



University of Zagreb
School of Medicine

DEVELOPMENT STRATEGY OF THE SCHOOL OF MEDICINE OF
THE UNIVERSITY OF ZAGREB
IN THE PERIOD 2023-2028



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FOREWORD

The School of Medicine of the University of Zagreb (hereinafter “the School”), as a leading academic institution for excellence in education, scientific research and knowledge and technology transfer, as well as the application of achieved results in the field of biomedicine and healthcare in the Republic of Croatia and in the wider region, takes pride in its numerous advantages and achievements which include distinguished scientific productivity and recognition, extensive international cooperation, high citations, substantive scientific influence, professional education, social relevance, and technological progress.

This Strategy is based on our strong vision, clear mission and values that guide our work, which include excellence, integrity, cooperation, innovation, and social responsibility. These values are based on our long and rich history and tradition and serve to set clear guidelines by which we want to shape our future. We strive for the highest standards in all we do, and we act by the highest ethical standards. We believe in the power of teamwork, international cooperation and interdisciplinarity, and we constantly seek new and better ways to educate students, conduct research and provide clinical care. As a leading medical institution, we are aware of our responsibility and, in cooperation with society and the economy, we strive for excellence in scientific and public health research that will contribute to medical progress, improving health and quality of life with the aim of ensuring the best practices and care for patients and improving health outcomes in the community.

The strategy was built on the solid foundations of a SWOT analysis, which provided a deep insight into our strengths, weaknesses, opportunities, and threats, and served as a good foundation to clearly formulate our strategic goals. Students are at the centre of our efforts, we strive for excellent medical education, professional standards and ethical principles. Systematically strengthening the Knowledge Triangle (research - education - innovation) by promoting innovation, academic entrepreneurship and cooperation between the academic community and the economy, the School is positioned as a leading institution for the introduction of new technologies and therapeutic procedures into medical practice in Croatia. Our professors and researchers are internationally recognised as experts in many areas of medicine and public health and are actively involved in global initiatives that shape the future of healthcare around the world. Through cooperation with international institutions by exchange of knowledge, resources and expertise, the School has the opportunity to contribute to the global medical community.

We strive for the highest possible degree of functional integration of all our organisational units and teaching bases, and therefore continue to actively work on improving the quality of all forms of activity and on full digitalisation of business operations. The currently unfolding digital revolution based on artificial intelligence allows us to profoundly change and innovate the way we approach learning and teaching, which will improve the digital and pedagogical competences of our teachers.

Our offer of medical studies in English attracts students from all over the world. In this way, we not only expand our academic community and diversity, but also bring in diverse perspectives, experiences, and cultures, thus enriching our educational and research programmes.

In recent years, although we have been operating in aggravated circumstances due to the complex process of recovery and reconstruction after the earthquake, where we have faced numerous challenges, we have remained committed to high quality of education, research and



clinical practice. In the upcoming strategic period, there are several key infrastructure goals that we plan to achieve. We plan to use the process of rebuilding the infrastructure damaged by the earthquake for additional improvement and expansion of facilities. Thus, by building the Student Polyclinic, we will provide all students of the University of Zagreb with not only preventive care, but also other types of primary healthcare: outpatient, polyclinic and inpatient treatment. We are also planning to build a new Biomedical Research Centre (BIMIS) where, through the construction of a new modern building, we will create the conditions for conducting top-quality basic, clinical, and translational research. The construction of the Centre for Simulation Medicine will make it possible for the School to use state-of-the-art methods and techniques to provide students with realistic environments and experiences for training and education at all levels of medical education.

This Strategy is a vision of the future of our School in the following period, and I invite all our members, partners, and the community to partake in achieving these goals. With joint efforts and dedication to excellence, we can shape a better future for our School and contribute to the health and well-being of people in Croatia and around the world.

Dean

Slavko Orešković, MD, PhD

1. INTRODUCTION

1.1. History and the current status of the School of Medicine in Zagreb

The School of Medicine of the University of Zagreb (hereinafter: the School) was founded by a decision of the Croatian Parliament in January 1917, as the first such faculty in Southeast Europe. Teaching at the School officially started at the beginning of 1918. Since its establishment, the School has been one of the key constituent units of the University of Zagreb, a leading institution not only for the development and progress of scientific, teaching and professional activities in the field of biomedicine and healthcare, but also for the overall development of the Croatian healthcare system. In 1955, the School launched an initiative to establish the Faculty of Medicine in Rijeka, and in 1979 opened its branch campuses in Split and Osijek. They later developed into independent faculties (Split in 1997, Osijek in 1998). The School of Dental Medicine of the University of Zagreb was part of our School until 1962, and the University of Applied Health Sciences until 1997. The School also participated in the establishment of the Faculty of Education and Rehabilitation Sciences and the Faculty of Kinesiology of the University of Zagreb. Five of our professors were rectors of the University, and three were vice-rectors. Since its very foundation, many of our professors have been prominent academics of the Croatian Academy of Sciences and Arts (CASA), and three of them were presidents of the CASA.

Since 1947, the School has been organizing postgraduate education, and since 1955 it also conducts postgraduate specialist, master's, and PhD studies. After the abolition of master's studies (1998), the postgraduate study programme for obtaining the academic degree of Doctor of Medical Sciences was established in the academic year 1997/1998. Since 2003/04 that programme has been called Biomedicine and Health, and the programme of the same name in English was introduced in the academic year 2007/2008. In the Republic of Croatia, this was the first course of study whose programme complied with the ideas of the Bologna Process and introduced the ECTS system. The School was also actively involved in the development and harmonisation of PhD studies at European level. In 2004, the first conference on the harmonisation of PhD studies in the field of biomedicine and healthcare was held at our School, based on which the non-governmental association ORPHEUS (Organisation of PhD Education in Biomedicine and Health Sciences in the European System) was founded. This organisation promotes the harmonisation of PhD studies in the field of Biomedicine. From the academic year 2005/06, the School has introduced a new PhD study in Neuroscience. Today, the School educates more than 60% of all doctors of medicine in Croatia and more than 80% of all doctors of medical sciences. From its establishment until 2023, 26,498 doctors of medicine (400 of which from the Medical Studies in English), as well as 545 masters in nursing have graduated from the School. Based on the number of internationally recognised scientific publications, our School is the leading scientific institution in Croatia with approximately 25% of the total scientific production by employees of the University of Zagreb, and about 10% of the total Croatian scientific production in Croatia. Out of a total of 10 scientific centres of excellence in the STEM field in the Republic of Croatia, two operate at the School.

Our experts show active engagement at international level, contributing to global initiatives and projects that shape the future of public health. The history of the School is deeply connected with the World Health Organization (WHO), which was founded in 1948 with Andrija Štampar serving as the first president of the World Health Assembly. Today, many of our teachers hold leading positions in international professional associations, are members of international panels and

commissions for the review of scientific research projects, are editors of prestigious international journals and winners of the highest national, European and global awards for their professional and scientific work. At the same time, throughout history, many of our employees have held key positions in the Croatian Medical Association and the Croatian Medical Chamber.

They also actively participate in various working groups of the Ministry of Health, lead a number of professional associations dedicated to the promotion of evidence-based medicine, and cooperate with various segments of civil society to promote the health of the population.

The School made a huge contribution during the Croatian War of Independence, both in terms of healthcare and in solving a number of humanitarian crises, and such a contribution continues to this day, through continuous healthcare and psychosocial care for veterans and civilian victims of the Croatian War of Independence, facilitating identification of the remains of war victims, etc.

For numerous achievements, our School has received a number of awards, especially the Croatian State Award for outstanding contribution in teaching activities, science and research, as well as social and humanitarian activities of medicine, continuous development, and improvement of healthcare (2017), and the corresponding award and gold medal of the University of Zagreb.

Major changes in the internationalisation and modernisation of education took place in 1990 with the transition from a five-year to a six-year study programme. As part of the change, elective subjects and integrated hospital courses were introduced. Special attention is paid to the improvement of teacher's pedagogical competences. The Research Department of Educational Technology and the Croatian Society for Medical Education were founded, the course Art of Medical Education was introduced, and cooperation with Harvard Medical International was established. At the beginning of the academic year 2004/05, the first generation of students was enrolled according to the Bologna Process, with the application of an innovative approach to medical education marked by the acronym SPICES (Student-centred, Problem-based, Integrated, Community-based, Electives, Systematic). In the academic year 2008/09, the study conditions at the School were aligned with the European Directive which defines the six-year study of medicine as 5500 teaching hours, focusing the education process on learning outcomes and the acquisition of competences. At the beginning of the academic year 2003/04, the Medical Studies in English were introduced, the first such studies in Croatia, which were awarded the Certificate for the Quality of Internationalisation of Integrated Undergraduate and Graduate Medical Studies in English (CeQuint) in 2015. In the academic year 2011/2012, the graduate university study in Nursing was introduced, making it possible for nurses to obtain a university degree.

Our School is the only medical school in Croatia that has accredited postgraduate specialist study programmes for all 49 specialisations. The new specialisation programmes are focused on learning outcomes and the acquisition of general and specific competencies, as prescribed by the Ordinance on Specialist Training for Doctors of Medicine (Official Gazette 65/22). An agreement was also concluded on the joint implementation of Transfusion Medicine studies with the remaining 3 medical schools (Osijek, Rijeka, Split), our School being the programme holder. The School is also the holder of the studies in Occupational and Sports Medicine, which is conducted in cooperation with the Faculty of Kinesiology.

For the needs of continuing medical education (CME), which includes various forms of postgraduate training that are organised outside postgraduate studies, the School adopted the Regulations on the Method of Conducting Continuing Medical Education in 2017. It adapts all

forms of CME to the requirements of the European Credit Transfer System (ECTS) and the requirements of the European Union of Medical Specialists (UEMS). This made it possible to evaluate education, compare the type and quality of teaching, obtain internationally recognised credits for foreign students and teachers in their home countries, and facilitate the international mobility of medical personnel.

It is a long-standing practice at the School that the dean's annual report on the past year's activities is published in printed form in our magazine *mef.hr*, in the December issue, as a companion document to the ceremonial session of the Faculty Council, which is held on 17 December, the Day of the School of Medicine.

1.2. Organisation of the School of Medicine of the University of Zagreb

The School has its own organisation and organisational structure that enables it to provide medical and public health education and conduct scientific research. Please find below an overview of the structure of the School:

Branches

- **Andrija Štampar School of Public Health (SPH):** a scientific and teaching branch of the School that organises, conducts and promotes teaching at all levels of medical education within the School, as well as various forms of professional and scientific training for employees in scientific and other institutions, primarily in the field of public health.
- **Croatian Institute for Brain Research (CIBR):** scientific and teaching branch of the School, established for the purpose of multidisciplinary scientific research and organisation, implementation and promotion of all levels of teaching in the field of basic, clinical and translational neuroscience.
- **Biomedical Research Centre Šalata (BIMIS)** is in the process of being established: it is a new branch whose establishment and construction will provide the School with a modern building in which top-quality basic, clinical and translational research will be conducted.
- **Student polyclinic (STUP)** is in the process of being established: a new branch of the School, which is being established to provide all students of the University of Zagreb with preventive care, as well as other types of primary healthcare: outpatient, polyclinic and inpatient treatment. The polyclinic will also serve as an additional clinical teaching base of the School.

Educational organisational units

- **Departments** are educational organisational units, consisting of all teachers and associates who are employed and teach courses within the department's jurisdiction, as well as a student representatives for the academic years in which the department's courses are taught.
- **Divisions** organise teaching for the acquisition of practical knowledge and skills, in accordance with a special general act.
- **Course Council** is the organisational form of teaching work done at the School. It consists of teachers and associates employed by the School who participate in teaching the School's courses.
- **Clinics** are a basic organisational form of the School's work, defined by the criteria of connectedness and affinity of their scientific and professional process. Clinics and clinical

Research Departments are healthcare institutions or parts of healthcare institutions for clinical teaching. Teaching bases are institutions that do not meet the requirements for the status of a clinic, but take over a part of the teaching with the approval of the Minister of Health.

Scientific organisational units

- **Research Department** are an organisational form of work at the School where scientific and research work is carried out.
- **Centres** have been established for the purpose of conducting multidisciplinary scientific research and specific educational activities.
- **Laboratories** have been established in branches and other organisational units of the School.
- **Divisions** are organised in branches and scientific and teaching organisational units of the School; they participate in the preparation and implementation of classes and scientific research work.
- **Scientific Centres of Excellence** are top scientific organisations or groups of scientists recognised for their outstanding contribution within a specific discipline. Two centres operate at the School: the Scientific Centre of Excellence for Reproductive and Regenerative Medicine (CERRM) and the Scientific Centre of Excellence for Basic, Clinical and Translational Neuroscience (ZCI-NEURO).

Organisational units for administrative services

- **School Secretariat** - organisational unit responsible for professional and administrative affairs of the School.
- **Office for Quality Assurance and Improvement** - organisational unit focused on monitoring and improving the quality system at the School.
- **Secretariat of the Croatian Institute for Brain Research (CIBR)** - organisational unit in charge of professional and administrative affairs within the scope of activities and competences of the School's scientific and teaching branch and performs its tasks in close cooperation with the School's Secretariat.
- **Secretariat of the Andrija Štampar School of Public Health (SPH)** - organisational unit in charge of carrying out professional, administrative and technical tasks.
- **Central Medical Library** - operates within the School of Medicine and at the University Hospital Centre Zagreb.

1.3. The School administrative bodies

The School is managed by the Faculty Council and the Dean.

- **Faculty Council** is an expert council that performs the duties established by the Law, the University Statute and the School Statute and other general acts.
- **Dean** manages the School and undertakes all legal actions in the name and on behalf of the School.
- **Vice-deans** assist the Dean in his/her work, in accordance with the Statute.
- **Assistant Deans** assist the Dean in performing duties in the areas for which they are appointed.

- **Management Board** is a professional body consisting of Vice-deans, Assistant Deans, Heads of School branches, Secretary General, Economic Secretary, a representative of the trade union and the president of the School's Student Union.

Numerous boards, **committees, and other management bodies** participate in the work of the School.

- **Council for Postgraduate Studies** – a management body to which the Faculty Council can delegate certain responsibilities related to postgraduate studies. The final decisions of this Council must be confirmed by the Faculty Council.
- **Study Year Council** - responsible for planning, coordination, implementation and monitoring of classes. It consists of the teachers in charge of the courses of the study year and a student representative for each study year.
- **Professional Study Council** - ensures the quality of teaching and participates in administrative decisions for the needs of the Medical Studies in English and the Graduate University Study in Nursing.
- **Board for Selection of Teachers, Researchers and Associates and Board for PhD Theses** - have the aim to standardise and coordinate the respective procedures.

Boards, committees and other working bodies are the engine of all of the School's activities. Details about the work of the 35 committees are available on the School's website.

1.4. The School Statute

The Statute of the University of Zagreb School of Medicine is the basic document that regulates the organisational structure, activity, management and academic processes of the School. This document defines the powers of the School's bodies, the organisation and implementation of study programmes, as well as the status of teachers, associates, students and other employees. The Statute also establishes the financial framework for the functioning of the School, which ensures stability and encourages development in accordance with academic goals and challenges.

2. MISSION, VISION, AND VALUES

2.1. The School's Vision

The School of Medicine of the University of Zagreb is a national, internationally recognised institution for excellence in education, scientific research, knowledge and technology transfer, and the application of achieved results in the field of biomedicine and healthcare, for the benefit of the entire broader social community, as well as for encouraging academic entrepreneurship and collaboration with the economy.

2.2. The School's Mission

The fundamental mission of the School is to maintain international scientific, professional and teaching competitiveness and recognition, and to continuously harmonise its study programmes with the strategic goals and development needs of the Croatian society. Scientific research activity is not only the foundation of modern university education, but also a key international benchmark for assessing academic quality and competitiveness.

The School enrolls excellent students, offers student-oriented programmes, integrates fundamental sciences, excellent clinical education, professional standards, and ethical principles, applies the best teaching methods, and identifies and rewards the top-performing students. The School creates a stimulating academic environment, promotes scientific and humanitarian aspects of medical practice, and concurrently conducts scientific research through competitive international and national projects.

The School must achieve all of this despite operating in challenging circumstances – as it simultaneously undergoes a lengthy and complex process of recovery and comprehensive reconstruction from the earthquake and the consequences of the COVID-19 pandemic. The process of reconstruction of the infrastructure damaged by the earthquake will be used by the School for further improvement and expansion of its facilities.

The School aims for a high degree of functional integration of all organisational units and teaching bases, and therefore it should strive to enhance the quality of all activities, fully digitalise its operations, systematically strengthen the so-called Knowledge Triangle (research – education – innovation) by promoting innovation, academic entrepreneurship, and collaboration between the academic community and the economy.

2.3. Key values

The key values of the School of Medicine derive from a rich tradition that has promoted general academic values from the very beginning and harmonised them with contemporary knowledge about the role of the academic community in society. These values set the guidelines for the coming period and form the basis for the realisation of our strategy.

1. **Excellence:** We strive for the highest standards in everything we do, in education, research or clinical practice. Our commitment to excellence drives us towards constant improvement and innovation.

2. **Integrity:** We act by the highest ethical standards, adhering to the principles of honesty, transparency and responsibility in all our activities.
3. **Cooperation:** We believe in the power of teamwork and international cooperation. We encourage cooperation between different disciplines, faculties and institutions in order to achieve better results.
4. **Innovation:** We are constantly looking for new and better ways to educate our students, conduct research and provide clinical care. Innovations are the key to our success and future development.
5. **Social responsibility:** As a leading medical institution, we are aware of our responsibility towards society. We strive to provide top-quality healthcare and contribute to improving health outcomes in the community.
6. **Competitiveness:** We strive for excellence in the quality of education and scientific research in order to attract and retain the best students and experts in various medical disciplines, while simultaneously promoting and respecting medical ethics, professionalism and patient care to ensure the best medical practice.

This strategy will help the School to further build on its rich history and tradition, strive for excellence and innovation, and contribute to the health and well-being of people in Croatia and around the world.

3. SWOT ANALYSIS

The School of Medicine plays a key role in the education and development of future doctors, researchers and healthcare professionals. Faced with challenges and opportunities resulting from dynamic changes in medicine, changing social needs and accelerated progress of digital technologies, it is necessary to periodically analyse internal strengths and weaknesses as well as external opportunities and threats in various aspects of the School's activities in order to preserve excellence in education and scientific research.

As a tool, a SWOT analysis facilitates deeper understanding of the current situation and helps lay the foundations for strategic planning that will make it possible for the School to achieve its goals and develop in accordance with the needs and challenges of the times.

A SWOT analysis provides insight into ways in which the School can capitalize on its strengths, overcome its weaknesses, use opportunities and face challenges to advance its position in the domain of medical education and scientific research. This analysis helped identify the key strengths that make the School competitive and successful, including a long tradition of quality education, diversity of study programmes, improvement of teaching processes and student support, teaching and institutional capacities, and scientific excellence. On the other hand, the School faces multiple challenges, including teacher overload and human capital flight, the need for continuous improvement and adaptation of teaching programmes, and possible external threats such as health crises and regulatory changes, all of which require special attention and strategic planning.

This SWOT analysis serves as a basis for making informed decisions and developing strategies that will support further advancement in excellence in the field of medical education and scientific research and enable the School to continuously advance in achieving its mission to promote health and medical practice. This thorough and comprehensive analysis provides insight into the current state of the School and suggests potential directions for future development.

3.1. Strengths

The School's strength stems from a number of key factors such as a long and rich tradition, a strong teaching staff, extensive international cooperation and advanced research programmes that together contribute to excellence in education, scientific research, transfer of knowledge and technology, and the application of achieved results in the field of biomedicine and healthcare.

1. An organised, well-managed institution with a long tradition and continuous improvement of the quality assurance system.
2. Involvement of students in all bodies and committees of the School (including the Management Board) through which they participate in making important decisions for the School, and a developed system of legal protection of students (student ombudsman).
3. A leading institution in the scientific field of biomedicine and healthcare with a large number of internationally recognised scientists and the largest share of scientific papers in the scientific output of the Republic of Croatia.
4. A long tradition of graduate and post-graduate study programmes in the field of medicine, which are also conducted in English.

5. The only institution that provides all postgraduate specialist study programmes in all specialty and sub-specialty areas within the Republic of Croatia.
6. Well-organised PhD studies with the participation of prominent international scientists and significant human and infrastructural capacities for the production of PhD theses.
7. Active participation of a large number of students in international student congresses and symposia, a large number of student societies and associations, projects, and high student involvement in scientific research and teaching work.
8. Implemented digital transformation of operations with mutual integration of all information systems: ISVU, central employee record system (TASK), teaching record system (SEN), postgraduate studies programme (PDS) and e-learning platform (LMS), which automatically exchange necessary information.
9. All courses of the four study programmes have their virtual version within the School's own e-learning platform (LMS).
10. A well-developed system for improving the digital and pedagogical competencies of teachers, supported by tools that use artificial intelligence, and the application of modern innovative teaching and examination methods based on learning outcomes and student-centred teaching.
11. The social role of the School has been developed through participation in public actions to promote educational, scientific and professional activities.
12. Availability of a large number of macroscopic and microscopic specimens available to students in four museums, along with large capacities for individual student work and numerous laboratories available for educational and scientific activities.
13. Well-equipped and spacious Central Medical Library with a large digital repository allows students and teachers to access online databases.
14. Strong international recognition of the School with experts in the field of medicine and public health, and developed cooperation with leading international institutions.

The analysis shows that the strength of the School comes from well-developed resources, professional staff, cooperation with students and international partners, and from modern infrastructure. Further exploitation of these strengths provides an opportunity for continuous improvement of the quality of education, research and global cooperation, thus strengthening the position of the School in the field of medicine and public health. A high-quality teaching staff enables the School to widely apply modern innovative approaches in education based on learning outcomes with a focus on individualised access to students and the achievement of specific learning outcomes. The presence of internationally recognised scientists and a wide range of study programmes encourages the further development of excellence in scientific research work.

The active participation of students in decision-making processes provides for a better understanding of their needs and expectations, which affects the improvement of the quality of teaching, study programmes and resources. The developed and ramified international connections of the School with leading international institutions allows greater incoming and outgoing mobility of students and teachers, increases participation in joint scientific projects and global initiatives in medicine. Modern infrastructure and resources are the basis of digital transformation that facilitates business processes and improves the quality of teaching processes, while the availability of resources such as museums, laboratories and libraries further encourages the active involvement of students in learning.

3.2. Weaknesses

1. Limitations in the employment of associates and scientific and teaching staff
2. Uneven teaching load of teachers
3. Unresolved issue of the cumulative employment relationship
4. Heavy teaching load limits the scientific work of teachers
5. Low rates of mobility of teachers, other employees, and students
6. Limitations in employment of non-teaching staff
7. Insufficient staff for administrative support in project applications and project management.
8. Impossibility of hiring additional professional staff for student support
9. Insufficient funding for the systematic development of the School by the Ministry of Science and Education (MZO)
10. Temporary lack of teaching and scientific facilities due to the reconstruction of buildings damaged in the earthquake makes teaching and research difficult.

Despite the many advantages, the SWOT analysis also recognised several important weaknesses that must be thoroughly addressed in order to maintain and improve the quality of education and scientific work at the School. Two key problems arise from most of these identified weaknesses.

The first problem stems from limitations in the employment of associates, scientific and teaching staff, and non-teaching staff. This limitation leads to a number of other problems, including limitations in outgoing teacher mobility, an uneven distribution of teaching loads, and excessive teacher workload. The low outgoing mobility of teachers is mostly the result of a lack of replacement teaching staff for those who want to improve their professional or scientific training. Also, the difficulties in conducting scientific research arise from teachers being overburdened with teaching duties, which is also rooted in the lack of teaching staff. All these weaknesses can be effectively solved by additional employment, which is mainly the responsibility of the Ministry of Science and Education (MZO). In this sense, constructive communication with the Ministry of Science and Education is essential to jointly seek the best solutions for these challenges.

Another key problem stems from deficient programme and projects by Ministry of Science and Education. Solving this problem requires a comprehensive approach and cooperation in order to provide the necessary resources for the needs of the School. This includes political advocacy for increased budgets, consideration of various alternative sources of funding, effective management of resources, and exploration of partnerships and collaborations with other institutions to jointly apply for larger projects.

A special (long-term) type of problem is the unresolved cumulative employment relationship of clinical teachers, which has a negative impact on their efficiency, engagement, and ability to maintain a balance between clinical practice and academic obligations. Addressing this issue requires careful planning and implementation of strategies to ensure that clinical educators can successfully perform their duties in both areas.

3.3. Opportunities

1. Attracting the best high school graduates from Croatia and neighbouring countries.

2. Encouraging top Croatian scientists abroad to increase collaboration and return to Croatia, as well as encouraging more intensive cooperation with alumni of the School of Medicine (AMAMUZ)
3. Participation of School's employees in the creation of strategies for the development of science and higher education, as well as healthcare development and health policy planning in the Republic of Croatia.
4. Availability of European funds for development of education, research and teacher mobility.
5. Establishment of a national and regional centre of excellence in all three areas of biomedicine - public health, basic and clinical medical sciences
6. Good and continuous cooperation with the non-governmental and economic sectors in promoting public health and the application of scientific knowledge in everyday public health medical practice, and cooperation with industry for the purpose of providing specialised services and developing joint research projects.
7. Introduction of new innovative study programmes in cooperation with other faculties of the University of Zagreb (e.g. cognitive neuroscience, medical robotics).
8. Alignment of quality management with EN ISO9001:2008.

The School of Medicine is currently facing numerous opportunities for growth, development and improvement. Attracting the most talented high school students increases the quality of students who choose our School as their academic destination. In the scientific field, cooperation with our and foreign top scientists abroad, opportunities for return of our top scientists to Croatia, better connections with alumni and the referral of young scientists to training in world-renowned research centres, together with improved access to European funds and the establishment of a biomedical centre of excellence significantly strengthen our research capacities and open the door widely for more intensive international cooperation. All of this represents additional potential for development of new specialised programmes that could attract domestic and foreign students. Active participation in shaping strategies for the development of science, education and health in the Republic of Croatia represents an important contribution of the School due to the positive impact it has on society.

Collaboration with industry, the local community and the non-governmental sector encourages innovation and provides additional sources of funding, creating opportunities for applied research and projects that contribute to social progress. Finally, the harmonisation of the quality management system with the EN ISO 9001:2008 standard facilitates the understanding of business activities and contributes to more effective quality management at the School. All of the mentioned opportunities play a key role in achieving the School's mission and promoting its further development. Continuing to take advantage of these opportunities, the School of Medicine remains on the path to achieving excellence in education and scientific work, and to achieving a positive impact on the entire community and society.

3.4. Threats

1. Disproportion of the ratio of scientific, teaching and professional engagement, and overburdening of teachers with teaching and clinical duties.
2. Inflation of grades in secondary education creates pressure to reduce the criteria of the study programme.
3. The departure of quality personnel abroad or to the private sector due to limited employment opportunities for scientists and teachers and in some segments, better conditions for clinical work in the private health sector.
4. Weak interest of medical doctors in scientific and teaching work on preclinical subjects.
5. Insufficient funds for financing scientific research projects from the state budget.
6. Increase in the number of competitive study programmes in Medicine and graduate studies in Nursing at other universities in the area.
7. Global threats (unstable international environment) and natural disasters

In the analysis of the threats our faculty is facing, we have identified several key challenges that may have a negative impact on the quality of education and scientific work. These challenges require attention and appropriate responses that will ensure the preservation and improvement of the quality of education and research at the School. Threats come from various sources, including the disproportionate workloads of teachers, which can potentially threaten the quality of their work, then the departure of young scientists and teachers abroad, concurrently with limited employment opportunities at medical faculties, which can lead to the loss of talented scientists and research potential. Chronically insufficient financial resources from the state budget are further complications, which is why it is important that the School strives to increase the share of its self-generated income in its budget so it can attract quality personnel. In times of unstable international environment and natural disasters it becomes an imperative to develop quality management in crisis situations. The introduction of innovative "student-centred" approaches in teaching based on learning outcomes at all levels of education will increase the competitiveness of the School and thus attract potential students. Therefore, solving threats requires careful planning and implementation of strategies that will ensure the preservation and improvement of the quality of education and research at our School.

The SWOT analysis clearly indicates that the University of Zagreb School of Medicine has strong foundations to build its future on. This strategy must serve to recognize and address potential weaknesses and threats the School faces, in order to ensure its stability, competitiveness and ability to adapt to the challenges arising from them. This implies the development of sustainable plans for balancing the engagement of teachers, encouraging the retention of quality personnel, finding additional sources of funding for research, flexible management of facilities, promoting interest in preclinical work and being prepared for work in crisis situations. All these measures play an important role in preserving the sustainable development of the School and realizing its vision as a leading medical institution in the region and beyond.

4.0 STRATEGIC GOALS AND PRIORITIES

This strategic document is divided into five key areas that encompass the School's activities:

1. EDUCATIONAL ACTIVITY

2. SCIENTIFIC ACTIVITY

3. PUBLIC FUNCTION

4. ORGANISATION AND BUSINESS, INFRASTRUCTURE DEVELOPMENT AND INTERNAL QUALITY ASSURANCE SYSTEM

For each of the five areas, key strategic goals have been set with clearly defined goals and/or activities, measurable indicators, performance indicators and responsible holders among persons or bodies of the School, as well as scheduled deadlines for achieving these goals. According to the strategy, the responsible persons or bodies of the School are obliged to draw up action plans every year and regularly submit reports to the Faculty Council on the progress in achieving these goals.

The Strategy is harmonised with the current strategy of the University of Zagreb and with national and European strategic documents. This Development Strategy covers the time period until 2028; however, in case new strategic documents are adopted at a higher level, strategic goals will be revised to ensure alignment with new guidelines and priorities.

4.1. EDUCATIONAL ACTIVITY

In the modern world, medical science and practice are constantly improving. In order for the University of Zagreb School of Medicine to remain at the forefront of these changes, it is crucial to develop study programmes that are aligned with the latest trends. This implies adapting the curriculum to the latest discoveries and methods and facilitating greater flexibility in access to education. Flexible programmes allow students to tailor their education to their own interests and needs, while customisable programmes allow classes to be quickly updated to reflect the latest trends in Medicine. In order to raise the quality of the teaching process, the following activities are undertaken at the School:

- Developing modern, flexible and adaptable study programmes in accordance with the Croatian Qualification Framework (CROQF) that reflect the latest trends in medical education and practice.

- Application of an educational approach in which the student is at the centre of the process (SCL student-centred learning) and has an active role, and a curriculum based on learning outcomes according to the revised classification of Bloom's taxonomy, set broadly to leave room for the creativity of teachers and students.

- Integration of digital technologies and modern innovative pedagogical approaches in teaching processes, in order to encourage innovation, provide better support to students and respond to the needs of digitalisation of society.

- Strengthening the interdisciplinary approach in education, encouraging cooperation between different medical disciplines and promoting research teams and networks.

- Ensuring high-quality and inclusive education for all students, with special emphasis on access to education for students from vulnerable and underrepresented social groups and achieving inclusive and top-quality higher education in accordance with the goals of the UN 2030 Agenda.

According to the School's orientation, students are at the centre of the educational process and therefore the School is dedicated to the development of a stimulating environment for student learning and activity, both direct and virtual through e-learning. Learning outcomes in all courses should be defined in the three domains of Bloom's taxonomy - cognitive, affective and psychomotor - which will consequently lead to changes in the organisation of teaching. By 2030, the School plans to complete the transition from the current teaching-oriented approach to a learning-oriented approach. In this context, the School will continue to promote individual and independent work of students from the very first year of study, and special emphasis will be placed on the acquisition of practical skills. While adopting these changes, special importance will be given to methods of knowledge verification, which must be harmonised with learning outcomes and the organisation of classes, which will require the introduction of new educational approaches, such as constructive alignment.

The School of Medicine early recognised the need for the integration of digital technologies into teaching processes and was among the first schools in Croatia to adopt the e-Learning Development Strategy (2007-2010), which laid the foundations for the systematic introduction of e-learning to all study years and all study programmes. The strategy obliged teachers to create for all courses in all study programmes their own e-version in all four of the School's e-learning systems (LMS): Integrated Undergraduate and Graduate Study in Medicine (MEF-LMS), Integrated Undergraduate and Graduate Study in Medicine in English (MSE-LMS), Postgraduate Specialist and PhD Studies (PDS-LMS) and Graduate Study in Nursing (DSS-LMS). This gives students access to online teaching resources, activities, interactive lectures and simulations that enrich the learning experience and provide students with the tools they need to succeed in the digital age. E-learning should, through the application of a mixed or hybrid approach, become a standard form of teaching at the School. Accordingly, it is necessary to introduce a review procedure for e-courses, which, in addition to technical and substantive reviews, should also include a review of the e-courses methodology.

The introduction of an educational approach in which the student is at the centre of the process and has an active role, and a curriculum based on learning outcomes, is not possible without the commitment of teachers to such an approach. Therefore, special emphasis is placed on raising awareness among teachers about the necessity to change approaches to teaching and to undergo systematic education on concrete ways to apply these approaches through the organisation of workshops, courses and seminars for teacher education on modern technologies, tools and approaches.

In order to improve the quality of teaching through the application of new technologies, tools and innovative pedagogical approaches, it is necessary to establish and ensure an environment that will provide teachers with strong support in the development and improvement of their own digital and pedagogical competences, which should contribute to the improvement of their teaching success indicators. Accordingly, the School should establish a creative and motivating environment, both for student and teacher development, with appropriate incentive mechanisms.

The digital revolution that occurs with the emergence of digital tools, including language models based on artificial intelligence, profoundly changes the way we approach learning and teaching and has a significant impact on the development of school programmes to improve the digital competence of teachers. Introducing these models into the teacher education programme helps teachers accept new, innovative pedagogical approaches more easily in order to increase the quality of the teaching process.

In addition to teachers, it is necessary to continuously inform and educate students about work in the LMS, the application of various e-learning technologies and innovative pedagogical approaches implemented within the school. Additionally, students should be included in the process of creating and establishing new teaching activities, by means of surveys, panels and focus groups. Such an approach empowers students, making them active participants in the learning process, which makes students more motivated and responsible for their own learning. The feeling that they have control over their own learning encourages them to work harder and engage in class.

There are three research areas based on the competencies of the School's researchers that have the potential to be internationally competitive: design and quality of educational technologies, student-centred approaches and technologies, and strategic management of educational technologies. Research and application of educational technologies play an important role at the School of Medicine in terms of improving the teaching process.

Every student, regardless of their background or the challenges they face, deserves access to high-quality education. The School of Medicine strives to create an inclusive environment where every student feels valued and supported. Special attention is paid to ensuring resources and support for underrepresented and vulnerable groups of students. Through customised programmes, mentoring support and access to specialised resources, the School strives to provide an environment in which each student will be able to realise their full potential. The Central Medical Library (CML) will continue to play an important role in supporting students by establishing continuous support for students in the preparation of final and graduate theses and dissertations.

Students who are studying today will need to work successfully in an international and multicultural environment in their future professional life, so this experience should also be gained during their studies. The most important instrument in achieving this goal is encouraging student mobility through various European (especially Erasmus) and global student mobility programmes. On the other hand, the mobility of teachers and the arrival of foreign students play an important role in the internationalisation of the School. Therefore, it is necessary to develop effective mechanisms that encourage the mobility of teachers and enable the arrival of foreign students.

Medicine is an inherently interdisciplinary science. Diseases and medical challenges are rarely confined to one area of specialisation. To ensure that students have a comprehensive understanding and ability to solve real-world medical problems, it is crucial to encourage collaboration between different medical disciplines. An interdisciplinary approach allows students to see the big picture and understand how different specialisations overlap and complement each other.

In accordance with the Action Plan for the Development of Clinical Hospital Centres, the School strives to strengthen links with clinical centres in order to ensure the best possible practice for students and to achieve greater integration between clinical practice and the academic

community. The introduction of the latest technologies and methods in education ensures that future specialists are ready for the challenges of modern medical practice.

In accordance with the recommendations for strengthening the capacity for research and development in healthcare, the School strives to introduce the latest technologies and methods into clinical practice in order to ensure the best possible care for patients. Collaboration with clinical centres enables the exchange of knowledge, resources and expertise, thereby achieving greater impact and contribution to the medical community.

In a rapidly changing world, the School aspires to become a centre of clinical excellence, where multidisciplinary teams come together to solve the most challenging problems in Medicine. To achieve excellence in clinical practice, it is essential that clinical educators are updated with the latest methods, techniques and scientific discoveries. Therefore, the School of Medicine develops programmes for continuing professional development of clinical teachers aligned with the National Strategy for creating a stimulating environment for the development of competences of teachers, researchers and experts. The programmes provide clinical teachers with the opportunity for further education, to exchange experiences and acquire new skills. Improving the quality of education and practice in the medical field has a positive effect on the quality of healthcare and contributes to broader social progress.

The School of Medicine, recognizing the dynamism of medical development driven by technological progress and scientific discoveries, strives to be at the forefront of these changes, introducing the latest technology and methods into clinical practice, from advanced diagnostic tools to new therapeutic methods. Accordingly, it is necessary to position lifelong learning more clearly at the faculty and encourage all aspects and forms of lifelong learning depending on the interests of external or internal stakeholders. For continuing medical education programmes which award ECTS credits, the programme accreditation process must be regulated. In the area of continuing medical education, the possibilities of applying various e-learning technologies must be taken into account in order to raise the quality of education.

The health challenges that patients face are often complex and require an approach from multiple medical disciplines. Therefore, the School encourages interdisciplinary cooperation among clinical experts in order to ensure comprehensive healthcare, which is in line with recommendations for improving the quality and safety of healthcare. This makes it possible to provide a holistic approach to treatment, where every aspect of the patient's health is taken into account.

The specific strategic goals are:

4.1.1. Establishing high-quality and effective education that is student-centred and directed towards achievement of learning outcomes

4.1.2. Creating an innovative and motivating student-centred learning and teaching environment

4.1.3. Improving the digital and pedagogical competencies of teachers by applying modern innovative digital technologies, artificial intelligence and innovative pedagogical approaches

4.1.4. Modernisation of existing and introduction of new study programmes in accordance with national and international educational, economic and social standards

4.1.5. Developing continuing medical education programmes

4.1.6. Encouraging and coordinating the incoming and outgoing mobility of students, teachers, and professional staff through educational exchange programmes

4.1.7. Encouraging student excellence, student activities, work of student associations and support for student life and standards

4.1.8. Ensuring high employability of students in study programmes based on learning outcomes.

4.1.1. Establishing high-quality and effective education that is student-centred and directed towards achievement of learning outcomes

	GOAL /ACTIVITY	INDICATOR	SUCCESS INDICATOR	RESPONSIBLE PARTY	PERIOD OF IMPLEMENTATION
1.	Improving the teaching process quality and organisation of the	Success in student evaluation of classes.	Positive evaluation of class quality and organisation by students.	Committee for Quality Assurance of Teaching; Office for Quality Assurance and Improvement; Heads of Departments	Continuously
2.	Continuously applying the existing Quality Assurance Manual.	Periodic self-evaluation reports.	Meeting quality assurance standards.	Heads of Departments and Course Councils; Office for Quality Assurance and Improvement;	Continuously
3.	Increasing the success of studies by achieving the target quality of teaching and defined learning outcomes in all study programmes.	Analysis of students' performance in the previous academic year at course and study year level.	Increasing performance in the final exam in the courses.	Vice-dean for Teaching; Vice-dean for New Study Programmes; Vice-dean for Medical Studies in English; Office for Quality Assurance and Improvement; Heads of Departments	Continuously
4.	Evaluating the teacher's work, with continuous improvement of the measuring instrument and application methodology.	Analysis of evaluation results.	Teacher's work positively evaluated.	Vice-dean for Teaching; Heads of Departments; Committee for Quality Assurance of Teaching; Office for Quality Assurance and Improvement;	Continuously

5.	Increasing the quality of teaching by providing support to teachers in the improvement of teacher competencies.	Conducting workshops and courses.	The number of teachers who have undergone training.	Centre for the Improvement of Teacher Competencies; Office of e-Learning	Continuously
6.	Developing teacher reward mechanisms, defining criteria for educational excellence and proposing its measurable parameters.	Creation of criteria for rewarding and educational excellence.	Established reward system.	Management of the School; Faculty Council; Office for Quality Assurance and Improvement; Quality Promotion Committee	By 2025/26
7.	Defining pedagogical and technical standards and recommendations for e-learning materials to ensure their quality and compatibility with other content.	Development of standards and recommendations.	Accepted documents.	Management of the School; Faculty Council; Committee for Textbooks; e-Learning Committee; Office of e-Learning	By 2025/26
8.	Defining the criteria and procedure for approving and evaluating e-learning materials.	Creation of evaluation criteria for e-learning materials.	Accepted documents.	Faculty Council; Committee for Textbooks; e-Learning Committee; Office of e-Learning	By 2025/26
9.	Strengthening the role of students in the decision-making process related to teaching.	Number of forums and consultations with students.	At least one.	Management of the School; Vice-dean for Teaching; Student representatives	Annually
10.	Balancing the teaching load - optimisation of the teaching load of teachers and associates.	Analysis of the teaching load of teachers and associates.	Reduce the share of teachers who exceed the norm for teaching (all levels of education).	Management of the School; Administrative services	Continuously

11.	Revising and improving existing educational programmes - in accordance with the needs of the labour market, introducing new contents and teaching methods.	Minor revision of all plans and programmes during the strategic period, and a major revision during two strategic periods.	Audits carried out in all courses.	Vice dean for Teaching; Vice-dean for Medical Studies in English; Vice-dean for New Study Programmes; Heads of Departments and Course Directors	Until the end of the strategic period
12.	Providing equal opportunities for learning and work to representatives of vulnerable and underrepresented social groups.	Analysis of the use of services by students from vulnerable and underrepresented social groups.	Increase in the number of students using counselling services.	Vice-dean for Teaching; Centre for Mental Health Improvement	Continuously
13.	Removing architectural barriers for students with disabilities.	Number of architectural barriers removed.	All barriers removed.	Department of Construction and Maintenance	End of the strategic period
14.	Encouraging the publication of faculty teaching texts.	Number of new faculty textbooks.	Increasing the number of teaching texts in the strategic period.	Committee for Textbooks; Office of Publishing Affairs	Continuously

4.1.2. Creating an innovative and motivating student-centred learning and teaching environment

	GOAL /ACTIVITY	INDICATOR	SUCCESS INDICATOR	RESPONSIBLE PARTY	PERIOD OF IMPLEMENTATION
1.	Introduction of modern, innovative digital technologies, artificial intelligence and pedagogical approaches in the teaching process.	Application of innovative student-centred approaches in teaching, providing a stimulating teaching atmosphere and environment.	Positive evaluation of the quality and organisation of teaching by students.	Vice-dean for Teaching; Vice-dean for Medical Studies in English; Vice-dean for New Study Programmes; Heads of Departments and Course Directors; Office of e-Learning	Continuously

2.	Developing a motivating learning environment that encourages creativity, innovation, and internationalisation.	Increasing student engagement in contact classes.	Positive evaluation of the quality and organisation of teaching by teachers.	Vice-dean for Teaching; Vice-dean for Medical Studies in English; Heads of Departments and Course Directors	Continuously
3.	Construction of the Centre for Simulation Medicine.	Centre built and equipped	The beginning of the work at the Centre.	Management of the School	End of the strategic period
4.	Strategic planning of renovation, modernisation and digitisation of teaching resources (lecture rooms, training rooms, laboratories).	Annual procurement plan.	Students' satisfaction with the equipment and functionality of the rooms.	Vice-dean for Administration and Finance; Heads of Departments and Course Directors;	Continuously
5.	Increasing the number of foreign students from the EU and the world studying medicine in English.	Number of students from other countries.	Increase in the number of applicants.	Vice-dean for Medical Studies in English; Committee for Admission of Candidates to Medical Studies in English	Annually

4.1.3. Improving the digital and pedagogical competencies of teachers by applying modern innovative digital technologies, artificial intelligence, and innovative pedagogical approaches

	GOAL /ACTIVITY	INDICATOR	SUCCESS INDICATOR	RESPONSIBLE PARTY	PERIOD OF IMPLEMENTATION
1.	Raise awareness of the need for continuing education and improvement of digital and pedagogical competencies for the purpose of professional development of teachers.	Notices and articles about the importance of improving teachers' digital and pedagogical competencies.	Published articles in the faculty magazine "mef.hr" and on the School's website.	Vice-dean for Teaching; Committee for Teaching; e-Learning Committee; Centre for Improvement of Teacher Competencies; Office of e-Learning	Continuously

2.	Increase the availability of digital technologies and artificial intelligence in LMS courses through all study programmes and continuing medical education.	Enabled access to digital resources and activities on the LMS in all study programmes.	Increased share of teachers who actively use digital resources and activities on the LMS.	e-Learning Committee; Office of e-Learning	Continuously
3.	Improve the digital and pedagogical competencies of teachers, supported by tools that use artificial intelligence, in the application of innovative teaching and examination methods based on learning outcomes and student-centred teaching.	Organisation of workshops and courses.	Increased share of teachers who have undergone workshops for using digital technologies in teaching.	e-Learning Committee; Centre for Improvement of Teacher Competencies; Office of e-Learning	Continuously
4.	Conduct teacher trainings to strengthen competencies for mentoring graduate and PhD theses.	Organisation of lectures and workshops for mentors.	Increased number of workshops and teachers participating in education on an annual basis.	Vice-dean for Teaching; Vice-dean for Science; Committee for Diploma Theses, Final Exam and Diploma Exam; Board for PhD Theses	Annually
5.	Conduct a constructive alignment of the expected learning outcomes of courses and study programmes.	Analysis of constructive alignment by teachers and students.	Constructive alignment conducted.	Vice-dean for Teaching; Office for Quality Assurance and Improvement	By 2026/27
6.	Establish strategic partnerships in the field of teaching, enabling the mobility of teachers and professional staff through	Existence of inter-institutional agreement.	Number of teachers and professional staff who participated in exchange programmes in teaching.	Management of the School; Faculty Council International Relations Office;	Continuously

	exchange programmes in teaching.			Vice-dean for International Relations	
7.	Encourage the participation of teachers in continuing medical education programmes in the field of teaching improvement.	Number of participants in continuing medical education programmes.	Certificates of successfully completed programmes.	Centre for the Improvement of Teaching Competencies; Office of e-Learning	Continuously
8.	Establish criteria and procedures for evaluating teacher competencies that promote excellence in teaching.	Conducting analysis and making recommendations to establish minimum standards and encourage excellence.	Published analysis and recommendations made for establishing minimum standards and encouraging excellence.	Faculty Council; Centre for the Improvement of Teaching Competencies; Office for Quality Assurance and Improvement; Office of e-Learning	By 2026/27

4.1.4. Modernisation of existing and introduction of new study programmes in accordance with national and international educational, economic and social standards.

	GOAL /ACTIVITY	INDICATOR	SUCCESS INDICATOR	RESPONSIBLE PARTY	PERIOD OF IMPLEMENTATION
1.	Improvement of study programmes based on learning outcomes in accordance with the requirements of professional associations and the labour market.	Revision of study programmes based on learning outcomes.	Evaluation of achieved learning outcomes based on student and teacher analysis and analysis of examination results.	Committee for Quality Assurance of Teaching; Office for Quality Assurance and Improvement	Annually
2.	Internal evaluation of study programmes that should be based on learning outcomes with predefined goals and criteria.	Regular internal evaluation of study programmes.	Alignment of study programmes with learning outcomes.	Committee for Quality Assurance of Teaching; Office for Quality Assurance and Improvement	Continuously
3.	Harmonisation of learning outcomes of the study programme with learning outcomes of related studies at accredited universities in the EU.	Analysis and comparison of learning outcomes of the study programme with learning outcomes of related studies at accredited universities in the EU.	Alignment of learning outcomes of the study programme with similar programmes in EU countries.	Faculty Council; Office for Quality Assurance and Improvement	Before the procedure for approving the study programme
4.	Student-centred teaching in new study programmes, including the introduction of modern innovative digital	Analysis of student survey results on the application of modern, innovative student-centred teaching.	Published analysis of student survey results on the application of innovative teaching.	Vice-dean for Teaching; Head of Medical Studies in English; Programme Managers;	Continuously

	technologies and pedagogical approaches in teaching.			Office of e-Learning	
5.	Promoting leading approaches to education among teachers and students.	Participation of teachers and students in promotional activities (round table, panel, forums).	Number of teachers and students participating in promotional activities.	Centre for the Improvement of Teaching Competencies; Office of e-Learning; Committee for Extracurricular Student Activities; Teachers	Continuously
6.	Encouraging the creation and use of open resources - open educational resources (OER).	Open educational resources published in open access.	Increased number of OER in open access.	Vice-dean for Teaching; Office of e-Learning; CML	Continuously
7.	Increasing the number of study programmes conducted in English	Number of new study programmes conducted in English.	A study programme established.	Management of the School; Faculty Council; Vice-dean for Postgraduate Studies; Vice-dean for Medical Studies in English;	End of the strategic period

4.1.5. Developing continuing medical education programmes

	GOAL /ACTIVITY	INDICATOR	SUCCESS INDICATOR	RESPONSIBLE PARTY	PERIOD OF IMPLEMENTATION
1.	Adaptation of existing and development of new continuing	Number of continuing medical education programmes implemented.	Establishment of new continuing medical education forms and programmes.	Vice-dean for Postgraduate Studies;	Continuously

	medical education forms and programmes.			Continuing Medical Education Office	
2.	Developing awareness of the importance of continuing medical education, and coordinating and implementing actions to promote the programme.	Promotional activities and encouragement to apply for new programmes.	Promotional activities held and new programmes designed.	Continuing Medical Education Committee; Continuing Medical Education Office	Continuously
3.	Collecting data on different forms and expanding the offer of educational services of continuing medical education aligned with the needs of the labour market.	List of needs for individual forms and topics of continuing medical education.	Number of implemented programmes. Activities published on the School website.	Vice-dean for Postgraduate Studies; Continuing Medical Education Office	Continuously
4.	Implementation of development, coordination, and dissemination activities in order to promote top-quality and relevant programmes.	Public discussions, round tables, web pages, publications and other forms of dissemination.	Held public discussions; promotional activities on the School website.	Continuing Medical Education Office	Continuously
5.	Compliance of continuing medical education programmes with quality standards.	Number of programmes that meet quality standards.	All programmes meet quality standards.	Faculty Council; Continuing Medical Education Office; Office for Quality Assurance and Improvement	End of the strategic period
6.	Increasing the quality of teaching in the continuing medical education programme by introducing an e-learning system (LMS)	Existence of LMS for continuing medical education programme	LMS set up for continuing medical education programme.	Continuing Medical Education Office; Office of e-Learning	Ac. year 2024/25

7.	Inclusion of experts from outside the School in the Continuing Medical Education programme.	The existence of a continuing medical education programme in which external experts are involved.	Number of experts included in the programmes.	Vice-dean for Postgraduate Studies; Continuing Medical Education Office	Annually
8.	Improving the digital and pedagogical competencies of teachers by conducting workshops and courses.	Conducting workshops and courses.	At least one workshop per year.	Office of e-Learning	Annually

4.1.6. Encouraging and coordinating the incoming and outgoing mobility of students, teachers, and professional staff through educational exchange programmes.

	GOAL /ACTIVITY	INDICATOR	SUCCESS INDICATOR	RESPONSIBLE PARTY	PERIOD OF IMPLEMENTATION
1.	Actively promote exchange programmes among students and teachers.	Posts on the School website and social networks, and other communication channels.	Two lectures and at least 10 posts per year.	International Relations Office	Continuously
2.	Increasing the number of inter-institutional agreements in order to facilitate incoming and outgoing mobility.	Number of inter-institutional agreements.	Increasing the number of inter-institutional agreements.	Management of the School; Faculty Council; Vice -dean for International Relations; Vice-dean for Medical Studies in English	End of the strategic period
3.	Increasing the incoming and outgoing mobility of students and teachers in order to encourage	Number of teachers and students who participated in the mobility programme.	Number of exchange students and teachers increased by 30%	Vice-dean for International Relations;	Annually

	international cooperation through educational exchange programmes.		as compared to the previous year.	International Relations Office	
4.	Provide support to students and teachers during the preparation for the exchange and during their stay abroad.	Individual counselling with teachers and students; production of brochures and guides.	Increased number of teachers and students seeking information and help as compared to the previous period.	International Relations Office	Annually
5.	Increasing the number of courses and study programmes conducted in English with the aim of attracting foreign students, but also for internationalisation at home.	Number of courses and study programmes in English, students' interest in enrolling in study courses in English.	Increasing interest and the number of students enrolling in courses in English.	Vice-dean for Medical Studies in English;	Annually

4.1.7. Encouraging student excellence, student activities, work of student associations and support for student life and standards.

	GOAL /ACTIVITY	INDICATOR	SUCCESS INDICATOR	RESPONSIBLE PARTY	PERIOD OF IMPLEMENTATION
1.	Establishment of incentive mechanisms for success and excellence in studies.	Establishment of additional forms of excellence in studying.	Awarding appropriate prizes.	Management of the School	Continuously
2.	Improving the student reward system.	Regulations on Rewarding Students .	Adoption of new regulations on rewarding students	Management of the School; Faculty Council; Student Council and associations	Continuously

3.	Ensuring continuous monitoring of student satisfaction.	Regular monitoring of student satisfaction by means of a measurement system.	Students satisfied with the support during their studies (exit survey).	Management of the School; Committee for Quality Assurance and Improvement	Continuously
4.	Encouraging and coordinating extracurricular activities.	Extracurricular activities conducted.	Increase in the number of extracurricular activities.	Management of the School; Committee for Extracurricular Student Activities; Student Council and associations	Continuously
5.	Increasing the number of students involved in cultural, sports and social activities.	Number of students involved in one of the activities.	Increased number of students involved in activities.	Management of the School; Student organisations, associations, and societies	Continuously
6.	Providing systematic support for student sports and other student activities.	Financial report on student grants for sports and other activities.	Increased student support for sports and other activities.	Vice dean for Administration and Finance;	Continuously
7.	Encouraging students to participate in student competitions and similar activities.	Number of students involved in such activities.	At least 50 students per year in competitions.	Management of the School; Student organisations	Annually

4.1.8. Ensuring high employability of students in study programmes based on learning outcomes.

GOAL/ACTIVITY	INDICATOR	SUCCESS INDICATOR	RESPONSIBLE PARTY	PERIOD OF IMPLEMENTATION
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1.	Strengthening the Centre for Career Planning in Biomedicine and Health (CPZ) in terms of programme and personnel.	Number of employees.	Increased number of employees.	Management of the School CPZ	Until the end of the strategic period
2.	Establishing own records on the employability of students in CPZ.	Employability analysis.	Own records established.	CPZ	Until the end of the strategic period
3.	Developing methodology and programmes for personnel planning and professional orientation.	Employability analysis and adaptation of the planning programme	Developed methodology and programmes for personnel planning and professional orientation.	CPZ	Annually
4.	Establishing a system of obtaining regular feedback from employers, representatives of the labour market, and other relevant organisations.	Regularly receiving information from employers, representatives of the labour market, and other relevant organisations.	Established system for regular monitoring.	CPZ	By 2025/26
5.	Connecting students with employers on Career Day and similar events.	Organizing a Career Day.	Career Day held.	CPZ	Annually
6.	Organizing expert events and educational courses on career planning in biomedicine and healthcare	Number of expert events and educational courses.	Two expert events and courses.	CPZ	Annually
7.	Continuously developing AMAMUZ (MEF alumni), improving cooperation, and nurturing contact with the community of MEF alumni.	Involvement of alumni in actively supporting and helping students and graduates.	Alumni provide systematic support to MEF students and graduates	AMAMUZ	Continuously



			An active alumni forum on the MEF web portal to support graduates.		
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4.2. SCIENTIFIC ACTIVITY

The University of Zagreb School of Medicine is one of the leading academic institutions in the field of biomedicine and healthcare in the Republic of Croatia and the entire region. It has numerous advantages and achievements, including high scientific productivity and recognition, extensive international cooperation, a high number of citations, significant scientific influence, professional education, social relevance and technological progress. The rich scientific productivity of the School constitutes a significant part of the total scientific production of the University of Zagreb (about 25%) and the Republic of Croatia (about 10%). The international impact of these works is also significant, as confirmed by the fact that around 30% of them were published in journals with a high impact factor (JCR Q1).

The School of Medicine in Zagreb places great emphasis on maintaining and improving the quality of its programmes, research, and services. Key to achieving this is the concentration of efforts on innovation and the application of the latest scientific achievements in practice, as well as the promotion of intersectoral cooperation and partnerships. With continuous development and investment in scientific excellence, the School aims to be recognised as a leading centre of medical knowledge and research at regional and international level.

In addition to its outstanding scientific work, the School of Medicine contributes actively to the social relevance of its research. By collaborating with the industry and the public sector, applying new technologies and innovations, carrying out specialised and development projects and providing professional advice, the School will continue to focus its research on solving current health problems in the field of public health, the pharmaceutical industry and the production of medical devices. By supporting clinical trials essential for the development of new medicines and therapeutic procedures, as well as research that leads to the production of new medical devices, the School is positioned as a leading institution for the introduction of new technologies and therapeutic procedures into medical practice in Croatia, such as robotic surgery, laser therapy, diagnostic imaging methods, various forms of transplantation medicine, and ensuring the highest level of healthcare for people suffering from a stroke. This directly affects the quality of healthcare and the development of medical science.

The School of Medicine plays an important role in the education and training of healthcare professionals and other professional groups. In doing so, it can directly influence the dissemination of new knowledge and innovations in the field of biomedicine and health and improve the quality of healthcare in the community. In a rapidly changing world, it is crucial that research work is at the forefront of innovation. The School of Medicine in Zagreb strives to become a centre of scientific excellence where multidisciplinary teams come together to solve the most important medical challenges. Collaboration with international institutions enables the exchange of knowledge, resources, and expertise, resulting in a greater impact and contribution to the global medical community.

The quality of research largely depends on the availability of high-quality scientific resources. The School of Medicine invests in the development of modern laboratories equipped with state-of-the-art technology. These laboratories make it possible for researchers to conduct research with the highest precision and efficiency. In addition to the laboratories, the School is committed to establishing research centres that bring together experts from different disciplines.

Long-term strategic interdisciplinary research programmes, involving almost all researchers of basic disciplines as well as numerous researchers of different clinical disciplines, are

two scientific and teaching branches of the School (Andrija Štampar School of Public Health – SPH; Croatian Institute for Brain Research - CIBR), and two Scientific Centres of Excellence (Scientific Centre of Excellence for Reproductive and Regenerative Medicine, Scientific Centre of Excellence for Basic, Clinical and Translational Neuroscience - ZCI-NEURO).

The Andrija Štampar School of Public Health (SPH) plans to strengthen international scientific cooperation within the scope of ASPHER (European Association of Schools of Public Health) and other similar leading international institutions, and plans to encourage expert exchanges and study stays as part of the ERASMUS and Fullbright programmes. It will also develop action research and applied research related to health in the community, improving the health and quality of life of vulnerable groups in the population, health management, the development of a polycentric model of decision-making and resource management in healthcare, research on bioethics and public health ethics, research related to the Covid-19 pandemic and its consequences for health, as well as research related to the healthcare system and the development of new health policies and health diplomacy.

The Scientific Centre of Excellence for Reproductive and Regenerative Medicine (CERRM) of the University of Zagreb School of Medicine consists of two research units: Biomedical Research of Reproduction and Development Research Unit and Regenerative Medicine Research Unit. Their work is planned to continue, and in the next 5-year period research activities will focus on the genetics and epigenetics of infertility, non-invasive diagnostic procedures through liquid biopsies, and the introduction of new advanced oncofertility (diagnostic and therapeutic procedures) to preserve fertility in patients with neoplasms. Plans include completion of the development of the rhBMP6 medicine (manufacture of rhBMP6 and start of future clinical studies) and further development of treatments for fibrotic diseases based on bone morphogenetic protein 1 (BMP1). The rhBMP6 biological medicine is in preparation for phase III protein production and conduct of a large international multicentre clinical trial to facilitate approval for global marketing. The mentioned activities and research of CERRM should significantly improve reproductive and regenerative medicine not only in the Republic of Croatia but also on a global level.

The Croatian Institute for Brain Research (CIBR) will continue to promote multidisciplinary scientific research into the neurobiological basis and plasticity of normal cognitive development and cognitive disorders, as well as the plasticity and reorganisation process in response to a lesion in those neurological and psychiatric diseases and disorders in child development stages and in adulthood that are of public health and economic importance to society as a whole. CIBR is a key organisational unit within the Scientific Centre of Excellence for Basic, Clinical and Translational Neuroscience (ZCI-NEURO) and aims to coordinate a national network for integrating, directing and improving innovative and translational approaches to early detection, treatment, outcome assessment, and rehabilitation of patients who suffered hypoxic-ischemic or haemorrhagic brain lesions. The goal is to advance an interdisciplinary and multidisciplinary programme by combining different disciplines of basic neuroscience (neuroanatomy, neurohistology, neuroembryology, neuropathology, molecular neurobiology, genetics and genomics, neurochemistry, neuropharmacology, neurophysiology) and clinical neuroscience (neurology, paediatric neurology, neuroradiology, psychiatry, neurorehabilitation, perinatology), as well as to encourage a transdisciplinary approach combining neuroscience with veterinary medicine on the one hand, and neuroscience with social sciences and humanities (psychology, speech therapy, rehabilitation, linguistics) on the other.

The future of medical research is in the hands of young researchers. To ensure that they are well prepared for the challenges that await them, the School offers a range of programmes aimed

at their professional development. Mentoring allows young researchers to learn directly from experienced experts, while workshops and specialised programmes offer the opportunity to acquire specific skills and knowledge.

One of the greatest challenges in medicine is the rapid translation of scientific discoveries into treatments that can help patients. The School of Medicine strives to reduce the gap between the laboratory and clinical practice by encouraging collaboration between researchers and clinical experts. This collaboration allows faster implementation of new therapies and treatments, improving the quality of patient care.

The School is achieving the strategic goals set, despite working under aggravated circumstances - on the one hand, there is a long-term and complex process of recovery and full reconstruction after the earthquake, and on the other hand, there are the consequences of the COVID-19 pandemic. The process of rebuilding the infrastructure damaged by the earthquake is also being used to further improve and expand its facilities. The School strives for the highest level of functional integration of all its organisational units and teaching bases and therefore continues to actively work on improving the quality of all forms of activities, complete digitalisation of operations, systematic strengthening the so-called "knowledge triangle" (research - education - innovation) by promoting innovation, academic entrepreneurship and collaboration between the academic community and the business community.

All activities described, carried out to achieve strategic goals, demonstrate the important role of the School in promoting scientific research, developing medical practice and improving healthcare in the Republic of Croatia and beyond. The activities are fully aligned with the national goals of the Republic of Croatia, which are set out in the following key documents: 1) National Resilience and Recovery Plan 2021-2026, 2) National Development Strategy of the Republic of Croatia 2030, 3) Action Plan for the Implementation of the Education, Science and Technologies Strategy - Programme of the Government of the Republic of Croatia 2020-2024 (including the Smart Specialisation Strategy), 4) National Guidelines for Technology and Knowledge Transfer, and 5) Regulation on Programme Funding for Public Higher Education Institutions and Public Scientific Institutes in the Republic of Croatia (OG 7814 July 2023).

For the following period, the School envisages the following strategic goals for the development of science and scientific research:

4.2.1. Raising scientific excellence

1. Development of School branches (SPH and CIBR) and two scientific centres of excellence as national and regional biomedical centres of excellence.
2. Increasing the School's participation in competitive project funding.
3. Reorganisation of scientific work.
4. Implementation of organisational reform.
5. Strengthening international scientific cooperation.
6. Increasing the incoming mobility of researchers within the framework of international scientific cooperation in strategic areas.
7. Increasing the outgoing mobility of scientists and teachers.
8. Strengthening international scientific activity.
9. Improve national and international scientific recognition.

10. Encourage internationally recognised excellence in scientific and research work.
11. Encouraging excellence and scientific productivity of teachers and scientists.
12. Increasing the visibility of the School by organising international activities and participating in them with the aim of raising the visibility and recognition of the School.
13. Strengthening human potential for scientific work (employment of young scientists and return of Croatian scientists from abroad).
14. Increasing student participation in scientific projects.
15. Encouraging the enrolment of foreign students in postgraduate studies, which promotes the School's international dimension.
16. Strengthening the interdisciplinarity of scientific work through the cooperation of preclinical and public health research departments with clinical departments.
17. Strengthening the interdisciplinarity of scientific work through the cooperation of preclinical, clinical and public health research departments with outpatient healthcare institutions.
18. Encouraging a change in the research paradigm in the field of biomedicine, in which the patient is placed at the centre of occupation and activity (person-centred medicine).
19. Promotion of ethical principles, academic integrity, and responsible behaviour in science.

4.2.2. Strengthening cooperation with the economy

1. Encouraging the implementation of applied scientific activities through project cooperation with the economy.
2. Encouraging application of clinical trials projects for medicinal products.
3. Developing synergy between the School and clinical hospitals in order to discover and develop medicine, food and health, biobank, bioinformatics, and biostatistics.
4. Improvement of institutional management of intellectual property.
5. Providing support and encouraging researchers to license intellectual property.
6. Encouraging the establishment of spin-off companies.
7. Establishing a system of monitoring and transparently informing scientists and the public about the technology and knowledge transfer programme.
8. Establishing a system of monitoring and informing employees about calls for scientific and professional projects and the possibilities of using EU and other funds.
9. Improving the provision of scientific, research or technological services on the free market.
10. Organizing consultation, education and dissemination activities on application and management of joint projects.
11. Raising the scientific excellence and competitiveness of scientists and scientific projects at the Andrija Štampar School of Public Health.
12. Strengthening cooperation with the World Health Organization (WHO)

4.2.3. Infrastructure development

1. Reconstruction of earthquake-damaged buildings where scientific activities are carried out, improvement of conditions for scientific work, acquisition of new equipment.
2. Establishment and development of the Biomedical Research Centre (BIMIS) at Šalata, where scientific research, innovation and transfer of scientific knowledge are carried out.
3. Establishment and development of the Student Polyclinic (STUP).
4. Improvement of IT infrastructure and development of existing capital research equipment, as well as acquisition of new equipment.
5. Renovation of CIBR's energy and teaching infrastructure, with the aim of modernisation and optimisation of teaching and scientific resources.

4.2.1. Raising scientific excellence

	GOAL/ACTIVITY	INDICATOR	SUCCESS INDICATOR	RESPONSIBLE PARTY	PERIOD OF IMPLEMENTATION
1.	Development of School branches (SPH and CIBR) and two scientific centres of excellence as national and regional biomedical centres of excellence.	Number of domestic and foreign scientists working in centres of excellence.	Increase in the number of scientists working in centres of excellence.	Vice-dean for Science; Vice Dean for International Relations; Project managers; Department of Science, Knowledge Transfer and Innovation; OTT	Annually
2.	Increasing the School's participation in competitive project funding.	Number of registered and financed competitive projects.	Increased number as compared to the previous year.	Vice-dean for Science; Department of Science, Knowledge Transfer and Innovation; OTT	Annually
3.	Reorganisation of scientific work.	Uniting the related and strengthening the synergy of complementary research groups and laboratories.	Completed reorganisation of scientific work.	Vice-dean for Science; BIMIS Acting director Project managers	End of the strategic period
4.	Implementation of organisational reform.	Strengthening the activities of the central Department for Science, Knowledge Transfer and Innovation; Establishment of the Office for Technology Transfer (OTT).	Amendment of existing relevant acts; Established OTT.	Management of the School; Faculty Council; Vice-dean for Science; Vice-dean for International Relations;	By 2025/26
5.	Strengthening international scientific cooperation.	The number of signed cooperation agreements with leading international academic institutions and professional organisations.	Increased number of concluded contracts.	Management of the School; School Council;	Annually

				Vice-dean for International Relations; Department of Science, Knowledge Transfer and Innovation	
6.	Increasing the incoming mobility of researchers within the framework of international scientific cooperation in strategic areas.	Number of researchers from abroad included in the mobility programme.	Increase in the number as compared to the previous year.	Vice-dean for Science; Vice-dean for International Relations; Department of Science, Knowledge Transfer and Innovation; OTT	Annually
7.	Increasing the outgoing mobility of scientists and teachers.	The number of post-PhD fellows or scientists who go to a foreign institution either for post-PhD training or as a visiting scientist.	Increase in the number as compared to the previous year.	Faculty Council Vice-dean for Science; Vice-dean for International Relations	Annually
8.	Strengthening international scientific activity.	Number of publications co-authored with foreign scientists; the number of PhD theses in which the co-mentor is a scientist from abroad.	Increase in the number as compared to the previous year.	Vice-dean for Science; Department of Science, Knowledge Transfer and Innovation; OTT	Annually
9.	Improve national and international scientific recognition.	Number of papers in WoS and Scopus. Citations in WoS and Scopus.	Increase in the number of papers by 5% Increase in the number of citations in the year by 10%.	Vice-dean for Science;	Annually
10.	Encourage internationally recognised excellence in scientific and research work.	Number of publications in journals indexed in WoS SCI-EXP and SSCI.	Increase in the number of publications in JCR Q1 and Q2 by 5%.	Vice-dean for Science;	Annually

11.	Encouraging excellence and scientific productivity of teachers and scientists.	Awarding annual awards to scientists and teachers.	Increasing the number of annual awards given to scientists.	Management of the School; Faculty Council; Committee for Scientific Research	Annually
12.	Increasing the visibility of the School by organising international activities and participating in them with the aim of raising the visibility and recognition of the School.	Number of applications and participation in international projects, conferences, and international fairs.	Increase in the number of applications and participations as compared to the previous year.	Vice-dean for Science; Department of Science, Knowledge Transfer, and Innovation; OTT	Continuously
13.	Strengthening human potential for scientific work (employment of young scientists and return of Croatian scientists from abroad).	Number of young researchers; Number of qualified supervisors of PhD theses.	Increase in the number of researchers; Holding mentoring workshops.	Management of the School; Project managers; Vice-dean for Science	Annually
14.	Increasing student participation in scientific projects.	Number of students participating in scientific projects.	Growth in the number as compared to the previous year.	Project managers; Vice-dean for Science	Annually
15.	Encouraging the enrolment of foreign students in postgraduate studies, which promotes the School's international dimension.	Number of foreign students enrolled at PDS.	Increase in the number of registered foreign students by 10% as compared to the previous year.	Vice-dean for Postgraduate Studies; Vice-dean for International Relations; Vice-dean for Medical Studies in English	Annually
16.	Strengthening the interdisciplinarity of scientific work through the cooperation of preclinical and public health	Establishment of new interdisciplinary teams of researchers; establishment of new forms of research cooperation.	Increase in the number of joint publications as compared to the previous year.	Vice-dean for Science; Department of Science, Knowledge Transfer and Innovation;	Continuously

	research departments with clinical departments.			OTT	
17.	Strengthening the interdisciplinarity of scientific work through the cooperation of preclinical, clinical, and public health research departments with outpatient healthcare institutions	Establishing research and professional cooperation with outpatient healthcare institutions.	A cooperation agreement concluded. Increase in the number of collaborations as compared to the previous year.	Vice-dean for Science; Department of Science, Knowledge Transfer and Innovation; OTT	Continuously
18.	Encouraging a change in the research paradigm in the field of biomedicine in which the patient is placed at the centre of occupation and activity (person-centred medicine).	Cooperation with patient associations in designing and defining priorities in research and monitoring the implementation of research.	A cooperation agreement concluded. Increase in the number of collaborations as compared to the previous year.	Vice-dean for Science; Project managers	Annually
19.	Promotion of ethical principles, academic integrity and responsible behaviour in science.	Amendments to the Regulations on the Ethics Committee; rules of good academic practice for writing, reviewing and publishing scientific and professional publications and rules of good academic practice for scientific work.	Compliance with regulations and rules.	Faculty Council Vice-dean for Science; Department of Science, Knowledge Transfer, and Innovation;	Continuously

4.2.2. Strengthening cooperation with the economy

	GOAL /ACTIVITY	INDICATOR	SUCCESS INDICATOR	RESPONSIBLE PARTY	PERIOD OF IMPLEMENTATION
1.	Encouraging the implementation of applied scientific activities through	Number of joint projects.	Increase in the number of joint projects as compared to the previous year.	Management of the School	Continuously

	project cooperation with the economy.				
2.	Encouraging application of clinical trial projects for medicinal products.	The number of reported clinical trial projects for medicinal products.	Increase in the number of accepted projects as compared to the previous year.	Management of the School; Project managers	Continuously
3.	Developing synergy between the School and clinical hospitals in order to discover and develop medicine, food and health, biobank, bioinformatics, and biostatistics.	Number of joint projects with clinical hospitals.	Increase in the number of accepted joint projects as compared to the previous year.	Management of the School; Project managers	Continuously
4.	Improvement of institutional management of intellectual property.	Adopted profit sharing rules among all parties involved in the technology transfer process; rules for contractual and collaborative research.	Number of agreements on co-ownership of intellectual property.	Department of Science, Knowledge Transfer and Innovation; OTT	Annually
5.	Providing support and encouraging researchers to license intellectual property.	Adopted rules for intellectual property licensing.	Increased number of intellectual property licensing agreements as compared to the previous year.	Department of Science, Knowledge Transfer and Innovation; OTT	Annually
6.	Encouraging the establishment of spin-off companies.	Adopted rules for the establishment of spin-off companies.	Established spin-off company (1 company).	Department of Science, Knowledge Transfer and Innovation; OTT	End of the strategic period
7.	Establishing a system of monitoring and transparently informing scientists and the public about the	Developed reporting protocols and communication channels with School employees and possible external partners.	All scientists and employees of the School are regularly informed, and the information	Department of Science, Knowledge Transfer and Innovation,	Continuously

	technology and knowledge transfer programme.		is posted on the School website.	OTT	
8.	Establishing a system of monitoring and informing employees about calls for scientific and professional projects, the possibilities of using EU and other funds.	Regular information about tenders, project possibilities and activities.	Setting up a project portal and regularly updating it within the School's website	Vice Dean for Science; Department of Science, Knowledge Transfer and Innovation; OTT	Continuously; Until the beginning of the academic year 2024/25
9.	Improving the provision of scientific, research or technological services on the free market.	Development of a methodology for prioritising services.	Number of concluded service contracts.	Faculty Council; Department of Science, Knowledge Transfer and Innovation; OTT	Annually
10.	Organizing consultation, education and dissemination activities on application and management of joint projects.	Number of educational workshops.	At least three workshops held.	Department of Science, Knowledge Transfer and Innovation	Annually
11.	Raising the scientific excellence and competitiveness of scientists and scientific projects at the Andrija Štampar School of Public Health.	Continued strengthening of international scientific cooperation with ASPHER members and with other similar leading international institutions, encouraging exchange of experts and study stays.	Increased number of teachers going on exchanges and study stays.	Secretariat of Andrija Štampar School of Public Health.	Continuously
12.	Strengthening cooperation with the World Health Organization (WHO).	Strengthening cooperation on existing joint projects and expanding cooperation on new projects.	Number of contracts on established cooperation on new projects.	Faculty Council; Secretariat of Andrija Štampar School of Public Health.	Continuously

4.2.3. Infrastructure development

	GOAL /ACTIVITY	INDICATOR	SUCCESS INDICATOR	RESPONSIBLE PARTY	PERIOD OF IMPLEMENTATION
1.	Reconstruction of earthquake-damaged buildings where scientific activities are carried out, improvement of conditions for scientific work, acquisition of new equipment.	Completed crucial reconstruction projects of buildings damaged by the earthquake, procurement of equipment.	Beginning of scientific work in renovated buildings.	Management of the School; Department of Construction and Maintenance	By 2025
2.	Establishment and development of the Biomedical Research Centre (BIMIS) at Šalata, where scientific research, innovation and transfer of scientific knowledge are carried out.	Construction of the Biomedical Research Centre (BIMIS).	Completion of construction and start of operation of BIMIS.	Management of the School; Acting director of BIMIS; Department of Construction and Maintenance	End of the strategic period
3.	Establishment and development of the Student Polyclinic (STUP).	Construction of the Student Polyclinic (STUP).	Completed construction and start of work of the Student Polyclinic.	Management of the School; Acting director of STUP; Department of Construction and Maintenance	End of the strategic period
4.	Improvement of IT infrastructure and development of existing capital research equipment, as well as acquisition of new equipment.	Regulations on the School's IT System adopted. An action plan for the development of the School's IT was adopted.	Accepted Regulations on the School's IT system. Accepted action plan for the development of the School's IT system.	Management of the School; Faculty Council; IT Department	By 2025/26



5.	Renovation of CIBR's energy and teaching infrastructure, with the aim of modernising and optimising teaching and scientific resources.	Renovated CIBR building.	Completed renovation of the building, improved working conditions.	Management of the School; CIBR Secretariat; Department of Construction and Maintenance	End of the strategic period
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4.3. PUBLIC FUNCTION

In every society, medical schools play a key role in preserving and improving the health of society through education, research, clinical practice, and public health promotion. Their public function is vital for preserving and improving people's health, making them an invaluable resource in any society.

Through its scientific, clinical and public health research, the School contributes to the progress of medicine, healthcare and public health, and by applying and developing innovative medical technology, it contributes to a better understanding of the causes of disease, which consequently contributes to improving the quality of life of patients. The School plays a key role in promoting public health by contributing to disease prevention, promoting healthy lifestyles and managing epidemics through the education of students, training of healthcare professionals and cooperation with the local community. Improving public health has long-term benefits for society, reducing medical costs and improving citizens' quality of life.

In the upcoming strategic period, the School will continue to improve and develop cooperation with local administration and self-government units, civil society institutions, other educational institutions and through various initiatives and volunteering projects, make an additional contribution to better health and well-being of society and community by participating in public health actions and conducting educational actions about health in the community. These actions and engagement increase cooperation with the local community, which strengthens mutual trust and enables the School to be closely connected with the needs of the community.

The School strives to strengthen its public function and contribution to the society through the following four strategic determinants:

4.3.1. Economic contribution

1. Actively promoting and supporting the development and commercialisation of research discoveries, in order to contribute to the economic development of the local and regional community.
2. Establishing partnerships with the economic sector to encourage the application of medical and health innovations in practice.
3. Improving the provision of scientific, research and technological services.
4. Support to the economic sector in the development of solutions in accordance with social needs in the field of medicine and healthcare.

4.3.2. Contribution to the local and international community

1. Organisation of events that will inform the public about the latest medical and health achievements and practices.
2. Popularisation of science through participation in events that promote science, promotion of citizen science.
3. Development and implementation of public health interventions adapted to different social groups, with special emphasis on health promotion and disease prevention.
4. Involvement in volunteering activities and implementation of humanitarian actions.
5. Providing access to School infrastructure for the educational needs of the local community.

6. Introducing the latest medical and health technologies into the practice of the local community.
7. Cooperation with the international community and experts in the field of medicine and public health.

4.3.3. Academic responsibility and professional development

1. Strengthen the publishing activity (Mef.hr, monographs, textbooks, publications, sales, etc.)
2. Increasing the visibility and recognition of journals published by the School (mef.hr, CMJ, Psychiatria Danubina)
3. Providing support to young doctors and PhD students through mentoring, workshops, and courses.
4. Incorporating community service into the educational process, such as fieldwork, internships, and research projects.
5. Professional and scientific support to institutions and decision makers in the field of medicine and healthcare.
6. Providing expertise in matters in the field of medicine and healthcare that are of public interest.

4.3.4. Social role and engagement

1. Actively promoting the work and activities of the School to the public.
2. Encouraging and supporting volunteering activities of employees and students, with the aim of contributing to the community.
3. Using communication channels (media, social networks) to disseminate the achievements of employees and students.
4. Monitoring public health indicators and their application in the process of improving political health-related decision-making.
5. Cooperation with the non-governmental sector operating in the field of medicine and healthcare.

4.3.1. Economic contribution					
	GOAL/ACTIVITY	INDICATOR	SUCCESS INDICATOR	RESPONSIBLE PARTY	PERIOD OF IMPLEMENTATION
1.	Actively promoting and supporting the development and commercialisation of research discoveries in order to contribute to the economic development of the local and regional community.	Publications about discoveries on social networks and the School website.	Number of posts on social networks and the School website.	Competent offices of the School Secretariat	Continuously
2.	Establishing partnerships with the economic sector to encourage the application of medical and health innovations in practice.	Cooperation agreement. Patent rights.	Number of contracted collaborations (at least one per year)	Management of the School; Faculty Council; Administrative services of the Secretariat; Department of Science, Knowledge Transfer, and Innovation	Annually
3.	Improving the provision of scientific, research and technological services.	Provision of services (investigation of medicinal products, DNA analysis, water quality testing, cyto-pathological analyses for polyclinics, professional expertise in the field of health policy).	Increase in the number of concluded service contracts as compared to the previous year.	Management of the School; Faculty Council; Administrative services of the Secretariat; Heads of Research Departments;	Continuously
4.	Support to the economic sector in the development of solutions in	Number of realised collaborations.	The number of signed cooperation agreements.	Management of the School;	Continuously

accordance with social needs in the field of medicine and healthcare.			Faculty Council; Administrative services of the Secretariat; Centre for Research and Promotion of Best Health Practices	
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4.3.2. Contribution to the local and international community

	GOAL /ACTIVITY	INDICATOR	SUCCESS INDICATOR	RESPONSIBLE PARTY	PERIOD OF IMPLEMENTATION
1.	Organisation of events that will inform the public about the latest medical and health achievements and practices.	Public lectures, round tables and panel discussions, interviews.	Lectures held, round tables or panel discussions organised, informing the public. Interviews conducted and posted on the School's website.	Administrative services of the School; School Secretariat; Centre for Research and Promotion of Best Health Practices; Public Health Hub Croatia (PUB HUB)	Continuously
2.	Popularisation of science through participation in events that promote science, promotion of citizen science.	Events (fairs, science festivals, panels, workshops, etc.) in which School employees and students participate. Participation of citizens in research activities conducted by the School.	Increased response and acceptance of participation in events. Creation of research activities in which citizens participate.	Vice-dean for Science; Student organisations; EU Citizen Science Ambassador for the Republic of Croatia - School employee	Annually

3.	Development and implementation of public health interventions adapted to different social groups, with special emphasis on health promotion and disease prevention.	Organisation and implementation of public health interventions aimed at health promotion and disease prevention.	Number of programmes and interventions aimed at health promotion and disease prevention.	Management of the School; Secretariat of Andrija Štampar School of Public Health Centre for Research and Promotion of Best Health Practices; PUB HUB	Continuously
4.	Involvement in volunteering activities and implementation of humanitarian actions.	Participation in volunteering and humanitarian actions.	Number of students and employees involved in volunteering and humanitarian actions.	Committee for Extracurricular Student Activities; Student organisations, associations, and societies	End of the strategic period
5.	Providing access to School infrastructure for the educational needs of the local community.	Organisation of courses, lectures, and workshops for the needs of the local community.	Workshops, courses and lectures held.	Student organisations, associations, and societies	Annually
6.	Introducing the latest medical and health technologies into the practice of the local community.	Project consultations and education for the application of new technologies.	Contracts concluded on the application of new technologies.	Secretariat of Andrija Štampar School of Public Health Faculty Council Centre for Research and Promotion of Best Health Practices; PUB HUB	Continuously

7.	Cooperation with the international community and experts in the fields of medicine and public health.	Involvement in international consortia. Participation in joint research projects and cooperation on educational projects.	Number of participations in international consortia, trainings conducted Active participation of foreign experts in activities in the field of medicine and public health. Number of published joint publications.	PUB HUB; Centre for Research and Promotion of Best Health Practices; WHO Collaborating Centre for Monitoring the HIV Epidemic	Continuously
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4.3.3. Academic responsibility and professional development

	GOAL /ACTIVITY	INDICATOR	SUCCESS INDICATOR	RESPONSIBLE PARTY	PERIOD OF IMPLEMENTATION
1.	Strengthening the publishing activity (Mef.hr, monographs, textbooks, publications, sales, etc.)	Publication of school and university professional, teaching, and scientific publications.	Number of published publications per year.	Committee for Textbooks; Editorial board of Mef.hr	Annual
2.	Increasing the visibility and recognition of journals published by the School (mef.hr, CMJ, Psychiatria Danubina)	Visits to the digital version of the magazine. Creation of dynamic web pages of the magazine mef.hr	Increased number of views of digital versions of the magazine and increased number of accesses and downloads of individual articles.	Competent editors of the journals	End of the strategic period
3.	Providing support to young doctors and PhD students through mentoring, workshops, and courses.	Organised mentoring work. Organisation of workshops and courses.	Positive reports on the work of associates. Evaluation of the satisfaction of young doctors and PhD students with the work of mentors;	Vice-dean for Science; Vice-dean for Postgraduate Studies	Annual

			Evaluation of the satisfaction of participants of workshops and courses.		
4.	Incorporating community service into the educational process, such as fieldwork, internships, and research projects.	Involvement of students in fieldwork and involvement of external collaborators in the educational process.	Number of lectures by external associates. Number of students involved in fieldwork and research projects.	Heads of Departments of the Andrija Štampar School of Public Health	Continuously
5.	Professional and scientific support to institutions and decision makers in the field of medicine and healthcare.	Analysis and preparation of the basis for decision-making.	Number of reports on performed analyses. Number of employees involved in committees and working groups of national and international institutions.	Management of the School; Secretariat of the Andrija Štampar School of Public Health; PUB HUB; Centre for Research and Promotion of Best Health Practices	Continuously
6.	Providing expertise in matters in the field of medicine and healthcare that are of public interest.	Appearing in the media and civic initiatives. Providing expert opinions on public health issues of public interest.	Number of articles published in the media (newspapers, portals, social networks), participation in TV shows and invited lectures.	PUB HUB; Centre for Research and Promotion of Best Health Practices	Continuously

4.3.4. Social role and engagement				
GOAL / ACTIVITY	INDICATOR	SUCCESS INDICATOR	RESPONSIBLE PARTY	PERIOD OF IMPLEMENTATION

1.	Actively promoting the work and activities of the School to the public	Presentation of the School's work and activities in the media, on the School website and social networks, at exhibitions, and at various events (Expo, Open Days, The School Day, etc.).	Increased number of accesses to the School website and social networks. Increased number of media announcements.	Management of the School; Administrative Services of the School	Annually
2.	Encouraging and supporting volunteering activities of employees and students, with the aim of contributing to the community.	Volunteer actions based on health promotion.	Number of actions in which School employees and students participate.	Management of the School; Committee for Extracurricular Student Activities	Continuously
3.	Using communication channels (media, social networks) to disseminate the achievements of employees and students.	Number of news and announcements about the results of employees and students of the School	Increased media visibility (at least 80 publications per year). Increased number of accesses to the School website and social networks.	Management of the School; Administrative Services of the School	Continuously
4.	Monitoring public health indicators and their application in the process of improving political health-related decision-making.	Analysis and preparation of the main strategic document.	Number of reports about performed analyses.	Secretariat of the Andrija Štampar School of Public Health; Centre for Research and Promotion of Best Health Practices	Continuously
5.	Cooperation with the non-governmental sector operating in the field of medicine and healthcare.	Professional, scientific and educational activities carried out with the non-governmental sector in the promotion of public health and the application of	Number of collaborations with the non-governmental sector and implemented common actions.	PUB HUB; Centre for Research and Promotion of Best Health Practices	Continuously



		scientific knowledge in everyday public health and medical practice.			
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4.4. ORGANISATION AND MANAGEMENT, INFRASTRUCTURE DEVELOPMENT, AND INTERNAL QUALITY ASSURANCE

In an organisational sense, it is crucial to ensure systematic and transparent monitoring of the development of all human resources as well as sufficient financial and spatial prerequisites for the development of the School. The School should strive for the highest standards of management and quality assurance. In order to achieve these goals, it is necessary to adopt a series of implementing documents that will recognise and encourage excellence in all its organisational units. Additionally, it is necessary to rationalise management, reasonably plan capital investments and make sure they will be responsibly implemented.

In the next few years, it is important to continue working on the system of ensuring and improving the quality of teaching, as foreseen by the activities listed in the Quality Assurance Manual. The School continuously develops and improves the quality management system based on self-evaluation and feedback from students through surveys.

A functional quality assurance system has been established at the School. It covers all aspects of its activity. The quality assurance system is a key tool for achieving the mission and vision of the School. It is continually upgraded with the aim to achieve high standards of scientific, teaching and professional work and development of the School. The School's quality assurance and improvement system defines criteria and methods for planning, monitoring, evaluating and proposing measures for the implementation and improvement of teaching and research work, international cooperation, information systems and administrative support. Teaching and non-teaching staff, students, administrative employees, and external stakeholders are involved in the quality assurance and improvement system.

The Office for Quality Assurance and Improvement is a newly established body with the aim to organise systematic monitoring of established quality indicators and providing administrative and professional support to the Quality Promotion Committee and the Committee for Quality Assurance of Teaching. This is achieved by evaluation of new study programmes, evaluation of changes to existing study programmes, internal assessment of the School's quality assurance system, improvement of quality assurance system procedures related to the implementation of external evaluations. The Office collects information about quality from all stakeholders of the system, organises the implementation of a student survey for teaching quality assessment and a student survey on study assessment. The Office also collects, processes and analyses the data necessary for the preparation of the Report on the work of the Quality Promotion Committee and cooperates with the competent offices of the University of Zagreb and other constituents in order to improve the quality assurance system procedures.

Guided by national strategies, the School strives for continuous modernisation of its premises and equipment. In accordance with the recommendations for capacity building, the School invests efforts in securing and improving the necessary teaching and scientific infrastructure to create optimal conditions for achieving high results in the teaching and scientific process, both for students and teachers. This infrastructure includes the latest technologies that will enrich the teaching and scientific process, making it more dynamic, modern and of higher quality for all parties involved. In this way we ensure that the School remains ahead of medical progress and innovation. Financial stability is crucial for the School's long-term success. In accordance with national recommendations, the School strives to secure various

sources of funding, from state subsidies to partnerships with the private sector. The School recognises the importance of supporting the academic community. In accordance with national goals, the School develops programmes and initiatives that will ensure the professional development and well-being of all members of its community. Modernisation ensures that the School provides an optimal environment for its activities, from education, research to quality assurance, through the following strategic guidelines:

4.4.1. Infrastructure Improvement

1. Modernisation and expansion of the infrastructure to ensure the best conditions for education, research, and practice.
2. Infrastructure and network development of resources at Šalata, the School of Public Health and within educational centres at KBC Zagreb.
3. Improving key services, including Internet access, e-mail, web servers, centralised storage, and data sharing.
4. Improving the facility, information and IT infrastructure

4.4.2. Integration of advanced technologies in performing its activities

1. Introduction of digital office operations.
2. Encouraging the digital transformation of business operations.
3. Digitalisation of students operations
4. Setting up and equipping a studio for recording teaching content and podcasts

4.4.3. Diversification of funding sources

1. Ensuring sustainable sources of funding, in accordance with recommendations for strengthening the financial stability of higher education institutions.
2. Increasing the School budget with an emphasis on increasing the share of self-generated financial resources in total resources.
3. Digitalised administrative student operations

4.4.4. Support to the academic community

1. Better alignment of study programmes with the requirements of the labour market and the principles of efficient management of higher education institutions.
2. Raising the reputation and attractiveness of studies and higher education institutions at the national and international level.
3. Developing programmes to support students, researchers, and teachers, according to the goals of the National Strategy for the Internationalisation of Higher Education.
4. Continuous allocation of funds from national and foreign funds for the renewal of resources (infrastructure and equipment), teaching and student activities
5. Improving intellectual property management
6. Improving the business processes of the Student Administrative Office
7. Strengthening the competencies and potential of employees in administrative services
8. Continuous improvement and innovation of business processes

4.4.5. Internal quality assurance

1. The School has adopted a strategic development plan in accordance with its mission (teaching and scientific research activities, professional activities, contribution to the development of society, internationalisation, development of human resources, e-learning,

etc.).

2. The School submits a report about the implementation of the strategy in the preceding year to the University of Zagreb

3. The School has adopted legal acts for quality assurance

4. The Quality Promotion Committee has an annual plan and submits a work report

5. The School has an established organisational structure for quality assurance with participation by internal and external stakeholders

6. The Office for Quality Assurance and Improvement is responsible for continuous monitoring of quality indicators of the teaching process as well as science and research activities.

7. Underrepresented and vulnerable groups of students have been defined and forms of inclusion and support for these groups during their studies have been formalised

8. The School obtains accreditation recognised by the World Federation for Medical Education (WFME).

4.4.1 Infrastructure improvement					
	GOAL/ACTIVITY	INDICATOR	SUCCESS INDICATOR	RESPONSIBLE PARTY	PERIOD OF IMPLEMENTATION
1.	Modernisation and expansion of the infrastructure in order to ensure the best conditions for education, research and practice.	Construction and equipment of the Student Polyclinic, which will serve for education and practice.	Completion of construction and start of work of the Student Polyclinic.	Management of the School	Until the end of the strategic period
2.	Infrastructure and network development of resources at Šalata, the School of Public Health and within educational centres	Setting up a new and restoring the old Internet network in the School's facilities and increasing the speed of Internet access	Established backup server room with redundant data centre (at Šalata 12 site).	Management of the School IT Department	By 2025/26
3.	Improving key services, including Internet access, e-mail, web servers, centralised storage, and data sharing.	Provision of wireless internet access on the Šalata campus and all the other teaching bases. Maintenance and improvement of the existing system of central storage and data sharing in the NetApp system.	Increased Internet access speed from 1 Gbps to >3 Gbps, and core network speed to 10 Gbps; Provided wireless Internet access for employees and students at most of the School's workplaces; Established centralised data storage and sharing;	Management of the School IT Department	By 2025/26
4.	Improving the facility, information and IT infrastructure.	Connecting buildings with fibre-optic cables, single mode optical fibre.	Horizontally and vertically branched IT networks within and between School buildings.	IT Department	By 2025/26

4.4.2. Integration of advanced technologies					
	GOAL/ACTIVITY	INDICATOR	SUCCESS INDICATOR	RESPONSIBLE PARTY	PERIOD OF IMPLEMENTATION
1.	Introduction of digital office operations.	Increased use of digital tools and reducing office paper consumption	Reduced paper consumption as compared to the previous year.	Secretary General; Heads of Business Departments	From 2024/25 until the end of the strategic period
2.	Encouraging the digital transformation of business operations.	Creating digital exam forms for all study programmes; Creating an application for selection of elective subjects.	Use of the application and its integration into the LMS.	Vice-dean for Teaching; e-Learning Committee; Office of e-Learning	By 2024/25
3.	Digitalisation of student operations.	Automated access to School services (certificates) for students.	100% reduction in number of conventional certificates that are issued in paper form.	School Secretary; Student Administrative Office	By the end of 2023/24
4.	Setting up and equipping a studio for recording teaching content and podcasts	Constructing and furnishing a studio for recording video lectures and podcasts for teaching and promotional activities of the School.	Studio beginning to work and increased number of recorded videos.	Department of Construction and Maintenance; CARNET; Office of e-Learning	By the end of 2023/24

4.4.3. Diversification of funding sources

	GOAL/ACTIVITY	INDICATOR	SUCCESS INDICATOR	RESPONSIBLE PARTY	PERIOD OF IMPLEMENTATION
1.	Ensuring sustainable sources of funding, in accordance with recommendations for strengthening the financial stability of higher education institutions.	Structure of operative revenue	Increasing activities for acquiring self-generated income. Financial report.	Management of the School; Vice-dean for Administration and Finance	annually
2.	Increasing the School budget with an emphasis on increasing the share of self-generated financial resources in total resources	New resources from the provision of School services.	New service agreements.	Management of the School; Faculty Council; Vice-dean for Administration and Finance	annually
3.	Digitalised administrative student operations.	Digitalisation of the enrolment process for higher study years and use of digital forms for administrative and legal purposes (applications, appeals).	Activation of the application	School Secretary; Head of Administrative Department;	Until the end of the strategic period

4.4.4. Support to the academic community					
	GOAL/ACTIVITY	INDICATOR	SUCCESS INDICATOR	RESPONSIBLE PARTY	PERIOD OF IMPLEMENTATION
1.	Better alignment of study programmes with the requirements of the labour market and the principles of efficient management of the School.	Compliance of the selected study programmes with the needs of the labour market.	Increased interest of students in coordinated study programmes.	Management of the School; Competent vice-deans	Continuously
2.	Developing programmes to support students, researchers, and teachers, according to the goals of the National Strategy for the Internationalisation of Higher Education.	Ensuring support for classes in English, launching new study programmes in English. Strengthening cooperation with foreign higher education and scientific institutions. Establishing joint studies with higher education institutions in Europe and the world;	Increased financial support for programmes in English. Increased number of guest lectures by local and foreign lecturers. Contracts concluded with foreign institutions.	Management of the School; Faculty Council	Until the end of the strategic period
3.	Improving intellectual property management.	Intellectual Property Regulations.	The number of requested information about the application process and the number of applications.	Intellectual Property Committee.	Continuously
4.	Improving the business processes of the Student Administrative Office	Student satisfaction, number of complaints about the work of the Administrative Office.	No complaints High marks in the survey	School Secretary; Head of the Student Administrative Office; Vice-dean for Teaching	annually

5.	Strengthening the competencies and potential of employees in administrative services	Ratio of administrative service employees who have undergone training relevant to the support of the School's operations.	At least 10% of administrative service employees per year.	School Secretary; Head of the Administrative Office;	annually
6.	Continuous improvement and innovation of business processes.	Number of improved business processes.	At least one business process improved per year.	School Secretary; Head of the Administrative Office;	annually

4.4.5. Internal quality assurance

	GOAL/ACTIVITY	INDICATOR	SUCCESS INDICATOR	RESPONSIBLE PARTY	PERIOD OF IMPLEMENTATION
1.	The School has adopted a strategic development plan (teaching and scientific research activities, professional activities, contribution to the development of society, internationalisation, development of human resources, e-learning, etc.).	Creation of the Strategy	The strategy was accepted by the Faculty Council and published on the School's website.	Management of the School; Faculty Council;	In the first year of the dean's mandate
2.	The School submits a report about the implementation of the strategy in the preceding year to the University of Zagreb.	Preparation and creation of the report.	The report was accepted by the Faculty Council.	Management of the School; Faculty Council;	Annually
3.	The School has adopted legal acts for quality assurance.	Drafting of legal acts.	Legal acts of the School are published on the website.	Faculty Council; Quality Promotion Committee	Revision every four years, more often if necessary

4.	The Quality Promotion Committee has an annual plan and submits a work report.	Preparation of the annual plan and report.	Report and plan of the Quality Promotion Committee adopted by the Faculty Council.	Faculty Council; Management of the School; Quality Promotion Committee	Annually
5.	The School has an established organisational structure for quality assurance with participation by internal and external stakeholders.	Creating an organisational structure for quality assurance. Preparation and implementation of the election of members of the Quality Promotion Committee.	The final decision about the selection of members of the Quality Promotion Committee is published on the School website.	Management of the School; Faculty Council;	Three years
6.	The Office for Quality Assurance and Improvement is responsible for continuous monitoring of quality indicators of the teaching process as well as science and research activities.	Preparation of reports based on the quality of the teaching process, science and research activities.	The report is published on the School website.	Management of the School; Faculty Council; Committee for Quality Assurance of Teaching; Office for Quality Assurance and Improvement;	Annually
7.	Underrepresented and vulnerable groups of students have been defined and forms of inclusion and support for these groups during their studies have been formalised.	Preparation and drafting of the School's legal acts for the inclusion and support of underrepresented and vulnerable groups of students.	Legal acts of the School are published on the website.	Management of the School; Faculty Council; Quality Promotion Committee	Continuously

8.	The School obtains accreditation recognised by the World Federation for Medical Education (WFME).	Preparation and implementation of the accreditation procedure.	Minutes from the Faculty Council and publications of ASHE.	World Federation of Medical Education Accreditation Committee; Faculty Council	Until the end of the academic year 2024/2025
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5. References for strategy development

- Action Plan for the Implementation of the Education, Science and Technologies Strategy - Programme of the Government of the Republic of Croatia 2020-2024 (including the Smart Specialisation Strategy)
- Action Plan for Science (MZO, 2020)
- New Colours of Knowledge - Strategy for Education, Science and Technology (MZO, 2015)
- [National Resilience and Recovery Plan 2021. – 2026,](#)
- [National Development Strategy of the Republic of Croatia 2030,](#)
- [National Guidelines for Technology and Knowledge Transfer](#)
- Development Plan for Research Infrastructure in the Republic of Croatia 2023 - 2027
- [Standards and guidelines for quality assurance in the EHEA \(ESG\) 2015](#)
- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) (2015)
- Development Strategy for Science of the University of Zagreb School of Medicine, 2016-2020
- University of Zagreb's Strategy of Research, Technology Transfer and Innovation for Research, Knowledge and Innovation Transfer, 2014
- Strategy of Education, Science and Technology (OG 124/2014)
- [University of Zagreb's Strategy of Studies and Studying \(2014 - 2025\)](#)
- University of Zagreb's Strategy of Studies and Studying
- [University of Zagreb's Strategy of Quality Assurance](#)
- [Quality Assurance Strategy of the University of Zagreb School of Medicine](#)
- Strategy of Development of Science, Research and Information Infrastructure, Technology Transfer Activities and International Scientific Cooperation 2023 -2028
- [Time for a New Paradigma in Education: Student-centered learning: SCL Toolkit, European Student's Union & Educational Institut,](#)
- [The Bologna process revisited: future of the EHEA](#)
- Regulation on Programme Funding for Public Higher Education Institutions and Public Scientific Institutes in the Republic of Croatia (OG 78/14 July 2023)
- Croatian Qualification Framework Act (OG 0222013, 4116, 6418, 4720, 2021)