



agency for science and higher education

**REPORT
OF THE EXPERT PANEL
ON THE
RE-ACCREDITATION OF
FACULTY OF KINESIOLOGY UNIVERSITY OF SPLIT**

**Date of preliminary site visit: 4th March 2021
Date of on-line re-accreditation: 10 – 12 March 2021**

March 2021

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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 Faculty of Kinesiology University of Split.

Members of the Expert Panel:

- Prof., Robyn Jones, Cardiff Metropolitan University, Cardiff School of Sport and Health Sciences, United Kingdom of Great Britain and Northern Ireland, chair panel
- Dr. Kristina Bradauskiene, Ph.D., Lithuanian Sports University, Republic of Lithuania,
- Dr. Lex Mauger, Ph.D., School of Sport & Exercise Sciences, University of Kent, United Kingdom of Great Britain and Northern Ireland,
- Assoc. prof. dr. sc. Maja Horvatin, Faculty of Kinesiology University of Zagreb, Republic of Croatia,
- Gordan Kožulj, MBA, representative of the business sector, Deloitte Croatia, Republic of Croatia,
- Tomas Tadić, student, Josip Juraj Strossmayer University of Osijek, Faculty of Kinesiology Osijek, Republic of Croatia

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

- Management,
- Representative of the working group that compiled the Self-evaluation report,
- Board for quality improvement,
- Office for International relations,
- Students,
- Department for LLL,

- Institute for Kinesiology,
- Department for Professional Studies,
- Head of the Departments,
- Full-time teaching staff,
- Assistants and Postdoctoral researches,
- Heads of research projects,
- Representatives of the business sector,
- ECTS coordinator.

Croatian Expert Panel members went to the preliminary site-visit on 4th of March 2021. during which they had a tour of the laboratories/practicums, library, IT classrooms, student administration office, classrooms, and the work facilities, where they held a brief Q&A session with students.

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 Faculty of Kinesiology University of Split on the basis of Faculty of Kinesiology University of Split 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 Split, online meetings and writing of the Report, the Expert Panel was supported by:

- Viktorija Juriša, coordinator, ASHE,
- Petra Košutar, assistant coordinator, ASHE,

- Irena Škarica, interpreter at the preliminary site visit and during the online meetings, ASHE,
- Irena Škarica, 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 Split

ADDRESS: Teslina 6, 21000 Split

DEAN: prof. dr. sc. Damir Sekulić

ORGANISATIONAL STRUCTURE:

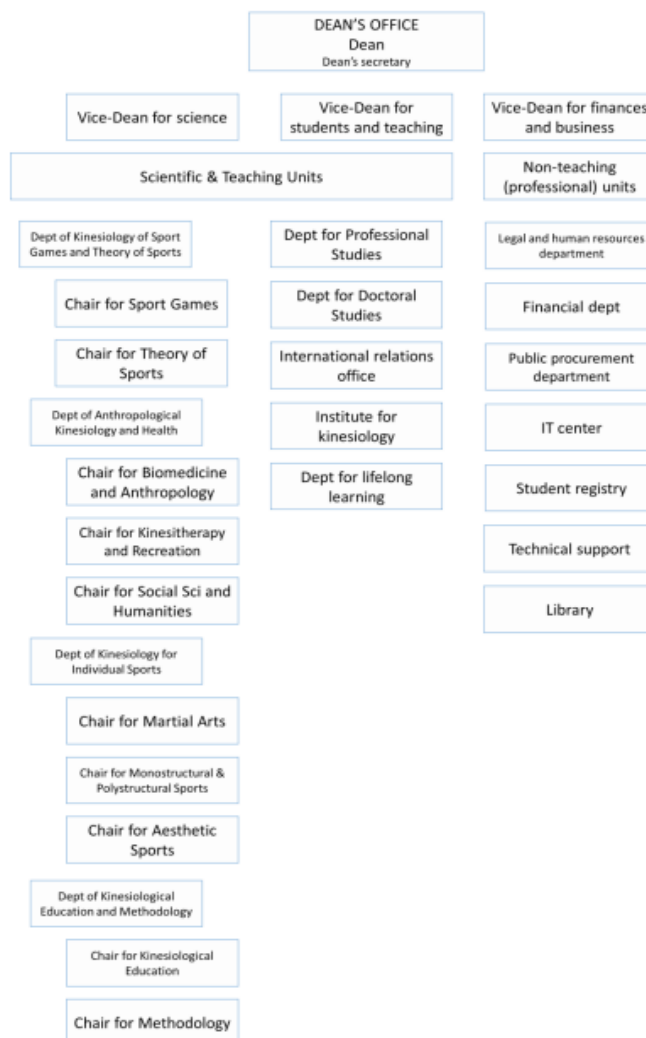


Figure I – Internal organization of the Faculty

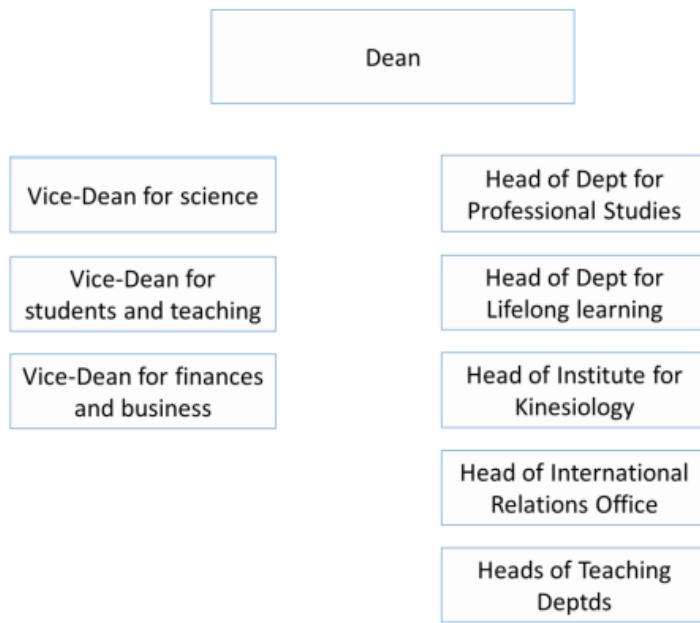


Figure II The structure of head positions at the faculty

Source: Self-evaluation report

STUDY PROGRAMMES AND NUMBER OF STUDENTS:

Study programme name	Full-time students	Part-time students
Kinesiology (879), undergraduate university study programme, Split	249	0
Kinesiology (880), graduate university study programme, Split	134	0
Kinesiology; specialisation in: Physical conditioning of athletes (882), professional undergraduate study programme, Split	0	112
Kinesiology; specialisations in: Sports coach, Physical conditioning of athletes, Recreation and fitness, and Kinesitherapy (883), specialist graduate professional study programme, Split	0	52
Kinesiology; specialisation in: Kinesitherapy (951), professional undergraduate study programme, Split	0	88
Kinesiology; specialisation in: Sports coach (952), professional undergraduate study programme, Split	0	110
Kinesiology; specialisation in: Recreation and fitness (953), professional undergraduate study programme, Split	0	44
Total	383	406

Source: **MOZVAG**

NUMBER OF TEACHERS:

Table 4.1.a Staff Structure - FOR UNIVERSITIES in the evaluated academic year

Staff*	Full-time staff		Cumulative employment		External associates	
	Number	Average age	Number	Average age	Number	Average age
Full professors with tenure	4	54,33	1	65	3	61
Full professors	7	48,86	-	-	-	-
Associate professors	12	46,42	-	-	1	0
Assistant professors	9	45,75	-	-	14	53,78
Scientific advisor (permanent/ with tenure)	-	-	-	-	-	-
Scientific advisor	-	-	-	-	-	-
Senior Research Associate	-	-	-	-	-	-
Research Associate	-	-	-	-	-	-
Teaching grades	1	41	-	-	40	41,05
Assistants	2	34	-	-	-	-
Postdoctoral researcher	2	36,5	-	-	-	-
Employees on projects	-	-	-	-	-	-
Expert assistants	-	-	-	-	3	49
Technical staff	3	0	-	-	-	-
Administrative staff	12	0	-	-	-	-
Support staff	4	0	-	-	-	-

* Classification according to the Act on Scientific Activity and Higher Education

Source: MOZVAG

REGISTER OF SCIENTIFIC ORGANIZATIONS

Social science, field of kinesiology

SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION

Faculty of Kinesiology University of Split has been established in 2008 and is the youngest institution of the University of Split.

Vision of the Faculty of Kinesiology is to build regional recognition in education of enterprising, market orientated and socially involved kinesiologists and to improve the development and transfer of scientific-research and professional knowledge towards individuals and organizations in all the fields of applied kinesiology and society on the whole.

Mission of the Faculty is to contribute to personal development and social inclusiveness of creative, innovative, competent and enterprising experts and scientists in all the fields of applied kinesiology by quality education and by stimulating scientific-research and professional activities accepting at the same time labour market requirements and society on the whole.

At the moment the Faculty of Kinesiology is an institution capable of independent delivery of education and professional and scientific training to kinesiologists of all profiles.

University Kinesiology study programs are divided into three levels or the so-called 3+2+3 model.

The first level is called undergraduate study programme, it lasts for three years during which students accumulate 180 ECTS. Upon completion students may apply for the next educational cycle or graduate study program and they gain certain competences for performing various types of jobs required at the labour market.

Graduate study program lasts for two years and students accumulate 120 ECTS points and academic degree of Master with a reference to the field of study.

By completing undergraduate and graduate study programs, an educated expert in the field of kinesiology is formed with acquired competences to perform highly complicated types of jobs and he/she can continue their study at the postgraduate university programs.

Third level of the university education is postgraduate study program that lasts for three years and student accumulates 180 ECTS. Upon completion students are awarded academic degree Doctor of Science.

In the first years of undergraduate study basic courses in the field of biomedicine, anatomy and physiology, as well as basic courses in the field of kinesiology are taught, in order to organise courses in larger groups of students. Beside these basic courses during the undergraduate study program, students are taught a number of courses that give them a certain completion, a specific field in the kinesiology (coach, conditioning coach, kinesitherapist, fitness and recreation coach). By completing undergraduate study program, students obtain competences to do certain types of jobs required by the labour market and at the same time they may enrol the next educational level or graduate study program on the same or another faculty.

At the moment, the labour market has not yet recognized the experts who have finished undergraduate kinesiology study programs so that almost all students continue their studies at graduate study programs.

Professional kinesiology studies are divided on two levels or the so-called 3+2 model. Professional undergraduate studies offer students an appropriate level of professional competences which enable them to perform professional work and train them for immediate involvement into the work process, and they last for three years, i.e., 180 ECTS points. Professional baccalaureus from the Faculty or from other faculties in Croatia or abroad may continue their education at one of the specialist graduate professional kinesiology study programs which have been delivered since 2013/14 academic year for two years, with the total of 120 ECTS points.

Source: Self-evaluation report

BRIEF ANALYSIS OF THE INSTITUTIONAL ADVANTAGES AND DISADVANTAGES

ADVANTAGES OF THE INSTITUTION

1. The institution has a good functional relationship with students; they have developed a very loyal student base.
2. A good relationship also exists between the Faculty and its supportive alumni.
3. The generation of a high volume of research taking into account local constraints
4. The collaborative links with Hajduk Split FC
5. The management of the Faculty have developed very imaginative ways of dealing with lack of infrastructure.

DISADVANTAGES OF THE INSTITUTION

1. There was an absence of a general strategy; the old one finished last year (up to 2020)
2. There was also a lack of internal moderation (of quality); this extended to teaching and to some extent research. There were no workshops/seminars for staff to improve and agree on quality across the Faculty in this respect.
3. Many staff carried very heavy workloads. Such workloads inevitably impacted on what staff were able to do within the role.
4. The administration of some modules could be better (e.g., late examination information was cited as a case in point). There also needs to be a consistency of administration between modules.
5. There was a lack of internal structure regarding research; no research themes of groups to guide research were apparent. A need thus exists for a more stable point of identity allowing the Faculty to become known for certain 'areas' of good work. In addition, no operational research strategy was evident.
6. The library services were very limited (perhaps an example of the current problems with physical infrastructure in general) admittedly the Faculty were currently working on this.

LIST OF INSTITUTIONAL GOOD PRACTICES

EXAMPLES OF GOOD PRACTICE: /

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

There is an internal system of internal quality assurance, primarily organised through the Board for Quality. There are some good measures in place that help the faculty achieve quality in its teaching and research. However, it is not clear how quality is evaluated other than feedback gathered from students or generic research metrics and more focus needs to be given to identifying quality and then learning from it. There is good communication between faculty, its students, and its external stakeholders. However, this communication appears to be at an informal level, which may make it harder for stakeholders to feed into the quality assurance system. No strategy document was presented during the assessment that covered the period beyond 2020. It was not clear what the new strategy would be and how a quality assurance policy would be implemented, beyond what is already in place. The faculty states its commitment to its social role in the faculty mission/vision, however it is not always clear how this is achieved. This is partly because of the absence of an up-to-date strategy document. The faculty appeared committed to developing and implementing effective human resource management policies, and staff in the faculty appeared satisfied with faculty's approach. The faculty also works under an appropriate Statute, Quality policy and Ethical code. Lifelong learning, which the Panel identifies as professional development for the purposes of this reaccreditation, appears to be well supported.

Recommendations for improvement

- Implement a system of internal moderation of student assessments. Where significant differences in grades awarded are apparent, a consistent system to address the discrepancies must be used.
- All teaching staff should have at least one of their lessons watched and evaluated by another member of staff at least once a year.
- A new strategy document should be produced as soon as possible. This strategy should be revisited annually to check progress and refine goals.
- Faculty should identify how they can better meet the needs of disabled students in both admissions and assessment.

Quality grade

Minimum level of quality

II. Study programmes

Analysis

The HEI proves the compliance of the general goals of its study programs with the current mission and strategic goals. Although there is no systematic analysis of social needs, by directly involving teachers and students in various social activities and by conducting various forms of practical teaching at different levels of study, they modify the curricula only according to the perceived social needs.

The HEI for professional studies at the undergraduate and graduate specialist level did not clearly define the superior learning outcomes of individual study programs and thus, the expected learning outcomes at the individual subject level are not clear.

The HEI with the aim of objectivity in assessing and motivating students to continuous work during the semester through a series of teaching activities and additional checks of the adopted learning outcomes by colloquia, seminar papers, practical or written exams, and other forms of continuous checking depending on the specificity of the course.

There are no clear procedures for improving study programs in which the participation of labour market representatives, external experts, and students is ensured.

The manner of this compliance of the ECTS system of evaluation of the actual total workload of student work conducted not only in lectures, seminars, fieldwork, pedagogical and professional practice, exercises and other forms of teaching, and time spent on independent learning and exam preparation is not clearly defined.

Recommendations for improvement

- It is necessary to entirely implement the learning outcomes of individual study programs in the teaching process based on approved study programs for which the higher education institution has received work permits from the Ministry of Science and Education of the Republic of Croatia
- It is necessary to develop a publicly available, detailed Study plan and programme for all levels of individual studies (Study programme syllabus and curriculum) that will be implemented in a particular academic year
- At the beginning of each academic year, it is necessary, as defined by the Study Regulations, to create an annual calendar of exam dates so that students can prepare well and on time
- To comply learning outcomes, order of the subjects, and ECTS credits of individual compulsory subjects and elective module subjects of different semesters in individual years of study, so that the actual student workload is more evenly distributed during studies.
- Ensure systematic collection and analysis of feedback from students and mentors on the quality of student practice by introducing an evaluation

questionnaire of practice programs and student/mentor assessments, so that the process of implementing the envisioned learning outcomes and conditions can be continuously improved.

Quality grade

Minimum level of quality

III. Teaching process and student support

Analysis

HEI has established their study programmes that is compatible and in line with other Faculties in the region and Europe which helps HEI be more open for incoming students and cooperative in sense of internationalisation. Connection between Faculty staff and students as well as between the Faculty and local community is also something that is worth pointing out. Faculty staff is qualified and committed in their job, which is educating and proceeding their knowledge to the students and is done in various ways. On the other hand, students are also highly activated in all activities in Faculty and the feedback from them is mainly positive.

HEI has potential to improve themselves in terms of upgrading the quality of graduate university studies as well as professional studies. There is no clear separation in undergraduate and graduate studies. Furthermore, HEI should put their perspective a little bit more on ensuring adequate support to diverse student groups.

Recently, the Faculty has greatly expanded the list of partners with whom it has signed an exchange agreement. The Faculty also participates in the CEEPUS program.

The data presented in the self-analysis show that the number of incoming students from abroad is growing. The faculty is constantly expanding the number of modules taught in English. It also provides opportunities for full-time students to attend lectures with Erasmus students in English. However, it should be noted that most of the documents related to studies are only in Croatian, which in some cases complicates the smooth study process of foreign students.

There are various methods of assessment, such as midterm examinations, seminars, homework, written exams, oral exams, etc. Objectivity at the exams is provided by posting all the results on website. The application of assessment methods is assessed only in the light of student surveys. Panel members were unable to find out what other ways the quality of module teaching is assessed.

Recommendations for improvement

- HEI should clearly define student pass and drop-out for every year, average year to finish studying at HEI, average grades for each subject and generation and pass rates on exams.

- Panel members feel that there is a lack of scientific subjects on study programmes. Subjects are mainly based on producing teaching staff.
- Create an Ordinance for students with disabilities with clear laws and regulations on how they can study and graduate on HEI.
- In particular, it should be noted that the faculty needs to organize its website in English as soon as possible so that foreign students can easily find all the necessary information.
- It is recommended to create a system for monitoring the quality of study subject content and teaching. Which would include criteria and methods for evaluation and grading.
- Regular revision of the study programs in connection to the demands of the labour market would be recommended.

Quality grade

Satisfactory level of quality

IV. Teaching and institutional capacities

Analysis

The ratio of HEI's total of permanently employed teachers and associates to the total of enrolled students is 1 to 18,3, which is in line with required standard. However, 24 professors have a workload of more than 400 hours per year, which is significantly higher than work norm (moreover, 3 professors have more than 900 teaching hours a year).

An important HEI's non-compliance refers to 2 professional study programs which do not meet the requirement prescribed by the Ordinance on the Content of Licence and Conditions for Issuing Licence for Performing Higher Education Activity, carrying out a Study Programme and Re-accreditation of Higher Education Institutions (OG 24/10)- Article 16(2) - an adequate number of working hours carried out by full-time employees appointed into scientific-teaching, artistic-teaching or teaching grades.

With regards to recruitment, advancement, and re-appointment, the evidence indicates that HEI adheres to the regulations and implements the prescribed steps. However, HEI should establish an adequate process of expert or peer-to-peer evaluation of teaching excellence as additional internal evaluation criteria for promotion and re-appointment.

The Faculty supports scientific-teaching staff in their professional scientific development, while support in the area of teaching competencies is very limited.

HEI has shortage of its own space, equipment, and other relevant infrastructure, indicating that HEI does not fully meet prescribed standard/criterion. This is especially problematic when it comes to research and diagnostic resources, and library literature.

HEI places great emphasis on financial sustainability and efficiency in all aspects of its activities.

Recommendations for improvement

- There is a need to have more full-time employees' professorships especially in professional studies programmes in order to reach prescribed standards.
- HEI should have more detailed assessment/control of teaching quality as an evaluation criterion.
- The Faculty should establish an internal system for the continuous improvement of teachers' lecturing competencies for better learning outcomes.
- HEI should develop and pursue a plan for improvement of research and diagnostic laboratories, as well as library and its services.

Quality grade

Minimum level of quality

V. Scientific/artistic activity

Analysis

There was good commitment to research and publish within the Faculty; something that was evident in the number of papers produced in what were regarded as 'good quality' journals. Similarly, the Faculty possessed a good name for such activity particularly within the national and regional academic community. A third positive note related to the support expressed by the students in terms of the research mentorship many received. Such activity, however, appeared to take place in spite of, and not because of, any institutional or organisational support; that is, the commitment appeared limited to the individual level. Work here then, was necessary to construct a collective working research strategy for the Faculty. This should involve deciding on particular research themes (or groups), in addition to enhancement actions in terms of how such themes could be realised. A better appreciation of the use or impact of research was also needed within Faculty staff; this was both for external engagement and to develop a more explicit research-led teaching curriculum.

Recommendations for improvement

- Develop a research strategy for the Faculty inclusive of structures and actions through which the strategic goals can be realised
- Develop a framework or programme of professional development of staff research wise (include workshops, seminars etc.)

- Develop a better awareness of the need for research to impact both policy and practice outside academia
- Develop a better link between research and teaching.

Quality grade

Minimum 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 faculty operates a system of internal quality assurance, primarily through the Board for Quality. The Board is made up from the vice dean for teaching and students, ERASMUS coordinator, international cooperation coordinator, the head of the professional studies and a student representative. There are some good measures in place that help the faculty achieve quality in its teaching and research. For example, staff with the highest ratings from student evaluations are awarded recognition (for example, through monetary prizes), and staff who are successful in research (for example, publishing in WoS indexed journals) receive some buy-out from teaching activity. However, it is not clear how quality is evaluated other than feedback gathered from students (e.g. module evaluation reports) or generic research metrics (e.g. number of outputs published). Positive student feedback on a module does not necessarily represent 'quality' in teaching, and other metrics need to be used in order to identify quality (in addition to student feedback). Some examples may include external accreditations, learning outcomes achieved, links with prospective employers.

More focus also needs to be given to identifying quality and then learning from it. There was no evidence of staff 'sharing best practice', undertaking peer observations, moderation of assessments, or an internal seminar series. Internal moderation is critical for correct calibration of grades awarded and peer observation helps ensure teachers can receive feedback on their teaching which is important for continued professional development. This feedback does not need to be on the technical aspects of a lesson, but can be focussed more on teaching style, delivery, organisation, pedagogy, and strategies used to make the session interactive.

There is not currently a member of the Board for Quality who represents research activity. This seems amiss, and if the Board is set up to 'evaluate all activities of the higher education institution' there should be a representative for research on it.

There appears to be a very good level of communication between faculty, its students, and its external stakeholders. However, this communication appears to be at an informal level, which may make it harder for stakeholders to feed into the quality assurance system in some ways. In particular, external stakeholders did not seem aware of how they could influence decisions on strategy beyond an informal conversation with their contact in the faculty.

There was no strategy document presented during the assessment that covered the period beyond 2020. It was not clear what the new strategy would be and how a quality assurance policy would be implemented, beyond what is already in place. It was also not clear how the Board for Quality would formally input into the new strategy.

There was a good level of data supplied in the analytic document, concerning both teaching and research. This data is collected from student surveys, student pass rates, enrolment numbers, citation metrics, outputs published and teaching hours performed. However, it was not always clear how this data was analysed and acted on. The faculty should look to identify which aspects of the data are most important for monitoring quality and then present a plan which introduces targets for these and a plan to help these targets be achieved.

The faculty appeared committed to developing and implementing effective human resource management policies, and staff in the faculty appeared satisfied with faculty's approach.

Recommendations for improvement

Essential

- Implement a system of internal moderation of student assessments. For example, for all assessments 10% of submitted should be moderated (e.g. second marked) by a second member of staff. Where significant differences in grades awarded are apparent, a consistent system to address the discrepancies must be used.
- All teaching staff should have at least one of their lessons watched and evaluated by another member of staff at least once a year. The observer should take notes of the session and feedback their evaluation to the teacher after the session.
- A new strategy document should be produced as soon as possible. This strategy should be revisited annually to check progress and refine goals. In the future, a new strategy document should be ready to be implemented before the current one expires.

Desirable

- Faculty should implement a strategy to facilitate staff sharing best practice. For example, the member of staff who wins the annual teaching prize should be required to give a presentation to faculty that details what they have done in their teaching which has resulted in this positive student feedback. For research, a seminar series should be introduced which requires research active staff in the

faculty to present their past/current/future work. External presenters should also be invited to this.

- A more formal means that allows external stakeholders to feed into faculty strategy and activity should be created. For example, a working group could be created that reports to the Quality Board. Or, focus groups could be arranged which bring together externals and students and asks them to make suggestions for the faculty strategy.
- Faculty should look to identify additional measures of quality that do not rely on evaluation from students. Quality in research should be assessed in more terms than simply number of outputs/citations.
- A representative for research should be appointed to the Board for Quality.

Quality grade

Minimum level of quality

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

Analysis

An action plan was produced following the previous accreditation, and faculty appeared to address a number of the recommendations for improvement. For example, the faculty now has a clear vision and mission, and student evaluations and feedback are clearly taken very seriously. However, much of the previous accreditation's recommendations were based around tying research and teaching activity to a faculty strategy. Whilst this was in part done for the previous strategy document, as no such document existed for this cycle it could not be fully evaluated.

Recommendations for improvement

Essential

- A new strategy document should be produced as soon as possible. This strategy should be revisited annually to check progress and refine goals. A new strategy document should be ready to be implemented before the current one expires.
- As a priority, the essential recommendations in this document should be addressed and acted on.

Quality grade

Minimum level of quality

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

Analysis

The faculty works under a Statute, Quality policy and Ethical code and it was clear from conversations with staff and students that they knew the system, how to report breaches of this code, and believed the faculty appropriately upheld the code. There appeared to be no incidents of staff behaviour that breached the code (or had been reported).

Faculty use a mixture of plagiarism scanning software and human identification for detecting possible cases of plagiarism amongst the student body. When this is identified there appears to be a clear and transparent process which is followed and there are clear sanctions that can (and are) implemented. An example of a previous case was given by faculty to explain this process from start to finish.

The faculty operates an ethics committee to oversee its research activity. Both staff and students are aware of how this works and how projects are submitted to the committee. This process appears to be clear, transparent and appropriate.

Although not intentional, some of the policies for student admission and assessment are not inclusive and disadvantage some groups of students (e.g. students with a disability). Faculty should identify how they can better meet the needs of disabled students in both admissions and assessment.

Recommendations for improvement

Priority

- Faculty should identify how they can better meet the needs of disabled students in both admissions and assessment.

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 faculty operates a website which provides a satisfactory level of detail on its study programmes and other activities, but the majority of this information is only available in

Croatian. This will make it challenging for faculty to recruit staff and students from non-Croatian speaking countries. The Panel were made aware that a new website is being designed for the faculty, which will enhance digital accessibility. However, this new website was not available for the Panel to view.

As with Standard 1.1, external stakeholders are well-engaged with faculty on an informal basis, but it was not clear how external stakeholders could access information relating to faculty beyond what is available on the website or through their point-of-contact in faculty. External stakeholders were not aware of how to access information beyond these sources and did not seem to have been engaged with the production of information in a feedforward manner (e.g. co-production of strategy or programmes). None of the external stakeholders were able to articulate what the mission or the values of faculty are.

Recommendations for improvement

Desirable:

- Make live the new website as soon as possible and include additional information in other world languages.
- Proactively engage stakeholders with information concerning the faculty (for example, send out the faculty strategy document and provide an annual report).
- Make better use of other means of information (e.g. Facebook, Twitter, Instagram, open events).

Quality grade

Minimum level of quality

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

Analysis

The faculty states its commitment to its social role in the faculty mission/vision, however it is not always clear how this is achieved. This is partly because of the absence of an up-to-date strategy document. There are some good examples of faculty engagement with the community at the Science Festival and the European School Sports Day. The faculty also provides an important educational institution for students and professional practice in programmes it delivers.

However, there is less evidence of how research related activities contribute to the development of the economy or how findings are used to generate societal impact. For example, faculty did not present evidence of how research undertaken by the faculty has been used and what societal benefit this new knowledge has produced. Given the

applied nature of much of the research undertaken in faculty, more could be done to track and publicise how the work which has been done has produced societal benefit.

Recommendations for improvement

Desirable:

- Encourage staff to track the 'impact' of their work (e.g. in terms of Instrumental: influencing the development of policy, practice or service provision, shaping legislation, altering behaviour; Conceptual: contributing to the understanding of policy issues, reframing debates; Capacity building: through technical and personal skill development).
- The Board of Quality should seek to use measures of 'impact' in their assessment of research quality.
- Establish a volunteering programme for students to gain experience and provide knowledge transfer and wider benefit to the local community. Develop a means to reward students who engage in this volunteering programme.

Quality grade

Minimum 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

Lifelong learning, which the Panel identify as professional development for the purposes of this reaccreditation, appears to be well supported. Faculty run a number of programmes on its professional programmes, which appear to be aligned with the needs of students and local business. The programme is flexible enough to react to demand, in that there is a good network of subject specialists who can be recruited to deliver programmes in areas of demand in a responsive manner. But, faculty should look to develop a longer term plan for its lifelong learning programmes, so that both a responsive and strategic (i.e. planned) approach can be used to fulfil this need.

Faculty should also look to more explicitly embed life/employability skills (e.g. critical thinking, curiosity, problem solving) within their academic programmes, so that graduates can more clearly evidence the transferrable skills needed in the workplace that will also be for lifelong learning.

Recommendations for improvement

Desirable

- Engage formally with stakeholders and prospective employers to identify more early the lifelong skills required in the community.

Quality grade

Satisfactory 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 HEI proves the compliance of the general goals of its study programs with the current mission and strategic goals. Although there is no systematic analysis of social needs, by directly involving teachers and students in various social activities and by conducting various forms of practical teaching at different levels of study, they modify the curricula only according to the perceived social needs. The strategic priority of the internationalization of the university study program was achieved by introducing compulsory (32) and elective (14) courses in English.

Recommendations for improvement

Priority:

- In cooperation with other faculties and external stakeholders in Croatia, systematic work should be done to clearly define occupations in the field of kinesiology within the Croatian Qualifications Framework so that individual study programs fully comply with regulated professions, qualification standards based on learning outcomes and compliance with labour market needs, individual and society as a whole.

Preferably

- Systematically introduces the analysis and justification of conducting study programs of social / economic needs on an annual basis
- Introduce a system of connecting labour market needs and demands with graduates.
- Introduce a unique system for monitoring the employability of graduates.

Quality grade

Minimum 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

In the Analytic Supplement (Table 2.1. From the MOZVAG database), the HEI for professional studies at the undergraduate and graduate specialist level did not clearly define the superior learning outcomes of individual study programs and thus, the expected learning outcomes at the individual subject level are not clear. However, based on the subsequently submitted Elaborates of the study programs conducted at the HEI, the learning outcomes correspond to the required level of achievement as do study program, which correspond to the profile of qualifications acquired at CroQF and EQF. Learning outcomes are in line with the requirements of the profession and reflect the competencies needed for the labour market and continuing education.

Recommendations for improvement

- It is necessary to entirely implement the learning outcomes of individual study programs in the teaching process based on approved study programs for which the higher education institution has received work permits from the Ministry of Science and Education of the Republic of Croatia
- It is necessary to develop a publicly available, detailed Study plan and programme for all levels of individual studies (*Study programme syllabus and curriculum*) that will be implemented in a particular academic year, following the Law on Scientific Activity and Higher Education of the Republic of Croatia (Article 79)
- The HEI should systematically check and ensure the alignment of learning outcomes at the level of subjects (university surveys, ... and other procedures) and the level of individual study programs.

Quality grade

Minimum 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 HEI with the aim of objectivity in assessing and motivating students to continuous work during the semester through a series of teaching activities and additional checks of the adopted learning outcomes by colloquia, seminar papers, practical or written exams, and other forms of continuous checking depending on the specificity of the course. This is clearly defined and made public for each course. Additional checks of the achieved learning outcomes at the level of individual study programs are performed

during the application, preparation, and defence of final, graduate/master's theses and exams, by the evaluation of mentors and members of the Evaluation and Defence Committee. Intending to encourage scientific and professional excellence of students, the Ordinances on the preparation and defence of final and graduate thesis enables the possibility of adopting a student's published paper as their final/graduate thesis (according to clear criteria).

Recommendations for improvement

- At the beginning of each academic year, it is necessary, as defined by the Study Regulations, to create an annual calendar of exam dates (by entering the ISVU system) so that students can prepare well and on time (according to the students, this information was often provided late)
- Develop clear instructions and quality standards for the preparation of final thesis, diploma/master's thesis for all levels of studies conducted at the faculty

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

Development activities related to the procedures of planning, proposing to existing study programs are carried out periodically. The HEI has proven the justification for conducting the current versions of study programs. Based on the above example of evidence of the latest change of undergraduate university study in the academic year 2019/2020. year, and the attached examples of evidence of changes in postgraduate doctoral studies based on the reaccreditation of doctoral studies, there is a lack of clear procedures for improving study programs in which the participation of labour market representatives, external experts, and students is ensured.

Recommendations for improvement

- Clearly define the standards for the improvement of study programs based on the mission and set strategic goals of the faculty
- Systematically collect feedback from different participants in an analysis of the justification for delivering a study program, resources, and alignment with society needs on the local and regional level

- Planning, proposing, and accepting new study program should necessarily be based on collected feedback from external stakeholders (employers, CES, professional associations, and Alumni) and students

Quality grade

Minimum level of quality

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

Analysis

The HEI did not fully explain (even with the attached examples of evidence) how ECTS credits comply with the actual student workload in a particular subject. The manner of this compliance of the ECTS system of evaluation of the actual total workload of student work conducted not only in lectures, seminars, fieldwork, pedagogical and professional practice, exercises and other forms of teaching, and time spent on independent learning and exam preparation is not clearly defined.

The collected feedback based on the conducted anonymous student surveys of the University of Split, which are conducted semesterly (twice a year) for all teachers and subjects of study programs, is publicly available on the faculty's website. Based on the feedback from student surveys, questions related to assessment and quality of teaching, such as the question “to which extent is the load on the course following the allocated ECTS credits”, are a good basis for future amendments to study programs and can serve to help you more clearly define ECTS credit distribution.

Recommendations for improvement

- To comply learning outcomes, order of the subjects, and ECTS credits of individual compulsory subjects and elective module subjects of different semesters in individual years of study, so that the actual student workload is more evenly distributed during studies. Differences in workload / total number of hours of lectures, seminars, exercises and other forms of teaching differ significantly from year to year of study (up to 90 hours of teaching), although the workloads shown in ECTS credits are adjusted (30 ECTS per semester).
- Make an audit of the actual student workload expressed in ECTS credits for the preparation of the final thesis at the undergraduate university study (4 ECTS), for the preparation of the final thesis at the undergraduate professional study (10 ECTS), for the preparation of the diploma thesis (final thesis and exam) at the specialist professional study (a total of 7 ECTS), and the preparation of a diploma/master's thesis at a university study (21 ECTS) due to their varying ECTS values.

Quality grade

Minimum level of quality

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

Analysis

The HEI enables learning and obtaining new skills through student practice as part of compulsory subjects at the undergraduate professional study as well as at the graduate university and specialist level of studies. The following are publicly available on the faculty's website: clearly defined rights and obligations of students, instructions, the order in sequence of applications and approvals of student practice in teaching databases defined at the level of the University of Split. Clear instructions on how to do the preparation or work diaries for their teaching/training/activities, the necessary schedule/number of positively evaluated lectures of pedagogical/professional practices that enable the achievement of the intended learning outcomes.

Recommendations for improvement

- Ensure systematic collection and analysis of feedback from students and mentors on the quality of student practice by introducing an evaluation questionnaire of practice programs and student/mentor assessments, so that the process of implementing the envisioned learning outcomes and conditions can be continuously improved.
- Provide professional practice in the elective module of undergraduate university studies.

Quality grade

Satisfactory 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

The admission criteria and the criteria related to the continuation of studies are in line with requirements; they are also published and clearly defined. Similarly, the University's undergraduate and graduate studies and professional studies programmes are compatible with other HEIs internationally. Here then, the panel noted that good opportunities exist for scholarship and student exchange (e.g., the ERASMUS programme). In this respect, the University did provide evidence of incoming exchange students for academic year 2020/21, demonstrating a welcome increase. Adequate analysis of student performance was also evident and published in the documentation.

Recommendations for improvement

- The University should publish their web-page(s), complete with all necessary and relevant information in both Croatian and English, on-line as soon as possible. These should include information related to admissions and programme continuation.

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

The procedures for monitoring, as well as data on students' pass rates and drop out, are clearly defined and available on the Faculty/University's web page(s). However, panel members noticed that there is a significant number of students had lost their right to study within the professional studies programme in the last 5 years. Consequently, the panel members were of the opinion that this should change in the future with that number decreasing considerably. It was also noted that, seeing as there had been no noticeable changes in the admissions criteria of late, perhaps the Faculty could think about appointing a member of staff to help students on these programmes who were experiencing difficulties thus lessening the drop out rate.

Recommendations for improvement

- The Faculty should clearly analyse student pass and drop-out rates every year to generate a better understanding of these metrics and a further strategy for how each one could be improved.
- The Faculty should provide additional lectures, seminars and mentorship opportunities for students who are struggling with various elements of their respective courses. These may be particularly relevant for courses such as sports gymnastics or biomechanics that require specific motor abilities and knowledge that students cannot easily gain. These additional lectures need to be under supervision of a professor or a demonstrator who could individually approach and help students to overcome problematic material.
- The Faculty should seek and obtain more in-depth feedback from students about the quality of lectures and study programmes (perhaps gathered through focus group discussions), before taking them into account when making changes to curricula.

Quality grade

Minimum level of quality

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

Analysis

The Panel members received the impression that the relationship between the Faculty's professors and students was positive. In this respect, students received ample and meaningful support from their teachers both during and outside formal classroom settings. Taking into account that the Faculty is relatively small, this was perhaps a natural and understandable state of affairs. Students were also seeming exposed to a good mix of practical and theoretical learning experiences. Having said that, there was little evidence of any student centred pedagogical approaches being used, with most of the teaching being very much led by the staff. In this respect, it wasn't obvious how some of the learning outcomes related to student development were being realised through the pedagogies employed.

Although staff considered their grading to be fair and objective, there was little procedural evidence presented about how this was secured (e.g., via any sort of calibration exercise). Nevertheless, staff claimed to be sensitive to student feedback, which provided an impetus for change.

Although the facilities are dispersed throughout the city, the students did not particularly see this as problematic in terms of their study. Hence, they reported being satisfied with the facilities in which the Faculty was housed, and where they were taught. What was of assistance here was the Faculty's positive relationship with the local community, allowing students good access to local sports clubs, schools, and gyms to carry out their student practice. Similarly, positive feedback was received from such external stakeholders about the students. The Panel members thus felt that these kinds of collaborations were promising and sustainable.

Panel members were also of the opinion that the e-learning system put in place as a response to the pandemic was efficient and well organised. All of the lectures were or soon to be online and recorded so that students could access or revisit them as appropriate. Relevant and associated materials were also available to students via online platforms (Google Classroom, e-mails, Merlin). In this respect then, the Panel was convinced that the Faculty was well prepared in the current situation.

Recommendations for improvement

- In terms of organising practical lectures, it could be beneficial to consider dividing students into groups according to their capabilities and not by their names.
- Something to consider is the intended future plans of the students, particularly late in their study programmes. For example, those who wish to graduate into a scientific career could take an extra 'science related' subject, while those wishing to be teachers could take an elective in 'pedagogy'.
- According to the data from the analytic supplement provided some professors have very heavy workloads, particularly in relation to teaching. Consequently, their administration in relation to information about exam dates and results are not always up to date. The Faculty should consider limiting such workloads so they can be carried out to the required standard of quality.

Quality grade

Satisfactory level of quality

3.4. The higher education institution ensures adequate student support.

Analysis

A problem highlighted in the previous re-accreditation process was that the Faculty was employing many external professors, particularly to teach on the professional studies programme. Although the Faculty managed to reduce the amount of external teaching, this put a strain on existing staff who inevitably had to teach more. This increase, in turn, negatively affected the quality of the teaching experience (as alluded to above in 3.3) Greater investment in terms of recruiting suitable staff could perhaps be looked at here as a solution.

Although the panel members felt that the Faculty's professors were often providing the students with future guidance, there was no formal structured counselling for career opportunities following graduation. There was also very little support for students with disabilities; an area that needs considerable thought and improvement.

It was considered that foreign students received good support within, and from, the Faculty. A good introductory schedule was provided for such students. A positive marker here was the increasing number of ERASMUS students in the current academic year 2020-21.

Recommendations for improvement

- Create a formal structure and process for tutoring and guiding students so they can better explore their career opportunities following graduation more clearly.
- Create relevant ordinances for students with disabilities incorporating clear regulations on how they can study and graduate. This should be given high priority.
- Gain better and more in-depth feedback on student satisfaction in terms of the overall quality of the student experience.

Quality grade

Minimum level of quality

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

Analysis

Echoing the sentiment in the above point (point 3.4), the Faculty doesn't currently have processes in place to ensure the needs of such students are met. There is considerable work to do here.

Recommendations for improvement

- A data base should be created of students both vulnerable and/or under-represented student groups by the Faculty so that it can better respond to such students' needs.
- The Faculty should consider offering special scholarships to students from vulnerable and under-represented groups, and consider more innovative ways of engaging them in practical orientated lessons and tasks.

Quality grade

Unsatisfactory level of quality

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

Analysis

Recently, the Faculty has greatly expanded its list of partners with whom it has exchange agreements; this is to be commended. The Faculty also participates in the CEEPUS programme. Participation in this programme provides an opportunity to study at universities in different countries. All of the information about study abroad opportunities is available on the Faculty's website and at the International Cooperation office. ECTS acquired abroad are credited in accordance with the Faculty and the university regulations. Student satisfaction with the services provided by the Faculty in

assisting students in completing documents for student mobility is assessed by two surveys: one by the Faculty of Kinesiology and the other by the University of Split.

Recommendations for improvement

1. Seeing that the Faculty of Kinesiology is a small institution with considerable number of international partners, every effort must be made to ensure that as many students as possible benefit from the Erasmus programme. Various promotional workshops could be organized for students to share good experiences; these include students that have already participated in the programme to relay their experiences.

Quality grade

Satisfactory level of quality

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

Analysis

The data presented in the self-analysis demonstrates that the number of incoming students from abroad is growing. The Faculty is constantly expanding the number of modules taught in English. It also provides opportunities for full-time students to attend lectures with Erasmus students in English. This is a very welcome practice, as it gives Croatian students the opportunity to improve their English and gain an intercultural experience.

Foreign students also have the opportunity to attend Croatian languages courses. As previously mentioned, support for incoming students to integrate into the new environment is also provided by the student volunteer organization called the Erasmus Student Network. However, it should be noted that most of the documents related to the study programmes are only in Croatian, which in some cases complicates the smooth study processes of foreign students.

Recommendations for improvement

- The Faculty needs to organize its website in English as soon as possible so that foreign students can easily find all the necessary information. This should attain the status of high importance

Quality grade

Satisfactory level of quality

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

Analysis

The Faculty publicly provides criteria and methods for evaluation and grading of students before the beginning of any course. Various methods of assessment are employed, such as midterm examinations, seminars, homework, written exams, and oral exams. Results are provided by being posted on the appropriate website.

During the interviews with the students, it was found that their relationship with the teachers is very good and friendly. It should be noted that a very close relationship between teachers and students would not interfere with an objective assessment.

The students, however, did report that information about assessment deadlines and exam schedules were not always available on time.

Based on the provided Regulations, the Faculty has determined special terms of exam procedures for disabled students. However, as admitted to by staff, there are no conditions for students with disabilities to study at the Faculty, hence, there is no evidence of how associated Regulations are implemented.

The only means of teaching assessment methods was through student surveys. During the interview with the Vice Dean of Study, the system of how the quality of teaching is currently assessed, was inadequately explained. Better quality teaching assessment and assurance methods, therefore, need to be implemented.

Recommendations for improvement

- It is recommended to create a system for monitoring the quality of study subject content and teaching. This should include clear criteria and methods for evaluation and grading.
- The Faculty should organize workshops and seminars for teaching staff to help them in the on-going assessment of students and the teaching methods that are utilised.

Quality grade

Minimum level of quality

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

Analysis

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

Recommendations for improvement

None

Quality grade

High level of quality.

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

Analysis

It is not clear from the self-assessment document whether the information related to the employability of the graduates is analysed and subsequently used. Hence, it is unclear how the Faculty takes care of students' future career planning.

From the information provided, it can be seen that the Faculty Alumni Association are very active, which could be an agency to engage more with in this respect. Indeed, students often find employment in institutions where they have previously completed an internship. This was confirmed by talking to the stakeholder group. Finally, communication with former and current students about job opportunities was seen to take place primarily on social networks.

Recommendations for improvement

- Regular revision of the study programmes in relation to the demands of the labour market is recommended.
- Consideration about creating a 'Career Centre' at the Faculty to help students with career planning should be given credence.

Quality grade

Satisfactory level of quality.

IV. Teaching and institutional capacities

4.1. The higher education institution ensures adequate teaching capacities.

Analysis

HEI has 32 permanently employed teachers and associates, while at the same there are 383 fulltime students and 406 part-time students (which should be multiplied by the coefficient 0,5 = 203), thus there is a total of 586 enrolled students.

The ratio of the total of permanently employed teachers and associates to the total of enrolled students is 1 to 18,3, which is in line with required standard (must not be more than 1 to 30). Therefore, the student/teacher ratio is optimal for working in small-to-medium groups and relatively good capacity for personal supervision and mentoring by the teachers.

Within the Self-analysis, HEI states that the faculty teachers cover for 72% of classes at the university studies through a full teaching workload, which is 20% higher than work norm (which is in line with Collective agreement, which states that the maximum norm of teaching hours is 300 hours per year and this can vary +/- 20%, which can be up to 360 teaching hours.). However, according to the analytical data supplied in Table 4.3., as many as 24 professors have a workload of more than 400 hours per year, out of which 3 professors have more than 900 teaching hours. Most of that excessive teaching hours come from lectures in professional studies, which is driven by the professors themselves (because it is additional source of teachers' income).

With regards to the professional studies, the Ordinance on the Content of Licence and Conditions for Issuing Licence for Performing Higher Education Activity, carrying out a Study Programme and Re-accreditation of Higher Education Institutions (OG 24/10)- Article 16(2) states that at least one third of overall number of working hours of a proposed study programme must be carried out by full-time employees appointed into scientific-teaching, artistic-teaching or teaching grades. However, 2 study programs do not satisfy this standard:

- Kinesiology; specialisation in: Sports coach, professional undergraduate study programme - with the ration 0,28
- Kinesiology; specialisations in: Sports coach, Physical conditioning of athletes, Recreation and fitness, and Kinesitherapy, specialist graduate professional study programme - with the ration 0,29

In conclusion, the conducted analyses indicate the following:

- Teachers are qualified for the course/courses they deliver - they can the delivery of study programme and achievement of the intended learning outcomes and performing scientific activity.
- There are large variations in teaching working hours between professors who teach at the Faculty.

- Teacher workload at this HEI is on average more than what is recommended by relevant legislation and policies, regulations of competent bodies, collective agreements, etc., and this can have an impact on the quality of teaching.
- Also, these high levels of teacher workload do not ensure appropriate distribution of teaching, scientific/artistic activities, professional and personal development and administrative duties of professors at this HEI

Recommendations for improvement

- The Faculty should take actions to adjust the workload for teachers to be as even as possible.
- There is a need to have more full-time employees professorships especially in professional studies programmes in order to reach minimum standards with regards to overall number of working hours to be carried out by full-time employees appointed into scientific-teaching/teaching.
- A significant number of professors opt for additional teachings in the professional studies to ensure additional income. However, the Faculty should introduce additional quality control mechanisms to ensure that income driven ambition of professors does not affect the quality of teaching.

Quality grade

Minimum 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

HEI has established Acts/Ordinances for recruitment, advancement, and re-appointment, which are in line with national regulations. HEI has adequate method for the selection of recruitment candidates. In 2014-2018 period the Faculty employed 5 new teachers and 5 new associates. In general, employment procedures are public, and there is evidence that all the candidates' documents were available to all the members of the Faculty council who participate in the selection process. However, the Faculty was not able to attract teachers from abroad.

Advancement procedures are defined by national legal acts. To select as quality candidate, the Faculty appoints Professional committee. Promotion of teachers into higher grades is based on rewarding their scientific excellence, however HEI does not have adequate process of expert or peer-to-peer evaluation of teaching excellence (except through student surveys) as another internal evaluation criteria for promotion and re-appointment.

In general, evidence indicates that the Faculty adheres to the regulations and implements the prescribed steps with regards to recruitment, advancement, and re-appointment.

Recommendations for improvement

- The Faculty should have more detailed assessment of teaching quality as an evaluation criterion.

Quality grade

Satisfactory level of quality

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

Analysis

There is evidence that HEI supports scientific-teaching staff in their professional development. Special attention is given to scientific dimension development, and the Faculty has Ordinance for distribution of funds for scientific research and development (as a reward system for scientific productivity). Also, some teachers are financially supported (through the Faculty's market income) to visit some international centre of excellence in sport of their interest. Teaching staff is encouraged by the Faculty to join international mobility programs and to take a sabbatical in order to extend scientific/professional productivity and professional training - but since it is a small Faculty, implementation is limited because departures significantly disrupt lecture coverage. More specifically, within the last five years there were 29 outgoing teacher mobility activities, all of which was for the period shorter than 3 months.

Besides supporting teachers in English language learning and encouraging them to deliver classes in English, there is limited systematic support from the Faculty and University level in the area of continuous developing teaching competencies. Moreover, the Faculty, based on University requirements and materials, conducts student satisfaction surveys on regular basis, but HEI provides limited assessment of teaching competencies based on the peer-review.

Recommendations for improvement

- The Faculty should establish an internal system for the continuous improvement of teachers' lecturing competencies for better learning outcomes, by implementing effective ways to:
 - Assess of teachers' lecturing competences with consistent tools,
 - Provide relevant, coherent, career-long appropriate learning opportunities for lecturing competences development, through which every teacher can acquire and develop the competences (s)he needs

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 faculty has a very limited amount of its own space, equipment and the entire infrastructure needed to fulfil specific needs of study programs, and in this sense, it is lagging behind comparative HEI in region. There are total of 789 students (383 fulltime students and 406 part-time students) enrolled at the HEI. At the same time, HEI has approximately 934 m² of its own usable space, which means it has 1,18 m² of usable space per student. Expected standard prescribes 1,25 m² of usable space per student, which indicates that HEI does not fully meet this standard/criterion. However, the faculty addresses this issue by renting premises (swimming pools, gym halls, combat arenas, etc.) from the local authorities and clubs.

At this moment HEI has plans to increase and improve its teaching infrastructure, and the re-accreditation team saw evidence at the Faculty location that the process of infrastructural works is currently being carried out by the University, through which a significant amount of new teaching space for the Faculty and students will be provided. However, the vast majority of Faculty's investment plan in infrastructure is focused on the basic teaching/lecturing facilities and equipment, while a major problem remains: the lack of investment in research and diagnostic laboratories and equipment.

Recommendations for improvement

- This year recommendations on this assessment area are very similar to those in previous cycle - the Faculty should develop plan (and pursue it at any means necessary) regarding the development of research and diagnostic laboratories and equipment.
- The finalisation of started (teaching) infrastructure works and putting it into operation is also crucial. In addition, it is suggested that when fixing the infrastructure, the Faculty should consider to adapt it to students with disabilities.

Quality grade

Minimum 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.

Analysis

The library has 35 square meters together with the reading room and storage. It provides limited service in terms of both available hard copy collection of compulsory literature for particular course / exam literature (standard requires that library has to have 20% of the anticipated number of students to be enrolled into that particular course). The space available is not optimal, however there are evidence that HEI has started with infrastructure works to expend library space.

HEI has subscriptions to appropriate bibliographic databases and databases with full-text access, and there is an adequate number of archived final, graduate, specialist, and PhD theses in library repository.

Recommendations for improvement

- The library and its services (volume size and up-to-date literature) need improvements in order to adequately support students' learning.

Quality grade

Unsatisfactory level of quality

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

Analysis

The Faculty Management places great emphasis on financial sustainability and efficiency in all aspects of the HEI's activity. The Faculty Management was open to discuss all financial questions from the re-accreditation team, and evidence indicates that HEI manages its financial resources transparently, efficiently and appropriately.

The budget gives good estimate of costs for carrying out study programmes and cost estimate for all other category of costs needed for operational functioning of the Faculty. The Faculty receives approximately 1/3 of its total incomes from market incomes, while the other 2/3 are received from the state budget. Evidence suggest that the total income funds have been secured in accordance with the budget estimate. HEI uses its own resources in an adequate manner – mostly for institutional development and improvement (basic teaching equipment and premises). Also, additional financial resources are used to stimulate science productivity.

Recommendations for improvement

- The Faculty should emphasis a greater market participation (earn more income for the market) through the provision of analytical and diagnostic services to various sport clubs, federation, health organisations atc.

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

In general, a good level of awareness and subsequent commitment was witnessed amongst the staff towards the achievement of high quality (and quantity) of research. This was evident in the number of papers having been written in the given time frame (which represented a marked improvement from previous evaluations), and the targeting of certain journals possessing particular (desired) metrics. Some larger projects had also been secured (by senior staff) indicating that a degree of group work was also apparent. The commitment, however, was more evident at the individual/personal as opposed to the institutional/organisational level.

Recommendations for improvement

- The general structural procedures for ensuring the sustainability of the work produced was not particularly apparent (see also 5.4). Better and clearer procedures (and structures), made known to all staff, would help here.
- A question is how to transfer or expand the commitment most apparent among senior staff so that is cascades down through the differing staff levels. Again, a greater level of internal research structure (see recommendations 5.5 below) could assist with this process.

Quality grade

Satisfactory 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

Although there was an awareness to carry out research (as above 5.1), there appeared to be little recognition of the need to make such work possess a degree of social relevance. It thus appeared as if the main driver for the work carried out was the achievement of

research-related metrics as opposed to any social impact. This was a shame, as it appeared that many of research 'areas' claimed (e.g, field testing) as achieving a level of excellence or productivity, lend themselves quite naturally to use and impact.

Recommendations for improvement

- I would like to see, in the first instance, a dialogue opened within the Faculty about the need for, and subsequent role of, research within it (what is the purpose of the research carried out?)
- What is also required here is something of a strategy regarding user-engagement. This would put value upon the work in terms of its impact or use, not just as attached to journal related metrics.
- In relation to the points above, this could be done through allocating such a function to the 'project heads', or the development of a position akin to a 'Vice Dean for External Engagement'. There are, of course, other ways to ensure this function is carried out, and I'd be happy to elaborate on them at a future date if necessary.
- In addition, a more defined and functional relationship with 'external stakeholders' would/could help here. The question to be asked relates to; how can they (i.e., external stakeholders) contribute to utilising the work carried out/produced in the Faculty?
- There also needs to be a clearer relationship about how the research conducted is tied to the teaching that takes place. This speaks to the first 'recommendation' point made in this section (i.e., the value of doing research in the first place).

Quality grade

Unsatisfactory 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

There is little doubt that the research (scientific) related achievements of the Faculty are well known and acknowledged at the regional, national and international levels. The evidence for such a claim is that staff are publishing in well recognized journals. The Faculty is also obviously well known within the national HE set up/structure.

Recommendations for improvement

- Greater research related collaborations could be developed with national and, in particular, international, partners. To a degree, however, this depends on the

Faculty developing a 'name' and reputation for a particular topic (or topics) of research. This goes to the point below (see 5.4) re. establishing clearer themes and 'committed-to' areas of excellence within the Faculty.

- The Faculty could consider appointing Visiting Scholars to help develop its global reputation (in decided upon areas [as stated directly above]). Such positions are usually honorary in nature (i.e., unpaid), thus requiring little financial outlay, and are usually considered attractive by academics. Therefore, it should not be problematic to adopt such an agenda.

Quality grade

Satisfactory level of quality

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

Analysis

At one level, the research/scientific work carried out by Faculty members can be considered sustainable. This, however, as previously commented upon (see 5.1), is more as a result of individual staff commitment than any enabling operationalised structure(s). At a more organisational level then, this sustainability was not so apparent. This was because, research activity appeared to be centred around a small number of active senior staff, leaving the research agenda vulnerable to such staff leaving or retiring. Consequently, there needs to be much more consideration in terms of establishing a particular research structure within the Faculty, and what that structure should look like. It was also difficult to see how the work carried out was 'developmental'. This was both (1) in terms of the existing research lines of inquiry deemed as significant (i.e., who decided them? Why? How will they be developed? Who is involved in such strands of work? etc.); and (2) staff development as being increasingly research active (i.e., how are staff assisted in in this process?)

Recommendations for improvement

- It would be beneficial to establish a definitive research strategy; this should be operational as well as aspirational.
- The Faculty needs to establish an internal research structure (see earlier point 5.3); centred around groups or themes (or some other structure) as opposed to only projects. Such a structure would give a sense of semi-permanence and development to the research that occurs within the Faculty (and not finish when a project finishes).
- There needs to be a professional development framework for young/emerging researchers within the Faculty (for example, through the running of research

related workshops). Research 'learning sets' could also be set up, thus developing a horizontal developmental structure with the Faculty as well as the more vertical (mentoring related) existing one.

Quality grade

Minimum level of quality

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

Analysis

As mentioned earlier, there was little evidence that research/scientific achievements actively feeds in and, therefore, improves the teaching process. There was consequently no apparent appreciation of the relationship between research and teaching. In this respect, it was difficult to ascertain if and where research related skills and attributes were embedded into the teaching provided to the students.

Recommendations for improvement

- There needs to be a better relationship between science/research and teaching
- This goes to a better appreciation of the value of research (see 5.2; i.e., for teaching/student engagement purposes) amongst staff (maybe through professional development workshops)
- The point above, however, is equally if not more so the responsibility of the Vice Dean for Students and Learning. In this respect, the Board for Quality Improvement could have its remit expanded to cover this function (currently it appears as if the Board only deals with teaching related issues)
- To consider how, where and when valuable research skills and attributes are embedded into the teaching curriculum.

Quality grade

Unsatisfactory level of quality

APPENDICES

1. Quality assessment summary - tables

<i>Quality grade by assessment area</i>				
<i>Assessment area</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>
<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		

<i>Quality grade by standard</i>				
<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		X		

role.				
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		X		

programmes.				
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	

<i>Quality grade by standard</i>				
<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		X		

achievements.				
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,		X		

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.				
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	

<i>Quality grade by standard</i>				
<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			

1. Site visit protocol

Reakreditacija Kineziološkog fakulteta Sveučilišta u Splitu Teslina 6, Split	Re-accreditation of the Faculty of Kinesiology University of Split Teslina 6, Split
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Edukacija članova stručnog povjerenstva u virtualnom okruženju/ Education of panel members in virtual form

	Ponedjeljak, 1. ožujka 2021.	Monday, 1st March 2021
12:00 – 12:45 CET	Predstavljanje AZVO-a; Predstavljanje sustava visokog obrazovanja u RH; Postupak reakreditacije; Standardi za vrednovanje kvalitete; Kako napisati Završno izvješće	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
12:45 – 12:55 CET	<i>Pauza</i>	<i>Break</i>
13:00 – 14:00 CET	Priprema povjerenstva za preliminarni posjet visokom učilištu – pisanje pitanja, svi članovi Stručnog povjerenstva	Preparation for the preliminary site visit – drafting the questions, all Panel members together

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

	Četvrtak, 4. ožujka 2021.	Thursday, 4 th March 2021
10:00 -11:00 CET	Sastanak s Upravom fakulteta (dekan i prodekani)	Meeting with the Management of the Faculty (Dean and Vice-Deans)
11:00 -12:00 CET	Sastanak s Odborom za unaprjeđenje kvalitete	Meeting with the Board for quality improvement
12:00 -13:00 CET	Obilazak Fakulteta (predavaonice, nastavni laboratoriji/praktikumi i radilišta za provedbu praktične nastave, informatičke učionice, znanstveni laboratoriji, prostorije za studente i nastavnički kabineti) i prisustvovanje nastavi	Tour of the Faculty (classrooms, Teaching laboratories/practicums of the facilities for the purposes of the practical classes, computer classrooms, scientific laboratories, rooms for student activities, teaching offices) and participation in teaching classes
14:00 - 16:00 CET	<i>Sastanak članova Stručnog povjerenstva (Analiza dokumenata)</i>	<i>Internal meeting of the panel members (Document analysis)</i>

Virtualni sastanak članova stručnog povjerenstva, diskusija o zapažanjima i impresijama s preliminarnog posjeta/Virtual meeting of Expert Panel members, discussion on observations and impressions from the preliminary site-visit

	Ponedjeljak, 8. ožujak 2021.	Monday, 8th March 2021
10:00 – 13:00 CET	Sastanak članova stručnog povjerenstava, diskusija o zapažanjima i impresijama s preliminarnog posjeta, pripreme za sastanke s dionicima visokog učilišta	Meeting of Expert Panel members, discussion on observations and impressions from the preliminary site-visit, preparation for the meetings with stakeholders of the HEI

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

	Srijeda, 10. ožujka 2021.	Wednesday, 10th March 2021
10:15 – 10:45 CET	Sastanak s Upravom fakulteta (dekan i prodekani)	Meeting with the Management of the Faculty (Dean and Vice-Deans)
10:45 – 11:00 CET	<i>Pauza</i>	<i>Break</i>
11:00 – 12:00 CET	Sastanak s: <ul style="list-style-type: none"> • predstavnikom Povjerenstva koje je priredilo Samoanalizu, • voditeljem Odbora za unaprijeđenje kvalitete • voditeljem Odsjeka za međunarodnu suradnju • voditeljem Odsjeka za stručne studije • predstojnikom Instituta za kineziologiju • voditelj odsjeka za cjeloživotno učenje • ECTS koordinatorom 	Meeting with: <ul style="list-style-type: none"> • Representative of the working group that compiled the Self-evaluation report • Head of the Board for quality improvement • Head of Office for International relations • Head of the department for Professional Studies • Head of Institute for Kinesiology • Head of department for LLL • ECTS coordinator
12:00 – 12:15 CET	<i>Pauza</i>	<i>Break</i>
12:15 – 13:15 CET	Sastanak sa studentima (otvoren sastanak za sve studente)	Meeting with the students (open meeting)
13:15 – 14:30 CET	<i>Radni ručak Stručnog povjerenstva</i>	<i>Working lunch of panel expert</i>
14:30 – 15:15 CET	Sastanak s alumnijima (bivši studenti koji nisu zaposlenici visokog učilišta)	Meeting with the Alumni (former students who are not employed by the HEI)
15:15 – 16:15 CET	Sastanak s vanjskim dionicima - predstavnicima strukovnih i profesionalnih udruženja, poslovna zajednica, poslodavci, stručnjaci iz prakse, organizacijama civilnog društva, vanjski	Meeting with external stakeholders -representatives of professional organisations, business sector/industry sector, professional experts, non-governmental organisations, external lecturers

	predavači	
16:15 - 16:30 CET	<i>Pauza</i>	<i>Break</i>
16:30 - 17:00 CET	Organizacija dodatnog sastanka o otvorenim pitanjima, prema potrebi	Organisation of additional meeting on open questions, if needed

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

	Četvrtak, 11. ožujka 2021.	Thursday, 11th March 2021
10:00 - 11:00 CET	Sastanak s nastavnicima (u stalnom radnom odnosu, osim onih na rukovodećim mjestima)	Meeting with full-time employed teachers (open meeting)
11:00- 11:15 CET	<i>Pauza</i>	<i>Break</i>
11:15 - 12:00 CET	Sastanak s prodekanom za nastavu i studente	Meeting with the Vice-Dean for students and teaching
12:00 - 13:30 CET	<i>Radni ručak Stručnog povjerenstva</i>	<i>Working lunch of expert panel</i>
13:30 - 14:30 CET	Sastanak s predstojnicima zavoda	Meeting with the Department heads
14:30 - 14:45 CET	<i>Pauza</i>	<i>Break</i>
14:45 - 15:30 CET	Sastanak s asistentima i poslijedoktorandima	Meeting with the Assistants and Postdoctoral researchers
15:30 - 16:00 CET	Organizacija dodatnog sastanka o otvorenim pitanjima, prema potrebi	Organisation of additional meeting on open questions, if needed

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

	Petak, 12. ožujka 2021.	Friday, 12th March 2021
10:00 - 10:45 CET	Sastanak s voditeljima znanstvenih projekata	Meeting with the heads of research projects
10:45 - 11:00 CET	<i>Pauza</i>	<i>Break</i>
11:00 - 11:45 CET	Sastanak s prodekanom za znanost	Meeting with the vice dean for science
11:45 - 13:00 CET	<i>Interni sastanak članova Stručnog povjerenstva</i>	<i>Internal meeting of the panel members</i>
13:00 - 13:30 CET	Organizacija dodatnog sastanka o otvorenim pitanjima, prema potrebi	Organisation of additional meeting on open questions, if needed
13:30 - 13:50 CET	Završni sastanak s Upravom fakulteta (dekan i prodekani)	Exit meeting with the Management of the Faculty (Dean and Vice-Deans)
13:50 - 15:00 CET	<i>Pauza za ručak</i>	<i>Lunch break</i>
15:00 - 16:00 CET	Sastanak članova stručnog povjerenstva – ocjenjivanje prema standardima kvalitete	Internal meeting of the Expert Panel members – assessment according to quality standards



SUMMARY

Firstly, expert panel members want to thank the Faculty of Kinesiology University of Split for their general openness, and for making all the documentation available as requested. From the process engaged in, many aspects of good practice were presented and revealed. Primary among these was the affirmative and functional relationship the staff had with students. In this regard, both past and present students were very positive regarding their experience in, and with, the Faculty. This inevitably speaks to a good level of care demonstrated in relation to the general student experience. Another aspect of strength was the volume of research papers produced by staff, with many published in 'high-ranking' journals. As a general rule, the commitment to such publishing then was obvious. Although not particularly an explicit objective, the link with the local football club Hajuk Split, in terms of the practical application of the work conducted was also of benefit. All of these aspects were carried out despite the obvious infra-structural challenges faced by the Faculty (i.e., the renting of many facilities); something the Management need to be commended for.

Counter balancing these positive aspects, however, were a number of points which raised considerable concern regarding the workings of the Faculty. The most obvious of these was a lack of any working strategy regarding all aspects of work (e.g., research/science, teaching, external engagement, staff development etc.) Consequently, there appeared to be no structural guidance for the Faculty's work. This was a severe shortcoming which needs to be considered and rectified as soon as possible, both from aims/objectives and operationalised standpoints. There was also a lack of internal workings to ensure quality within the Faculty; for example, in relation to (1) student assessment/moderation and (2) staff development which extended into both research and teaching domains. It was additionally noted that many staff carried very heavy teaching workloads, some voluntarily; a situation which naturally impacted on the general quality of their all-round work. The general module administration could be improved, thus relying less on the assumption that because the Faculty was small, dissemination didn't always have to be formalised. In particular, there was a lack of internal structure regarding research; with no research themes or groups to guide the investigative agenda being apparent. Consequently, a need exists to decide more strategically what the Faculty wants to be known for, particularly from a research standpoint; and then to be followed through as appropriate. Finally, the library services were very limited (perhaps an example of the current problems with physical infrastructure in general), although admittedly the Faculty were currently working on this.

In conclusion, although some elements of good practice were evident, there were many issues evident which were of some concern. We naturally urge the Faculty to act on these as soon as possible.