



**REPORT
OF THE EXPERT PANEL
ON THE
RE-ACCREDITATION OF
Josip Juraj Strossmayer University of Osijek,
Faculty of Kinesiology**

**Date of preliminary site visit:
6 March 2023**

**Date of on-line re-accreditation:
8 – 10 March 2023**

May 2023

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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 Josip Juraj Strossmayer University of Osijek, Faculty of Kinesiology.

Members of the Expert Panel:

- Dr. Lex Mauger, PhD, School of Sport & Exercise Sciences, University of Kent, United Kingdom of Great Britain and Northern Ireland, Panel chair,
- Prof. Thomas Wendeborn, Saarland University, SWI - Sports Science Institute, Federal Republic of Germany,
- Assoc. prof. dr. sc. Ognjen Uljević, Faculty of Kinesiology University of Split, Republic of Croatia,
- Asst. prof. dr. sc. Dajana Zoretić, Faculty of Kinesiology, University of Zagreb, Republic of Croatia,
- Tomislav Pranjić, Faculty of Kinesiology, University of Split, Republic of Croatia, student.

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

- Management,
- Committee for Monitoring and Assuring Higher Education Quality,
- Students,
- Heads of departments and heads of chairs,
- Vice-Dean for Teaching and Students,
- Full-time teaching staff,
- ERASMUS, ECTS and CEEPUS coordinators,

- Vice dean for development, professional work and business organization,
- Head of the Ethics Committee,
- Head of the library,
- Head of lifelong learning programmes,
- Alumni,
- Vice-Dean for Science and International Cooperation,
- Meeting with the Heads of research projects,
- Teaching Assistants and postdoctoral researchers.

Croatian Expert Panel members went to the preliminary site visit on 6 March 2023 during which they had a tour of the work facilities, laboratories, the library, IT classrooms, the student administration office and classrooms, and attended sample lectures, where they held a brief Q&A session with the 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 the Josip Juraj Strossmayer University of Osijek, Faculty of Kinesiology, on the basis of the Josip Juraj Strossmayer University of Osijek, Faculty of Kinesiology 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 Josip Juraj Strossmayer University of Osijek, Faculty of Kinesiology, online meetings and writing of the Report, the Expert Panel was supported by:

- Matan Čulo, coordinator, ASHE,
- Ivana Rončević, interpreter at the preliminary site visit and during the online meetings, and 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:

Josip Juraj Strossmayer University of Osijek, Faculty of Kinesiology

ADDRESS:

Drinska 16a

DEAN:

Professor Vesnica Mlinarević, Dean

ORGANISATIONAL STRUCTURE:

*According to the Self-evaluation report page 5

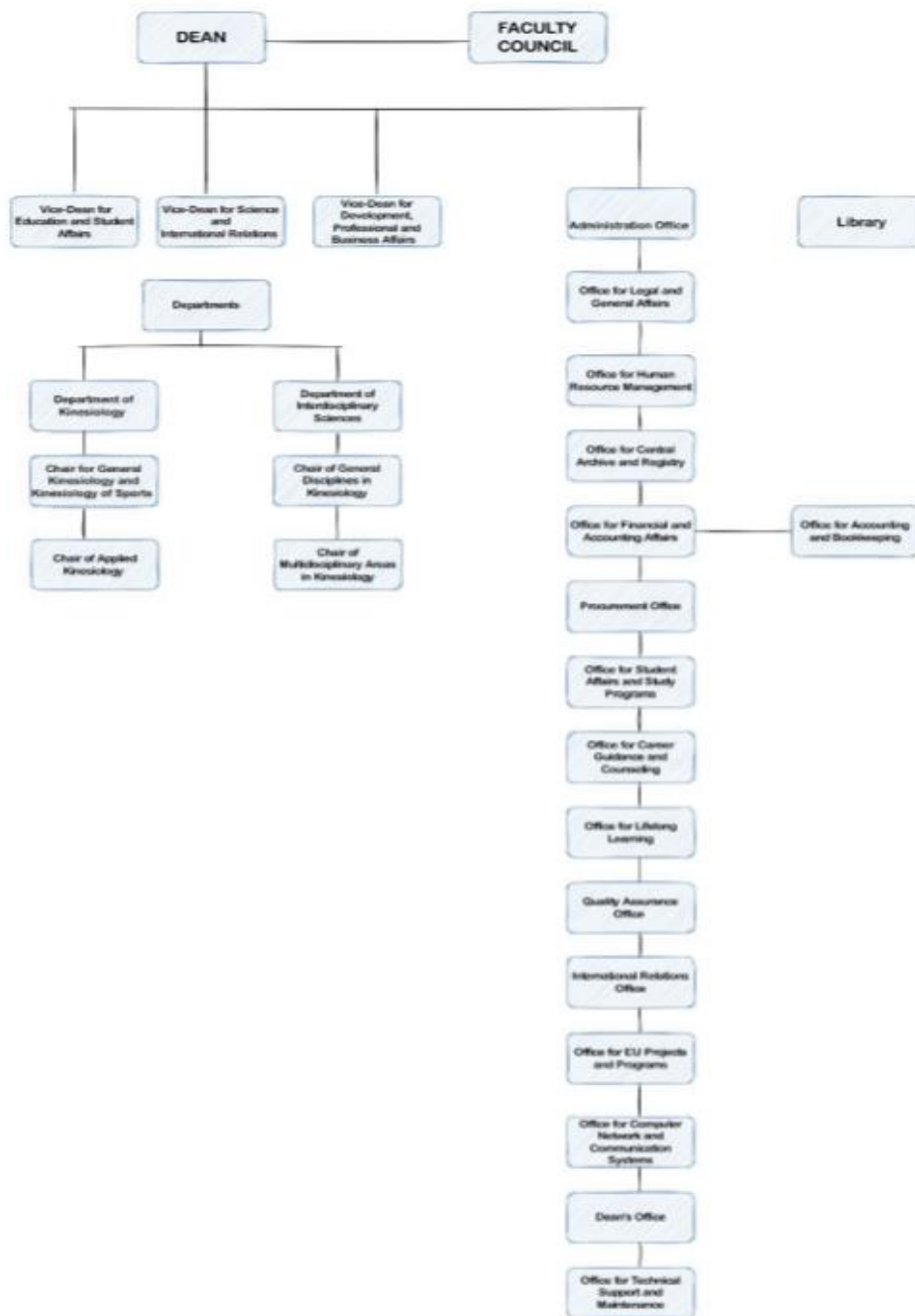


Figure 2 Organisational structure of the Faculty of Kinesiology Osijek

STUDY PROGRAMMES:

- University Undergraduate Study Programme of Kinesiology
- University Graduate Study Programme of Kinesiology Education

NUMBER OF STUDENTS:

**According to the Analytic supplement page 2*

Table 3.1. Number of students per study programme for the evaluated academic year

Study programme name	Full-time students	Part-time students
Kinesiology (849), undergraduate university study programme, Osijek	201	38
Kinesiology Education (852), graduate university study programme, Osijek	79	0
Total	280	38

NUMBER OF TEACHERS:

**According to the Analytic supplement page 5*

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	-	-	-	-	-	-
Full professors	-	-	1	63	9	53,11
Associate professors	1	42	2	47,5	5	43,2
Assistant professors	6	41,4	2	53	8	46
Scientific advisor (permanent/ with tenure)	-	-	-	-	-	-
Scientific advisor	-	-	-	-	-	-
Senior Research Associate	-	-	-	-	-	-
Research Associate	-	-	-	-	-	-
Teaching grades	1	39	3	40,33	6	50,6
Assistants	4	34	2	34,5	11	32,88
Postdoctoral researcher	1	47	-	-	3	33,33
Employees on projects	-	-	-	-	-	-
Expert assistants	-	-	-	-	-	-
Technical staff	4	41,5	-	-	-	-
Administrative staff	14	44,22	-	-	-	-
Support staff	-	-	-	-	-	-

SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION

The Faculty of Kinesiology Osijek is a new constituent unit of Josip Juraj Strossmayer University of Osijek (further in the text: the Faculty; KIFOS) established by the Decision of the Senate of Josip Juraj Strossmayer University of Osijek on 27 May 2020. It took over the accredited university study programmes: Undergraduate University Study Programme of Kinesiology and Graduate University Study Programme of Kinesiology Education from the Faculty of Education of Josip Juraj Strossmayer University of Osijek. However, tradition of higher education and research in kinesiology in Osijek dates back to the last century, as outlined on the Faculty web page in the section referring to History. Considering the recent history of educating students in kinesiology, it is necessary to mention the need to establish the study of Physical Education. After the accreditation of the Undergraduate University Study Programme of Kinesiology, the mentioned study programme started with realisation in the academic year 2017/2018 at the Faculty of Education of Josip Juraj Strossmayer University of Osijek.

The University graduate Study Programme of Kinesiology Education was approved on 28 February 2018. Based on the Elaboration on the establishment and organisation of the Faculty of Kinesiology Osijek within Josip Juraj Strossmayer University in Osijek, on its session held on 27 May 2020, the Senate of Josip Juraj Strossmayer University of Osijek determined that the conditions for establishment of the Faculty of Kinesiology Osijek were fulfilled and justified, thus reaching the Decision on the establishment of the Faculty of Kinesiology Osijek. Establishment of the Faculty of Kinesiology started with the transfer of the existing Undergraduate University Study Programme of Kinesiology and University graduate Study Programme of Kinesiology Education from the Faculty of Education, as well as the organisation of lifelong learning programmes for managers of sports and recreational activities and for managers of physical conditioning. At the session held on 20 July 2020, the Senate of Josip Juraj Strossmayer University of Osijek appointed Full Professor Vesnica Mlinarević as an acting dean of the Faculty of Kinesiology, and on 7 July 2021, the Faculty Council of the Faculty of Kinesiology Osijek elected Prof. Dr. Vesnica Mlinarević as dean. The election of the dean was confirmed by the Senate of Josip Juraj Strossmayer University of Osijek on 13 July 2021.

Based on the Decision of the Commercial Court of Osijek issued on 3 August 2020, the Faculty of Kinesiology Osijek was entered in the court register with the following data: Josip Juraj Strossmayer University of Osijek, Faculty of Kinesiology Osijek, with the seat in Osijek, at the address Drinska 16/a. On 11 September 2020, the Ministry of Science and Education of the Republic of Croatia issued the Licence for Performing Higher Education Activity for the Faculty of Kinesiology Osijek. Following the Agreement on mutual rights and obligations between Josip Juraj Strossmayer University of Osijek, the

Faculty of Education of Josip Juraj Strossmayer University of Osijek and the newly established Faculty of Kinesiology of Josip Juraj Strossmayer University of Osijek, and following the functional integration of the University of Osijek with respect to human resources, the newly established Faculty of Kinesiology Osijek was assigned 21 employees, of whom 13 teachers and associates, and 8 employees for professional, administrative, technical and support job positions.

Teaching, scientific and professional activities at the Faculty of Kinesiology Osijek started in the academic year 2020/2021, i.e. on 1 October 2020, at Drinska 16a in Osijek, for 196 university undergraduate students of Kinesiology and 37 students of the university graduate study programme of Kinesiology Education, totalling 233 students. University undergraduate and university graduate study programmes are innovative and aligned with European trends in higher education, yet are adapted to the individual needs of students when it comes to acquiring competencies that are in demand in the labour market.

ADVANTAGES OF THE INSTITUTION

1. Familiar climate and respectful interaction at the Faculty;
2. High motivation of faculty members to make a high-quality contribution to the development of teaching and research;
3. Intensive and high-quality connection and cooperation with the local community and sports and recreational associations;
4. Good mechanisms for ensuring consistency and quality of teaching/examination.

DISADVANTAGES OF THE INSTITUTION

1. Previous underfunding of research and delay in research licensing process;
2. Mediocre equipment and unfavourable material-technical conditions for research (e.g. a lack of laboratory, research apparatus, etc.);
3. Overloading of teaching staff with lecture hours and uneven distribution of hours in assistant positions;
4. Inconsistent approach to e-learning;
5. Lifelong Learning programmes currently under-recruiting.

LIST OF INSTITUTIONAL GOOD PRACTICES

EXAMPLES OF GOOD PRACTICE

1. Multiple means (both formal and informal) by which students can get their views heard by the Faculty;
2. Transparent and objective methods for rewarding excellence in teaching and research;
3. Strong engagement with external partners that helps shape the curriculum and provides opportunities to students;
4. Multiple outward facing events/activities that are run by students, staff, and alumni and engage a range of external stakeholders.

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

The Faculty have developed a strong process for ensuring quality across the institution and the range of activities it engages in. This is primarily organised and monitored by the Quality Assurance Office and the Quality Assurance Committee which has representation from staff, students, and external stakeholders.

Students are highly engaged in their own learning, and they are given many formal and informal means to provide feedback on their experience. The Faculty clearly listens to this feedback, and there is evidence to show where this has been acted on in the past. However, the extent to which these results have actually been translated into changes to documents (e.g., student surveys), remains an open question. External stakeholders are also engaged in the Faculty's educational programmes and provide support in their delivery and quality assurance. External partners and student employers are impressed with the education that students receive, the skill sets they develop, and their overall quality.

Staff professional development supports quality assurance, with clear activities and incentives in place to support this. Staff regularly undergo peer review of their teaching, receive feedback from students, complete self-evaluations, and can engage in teaching related seminars. Research quality is assessed in a clear and fair way, and incentives are in place to stimulate more activity and reward those who excel. It is clear that the promotion of scientific excellence is intended to strengthen the scientific location in Osijek in the long term and further improve its international competitiveness. This excellence initiative can be seen as a meaningful and at the same time powerful instrument for further development and strengthening of the Faculty in Osijek, which can contribute to the promotion of scientific excellence, profile building and cooperation in the national and international scientific system.

Communication within and beyond the Faculty is supported by the close-knit community feel of the Faculty, which is one of its key unique selling points. Whilst this informal communication underpins an accessible and supportive environment, it is supported by good use of an informative and up-to-date website that publishes Croatian and English content. The Faculty also makes good use of social media platforms, the alumni association, and public outreach events, which all combined means that staff, students, and stakeholders have access to the key information they need. Within taught courses, the Faculty could do more to embrace e-learning, particularly the use of Moodle as an online learning platform.

The Faculty operates a well-designed ethics committee, which upholds key academic standards and ethical principles and assesses ethics of research studies (also, the Faculty members have access to appropriate tools, such as plagiarism scanners). It is encouraging to see that everything is in place to deal with issues regarding breaches of ethics/standards and that no staff or students have had to be referred to the ethics committee. However, it does mean that the effectiveness of the processes set out in the policies have yet to be tested.

The Faculty offer a small range of lifelong learning programmes, but currently these do not recruit well. This may be due to the young age of the Faculty and its developing reputation. But, some work needs to be done to make these programmes more viable and sustainable.

Much of the key to the success of the Faculty is the family, collegiate, and supportive environment they have been able to create – an impressive accomplishment in such a short space of time. This academic community has helped communication, engagement of students, and help drive the aspects of the vision/mission related to integrating into society and engagement of local partners. As the Faculty grows and matures, they will need to develop ways in which they can maintain this experience of a small, close-knit community.

Recommendations for improvement

Priority:

1. Develop a policy for a more consistent use of Turnitin across all student assessments.
2. Identify and recognise where research is 'used' by industry/society and the positive impact this has.
3. Develop a targeted strategy for marketing the suite of lifelong learning programmes in the Faculty.

Desirable:

1. Provide a clearer overarching strategy for the Faculty in teaching and research, with a full implementation plan of how to achieve it.
2. Consider a plan for how to maintain the feeling and experience of a small faculty for when the Faculty inevitably grows (collective system memory to preserve existing principles; e.g., through formulation of guiding principles).
3. Consider developing more formal methods for sharing best practice in teaching/pedagogy across the Faculty (e.g. by establishing a high school teaching colloquium as a platform for sharing).

4. The Faculty should identify how they can better meet the needs of students in special circumstances (especially students with disabilities, with social difficulties, with difficult migration biographies) in both admissions and assessment.
5. Develop a policy for a more consistent use of learning management systems and online learning tools in all teaching programs/courses (e.g. Moodle or other platforms).
6. There appears to be need, appetite and scope for more local kinesiology students, so faculty should consider how they can expand to provide this.
7. Consider increasing the number of lifelong learning programmes offered, but base this on an analysis of local demand/needs.

Quality grade

High level of quality

II. Study programmes

Analysis

The general goals of the study programmes are mostly aligned with the mission and the strategic goals in the field of social sciences at Josip Juraj Strossmayer University. The Faculty offers two study programmes, University undergraduate study programme of Kinesiology and University graduate study programme of Kinesiology Education (with a work permit) which enable students to acquire knowledge in the field of kinesiology at the university undergraduate and university graduate level. The general goals of the study programmes are in line with the Faculty's mission and vision, and the development strategy from 2022 to 2026. The study programmes meet the demands for professional staff, which is highlighted as a need in the Strategy of Sports Development in Osijek from 2020 to 2030.

The Faculty follows the recommendations of the strategy of the National Sports Program in the Republic of Croatia and was the first kinesiology faculty in the Republic of Croatia to introduce the course Sport for People with Disabilities and Children with Developmental Disorders as a mandatory course in the study programme. According to the National Sports Program in the Republic of Croatia, KIFOS educates kinesiologists to work with people with disabilities, especially with children and students with disabilities. People with disabilities will be integrated into the system of school and academic sports by increasing the number of sports programmes offered to them and by ensuring high-quality sports staff. Apart from introducing an additional course at

faculties of kinesiology and in education programmes for sports coaches who will work in the field of sport for persons with disabilities, it is necessary to enable coaches, within the framework of lifelong learning, to acquire and supplement the necessary knowledge and skills for working with children/students with developmental disorders and athletes with different types of disabilities. In their plan and program, there are no learning outcomes for students with disabilities (equalizing the opportunities of students who, due to illness, impairment or disorder, have permanent, temporary or occasional difficulties in the realization of their daily academic obligations). The study programmes are not in the system of the Croatian Qualifications Framework (HKO), which is an essential condition for the improvement of the lifelong learning system that forms the backbone of a knowledge-based society. The Faculty of Kinesiology in Osijek, through the Information System of Higher Education Institutions (ISVU), has a constant insight into data on study programmes, students and teachers. This enables monitoring, consolidation and processing of data on the number of registered students in relation to the number of students enrolled in the first year of study, the average grade in secondary school, what kind of secondary school the applicants attended. Direct enrolment to the University undergraduate study programme of Kinesiology is available to top Croatian athletes (categories I – II), provided that they are in good health and pass the swimming test. According to the rules of the Rector's Board, it should be considered that excellent (category III) and promising athletes (category IV and V) are given additional points when enrolling. After completing the University undergraduate study programme of Kinesiology, students acquire the academic title of Bachelor of Kinesiology. Also, in accordance with the selected elective module, students acquire additional competence to work in one of the areas of applied kinesiology: sports module, kinesiological recreation and fitness, kinesitherapy or conditional training. More precisely, they can choose between the elective module of the chosen Sport (e.g. track and field, basketball, football, swimming, etc.); the elective module Conditional preparation of athletes; the elective module Kinesiological recreation and fitness; the elective module Kinesitherapy. In the description of the courses, it was observed that the tests can prove whether the students have achieved the expected learning outcomes and the points are clearly defined (excellent presentation of Systematic Kinesiology), but the contents of individual courses are not uniform in the programme (a very good example is Theory and Methodology of Swimming, Theory and Methodology of Elementary Gymnastics). It is necessary to continue with the analysis of the actual and planned workload and to correct the ECTS points where the deviations are significant. Professional practice was positively evaluated by all stakeholders. Insufficient use of e-teaching and e-learning tools, especially at level two or one was noticed.

The first changes to the study programmes to the extent of less than 20% were made on September 10, 2020, which is evident in the given documents based on the discussion conducted among teachers at a professional meeting, but also based on a survey

conducted among students of the completed University undergraduate study programme of Kinesiology. Changes were made to the study programme to the extent of more than 50%, whereby 2 new modules were added and the results of different study programmes are not uniform in the tables of the analytical attachment. It is recommended to increase the number of mandatory and elective courses in English and increase the number of elective courses in Croatian, so that students would acquire additional skills and competences (in the narrower sense). It is necessary to continue with the analysis of the actual and planned workload and to correct the ECTS points where the deviations are significant. Professional practice was positively evaluated by all stakeholders.

Recommendations for improvement

1. Establish an Office for students with disabilities and a student tutor who will take care of them and educate them about their rights and opportunities – coordinators for students with disabilities who will act as a link between students with disabilities and teachers and administrative staff at individual faculties and Office for students with disabilities at the University of Osijek. The coordinator is also the contact person at the Faculty/Academy to whom students can turn in order to exercise their rights related to the adjustment of classes and exams, as well as with other issues related to the rights of students with disabilities;
2. Recommendation that excellent and promising athletes receive additional points on the entrance exam;
3. Establish criteria for evaluating the content and quality of the syllabus in accordance with the standards used by other European universities within the same field and with similar teacher education programmes;
4. Encourage the use of different teaching methods adapted to a particular course, encourage critical thinking in students and harmonize the methods with the programme (discussion skills, questioning skills, argumentation skills, INSERT method...);
5. When evaluating students, use active evaluation methods – collaborative evaluation;
6. Establish the Commission for e-learning and create the Ordinance on e-courses – implement all courses in the Merlin e-learning system;
7. Establish a system of monitoring and evaluating student professional practice and related activities that would include scientific and teaching staff, representatives of local and regional administration, civil society organizations and students;

8. Award students for the best scientific-research paper and professional paper;
9. Organize workshops for developing teaching skills in the field of testing, examining and evaluating students;
10. Work on improvement and internationalization of study programmes in order to increase the number of foreign students;
11. More systematic and detailed collection and analysis of data on passing courses and completion rate in study programmes and develop and implement clear and more effective measures to solve the problem of low completion rate in individual study programmes;
12. It is necessary to create an annual calendar of exam dates.

Quality grade

Satisfactory level of quality

III. Teaching process and student support

Analysis

The higher education institution has clearly defined criteria for admission or continuation of study programs that are in line with the requirements of the study programs, and they are regularly published and consistently applied. Also, there are good mechanisms for the recognition of prior learning and the recognition of ECTS credits acquired at recognized higher education institutions. The higher education institution has mechanisms by which it collects and analyzes data on the progress of students in their studies and, based on them, ensures the continuity of studies and the completion of students, which is evident from the tables of the analytical supplement document, which show that the number of students who lose their study right in undergraduate studies is decreasing. The graduation rate of students in graduate studies is below the level of graduation in higher education in Europe, and in the future, the Faculty should strive to increase the graduation rate in graduate studies. The higher education institution has proven that it applies different teaching methods that are in line with the expected learning outcomes, students regularly evaluate the work of teachers through surveys, and in general, a very positive, friendly atmosphere has been created at the Faculty, with which all stakeholders of the Faculty are satisfied, which was confirmed in the interview with them, and which definitely helps to motivate and encourage students. Based on the positive and friendly atmosphere at the Faculty, and on the basis of the fact that this is a really small Faculty, the Expert Panel believes that the support for students in all aspects is at a very high level. The students praised the work of the student service, but they also

praised the work of the teachers and the timetable of lectures and exercises, with which the Faculty definitely encounters certain difficulties when creating them, due to the fact that the spaces where the classes are held are located around the city, but obviously it does not create a big problem in the teaching process. Support for students from vulnerable and underrepresented groups is adequate. The university, in cooperation with the Student Council, finances the costs of lessons in skiing, which represents a financial burden for students. Regardless of the fact that it is a small faculty, and that the collection of information and support for students from vulnerable and underrepresented groups is carried out in informal ways, in the future, the higher education institution could define procedures by which data on students from vulnerable and underrepresented groups will be collected and based on them, define formal ways of supporting these groups of students. Regardless of the fact that the higher education institution makes efforts to continue cooperating as much as possible with other foreign higher education institutions in terms of student exchange programs, and that the higher education institution tries to motivate students to participate in student exchange programs, the number of outgoing and incoming student mobilities is at a low level, according to the opinion of the Expert Panel. Also, the higher education institution has only one foreign student enrolled, regardless of the fact that the higher education institution has attached evidence of setting up an information package for students in English, and the higher education institution has a well-designed website in the English language, clearly more efforts should be made so that the higher education institution is recognized by students in the international community. The establishment of an Office for International Cooperation whose work will be aimed at improving this segment could help in this. The university has developed good cooperation with external stakeholders, and in this way, they provide students with work in various local sports clubs and associations, which definitely gives students good competencies for entering the labour market. Another positive practice is that the Faculty actively helps current and former students to achieve job engagements, and the Faculty also conducts surveys to collect information on the employability of former students. After the visit to the higher education institution, and discussions with all stakeholders participating in the work of the higher education institution, the Expert Panel believes that the higher education institution has a well-formed system of conducting the teaching process, as well as a system of student support.

Recommendations for improvement

1. Establish an Office for International Cooperation whose primary task will be to plan and implement activities that will improve the visibility of the higher education institution in the international community, and which will coordinate all activities related to international cooperation.

2. Increase the number of partner foreign institutions so that students have more choice when participating in international exchange programs.

Quality grade

Satisfactory level of quality

IV. Teaching and institutional capacities

Analysis

The Faculty has eight full-time and eight part-time teachers and 280 full-time and 38 part-time students. The ratio of full-time teachers to the total number of enrolled students is 1 to 21. The student-teacher balance is optimal for working in small and medium-sized groups, and teachers can advise students and personally monitor their progress. The Faculty states that faculty teachers cover 50% of the teaching in university studies, with 12 professors, four lecturers, six assistants, and one postdoc researcher on a full-time and cumulative (part-time) hourly basis. Also, they use the services of external professors, namely 22 professors, six lecturers, 11 assistants, and three postdoc researchers. Despite this, five out of seven teachers teach more than 400 teaching hours, and two of them have more than 600 hours. It is important to note that there is currently a ban on new recruitments by the ministry, and the Faculty cannot carry out new recruitments. But the Faculty encourages its teachers to participate in their continuing education through scientific activities, seminars, workshops, etc., to improve their teaching skills.

When making new hires, the Faculty follows the University's rules, which follow state regulations and implement the advertising procedures so that it is publicly advertised in several advertising services. However, the Faculty does not have prescribed additional criteria for hiring certain positions, so it is unclear how the Faculty selects the best candidates for individual positions. The Faculty emphasizes the professional development of professors in science and teaching. But they should try to attract foreign professors through Erasmus programs. The Faculty's facilities are about 2390 square meters, 7.5 square meters per student, which is satisfactory for conducting study programmes. However, more investment is needed in scientific research, diagnostic laboratories, and equipment. The quality of the Faculty's library is satisfactory for study purposes.

The higher education institution manages its financial resources transparently, efficiently, and adequately. In the budget, the costs of conducting study programmes and all other expenses necessary for the operational functioning of the Faculty are well estimated. However, in the total income, the higher education institution only achieves a small part from market income but exclusively through government budget funds. The

higher education institution should generate more funds through lifelong learning programs, scientific and professional projects, etc.

Recommendations for improvement

1. The higher education institution should take the necessary measures to ensure that the workload of teachers is as evenly distributed as possible.
2. Create additional Faculty criteria for elections and re-elections to positions for selecting the best candidates.

Quality grade

- Satisfactory level of quality

V. Scientific/artistic activity

Analysis

The Faculty in Osijek is a very young scientific institution that is trying to make its mark in the selected areas of sports science. Despite the difficult and largely underfunded initial situation, the lack of equipment for high-quality scientific research and appropriate laboratory equipment, the Faculty has been able to place some - albeit few - high-quality contributions in peer-reviewed journals. Despite the few years that the scientific staff of this faculty (leadership and department chairs) have been working together, there are a number of strategic papers. These paint a developmental perspective through to 2025, although the goals are not reflected 1-to-1 in the research priorities of the individual department chairs. I recommend the following:

Recommendations for improvement

Priority:

1. Focusing on the essential and feasible: Without a laboratory and equipment, certain topics cannot be addressed. In order to do this, the Faculty must focus on what research priorities can still be addressed. The strength of the Faculty lies primarily in the collective processing of current research topics and the profiling in this area. If in the future more individual topics and objectives are in the foreground, the Faculty will have a hard time to distinguish itself and to become internationally visible.
2. The Faculty members are extremely well networked at the local, regional and national level and cooperate with a large number of partners from cities and communities as well as interesting clubs and associations. These networks are important in attracting collaborative partners to conduct scientific research. However, the resulting cooperations are mostly inconsequential on a financial

level or do not allow for extensive research investments. The Faculty should consider how international research trends (e.g., developments on the importance of physical literacy in the life course the data-driven game analysis in professional sports) can be translated into the region (keyword: contribution to the HEI's Third Mission).

3. International network and becoming more visible: The main problem of the Faculty is that opulent third-party funded projects can only be acquired through international funding lines (e.g. Erasmus+, Horizon2020). However, the Faculty cannot do this alone, only with international partners. For this, the Faculty must become more interesting for international partners, e.g. through guest professorships, a stronger internationalization of the study programmes or the implementation of international summer schools. It might also make sense to set up an all-Croatian research network (together with Zagreb and Split) in order to work in a synergetic and coordinated manner. Possibly, these activities can also be extended to a Central European research network.
4. Establishment of a faculty brand: points 1 to 3 lead to the question, what brand does the Faculty want to carry in the future? This is a collective decision for the next 5 to 10 years and must be supported by all stakeholders. This decision will influence personnel decisions, applications for specific research projects, and ultimately the direction of the degree programmes. Not only international research developments have to be taken into account, but also the local, regional and national conditions.

Desirable:

1. Establish a regular faculty colloquium and a mandatory colloquium for junior faculty.
2. Hiring qualified academic staff with advanced (English) language skills.
3. Hiring of staff for research project management and proposal support.
4. Changes in the language of instruction to English in selected modules and seminars (across disciplines when possible).

Quality grade

Satisfactory 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 have developed a strong process for ensuring quality across the institution and the range of activities it engages in. This is primarily organised and monitored by the Quality Assurance Office and the Quality Assurance Committee, and strong evidence was presented across the reaccreditation process for how these bodies engage at all levels. For example, students evaluate the quality of teaching delivered several times across the academic year, and feedback is monitored, synthesised and reported to the Faculty Management Board. There is also a process of peer-review, whereby teaching staff observe and evaluate each other's teaching at least once a year. The student pass rate across exams is good, and talking with both students and alumni revealed that they were very satisfied with the quality of teaching. There are clear, fair, and transparent measures in place for assessing the quality of research, and the policy for this is published on the Faculty website. Staff are awarded annually for the quality of their research, with prizes given across a range of categories. Students and stakeholders have several mechanisms of both formal (e.g. via committee) and informal (e.g. approachable staff) communications with Faculty staff to feedback information and suggestions. There were examples given which demonstrated that this was effective in bringing about change where needed (e.g. request for additional practice hours). There is underlying documentation to support these activities/policies, and it was evident during the reaccreditation meetings that these are implemented.

The Faculty comes across as a close-knit community that is supportive of each other across all staff, students, and stakeholders. The quality assurance system embeds staff, students, and external stakeholders into its quality assurance systems, and it is clear that feedback and evaluation is listened to and acted on. In meetings with a number of external partners, it was evident that they felt connected with the Faculty, that the Faculty was teaching to a high level of quality, and the students who studied at the Faculty were equipped with a skill set that was highly valuable to stakeholders and employers. There is an active Alumni Association, and the membership in the association is realised by free will. This association is very active in the local community, and all the alumni interviewed were highly complimentary of the Faculty.

The Faculty has adopted a quality assurance policy, which is complemented by several other quality-based policies and links to the Faculty strategy.

Although the strategic goals of the Faculty were not clearly articulated in the self-evaluation document, the dean and vice-deans were able to discuss this in the meetings. This is a young faculty, and its primary aims are to integrate into society, offer modern programmes based on European standards that offer a high level of education, and have strong links to the local community. These aspirations were clearly reflected in all the meetings we had across the week. The strategy and its implementation are clearly working well, and the majority of staff know their responsibilities for delivering it, but it would be helpful to have the strategy and implementation more clearly set out.

The Faculty collects data regarding quality assurance from multiple sources (e.g. student surveys, pass rates) and this information is used to manage and improve its activities. In the meetings with staff it was apparent that all staff knew the key information/data that was collected/used, who analysed it, and what decisions were taken on its evaluation. More focus could perhaps be given to sharing best practice. Peer review observations take place, but the Faculty could consider using activities like an internal seminar series to share their own best practice in teaching/pedagogy.

All staff working at the Faculty (as well as external staff) appeared to be happy and content in their work, and this clearly reflects in the dedication they show to their students. The support given to staff is good, and staff knew about the human resource policies/practices at the Faculty. Staff are recruited in a fair and transparent manner, and the mechanisms for evaluation of quality of staff teaching and research are detailed on the website, fair, and embraced by the staff.

Overall, from the evidence provided and through the meetings during the reaccreditation process, it appears as though the Faculty has an excellent system of quality assurance that is working well for its staff, students, and stakeholders.

Recommendations for improvement

Priority:

None

Desirable:

- Provide a clearer overarching strategy for the Faculty, with a full implementation plan of how to achieve it.
- Consider a plan for how to maintain the feeling and experience of a small faculty for when the Faculty inevitably grows.
- Consider developing more formal methods for sharing best practice in teaching/pedagogy across the Faculty.

Quality grade

High level of quality

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

Analysis

This is the Faculty's first reaccreditation so this standard is not applicable.

Recommendations for improvement

Not applicable.

Quality grade

Not applicable.

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 set of policies and procedures that support and protect academic integrity and freedom and prevent unethical behaviour, intolerance, and discrimination, and they are published on the Faculty's website. All staff and students knew where to access these. The processes are monitored and upheld by the Faculty's Ethics Committee, which has both staff and student representation on it. From the conversations with staff and students during the reaccreditation process, all staff and students were aware of the ethical codes, knew where to access the information, knew how to report breaches, 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).

The 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, although there wasn't a case of plagiarism that could be used as an example to show how this worked. Whilst Turnitin is used for all student thesis work, it does appear to be used inconsistently for other assessments (for example, some staff use it for all work, others not at all). A more consistent approach to using this software is encouraged. Suspected plagiarism is also assessed through staff knowledge of the areas and comparison to published texts.

All staff who were interviewed across the reaccreditation process understood and appeared to follow the practices for academic integrity and avoidance of unethical

behaviour. However, as no cases of this had been reported, the effectiveness of the processes for addressing these behaviours when they occur could not be evaluated. 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). A student with a disability may for example, find it difficult to enrol on an undergraduate programme because they cannot pass the physical tests. However, there are programmes of study in the faculty that are more open to students with disabilities, and there were examples where students with individual needs were accommodated in the running of some assessments. The Faculty should identify how they can better meet the needs of disabled students in both admissions and assessment across all programmes.

Recommendations for improvement

Priority:

- Develop a policy for a more consistent use of Turnitin across all student assessments.

Desirable:

- The 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 website provides an excellent level of detail on its programmes, research, social outreach, and current activities/news. A good level of information is available in both Croatian and English. The website is kept up to date, and much of the activity that was discussed in the meetings could also be found on the website pages. Staff and students knew what key information could be found on the website and used this regularly. External stakeholders said that they could also find the information that they needed, and if it was not possible to find on the website then they could find the Faculty point of contact to request it. The Faculty also use social media (e.g. Facebook, Instagram) to good effect, and both alumni and current students said that they found information on these platforms particularly useful.

The Faculty run a number of local events/activities (e.g. open days, Science Festival, student conference, public lectures/seminars) which engage the public and local schools and provide information on the work the Faculty does. This appears to provide

considerable societal benefit and serves as an interactive method of engaging local stakeholders.

There is also a strong level of communication (in both formal and informal meetings) between faculty, students, and external partners. Students receive key information on a module in their first lecture, and lecturers are very responsive to student needs throughout their study. External stakeholders have a good rapport and easy access to the Faculty staff, and their expertise/experience is regularly sought to enhance the quality and provision of the Faculty teaching and research.

The Faculty could make more use of Moodle as both an information repository and learning platform. Its use in teaching appeared to be inconsistent and there is plenty of scope to integrate this more into teaching.

Recommendations for improvement

Priority:

None

Desirable:

- Develop a policy for a more consistent use of Moodle across all teaching programmes/courses.

Quality grade

High level of quality

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

Analysis

A key tenet of the Faculty's vision/mission it to involve/engage external partners and to make a significant contribution to society and the local area. This aspect resoundingly came through in the discussions we had with external partners and alumni, who strongly believe that there is a real need for a faculty of kinesiology in Osijek, and that the work that the Faculty does is overwhelmingly positive to the local area. The Faculty is training a number of students in kinesiology, there is a local need for this, and the presence of the faculty in Osijek means that local students do not need to study elsewhere (e.g. Split/Zagreb) and are more inclined to remain in the local area. This is having a significant benefit to businesses and the local area.

There were a number of outreach and public events that the Faculty has conducted (e.g. Science Festival, public seminars) which has engaged the local community, and local businesses provide placements and employment for faculty students. All staff and students appeared to be committed to these activities and societal values. The

overarching feel is that the Faculty has integrated quickly into the local area, that it is providing real societal benefit, and that its presence is welcomed by business and the public alike.

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. The Expert Panel stresses that the Faculty could have presented more concrete 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 the Faculty, more could be done to track and publicise how the work which has been done has produced tangible societal benefit.

Recommendations for improvement

Priority:

- Identify and recognise where research is 'used' by industry/society and the positive impact this has.

Desirable:

- There appears to be need, appetite and scope for more local kinesiology students, so the Faculty should consider how they can expand to provide this.

Quality grade

High level of quality

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

Analysis

The Faculty currently offers 6 lifelong learning programmes (and one more in development). These programmes have been offered for the last two years but so far have not received many applications. Last year the Faculty did not run any lifelong learning programmes because there were too few students, but has chosen to run programmes this year with a sub-optimal number of students. These lifelong learning programmes are developed with the highest levels of accreditation/licenses in their subject area, have high quality teaching staff on them (i.e. highly qualified and excellent reputation), and appear to be aligned to the Faculty strategy and societal need. Therefore, it is not clear why applications to these programmes are so low. It may be that a broader range of programmes are required to attract a wider variety of students, or that more targeted work on marketing these programmes may need to happen. The young age of the Faculty likely does not help, and if that is the case these programmes may naturally grow as the Faculty's reputation develops.

Recommendations for improvement

Priority:

- Develop a targeted strategy for marketing the suite of lifelong learning programmes in the Faculty.

Desirable:

- Consider increasing the number of lifelong learning programmes offered, but base this on an analysis of local demand/needs.

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 general goals of the study programmes are mostly aligned with the mission and strategic goals in the field of social sciences at Josip Juraj Strossmayer University. The Faculty offers two study programmes; the University undergraduate study programme of Kinesiology and the University graduate study programme of Kinesiology Education (with a work permit) which enable students to acquire knowledge in the field of kinesiology at the university undergraduate and university graduate level. The general goals of the study programmes are in line with the Faculty's mission and vision, and the development strategy from 2022 to 2026. The study programmes meet the demands for professional staff, which is highlighted as a need in the Strategy of Sports Development in Osijek from 2020 to 2030. The Faculty regularly monitors official data of the Croatian Employment Service on registered unemployed graduates of the Faculty of Kinesiology in Osijek. A large number of graduates with a bachelor's and master's degrees work in sports clubs in Osijek.

Recommendations for improvement

- In order to monitor and improve the quality of study programmes, conduct research among stakeholders with the participation of students.

Quality grade

Satisfactory level of quality

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

Analysis

The Faculty has defined the learning outcomes of the study programmes that are aligned with the Faculty's mission and goals, and evaluates and ensures the alignment of the learning outcomes at the level of the study programme and courses. There is a University ordinance on studying, but for justified reasons there is no internal ordinance on studying. The study programmes are not in the system of the Croatian Qualifications Framework (HKO), which is an essential condition for the improvement of the lifelong learning system that forms the backbone of a knowledge-based society. In addition, the results of different study programmes are not uniform in the tables of the analytical attachment. The Expert Panel was given the opportunity to review the updated elaborations of the study programmes. In all the elaborations, the general objectives of the programme, the analysis of the justification of their implementation, as well as the recommendations of sports associations are stated. The Expert Panel determined that there was an improvement in the description of learning outcomes in all programmes. According to the documentation that was made available, this was done without substantial changes in the meaning of the learning outcomes.

Recommendations for improvement

- The Panel believes that improvement can be achieved in the part of the analysis of the labour market and the employability of students, which, in addition to cooperation with the CES, could also include cooperation with the alumni association and other stakeholders. The Faculty organizes and conducts the necessary workshops and education for technical staff in order to improve teaching methods and ways of evaluating the achievement of learning outcomes.

Quality grade

Satisfactory level of quality

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

Analysis

During the visit, the Expert Panel got to see the syllabi and related exams for several courses from both study programmes. A greater number of syllabi and exams showed that the realization of the expected learning outcomes is adequately evaluated. It is necessary to better define the standards for seminar papers and final theses in order for

an improvement in the structure of papers, a uniform way of citing and literature referencing.

Recommendations for improvement

- Introduce awards for the highest quality final theses (separately for scientific-research theses and professional theses).

Quality grade

High 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

The processes and procedures of planning, proposing and accepting new or revising existing programmes are defined, and the Expert Panel concluded during the visit that the employees of the Faculty of Kinesiology in Osijek and certain stakeholders are familiar with them. During the visit of the Expert Panel, documentation was prepared that contained updated elaborations of study programmes and several decisions on study programmes changes. The study programmes meet the demand for professional staff, which is highlighted as a need in the Strategy of Sports Development in Osijek from 2020 to 2030. The Faculty follows the recommendations of the strategy of the National Sports Program in the Republic of Croatia, and was the first faculty of kinesiology in the Republic of Croatia to introduce the course Sport for People with Disabilities and Children with Developmental Disorders as a mandatory course in the study programme. According to the National Sports Program in the Republic of Croatia, KIFOS educates kinesiologists to work with people with disabilities, especially with children and students with disabilities. People with disabilities will be integrated into the system of school and academic sports by increasing the number of sports programs offered to them and by ensuring quality sports staff. The study programmes offered at the Faculty of Kinesiology are the only such programmes within Josip Juraj Strossmayer University. All study programmes of the Faculty of Kinesiology are published, including their amendments and supplements. Commendation to the Study enrolment guide, Information package for students, and brochures.

Recommendations for improvement

- Stakeholders, professional organizations, alumni and civil society organizations should be included in all analyses.

Quality grade

High level of quality

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

Analysis

The Expert Panel received information about the steps that are planned to be taken in order to equalize ECTS with actual workloads, and students, chairs, heads of studies and teachers will be involved in this process. The abovementioned activities will result in the improvement of the teaching process. The degree to which the content of the study programme met the students' expectations, practical work in exercises (seminars) and the possibility of practical evaluation of acquired knowledge and skills in volleyball has a good average grade. The attitude towards students and the support in studying is at a high level. Based on the survey, the quality committee pointed out the discrepancy in the number of ECTS points in certain courses, which were revised by amendments and supplements to the study programmes in 2021.

Recommendations for improvement

- The Faculty should define a more efficient system that enables the achievement of a greater alignment of ECTS points with the actual student workload for each course. The Faculty should encourage students to participate in the same process at the graduate study level.

Quality grade

Satisfactory level of quality

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

Analysis

The Faculty ensures an excellent level of student professional practice. The Faculty of Kinesiology Osijek prescribes all conditions for the implementation of professional practice in accordance with the Ordinance on professional practice of students. Professional practice is integrated into the study programmes and carried out in the both semesters of the 3rd year of the University undergraduate study programme of Kinesiology and in the 1st and 2nd years of the University graduate study programme of Kinesiology Education. ECTS credits are awarded for professional practice, which is visible in the study plan and course syllabi. Students at the undergraduate level have professional practice in sports societies and clubs (1, 2), while at the graduate level the practice takes place in educational institutions, i.e. primary and secondary schools. Students are required to keep a professional practice diary (1, 2). The Faculty collects

information on the students' professional practice and their mentors, and creates reports on the practice. Both conversations with students and stakeholders, as well as insight into the Report on the conducted survey on pedagogical practice for students of the Faculty of Kinesiology Osijek in the academic year 2021/22, showed great satisfaction.

Recommendations for improvement

Quality grade

High level of quality

III. Teaching process and student support

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

Analysis

The admission criteria or criteria for the continuation of studies conducted by the higher education institution are published regularly and on time on the Faculty's website every year. Also, the criteria for admission or continuation of studies are defined by the Decision on the enrolment conditions reached by the Senate of Josip Juraj Strossmayer University of Osijek, which are also available on the Faculty/University website.

The university also presented evidence on how the criteria for admission or continuation of studies are applied, and in the conversation with the representatives of the Faculty it was established that so far they had no objections from the candidates regarding the way of conducting the admission exam for the university undergraduate study programme, as well as objections to admission to graduate study programme, which leads to the conclusion that the criteria for admission or continuation of studies are consistently applied.

Since the study programmes at this Faculty require candidates to possess certain motor skills and an above-average level of motor skills, the criterion for admission to undergraduate studies is passing a grading procedure that consists of testing certain motor skills. Candidates are also required to submit a medical certificate of medical fitness. The criterion for admission to the university graduate study programme Kinesiology education is the achieved success in the university undergraduate study as well as a doctor's certificate of medical fitness. All these procedures/criteria ensure the selection of candidates with appropriate knowledge that are in accordance with the requirements of the study programme.

Regarding the recognition of prior learning, the university follows the relevant regulations of the University. The University ordinance on studies and studying defines the mechanisms by which previous learning at other higher education institutions is recognized. The university also presented evidence on how recognition of prior learning was carried out, and the Expert Panel considers that the mechanism of recognition of prior learning is effective and clear.

Recommendations for improvement

- The higher education institution should regularly hold public debates in which students will be included, and at which the criteria for admission or continuation of studies will be discussed and harmonized with the requirements of the study programmes to ensure the best possible selection of candidates.

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 student progress are clear and accessible, and are regularly implemented and published as part of the dean's annual reports, reports on the quality of teaching, reports of vice deans and heads of departments and chairs, and reports on teaching delivery. Also, the procedures for monitoring students' progress are included and precisely described in the study programme based on the learning outcomes of individual subjects at the level of university undergraduate and university graduate study programmes. The Faculty deliver data on student performance and pass rates (table 3.5 of the analytical attachment). From these data, it is evident that the number of students who lost their study rights in undergraduate study is decreasing, which is a good indicator of how the higher education institution is implementing measures to increase the pass rate and completion of students. In the self-evaluation report, the higher education institution mentions measures such as the appointment of a study year coordinator who regularly holds meetings with the academic year to which he is appointed, an established mentoring system, whereby mentors are appointed to smaller groups of students within which, in addition to regular meetings, students can ask various student questions in order to improve study conditions and increase the pass rate. In the conversation with the students, the Expert Panel determined that the students were familiar with these procedures, and also expressed their satisfaction with their existence. The Faculty states in its self-evaluation report that 13 of the 37 students in the graduate study programme have graduated, which ranks the Faculty below the

level of completion of higher education in Europe. It should be emphasized that out of 37 students, one student lost his study rights, while 23 of them are still studying.

Recommendations for improvement

- The higher education institution could organize workshops where students, with the help of teaching staff, mentors, and librarians, will master the skills of writing final, graduate, and scientific papers, which could be reflected in higher pass rates of students in study programmes.
- In the future, the higher education institution could organize public debates at the end of each semester in which students will be involved, and where possible problems of the study programmes will be discussed, and based on the conclusions of such discussions, the Faculty can make changes of the study programmes in the future.

Quality grade

Satisfactory level of quality

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

Analysis

The Faculty encourages various modes of programme delivery that are in line with the expected learning outcomes, which are defined by study programmes at the level of undergraduate and graduate study. In conversation with teaching staff and students, it was established that different teaching methods are used that encourage interactive and research-based learning. For example, students are encouraged to think about the application of different statistical methods in kinesiology research after they are familiar with the structure of statistical methods, and teachers encourage them to create different papers that use statistical methods that they need to master in order to achieve learning outcomes. This kind of practice is an example of a good application of student-oriented teaching. Also, students are exposed to a good combination of practical and theoretical classes, which is also very positive. The Expert Panel believes that during the pandemic, the Faculty made good use of various tools for distance learning, but they should transfer part of that experience to the post-pandemic period and make better use of the possibilities of tools intended for online learning/teaching.

The spaces where classes are held on study programmes conducted by the Faculty are well equipped, which enables students to achieve all expected learning outcomes. The disadvantage is that the spaces used by the Faculty are distributed in several places in the city, which definitely makes it difficult for students to monitor and organize their free time, but the students emphasized in the conversation with the Expert Panel that they are satisfied with the created timetable of theoretical and practical classes and that they have

no major problems during their own organization of the time they spend at the Faculty and in case of some problems the teachers are friendly and help them solve possible problems.

Recommendations for improvement

- The higher education institution should use the experience gained during the pandemic period, when it used tools for online teaching, and use such tools more during the regular teaching process, and this mostly refers to the Moodle system, which can be used for purposes other than sharing learning materials. For example, the Moodle system can be used to provide mock exams for students to take before the regular exam to assess their current level of knowledge.
- In the future, the higher education institution could consider the possibility of dividing students into homogeneous groups, which will make it easier for teachers to adjust the teaching content depending on the knowledge level of each practice group, which will consequently have a positive effect on the adoption of the intended learning outcomes.

Quality grade

Satisfactory level of quality

3.4. The higher education institution ensures adequate student support.

Analysis

During its visit to the Faculty, and during the conversation with the students, the Expert Panel members gained the impression that the students are very satisfied with the support they receive from the Faculty. They especially emphasized the good work of the student service, which, according to them, is the central place where students ask for help during their studies. Student support is adapted to the diverse student population in such a way that extraordinary students are given support in terms of participation in various projects and conferences (students have published about 30 papers independently and in co-authorship with professors), and students with learning difficulties in mastering the material and going through the course have the support of the teachers themselves in terms of regularly holding consultations, providing additional dates for passing the practical parts of the exam, and students are also provided with the use of practice halls and exam preparation in the scheduled practice dates where a demonstrator is also present if necessary.

Also, during their visit, the Expert Panel found that the Faculty library is adequately equipped and students have access to an adequate number of titles. Also, laptops can be used in the Faculty area, which can be helpful when preparing various seminar papers. Students have repeatedly emphasized that they have a very friendly relationship with the

professors and staff of the Faculty, which enables quality support for students in all aspects, and this is definitely one of the great strengths of this Faculty. Regarding the student support and information about the possibilities of participating in various student exchange programs, invitations to participate in student exchange programs are regularly published, and in the conversation with students it was determined that students are aware of the possibilities of going to different student exchange programs, and they think that they have good support from the Faculty. In the analysis of standard 3.6, the problem of the small number of students who have so far participated in the outgoing and incoming mobility programs will be emphasized. However, the Expert Panel believes that for now, the Faculty is capable of providing adequate support to students participating in student exchange programs, but in the case of an increase in the number of students participating in student exchange, the organization of the Office for International Cooperation, which will coordinate the process of international student exchange, should be considered.

The Expert Panel also concluded that the support for students who are just enrolling in their studies is at a high level because such students have an information package at their disposal in which they can find all the important information about the Faculty. Also, every year an orientation day is organized for new students, where they are introduced to the Faculty.

The regulations on studying and the Regulations on the organization of workplaces and the Regulations on library work are easily available to students on the Faculty's website.

Recommendations for improvement

None

Quality grade

Satisfactory level of quality

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

Analysis

When enrolling in study programmes at the higher education institution, applicants are required to submit a medical certificate on their health status, which confirms that they are able to follow their studies and that is why there are no students with disabilities at this higher education institution. Regardless of this, the Office for Students with Disabilities of the Josip Juraj Strossmayer University in Osijek is constantly available to all students. In the self-evaluation report, the Faculty states that it has made a number of decisions to help students from vulnerable and underrepresented groups. The Expert Panel did not get a clear picture of how the university collects data on students from vulnerable and underrepresented groups, such as data on the number of students who

are parents, the number of students who are without one or both parents, etc. In the self-evaluation report, the Faculty attached application forms for the co-financing of the costs of lessons from the Theory and methodology of the skiing course, which provides data on students who are in a weaker financial situation. However, the Expert Panel believes that in the future the Faculty should define the methods by which it will collect data on students from vulnerable and underrepresented groups.

Recommendations for improvement

- The higher education institution should consider and create certain documents in which it is visible whether, and in what way, people with disabilities have the opportunity to study at the Faculty.
- The Faculty should create a database of students from vulnerable and underrepresented groups and, in accordance with this data, plan the financial resources that it plans to allocate in a certain period to help these groups of students.

Quality grade

Satisfactory level of quality

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

Analysis

The higher education institution offers its students the opportunity to gain international experience. In the self-evaluation report, the higher education institution lists foreign higher education institutions with which it has concluded agreements as part of projects for student exchange and mobility, and these are mainly higher education institutions from the neighbouring countries. Students were informed in various ways about the possibility of studying abroad, which the students confirmed in the interview. Also, students know where to go to get the necessary information if they want to apply for international student exchange programs. However, the Expert Panel got the impression that going on an international exchange is not attractive among students, which is also evident from table 3.6 of the analytical supplement, where it is evident that only 3 outgoing mobilities and no incoming mobilities were realized.

The higher education institution ensures the recognition of ECTS credits acquired at another university. The student submits a request to the Office for Students and Studies for the recognition of ECTS credits earned at another university, and the Committee for Teaching and Students makes a decision at its session on the evaluation and recognition of ECTS credits earned at other universities and Erasmus+ mobility. The university also submitted one such decision for inspection. The Faculty also conducts a survey that

collects data on student satisfaction with the quality of the Faculty support in the practical issues of student mobility.

Recommendations for improvement

- In the future, the higher education institution should sign more bilateral agreements on cooperation with foreign universities, especially universities from Western Europe, in order to make the choice of students more attractive and of higher quality, which will probably affect the increase in the number of both incoming and outgoing mobility.
- In the future, the higher education institution should establish an Office for International Cooperation as a priority in order to give students the greatest and highest quality opportunity to gain international experience.

Quality grade

Minimum level of quality

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

Analysis

Information on enrolment and study options is available in English on the website of the higher education institution in the Student Guide. One foreign student is currently studying part-time in the university undergraduate study in Kinesiology. As previously emphasized, the university has not achieved any incoming mobilities, which definitely needs to change in the future. It can be seen that the university is making a certain effort to increase the number of international collaborations in terms of student exchange, and in the future, the possibility of foreign students coming to this Faculty should be available to more students from the international community if the number of collaborations increases. The Faculty definitely needs to work on increasing the number of incoming students, which is necessary in order for the Faculty, which was only recently established, to gain the best possible international reputation, and this would definitely help the higher education institution itself in achieving a certain recognition in the international framework. It should be noted that the Faculty does not have an Office for international cooperation, which should also be changed in the future.

Recommendations for improvement

- In the future, the priority for the higher education institution should be the goal of increasing the attractiveness of the higher education institution in the international community, which should increase the number of foreign students.

This can be achieved first by establishing an Office for International Cooperation that will participate in activities of scientific cooperation with foreign higher education institutions, by going to guest lectures by teaching staff, and by motivating students to participate in international exchange programs.

- The higher education institution should introduce a practice in which it will strive to publish all strategic documents issued by the higher education institution on its websites in English.

Quality grade

Minimum level of quality

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

Analysis

In the conversation with the students, it was established that the teachers clearly present the criteria and methods of evaluation and grading before the start of teaching of subjects. The students are also satisfied with the criteria and method of evaluation, and so far there have been no objections from the students to the method of evaluation of individual teachers, which leads to the conclusion that the criteria and methods of evaluation and grading are aligned with the teaching methods. This conclusion is supported by the results of a unique university survey conducted at the university. The measures implemented in order to ensure objectivity are the appointment of parallel/comparable subject holders at university undergraduate and university graduate studies, and it is possible to take an exam in front of the commission. In an interview with students, the Expert Panel examined the possibility of cheating on theory exams. The students confirmed that the teachers make a great effort to prevent any cheating on the exams and in this way ensure the objectivity of the test itself. Also, teachers try to take into account special circumstances for individual groups of students during the evaluation process, and there are examples at the Faculty where students with individual needs were met during the implementation of individual knowledge tests while ensuring that the expected learning outcomes were achieved.

Recommendations for improvement

- The higher education institution could consider the possibility of organizing meetings where the teaching staff will present the issues they face when evaluating and grading students, and where they will present examples from their own practice that ensure the objectivity of the evaluation itself. In such a way, a high-quality exchange of experiences would be ensured, and the quality of the evaluation and grading itself would probably improve even more.

- In the future, the higher education institution could consider the possibility of rewarding teachers who value and evaluate the achievement of the planned learning outcomes in an innovative, original, efficient and objective way.

Quality grade

High level of quality

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

Analysis

During the visit of the Expert Panel, the higher education institution presented original diplomas and diploma supplements. An example of the diploma and diploma supplement is also attached to the Self-Evaluation Report. In accordance with what was seen, the Expert Panel concludes that the higher education institution issues diplomas and diploma supplements in accordance with the relevant regulations, free of charge, in Croatian and English.

Recommendations for improvement

- No recommendations

Quality grade

High level of quality

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

Analysis

In the analytical supplement submitted by the higher education institution, clear data on the employability of students who graduated in the last three years is not visible (table 3.7). However, the Faculty attached to the self-evaluation report the results of the survey on the employability of graduated students. Collected data on student employability show that less than 50 percent of graduated students are unemployed. Also, the fact that most students who graduated from the graduate study programme at this Faculty are currently employed is cited as positive. Furthermore, in the Self-Evaluation Report, the Faculty lists various activities in which it participates and in which it tries to help students in the development of their future careers and employability after completing their studies. Also, the Expert Panel notes that on the website of the higher education institution, you can find contacts of employers who are looking for professional staff in the field of kinesiology. In a discussion with external stakeholders, the Expert Panel established that there is good cooperation between the higher education institution and external

stakeholders, and it was emphasized that it is necessary for the higher education institution to continue producing professional staff that is necessary for the local community in the fulfilment of plans in the field of sports and recreation.

During their studies, students regularly participate in the work of various sports associations and clubs, either as a volunteer or part-time, thus gaining valuable experience in practice and making contacts with future employers. Also, the Faculty has an organized Alumni Association, and in this way contacts with former students are maintained.

Recommendations for improvement

- It would be good to conduct surveys among external stakeholders in order to collect data on the satisfaction of external stakeholders with the staff produced by the higher education institution, and data on students who participate in the work of various associations and clubs in the local community. This data could be used for the purpose of correcting study programmes and easier and more precise guidance of students in their future careers.

Quality grade

High level of quality

IV. Teaching and institutional capacities

4.1. The higher education institution ensures adequate teaching capacities.

Analysis

The Faculty has eight full-time and eight part-time teachers and 280 full-time and 38 part-time students (multiplied by the coefficient of 0.5, which equals 19), meaning that the total number of enrolled students is 299. Therefore, the ratio of full-time teachers to the total number of enrolled students is 1 to 30.20, which follows the standard requirements (it should not be more than 1 to 30). This means that the student-teacher ratio is optimal for working in small and medium-sized groups, and teachers can advise students and personally monitor their progress.

In the self-evaluation report, the Faculty states that the Faculty teachers cover 50% of the teaching in university studies. According to the collective labour agreement, the maximum number of teaching hours allowed is 300 per year, which can vary by +/- 20%, i. e., amount to 360 teaching hours). The Faculty employs 12 professors, four lecturers, six assistants, and one postdoc researcher on a full-time and cumulative (part-time) hourly basis. For the successful implementation of classes, the Faculty uses the services of external professors, namely 22 professors, six lecturers, 11 assistants, and three postdoc

researchers. However, according to the data provided in Table 4.3 of the analytical supplement, as many as five teachers out of seven, who are employed full-time, have more than 400 hours of teaching per year. Two have more than 600 teaching hours.

Furthermore, associate professors employed at the Faculty (50%) have more than 200 hours of teaching, while one teacher has 390 hours. The assistants' teaching load is unevenly distributed, so two assistants are more than 100 hours short of the full load, and one has 241 hours of teaching, which is 60 hours over the load. Also, for part-time employees of the Faculty, it is not visible from the analytical supplement how many hours of teaching they teach at another institution, so we cannot know what their actual teaching load is. Teachers regularly participate in training courses (scientific activity, professional activity, attending workshops, seminars, etc.).

Recommendations for improvement

- The higher education institution should take the necessary measures to ensure that the workload of teachers is as evenly distributed as possible.
- It is necessary to ensure as many full-time teachers as possible meet the minimum standards related to the total number of working hours that full-time teachers in scientific teaching and teaching positions must work.

Quality grade

Satisfactory level of quality

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

Analysis

The Faculty does not have employment, advancement, or re-election regulations. However, they follow the Ordinance of the University, which follow the state legislation. From 2017 to 2021, 16 new teachers and 11 new associates were employed at the Faculty. According to the self-evaluation report, the employment of new employees at the Faculty of Kinesiology is determined according to teaching needs and strategic goals after discussions among employees of individual departments, the Administrative Council, and the Faculty Council. Recruiting new staff is carried out according to a defined procedure respecting the general goal of ensuring sufficient suitably qualified teachers. Every job advertisement is published in the Official Gazette of the Republic of Croatia, on the websites of the University and the Faculty, in the newspapers, and on the official platform of the European Research Area for advertising job offers (EURAXESS), and the platform/bulletin board of the Croatian Employment Service. During election and re-election, the Faculty considers their past activities (teaching activity, scientific activity, student opinions, etc.); however, it is unclear to new employees which methods the

Faculty uses to select the best candidates for individual positions. Namely, the Faculty does not have prescribed competition criteria that ensure the selection of excellent candidates. Although an example of the report on the selection procedure for a higher position was presented, the signature of one committee member for checking the conditions is missing because that member was a participant in the competition. The selection process is public, and the higher education institution proved that the candidate's documentation was available to all members of the Faculty Council participating in the selection process.

Recommendations for improvement

- Create additional Faculty criteria for elections and re-elections to positions for selecting the best candidates.
- Include a substitute member in the committee to check the conditions for selection into positions so that he can replace the member participating in the competition.

Quality grade

High level of quality

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

Analysis

Evidence shows that the Faculty support scientific and teaching staff in professional development. Therefore, equal importance is given to the scientific and educational dimensions. The Faculty has a regulation on the distribution of funds for scientific research work and development, and every year it prepares a Teacher Training Plan. Also, the Faculty encourages teachers to participate in international mobility programs. However, since it is a small faculty, the implementation of the exchange program is limited because such trips significantly disrupt classes. However, additional efforts should be made in incoming mobility because, in this way, the teaching process could be significantly improved, and opportunities for cooperation could be increased. In the last five years, there were ten outgoing mobilities and one incoming one lasting less than three months.

Recommendations for improvement

Increase the number of incoming lecturers at the Faculty.

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 higher education institution has sufficient space, equipment, and infrastructure to meet the study programme's needs. Three hundred eighteen students (280 full-time and 38 part-time) are enrolled at the higher education institution. At the same time, higher education has approximately 2396 m² of usable space, meaning there is 7.5 m² of usable space per student. The standard stipulates 1.25 m² of functional area per student, which means that the Faculty fully meets this standard. Also, to maintain the high quality of teaching, the Faculty rents additional space (sports halls, martial arts arenas, swimming pools, etc.) from local authorities and clubs. However, more investment is needed in scientific research, diagnostic laboratories, and equipment. During the accreditation, the management of the Faculty pointed out several times that they plan to build a laboratory and purchase capital infrastructure equipment.

Recommendations for improvement

- The higher education institution should devise a plan (and implement it with available funds) to develop scientific research and diagnostic laboratories and equipment.
- The higher education institution should make sure that the approaches to the college are adapted to students with disabilities.

Quality grade

Satisfactory 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 area is 135 m², together with the reading room, and it provides satisfactory services. Two quiet rooms with two computers and five work surfaces are available to students in the library. Also, the library has a room for organizing cultural activities, a reading room for group work, and an exhibition space. Therefore, the library's space is adequate for quality studying, and it has more than 20% of the required literature for each course, which is prescribed by the standard. In addition, the Faculty has access to

appropriate bibliographic databases, and the library's repository contains a corresponding number of archived final and graduate theses.

Recommendations for improvement

- Increase the number of subscriptions to electronic databases of full-text journals.

Quality grade

High level of quality

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

Analysis

The management of the Faculty pays excellent attention to financial sustainability and efficiency in all aspects of its activity. The management of the higher education institution openly discussed all the economic issues raised by the Expert Panel. The evidence indicates that the higher education institution manages its financial resources transparently, efficiently, and adequately. In the budget, the costs of conducting study programmes and all other expenses necessary for the operational functioning of the Faculty are well estimated. However, in the total income, the higher education institution only achieves a little from market income but exclusively through government budget funds. The higher education institution should generate considerable funds for the trinity of work through lifelong learning programs, scientific and professional projects, and providing services to clubs so that the realized financial contribution can be further invested in the development and improvement of the institution.

Recommendations for improvement

- The Faculty should achieve more market income by implementing lifelong learning programs and providing analytical and diagnostic services to various sports clubs, federations, health organizations, etc.

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, it is worth noting the entire process of re-accreditation contact with the staff of the Faculty in Osijek was characterized by a high level of commitment and openness.

Inquiries were answered in great detail and authentically. It was evident that all participating staff members of the faculty in Osijek strive to meet the requirements of good practice in teaching and research. The statements of the different stakeholders did not reveal any major differences. However, in some cases, one had the impression that there was also a certain level of frustration, which was mainly related to the government regulations on national research and the underfunding of the Faculty. Despite certain adversities and unfavourable initial conditions, some important goals have already been achieved. In the absence of the necessary license for national research until the end of 2020, and in the absence of sufficient funding from the university for the first two years, the Faculty has done a good job. A reasonable number of national and international publications can be recorded, which are also cited. The corresponding documentation was provided. Mechanisms have also been established at the Faculty that enable the scientific staff to publish in a high-quality manner (e.g. by funding OpenAccess publications). This will enable international visibility of the Faculty of Osijek. It should be highlighted that good research is realized even without the appropriate equipment and labs. Furthermore, the Faculty scientists try to share research activities with junior scientists. The collective spirit of all staff was impressive. This permeated the entire re-accreditation process. Nevertheless, there are some recommendations for improvement:

Recommendations for improvement

- To develop even better it would be useful to have a person/position that deals with the management of science.
- The Expert Panel has gained impression that everyone was working on a small scale for themselves and that the big picture had not yet developed any relevance at the individual level. This refers to the research focus of each chair in relation to the research focus of the Faculty. But, there is only an informal interaction and no research colloquium (in which students could possibly participate). The Panel recommends establishing an institutionally based research colloquium for a better coordination of research activities at the Faculty.

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

The Faculty and academic staff have a very good sense of regional and national research needs. They are well networked in the local and regional sports scene and cooperate with a large number of associations and clubs. Under these conditions, there are good

opportunities to place high-quality international research activities. Specific conclusions can also be drawn from this for a labour market-oriented education of students, but also of young academics. For scientists, the Faculty would like to offer good framework conditions for excellent research in order to help them achieve international visibility, both in the economy and in society. The Faculty meets its social responsibility by promoting and training young scientists. It sees this as an indispensable contribution to a high-performance research landscape that can develop solutions for the challenges of the future.

However, especially in cooperation with local and regional clubs and associations, there is a risk of contract research. Especially in sports, the Panel believes that the approach is too practice-oriented and less science-oriented (analysis of motor parameters vs. data-driven game analysis). This could jeopardize openness to other research topics and connectivity to international research. The impact question is a very important part of the research (on behaviour, on policy). Accordingly, the Panel has the following recommendations for the Faculty:

Recommendations for improvement

- The availability of technologies and data as well as the increasing urge for performance optimization in (competitive) sports can significantly contribute to the profiling of the Faculty. In addition to research around modern measurement techniques and technologies, as well as further development of biomechanical motion analysis, the use of data for decision support can play an essential role in sports practice. Therefore, the Panel recommends focusing more on specific methods (e.g., Global Positioning Systems (GPS), Local Positional Systems (LPS), as well as video-based survey techniques) to generate digital replicas of sports competitions. Possibly synergies with other institutes from the European Sport Region 2024 can arise.

Quality grade

Satisfactory level of quality

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

Analysis

In the re-accreditation process, the fact that the scientists of the Faculty in Osijek have already received various awards for their scientific work came into play. However, this refers mainly to awards at the national level. There are also a number of interesting research projects, which are, however, exclusively self-financed. There are no competitively acquired research funds so far. Reports from faculty members indicate that

international research applications have been submitted (e.g. ERASMUS+; Horizon 2020), but no positive decisions have been made to date. Based on these explanations, the Expert Panel recommends the following:

Recommendations for improvement

- International collaborations arise primarily through joint research topics, which are then worked on in a network. The Panel recommends that the Faculty of Osijek look for unique selling points in research that could be of interest to international partners (see also 5.2). It is up to the Faculty to develop a "name" and reputation for a particular research topic (or topics).
- In order to build up international collaborations, the path could initially also be taken via bilateral collaboration with further international partners (also outside Central Europe). For this, the Faculty must not only orient itself more internationally in research, but also in teaching (e.g. via bilingual or purely English-language courses or changing the language of instruction to English). For this, above all, academic staff must be recruited who not only fulfil the professional requirements but also have advanced language skills (preferably English).
- Another way to increase international visibility is to appoint visiting scholars. Since these activities are usually unpaid, they require only a small financial outlay and are considered attractive by academics.
- Through the links with practice in the sense of industrial internships or also through research internships, current developments are incorporated in the course of study. At the same time, promising cooperations with potent industrial partners can be established.

Quality grade

Minimum level of quality

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

Analysis

From discussions with affiliates and faculty documents, it appeared that there are several concepts regarding the direction of research. These were created together with a large part of the faculty members and are largely in line with the goals of the Faculty. However, there does not appear to be much alignment with the University's goals in the research priorities that have been worked on and the research activities that have been reported. As explained in 5.1 through 5.3, these are more individual research activities of individual

scholars, rather than a collective overall construct. Given the age of the Faculty, this has yet to develop. At this point, it should be noted that this is not always easy either, and most of the time it is not necessarily goal-oriented. The following recommendations can be made to the Faculty:

Recommendations for improvement

- In view of the material-technical-spatial situation described in points 5.1-5.3, the Faculty is urgently recommended to acquire competitive third-party funding to improve the equipment. Investments of this kind do not usually come from the university.
- In order to conduct sustainable research, the existing research concept must be lived by all involved in the Faculty of Osijek. For this purpose it is important to deal with it continuously and to exchange ideas (see 5.1. to 5.3).

Quality grade

Satisfactory level of quality

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

Analysis

First of all, the Panel had the impression that all the people interviewed were trying to combine research and teaching. This can be measured above all by the fact that research equipment may also be used by students. This is regardless of whether someone is in a bachelor's, master's, or post-doctoral program. In addition, the Panel sees many indications of research-based teaching.

The development of a basic research attitude or a fundamental research orientation of the students is a central feature of academic study programmes. The creation of methodological knowledge within the framework of sports science courses (i.e. knowledge of research methods, practical knowledge, ability to critically reflect on research results and publications) represents a challenge of a suitable teaching concept, which should take into account the range of subjects and their different perspectives and approaches, as well as allow students to set their own individual focus. The fact that all students have to write a BA thesis and, if applicable, a MA thesis, as well as increasingly work on and deal with empirically oriented literature during their studies, are reasons why the topic of research orientation or research-based teaching plays an important role in all academic study programmes. For certain groups of students, curricularly anchored advanced courses must be offered that are oriented to the general cycles of research activity, taking into account the basic stages of topic identification, formulation of questions and hypotheses, design of a research, implementation and evaluation,

communication, application, and implementation in practice. This requires not only high-quality research projects in the individual departments, but also scientific staff who acquire the appropriate skills at an early stage. This does not happen on its own. It must be anchored institutionally. The approach of research-based teaching - also for young scientists - seems promising.

Recommendations for improvement

- In the discussions it emerged that young scientists in Croatia are given a 6-year contract to qualify. This is a long period of time, which requires intensive support, but also the definition of clear objectives. It did not emerge from the re-accreditation documents whether there are qualification plans with corresponding milestones (e.g. 1 peer-reviewed publication per year, 2 participations in national and international conferences per year, 1 university didactic training per year, etc.) that provide a rough framework. If this is not the case, the Panel recommends establishing this practice.
- It also remained unclear whether there are offers on the part of the Faculty for the further development of academic staff in higher education didactics and whether these offers - if they exist - are also used by the members of the Faculty in Osijek (chair holders AND junior researchers). The Panel recommends to make such offers obligatory, so that every scientist of the Faculty holds at least one corresponding certificate.
- Scientific language is English! The Panel is recommending to make language courses for the development of language skills for scientific English obligatory (e.g. participation in one course every five years).
- Linking research and teaching usually works through the scientific methods. The Panel recommends a colloquium for young scientists of the faculty and obligatory participation in this event (e.g. listing of credit points for additional achievements; Active participation in national or international scientific congresses and workshops for young scientists lasting several days; Active and regular participation in scientific colloquia and doctoral seminars; Acquisition of additional personal competences according to the Croatian Qualification Framework for Higher Education (doctoral level according to the Croatian Qualification Framework for Lifelong Learning); Other achievements).

Quality grade

Satisfactory level of quality

APPENDICES

1. Quality assessment summary - tables

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

<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.	Not applicable			
1.3. The higher education institution supports academic integrity and freedom, prevents all types of unethical behaviour, intolerance and discrimination.			X	
1.4. The higher education institution ensures the availability of information on important aspects of its activities (teaching, scientific/artistic and social).				X
1.5. The higher education institution understands and encourages the development of its social role.				X
1.6. Lifelong learning programmes delivered by the higher education institution are aligned with the strategic goals and the mission of the higher education institution, and social needs.			X	

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

Quality grade by standard

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

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

Quality grade by standard

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

2. Site visit protocol

Edukacija članova stručnog povjerenstva u virtualnom okruženju/Education of panel members in virtual form

	Utorak, 24. veljače 2023.	Tuesday 24 th February 2023
10:00 -	<ul style="list-style-type: none"> • Predstavljanje AZVO-a • Predstavljanje sustava visokog obrazovanja u RH • Postupak reakreditacije • Standardi za vrednovanje kvalitete • Kako napisati Završno izvješće • Priprema povjerenstva za posjet visokom učilištu (rasprava o Samoanalizi i popratnim dokumentima) 	<ul style="list-style-type: none"> • Presentation of ASHE • Overview of the higher education system in Croatia • Re-accreditation procedure • Standards for the evaluation of quality • How to write the Final report • Preparation of the Expert Panel members for the site visit (discussion on the Self-evaluation report and supporting documents)

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

	Ponedjeljak, 6. ožujka 2023.	Monday, 6 th March 2023
8:50- 9:00	Spajanje dijela članova Povjerenstva na poveznicu (link) ZOOM	Joining the part of the Expert Panel members to the ZOOM meeting via link
9:00 - 10:00	Sastanak članova stručnog povjerenstva s dekanicom i prodekanima	Meeting of Expert Panel members with the Dean and Vice-Deans
10:00 - 10:10	<i>Pauza</i>	<i>Break</i>
10:10 - 11:00	Sastanak članova stručnog povjerenstva s Povjerenstvom za praćenje i osiguravanje kvalitete visokog obrazovanja	Meeting of Expert Panel members with the Committee for Monitoring and Assuring Higher Education Quality
11:00 - 13:30	Obilazak fakulteta (predavaonice, informatičke učionice, knjižnica, sportske dvorane, studentske službe) i prisustvovanje nastavi	Tour of the Faculty (classrooms, computer classrooms, library, sports hall, student services) and participation in teaching classes

13:30 - 15:00	<i>Radni ručak</i>	<i>Lunch break</i>
15:00 - 16:30	Analiza dokumenata	<i>Document analysis</i>
16:30	Povratak članova stručnog povjerenstva kućama	<i>Return of members of the expert panel to their homes</i>

Zoom sastanak članova stručnog povjerenstva / Zoom meeting of the expert panel members

	Utorak, 7. ožujka 2023.	Tuesday, 7th March 2023
10:00- 12:00	Virtualni sastanak članova stručnog povjerenstva, diskusija o zapažanjima i impresijama s preliminarnog posjeta, dodatna priprema za online sastanke	Virtual meeting of the Expert Panel members, discussion of observations and impressions from the preliminary visit, additional preparation for our online meetings

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

	Srijeda, 8. ožujka 2023.	Wednesday, 8th March 2023
10:20 - 10:30	Spajanje na poveznicu (link) ZOOM	Joining ZOOM meeting via link
10:30 - 11:30	Sastanak članova stručnog povjerenstava s prodekanom za nastavu i studente	Meeting of Expert Panel members with Vice-Dean for Teaching and Students
11:30 - 11:40	<i>Pauza</i>	<i>Break</i>
11:40 - 12:40	Sastanak članova stručnog povjerenstva s pročelnicima odsjeka i predsjednicima katedri	Meeting of Expert Panel members with heads of departments and heads of chairs
12:40 - 13:40	<i>Pauza, za ručak</i>	<i>Lunch break</i>
13:40- 14:40	Sastanak s nastavnicima (u stalnom radnom odnosu, osim onih na rukovodećim mjestima)	Meeting with full-time employed teachers, except those in managerial positions
14:40 - 14:50	<i>Pauza</i>	<i>Break</i>

14:50 - 15:40	Organizacija dodatnog sastanka o otvorenim pitanjima – prema potrebi	Organisation of an additional meeting on open questions, if needed
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Drugi dan reakreditacije u virtualnom okruženju / Second day of re-accreditation in virtual form

	Četvrtak, 9. ožujka 2023.	Thursday, 9th March 2023
9:20 - 9:30	Spajanje na poveznicu (link) ZOOM	Joining ZOOM meeting via link
9:30 - 10:30	Sastanak s: <ul style="list-style-type: none"> ● ERASMUS, ECTS i CEEPUS koordinatorima ● Prodekanom za razvoj, stručni rad i organizaciju poslovanja ● Predsjednikom Etičkog povjerenstva ● Voditeljicom knjižnice ● Voditeljem programa cjeloživotnog obrazovanja 	Meeting with: <ul style="list-style-type: none"> ● ERASMUS, ECTS and CEEPUS coordinators ● Vice dean for development, professional work and business organization ● Head of the Ethics Committee ● Head of library ● Head of all lifelong learning programmes
10:30 - 10:40	<i>Pauza</i>	<i>Break</i>
10:40 - 11:40	Sastanak sa studentima	Meeting with students
11:40 - 12:40	<i>Pauza za ručak</i>	<i>Lunch break</i>
12:40 - 13:30	Sastanak s alumnijima (bivši studenti koji nisu zaposlenici visokog učilišta)	Meeting with Alumni (former students who are not employed by the HEI)
13:30 - 13:40	<i>Pauza</i>	<i>Break</i>
13:40 - 14:40	Sastanak s vanjskim dionicima (predstavnici strukovnih i profesionalnih udruženja, poslovna zajednica, poslodavci, stručnjaci iz prakse)	Meeting with external stakeholders
14:40 - 15:30	Organizacija dodatnog sastanka o otvorenim pitanjima – prema potrebi	Organisation of an additional meeting on open questions, if needed

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

	Petak, 10. ožujka 2023.	Friday, 10th March 2023
8:50 – 9:00	Spajanje na poveznicu (link) ZOOM	Joining ZOOM meeting via the link
9:00 – 10:00	Sastanak članova stručnog povjerenstava s prodekanicom za znanost i međunarodnu suradnju	Meeting with the Vice-Dean for Science and International Cooperation
10:00 – 10:10	<i>Pauza</i>	<i>Break</i>
10:10 – 11:00	Sastanak s voditeljima znanstvenih projekata	Meeting with the Heads of research projects
11:00 – 11:10	<i>Pauza</i>	<i>Break</i>
11:10 – 11:55	Sastanak s asistentima i poslijedoktorandima	Meeting with Teaching Assistants and postdoctoral researchers
11:55 – 12:55	<i>Pauza za ručak</i>	<i>Lunch break</i>
12:55 – 13:40	Organizacija dodatnog sastanka o otvorenim pitanjima – prema potrebi	Organisation of an additional meeting on open questions, if needed
13:40 – 14:10	Interni sastanak članova stručnog povjerenstva	Internal meeting of the Expert Panel members
14:10 – 14:20	Završni sastanak s dekanicom i prodekanima	Exit meeting with the Dean and Vice-Deans
14:20 -	Interni sastanak članova stručnog povjerenstva – ocjenjivanje prema temama i standardima kvalitete	Internal meeting of the Expert Panel members – assessing assessment areas and quality standards

SUMMARY

Firstly, the Expert Panel want to thank the Faculty of Kinesiology Osijek and everyone who participated in the reaccreditation process - everyone was friendly, informative and collaborative in how they approached the accreditation, and the Panel got the information needed to complete this report from across the meetings held. The information provided in advance to the reaccreditation was very helpful, was presented in an organised way, and provided a good basis for organising the meetings across the site visit.

The Faculty of Kinesiology Osijek is a new, small, but growing faculty, everyone we talked to across the site visit said it felt like a family and that everyone is collegiate and supportive. This topic of friendly attitude and intimate atmosphere was returned to across the week, and it is clearly one of the unique features and strengths of the Faculty. It is important that as the Faculty grows this close-knit environment (or at least experience) is kept across the Faculty.

The Faculty have placed a strong emphasis on local mission (e.g. links with local partners and providing societal benefit) and there is good evidence of local collaborations and public outreach events/activities that all faculty gets involved in. The external partners we spoke to were unanimously positive about the presence of the Faculty, but they were also keen to show that there were more unrealised links/opportunities between the Faculty and local stakeholders. This could be an opportunity for growth, and a way to support the currently under-recruiting lifelong learning programmes.

Growth in research needs some attention, and some strategic decisions need to be made about where to invest limited resource (i.e. finance, time, recruitment). Many staff were unequivocal about the need for more administrative research support, but the Faculty needs to consider which research areas/themes they want to be 'known' for. Section 5 of this report provides some useful suggestions for how to approach this.

Overall, the Panel were very impressed with what the Faculty has achieved in a relatively short period, particularly considering the challenging external environment. The general view was one of 'keep up the good work', but that the next period of growth (and particularly growth in research) will require some tough decisions.