with all the necessary equipment.

As far as the equipping of the premises is concerned, the Faculty primarily relies on its own resources and pays great attention to the lack of on-premises capacity. Infrastructural development plans and improvements are made in line with set strategic goals to increase the quality and efficiency of education and create an open and attractive environment for holding the study programs at the Faculty. The most realistic case of better infrastructural development is the use of EU funds. Hence, the Faculty is preparing to apply for a tender to fulfil the requirements of the Operational Program Competitiveness and Cohesion 2021-2027 or the National Recovery and Resilience Plan 2021-2026.

The project would contribute to better development of science in the area of Biomedicine, which is one of the strategic goals of the University of Rijeka, contained in the [University of Rijeka Development Strategy 2021-2025](#). Its aim is to increase the quantity and quality of

production and impact in the area of science and research and strengthen participation and financing through competitive projects.

There is a lack of space on premises, especially for teaching staff. This means that teachers and assistants from one department usually share a particular room, which makes working conditions difficult. Colloquiums and exams are usually held in teachers' rooms, where teachers prepare for classes, and write scientific papers. However, by equipping the newly acquired premises leased from the City of Rijeka, good conditions have been established for preclinical and clinical teaching in dental medicine on all study programs. The premises of our professional bases, where dental practice by sixth-year students takes place, is certainly a positive contribution. In addition to the premises at Krešimirova 40 and 42, the Biomedicine and Health Library and the University Library are available to students (Appendix [4.4.8.](#)).

Part of the acquired equipment for scientific research is in the two laboratories and, therefore, available to all interested researchers at any time during working hours.

Computer equipment is regularly purchased by the Faculty once a year. The procurement plan (Appendix [4.4.9.](#) and [4.4.10.](#)) for new equipment is drawn up in accordance with the condition and age of the existing equipment, as well as organizational and personnel changes and needs, while taking care that the equipment meets user requirements as best as possible. The equipment is procured exclusively through public procurement procedures, in line with the annually defined procurement plan. The computer equipment procurement plan is prepared according to the expressed needs of employees, and in accordance with assessments from the IT Support Service and financial capabilities of the Faculty. Part of the equipment was purchased using the Faculty's own funds, and partly from funds from scientific and professional projects assigned to the Faculty.

At the Faculty of Dental Medicine, teaching activities, scientific-research work and the professional activities of employees are intertwined and it is almost impossible to separate the on-premises infrastructural capacities. Professional work, clinical teaching and scientific research are carried out in the clinical and pre-clinical practicums.

Considering the enrolment quota (in the 2021/2022 academic year at the Faculty a total of 206 full-time and 21 part-time students were enrolled) and based on the presented data on the total on-premises area for teaching (822.64 m²), the conclusion is that there is 3.626 m² of available space per student. Consequently, it becomes evident that the existing on-premises space for conducting teaching, the level of their functionality and level of refurbishment is complementary and meets the requirements for properly organized teaching.

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.

Elements of the standard

- *The library and library equipment, including the additional resources, meet the conditions for a high quality of study.*
- *The library and library equipment, including the additional resources, ensure a high quality of scientific-teaching / artistic-teaching activities.*

Library services for the needs of Faculty students and employees are provided by the Biomedicine and Health Library in Rijeka, based on the [contract for the provision of library services](#) (Appendix [4.5.1.](#)).

The Faculty of Medicine Library in Rijeka (MEDRI) was founded in 1955, when the Faculty of Medicine was founded. At first, it was located on the premises of the Braće Dr. Sobol Hospital, and in 1958 it was moved to the newly renovated premises in the Braće Branchetta building, where it is still located today. Since its founding, the Library has focused its library content and services on Faculty students and employees, as well as employees of other health care institutions in our region. It continues to perform library activities for the newly established university sections of the University in the area of Biomedicine and health: Faculty of Health Studies (FZSRI) which was established in 2014 and Faculty of Dental Medicine (FDMRI) which was established in 2020. In the 2020/21 academic year, relations between the faculties were defined and contractually regulated, with the Library at the Clinical Hospital Center Rijeka (KBCRI) also being functionally integrated, creating a joint Biomedicine and Health Library.

The library operations are regulated by the [Ordinance on Library Operations](#).

The library covers an area of 224 m², of which 120 m² is dedicated for the work of students and other users. The premises consist of the following units: an information and loan desk, an area for group work and a reading room with open access materials and computers. The premises have been completely renovated over the past two years ([Table 4.10 from the analytical section](#)).

The library premises have 40 seating positions. Students of the Faculty of Dental Medicine can also study in the Reading Room containing a collection of dental medicine literature along with 6 workplaces located at the address Krešimirova 42.

The Library users are:

- Students, scientists, teachers and employees of the Faculty of Dental Medicine in Rijeka (FDMRI), Faculty of Health Studies in Rijeka (FZSRI), Rijeka Clinical Hospital Center (KBCRI) and the Faculty of Medicine in Rijeka (MEDRI)
- Alumni club members
- Professionals and scientists from regional health care institutions.

The working hours are 8.00 am to 8.00 pm, Monday to Friday.

In 2022, there were 1,880 active users of the library, a total of 5,070 loans of printed library materials and 168,830 downloads of electronic materials from databases under a subscription basis.

All information about the collection (online catalogue), services and operations of the Library is available on the [website](#).

On the Library's website, every user can find the necessary information related to library operations, services and available resources. In addition to the publication of general information, such as opening hours, contacts and news, users can search relevant databases, view specific book collections, online catalogues, interlibrary loan services, etc. The Library website has additional content that is offered as part of its activities, ensuring the basis for quality studies and quality scientific-teaching activities. It is the institutional repository of the [Faculty of Dental Medicine](#) within the Dabar system (digital academic archives and repositories), collecting and permanently storing final, graduate, specialist theses and doctoral theses of students and the scientific and teaching staff in digital form.

The library collection consists of:

- A. Printed material (36,767 volumes of books, about 5,000 textbooks, approx. 19,000 volumes of domestic and foreign journals, about 7,000 volumes of evaluation papers).
- B. Electronic material (access to journal databases from foreign commercial publishers is provided based on the use of the national license).

The Library has an appropriate number of copies of obligatory and contemporary teaching literature (Appendix [4.5.2.](#)).

Subscription to the following e-resources is ensured based on joint funds of the parent institution and other contractual institutions:

ClinicalKey – contains more than 1,000 e-books and 600 full-text Elsevier journals and much additional content such as clinical trials, expert consultation procedures with videos and articles, international practice guidelines, more than 2 million images and more than 17,000 medical and surgical videos, drug monographs, leaflets for patients, etc.

Access Medicine – provides access to 135 McGraw Hill textbooks with supporting content and more than 900 clinical cases, 1,000 videos and 11,000 questions and answers intended for medical students and biomedical and health care professionals.

Oxford Medicine Online (OxMed) – offers access to more than 1,000 medical e-books published by Oxford University Press. The books are supplemented with additional digital tools, such as videos that enrich learning and daily work.

UpToDate - a database of clinical guidelines that provides answers to questions about diagnosis, treatment and health care. The database is created by clinical experts who regularly update the guidelines with new knowledge gathered from over 200 reputable journals. The content is peer-reviewed and supported with bibliographies.

Over the last three years, the Faculty of Dental Medicine has invested the resources listed in the table below in purchasing library content:

	2020	2021	2022	TOTAL by type of content
Print content	0.00 kn	HRK 24,342.44	HRK 11,550.00	HRK 35,892.44
Electronic content (amount based on Contract + VAT)	HRK 36,957.50	HRK 36,957.50	HRK 36,957.50	HRK 110,872.50
TOTAL annually	HRK 36,957.50	HRK 61,299.94	HRK 48,507.50	HRK 146,764.94

Besides borrowing library materials, users can also search library materials for student papers, as well as scientific and professional research, for the creation of bibliographies, bibliometric research and monitoring Faculty scientific and professional production.

The Library organizes training for groups and individual users aimed at developing information literacy skills.

The library staff consists of three professionals with a higher education: two graduate librarians and a senior librarian. The Library also employs a proof-reader for English and Croatian. Employees receive regular professional training and actively participate in professional and scientific gatherings. They have participated in Erasmus workshops at the University of Trondheim in Norway (2017), at the University of Aix-Marseille in France (2019), at the University of Warsaw in Poland (2022) and at the University of Sciences Po in France (2022). Training within the Erasmus framework is an opportunity to exchange experiences with colleagues from European higher education libraries.

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

Elements of the standard

- *Financial sustainability and efficiency is evident in all aspects of the higher education institution's activity.*
- *The higher education institution manages its financial resources transparently, efficiently and appropriately.*
- *Additional sources of funding are used for institutional development and improvement.*
- *Additional sources of funding are secured through national and international projects, cooperation with the industry, local community, etc.*

The Faculty is a scientific-teaching institution with its financing coming from the state budget of the Republic of Croatia, and has its own revenues, revenues earned in line with special regulations, and other specified revenues.

In 2020, total revenues amounted to HRK 6,444,415.71, and in 2021 they were HRK 10,942,040.29, where part of the revenues coming from the state budget amounted to 75.12 % or HRK 4,840,865.07 for 2020, and 71.59 % or HRK 7,833,564.36 for 2021.

For its normal operations, the Faculty has to raise additional funds on its own, hence the most important sources of income are from its own activities (organizing summer schools, seminars, congresses and professional training), which in 2021 amounted to HRK 106,447.80 (0.97 % of total income) and income based on special regulations (tuition fees for undergraduate study programs, tuition fees for the study program Dental Medicine in English, fees for additional testing of knowledge, skills and abilities, enrolment fees, charging for student applications, certificates, graduation costs) which in 2021 amounted to HRK 2,216,616.06 (20.26% of total income). Regarding income from the budgets of other public sources, the most significant are transfers from the Faculty of Medicine Rijeka for scientific support amounting to HRK 112,243.00 (2020) and HRK 46,425.05 (2021), including income from the Croatian Science Foundation amounting to HRK 103,011.11 (2020) and HRK 703,569.48 (2021), which increased significantly in 2021 compared to 2020, and is solely used for financing scientific activities in approved projects. In this income group, also worth mentioning are funds received from donations from economic entities and institutions, which are directed to financing of certain scientific and professional activities, the procurement of materials and equipment, and for the purpose of educating and training employees (HRK 25.630,73).

Most of the income from the state budget is used for covering the entire amount of employee salaries and other salary expenses (contributions to salaries and other expenses for employees), which in 2020 amounted to HRK 4,811,450.52, or 99.39 % of the total income from the state budget. In 2021, employee expenses amounted to HRK 7,365,200.72, which is 94.02 % of the total income from the state budget. It is evident that most of the income transferred from the state budget goes to employee salaries, and it is not difficult to see that little of the budget funds are left for material and energy expenditures, service expenditures, non-financial asset expenditures, employee expense reimbursements, and other operating expenditures. A part of the financial resources goes to paying for services involving the holding of courses at the Faculty of Medicine in accordance with the Contracts (Appendices [4.6.1.](#) i [4.6.2.](#)), which amounted to HRK 66,360.00 in 2020, and HRK 309,314.22 in 2021. Investments in computers, computer equipment and software in 2020 amounted to HRK 76,520.49, whereas in 2021 they were HRK 109,863.41, all for the purpose of increasing teaching quality. Since the founding of the Faculty, a total of HRK 194,080.37 has been invested in scientific equipment and infrastructure. External collaboration services amounted to HRK 20,244.14 in 2020, and HRK 90,666.65 in 2021, and expenses for other intellectual services amounted to HRK 5,799.44 and HRK 225,128.25 in 2020 and 2021, respectively.

The budget funds that the Faculty receives are not sufficient for material expenses, especially laboratory materials, relating to teaching activities because the training of dental medicine students is extremely demanding given that the curriculum contains preclinical and clinical exercises, which also requires significant funds for purchasing materials and equipment.

Regarding other expenses, overhead and other business expenses are not negligible, and are due every month, as well as regular and continuous investments in current and investment maintenance. Based on its own income and all additionally earned funds, the Faculty successfully balances covering the difference in incurred costs and uses the rest for the development of the Faculty, both in terms of space on premises, equipment and professional development of the teaching-scientific staff to improve the overall teaching.

A comparison of income (Appendix [4.6.3.](#)) and expenses (Appendix [4.6.4.](#)) shows financial sustainability. When comparing income and expenses in 2021, it is evident that the Faculty operated with a profit (HRK 3,214,242.51), which is a continuation of the positive balance sheet since the very foundation of the Faculty.

[The Center for Finance and Accounting at the University of Rijeka](#) takes care of business transparency. Transparency assumes that all interested parties can and must receive accurate and complete information about financing presented in an understandable way. In addition to the legal obligation, the transparency of financial operations has a positive effect on the quality of the institution's management, providing concrete financial benefits. Decisions on the management of financial resources are based on internal calculations and reports compiled by the University's accounting department for the business decision-making purposes. Decisions on expenditures are made in line with the planned amount and regular tracking of cash flow, but also considering the durability, continuity and stability of the work quality at the Faculty. As a budget beneficiary, the University of Rijeka ensures that the Faculty annually submits an income and expenditure plan for the next calendar year according to the guidelines of the Ministry of Science and Education and the Ministry of Finance. The intended use of funds is ensured by the expense planning process as foreseen in the process of project execution, planning future income and calculating costs, and which also include mandatory allocations amounting to 3% for the University. Monitoring the implementation of the financial plan is ensured by keeping analytical records according to budget classifications, broken down by work units, sources, projects and activities in cooperation with Faculty services, Faculty

departments and project team leaders, ensuring valid information for decision-making.

In its financial operations, the Faculty relies on the financial regulation implemented by the University, while adhering to the applicable legal frameworks, ordinances and decisions that are in order at the given time.

The procurement plan (Appendices [4.6.5.](#) and [4.6.6.](#)) is drawn up based on the financial plan, and the procurement procedures carried out by the professional procurement services at the University of Rijeka are followed, adhering to the applicable legal frameworks, ordinances and decisions that are in order at the given time. Procurement of goods and services is carried out in accordance with the [Act on Public Procurement](#) and [Ordinance on Implementation of the Simple Procurement](#).

The Faculty of Dental Medicine at the University of Rijeka, as a public and non-profit institution, and as a beneficiary of the state budget of the Republic of Croatia, has the obligation to undertake transparent and efficient management of resources, ensuring smooth, high-quality and sustainable operations. As a public institution and budget beneficiary of the state budget of the Republic of Croatia, the Faculty aims to provide users and the community with the highest quality services within its scope of work through continuous development and efficient management of resources.

V. 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.

Elements of the standard

- Teachers and associates publish an appropriate number of quality scientific publications.
- The institution of higher education has effective procedures for encouraging quality scientific publication.
- The higher education institution keeps records of publications (publication index, citation impact, h-index, if applicable).
- HEI's scientific/artistic activity is evident in PhD theses.
- Teachers and associates of the higher education institution actively promote scientific/artistic achievements at national and international conferences.

Since it began operating independently (1 March 2020), Faculty employees have published 68 papers indexed in relevant databases (WoSCC, Scopus i Medline) according to the selection of the best quartile from both databases in accordance with the Ordinance on Selection to the Scientific Tenure.

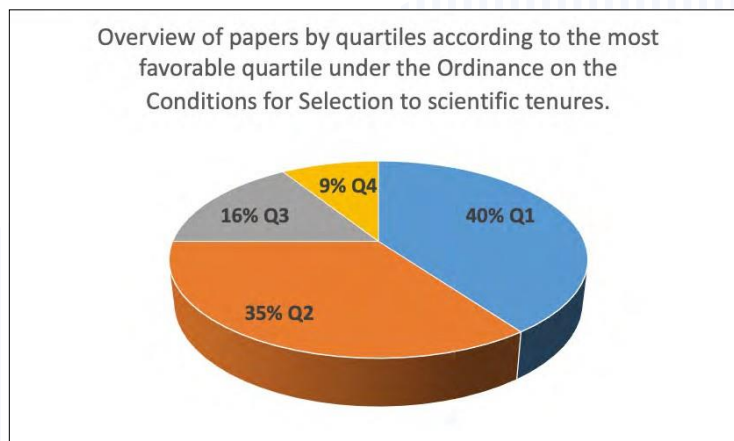


Figure 5.1.1. Overview of papers by quartiles according to the most favorable quartile under the Ordinance on the Conditions for Selection to scientific tenures.

Overall, 75% of the published papers were distributed between the Q1 and Q2 quartiles, indicating a high proportion of papers published in high-impact journals. Within a short period of time since publication, the papers have already been cited 251 times, and the h-index for the Faculty is 9. In addition to these higher-category papers according to the Ordinance on Selection to the Scientific Tenure, Faculty employees have also published 56 professional papers and 15 popularization papers.

Over the past three years, employees have published two authored books and two chapters in editorial books (Appendices [5.1.1.](#) and [5.1.2.](#)).

Since the very beginning of their scientific career, Faculty employees are encouraged to publish the results of their scientific and research work in the most impactful scientific journals in the fields of dental medicine, medicine and related scientific fields. Improving the quality of scientific production is encouraged through education and rewards. A workshop entitled "Journals Evaluation: How to Evaluate a Journal for the Publication of Scientific Work or

Finding a Relevant Source for Research: The Role of Bibliometric Indicators on Journals and Other Useful Tools for Checking and Evaluating the Quality of Journals” was held at the Faculty in September 2022. The goal was to help scientists choose a good journal to publish their work. A total of 18 employees participated in the workshop (Appendix [5.1.3](#)). Employees are also encouraged to participate in workshops organized by the [University Library in Rijeka](#) to improve the quality of their scientific work and publications (Appendix [5.1.4](#)). From 2021, the Best Scientific research work Award in the Junior and Senior Categories has been awarded for publication in journals with a high impact factor. Papers published in the past calendar year are ranked according to journal quartiles and the journal impact factor. Accordingly, the Criteria for the most successful scientific research work was created (Appendix [5.1.5](#)). Awarded scientists receive financial compensation from the Annual Science Award Fund (Appendix [5.1.6](#)). As part of the scientific-research work at the [Postgraduate University \(Doctoral\) Study Program in Dental Medicine](#) within the Doctoral School of Biomedicine and Health, which is attended by the majority of assistants, students have to publish at least one first-authored original scientific paper from the field of the PhD thesis in journals indexed in the Web of Science Core Collection (WoSCC) or Scopus databases, belonging to the Q1 or Q2 quartile in the JCR or SJR databases, for the research field according to the topic of the PhD thesis. Alternatively, the candidate must publish at least two original scientific papers from the topic of the PhD thesis in journals quoted in Web of Science Core Collection (WoS Core Collection) database, with an impact factor higher than 1, one of which must be a first-author paper. The paper must be published in electronic form and have its own DOI index by the time the PhD thesis is submitted. The Postgraduate university doctoral study [program](#) Dental Medicine also clearly prescribes the criteria for selecting mentors and commentators. Prior to publishing the call for applications for enrollment in doctoral study, a public call is announced for the application of potential mentors and commentators and registration of general topics. The mentoring capacity determines the number of candidates that mentor can guide at one time and is determined by the points from the evaluation of the following three criteria: 1) the scientific activity of the mentor as the main author over the last 5 years, 2) the quality of the overall scientific work, determined with the help of the Hirsch index (h-index), and 3) success in guiding doctoral students over the last 5 years. Selecting mentors in this way directly encourages teachers to publish papers in the most important scientific journals. The University of Rijeka, Faculty of Medicine is the coordinator of doctoral study while the Faculty of Dental Medicine conducts the teaching (Appendix [5.1.7](#)). The creation of the study program began in 2018, and the teachers at the Faculty actively participated in creating the program while working as employees of the Faculty of Medicine.

The Faculty is in the process of preparing the Dean’s Decision on Promoting Scientific Excellence of Faculty Employees in order to increase the quality of scientific publications. The incentive will consist of financial support for publishing scientific papers in Q1 journals with a high impact factor (first, last, corresponding author). The amount of the award will be determined depending on the availability of funds for each year.

Scientific productivity for the past year is analyzed at the start of the calendar year. The heads of the faculty departments submit an Annual Report on Scientific Work which is then unified and presented at the Faculty Council (Appendices [5.1.8](#), [5.1.9](#) and [5.1.10](#)). Publications are also visible on the Croatian Scientific Bibliography ([CROSBI](#)), Google Scholar and UNIRI staff portfolio. The quality and quantity of scientific publications are monitored based on these data and data published in the Web of Science (WoS) and Scopus databases. The Faculty records data on publications as part of tracking the implementation of the University of Rijeka Strategy available on the [Faculty](#) websites. The number of citations for works is recorded periodically.

The scientific activity of the Faculty is visible through the defended PhD theses. Since the

independence of the Faculty, in 2020, six assistants obtained the title of Doctor of Science at the [Faculty of Medicine](#) of the University of Rijeka (Appendix [5.1.11.](#)) Also, two teachers (Professor Stjepan Špalj and Professor Vlatka Debeljak) were mentors or commentators at other universities, which encourages inter-institutional cooperation (Appendix [5.1.12.](#)). Defended PhD theses are stored in the [repository](#) of the Faculty of Medicine in Rijeka. A prerequisite for the defense of a theses is the publication of papers in scientific journals with international peer review, and thus international visibility is achieved.

Teachers and associates of the Faculty actively promote scientific achievements at national and international meetings and conferences. They held more than 100 invited lectures at scientific and professional meetings and institutions in Croatia and abroad (Appendix [5.1.13.](#)). They have also actively participated in numerous conferences in the country and abroad and are authors or co-authors of many peer-reviewed papers from scientific and professional meetings and conferences. Since the establishment of the Faculty, they have published over 110 [abstracts](#). In addition to participating in meetings in the country and abroad, the Faculty itself organizes conferences and meetings. [The first Congress](#) of the Faculty of Dental Medicine titled “Effectiveness of Treating Impaired Functions and the Appearance of the Orofacial Area - The Patient’s Perspective”, in addition to the 7th International Orthodontic Symposium Alps-Adria was held in 2020, and Professor Stjepan Špalj, was the chairman of the organizing committee (Appendix [5.1.14.](#)). Professor Špalj was also the president of the organizing committee for the 2nd Congress of the Faculty of Dental Medicine titled Orofacial Pain and Dysfunction in 2021 (Appendix [5.1.15.](#)). Professor Vlatka Debeljak was the chairman of the organizing committee in 2022 for the 3rd International Congress of the Faculty of Dental Medicine titled [A New Concept of Smile Aesthetics. International Summer School of Orthodontics](#) at the University of Rijeka has been continuously held since 2017, a program accredited by the University of Rijeka that carries 5 ECTS points. The program coordinator is Professor Stjepan Špalj. Faculty students are also active, and with the support of the Faculty, have organized conferences. The [3rd International Dental Student Congress RiCON](#) was held in October 2022. The third congress was prepared for March 2020, but due to the epidemiological situation at the time, it was postponed, and oral presentations and posters were presented as part of the [1st Congress of](#) the Faculty in October 2020. The Faculty has actively participated in the organization of the First Biomedicine and Health PhD students congress at University of Rijeka, Faculty of Medicine entitled [Science and Us](#) in May 2022. Professor Stjepan Špalj was a member of the scientific board, while Ana Zulijani, PhD, was a member of the congress organizing committee.

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

Elements of the standard

- *The higher education institution monitors and takes into consideration the needs of society and labour market in planning its research activities.*
- *The higher education institution has an efficient support system for research and transfer of knowledge and technologies.*
- *Teachers and associates participate in the activities of scientific, arts and professional organisations.*

The Faculty monitors the needs of society and the labor market and plans its research activities accordingly. The projects cover the needs of all age groups of society and most of the projects are multidisciplinary. The projects are focused on oral health which is a fundamental part of general health. The projects aim to determine the mutual impact of general and oral health and how certain autoimmune and chronic diseases manifest into disorders of the orofacial region even before the appearance of the systemic disease. Also, the oral microbiome balance is disturbed due to the increasing influence of environmental factors stemming from the modern way of life (medicaments and implant materials, consumption of carbonated beverages and tobacco products). The research will enable the implementation of a detailed and precise analysis of the microbiome into clinical work, leading to the development of personalized medicine. The obtained results will enable the creation of guidelines for preventive and therapeutic measures, where knowledge from these areas can contribute to general health and well-being.

Employees often have a prominent role in the social community, which is a much wider area of activity than that of the Faculty itself. In addition to being a member of the [Municipal Council](#) of the Municipality of Kostrena and temporary deputy of the Municipal Mayor, Professor Nataša Ivančić Jokić has been a member and vice-president of the [Administrative Council](#) of the Kindergarten Zlatna ribica since 2017. Furthermore, since 2022 she has held the position of President of the [Administrative Council](#). The project titled [Improving the Oral Health of Children and Young People](#) is sponsored by the Primorje-Gorski Kotar County, where the project collaborators are Professor Nataša Ivančić Jokić, Professor Renata Gržić and Professor Danko Bakarčić, was implemented in the work of this but also in all schools and preschools in the county. The national project [Dental Passport](#) was launched based on the results of this project.

One of the specificities of the Faculty is its' collaboration on programs that include social support for the needy in society. Working with the homeless fulfils the University's third mission, which is to improve the quality of life in the community. Our employees are active collaborators in [programs](#) run by the Depaul House of Refuge Association. It is a day center for the homeless and people at risk of homelessness. The programs also include a rehabilitation support program for the homeless called Healed for Freedom, funded by the Ministry of Labour, Pension System, Family and Social Policy (Appendix [5.2.1.](#)). The work is continued by students who at the RiCON 2022 congress joined the humanitarian dimension and donated funds collected in the humanitarian pub quiz to the Depaul Croatia Association (Appendix [5.2.2.](#)).

Faculty employees have been active in the oral cavity cancer prevention program for the last seven years. Program was implemented in cooperation with the Croatian Society of Oral Pathology and Medicine, Croatian Medical Association. Once a year, in the April, an [Open Day](#)

is organized to mark Oral, Head and Neck Cancer Awareness Week. Citizens can undergo an examination of the oral cavity without an appointment or referral. The published [results](#) of the program laid the foundation for further procedures to prevent cancer in the oral cavity.

The Faculty's involvement in social events is evident in the speed with which it reacted after the outbreak of the SARS-CoV-2 coronavirus pandemic. Employees and students participated in volunteer work (Appendix [5.2.3.](#)) while Professors Daniela Kovačević Pavičić and Irena Glažar undertook additional education in caring for patients with COVID (Appendix [5.2.4.](#) and [5.2.5.](#)). Furthermore Professor Alen Braut designed a protective dental chamber called the [Torpedo for COVID-19 from Rijeka](#) (T4C19R) for working in pandemic conditions. For this, he received [an innovation award](#) (Appendix [5.2.6.](#)). It is evident from the actions of our employees that they have a strong awareness of society and their responsibility for public action in different areas and levels of life.

The Faculty has a system that supports research and the transfer of knowledge and technologies. This support has resulted in projects financed by the Croatian Science Foundation and University grants. Since 2022, the Faculty has financed projects from the Fund for Scientific Institutional Projects. Financing of two projects was approved in December with the amount of support per individual project at HRK 20,000.00. Funding of approved projects per tender covers a period of 24 months, and project topics cover clinical and preclinical areas. The Faculty further supports research by exempting employees from paying tuition fees for their doctoral study. To improve the profession and develop multidisciplinary cooperation across all specialist branches, the Cabinet of New Technologies was established. Dental models are currently made in the laboratory and used for pre-clinical teaching. Long-term goal is to implement as many new technologies applicable in dental medicine as possible in laboratory operations (Appendix [5.2.7.](#)). Employees attend appropriate workshops to achieve the best possible results in their professional and scientific work (Appendix [5.2.8.](#)). In the future, the goal is also to attract larger funds through donations from the private sector and Faculty alumni, as well as through applications for various projects.

Faculty employees are members of numerous professional and scientific associations, in which they have important roles. Most of them are members of the Croatian Dental Chamber. The Faculty Dean is a member of the National Committee for Dental Medicine. The Dean is also a member of the Scientific Council of the Croatian Dental Chamber and a member of the First-degree Court at the Chamber. Professor Sonja Pezelj-Ribarić participated in devising the European Oral Care guidelines for patients with malignant diseases. Professor Daniela Kovačević Pavičić is the president of the Supervisory Board of the Croatian Society for Prosthetic Dentistry and a member of the Croatian Ministry of Health Working Group for Quality Control, Certification and Informatization in Dental Medicine. Professor Vlatka Debeljak is a member of the Committee for the Recognition of Foreign Professional Qualifications at the Croatian Dental Chamber, a member of the Croatian Ministry of Health Working Group for Education and Training and a councilor in the General Assembly of the Croatian Dental Chamber. Professor Ivone Uhač, along with Professor Vlatka Debeljak, was appointed a member of the Expert Council of the Croatian Dental Chamber. Professor Renata Gržić is the president of the Dental Section of Croatian Medical Association and a member of the Executive Board of the Croatian Society for Prosthetic Dentistry. Associate Professor Jelena Prpić is a member of the Board of the [Croatian Society of Periodontology](#), while Associate Professor Davor Kuiš is the vice president of the Society. Professor Tomislav Čabov is a Board member of the Croatian Society for Oral Surgery. Professor Miranda Muhvić Urek is a member of the Board of the Croatian Society of Oral Medicine and Pathology and a member of the Ministry of Health Working Group for Early Detection of Oral Cancer. Professor Irena Glažar is also a member of the Ministry of Health Working Group for Early Detection of Oral Cavity Cancer. Professor

Ivana Brekalo Pršo is a member of the Supervisory Board of the Croatian Endodontic Society while Professor Danko Bakarčić is a member of the Ministry of Health Working Group for Prevention and Promotion of Oral Health. Professor Nataša Ivančić Jokić is the vice president of the Croatian Society for Pediatric and Preventive Dentistry. Faculty employees are active members of the Croatian Dental Chamber, the Croatian Medical Association, the Croatian Society for Oral Surgery, the Croatian Society for Dental Implantology, the Croatian Society for Pediatric and Preventive Dentistry, the Croatian Society for Mucosal Immunology, the Society for Multidisciplinary Cooperation in Dentistry, the Croatian Endodontic Society, the Croatian Society of Orthodontics, the European Orthodontic Society, the Italian Orthodontic Society and the European Academy of Pediatric Dentistry (Appendix [5.2.9.](#)). Prof Dr. Daniela Kovačević Pavičić is the head of the [Reference Center for Orofacial Pain](#) at the Clinic for Dental Medicine.

The Faculty encourages all forms of science popularization which primarily involves writing popularization articles (Appendices [5.2.10.](#) and [5.2.11.](#)). The Faculty has also taken part in various popularization activities at the University level for several years. The [Magic Day](#) project was launched at the initiative of the Campus Creative Team of the University of Rijeka, and includes maintaining and implementing short, creative and innovative activities in the form of workshops in the areas of science and arts, which are intended and adapted to preschool children. Such activities are proposed, created and performed by professors and students from the University of Rijeka in cooperation with the expert kindergarten team within the program direction of 27 neighborhoods (Rijeka European Capital of Culture 2020). Dental medicine students, under the guidance of Professor Renata Gržić, introduced children to healthy nutrition, teeth structure and demonstrated brushing techniques on models. The University of Rijeka and the Faculty of Dental Medicine, as its' university section, strive to fulfil their mission and social responsibility by contributing to the community through the organization of educational lectures for interested citizens. Thus, Professor Renata Gržić will hold a popular scientific lecture entitled "Oral Health" in the Moise Palace on Cres in March 2023 (Appendix [5.2.12.](#)). Popular lectures were held for the public throughout Primorje-Gorski Kotar County and beyond for the last five years (Appendix [5.2.13.](#)), enriching public life.

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

Elements of the standard

- *Teachers, associates and professional staff have received university, national and international awards for their scientific / artistic / professional achievements.*
- *The higher education institution is a holder of an adequate number of scientific / artistic / professional projects (university, national and international projects).*
- *Teachers, associates and professional staff participate as invited lecturers in an adequate number of national and international conferences.*
- *Teachers and associates are members of the scientific / artistic / professional boards of conferences, and editorial boards of scientific journals.*

Faculty employees contribute to the reputation of the Faculty of Dental Medicine, the University of Rijeka and the Republic of Croatia through their work and achievements. A significant number of employees received awards for scientific and professional achievements. The State Science Award in the category of Annual Award in the field of biomedicine and health Care for 2021 was awarded to Prof Dr. Stjepan Špalj (Appendix [5.3.1.](#)). The University of Rijeka Foundation Award in 2019 for the Best Scientist in the field of natural and biomedical sciences was awarded to Professor Stjepan Špalj (Appendix [5.3.2.](#)), and in 2021 it was awarded to Professor Tomislav Čabov (Appendix [5.3.3.](#)). The Dean of the Faculty of Dental Medicine, Professor Sonja Pezelj-Ribarić and Prof Vlatka Debeljak, received in 2022 Croatian Dental Chamber [Charter](#) for Exceptional Contribution to the overall development of dental medicine. The Croatian Medical Association Charter for Special Merit in Promoting Medical Profession Interests and Health Care for 2019 was awarded to Prof Dr. Danko Bakarčić (Appendix [5.3.4.](#)). The Award for the [Best Innovator](#) in the Primorje-Gorski Kotar County in 2021 was given to Professor Alen Braut. The University of Rijeka Award for Teaching Excellence for associates was awarded to Višnja Katić, PhD, in 2017 and [Magda Trinajstić Zrinski](#) 2021. PhD, in 2021. The University of Rijeka Awards for Teaching Excellence for teachers were received by Professor Stjepan Špalj in 2020, Associate Professor Davor Kuiš in 2021 and Professor Irena Glažar in 2022 (Appendices [5.3.5.](#), [5.3.6.](#), and [5.3.7.](#)). A considerable number of congress announcements written by employees of the Faculty of Dental Medicine have been recognized and awarded at the national and international level (Appendix [5.3.8.](#)).

Five projects were active at the Faculty in December 2022 (Appendix [5.3.9.](#) Table 5.3 Analytical supplement). Two PhD students were employed in the [project](#) “Young Researchers’ Career Development Project – Training New Doctoral Students” funded by the Croatian Science Foundation (Appendix [5.3.10.](#)). The project entitled [Environmental Factors and Microbiological Interactions in the Structure of Dental Biofilm](#) is financed by the Croatian Science Foundation. The project head is Professor Špalj while ten Faculty teachers and associates are involved in the project. „[Orofacial Disorders in Patients with Autoimmune and Chronic Inflammatory Diseases](#)” (uniri-biomed-18-65) managed by Professor Miranda Muhvić Urek, „[The Impact of General Health on Oral Health](#)” (uniri-biomed-18-53) managed by Professor Sonja Pezelj Ribarić, “[Craniofacial biometry - 2D and 3D technology in identification, diagnostics and treatment](#)” (uniri-biomed-18-71) managed by Višnja Katić, PhD and “[Determinants of effectiveness of treatment of altered orofacial functions and appearance](#)” (uniri-biomed-18-22) managed by Professor Stjepan Špalj are financed by the University of Rijeka through the UNIRI projects for experienced scientists and artists. University of Rijeka approved financing of the projects run by Magda Trinajstić Zrinski, PhD, and Jelena Vidas Hrستیć, PhD, registered for the [UNIRI Young Scientists Projects Competition](#) for the 2022/2023 academic year in November

2022. Furthermore, in December 2022, financing of two institutional projects from the Faculty's own funds were approved, which will achieve interinstitutional and international cooperation (Appendix [5.3.11.](#)). In collaboration with the Institute of Agriculture and Tourism Poreč, the project [Phytochemical Farming: Mineral Nutrients and Elicitors Application to Enhance Olive Leaf Phenolics](#) is held, financed by the Croatian Science Foundation (UIP-8464). Associate Professor Sunčana Simonić Kocijan manages the Working Packet titled Oral Health while PhD student Maja Kinkela Devčić defended her doctoral thesis in the area covered by the research project. [Investigation of oxidative stress occurrence, causes and harmful effects induced by the use of fixed orthodontic appliances](#) is a Slovenian-Croatian bilateral project of the Public Agency for Research of the Republic of Slovenia and the Croatian Science Foundation (IPS-2020-01-7418) where the coordinator is the Faculty of Medicine while two Faculty employees are associates on the project (Professor Špalj and Višnja Katić, PhD). "[Comparison of Bone Tissue Reparative Response Using Dentin, Xenogeneic Biomaterial and Autologous Bone](#)" is also a project financed by the Croatian Science Foundation IP-2020-02-7875 and supported by the Faculty of Medicine of the University of Rijeka, with the collaboration of two Faculty members (Professor Sonja Pezelj-Ribarić and Associated Professor Davor Kuiš). Associate Professor Damir Šnjarić, Jelena Vidas, PhD and Ivana Vidović Zdrilić, PhD are collaborators on the project [Clinical and Experimental Investigation of Laser-Activated Photoacoustic Streaming and Photoactivated Disinfection in Endodontic Treatment](#) (HRZZ UIP-2019-04-5303) coordinated by the School of Dental Medicine, University of Zagreb.

Teachers and associates are recognized and reputable in their work as invited teachers. In the period 2017-2022, they held over 100 invited lectures at international and domestic meetings (Appendix [5.1.13.](#)) The number of invited lectures indicates high international recognition and scientific excellence of the Faculty staff.

Faculty employees have participated in the work of the scientific and professional committees of meetings ([Appendix 5.3.12. Table 5.4 Analytical supplement](#)). International congress, the [8th Croatian Periodontology Days](#) was held in November 2022, where the organizing committee was attended by Associate Professors Jelena Prpić and Davor Kuiš. In October 2022, the [15th Congress of the Croatian Society for Maxillofacial, Plastic and Reconstructive Head and Neck Surgery and the 9th Congress of the Croatian Society for Oral Surgery](#) were held with participation from international attendees, in which Professor Tomislav Čabov and Ana Zulijani, PhD, were part of the organizing committee. First Biomedicine and Health PhD Students Congress at University of Rijeka, Faculty of Medicine "[Science and Us](#)" was held in May 2022. Professor Stjepan Špalj was a member of the scientific board, while Ana Zulijani, PhD, was a member of the congress organizing committee. The members of the scientific committee of the [4th Congress of the Croatian Society of Oral Medicine](#) of the Croatian Medical Association with International Participation, held in November 2020, were Professors Miranda Muhvić Urek and Irena Glažar. Members of the organization and scientific committee of the [5th congress of the Croatian Society for Dental Prosthetics](#) of the Croatian Medical Association were Professor Ivone Uhač and Associated Professor Sunčana Simonić-Kocijan. In addition, the employees of the Faculty participate in the adoption of guidelines of professional associations.

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

Elements of the standard

- *The research / arts development strategy is aligned with the vision of development of the higher education institution.*
- *Scientific / artistic activities are established by the strategic program of the higher education institution.*
- *The higher education institution has appropriate resources for its scientific / artistic activities.*
- *HEI recognizes and rewards scientific / artistic achievements of its employees.*
- *HEI continuously improves its scientific / artistic activities by appropriate financing, human resource management, investing in spatial resources, equipment and appropriate literature, supporting dissemination of results and development of doctoral theses. The strategy for the development of scientific/arts activities is aligned with the vision of the development of the institution of higher education.*

Strategic goals with specific expected outcomes have been defined in the [Strategic program of scientific research](#) for the period 2020. -2025. The strategy is aligned with the current [Faculty of Dental Medicine Development Strategy](#) for 2021-2025 and the University of Rijeka Development Strategies ([2014-2020](#) and [2021-2025](#)). The Faculty's vision of development emphasizes improving research and strengthening awareness of the importance of oral health, presenting oral health research to the public, strengthening international and interinstitutional cooperation, creating a center for scientific research excellence in the field of dental and oral medicine and improving the model of higher education by introducing modern teaching methods and networking at the European and global level.

Scientific activities at the Faculty aim to achieve the institution's vision and mission. Five projects led by Faculty employees were active at the Faculty in December 2022. International cooperation is based on signed bilateral agreements, membership in international scientific and professional networks and associations, and exchange programs for university teachers, scientists and students. Cooperation was established with several institutions from abroad: the Laboratory for Dental Biomaterials of the University of Trieste in Italy, the Nano innovation Laboratory of the Elettra Sincrotrone Research Center in Trieste, the Institute of Clinical Odontology of the University of Oslo in Norway, the Universities in Cardiff and the Royal College of London in Great Britain, Universities of Bologna, Padua and Frederick II and Luigi Vanvitelli in Naples in Italy; University Johannes Gutenberg in Mainz in Germany, Catholic University in Leuven in Belgium; Graz in Austria, Jagiellonian University in Krakow in Poland, the University of Silesia in Katowice in Poland, Semmelweis University in Budapest in Hungary, Medical university of Plovdiv in Bulgaria, the University of Ljubljana in Slovenia and the University of St. Cyril and Methodius in Skopje in North Macedonia, which is evident from the number of published works co-authored in collaboration with scientists from the mentioned institutions (Appendices [5.4.1.](#) and [5.4.2.](#)). The plan is to further expand cooperation with international institutions. Also, for the needs of translational medical research, the Dento-oral and Perioral Biospecimen Bank was established, which operates as a segment of the [TransMedRi Biobank](#). The key data used to monitor the implementation of the strategic program in the field of scientific activity is: original scientific papers, meta-analyses and systematic reviews, announcements at conferences including oral or poster presentations of scientific papers, defended doctoral thesis, visits at another scientific institution, reviews of scientific papers/research and papers realized through international cooperation (Appendix [5.4.3.](#)). Also, a [Scientific and Professional](#)

[Forum](#) is held as part of the Faculty of Dental Medicine Day, where the work of scientists in the past calendar year is presented. The Faculty tries to ensure material and on-premises conditions for improving scientific activity.

The Faculty has a significant number of top-quality researchers, research infrastructure and available scientific literature. In addition to the existing personnel potential, the Faculty has invested effort in ensuring material conditions and on-premises conditions for scientific work and activities through the continual procurement of [equipment](#). The equipment is located at Krešimirova 40 and Krešimirova 42. The premises at Krešimirova 42 accommodate the Laboratory for Oral Biology and Biomaterials, the Laboratory for Craniodentofacial Biometry and the Cabinet of New Technologies. For clinical scientific research, there are clinical teaching facilities at Krešimirova 40, as well as the premises of the Rijeka Clinical Hospital Center. Research is also carried out in all collaborative institutions, in line with the University of Rijeka Strategy 2021-2025 and the fundamental integration policy of the University. An important part of scientific research is the availability of relevant scientific literature provided at the [Biomedicine and Health Library](#) (Appendix [5.4.4](#), Table 4.10 Analytical Supplement). The library operates based on joint investments from contracted institutions (Faculty of Medicine, Clinical Hospital Center Rijeka, Faculty of Dental Medicine and Faculty of Health Studies) and ensures students and employees a rich collection of scientific and teaching literature. Accordingly, the library contributes to the development of higher education, science and the profession of biomedicine and health care.

The Faculty recommends awards for its most prominent scientists. Faculty employees are also recipients of national awards as well as University of Rijeka Foundation awards. On the Faculty of Dental Medicine Day in 2021, Professor Alen Braut received the Award for Innovation (Appendix [5.4.5](#)) and Professor Stjepan Špalj received the Award for Scientific Excellence (Appendix [5.4.6](#)). An award is also given to the paper from the Annual Scientific Report submitted by all departments from the previous year. The criteria include the journal's current impact factor and journal quartile. This encourages publication in high-ranking journals (Appendices [5.4.7](#), and [5.4.8](#)). Furthermore, as part of the Faculty of Dental Medicine Day, a [Scientific and Professional Forum](#) is held where scientific achievements in the past calendar year are presented.

The Faculty is constantly making efforts to increase financial support and provide additional on-premises space for conducting scientific research. In 2021, two assistants were employed at the expense of the faculty's own funds. Faculty employees are exempt from paying the tuition fee of the doctoral study Dental Medicine, which operates as part of the Doctoral School of Biomedicine and Health. The scientific-research infrastructure is very important, hence the Faculty regularly makes purchases using funds from Croatian Science Foundation project funds and through University project funds (Appendix [5.4.9](#), Table 4.11, Analytical Supplement). A Fund for Scientific Institutional Projects was also established. A [Tender](#) for financing institutional research projects at the Faculty of Dental Medicine in Rijeka was announced in 2022. A total of 40,000.00 HRK was allocated from the previously mentioned fund. The goal of this tender is to encourage scientists who have not yet managed projects to raise funds for their scientific research work. This will indirectly result in increasing the overall scientific research capacity of the Faculty. The Faculty supports the dissemination of research results by enabling paid absence from work to visit congresses and the use of funds acquired from conducting continuing education courses which are used to cover travel expenses and registration fees. Also, the University of Rijeka participates in printing costs of doctoral theses.

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

Elements of the standard

- *Space and equipment for scientific/artistic research and professional activities is used in teaching at undergraduate, graduate and postgraduate level.*
- *Undergraduate, graduate and postgraduate students are involved in scientific / artistic / professional projects of the HEI.*
- *Both teaching at the undergraduate and graduate levels, and doctoral theses reflect the scientific / artistic research and professional activities and achievements of the higher education institution.*

The equipment at the Faculty used in scientific research and for professional activities is available for holding classes in all study programs. The Faculty is the founder of the Laboratory for Oral Biology and Biomaterials, Laboratory for Craniodentofacial Biometrics and the Cabinet for New Technologies, which are used to carry out scientific and professional research and project work, as well as the practical part of teaching. Students participate with mentors in various types of research as part of PhD theses, graduate or final theses, as well as presentations at various conferences. Eleven doctoral theses were the result of project work (Appendices [5.5.1.](#) and [5.5.2.](#)). In addition to the equipment available at the Faculty, equipment from cooperating institutions is also used for research activities. On all study programs, premises and equipment are primarily adapted to the professional training of future Doctors of Dental Medicine and Bachelor's in Dental Hygiene. In addition to the Biomedicine and Health Library, located in the building of the Faculty of Medicine, the Faculty students have at their disposal a Reading Room located at Krešimirova 42. The reading room is equipped with scientific and professional literature and computers, which ensure a richer collection of scientific and teaching literature.

The Faculty encourages students to undertake scientific work during their studies and involves them in most scientific and professional projects. The previous study program included the course Introduction to scientific research, in which students enrolled on the 5th year of the study program. To encourage involvement in scientific work in the initial years of study, the course Scientific Research in Dental Medicine was introduced on the third year of the new study program which was introduced in 2022/23 academic year. Furthermore, courses Project I, Project II and Project III, which will be held in the third, fourth and fifth years are implemented in the new study program. Within the courses students will perform various scientific and professional activities under the supervision of teachers. Every year, students can participate in the workshop [Express Yourself Professionally](#), which helps them in writing articles, seminars, and graduate or final theses. The workshop teaches them about the types and structure of papers (review paper, case report, original scientific paper), proper citation of keywords (MESH), writing citations and the other common doubts students encounter. Students are also involved in the projects when preparing their final and graduate theses which are thematically covered by the project. Knowledge gained through research is directly transferred to students. In the period 2017-2022, a significant number of students were directly involved in scientific and professional projects. Professional projects [Nicest Smiles Class](#) and [Improving Oral Health in Children and Young People](#) includes students from final years of dental medicine. The inclusion of students in scientific projects also becomes evident in publications. During the five-year period 2017-2022, a significant number of papers co-authored with students was published (Appendix [5.5.3.](#)), including the student journal [Fissura](#), which is edited by Faculty students and publishes student papers written under the supervision of Faculty teachers and associates. Teaching activities are closely related to scientific research, and a good scientific basis contributes to the development of the teaching process.

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