



**REPORT
OF THE EXPERT PANEL
ON THE
REACCREDITATION OF
FACULTY OF KINESIOLOGY
UNIVERSITY OF ZAGREB**

Date of preliminary site visit:
3rd November 2020

Date of on-line re-accreditation:
11th – 13th November

December 2020

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INTRODUCTION

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

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

The Agency's Accreditation Council appointed an independent Expert Panel for the evaluation of the Faculty of Kinesiology, University of Zagreb.

Members of the Expert Panel:

1. Professor Robyn Jones, Cardiff Metropolitan University, Cardiff School of Sport and Health Sciences, United Kingdom of Great Britain and Northern Ireland,
2. Professor Kristina Brađauskienė, Lithuanian Sports University, Republic of Lithuania,
3. Professor Hrvoje Karninčić, University of Split, Faculty of Kinesiology, Republic of Croatia,
4. Assistant professor Josip Cvenić, Josip Juraj Strossmayer University of Osijek, Faculty of Kinesiology Osijek, Republic of Croatia,
5. Tomas Tadić, Josip Juraj Strossmayer University of Osijek, Faculty of Kinesiology Osijek, Republic of Croatia, student.

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

- Management,

- Committee for Quality Management,
- Heads of the departments,
- Head of the Study Centre for Coach Education,
- Head of the International Cooperation, Protocol and Public Relations Office,
- Head of the National and European Union Projects Office,
- ECTS coordinator,
- Students,
- Alumni,
- Full-time teaching staff,
- Assistants and postdoctoral researchers,
- Heads of research projects,
- External stakeholders, representatives of the business sector, potential employers.

Croatian Expert Panel members went to the preliminary site-visit on 3rd November 2020 during which they had a tour of the work facilities, laboratories, library, student administration office and classrooms, and attended sample lectures.

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

The Expert Panel drafted this Report on the re-accreditation of the Faculty of Kinesiology, University of Zagreb on the basis of self-evaluation report, other relevant documents, preliminary site visit and on-line meetings.

The Report contains the following elements:

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

In the analysis of the documentation, preliminary site visit to the Faculty of Kinesiology, University of Zagreb, online meetings and writing of the Report, the Expert Panel was supported by:

- Mia Đikić, coordinator, ASHE
- Emita Blagdan, coordinator, ASHE
- Goran Briški, interpreter at the preliminary site visit and during the online meetings, ASHE
- Ivana Rončević, translator of the Report, ASHE.

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

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

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

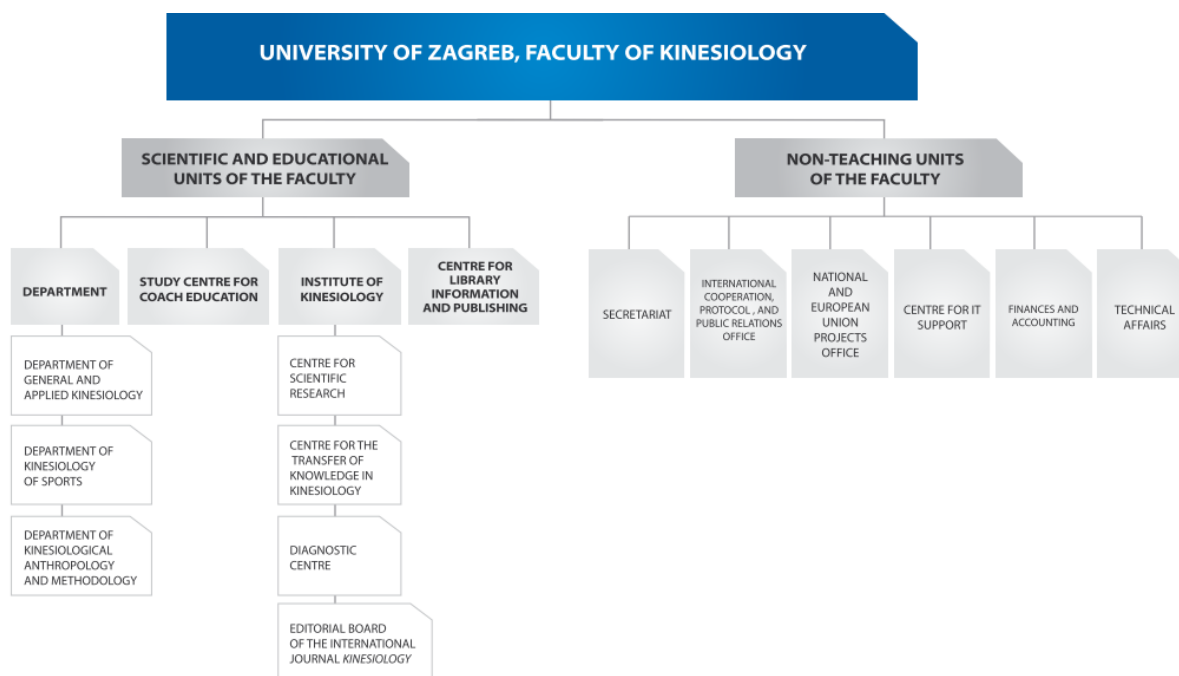
SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION

NAME OF HIGHER EDUCATION INSTITUTION: Faculty of Kinesiology, University of Zagreb

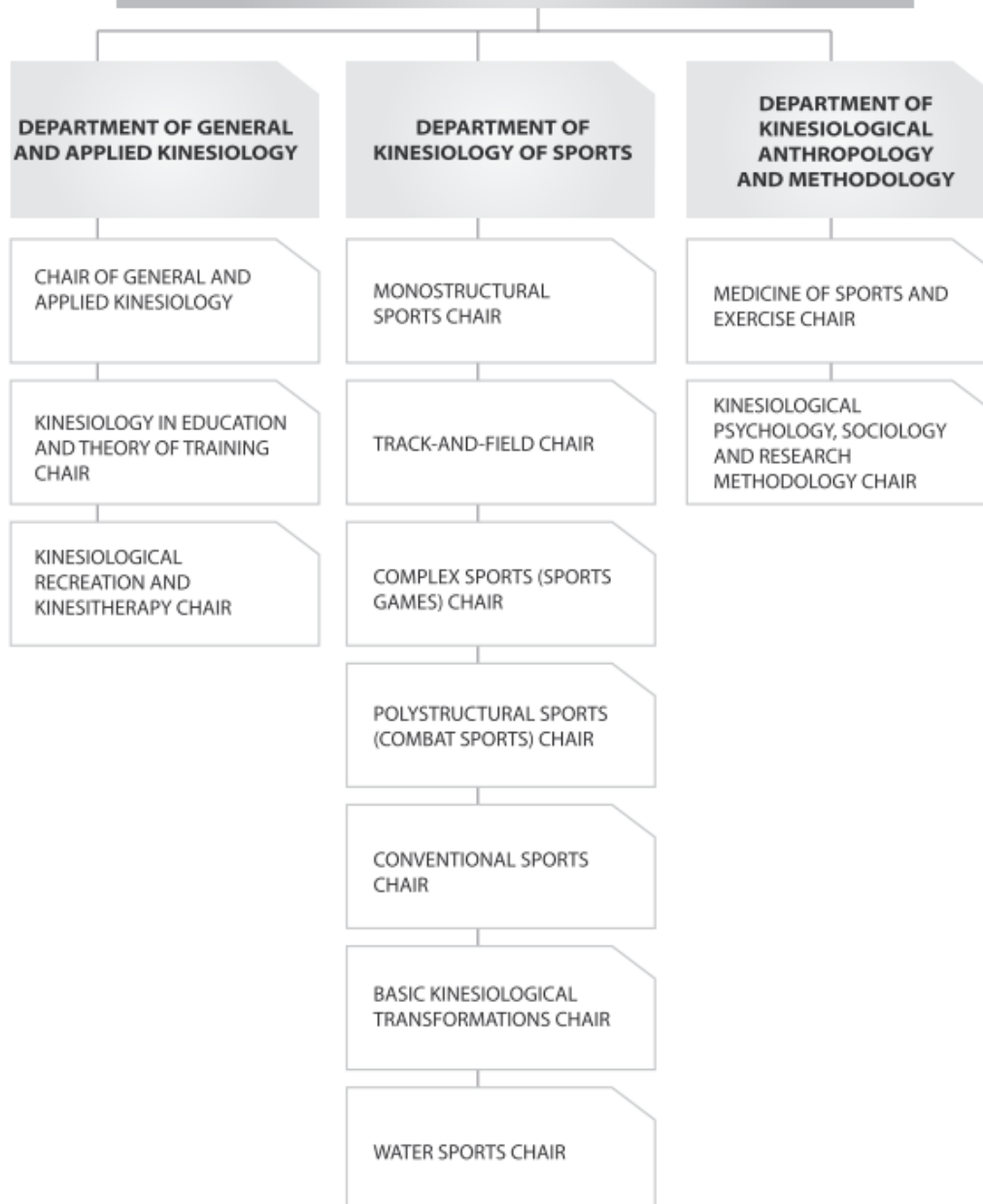
ADDRESS: Horvaćanski zavoj 15, Zagreb

DEAN: Dean, Assoc. Prof. Tomislav Krističević, Ph.D.

ORGANISATIONAL STRUCTURE



ORGANIZATION OF THE DEPARTMENT BY CHAIRS



STUDY PROGRAMMES

Study programme name	Education provider(s)	Study programme type
<u>Kinesiology</u>	<u>Faculty of Kinesiology (Zagreb)</u>	<u>Integrated undergraduate and graduate university study programme</u>
<u>Kinesiology</u>	<u>Faculty of Kinesiology (Zagreb)</u>	<u>Postgraduate (doctoral) university study programme</u>
<u>Occupational and Sports Medicine (*)</u>	<u>Faculty of Kinesiology (Zagreb)</u> <u>Faculty of Medicine (Zagreb)</u>	<u>Postgraduate specialist university study programme</u>
<u>Sport Coach Education</u>	<u>Faculty of Kinesiology (Zagreb)</u>	<u>Undergraduate professional study programme</u>
<u>Sport Coach Education</u>	<u>Faculty of Kinesiology (Zagreb)</u>	<u>Specialist graduate professional study programme</u>

* Study programme carried out by more than one issuing institution. Education providers: Faculty of Kinesiology and Faculty of Medicine, University of Zagreb.

NUMBER OF STUDENTS:

Full-time students: 1299

Part-time students: 1076

NUMBER OF TEACHERS:

Scientific-teaching grades: 58 (12 full professors with tenure; 5 full professors, 12 associate professors, 29 assistant professors)

Teaching grades: 2

Assistants: 3

Postdoctoral researchers: 7

SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION

Introduction of the Faculty

As the oldest educational and scientific institution in the field of kinesiology in the Republic of Croatia, and alongside the Faculty of Kinesiology of the University of Split and the undergraduate study of Kinesiology at the Faculty of Education of Josip Juraj Strossmayer University of Osijek, the Faculty of Kinesiology of the University of Zagreb has a long tradition of education and research work, but also a responsibility in promoting kinesiology as a science, quality of class performance and supporting Croatian sport, sports recreation and Physical and Health Education. Through a strong social role, the Faculty of Kinesiology is often the organizer or conceptual initiator of actions that promote physical activity, movement and health. Through the work of its teaching staff, it has helped launch other kinesiology faculties in the Republic of Croatia and some in the region.

History of the Faculty of Kinesiology

The beginnings of Physical and health education go back to 1894 when Franjo Bučar drafted the plan and program of the First Physical Education Teacher-Training High School in Croatia, modelled on the Swedish gymnastics system, which was performed in Zagreb at the Gymnastics Teacher-Training Course. The year 1959 marked the beginning of higher education as the College of Physical Education was then established as an independent educational and scientific institution that educates highly qualified experts in physical education. High School of Physical Culture became part of the University of Zagreb in 1967, and since the academic year 1973/1974 it had operated under the name Faculty of Physical Education. In 2001 the Faculty of Physical Education changed its name to the Faculty of Kinesiology all the while acting as a public scientific-educational institution that organizes and performs university and professional study programmes.

Organization and governing of the Faculty

At the Faculty of Kinesiology, the governing bodies are the Dean and the Faculty Council. The Faculty Council is the governing and expert body of the Faculty for questions of scientific, educational and professional work. The Faculty Council consists of all the Faculty's employees in teaching and educational titles, representatives of teachers elected to the respective teaching titles, representatives of associates, student representatives and a representative of other employees.

The Vice-deans assist the dean in his or her work, and in case of his or her absence or prevention from acting, may replace the dean. The Vice-deans are chosen by the Faculty Council at the proposal of the Dean, as a rule, for three of the fields of activity: science,

teaching and students, business policy and nance, international cooperation, and quality assurance. In addition to the Vice-deans, the Dean is assisted by advisers.

The Dean of the Faculty is assisted by the professional advisory body in the form of the Dean's Executive Board consisting of the Dean and Vice-Deans of the Faculty, the Dean's Advisers, the Head of the Study Centre for Sports Coach Education, Head of the Institute of Kinesiology and Heads of Departments, Head of the International Cooperation, Protocol and Public Relations O-ce, Head of the Centre for Library Information and Publishing, Heads of Non-teaching Departments, two representatives of associates, President of the Student Council and Commissioner of the Faculty's trade union branch. The Dean decides independently on the matter of convening sessions and on bringing certain issues within their competence for consideration to the Dean's Executive Board. The Faculty Council establishes expert committees and, if necessary, other professional bodies whose composition, scope and manner of work is determined by the decision on their establishment and other general acts of the Faculty. The Permanent Committees of the Faculty Council are: Committee for Education and Student Affairs, Committee for Scientific Research and Ethics, Committee for Quality Management, Committee for Disciplinary Proceedings, Committee for Teaching Texts and Publication Activities, Committee for Degree Theses, Human Resources Committee, Committee for Normative Activities, Committee for Awards and Decorations, Committee for the Verication of Appointment Reports for Lecturers or Senior Lecturers of the Further Education Course Physical Education, Ethics Committee, Library Board, Disciplinary Tribunal for Students, Higher Student Disciplinary Committee, Committee for E-Learning, Committee for the Monitoring of the Application of the Statute on Employees' Salary and Other Monetary and Non-monetary Receipts, and the Committee for Career Counselling.

The scientific-educational activity is organized through three departments: Department of Kinesiology of Sports, Department of Kinesiological Anthropology and Methodology and Department of General and Applied Kinesiology. The following Chairs operate as part of the Department of Kinesiology of Sports: Track-and-Field Chair, Monostructural Sports Chairs, Complex Sports (Sports Games) Chair, Conventional Sports Chair, Basic Kinesiological Transformations Chair, Polystructural Sports (Combat Sports) Chair and Water Sports Chair. The Department of Kinesiological Anthropology and Methodology is represented by the Medicine of Sports and Exercise Chair and by the Kinesiological Psychology, Sociology and Research Methodology Chair.

The Department of General and Applied Kinesiology includes the General and Applied Kinesiology Chair, the Kinesiology in Education and Theory of Training Chair and the Kinesiological Recreation and Kinesitherapy Chair.

In addition to the Departments and the Chairs, the organizational units of the Faculty are:

- Study Centre for Coach Education, which organizes and performs the undergraduate and specialist graduate professional study of Coach Education
- Institute of Kinesiology the main functions of which are scientific research and transfer of knowledge. Within the Institute of Kinesiology, the following units are active: The Centre for Scientific Research, within which basic, applied and

developmental research is carried out, and within which special research laboratories are established, the Centre for Transfer of Knowledge in Kinesiology and the Diagnostic Centre with equipment for determining the level of training effects of top athletes. The following are the specific research laboratories within the Centre for Scientific Research: Laboratory for Audiovisual Technology in Kinesiology, Laboratory for Biomechanics, Laboratory for Combat Sports, Laboratory for Medicine of Sport and Exercise, Laboratory for Physical Activity Measurement and Monitoring, Laboratory for Motor Development, Laboratory for Motor Control and Performance, Laboratory for Notational Analysis, Laboratory for Psychodiagnostics, Laboratory for Sports Games, Laboratory for Water Sports and Laboratory for Epidemiological and Intervention Research of Physical Activity

- Centre for Library Information and Publication Activities
- Centre for Information Technology Support
- International Cooperation, Protocol and Public Relations Office
- National and European Union Projects Office
- and other organizational units: Faculty Secretariat, Financial and Accounting Department and Technical and Maintenance Department.

BRIEF ANALYSIS OF THE INSTITUTIONAL ADVANTAGES AND DISADVANTAGES

ADVANTAGES OF THE INSTITUTION

1. Science;
2. Infrastructure;
3. Personnel in management structures;
4. Loyalty of all groups to the Faculty.

DISADVANTAGES OF THE INSTITUTION

1. Incompatible programmes make it difficult for foreign students to come to the Faculty;
2. There is no employment of foreign professors and scientists;
3. Weak attendance of professors in foreign institutions for a longer period;
4. Lack of a lifelong learning programme;
5. Lack of clear research strategy and structure.

The first three disadvantages could be brought under the concept of problems with internationalism.

EXAMPLES OF GOOD PRACTICE

1. Launching and equipping new laboratories;
2. Work on competitive EU science projects;
3. The Faculty has equipped sports halls for various sports;
4. Competent staff in management positions.

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

I. Internal quality assurance and the social role of the higher education institution

Analysis

As for the quality assurance system, it covers all Faculty activities that are fairly well covered by evidence. External stakeholders, alumni, representatives of professional associations and students are actively involved in the quality assurance system. They have increased the number of EU-funded projects; they launched and equipped new laboratories.

This section is considered of satisfactory quality.

In terms of supporting academic integrity and freedom, preventing all types of unethical behaviour, intolerance and discrimination, the higher education institution has appointed an Ethics Committee that regulates all ethical issues and has adopted a code of ethics.

The main way in which information reaches students is the higher education institution website. The pages contain all the necessary information related to studying, and beyond. The pages are in Croatian and English.

The Faculty has launched a student mailbox for complaints and has a survey by which students rate professors. The management of the higher education institution believes that the conversation with the subject professor is a sufficient corrective method for poor rated professors.

This section is considered to be of satisfactory quality.

Considering the social role of the higher education institution it is evident that the cooperation with the economy, professional associations, the local community, and society, is carried out as part of the strategy. The higher education institution organizes numerous promotional activities for children and adults, forums, and conferences, and we can say that it is well connected with the local community.

This section is considered to be of high level of quality.

Recommendations for improvement

The higher education institution should take efforts to internationalize at all levels.

The higher education institution must make an effort to develop a greater and clearer research focus.

External stakeholders and alumni should be involved in correcting plans and programmes.

The higher education institution should initiate various lifelong learning programmes in line with market requirements.

Quality grade

Satisfactory level of quality

II. Study programmes

Analysis

The Faculty of Kinesiology is fully aligned with the mission of the University of Zagreb, which defines scientific and research and educational activities in particular areas and fields of science. The Faculty of Kinesiology, on the basis of valid licenses issued by the competent ministry from 2015, implements new study programmes at all levels of studies: five-year integrated undergraduate and graduate university study of Kinesiology, three-year undergraduate professional study Sports Coach Education, two-year specialist graduate professional study of Sports Coach Education, and the postgraduate university Doctoral study of Kinesiology. Number of compulsory and elective courses taught in English since the academic year 2014/2015 to this day has been steadily increasing (from 17 to 31). The number of active e-courses has increased from 10 to 40 e-courses at the beginning of the academic year. The higher education institution has clearly defined the learning outcomes of the study programmes, and they are aligned with the mission and goals of the higher education institution. The Faculty continuously improves the teaching process by informing the teaching staff and associates about workshops organized by the Faculty. The plans and programmes of all the study programmes of the Faculty of Kinesiology, including their amendments, with licenses/ decisions are published on the Faculty's website in Croatian and English. The higher education institution allocates ECTS credits in accordance with the actual student workload, but according to students' feedback more a detailed analysis should be carried out again. Since 2017 students no longer enrol the academic year in full, but semester by semester. Student practice is carried out in a systematic and responsible manner, ensuring the achievement of intended learning outcomes regarding student practice.

Recommendations for improvement

The Faculty should regularly monitor employment data on their graduate students.

Make a distinction between the same subjects in the syllabus at the professional and university level.

Reward the best supervisors and the most successful graduation theses.

Make a clear distinction between educational (just PE teaching) and professional studies (coaching).

All analyses should include cooperation with stakeholders, professional organisations, alumni and civil society organisations.

Align actual student workload with the defined ECTS credits for student practice.

Quality grade

Satisfactory level of quality

III. Teaching process and student support

Analysis

Criteria for admission or continuation are in line, published and consistently applied. The Faculty ensures the use of state-of-the-art technologies to modernise teaching, but there is a lack of creative and critical thinking in problem solving. There is no evidence of 'student centred' learning in the curriculum, or the responses from the staff, and also not much encouragement for the students to 'think for themselves'. They have well established E-learning systems and repositories. Students are largely involved in research in different areas of kinesiology. The HEI employs an adequate number of qualified and committed professional, administrative and technical staff. The current structure of the study programme is not generally consistent with internationally recognized standards. A clear separation between the Bachelor's and Master's degree programme is missing. Teaching process is not adjusted to the individual needs of students from vulnerable and under-represented groups. The criteria and methods of student evaluation and assessment are clearly denied in the annual Study plan, and programmes are aligned with the course teaching methods used. The Faculty of Kinesiology does not actively cooperate with the Alumni Association of the Faculty of Kinesiology, and there is no clear information where its graduates are employed.

Recommendations for improvement

The Faculty should clearly define student pass rates and drop-out rates for each year, average study duration for each generation, average grades of each subject and generation, pass rates on exams.

It is necessary to implement more critical thinking in teaching because different variability of tasks and the demands that society and individuals face today requires the acquisition of competencies at a higher mental level.

Make a manual for professional and educational internship.

The Faculty should consider ways to increase the number of outgoing students with better promotion, support and other benefits.

Examine where their graduates are employed (schools, clubs, management, fitness centres, conditioning) to motivate and give direction to students at the beginning of the study.

Quality grade

Satisfactory level of quality

IV. Teaching and institutional capacities

Analysis

There were 74 employed educators and associates in the academic year 2018/2019. There are 61 educators (82%) in a scientific-educational title and 13 in educational and associate titles (18%). The ratio of students and full-time teaches according regulations must be not higher than 1:30. The ratio of students and full-time teachers (in scientific-educational title, educational title and associates is 1:26,66; scientific-educational title educational title and educational title 1: 28,52; only scientific-educational title 1: 28,97.) is formally appropriate. During the meeting with the teachers, it was noted that their workload is very high. The new workload calculation system was introduced last year, it separated pedagogical and research working time. Therefore, teachers face the problem that they do not have time for research, projects and other activities.

Furthermore, the teaching staff are well qualified and highly motivated and also very loyal to the Faculty.

The election procedure for research, research-education, educational and associate titles is regulated by the Scientific Activity and Higher Education Act, relevant by-laws and the Supplementary Criteria of the Faculty. In addition to the general requirements, candidates also required to meet supplementary criteria of the Faculty of Kinesiology. The vacancy has been properly published.

Teachers' promotion is based on objective evaluations. Their recruitment, promotion and evaluation is carried out according to their teaching and research activities and student surveys, and the final decisions are made by a panel of experts. It should be noted at this point that promotion from one title to another is practically possible only at the end of the term, despite the excellent results of the educator.

Meetings with staff have revealed the Faculty's tendency to promote more nationally and are not very interested in attracting international staff. This is probably very much related to the general challenges of the international candidates to move to Croatia (language, competitive salary, etc.). However, the panel recommends that the Faculty should seek to attract international staff especially in the field of research.

The Self-evaluation Report describes several ways of supporting the teachers: thematic workshops, e-courses, professional conferences, etc. Educators also participate in various scientific and professional conferences in the Republic of Croatia and abroad. However, the lecturers noted during the interviews that due to the large workload they

do not have the opportunity to give lectures or go to conferences abroad, as there is no one to replace them, as there is only one lecturer in the subject.

The young teachers noted that they receive all the support related to the teaching process and administrative work from their mentors/professors. There is no formal framework for the successful integration of young teachers into academic activities.

Educators' teaching competencies are assessed only on the basis of student surveys developed by the University. It is highly recommended to conduct an additional survey of teaching competencies, which would reveal the specific teaching competencies of the Faculty.

The Self-evaluation Report shows that the Faculty plans and improves the infrastructure development in line with strategic goals. Several laboratories have been established and equipped in the last five years. A large quantity of specific research equipment was purchased. Therefore, the existing research equipment fully provides opportunities for targeted research.

It is necessary to note that the space and equipment is fully appropriate for the delivery of the study programmes. The Faculty is constantly seeking for external funding sources (projects preparation) for the renewal of equipment and infrastructure.

The infrastructure and equipment for the lectures and practical exercises were also rated well by the students in the surveys. Students also noticed during the interviews that they had very good conditions to use all the sport halls not only during lectures, but also in preparation for the practical sessions.

The Faculty library has two reading rooms for individual student work. One reading room has about 40 workplaces and is 85m² in size. The Library is open from 8:00 AM to 4:00 PM on workdays. Perhaps working hours could be longer. The library has a large number of hard-copy books and has access to electronic journals and databases. The Faculty pays for access to full-text databases specialized in kinesiology, sports science, public health, sports and exercise physiology. Also, Faculty annually provides a certain amount of finance for the refreshment of library material. In this way, the library staff can plan their purchases for students and educators.

The Faculty is financed from several sources: from the state budget, from the state budget of other public sources, from own activities, from revenues generated by special regulations and from other non-specific revenues. The self-evaluation financing report shows financial sustainability.

Recommendations for improvement

To look for ways to reduce the workload, because it can affect the quality of teaching and research. We recommend that the Faculty should look for ways to solve this problem.

To find ways to promote academic staff for excellent results in research, project and pedagogical activities.

The Faculty should look for ways to attract at least a small number of international professors, researchers.

To promote and seek opportunities for as many professors as possible to go to give lectures and to conferences abroad.

It is recommended that the Faculty use its own student surveys to assess teaching competences.

Recommendation to carry out a survey among students to see whether they are really satisfied with the library opening hours.

The Faculty should continue to seek funding from external sources, in line with the Faculty's strategic plan.

Quality grade

Satisfactory level of quality

V. Scientific/artistic activity

Analysis

There was a good and clear commitment within the Faculty regarding the importance of staff being research active. This was subsequently realised in the quantity of work published, and of the necessity to search for external funding (as realised in some very good EU grant procurement). It appeared, however, that this success was more attributable to very research active senior staff (predominantly professors), as opposed to any general or focused strategy. It was thus a little unclear if this largely good work was driven by the established discipline-based laboratories or the existing research groups, or both. Additionally, despite its excellent national and regional standing, there was limited evidence of large-scale international research collaborations or leadership, which could take the Faculty's research production to the 'next level' of quality. Finally, although the students were very supportive of their research-based experiences, apart from the mentoring received from established supervisors, it was difficult to see where research skills and attributes were embedded in, and subsequently taught through, the curriculum.

Recommendations for improvement

1. Consider what the Faculty wants to be known for research wise (to excel in certain sport science disciplines?), then devise an operationalised strategy to realise that aim.
2. Consider the appointment of international Visiting or Honorary Professors to help inject new ideas and knowledge into the decided upon (existing?) research

structures. This will help internationalise and further enrich the research agenda.

3. Think about how students are learning research skills through the taught curriculum. Are there other ways they can learn except from supervisors/mentors?

Quality grade

High level of quality

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

I. Internal quality assurance and the social role of the higher education institution

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

Analysis

The quality assurance system covers all faculty activities, which is pretty well covered with evidence. Study programmes present a potential problem and offer some room for improvement.

The integrated university programme restricts the transfer of international students, especially when it comes to students who have completed their undergraduate university studies abroad. The higher education institution has made efforts to facilitate the transfer of foreign students, as evidenced by translated teaching materials, syllabi of subjects, as well as the maintenance of subjects in English.

External stakeholders, alumni, representatives of professional associations and students are actively involved in the quality assurance system. Alumni are the most numerous, both in the group of external stakeholders and in the group of representatives of professional associations, and they are very proud to be former students of the Faculty. The attitude of former students towards the higher education institution, loyalty and a strong sense of belonging, was pointed out by this accreditation commission as an advantage of the higher education institution. Most external stakeholders and representatives of professional associations are not formally members of Alumni, but perform very well the tasks that members should do. External stakeholders and representatives of professional associations have good cooperation with the higher education institution. The higher education institution makes efforts to raise the quality of services provided by external stakeholders (testing athletes for national sports federations and for the Croatian Olympic Committee, staff training, etc.).

On the other hand, students are very satisfied with the practice they perform in schools and in professional (sports) associations. Students confirmed that they also have access to highly ranked sports associations.

The higher education institution systematically conducts student surveys, a system in which students evaluate the work of professors. The higher education institution has a satisfactory response of students to surveys, which is achieved by filling out surveys „live“, during the last lesson. (Online surveys are avoided due to lower student response).

The fact that there are no sanctions for professors who have been rated the worst for several years in a row is a potential problem with this standard. The management of the higher education institution believes that the conversation with the subject professor is a sufficient corrective. The same goes for rewarding professors that students rated as the best, the financial reward is symbolic. If students could see that the student survey is a good corrective to the professors' work, they would be highly motivated to complete the survey. The absence of sanctions or rewards does not make this very clear.

The higher education institution is very dedicated to human resource management. This is clearly evident through high-quality and professional teaching staff, promising young scientists and associates, competent project leaders and competent people in management structures. The re-accreditation commission pointed out this segment as an advantage of the higher education institution.

Recommendations for improvement

Greater efforts are needed to make the transfer of students from foreign higher education institutions as easy and efficient as possible. The higher education institution should generally work on internationalization. For example, complete programmes in English are missing. Study programmes should be made as compatible as possible with foreign higher education institutions. The fundamental differences in the programmes of higher education institutions and foreign higher education institutions should be analyzed and work should be done to reduce the differences.

The system of rewarding and sanctioning professors based on students' opinions (surveys) should be better developed and formalized. It is enough for professors to be praised on the Faculty Council (it is a matter of honor, not money - say the professors). Students have no real insight into who the best professors are. Sanctions for the worst rated professor should be formalized. Talking to the dean or vice dean is enough for the first or second time when the worst grade happens. The sanction should never be applied but should exist as a possible corrective. Among other things, it is important for students to see that their opinion expressed through the survey is respected.

Quality grade

Satisfactory level of quality

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

Analysis

The higher education institution has made efforts to implement suggestions for improvements from the last accreditation cycle. The higher education institution has

developed an action plan for quality improvement based on the shortcomings of the last re-accreditation cycle and has adopted a number of legal acts in this direction.

They focused their scientific research and opened a series of research on topics they did not have before, such as health or aging. They have increased the number of EU-funded projects. The Faculty analyzes current problems and constantly works on solving them. For example, a lot is being done to raise pass rates and low-grade point average. Professors whose students have low pass rates and low-grade point average are invited to interviews with the management.

The Faculty seeks to increase the production of textbooks and manuals. The new ordinance on the university's publishing activities encourages teachers to work on teaching materials. Efforts are being made to increase e-learning, work is being done to improve study conditions.

The higher education institution is working on staffing, but it is not in a position to take more serious steps in that direction because it depends on the national employment policy in the Republic of Croatia.

Recommendations for improvement

The issue of low pass rates and low-grade point average is related to ECTS credits. ECTS credits in some subjects are obviously not proportionally expressed, i.e. some courses take much longer to prepare than ECTS credits express. In that case, either the ECTS credits or the criteria for passing that exam should be revised. ECTS credits should be harmonized in all study programmes: it happens that the same subject, whether it is held at university or professional studies, has the same or very similar syllabus but a different number of ECTS credits.

The Faculty must make an effort to develop a greater and clearer research focus and to follow through on its need to develop a stronger lifelong learning strand.

Although the government's policy in the Republic of Croatia regarding new employment is very restrictive, the higher education institution should work on alternative ways of employment until the situation changes, either through competitive EU projects or through university-funded projects.

Quality grade

Satisfactory level of quality

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

Analysis

The higher education institution has appointed an Ethics Committee that regulates all ethical issues from this chapter and has adopted a code of ethics. Proceedings before

the Ethics Committee are initiated exclusively by the dean. The higher education institution had few procedures in the analyzed period, which is fine, if there were really a few violations.

The higher education institution made the decision to set up a student mailbox so that students could anonymously report any irregularities at the Faculty as well as the unethical behavior of the professors. The mailbox has an average of 4-5 complaints per year and the Ethics Committee decides on possible appeal procedures.

The higher education institution has plagiarism detection software available. It is a relatively new tool available to students and professors. As far as scientific publications are concerned, the higher education institution has a Commission for Scientific Work and Ethics, which additionally regulates this issue. Also, a Disciplinary Court for students was established. There is a relatively high number of disciplinary measures imposed on students compared to disciplinary measures against professors.

Recommendations for improvement

As with the student survey, the work of the Ethics Committee should be closer to the students and public as far as the GDPR allows. Students need to know that their complaints are not just a dead letter.

Both students and professors need to be better educated on the problem of plagiarism. Workshops should be organized to expand knowledge about plagiarism, as well as workshops on the technical use of software designed for this purpose.

My opinion is that students are not aware of how much plagiarism is a problem and this should be worked on systematically and seriously. There are no subjects (elective or compulsory) such as Sports Ethics or Philosophy of Sports, that would bring students closer to this issue. A much higher number of students reported for unethical behaviour than professors may be a normal occurrence but may indicate an unequal position of students on this issue. The higher education institution management can analyze whether practices toward unethical behavior put professors and students on an equal footing.

Quality grade

Satisfactory level of quality

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

Analysis

The main way in which information reaches students is the higher education institution website. The pages contain all the necessary information related to studying, and beyond. The pages are in Croatian and English. There is less information

in English, but all relevant information is published in both languages. In addition to websites, for the purpose of better information, the higher education institution has: Facebook pages, YouTube channel and various other promotional materials. They participate in various promotional actions such as the Open Day, the University Festival.

Professors from the higher education institution are frequent guests in the media, through which they promote initiatives, inform the public about the dilemmas of the profession, and promote the higher education institution as well as the kinesiology profession.

Information related to surveys by which students evaluate a higher education institution, as well as the evaluation documents of the higher education institution, have also been made public.

The higher education institution employees: professors, assistants, postdoctoral students, as well as students, had no complaints in terms of poor information. The higher education institution acts in accordance with the Law of the Republic of Croatia on the Right to Access Information.

Professors are obliged to inform students about their subjects, and this is usually done through consultations or via email. Students claim that professors do this mostly regularly and correctly.

Recommendations for improvement

The higher education institution can make a promotional campaign with the aim of increasing the number of students in the study programmes that have recorded a decline in interest. Make changes, based on the analysis of the market (new attractive courses) and try to raise interest through promotion on several levels.

In addition to the results of student surveys related to higher education, the results of surveys related to the work of professors should also be published. Published results can be generalized due to GDPR (for example: two professors were interviewed by the dean due to a poorly graded survey; disciplinary proceedings were initiated against the professor etc.) Positive information obtained from the surveys should be presented to students. In that case, the name of the professor could be published with their consent.

One should constantly invest in a website that is a fundamental tool in informatizing, especially considering the current pandemic. At the time of the pandemic, the amount of contact information students receive is severely reduced. This requires more serious access to websites, more frequent data updates, new current pandemic-related content, and consequential changes.

Quality grade

Satisfactory level of quality

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

Analysis

The cooperation of the higher education institution with the economy, professional associations, the local community, and society, is carried out as part of the strategy. This cooperation is in most cases facilitated by the fact that many organizations with which the higher education institution cooperates are led or represented by former students (HOO, MORH, Sports Office of the Republic of Croatia, numerous national sports federations, etc.).

Special emphasis was placed on the cooperation of various associations with the diagnostic center whose services are used by the Croatian Olympic Committee, the Croatian Sports Office, the Paralympic Federation, and numerous other sports federations and associations. All users emphasize the expertise and friendliness of the higher education institution staff. Although in most cases these are professional relationships in which stakeholders pay for the services of the diagnostic center, it was pointed out that the higher education institution is very correct in terms of service prices.

Employees of the higher education institution are active in several state professional organizations, such as the HOO Council or the National Sports Council, as well as in various kinesiologists' associations. Through these organizations, they participate in the drafting of laws, curricula, the issuance of professional guidelines and the promotion of physical activity and sports in general.

Students and professors are happy to volunteer and participate in both humanitarian and sporting events. The higher education institution organizes numerous promotional activities for children and adults, forums, and conferences, and we can say that it is well connected with the local community.

Recommendations for improvement

The most important stakeholders of the higher education institution are the schools, which were not sufficiently represented in the section - meeting with external stakeholders. We were subsequently informed that in many schools, the principal is a former student. Given this circumstance, we can assume that this segment is also adequate, but in future reaccreditations, external stakeholders from schools must be represented to a significant extent.

When meeting with external stakeholders and alumni, we did not get the impression that they participated in the creation of existing programmes. The higher education institution should use the experiences of experts and alumni who have gained

significant experience through practice. They must be involved in correcting plans and programmes.

Quality grade

High level of quality

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

Analysis

The higher education institution takes certain steps in non-formal lifelong learning education. All educational activities through various congresses, forums, seminars, etc., which are listed in the Self-evaluation Report, belong to the concept of lifelong learning because it aims to improve knowledge, skills and competencies within the personal, civic, social or professional activities of the individual.

There is no formal lifelong learning at a higher education institution. They are aware of this shortcoming so guidelines for improving this segment will be part of their Self-evaluation Report.

Recommendations for improvement

The higher education institution should develop an operational plan on lifelong learning to initiate the development of lifelong learning programmes. Finally, formalize these programmes through appropriate permits from the University of Zagreb and the Ministry of Science and Education. Lifelong learning programmes should be proposed after dialogue with external stakeholders: employers, alumni, representatives of professional associations, so that the competencies of students who complete these programmes are in line with the needs of the labour market. (taken from the university's Self-evaluation Report)

Quality grade

Minimum level of quality

II. Study programmes

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

Analysis

The Faculty of Kinesiology is fully aligned with the mission of the University of Zagreb, which defines scientific and research and educational activities in particular areas and fields of science. The Faculty is regularly monitoring official data of the Croatian Employment Service on registered unemployed graduates. Many masters of kinesiology and sports coaches from the Faculty of Kinesiology in Zagreb work in countries around the world, achieving enviable results both with individual athletes and teams at all levels of competition. There is no evidence on the implementation of recommendations from professional organisations, and also there is no data on graduate employment.

Recommendations for improvement

The Faculty should regularly monitor data on its graduate students and discuss the necessary competencies with external stakeholders more.

Quality grade

Satisfactory level of quality

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

Analysis

The intended learning outcomes clearly reflect the competencies required for employment and continuing education. The Faculty organizes and implements mandatory workshops and training of teaching staff in order to improve teaching methods and ways of evaluating students with existing learning outcomes. A large number of courses in both study programmes are almost the same in syllabuses at the professional and university level.

Recommendations for improvement

Provide more feedback from students, graduates, employers and associates about learning outcomes.

Make a distinction between the same subjects at the professional and university level.

Quality grade

Satisfactory level of quality

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

Analysis

The Faculty continuously improves the teaching process by informing the teaching staff and associates about workshops organized by the Faculty, via individual discussions of the Vice-deans with the course leaders on the topic of student complaints about non-compliance of students' obligations with the total workload of ECTS credits as based on the constructive alignment within the course, organization of workshops, etc. Detailed instructions and procedures ensure the timely fulfilment of obligations and achievement of learning outcomes for the completion of studies at individual levels through the graduate thesis, undergraduate thesis and final exam.

Recommendations for improvement

Reward the best supervisors and the most successful graduation theses.

Collect feedback from graduates and their employers about learning outcomes.

Quality grade

Satisfactory level of quality

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

Analysis

Activities of preparation of the study programmes of the Faculty of Kinesiology were systematically carried out at all levels of study. The new current study programmes, in accordance with the re-accreditation of 2014 recommendations and analysis, have been upgraded with official amendments, but not with the most important one, separation between Bachelor's and Master's university level. The study programmes offered at the Faculty of Kinesiology are the only of that kind within the University of Zagreb. Records of changes and up-to-date versions of the study programme are published.

Recommendations for improvement

Make a clear distinction between educational (just PE teaching) and professional studies (coaching).

All analyses should include cooperation with stakeholders, professional organisations, alumni and civil society organisations.

Quality grade

Minimum level of quality

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

Analysis

The higher education institution allocates ECTS credits in accordance with the actual student workload, but the procedure is insufficient, as it comprises just one question. Some improvements and revisions from the last re-accreditation are implemented at all levels of study. Since 2017, students no longer enrol the academic year in full, but semester by semester.

Recommendations for improvement

A more detailed analysis of the alignment of ECTS credits and student workload on the basis of which we will carry out constructive alignment within courses and courses within study programmes, should be carried out again (results of students surveys 3,61-4,04).

Quality grade

High level of quality

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

Analysis

The Faculty of Kinesiology enables students to learn and acquire skills through student internship at all levels of study, and as such student internship is part of the study programmes and is organized outside the Faculty in cooperation with educational institutions and the labour market. The introduction of new study programmes has significantly improved the system and implementation of student internship at different levels of study. There is no alignment of defined ECTS and workload for student practice (30+45=5 ECTS; 60+75=5 ECTS).

Recommendations for improvement

Align the actual student workload and defined ECTS credits for student practice.

Quality grade

High level of quality

III. Teaching process and student support

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

Analysis

Criteria for admission or continuation are in line with the requirements of the study programme, published and consistently applied. However, there is room for improvement regarding internationalism and adapting integrated studies to foreign students and students from other faculties of kinesiology in Croatia.

Recommendations for improvement

Working more on the analyses of improvement of the admission criteria/criteria for the continuation of studies based on the obtained results, making correlation between excellent students, their prior learning and admission requirements.

Quality grade

Satisfactory level of quality

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

Analysis

Criteria for admission or continuation are in line, published and consistently applied. The Faculty ensures the use of state-of-the-art technologies to modernise teaching, but there is a lack of creative and critical thinking in problem solving. There is no evidence of 'student centred' learning in the curriculum, or the responses from the staff, and also not much encouragement for the students to 'think for themselves'. They have well established E-learning systems and repositories. Students are largely involved in research in different areas of kinesiology. The HEI employs an adequate number of qualified and committed professional, administrative and technical staff. The current structure of the study programme is not generally consistent with internationally recognized standards. A clear separation between the Bachelor's and Master's degree programme is missing. Teaching process is not adjusted to the individual needs of

students from vulnerable and under-represented groups. The criteria and methods of student evaluation and assessment are clearly defined in the annual Study plan, and programmes are aligned with the course teaching methods used. The Faculty of Kinesiology does not actively cooperate with the Alumni Association of the Faculty of Kinesiology, and there is no clear information where its graduates are employed.

Recommendations for improvement

The Faculty should clearly define student pass rates and drop-out rates for each year, average years of study for each generation, average grades of each subject and generation, pass rates on exams.

It is necessary to implement more critical thinking in teaching because different variability of tasks and the demands that society and individuals face today requires the acquisition of competencies higher mental level.

Make a manual for professional and educational internship.

The Faculty should consider ways to increase the number of outgoing students with better promotion, support and other benefits.

Examine where their graduates are employed (schools, clubs, management, fitness centres, conditioning) to motivate and give direction to students at the beginning of study.

Quality grade

Satisfactory level of quality

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

Analysis

The Faculty provides students with different modules of study programme. The expert panel is content with the fact that teachers are scientists as well and can forward the information on lectures. Students are also largely involved in research in different areas of kinesiology. The Faculty ensures the use of state-of-the-art technologies to modernise teaching, but there is a lack of creative and critical thinking in problem solving. There is no evidence of 'student centred' learning in the curriculum, or the responses from the staff, and also not much encouragement for the students to 'think for themselves'. They have well established E-learning systems and repositories.

Recommendations for improvement

The Faculty needs to do more in adjustment of teaching methods for diverse student population (especially under-represented and vulnerable groups). Students with disability don't have possibility to study.

It is necessary to implement more critical thinking in teaching because the variability of tasks and the demands that society and individuals face today requires the acquisition of competencies at a higher mental level.

Quality grade

Satisfactory level of quality

3.4. The higher education institution ensures adequate student support.

Analysis

The HEI employs an adequate number of qualified and committed professional, administrative and technical staff. The higher education institution has established functional procedures for student career guidance, psychological counselling, and support in outgoing and incoming mobility. Both the Faculty and the stakeholders stated that they involve students in various organizations (Paralympic committee) and show support for diverse student population in their studying.

Recommendations for improvement

There is no data or manual where is explained how professional and educational internship of students look like.

Quality grade

High level of quality

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

Analysis

Teaching process is not adjusted to the individual needs of students from vulnerable and under-represented groups. On some subjects they have financial supports to students from under-represented groups (skiing).

Recommendations for improvement

To consider how to invest resources in the support to the teaching process to be adjusted to the individual needs of students from vulnerable and under-represented groups.

Quality grade

Satisfactory level of quality

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

Analysis

Students are informed about the opportunities for completing part of their study abroad and the institution ensures the recognition of ECTS credits gained at another higher education institution. The Faculty provides support to students in applying for studying abroad and maintain contact with students during their studying abroad.

Recommendations for improvement

Records of the number of outgoing student is very small (around 10/year) if we compare that to the number of all population which is 2300 students on HEI (0,05%), so the Faculty should consider ways to increase this number with better promotion, support and other benefits.

Quality grade

Satisfactory level of quality

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

Analysis

The current structure of the study programmes is not generally consistent with internationally recognized standards. A clear distinction between the Bachelor's and Master's degree programme is missing. However, there is a lot of space for improvement regarding internationalisation. Foreign students have the opportunity to attend just a part of classes delivered in a foreign language (English). Foreign students who attend study programmes are properly informed about their opportunities and enrolment for certain study programme. The Faculty's agreement with Beijing sports university is also praised by the committee. The Faculty is helping incoming students with the accommodation and enrolment. There is no evidence of how many students are involved in Croatian language learning.

Recommendations for improvement

The number of students involved in incoming mobility is still very low (around 30) but it has been slowly increasing from the last re-accreditation.

There is no opportunity for students to spend an entire study cycle at the higher education institution. Making a programme that ensures that foreign or domestic students can involve their integrated programme in the stage similar which have been

completed so far without many differences (e.g. if a Bachelor comes to integrated study to include him in the fourth year, not the first year).

Quality grade

Minimum level of quality

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

Analysis

The criteria and methods of student evaluation and assessment are clearly defined in the annual Study plan, and programmes are aligned with the course teaching methods used. Course leaders regularly inform students at introductory lectures about all important information regarding learning outcomes of the course, types of classes, student obligations, rules of conduct, required sports equipment, modes of communication (e-mail, consultations, course website, e-course). Feedback from students regarding this topic is very positive. Teachers are in majority objective when evaluating and grading students. Students are provided with the results of the exams on time and can have an insight into the exam if needed.

Recommendations for improvement

Continue with criteria and the methods as before.

Quality grade

High level of quality

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

Analysis

Diplomas and Diploma Supplements are issued in accordance with relevant regulations, and contain all prescribed information, and it is free of charge.

Recommendations for improvement

This standard is in line with the requirements.

Quality grade

High level of quality

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

Analysis

The higher education institution analyses the employability of its graduates, aligned with social and labour market. The Faculty of Kinesiology does not actively cooperate with the Alumni Association of the Faculty of Kinesiology, and there is no clear information where its graduates are employed.

Recommendations for improvement

Organize career days at the Faculty.

Find out where their graduates are employed (schools, clubs, management, fitness centres, conditioning) to motivate and give direction to freshmens at the beginning of study. The best of alumni in each area should introduce their path to the students.

Quality grade

Satisfactory level of quality

IV. Teaching and institutional capacities

4.1. The higher education institution ensures adequate teaching capacities.

Analysis.

There were 74 employed educators and associates in the academic year 2018/2019. There are 61 educators (82%) in scientific-educational titles and 13 in educational and associate titles (18%).

The ratio of students and full-time teaches according to regulations must be not higher than 1:30. The ratio of students and full-time teachers at the Faculty is 1:26,66 which is formally appropriate. The Self-Evaluation report mentions that, given the marginal teacher-student ratio, the workload of teachers has increased significantly in the last academic year. During the meeting with the teachers, many noted that their workload is very high. Also, last academic year new workload calculation system was introduced, which separated pedagogical and research working time. Therefore, teachers face the problem that they do not have time for research, projects and other activities.

Although professors and associate professors noted that they do not have very much administrative work, however it should be noted, that young assistants in particular have a great deal of administrative work to do. The reduction of the teaching workload is needed for many teachers, but adding administrative work to assistants is not the solution. Assistants do teaching, administrative work and science. Too much administrative work and teaching negatively affects the scientific work of assistants.

Furthermore, the teaching staff are well qualified and highly motivated and also very loyal to the Faculty.

Recommendations for improvement.

Look for ways to reduce the workload because it can affect the quality of teaching and research. We recommend that the Faculty look for ways to solve this problem.

Quality grade

Satisfactory level of quality

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

Analysis

The election procedure into research, research-education, educational and associate titles is regulated by the Scientific Activity and Higher Education Act, relevant by-laws and the Supplementary Criteria of the Faculty. In addition to the general requirements, candidates also required to meet supplementary criteria of the Faculty of Kinesiology. The vacancy has been properly published.

Promotion is based on objective evaluations. Recruitment, promotion and evaluation of teachers is carried out in accordance with their teaching and research activities and student surveys, the final decisions are made by a panel of experts. It should be noted at this point that promotion from one title to another is practically possible only at the end of the term, despite the excellent results of the educator.

Meetings with staff have revealed a tendency for the Faculty to promote more nationally and are not very interested in attracting international staff. This is probably very much related to the general challenges of the international candidate to move to Croatia (language, competitive salary, etc.). However, the Panel recommends that the Faculty should seek to attract international staff especially to the field of research.

Recommendations for improvement

To find ways to promote academic staff for excellent results in research, project and pedagogical activities. The Faculty should look for ways to attract at least a small number of international professors, researchers.

The Faculty should adopt an employment plan that is in line with the strategic resource investment plan.

Quality grade

Satisfactory level of quality

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

Analysis

The Self-evaluation Report describes several ways of supporting the teachers: thematic workshops, e-courses, professional conferences, etc. Educators also participate in various scientific and professional conferences in the Republic of Croatia and abroad. However, the lecturers noted during the interviews that due to the large workload they do not have the opportunity to go to give lectures or to conferences abroad, as there is no one to replace them, as there is only one lecturer in the subject.

The young teachers noted that they receive all the support related to teaching process and administrative work from their mentors-professors. But there is no formal framework for the successful integration of young teachers into academic activities.

Educators' teaching competencies are assessed only on the basis of student surveys developed by the University. It is highly recommended to conduct an additional survey of teaching competencies, which would reveal the specific teaching competencies of the Faculty. It has been mentioned that this survey has already been developed and the Faculty must implement it as actively as possible.

Recommendations for improvement

To promote and seek opportunities for as many professors as possible to go to give lectures and to conferences abroad.

It is recommended that the Faculty use its own student surveys to assess teaching competences.

Quality grade

Satisfactory level of quality

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

Analysis

The Self-evaluation Report shows that the Faculty plans and improves the infrastructure development in line with strategic goals. Several laboratories have been established and equipped in the last five years. A lot of specific research equipment was purchased. Therefore, the existing research equipment fully provides opportunities for targeted research.

It is necessary to note that the space and equipment is fully appropriate for the delivery of the study programmes. The Faculty is constantly seeking for external funding sources (projects preparation) for the renewal of equipment and infrastructure.

The infrastructure and equipment for the lectures and practical exercises were also rated well by the students in the surveys. Students also noticed during the interviews that they had very good conditions to use all the sport halls not only during lectures, but also for the preparation for the practical sessions.

Recommendations for improvement

Continue to work in this direction.

Quality grade

High level of quality

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

Analysi

The Faculty's library has two reading rooms for individual student work. One reading room has about 40 workplaces and is 85m² in size. The Library is open from 8:00 AM to 4:00 PM on workdays. Perhaps working hours could be longer. The library has a large number of hard-copy books and has access to electronic journals and databases. The Faculty pays for access to full-text databases specialized in kinesiology, sports science, public health, sports and exercise physiology. Also, Faculty annually provides a certain amount of finance for the refreshment of library material. In this way, the library staff can plan their purchases by students and educators need.

Recommendations for improvement

Perhaps it would still be appropriate to conduct a survey of students on library opening hours.

Quality grade

High level of quality

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

Analysis

The Faculty is financed from several sources: from the state budget, from the state budget of other public sources, from own activities, from revenues generated by special regulations and from other non-specific revenues. The self-evaluation financing report shows financial sustainability.

Comparing expenditures in 2017 and 2018, there is a significant decrease in funding for laboratory equipment. Research laboratories must be equipped with appropriate equipment, so investment must be adequate. It was noted that the Faculty had established new laboratories.

Recommendations for improvement

The Faculty should continue to seek increasing funding from external sources, in line with the Faculty's strategic plan.

Quality grade

Satisfactory level of quality

V. Scientific/artistic activity

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

Analysis

I believe that the staff of the Faculty were committed to carrying out research. They were aware of their obligations in this respect. Consequently, particular metrics appeared to play a considerable role, both in what sort of research was to be carried out, and where it should be published.

Recommendations for improvement

1. Although there was a clear recognition of the obligation to carry out and publish research, there appeared to be no particular awareness or dialogue about what sort of research was to be carried out and why. For example;
 - a. No clear universal themes for research were apparent (a criticism from the last re-accreditation exercise). It was unclear if such themes were implicitly derived from the 'laboratories' (discipline based?) or from the 'research groups', or both. Arriving at such themes, and who should be responsible for their delivery, either from inductive or deductive processes (or a mixture of both), could further focus and accelerate the Faculty's research in terms of quality and quantity.
 - b. Differentiate between 'science' and 'research'. There should be a Vice Dean for Research (not titled Vice Dean for Science). This opens a

discursive space for 'other' sport science disciplines/methodologies/epistemologies rooted in the humanities and social sciences to exist and better thrive within the Faculty.

- c. Try to move towards a 'responsible metrics' model of research; in terms of guiding and assessing the produced research. See 'DORA' and the 'Lieden Manifesto' for some guidance here. Moving this way, or at least considering such a movement, puts the Faculty in line with a general trend in global HE.
2. A bit more clarity is necessary regarding the research obligation of 'external teachers' here. If there is no obligation to research, then how do the Faculty address point 5.1?
3. Perhaps developing some 'Measures of success' regarding research accomplishments would be of benefit. Again, these would be intended not as absolute markers to be reached, but as guides to the intended direction of travel.

Quality grade

High level of quality

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

Analysis

The Faculty provided social relevance through strong advocative support from students and alumni. Such groups were generally very supportive of the experience(s) they had received at the Faculty in terms of current/future careers. This was also evident in the stakeholders' group.

Recommendations for improvement

1. I would ask the Faculty to reflect on the heavy 'science orientated' nature of the research work in terms of maximising social relevance. Are there any other areas of research activity that could also, or perhaps better, serve the needs of the wider society (e.g., a greater emphasis on pedagogy [for teachers], sports management [for the sports/health industry])?
2. The Faculty could also think a little more carefully about who it wants to or should be transferring knowledge to (sports organisations [if so, what sort]? Schools? etc.) Doing so, could give the research undertaken greater focus (as above), while also increasing the social reach and relevance of the investigative agenda.

Quality grade

Satisfactory level of quality

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

Analysis

The Faculty is a leading 'player' and presence on the regional and national stages. It is also looking to expand its 'footprint' in the international arena; here I refer to the prestigious EU funding grants secured.

Recommendations for improvement

However, for it to further its international presence, the Faculty needs a more definitive operational strategy (i.e., in terms of how it will achieve this international presence). This relates to better exploring and defining what the Faculty wants to be known for, and where it can act in areas of global collaboration and even leadership. I think the Faculty has the potential to fulfil such an ambition, but it needs a greater strategic research focus to do so. This links into the need for the Faculty to consider a more complete internationalisation strategy (and particularly in terms of research).

Quality grade

Satisfactory level of quality

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

Analysis

The research activity of the Faculty is certainly sustainable, although I am less convinced that it is developmental. It is sustainable in the sense that it has already well established areas of research (seemingly organised around very research active Professors in traditional disciplines). However, in terms of being developmental, there appeared less awareness to expand in other directions; for example, researching in other/additional subjects or embarking on a concrete inter-disciplinary path with the already existing ones.

Recommendations for improvement

Again, the Faculty needs to discuss and ascertain how it would like its research to be 'developmental'; for example (as above), an expansion of existing areas [as long as this is not 'sideways expansion'], breaking into new disciplinary fields of inquiry, or developing an inter-disciplinary strand of work in relation to existing specialisms.

Quality grade

Satisfactory level of quality.

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

Analysis

Although the feedback received from students was very positive, it was difficult to see how research related skills and attributes were, in fact, integrated in to the teaching process (and, hence, the student experience). For instance, with module learning outcomes heavily loaded with discourse linked to 'acquisition' and 'understanding', how and where did the students learn about 'deciding upon an authentic problem', 'articulating an epistemology', and 'inferentially reading data', all of which are vital for good research? Consequently, I was a little unsure as to where, apart from their mentors, the students learnt about what and how to research.

Recommendations for improvement

To consider how, where and when valuable research skills and attributes are embedded into the teaching curriculum.

Quality grade

High level of quality

APPENDICES

1. Quality assessment summary - tables

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

Quality grade by standard

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

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

Quality grade by standard

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

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

Quality grade by standard

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



2. Site visit protocol

<p>Reakreditacija Kineziološkog fakulteta Sveučilišta u Zagrebu <i>Adresa: Horvaćanski zavoj 15, Zagreb</i></p>	<p>Re-accreditation of the Faculty of Kinesiology University of Zagreb <i>Address: Horvaćanski zavoj 15, Zagreb</i></p>
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Priprema članova Stručnog povjerenstva u virtualnom okruženju / Education of Panel members in virtual form

	Utorak, 27. listopada 2020.	Tuesday, 27th October 2020
12:00 -16:00	<ul style="list-style-type: none">• Predstavljanje AZVO-a• Predstavljanje sustava visokog obrazovanja u RH• Postupak reakreditacije• Standardi za vrednovanje kvalitete• Kako napisati Završno izvješće• Priprema povjerenstva za sastanke (rasprava o Samoanalizi i popratnim dokumentima. Priprema za preliminarni posjet)	<ul style="list-style-type: none">• Presentation of ASHE• Overview of the higher education system in Croatia• Re-accreditation procedure• Standards for the evaluation of quality• How to write the Final report• Preparation of the Expert Panel members for the meetings with HEI (discussion on the Self-evaluation report and supporting documents. Preparation for the preliminary site-visit)

Preliminarni posjet Stručnog povjerenstva visokom učilištu / Preliminary site-visit of Expert Panel members to the HEI

	Utorak, 3. studenoga 2020.	Tuesday, 3 November 2020	Prezime i ime sudionika /funkcija Name and surname of the participants/position
8:40– 9:00	Spajanje dijela članova Povjerenstva na poveznicu (link) ZOOM	Joining the part of the Expert Panel members to the ZOOM meeting via link	
9:00 – 10:00	Sastanak članova stručnog povjerenstva s dekanom i prodekanima	Meeting of Expert Panel members with the Dean and Vice-Deans	<p>Assoc. Prof. Tomislav Krističević, Ph.D., Dean e-mail: tomislav.kristicevic@kif.unizg.hr</p> <p>Prof. Ljubomir Antekolović, Ph.D., Vice-dean for Quality Assurance e-mail: ljubomir.antekolovic@kif.unizg.hr</p> <p>Assoc. Prof. Maja Horvatin, Ph.D., Vice-dean for Education and Students e-mail: maja.horvatin@kif.unizg.hr</p> <p>Asst. Prof. Sanja Šalaj, Ph.D., Vice-dean for Science e-mail: sanja.salaj@kif.unizg.hr</p>
10:00 – 10:20	<i>Pauza</i>	<i>Break</i>	
10:20 – 11:20	Sastanak članova stručnog povjerenstva s Povjerenstvom za upravljanje kvalitetom	Meeting of Expert Panel members with the Committee for Quality Management	<p>Prof. Ljubomir Antekolović, Ph.D., Vice-dean for Quality Assurance, President of the Committee for Quality Management e-mail: ljubomir.antekolovic@kif.unizg.hr</p> <p>Assoc. Prof. Mario Baić, Ph.D., Dean’s councillor for quality assurance, Vice president of the Committee for Quality</p>

			Management e-mail: mario.baic@kif.unizg.hr
11:20 – 12:45	Analiza dokumenata	Document analysis	
12:45 – 14:00	Obilazak fakulteta (predavaonice, laboratoriji centri, informatičke učionice, knjižnica, studentske službe) i prisustvovanje nastavi	Tour of the Faculty (classrooms, Centres, Laboratory's, computer classrooms, library, student services) and participation in teaching classes	Assoc. Prof. Tomislav Krističević, Ph.D., Dean e-mail: tomislav.kristicevic@kif.unizg.hr Prof. Ljubomir Antekolović, Ph.D., Vice-dean for Quality Assurance, President of the Committee for Quality Management e-mail: ljubomir.antekolovic@kif.unizg.hr Assoc. Prof. Maja Horvatin, Ph.D., Vice-dean for Education and Students e-mail: maja.horvatin@kif.unizg.hr

Prvi dan reakreditacije u virtualnom okruženju / First day of re-accreditation in virtual form

	Srijeda, 11. studenoga 2020.	Wednesday, 11 November 2020	Prezime i ime sudionika Surname and name of the participants
10:10 – 10:30	Spajanje na poveznicu (link) ZOOM	Joining ZOOM meeting via the link	
10:30 – 11:15	Sastanak članova stručnog povjerenstava s prodekanom za nastavu i studente	Meeting of Expert Panel members with vice dean for education and students	Assoc. Prof. Maja Horvatin, Ph.D., Vice-dean for Education and Students e-mail: maja.horvatin@kif.unizg.hr Assoc. Prof. Jadranka Vlašić, Ph.D., assistant Vice-dean for Education and Students e-mail: jadranka.vlasic@kif.unizg.hr

11:15 – 11:30	<i>Pauza</i>	<i>Break</i>	
11:30 – 12:30	Sastanak članova stručnog povjerenstva s voditeljima zavoda i voditeljem studijskog centra za izobrazbu trenera	Meeting of Expert Panel members with the Heads of the departments and Head of the Study Centre for Coach Education	<p>Assoc. Prof. Tomislav Đurković, Ph.D., Head of Study Centre for Coach Education e-mail: tomislav.djurkovic@kif.unizg.hr</p> <p>Assoc. Prof. Marija Rakovac, Ph.D., Head of Department of Kinesiological Anthropology and Methodology e-mail: marija.rakovac@kif.unizg.hr</p> <p>Assist. Prof. Ivan Segedi, Ph.D., Vice-head of Department of Kinesiology of Sports e-mail: ivan.segedi@kif.unizg.hr</p> <p>Asst. Prof. Dario Škegro, Ph.D., Head of Department of General and Applied Kinesiology e-mail: dario.skegro@kif.unizg.hr</p>
12:30 – 13:30	<i>Pauza, Interni sastanak članova stručnog povjerenstava</i>	<i>Break, Internal meeting of the panel members</i>	
13:30 – 14:30	Sastanak s nastavnicima (u stalnom radnom odnosu, osim onih na rukovodećim mjestima)	Meeting with full-time employed teachers, except those in managerial positions	<p>Prof. Mirna Andrijašević, Ph.D. (tenured), Course: Kinesiological Recreation, e-mail mirna.andrijasevic@kif.unizf.hr</p> <p>Assoc. Prof. Mario Baić, Ph.D., Course; Wrestling e-mail: mario.baic@kif.unizg.hr</p> <p>Assist. Prof. Marijo Baković, Ph.D., Course: Track-and-Field e-mail: marijo.bakovic@kif.unizg.hr</p>

			<p>Assoc. Prof. Petar Barbaros, Ph.D., Course: Racquet Sports – Tennis e-mail: petar.barbaros.tudor@kif.unizg.hr</p> <p>Prof. Renata Barić, Ph.D., Course: Psychology of Sport and Physical Exercise e-mail: renata.baric@kif.unizg.hr</p> <p>Assist. Prof. Sunčica Bartoluci, Ph.D., Course: Kinesiological Sociology e-mail: suncica.bartoluci@kif.unizg.hr</p> <p>Assoc. Prof. Vjekoslav Cigrovski, Ph.D., Course: Skiing e-mail: Vjekoslav.cigrovski@kif.unizg.hr</p> <p>Assist. Prof. Zrinko Čustonja, Ph.D., Course: History of Sport e-mail: zrinko.custonja@kif.unizg.hr</p> <p>Prof. Igor Jukić, Ph.D. (tenured), Course: Theory of Training e-mail: igor.jukic@kif.unizg.hr</p> <p>Prof. Damir Knjaz, Ph.D., Course: Basketball e-mail: damir.knjaz@kif.unizg.hr</p> <p>Prof. Goran Leko, Ph.D., Course: Swimming E-mail: goran.leko@kif.unizg.hr</p>
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			<p>Assist. Prof. Katarina Ohnjec, Ph.D., Course: Handball e-mail: katarina.ohnjec@kif.unizg.hr</p> <p>Assist. Prof. Darija Omrčen, Ph.D., Course: English in Kinesiology e-mail: darija.omrcen@kif.unizg.hr</p> <p>Prof. Branka Matković, Ph.D. (tenured), Course: Physiology of Sport and Exercise Email: branka.matkovic@kif.unizg.hr</p> <p>Assoc. Prof. Nikola Prlenda, Ph.D., Course: Water Sports e-mail: nikola.prlenda@kif.unizg.hr</p> <p>Assist. Prof. Tomica Rešetar, Ph.D., Course: Volleyball e-mail: Tomica.resetar@kif.unizg.hr</p> <p>Assist. Prof. Tomislav Rupčić, Ph.D., Course: Basketball e-mail: tomislav.rupcic@kif.unizg.hr</p> <p>Assist. Prof. Ivan Segedi, Ph.D., Course: Judo e-mail: ivan.segedi@kif.unizg.hr</p> <p>Prof. Hrvoje Sertić, Ph.D. (tenured), Course: Judo e-mail: Hrvoje.sertic@kif.unizg.hr</p>
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			<p>Assist. Prof. Klara Šiljeg, Ph.D., Course: Competitive Swimming e-mail: klara.siljeg@kif.unizg.hr</p> <p>Assoc. Prof. Sanela Škorić, Ph.D., Course: Sport Management e-mail: sanela.skoric@kif.unizg.hr</p> <p>Assist. Prof. Tatjana Trošt Bobić, Ph.D., Course: Kinesitherapy tatjana.trost.bobic@kif.unizg.hr</p> <p>Assist Prof. Vlatko Vučetić, Ph.D., Course: Systematic Kinesiology e-mail: Vlatko.vucetic@kif.unizg.hr</p> <p>Assist. Prof. Saša Vuk, Ph.D., Course: Basic Kinesiological Transformations e-mail: sasa.vuk@kif.unizg.hr</p>
14:30 – 14:45	<i>Pauza</i>	<i>Break</i>	
14:45 – 15:15	Organizacija dodatnog sastanka o otvorenim pitanjima – prema potrebi	Organisation of an additional meeting on open questions - if needed	

Drugi dan reakreditacije u virtualnom okruženju / Second day of re-accreditation in virtual form

	Četvrtak, 12. studenoga 2020.	Thursday, 12 th November 2020	Prezime i ime sudionika Surname and name of the participants
9:15 – 9:30	Spajanje na poveznicu (link) ZOOM	Joining ZOOM meeting via the	
9:30 – 10:20	Sastanak s: <ul style="list-style-type: none"> • Voditeljem Ureda za međunarodnu suradnju, protokol, i odnose s javnošću • Voditeljem Ureda za nacionalne projekte i projekte Europske unije • ECTS koordinatorom 	Meeting with: <ul style="list-style-type: none"> • Head of the International Cooperation, Protocol and Public Relations Office • Head of the National and European Union Projects Office • ECTS coordinator 	<p>Assoc. Prof. Mario Baić, Ph.D., ECTS coordinator e-mail: mario.baic@kif.unizg.hr</p> <p>Assoc. Prof. Lidija Petrinović, Ph.D., International Cooperation, Protocol and Public Relations Office Head e-mail: lidija.petrinovic@kif.unizg.hr</p> <p>Assist. Prof. Dario Škegro, Ph.D., coordinator for international students and students in English e-mail: dario.skegro@kif.unizg.hr</p> <p>Natalija Babić, International Cooperation, Protocol and Public Relations Office Secretary e-mail: natalija.babic@kif.unizg.hr</p> <p>Assist. Prof. Sanja Šalaj, Ph.D., Head of the National and European Union Projects Office e-mail: sanja.salaj@kif.unizg.hr</p>
10:20 – 10:30	<i>Pauza</i>	<i>Break</i>	

10:30 – 11:30	Sastanak sa studentima (otvoreni sastanak za sve studente)	Meeting with students (open meeting)	<p>RSCIT:</p> <p>Lara Đuzel, Fitness, lara.duzel@student.kif.hr</p> <p>Daniel Lovrić, fitness, daniel.lovric@student.kif.hr</p> <p>Filip Milošević, Physical Conditioning of Athletes, filip.milosevic@student.kif.hr</p> <p>INTEGRATED STUDY:</p> <p>Ina Duraković, 1st year, ina.durakovic@student.kif.hr</p> <p>Siniša Đipalo, 2nd year, sinisa.dipalo@student.kif.hr</p> <p>Antun Čičak, 2nd year, antun.cicak@student.kif.hr</p> <p>Anja Topolovec, 4th year (Major- Dance), anja.topolovec@student.kif.hr</p> <p>Petra Ribarić, 4th year (Major Sports management), petra.ribaric@student.kif.hr</p> <p>Luka Petreković, 4th year (Major-Skiing), luka.petrekovic@student.kif.hr</p> <p>Martin Stojčević, 5th year (Major-Football), martin.stojcevic@student.kif.hr</p> <p>Mislav Lulić, 5th year (Major - Football), mislav.lulic@student.kif.hr</p> <p>Paolo Pereša, 5th year (Major - Football),</p>
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			<p>paolo.peresa@student.kif.hr Lovre Perinić, 5th year (Major - Basketball), lovre.perinic@student.kif.hr Lucija Ljubej, 5th year (Major – Physical Conditioning of Athletes), lucija.ljubej@student.kif.hr Iva Hršak, 5th year (Major - Skiing), iva.hrsak@student.kif.hr Karla Starčević, 4th year (Mayor – Physical Conditioning of Athletes) e—mail: karla.starcevic@student.kif.hr</p>
11:30 – 12:30	<i>Pauza</i>	<i>Break</i>	
12:30 – 13:15	Sastanak s alumnijima (bivši studenti koji nisu zaposlenici visokog učilišta)	Meeting with Alumni (former students who are not employed by the HEI)	<p>TOMISLAV BIŠČAN (IPDSSK) Gym owner e-mail: biscant@gmail.com</p> <p>ZVONIMIR KALČIK (IPDSSK) Home of Croatian Veterans e-mail: zvonimirkalcik@gmail.com</p> <p>MARKO KORBAR (IPDSSK) Elementary School “Matija Gubec” e-mail: korbar.marko@hotmail.com</p> <p>DIANA KOZNIKU (PSSIT) Fitness coach in a gym e-mail: dianakozniku8@gmail.com</p> <p>DINKO KREMIĆ</p>

			<p>Wrestling club "Sesvetski Kraljevec" e-mail: dinko.kremic@gmail.com</p> <p>TOMISLAV PARIPOVIĆ (IPDSSK) Croatian School Sport Association e-mail: tparipovic@gmail.com</p> <p>ALEN PLEVNIK (IPDSSK) Entrepreneur e-mail: plevnik.alen@gmail.com</p> <p>GORANA ŠKALEC PETROVIĆ (PSSIT) Skating club "Medo" e-mail: goranaskalecpetrovic@gmail.com</p>
13:15 – 13:30	<i>Pauza</i>	<i>Break</i>	
13:30 – 14:15	Sastanak s vanjskim dionicima - predstavnicima strukovnih i profesionalnih udruženja, poslovna zajednica, poslodavci, stručnjaci iz prakse, organizacijama civilnog društva, vanjski predavači	Meeting with external stakeholders - representatives of professional organisations, business sector/industry sector, professional experts, non-governmental organisations, external lecturers	<p>Saša Bašćevan, Polyclinic "Patela", co-owner e-mail: sasa.bascevan@kif.unizg.hr</p> <p>Assoc. Prof. Romana Caput Jogunica, Ph.D. Faculty of Agriculture University of Zagreb e-mail: rcaput@agr.hr</p> <p>Ticijan Komparić, Croatian Paralympic Committee general secretary e-mail: ticijan.komparic@hpo.hr</p> <p>Siniša Krajač, assistant for local sports programmes to the Croatian Olympic Committee general secretary</p>

			<p>e-mail: sinisa.krajac@hoo.hr</p> <p>Prof. Goran Leko, Ph.D., president Croatian Kinesiology Association e-mail: goran.leko@kif.unizg.hr</p> <p>General Josip Lucić Home of Croatian Veterans Head Ex. Chief of the General Staff of the Armed Forces of the Republic of Croatia e-mail: ravnateljstvo@dhv.hr</p> <p>Milan Pavelić, Head of City of Zagreb Office for Sport and Youth e-mail: milan.pavelic@zagreb.hr</p>
14:15 – 14:30	<i>Pauza</i>	<i>Pauza</i>	
14:30 – 15:00	Organizacija dodatnog sastanka o otvorenim pitanjima – prema potrebi	Organisation of an additional meeting on open questions -if needed	

Treći dan reakreditacije u virtualnom okruženju / Third day of re-accreditation in virtual form

	Petak, 13. studenoga 2020.	Friday, 13 November 2020	Prezime i ime sudionika Surname and name of the participants
9:50 – 10:10	Spajanje na poveznicu (link) ZOOM	Joining ZOOM meeting via the link	
10:10 – 10:50	Sastanak članova stručnog povjerenstava s prodekanom za znanost	Meeting with the Vice-Dean for Research Sanja Šalaj	Asst. Prof. Sanja Šalaj, Ph.D. , Vice-dean for Science e-mail: sanja.salaj@kif.unizg.hr
10:50 – 11:00	<i>Pauza</i>	<i>Break</i>	
11:00 – 11:40	Sastanak s voditeljima znanstvenih projekata	Meeting with the Heads of research projects Ovo molim te iskoordiniraj sa Sanjom i Nikolinom	Assist. Prof. Cvita Gregov, Ph.D. e-mail: cvita.gregov@kif.unizg.hr Project leader for Erasmus+ Sport project WE_CARE - With Establishment of national Care and development centres we support elite Athletes in balancing their sports and education/employment Results Assist. Prof. Danijel Jurakić, Ph.D. e-mail: danijel.juracic@kif.unizg.hr Project leader for Erasmus+ Sport project Creating Mechanisms for Continuous Implementation of the Sports Club for Health Guidelines in the European Union (SCforH) Assist. Prof. Maroje Sorić, Ph.D. , e-mail: maroje.soric@kif.unizg.hr Project leader at the institution for HORIZON 2020 project - Science and Technology in childhood Obesity Policy Prof. Marjeta Mišigoj-Duraković, Ph.D., MD,

			<p>(tenured) Email: marjeta.misigoj-durakovic@kif.unizg.hr Project leader for Croatian Physical Activity in Adolescence Study – CRO-PALS</p> <p>Prof. Damir Knjaz, Ph.D. e-mail: damir.knjaz@kif.unizg.hr Project leader at the institution for Competence Center in Molecular Diagnostics (CEKOM)</p>
11:40 – 11:50	<i>Pauza</i>	<i>Break</i>	
11:50 – 12:30	Sastanak s asistentima i poslijedoktorandima	Meeting with Teaching Assistants and postdoctoral researchers	<p>Antonela Devrnja, Ph.D. e-mail: antonela.devrnja@kif.unizg.hr</p> <p>Igor Gruić, Ph.D. e-mail: igor.gruic@kif.unizg.hr</p> <p>Matea Karlović, mag. psych. e-mail: matea.karlovic@kif.unizg.hr</p> <p>Ivan Krakan Ph.D. e-mail: ivan.krakan@kif.unizg.hr</p> <p>Ivan Mikulić, mag. cin. e-mail: ivan.mikulic@kif.unizg.hr</p> <p>Lucija Miličić, Ph. D. e-mail: lucija.milicic@kif.unizg.hr</p> <p>Marijo Možnik, Ph.D. e-mail: marijo.moznik@kif.unizg.hr</p> <p>Tihana Nemčić, Ph. D. e-mail: tihana.nemcic@kif.unizg.hr</p> <p>Damir Pekas, Ph.D. e-mail: damir.pekas@kif.unizg.hr</p> <p>Hrvoje Podnar, Ph.D.</p>

			<p>e-mail: hrvoje.podnar@kif.unizg.hr Rebeka Prosoli, mag. psych. e-mail: rebeka.prosoli@kif.unizg.hr Lovro Štefan, Ph.D. e-mail: Lovro.stefan@kif.unizg.hr</p>
12:30 – 13:00	<i>Interni sastanak članova stručnog povjerenstva</i>	<i>Internal meeting of the Expert Panel members</i>	
13:00 – 13:30	Organizacija dodatnog sastanka o otvorenim pitanjima – prema potrebi	Organisation of an additional meeting on open questions, -if needed	
13:30 – 13:45	Završni sastanak s dekanom i prodekanima	Exit meeting with the Dean and Vice-Deans	<p>Assoc. Prof. Tomislav Krističević, Ph.D., Dean e-mail: tomislav.kristicevic@kif.unizg.hr</p> <p>Prof. Ljubomir Antekolović, Ph.D., Vice-dean for Quality Assurance e-mail: ljubomir.antekolovic@kif.unizg.hr</p> <p>Assoc. Prof. Maja Horvatin, Ph.D., Vice-dean for Education and Students e-mail: maja.horvatin@kif.unizg.hr</p> <p>Asst. Prof. Sanja Šalaj, Ph.D., Vice-dean for Science e-mail: sanja.salaj@kif.unizg.hr</p>



SUMMARY

The quality assurance system covers all Faculty activities that are fairly well covered by evidence. External stakeholders, alumni, representatives of professional associations and students are actively involved in the quality assurance system but external stakeholders and alumni should be involved in correcting plans and programmes. Considering the social role of the higher education institution it is evident that the cooperation with the economy, professional associations, the local community, and society, is carried out as part of the strategy. The higher education institution has clearly defined the learning outcomes of the study programmes, and they are aligned with the mission and goals of the higher education institution. The lack of separation between Bachelor's and Master's university level makes it difficult for the arrival of foreign students, which was also identified as a deficiency during the last accreditation cycle. The higher education institution should initiate various lifelong learning programmes in line with market requirements. Student practice is carried out in a systematic and responsible manner, ensuring the achievement of intended learning outcome regarding student practice. The students were very supportive of their research-based experiences. The Faculty needs to do a more in application of teaching methods for under-represented and vulnerable students. The Faculty ensures the use of state-of-the-art technologies to modernise teaching, but there is a lack of creative and critical thinking in problem solving. The HEI employs an adequate number of qualified and committed professional, administrative and technical staff. The young teachers noted that they receive all the support related to the teaching process and administrative work from their mentors-professors. The young teachers also noted that they have little time for science due to teaching and administrative work. The Faculty should adopt an employment plan that is in line with the strategic resource investment plan. There is a lack of foreign professors at the Faculty and longer professor's mobility. There was a good and clear commitment within the Faculty regarding the importance of staff being research active.