



ANALYSIS OF THE PROPOSED STUDY PROGRAMME

1. GENERAL INFORMATION ON THE STUDY PROGRAMME			
Name of the study programme	Democracy and Resilience in Modern Society		
Proponent of the study programme	Faculty of Humanities and Social Sciences		
Co-proponent of the study programme			
Type of the study programme	Vocational/professional study programme <input type="checkbox"/>	University study programme <input checked="" type="checkbox"/>	
Study programme level	Undergraduate <input type="checkbox"/>	Graduate <input checked="" type="checkbox"/>	Integrated <input type="checkbox"/>
	University Postgraduate <input type="checkbox"/>	Specialist Postgraduate <input type="checkbox"/>	Specialist Graduate <input type="checkbox"/>
Academic/vocational title acquired upon completion of the study programme	Master of Arts in Public Policies and Diplomacy		

2. GENERAL SECTION	
Are the reasons for initiating the proposed study programme justified?	
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	Explanation: The program is established to give students a deeper understanding of cultural, political, and historical aspects of Croatia and Israel as well as the regions (EU and the Middle East) that these two countries are part of. Upon completion of the M.A. degree, candidates can either continue their education in a related postgraduate program or embark on a career in a political, cultural or academic institution, a museum, commemoration centre, in the media, governmental organisations etc. The Master's program speaks well to the Faculty's Development plan and the University's strategic plan.
Do the contents of the proposed study programme pertain to the stated field of science/arts?	
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	Explanation: The program is interdisciplinary – connecting elements from the social sciences and the humanities
Does the study programme have a purpose, with regards to the needs of the labour market?	
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	Explanation: The motivation for the Masters in "Democracy and Resilience in Modern Society" comes from developments in the Croatian work market and the internationalisation and globalisation of the economy in addition to Croatia's role as an EU member state and Israel's relationship to the EU etc. According to the program description, the candidates will be able to find jobs in politics, international business, diplomacy, cultural fields, history, commerce, international affairs, and the media. Here, the Faculty/University might also be able to further support this by setting up a partner network, or something similar with relevant organisations,

	companies etc. in Croatia and Israel to facilitate candidates to find employment after graduation.
Is the study programme comparable to study programmes of EU member states?	
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	Explanation: <p>The program uses the ECTS system, which makes it easy to transfer points, make comparisons etc.</p>
Is the study programme comparable to study programmes in the Republic of Croatia?	
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	Explanation: <p>I don't know the Croatian system very well, but since it uses the ECTS system, there should be no problems.</p>
Is the study programme open to student mobility (horizontal, vertical within Croatia and international)?	
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	Explanation: <p>To a high degree. With its many interesting and well-described 5 ECTS courses, the program, but also single courses within the program will likely attract national as well as international students (particular from Israel, but probably also from other EU countries). It also enables the students to continue to postgraduate programmes, upon completion of this program.</p>
Is continuation of education possible afterwards?	
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	Explanation: <p>See above</p>
Have the learning outcomes been determined in accordance with the demands of the labour market, vocational associations and general needs of the society?	
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	Explanation: <p>All modules are very well described – with learning outcomes, course content, etc. clearly detailed. It makes it easy for employers to see what the candidates have studied – and easy for students to see what they can expect of the program.</p>
Does the study programme anticipate cooperation with scientific institutes, the economy and public sector?	
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	Explanation: <p>Section 1.2 in the application explains how the Faculty of Humanities and Social Sciences is already connected to the local community (business, cultural institutions, educational institutions etc.). These connections will be used in the program via a so-called 'teaching outreach' programme. I expect that this includes guest teachers from these organisations and institutions, site visits etc.</p>

3. DESCRIPTION OF THE STUDY PROGRAMME	
Are the learning outcomes on both the study programme and the course level clearly presented and possible to implement?	
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	Explanation: <p>The learning outcomes of the study program are described in a very clear way and supported by courses that match the single learning outcomes. This is also the case on the course level.</p>
Do learning outcomes correspond to the acquisition of skills necessary for the next level of study?	

<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	Explanation: It, of course, depends on which program the candidate wants to enrol in, but if it is a similar program with an interdisciplinary focus on history, culture and politics, this program will prepare them well for this next level.
Do the competences acquired upon finishing the study programme guarantee employability and continuation of study?	
<input checked="" type="checkbox"/> YES <input checked="" type="checkbox"/> NO	Explanation: Very few (if any) university programmes in the world can guarantee that candidates will find a job. But this program gives the candidate an academically thorough education and a solid base for finding a job within the outlined sectors. As stated above, the programme also prepares candidates well for continuing their studies within history, culture and politics. (Therefore, I have ticked both a yes and a no here).
Is the study programme well designed as a whole and does it correspond to the modern scientific knowledge?	
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	Explanation: The program is very well structured and thoroughly prepared. The single mandatory courses are all interesting and well described, and they will together with the many elective courses give the students a solid shared knowledge base as well as the opportunity for specialising.
Are the teaching methods (types of instruction) well designed and appropriate for the study programme?	
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	Explanation: The main types of teaching methods are lectures and seminars, but there are also e-learning, field work etc. where this seems to be appropriate.
Do the anticipated student obligations enable the achievement of the set learning outcomes?	
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	Explanation: There seems to be a good match between obligations and learning outcomes.
Does the number of ECTS points assigned to individual courses correspond to the volume of subject material and the assigned hours of instruction? State the courses for which it does not.	
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	Explanation: Also here, there seems to be a good match between the volume of subject material and the assigned hours.
Are the courses/modules interconnected, i.e. is there a logical connection between prerequisites and the sequence of courses?	
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	Explanation: There seems to be a fine progression in the program, starting in the first semester with three courses with the title 'On the origin of ...', which courses in the subsequent semesters can build on. However, many of the courses do not require any previous knowledge of the subject. This is necessary since it is an interdisciplinary program, where students can be expected to come from many different BA programs.
State possible remarks regarding the description of an individual course (learning outcomes, contents, literature...)	
Explanation: All courses are well described with classes, literature etc. This is good for the students, who can clearly see what to expect. However, I would suggest building in some flexibility	

in the single courses with regard to choice of literature, teaching methods, guest lectures etc. in subsequent years, so that the program keep building on the newest and most relevant knowledge.

State possible remarks regarding the competences of teachers on individual courses.

It is a very strong group of teachers that are responsible for the courses, incl. many full professors and associated professors. The idea of also involving teachers from outside the university in the teaching, like the ambassadors, is also a very good idea. This is something that can also be developed further in the coming years, ensuring a strong connection between the program and its key stakeholders.

4. STUDY PROGRAMME CONDITIONS PERTAINING TO VENUE AND STAFF

Does the proposed teaching and scientific staff possess the necessary competences for running the study programme?

<input checked="" type="checkbox"/>	<input type="checkbox"/>	Explanation:
YES	NO	Yes, as written above, it is a very strong group of teachers that are responsible for the courses, incl. many full professors and associated professors.

Are the technical and material conditions for running the study programme satisfactory?

<input checked="" type="checkbox"/>	<input type="checkbox"/>	Explanation:
YES	NO	I don't expect there will be a need for any particular technical equipment. With its rich history, its seaport and connections to the Mediterranean area, Split also seems to be the ideal location for a program like this.

With regards to the staff, venue and equipment, is the number of students adequate?

<input checked="" type="checkbox"/>	<input type="checkbox"/>	Explanation:
YES	NO	I have no insights into the economy of the University, but according to the budget, it seems to be possible to run the programme even with only 15 students enrolled in the first year (which is probably a realistic starting point for a programme like this). I have therefore checked the yes box here. However, depending on the actual number of students enrolled in the program, a thing to think about are the many elective courses that the program offers. The high number of elective courses is great for the students – it is fantastic for them that they have so many courses to choose from – but it might be expensive and difficult to administrate, unless, for example, these courses are also part of other programs at the Faculty/University.

5. FINAL RECOMMENDATION

☒ Accept the proposed study programme

☐ Accept the proposed study programme with minor alterations

Requested minor alterations:

☐ Accept the proposed study programme with major alterations

Requested major alterations:

☐ Reject the proposed study programme

Further explanation:

REVIEWER	
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Place	Denmark
Date	15/9-22
Signature	

