



Curriculum design in Croatia

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OVERVIEW

- Higher education in Croatia and accreditation procedures;
- Amendments and modifications to study programmes;
- Projects as a new driving force in curriculum development;
- Enhancement of competences in teaching and learning.



HIGHER EDUCATION IN CROATIA

- Legislative acts:
 - Act on Science and Higher Education
 - Act on Quality Assurance in Science and Higher Education
 - Ordinance on the Content of a Licence and Conditions for Issuing a Licence for Performing Higher Education Activity, Carrying out a Study Programme and Re-Accreditation of Higher Education Institutions.
- Strategic documents:
 - Croatian national Strategy for Education, Science and Technology has identified quality teaching and learning as a priority.



NATIONAL STRATEGY FOR EDUCATION, SCIENCE AND TECHNOLOGY

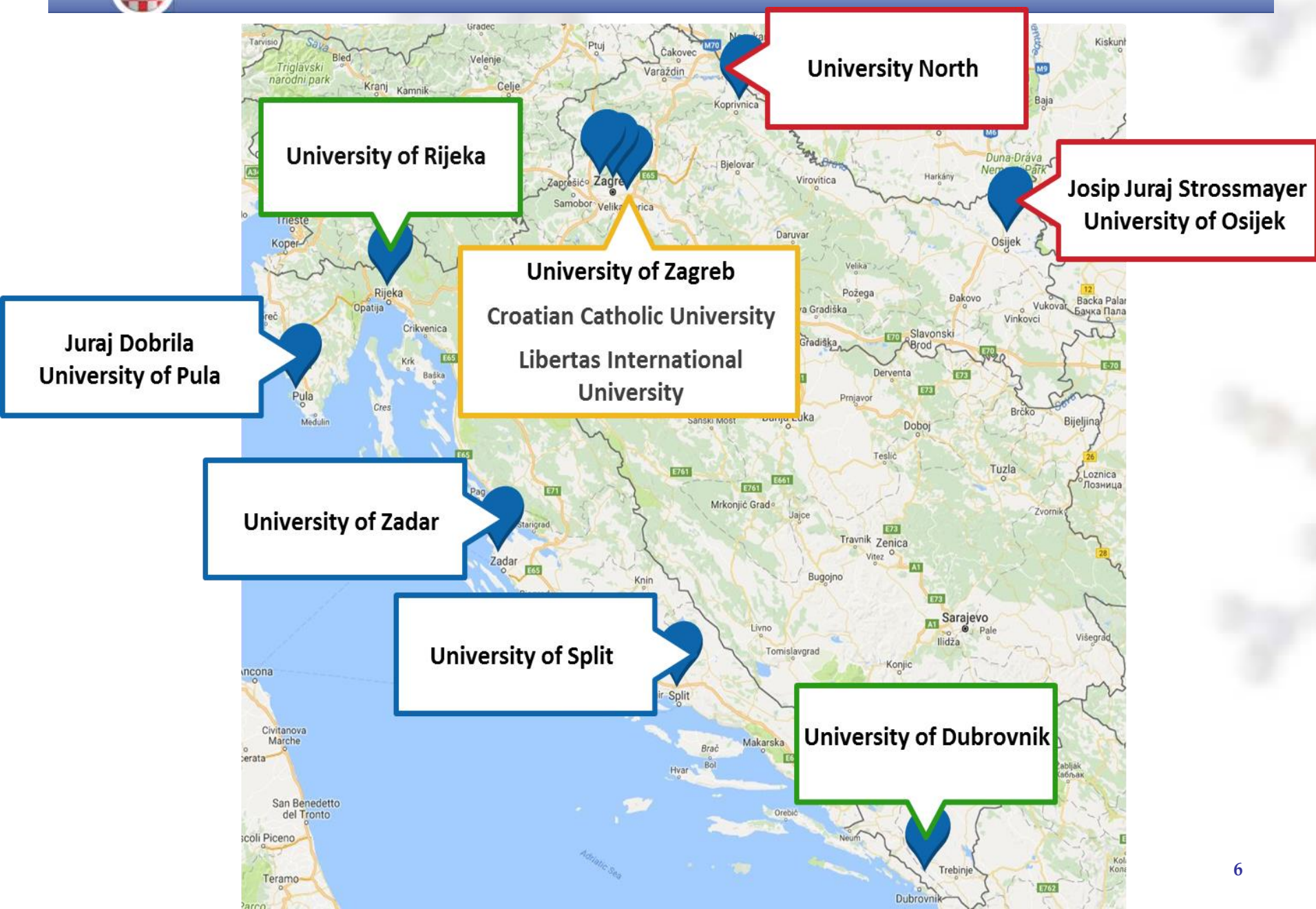
- Measures for higher education:
 - differentiation of learning outcomes between professionally-oriented and academic university courses,
 - harmonisation of study programmes in line with labour market needs,
 - integration of transversal competences in study programmes,
 - improvement of the social dimension of studying and stronger internationalisation of higher education.

"It is necessary to create a framework within Croatian higher education that would **improve the teaching** and learning environment in higher education institutions and create a national policy framework for developing academics' teaching competences and for empowering student-centered learning."



HIGHER EDUCATION INSTITUTIONS

- Higher education institutions:
 - Public and private,
 - Universities,
 - Polytechnics, schools of professional higher education;





SCHEME OF HIGHER EDUCATION SYSTEM IN CROATIA

UNIVERSITY EDUCATION

CROQF Level 8.2 **Postgraduate university study (PhD)**

doktor/ doktorica
znanosti/ umjetnosti
(dr.sc./ dr.art.)
minimum 3 years
ECTS regulated by
university

CROQF Level 7 **Postgraduate specialist university study**

sveučilišni specijalist/ specijalistica
with reference to a specialisation (univ.
spec.)
OR
sveučilišni magistar/ sveučilišna magistra
of Medicine/ Veterinary medicine/ Dental
medicine in a specific field (univ.mag.)
1-2 years
60-120 ECTS

CROQF Level 7 **Graduate university study**

Magistar/ magistra with reference to a specialisation (mag.)
OR
doktor/ doktorica in Medicine/ Dental medicine/ Veterinary medicine (dr.)

1-2 years
60-120 ECTS

5-6 years (integrated
undergraduate and
graduate study)
300-360 ECTS

CROQF Level 6

Undergraduate university study
sveučilišni prvostupnik or sveučilišna
prvostupnica (baccalaureus/ baccalaurea)
with reference to a specialisation (univ.
bacc.)
3-4 years
180-240 ECTS

PROFESSIONAL EDUCATION

CROQF Level 7 **Specialist professional graduate study**

stručni specijalist / stručna specijalistica
with reference to a specialisation (struč.
spec.)
OR
diplomirani or diplomirana in the fields of
Medicine /Dental medicine /Veterinary
medicine (dipl.)
1-2 years
60-120 ECTS

CROQF Level 6 **Professional undergraduate study**

stručni prvostupnik / stručna
prvostupnica (baccalaureus//baccalaurea)
with reference to a specialisation (bacc.)
3-4 years
180-240 ECTS

CROQF Level 5 **Short cycle professional undergraduate study**

stručni pristupnik/stručna pristupnica
with reference to a specialisation (pristup.)
2 – 2.5 years
120 – 150 ECTS

ACCREDITATION PROCEDURES FOR STUDY PROGRAMMES

- All study programmes carried out by private higher education institutions, as well as public polytechnics and schools of professional higher education are subject to the accreditation procedure carried out by the Agency for Science and Higher Education (ASHE),
- Professional study programmes carried out by universities are accredited by ASHE;
- **Academic study programmes carried out by universities are accredited by universities themselves.**

ACCADEMIC FREEDOM

- Act on Science and Higher Education stipulates that higher education is based on academic freedom which belongs to all members of the academic community and includes the freedom of scientific and artistic research and creativity, **teaching**, mutual cooperation and association.
- Universities have the autonomy to:
 - Decide on the organisation and internal structure,
 - **Design education, scientific, artistic and professional programmes,**
 - Take financial decisions,
 - Decide about project and international cooperation,
 -

Amendments and modifications to study programmes



University of Zagreb

REGULATIONS on the Study Programme Assessment Procedure
of University Undergraduate,
Graduate, Integrated Undergraduate and Graduate, and
Vocational Studies at the University of Zagreb

Amendments and modifications to study programmes



REGULATIONS on the Study Programme
Assessment Procedure of University Undergraduate,
Graduate, Integrated Undergraduate and Graduate,
and Vocational Studies at the University of Zagreb

assessment of
new study
programmes

amendments
and modifications
to accredited study
programmes

periodic
internal assessments
of study
programmes



Amendments and modifications to study programmes



Minor amendments and modifications to the study programme

Up to 20%

Major amendments and modifications to the study programme

More than 20%, less than 40%

Significant amendments and modifications to the study programme

More than 40%



Minor amendments and modifications to the study programme

Upper interval of possible change is 20%

- ...content modifications to the programme up to 20% which do not significantly change the study programme, the final student competences and their qualifications (professional profile);



courses in the total amount of 80% of ECTS credits of the overall programme cannot be changed in relation to the number of credits of the ECTS system and the learning outcomes of the course.



Minor amendments and modifications to the study programme

Upper interval of possible change is 20%

- The Decision on minor amendments and modifications to the study programme is made by Faculty Councils of scientific-educational constituents (providers of the study).



Regular modernization of courses that refers to enhancing teaching methods, following recent literature and student success, as well as adjusting the content to modern scientific knowledge.

It is considered to be a part of the quality assurance process and is therefore not sent for further approval.



Major amendments and modifications to the study programme

- indicate amendments to the study programme that modify mandatory courses, the final student competences and their qualifications (professional profile) to a large extent

More than 20%, however less than 40% can be changed

courses in the total amount of 60% of ECTS credits of the overall programme cannot be changed in relation to the number of credits of the ECTS system and the learning outcomes of the course



Major amendments and modifications to the study programme

- The Decision on major amendments and modifications to the study programme is made by Faculty Councils of scientific-educational constituents (providers of the study).
- Evaluation and assessment of major amendments and modifications is conducted by the Committee.

More than 20%, however less than 40% can be changed

It can be implemented no more than two times without issuing a new licence.

Courses in the overall amount of 60% of ECTS credits of the overall programme cannot be changed when compared to the original study programme and its licence.



Significant amendments and modifications to the study programme

More than 40% can be change

- Significant amendments and modifications to the study programme (more than 40%) indicate changes that modify over 40% of the study programme.
- This procedure of significant amendments is conducted with the appropriate application of these Regulations (Articles 3 to 8)



It is considered as a proposal for the assessment of a new study programme.

Amendments and modifications to study programmes

The procedures are designed in accordance with regulations.

Since the initial start of new reformed study programmes established in line with the Bologna process, all universities have been modernising study programmes.

A new trend in the curriculum design and delivery is study programme development within the project framework.

Another important factor in the change of study programmes is the national qualification framework



Projects as a new driving force in curriculum development



University of Zadar



VOCIS
VOCATIONAL TRAINING
OF THE INNER SELF



Co-financed by
the European Social Fund

Principal: a profession and a qualification, not a function

The development of the specialist study programme for the education of principals in the education system of the Republic of Croatia (pre-school, primary, secondary, as well as boarding school principals), whereupon learning outcomes in terms of their complexity and scope of qualifications meet the 7th level of the Croatian Qualifications Framework, and are in accordance with the standards of partial qualifications.

Step forward to principals' professionalization!



BLUE SMART

BLUE EDUCATION FOR
SUSTAINABLE MANAGEMENT
OF AQUATIC RESOURCES



Co-financed by
the European Maritime and
Fisheries Fund

Department of Ecology, Agriculture and Aquaculture at Zadar University is launching a new graduate study called Sustainable Management of Aquatic Ecosystems.

The study will enable students to manage jobs and activities from different fields related to coastal, freshwater and marine environments such as biology and ecology of aquatic ecosystems, aquaculture, fisheries, water ecosystem protection and management of protected marine areas.

Two study programmes of the Department of Ecology, Agronomy and Aquaculture of the University of Zadar have been founded and launched through the highly competitive European projects.



VOCIS
VOCATIONAL TRAINING
OF THE INNER SELF



Inner self and self regulation in focus...

A methodological and pedagogical framework for initial vocational education and training (IVET) of the inner-self will be developed.

Experts from the University of Zadar develop three HE modules on how to be more student-focused and help them in self-regulation development.

HE modules piloting phase at UNIZD.

Learning outcomes, contents and teaching methods will be available for wider usage across the campus and study programmes.



How to help out academic staff to be more competent and reach the curriculum change awareness?

Enhancing *different* competences in teaching and learning

PROJECT EDUCA-T

- Co-funded: Erasmus+ Programme Key Action3/KA3/- Support to the implementation of EHEA reforms,
- Project duration: 15 June 2016 – 14 June 2018,
- Project budget: € 194.414,75,
- Beneficiary: Ministry of Science and Education,
- Project activities: Kick-off conference, thematic PLAs, analysis of existing practices and experiences in quality teaching, Working Group, study trips, participation in European events, feasibility study, final conference.

PROJECT EDUCA-T

- Focus and outcomes of the project:
 - Creating legal and policy preconditions for improving teaching and learning in Croatian higher education;
 - Defining a competence framework and a competence enhancement programme for academic staff;
 - Raising awareness about the importance of quality teaching and learning in higher education.

COPMETENCE FRAMEWORK

- Draft competence framework has been proposed:
 - Proficiency in academic discipline in the function of the teaching process;
 - Professionalism and professional development of higher education teachers;
 - **Planning and development of curriculum in higher education;**
 - Learning and students;
 - Planning, organization and delivery of teaching;
 - Evaluation and self-evaluation of students achievements;
 - Mentoring;
 - New technologies and teaching;
 - Communication and social skills;



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