



SELF-EVALUATION
FACULTY OF KINESIOLOGY
UNIVERSITY OF ZAGREB

DECEMBER, 2013


This self-evaluation of the Faculty of Kinesiology, University of Zagreb has been unanimously adopted at the 3rd session of the Faculty Council held December 19, 2013.

DEAN

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1.
**HIGHER EDUCATION INSTITUTION
MANAGEMENT AND QUALITY
ASSURANCE**

1. HIGHER EDUCATION INSTITUTION MANAGEMENT AND QUALITY ASSURANCE

a) State a short description of development of your HE institution and important events in the past 10 years (organisational changes, relocations, significant problems in operation).

The origin of systematic education in kinesiology in Croatia is closely linked to the advent of organized physical exercise in general, and in particular, the introduction of mandatory physical education into the Croatian educational system, which dates all the way back to 1874. The then education for new teachers and additional instruction for those already qualified was pioneered by Teacher Training Colleges in Zagreb, which, between 1894 and 1896, implemented the first training programme for physical education personnel. It was entitled "the Course for Gymnastics Teachers" and was realized under the leadership of Franjo Bučar. During the first half of the 20th century, the Physical Education College and the Higher Physical Education College, both located in Zagreb, as well as the Higher College of Pedagogics, and the Institute for Physical Culture provided training programmes for physical education personnel. In July 1959, the Parliament of the then People's Republic of Croatia passed the Law on the High School of Physical Culture in Zagreb, thereby ensuring legal basis for the beginning of its activities. On November 3, 1959, an inauguration ceremony marked the beginning of academic instruction at the High School of Physical Culture in Zagreb, housed in the Institute of Physical Education on Kačićeva Street, but it also represented the beginning of the activities of the present day Faculty of Kinesiology of the University of Zagreb. Two years later, on November 14, 1961, the foundations were laid for new facilities for the High School of Physical Culture. The chosen location was north of the ASD Mladost Sports Park, south of Horvaćanski zavoaj, and west of the "Stjepan Radić" student dormitory, with a total surface of 36 acres, where the central offices of the Faculty stand to this day. In 1967, the High School of Physical Culture became part of the University of Zagreb, and was renamed the Faculty of Physical Culture with effect from the 1973/74 academic year. The Faculty retained this name right up until 2001, when it was finally dropped in favour of the Faculty of Kinesiology.

The Faculty is an academic and scientific institution where the principal scientific interest is focused on kinesiology, a relatively recent science whose name is derived from the Greek word for movement (*kinesis*). Today it is defined as an empiric transdisciplinary field of science, dominated primarily by an experimental approach to comprehensive research into the principles and regularities of human movement, physical activity and exercise, in which the human being is observed as a complete bio-psycho-social entity. Kinesiology also explores the regularities for managing systematic goal-oriented exercise and physical training processes. From its very beginnings, the Faculty has accepted, developed and advocated an orientation according to which the purpose of academic institutions is in the symbiosis between superior scientific production and the education of experts.

Although, during its history the Faculty has implemented numerous changes to its curricula, constantly adapting them to the actual needs arising from social changes, one of the most important study programme reforms occurred in accordance with the Bologna Process, which aimed to reform the entire Croatian higher education system, which thus significantly modified the structure of the studies. For the purpose of the aforementioned reform, the Committee for Study Reform was constituted in the first half of 2004, with representatives of all constitutional units of the Faculty, as well as the students. After a series of meetings on all levels, the final discussions and adoption of the proposed study programme took place at a special session of the Faculty Council, held on March 14, 2005. The proposed programme was then submitted for further procedure to the Senate of the University of Zagreb. The University Senate approved the mentioned study programme and on June 2, 2005 the National Council for Higher Education and the Ministry of Science, Education and Sports of the Republic of Croatia issued the permission letter for its implementation. The 2005/06 intake was the first cohort of students enrolled in the new study programme in accordance with the ECTS credits system and the criteria of the Bologna Declaration. Having completed this study programme, students acquire the necessary competence to perform physical education at all educational levels, from preschool to university, and they are subsequently awarded the academic title of “Master of Kinesiology in Education,” *mag.cin.*, instead of the former title “Professor of Kinesiology”. According to their elective module, they also obtain an additional competence for working in one of the fields of applied kinesiology, the name of which is appended to the aforementioned academic title (i.e., “Master of Kinesiology in Education and Sports, Physical Recreation, Kinesitherapy, or Sports Management”). Meanwhile, the Faculty has introduced a new and substantially modified and modernized study programme for the integrated undergraduate and graduate university study of kinesiology. The latter was adopted by the Senate of the University of Zagreb on October 2, 2012, and immediately forwarded into further procedure for consideration and adoption to the Ministry of Science, Education and Sports and to the National Council for Higher Education. Despite repeated requests over a period of ten months and notwithstanding the legal obligation of these bodies to respond within a period of two months, the Faculty did not receive any reply neither from the National Council or the Ministry with regard to the proposed study programme for the 2013/14 academic year. In the absence of such feedback, and following subsequent instructions issued by the University and the Agency for Science and Higher Education, the Faculty enrolled the first cohort of students in the full-time university study of kinesiology who will be studying according to the new study programme for the integrated undergraduate and graduate university study of kinesiology, as adopted by the Senate of the University of Zagreb on October 2, 2012. However, the Faculty must fulfil a clearly emphasized obligation in terms of future continuation of all initiated activity related to the obtaining of a valid permission letter from the Ministry regarding the organization and realization of the study programme in question. Such a permission letter for the integrated undergraduate and graduate university study of kinesiology is expected to be granted to the Faculty immediately after the re-organized

National Foundation for Science, Higher Education and Technological Development is constituted, predictably not later than by the end of the first trimester of 2014.

For the past 40 years, the Faculty has been organizing and performing scientific postgraduate studies and procedures for acquiring the academic degrees of Master of Science (MSc) and Doctor of Science (DSc) in the area of social sciences, in the scientific field, and sometimes scientific branch, of kinesiology. The objective of this study programme is based on the notion that only highly educated scientific personnel can contribute to the future development of kinesiology as a scientific field, and further enhance working technologies in such areas of kinesiology as education, sports, physical recreation and kinesiotherapy. At the beginning of the 21st century, significant changes occurred in the concept of postgraduate studies, as the postgraduate scientific study programme of kinesiology was realized in accordance with the ECTS credits system, thus taking into account the criteria of the Bologna Declaration. The new curriculum was approved by the National Council for Higher Education in April 2002 and it was subsequently adopted by the Senate of the University of Zagreb on May 14, 2002. During 2005, as a result of modifications of legal regulations and the abolition of the academic degree of Master of Science, final changes were introduced into the system of the postgraduate scientific study of kinesiology. The Master of Science degree was abolished, and with it the related study programme, while the doctoral study programme was extended to a period of three years, i.e., six semesters. Upon completion of their postgraduate doctoral studies, students are awarded the academic degree of Doctor of Social Sciences in the field of kinesiology, which qualifies them to independently plan and perform scientific and research work in the field of kinesiology and in related interdisciplinary fields. In accordance with their elective module, the graduates acquire an additional competence for planning research projects and evaluating programmes in individual fields of applied kinesiology.

In addition to the aforementioned significant changes of the curricula over the past ten years or so, the development of the Faculty in this period was marked by a series of other events.

In September 1997, the Faculty of Kinesiology, then known as the Faculty of Physical Culture, organized the 1st International Scientific Conference on Kinesiology, entitled "Kinesiology - Present and Future". The conference was held in Dubrovnik, with 110 participants from 9 countries, who presented 72 scientific papers. Since then, once every three years, the Faculty regularly organizes such an international conference, which has, over the years, grown into an international brand, and has achieved a high level of quality in its organizational and programme implementation. The next conference, the 7th of its kind, is scheduled to take place in May 2014, in Opatija.

During the 2001/02 academic year, the decision was reached to restore chairs as lower organizational units within the existing departments.

In November of 2002, the Association of Conditioning Coaches of Croatia was founded at an assembly at the Faculty of the University of Zagreb, while its official activities started in December of that same year after its registration in the Register of Associations. In June 2003, the first edition of the journal "*Kondicijski trening*" (Physical Conditioning) was published, a professional journal for physical conditioning theory and methodology, which is published twice a year by aforementioned Association. In 2014, the 12th Conference on Physical Conditioning of Athletes will be organized by the Faculty and the Association of Conditioning Coaches of Croatia, which each year brings together more than 1,200 participants from the region and abroad, and as such, it is the largest of its kind in Europe.

In the 2006/07 academic year, the enrolment of students in their first year of study was for the first time realized by means of the ISVU system (Information System of Higher Education Institutions), and students were able to enrol themselves through the *Studomat* system.

Although the facilities of the Faculty are being constantly renovated, modernized and adapted to the demands of the teaching process and the scientific research activities, a significant advance was made during 2006 when the renovation of the large amphitheatre lecture hall with 200 seating places was finished. This lecture hall is equipped with the newest multimedia equipment, it is adapted to the needs of distance learning, and has both air conditioning and connector ports for connecting laptops in the students' desks.

At midyear of 2007, the Faculty of Kinesiology of the University of Zagreb and the Croatian School Sports Association signed a contract on producing a study entitled *A Development Strategy for School Sports in Croatia*. The mentioned Strategy for the period between 2009 and 2014 was presented to the public in June 2009 and it was the first strategic document on the development of sports in Croatia.

From its very beginnings, the Faculty of Kinesiology has been pro-active and open to international communication and cooperation with higher education institutions in the field of kinesiology. With effect from January 1, 2008, the Office for International Cooperation, Protocol and Public Relations has been officially active at the Faculty, thus taking the field of international cooperation to an even higher level.

As a science, kinesiology gained major recognition with the publication of the Regulations on Scientific and Artistic Areas, Fields and Branches in July 2008, when it was confirmed to be a scientific field within the area of social sciences with six of its associated branches: systematic kinesiology, kinesiology of sports, kinesiological education, kinesiological recreation, kinesitherapy, and adapted physical activity and kinesiological anthropology.

After nearly 40 years of publication, *Kinesiology*, a scientific journal published by the Faculty, gained huge international recognition in November 2008 when it was included in the Web of Science, i.e., when it was indexed in major citation databases, the Science Citation Index

Expanded and the Social Science Citation Index. Then, in June of 2009, the Elsevier Bibliographic Databases also included Kinesiology in the *Scopus* citation database.

The last 10 years of the Faculty's activity was also marked by the active participation of Faculty teachers in international associations in the field of kinesiology, such as EUPEA (European Physical Education Association), where one of our teachers fills the post of board member, and FIEP (Fédération Internationale D'éducation physique) and the EPCA (European Physical Conditioning Association), in which Faculty teachers act as general secretaries.

Faculty teachers and associates play a significant role within a number of professional and practical processes, events and projects in Croatia, particularly as sports coaches in top sports clubs and national teams, further as consultants in sports and recreation projects, as well as in public health projects, and finally as associates in the work of several Ministries and joint projects of the Croatian Olympic Committee and the Zagreb Sports Association.

In order to establish an even closer mutual cooperation in undertaking joint measures and actions aimed at creating the most favourable conditions for the development and improvement of Croatian sports, the Faculty of Kinesiology and the Croatian Olympic Committee signed a cooperation agreement in early 2008, which defined the objectives and programme tasks for the purpose of improving and developing sports in Croatia.

November 15, 2009 marked the 50th anniversary of the Faculty's activity and existence which was celebrated with a central ceremony held at the Croatian National Theatre under the patronage of the Croatian President and in the presence of state dignitaries and distinguished foreign guests. The Monograph of the Faculty was published to mark the occasion.

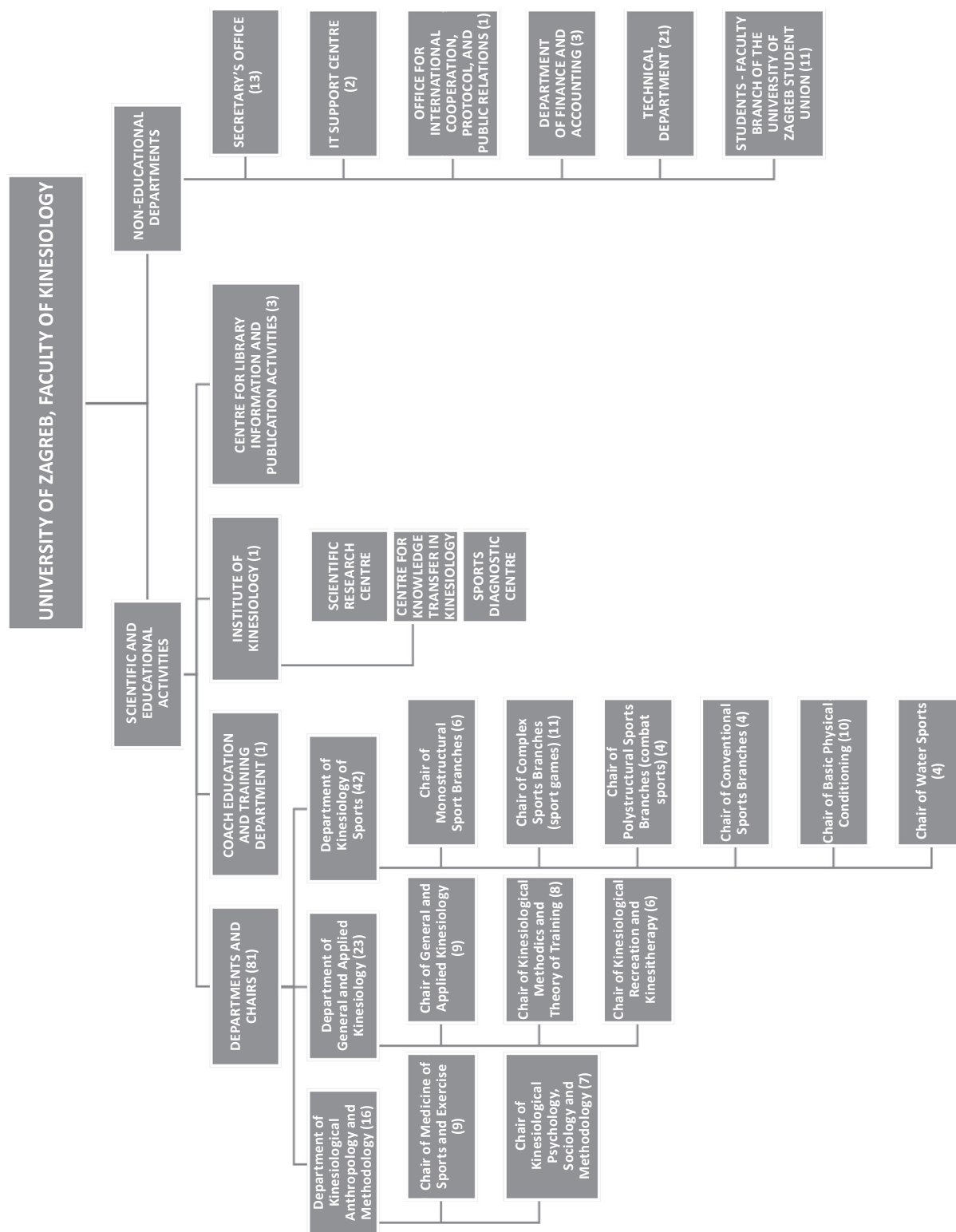
As of June 12, 2010, the Alumni Association of the Faculty of Kinesiology operates as an organization of kinesiology graduates, sports coaches and friends of the Faculty whose primary activity lies in implementing various programmes and projects in the field of kinesiology and its related sciences and in organizing and co-organizing scientific and professional conferences in the field of kinesiology. Furthermore, it cooperates with governmental and non-governmental organizations with the goal of improving kinesiological science at both domestic and international levels and it establishes and maintains various forms of cooperation with other scientific associations in the scientific field of kinesiology, sports, etc.

After the abolition and closure of the Polytechnics of Social Sciences in Zagreb, in accordance with the Government's Order on its merger with the University of Zagreb from October 2011, the Agreement on organizational changes to that institution from June 9, 2011, which was signed by the University of Zagreb, the Ministry of Science, Education and Sports, the Ministry of Public Administration, the Polytechnics of Social Sciences in Zagreb, the Faculty of Law and the Faculty of Kinesiology, by the end of 2011, our Faculty once again took over

all the Polytechnics' study programmes for the Coach education professional course, all the students who were enrolled in the mentioned courses, as well as the valid permission letters for the realization of the study programmes in question. Since then, the Coach Education professional course is carried out at the Coach Education and Training Department which is part of the Faculty of Kinesiology.

Finally, since the foundation of the Faculty in 1959, a total of 4959 students have successfully completed the study programme and acquired the corresponding academic degree of Professor of Physical Education, or Professor of Kinesiology, i.e., the degree equivalent to the present Master of Kinesiology. Having defended their Master's thesis, 304 applicants acquired the degree of Master of Science, while 154 scientists graduated as Doctors of Social Sciences in the scientific field of kinesiology. In addition, special mention should be made of the 3059 senior coaches or trainers who have acquired their bachelor's degrees after graduating from professional studies. In more than 50 years of its existence, the Faculty has consequently educated 8476 kinesiologists in a variety of academic degrees and sub-specializations in fields of applied kinesiology. More than 350 teachers and expert associates participated in all of the above activities, and more than 7000 scientific and professional papers, books and studies have been published, as well as master's and doctoral thesis and other publications in the field of kinesiology.

b) Make a diagram of the internal organizational structure of your HE institution (councils, departments, chairs and other). State the number of full-time employees per each organisational unit. Describe as an addendum the composition and function of individual elements of the structure. Specify which elements of the management structure involve other stakeholders (students, employers and other) and comment on their role and contribution.



All the activities of the Faculty are organized and implemented through appropriate organizational units defined by the Faculty's Statute, so that the adopted curricula can be implemented as thoroughly and as soon as possible, and with the greatest possible rational use of available human and material resources.

Departments are basic scientific and educational units of the Faculty, and each one consists of teachers, assistants and junior researchers in its scientific-educational disciplines, as well as its non-educational employees whose activities are directly related to its work. Departments organize and perform their own research, teaching and professional activities while its members are especially responsible for drafting the departmental plan for its scientific, educational and professional activities, thus defining the curriculum of all its courses. They plan the acquisition of scientific, educational and professional equipment for the department, estimate personnel requirements, as well as plan personnel education and scientific and professional training, in particular that of junior departmental members. In addition, a department deals with the overall responsibilities and other educational workloads of all of its members. It is in charge of the supply of appropriate educational literature for all its courses, and of the preparation and publishing of new textbooks, books, manuals, lecture notes and other instructional literature, as well as the regular performance of all its courses. Departments do not act as legal persons, thus any legal dealings with third parties are the exclusive concern of the Faculty. The work of departmental members is managed by the head of a particular department, elected from among the teachers who hold scientific and teaching positions at the Faculty through a secret ballot voting procedure, whereby the departmental members chose an individual from among their own ranks. Each head of department is accountable to his department, the Dean of the Faculty and the Faculty Council. Within the departments, chairs form lower organizational units in the process of teaching and research, and each of them is managed by the head of the particular chair, who is elected by the members of the chair from among teachers who hold scientific and teaching posts at the Faculty. Heads of chairs are responsible for their actions to the chair, the head of department, the Dean of the Faculty and the Faculty Council. The departments of the Faculty are listed as follows:

- **Department of General and Applied Kinesiology** focuses its research and teaching on sciences in fundamental and applied kinesiology (Systematic Kinesiology, Kinesiological Research Methodology, Theory of Training, Kinesiological Methodics, Biomechanics, Kinesiological Recreation, Kinesitherapy), as well as in social sciences (Economy and Management of Sports, History of Sport, and Foreign Language - English and German). Within the Department the following Chairs are active: Chair of General and Applied Kinesiology, Chair of Kinesiological Methodics and Theory of Training, and Chair of Kinesiological Recreation and Kinesitherapy,
- **Department of Kinesiology of Sports**, whose scientific and teaching activity focuses on kinesiological characteristics of sports activities, basic and specific characteristics of athletes of various ages and levels, and issues of transformational processes, i.e.,

analysis of the effects obtained by applying appropriate training procedures specific to each branch of sports (monostructural, polystructural, conventional and complex sports activities). There is also a focus on the development of basic (fundamental kinesiological transformations) and specific motor abilities, motor skills and programme contents of individual branches of sports represented in the teaching of physical education at pre-primary, primary, secondary and tertiary levels of education. Within the Department the following Chairs are active: Chair of Monostructural Sports Branches, Chair of Complex Sport Branches (sport games), Chair of Polystructural Sports Branches (combat sports), Chair of Conventional Sports Branches, Chair of Basic Physical Conditioning, and Chair of Water Sports,

- **Department of Kinesiological Anthropology and Methodology**, whose scientific and educational activity focuses on fundamental and applied biomedical and anthropological sciences (Anatomy, Physiology, Biological Kinanthropology, Sports Medicine and Hygiene) and social sciences (Psychology, Sociology), as well as on the methodological aspect in the kinesiological context (Quantitative Methods). At this Department there are two Chairs: Chair of Medicine of Sports and Exercise, and Chair of Kinesiological Psychology, Sociology and Methodology.

The Coach Education and Training Department (hereinafter the Study Centre) is an organizational unit of the Faculty, which organizes and conducts the Coach education professional course and a specialist graduate professional study for coach education, while it develops and performs scientific and professional work in the field of kinesiology and its related scientific disciplines. The Study Centre consists of all the teachers, assistants and junior researchers at the Faculty, with the addition of external associates of the Faculty who are directly involved in the teaching process at the Coach education professional course. The Study Centre does not act as a legal person, thus any of its legal dealings with third parties must be handled exclusively by the Faculty. The overall activities and management of the Study Centre is directly organized and managed by the head of the Study Centre, who is elected from among the teachers employed at the Faculty in scientific-educational posts and who are immediately involved in the teaching process at the Coach education professional course. Based on the proposal of the Dean of the Faculty, the head is elected and dismissed by the Faculty Council through a secret ballot by a majority vote of all the members of the Faculty Council. The head of the Study Centre has two assistants at his disposal, one of them providing assistance in matters of teaching, and scientific and professional activities, and the other in questions of business policy and finance, while the Board of Heads functions as a professional and advisory body. The Personnel in Spots Training Centre operates within the framework of the Study Centre as a smaller organizational unit. The organization and operation of the Study Centre and the aforementioned Training Centre is regulated in a special Book of Regulations.

The basic function of the **Institute of Kinesiology** (hereinafter the **Institute**) is scientific research and knowledge transfer for the purpose of increasing the quality of the overall

scientific, teaching and professional activities within the scientific field of kinesiology and its related scientific branches and disciplines. Members of the Institute are all of the Faculty scientists, teachers, assistants and junior researchers, as well as external associates of the Faculty. The Institute does not act as a legal person and legal dealings with third parties are handled exclusively by the Faculty. Several specific organizational units operate within the Institute:

- **The Scientific Research Centre**, where basic, applied and developmental research is directly conducted, and as part of which special research laboratories are established and operating,
- **The Centre for Knowledge Transfer in Kinesiology**, where knowledge is amassed (scientific and professional resources) and then transmitted to end-users in all fields of applied kinesiology by means of teaching, lifelong education and training, conferences, publishing, studies, feasibility studies, expertises, counselling, media and other kinds of activities,
- **The Sports Diagnostic Centre**, where diagnostic procedures are carried out in all fields of applied kinesiology, using both research laboratories' and special diagnostic equipment.

The overall operation and management of the Institute is supervised and coordinated by the Vice Dean for Science, who acts its head, or by a specially appointed person from among the scientific-educational personnel of the Faculty, at the proposal of the Dean of the Faculty. This individual is directly elected by a secret ballot of the Faculty Council and on a majority vote of the total number of council members. The activities of individual centres and laboratories within the Institute are managed by appointed heads, while the organization and operation of the Institute is regulated by a special Book of Regulations issued by the Faculty Council.

The Centre for Library Information and Publication Activities is an organizational unit of the Faculty which serves the needs of science and teaching and under the direct guidance of the Dean of the Faculty. It is responsible for planning and performing the following two main activities:

- library and information activities, including the acquisition, expert processing and maintenance of library materials, the production of newsletters, catalogues, bibliographies, and other information tools which ensure the proper use of library materials and information flow; user education for the purpose of correct use of informational resources, assisting users to select and use library materials, and record keeping with respect to the materials and their users,
- publication activities, particularly those which include consulting, professional and collaborative tasks performed directly by the Centre's employees for the needs of the Faculty Council's Committee for Scientific-Educational Literature and Publication Activities in connection with the preparation, production and printing of textbooks,

books, manuals, lecture notes, scientific and professional journals, as well as other Faculty publications.

The overall work and management of the Centre for Library Information and Publication Activities is directly managed by its head librarian.

The IT Support Centre is an independent, non-teaching organizational unit which serves the needs of teaching and science processes, under the direct guidance of the Dean of the Faculty. It provides all scientific-educational and non-educational staff members of the Faculty, as well as other clients, with support in planning, procuring and maintaining of computer and network equipment and software, designing and maintaining of central network services at the Faculty, computer and network management services relating to the overall institutional performance of the Faculty and user administration and coordination through the Carnet and SRCE systems. It also provides support in planning the information infrastructure security, maintaining videoconference transmissions and organizing the virus protection implementation. The overall work and management of the IT Support Centre is managed by its appointed head.

The Office for International Cooperation, Protocol, and Public Relations is an independent non-teaching organizational unit, under the direct guidance of the Dean of the Faculty, whose overall work and management is directly managed by its appointed head.

The employees of the Faculty who provide expert, administrative, technical and auxiliary services are organized within the following non-teaching departments:

- **The Secretary's Office**, which handles all the expert and legal aspects of drafting Faculty regulations and contracts, as well as representing the Faculty in dealings with courts, government bodies and other competent authorities. It also performs activities of preparing sessions of the Faculty's governing and expert bodies, of acting in connection with the exercise of student rights and the performance of student obligations in all study programmes, in addition to its duties relating to the exercise of employee rights and personnel transactions, transcripts and copying materials, deliveries, archive and document record maintenance, besides its other administrative and technical duties,
- **The Department of Finance and Accounting**, which performs all activities relating to the material and financial business of the Faculty, as required by the law and by Faculty sub-acts and regulations, in particular those dealing with the timely provision of financial resources for the implementation of its programmes, payments, cash management, solvency and liquidity safeguards, financial planning and business analysis, supplying, bookkeeping of business transactions, the keeping of business records, compilation of periodic and annual reports, as well as providing of data for information purposes, planning, analysis and supervision of the material and financial operations of the Faculty,

- **The Technical Department** is in charge of the ongoing and planned maintaining of the facilities and the exterior of the Faculty, the technical supervision and maintenance of heating and ventilation within the Faculty's facilities, the fittings, appliances and other devices. It also takes measures regarding the fire protection and safety at work, as well as those required to safeguard the facility and equipment from natural disasters, theft and other risks. The Technical Department also supervises all tasks related to cleaning, heating and direct maintenance of the Faculty's facilities.

The work of each of the aforementioned departments is managed by a head of department and all heads of departments are directly responsible to the Dean of the Faculty.

The internal organization of the Faculty, its manner, management and coordination of work, as well as the systematization of positions with job descriptions, the required conditions for the performance of certain tasks, and the anticipated number of staff members are regulated in detail by the Regulations on Internal Organization and Systematization of Staff Positions, issued by the Faculty Council, which comes into effect upon its approval by the University Senate.

As participants in the management structure, Faculty students enjoy substantial representation, as the Student Union functions as the platform for their activities, with an elected group of representatives who tend to the quality of students' lives and the study process, student standards, the exercise of student rights and other issues of interest to students. Student representatives participate in the work of the Faculty through active membership of the following bodies:

- the Dean's Board, which also includes the president of the Student Union,
- the Faculty Council, where students are represented by at least 15% of the total number of members, in other words, there are 8 student representatives, and 8 deputies, all of whom have the right to impose a veto when deciding on issues of special interest to students, such as defining student rights and obligations, assuring the quality of studies and establishing study programmes, determining curricula, in addition to general issues relating to student standard,
- the Postgraduate Studies Council, in which students appoint 3 of their representatives, and the Professional Studies Council, which also has 3 representatives appointed by the students,
- the Disciplinary Commission for students and the Higher Disciplinary Commission for students,
- several other committees such as the Committee for Education and Student Affairs, the Committee for Scientific Research and Ethics, and the Committee for Quality Assurance.

Student surveys allow students to evaluate the quality of the teachers, associates and assistants in individual courses, an assessment that ultimately affects the evaluation of the work of everyone involved in implementing the study programmes. Student participation in the work of Faculty is also realized through activities relating to the organization and the holding of specific conferences at the Faculty, Alumni meetings, freshman parties, the University Fair, the Faculty Open Door Day and other such events.

No external stakeholders are part of the formal management structure of the Faculty, but the opinions of a number of external stakeholders on the Faculty's work, such as members of the Alumni Association as an organization of kinesiology graduates, sports coaches and friends of the Faculty, or the Association of Conditioning Coaches of Croatia, are gathered by means of surveys, round table discussions, thematic meetings and conferences, and their suggestions and views are taken into account in planning the further development of the Faculty.

c) Specify the structure of your institution's management (dean, vice-deans, heads of departments and other) and briefly describe their roles and election procedure.

MANAGEMENT OF THE FACULTY OF KINESIOLOGY UNIVERSITY OF ZAGREB

THE DEAN

ADVISORS FOR education and students, science, international and interinstitutional cooperation, business policy and finance

VICE-DEANS FOR education and students issues, science, business policy and finance

DEAN'S BOARD
 advisory body; is composed of: the Dean and Vice- Deans of the Faculty, the Dean's counsellors, the Head of the Study Centre, the Head of the Institute for Kinesiology and the Head of Departments; the Head of the Office for International Cooperation, Protocol and Public Relations, Head Of Library Information And Publishing Activities, the Head of non-educational departments, one representative of the associates and one representative of the junior researchers, the president of the Student Assembly and a union branch representative.

THE FACULTY COUNCIL

The Faculty Council is the governing and professional body of the Faculty with regard to issues of scientific, scientific-educational and professional work; it is composed of all Faculty employees with the scientific-educational titles, representatives of the educators with the appropriate educational titles, employee representatives with the appropriate associate titles and student representatives.

PERMANENT PROFESSIONAL COMMITTEES FOR CERTAIN ISSUES

TEACHERS COUNCIL OF POSTGRADUATE STUDIES

TEACHERS COUNCIL OF PROFESSIONAL STUDIES

In accordance with the Statute of the Faculty of Kinesiology of the University of Zagreb, the management bodies of the Faculty are the Dean and the Faculty Council.

The Dean is the head administrative officer in charge of the Faculty, with all the rights and duties of an administrator of an institution. The Dean's insignia consists of the dean's chain.

The Dean of the Faculty is responsible for the legality of the Faculty's activities in accordance with the Law on Scientific Activity and Higher Education, the Statute of the University of Zagreb and the Statute of the Faculty of Kinesiology.

The Dean of the Faculty carries out the following duties:

- acts as a spokesman and represents the Faculty,
- organizes and manages the activities of the Faculty,
- coordinates the overall scientific and teaching processes of the Faculty and proposes measures for the improvement of scientific work and teaching activities to the Faculty Council, as well as measures for improving the management of the Faculty,
- makes business decisions on the disposition of the Faculty's funds within the restrictions of his legal authority, the Statute of the Faculty of Kinesiology and the financial plan and programme of the Faculty, as well as gives the order for the realization of the financial plan
- passes general legal acts of the Faculty (decisions, regulations, guidelines and other acts), apart from the acts the passing of which is explicitly placed within the competence of the Faculty Council or another authority is according to legal, Statute or other regulations
- prepares, summons and chairs the sessions of the Faculty Council,
- carries out the decisions reached by the Faculty Council, as well as those reached by the University Senate or by committees in charge of the fields related to the Faculty,
- performs other duties determined by law, the University Statute or the Statute of the Faculty of Kinesiology.

The Dean of the Faculty can be an individual who, apart from fulfilling all legal requirements, has the scientific-educational vocation of a full professor or associate professor, and is regularly employed on full-time at the Faculty.

The Dean is elected by the Faculty Council. The procedure of electing a new dean to replace the dean whose term of office is expiring must be carried out, as a rule, at least four months before the newly elected dean takes over. The procedure for dean election begins by assembling the Faculty Council who in turn invites all the departments and the scientific-educational staff members to propose their candidates for dean. The proposed applicants for dean who accepted their candidacy are required to write a professional curriculum vitae and create their own programme of work to be carried out during their term of office which is presented orally to the members of Faculty Council. The applicants' proposed programmes

of work which are approved by the Faculty Council are forwarded to the Senate of the University of Zagreb. The Faculty Council elects the dean among the candidates approved by the Senate of the University. The Dean of the Faculty is elected in a secret ballot of the Faculty Council by a majority vote of the total number of Faculty members. The election of the Dean is confirmed by the Senate of the University. If the Senate of the University does not confirm the election, the procedure is repeated.

The Dean is elected for a period of two academic years. The same person can be elected Dean two times at most. The Dean takes over on the first day of a new academic year. He is accountable for his work to the Faculty Council and to the Rector of the University. At least once a year, the Dean submits a report to the Faculty Council and the Rector of the University regarding the management of the Faculty, his or her own work, the budget proposal and its implementation.

The Dean can be relieved of duty before the end of the term of office if he/she requests to be relieved, does not carry out the Dean's duties, violates the regulations of the Statute of the Faculty, the Statute of the University as well as other regulations, abuses his position as Dean, compromises the reputation of the Faculty with his conduct or inflicts serious damage to the Faculty by his actions or lack thereof, or loses the capacity to perform the duties of the Dean. The procedure to relieve the Dean of duty can be proposed by each department, the Committee on Faculty Ethics, the Disciplinary Commission for teachers or at least 1/4 of the members of the Faculty Council. This procedure is implemented and the Faculty Council will decide on the interim dismissal of the Dean by a secret ballot of a majority of the total number of Council members, within two months from the start of the procedure, while this session of the Council will be presided over and conducted by the most senior Council members.

The Rector of the University can suspend the Dean for disobeying the law, other regulations, the Statute of the University and university decisions based on the mentioned Statute, and the Rector's decision on the suspension is confirmed by the Senate by 2/3 of the votes of the total number of members within 30 days from the Rector's decision. If the Senate confirms the suspension, the Dean is considered to be relieved from his duty from the day the suspension was confirmed on. In case of the Dean's suspension, the Senate of the University appoints an acting Dean until a new Dean has been elected. The procedure for the election of a new Dean is carried out in accordance with the Statute of the University and the Statute of the Faculty of the Kinesiology. The suspended Dean cannot be taken into consideration for this position.

In case of absence or inability to perform his duties, the Dean is replaced, and assisted in his work when he is present, by **Vice Deans**, in particular:

- **Vice Dean for Science**, in relation with the scientific and research activities of the Faculty,
- **Vice Dean for Education and Student Affairs**, in relation with the study programmes on all levels of study, as well as in relation with student rights, obligations and responsibilities,
- **Vice Dean for Finance and Resource Planning**, in relation with the financial and resource management of the Faculty with the Dean's special authorization and also with signing contracts as well as legal matters connected with finances and investments of the Faculty.

According to the newly elected Dean's proposal, the Faculty Council elects one Vice Dean for each of the above mentioned fields directly by a secret ballot and majority vote of all the members of the Faculty Council. Upon the Dean's proposal, the Faculty Council can elect, in certain periods of his term of office, a vice dean for other affairs of the Faculty (for example, Vice Dean for International Relations, etc.). The Dean can also, depending on his professional qualifications, abilities, personal preferences and other relevant factors, propose to the Faculty Council that in a certain period of his term of office, a certain vice dean is not elected since the Dean himself can carry out these duties and in such a case the Dean can decide not to elect only one of the vice deans.

A vice dean can be elected among the scientific-educational staff with an indefinite contract of service with the Faculty. The term of office of a Faculty vice dean equals the term of office of the Dean upon whose proposal the vice dean is elected. At the end of the Dean's term of office, or in case of an early end of the term of office, all the vice deans' terms of office are automatically ended. The same person can be elected vice dean two times in a row at most. The vice deans are accountable to the Dean of the Faculty and to the Faculty Council.

The decision on an early end of office of a vice dean is made by the Faculty Council by a secret ballot with a majority vote of the total number of Faculty Council members. The procedure to relieve a vice dean of his duty can be proposed by the Dean of the Faculty, each department, the Committee on Faculty Ethics, the Disciplinary Commission for teachers and at least 1/4 of the members of the Faculty Council.

If needed, the Dean of the Faculty can appoint special **counsellors** for certain issues, that is, fields of work. A person with the scientific-education status of a full professor or associate professor can be appointed the Dean's counsellor. The scope of work along with other rights and duties of the Dean's counsellor are determined by the decision on appointment. The Dean's counsellor's term of office lasts until the end of the arranged period and at latest by the end of the Dean's term of office.

The Secretary of the Faculty aids the Dean directly in his work and also manages the Secretary's Office. A person with a university degree in law, who passed the bar examination and with at least 5 years of work experience in the legal profession can be elected the Secretary of the Faculty. The Secretary of the Faculty is appointed directly by the Dean after an open administrative competition upon the proposal by the Competition Committee.

The Dean's Board is a professional advisory body which aids the Dean of the Faculty in managing and running the Faculty affairs. It consists of the Dean and the Vice Deans of the Faculty, the Dean's counsellors, the head of the Study Centre, the head of the Institute of Kinesiology, heads of departments, the head of the Office for International Cooperation, Protocol and Public Relations, the head of the Centre for Library Information and Publication Activities, heads of non-teaching departments, one associates' representative and one junior researchers' representative, the president of the Student Union and the commissioner of the Faculty union branch. The Dean reaches individual decisions on the summoning of the Board's sessions and discussing of certain matters concerning his work with the Board. Other questions regarding the work of the Dean's Board are regulated, if needed, by a special Book of Regulations.

Apart from the Dean's Board, the Dean of the Faculty is aided in his work by other permanent or temporary advisory bodies which are established by the Dean if needed, in order to make decisions concerning certain cases on individual rights, duties and responsibilities of employees and students of the Faculty, carrying out certain professional activities, studying, preparing and analysing certain issues regarding the Dean's work. The members, the scope and the manner of work of such committees are regulated by the decision on their establishing.

The Statute of the Faculty of Kinesiology and the Decision on the founding and operating mode of the chairs at the Faculty of Kinesiology of the University of Zagreb implies an incompatibility of functions by stating that the same person cannot simultaneously carry out two or more separate functions (duties), that is, the duty of the Dean of the Faculty, Vice Dean, Dean's counsellor, head of the Institute, head of the Study Centre as well as the duty of the head of a department or the head of a chair. A teacher from the Faculty who is 63 years old or more at the moment of taking over a function, cannot be assigned or appointed to the above mentioned duties, apart from the duty of Dean's counsellor.

The Faculty Council is a managing and professional body of the Faculty in charge of scientific, scientific-educational and professional issues, consisting of all the Faculty employees with scientific-educational vocations, teacher representatives appointed to corresponding teaching positions, representatives of employees appointed to corresponding associate positions and student representatives.

The Faculty Council:

- writes the Statute of the Faculty
- elects the Dean and Vice Deans of the Faculty, the head of the Personnel in Sports Training Centre, his assistants as well as the head of the Institute of Kinesiology and also decides on their suspension or early relieving from duty
- approves, on the Dean's proposal, the budget and the balance sheet of the Faculty,
- writes, with the approval of the Senate of the University of Zagreb, the Regulations on Internal Organization and Systematization of Staff Positions,
- writes the Regulations on the organization and implementation of all university and professional studies,
- writes the Regulations on elections and additional criteria for the appointment of teachers and associates in the scientific field of kinesiology and other general legal acts which are within the authority of the Faculty Council according to the law or the Statute of the Faculty of Kinesiology or by other general legal acts,
- writes the Code of Ethics for Educators,
- initiates the procedure of creating study programmes, scientific and professional projects and takes care of their implementation, gives its opinion on the proposal on university curricula, entirely or in parts, in the field of its activity,
- writes the syllabus for all university study programmes,
- ensures the quality of the study programme as well as of the scientific and professional work,
- organises elections for the deputy representative of the Faculty at the University Senate and for the representatives of the Faculty Councils for individual fields and for their deputies,
- initiates and carries out the procedures of selection into scientific, scientific-educational, teaching, associate and professional vocations, according to the law and the Statute of the Faculty of Kinesiology,
- appoints study advisors and module coordinators for the postgraduate doctoral study, that is, for the specialist postgraduate study,
- appoints study advisors and coordinators of shared semesters at the professional study, as well as for the specialist graduate Coach education professional course,
- appoints course advisors at all levels of the university and professional study, as well as for courses for professional training of personnel,
- appoints external associates who participate in the teaching process at the Faculty,

- appoints students' mentors and examination commissions for the process of acquiring a Master's or a Doctor of Science degree,
- ensures conditions for free initiatives of individuals and groups of researchers, educators and students in scientific, teaching and professional activities,
- gives approval to the Dean to take legal actions by which financial obligations above the values defined by the Statute of the Faculty of Kinesiology are taken over in the name and on the account of the Faculty,
- discusses the annual report on the Dean's work and makes decisions on its approval,
- reaches decisions on extending employment contracts for Faculty teachers,
- appoints members of the Committee for the realization of the classification procedure for enrolling applicants in the full-time university study of kinesiology,
- performs other duties stated by the law, the Statute of the University of Zagreb and the Statute of the Faculty of Kinesiology.

The Faculty Council performs the abovementioned duties at its sessions. The Dean convenes sessions of the Faculty Council as needed. The Dean is obligated to convene a session of the Faculty Council when asked by one of the departments, at least 1/4 of the members of the Council, that is, at the request of student representatives in the Faculty Council in a written form with a proposed agenda. If the Dean does not summon the session within 8 days after receiving the request, the proponents can summon it themselves.

A summons with a proposed agenda and the materials for the Council's session is sent to all the members of the Faculty Council by e-mail, as a rule, five days before the session at the latest. The heads of departments are due to discuss all issues on the agenda of the session within their departments prior to the session in order to agree on their attitudes on those issues. As a rule, the head of a department expresses the position of a particular department at the Faculty Council's session. Each member of the Faculty Council who disagrees with the position of their department can express his separate opinion at the Council's session and request that it be written into the minutes.

Presence at the sessions of the Faculty Council is mandatory for all council members and it is a part of the working obligations of each individual. The Faculty Council can legitimately make decisions if the session of the Council is attended by the majority of the total number of council members. The Faculty Council makes decisions on issues belonging to its domain by a majority vote of the present members of the Council, however, on adopting the Statute of the Faculty, on giving approval to the Dean on taking legal actions in the name and on the account of the Faculty regarding expenses above 1, 000 000.00 HRK, on making decisions after a suspension veto has been placed, on reaching a decision on initiating the procedure for relieving the Dean of the Faculty, as well as on some other issues defined by the law or the Statute of the Faculty of Kinesiology, the Faculty Council makes decisions by a majority vote of all its members. In addition, the Faculty Council makes decisions by a secret ballot

and a majority vote of all its members on the appointment and relieving from duty of the Dean and Vice Deans of the Faculty, the head of Study Centre and his associates, and the head of the Institute of Kinesiology. In case of a split vote in the decisions making process of the Faculty Council, the Dean's vote is the deciding one.

Student representatives and the representatives of teachers, associates and junior researchers equally participate with other members in the activities of the Faculty Council, apart from the issues related to the obtaining of the Master's and Doctor's degrees (approving the thesis subject, appointing the mentors and commission members, approving the reports and proposals of the commissions, etc.), the issues regarding the appointment of the Dean's deputy in the University Senate, who is elected directly by the members of the Faculty Council holding scientific-educational titles in a secret ballot, as well as in issues regarding the appointment of Faculty representatives and their deputies in the Council of Social Sciences and Humanities, who are appointed directly by the members of the Faculty Council with scientific-educational titles and the teachers representatives with educational titles in a secret ballot. Exceptionally, the representatives of the teachers, associates and junior researchers on the Faculty Council who possess the academic title of Master of Sciences equally participate in the Council's activities with other members of the Council in procedures regarding the obtaining of Master's titles, whereas teaching staff members with doctoral degrees take part in the activities of the Faculty Council regarding all issues.

Student representatives on the Faculty Council have the right of suspension veto upon making decisions regarding issues of special interest to the students, such as issues relating to student rights and obligations, ensuring the quality of the study, approving of study programmes, approving the syllabus and issues regarding the student standard. The suspension veto is placed by a majority vote of all student representatives on the Faculty Council. After placing the suspension veto, the Faculty Council cannot discuss the issue in question for a period of 8 days. In a repeated procedure, the decision is made by majority vote of all members of the Faculty Council and the suspension veto cannot be applied to that decision.

At the Faculty Council sessions minutes are kept in which the data about the place and time of the sessions, the names of everyone present, the agenda, the course of the sessions, the conclusions and results of the voting are recorded. The discussion between certain members of the Council is recorded entirely in the minutes if it is submitted in the written form or on direct request (and dictation) by a member of the Council.

Other issues related to the manner in which the Faculty Council operates are regulated, if needed, by the Faculty Council Rules of Order.

The Faculty Council can establish permanent or temporary **professional committees** in order to study certain issues and professionally prepare decision proposals, that is, to independently decide on certain issues in the Faculty Council's activity framework. The permanent committees of the Faculty Council are as follows:

- the Committee for Education and Student Affairs,
- the Committee for Scientific Research and Ethics,
- the Committee for Quality Assurance,
- the Committee for Listing Teachers' Disciplinary Responsibilities,
- the Committee for Scientific-Educational Literature and Publication Activities,
- the Committee for Students' Graduate Thesis,
- the Committee on Academic Staff Issues,
- the Committee for Normative Activities,
- the Committee for Awards, Recognitions and Honours.

If needed, the Faculty Council can set up other permanent professional committees, as well as other permanent bodies of the Faculty Council, the composition, scope and operating mode of which are determined by the decision on their establishing or by other general legal acts of the Faculty.

The Committee on Faculty Ethics is formed at the Faculty for the purpose of performing procedures for determining teachers, associates and junior researchers' responsibilities related to the Code of Ethics for Educators. Also, the Committee for monitoring the application of the Regulations on Salaries, Salary Compensations and Other Financial and Non-financial Earnings of the employees, as well as a Disciplinary Commission and a Higher Disciplinary Commission for students which carries out disciplinary procedures initiated against students who are suspected of committing disciplinary offences.

d) If your institution is a constituent of a university, list the integrated elements.

The Faculty of Kinesiology was incorporated into the University of Zagreb in 1967 under the name of High College of Physical Culture. The very change of the Faculty's name had to be approved by the Senate of the University of Zagreb and, since 2001, the Faculty operates under the present name of Faculty of Kinesiology of University of Zagreb. The elements of the integration of the Faculty of Kinesiology as one of the constituent members of the University of Zagreb are reflected in various aspects.

The founder of the Faculty and the bearer of its founding rights is the University of Zagreb. As prescribed by the Statute of the University of Zagreb, the Faculty has the right and the obligation of using the title, the coat of arms and the flag of the University so that accordingly, the name of the University is written above the title of the Faculty of

Kinesiology on the Faculty seal, while the drawing of the historical building of the University of Zagreb is placed in the central part of the seal.

All the teachers, scientists, associates, students and other participants involved in the process of higher education, scientific research and professional work at the Faculty of Kinesiology are members of the university academic community and are therefore required to officially state when they are publicly speaking in the name of the University.

Representatives of the teachers of the Faculty of Kinesiology actively participate in certain University bodies, such as the Senate and the Council of Social Sciences and Humanities, in which they are represented according to their corresponding vocations, along with the student representatives of the Faculty of Kinesiology. The representatives of the Faculty of Kinesiology are active members in several other bodies and working groups of the University, such as the Committee for Quality Assurance, the Committee on E-learning, etc. The selections of Faculty teachers into the scientific-educational and educational vocations are submitted for the final approval to the Senate, that is, to the Council of Social Sciences and Humanities of the University of Zagreb.

The University of Zagreb gives approval for the proposed programmes of the candidates for Dean, confirms the Dean's election, and decides on the veto of the Dean's decisions, as well as on the possible suspension of the Dean. The Dean of the Faculty of Kinesiology is accountable for his work to the Faculty Council and to the Rector of the University of Zagreb. In order to take legal actions in the name and on the account of the Faculty regarding expenses above 3,000 000.00 HRK, the Dean needs to have the approval of the University of Zagreb.

In addition, the Faculty of Kinesiology also submits for the final approval of the University the Statute of the Faculty, the Regulations on Internal Organization and Systematization of Staff Positions and the requests for employment of new staff, that is, requests for selecting the existing staff members into scientific-educational vocations, which are directly financed from the University budget.

The University of Zagreb determines the standards of studying, the enrolment policy and the enrolment quota, as well as decides on study programmes proposed by the Faculty of Kinesiology. The University of Zagreb approves the topics of doctoral dissertations, awards honorary doctorates and honorary titles of "professor emeritus", whereas doctor's degrees are awarded by the Rector of the University.

The Faculty of Kinesiology is required to submit regular reports on its work, reports in the field of quality assurance, reports on its staff members and external associates, as well as financial reports and financial plans to the University of Zagreb.

e) Specify core values and methods of monitoring ethical behaviour in your activities related to research, teaching and student relations.

The fundamental values according to which the teachers, scientists, associates and other employees of the Faculty of Kinesiology present themselves in their professional and public life, and which also apply to students and other individuals who are not formally employed at the Faculty, but whose work can be directly related to the Faculty, are as follows:

- promotion of moral principles as well as principles of professional ethics, humaneness, respecting the integrity and dignity of others, principles of scientific truth and critical opinion,
- promotion of autonomy of scientific, artistic and educational work,
- promotion of equality and fairness,
- promotion of professional conduct,
- promotion of respecting the law and legal procedures, rights to academic freedom as well as all other values typical of the Faculty's activities in the widest sense.

The fundamental values and methods of monitoring ethical conduct are defined by the Code of Ethics of the University of Zagreb, the regulations of which are directly applied at the Faculty. In order to monitor ethical conduct, the Faculty of Kinesiology introduced its own Code of Ethics for Educators on June 10, 1998, as well as a Book of Regulations on Disciplinary and Material Responsibility of Teachers and Associates' at the Faculty of Kinesiology of the University of Zagreb which was introduced on May 29, 2010.

The Faculty Council of the Faculty of Kinesiology appoints permanent committees for the purpose of monitoring the conduct and actions of teachers, researchers, associates and other employees of the Faculty, while ensuring that they comply with the above mentioned legal acts of the Faculty and University. For this purpose, the following committees were formed:

- the Committee for Scientific Research and Ethics, consisting of 7 teachers with scientific-educational titles as full members, and of one student as an associate member,
- the Committee on Faculty Ethics, consisting of 3 teachers with scientific-educational titles as full members, and of one associate member of the non-teaching staff,
- the Committee for Listing Teachers' and Associates' Disciplinary Responsibilities, consisting of 5 teachers with scientific-educational titles as full members.

The abovementioned committees of the Faculty Council at the Faculty of Kinesiology carry out the procedures for determining disciplinary responsibility of teachers, associates, researchers and other employees of the Faculty for violations of ethical conduct regulations. The committees operate through meetings which are convened based on reports, apart from the Committee for Scientific Research and Ethics which meets once a month and, in

addition to the abovementioned determining of responsibility for violations of ethical conduct regulations, it gives opinion on the implementation of scientific research.

f) Briefly describe mission and vision in line with the strategy of your HE institution and evaluate its implementation in activities carried out by your institution (study programmes, employment policy, international dimension, scientific and artistic activity, students, quality assurance, business activities, etc.)

The mission and vision of the Faculty of Kinesiology of the University of Zagreb have been defined in the Development Strategy of the Faculty of Kinesiology in the period between 2014 and 2020. The confirmation of the mission and the achievement of the vision of the Faculty's development are supported by the tradition of the Faculty of Kinesiology and by its current position in the national and international academic community, as well as by a realistic projection of development in all its fields (teaching, science, knowledge transfer, resource management, international collaboration and public relations).

MISSION

The Faculty of Kinesiology of the University of Zagreb is the leading institution of higher education in the field of kinesiology in the region which educates experts for all fields of applied kinesiology based on the latest scientific and professional realizations. The activity of the Faculty of Kinesiology is based on high academic and ethical values, on knowledge based on research and expertise and on optimal infrastructural conditions. The Faculty of Kinesiology greatly contributes to the promotion of sports, physical recreation, physical education of schoolchildren and students, as well as to the quality of active life and health of Croatian citizens.

VISION

As the leading higher education institution in the field of kinesiology in this region, the Faculty of Kinesiology of the University of Zagreb wants to become integrated and competitive in the European framework of higher education and scientific research and it also wants to produce new and improve the existing systems of knowledge transfer in all fields of applied kinesiology.

g) Explain why is your institution important and unique when compared to other institutions in Croatia working in your scientific field.

The importance and distinctiveness of the Faculty of Kinesiology of the University of Zagreb in relation to the Faculty of Kinesiology of the University of Split, which also operates in the

scientific area of social sciences and the scientific field of kinesiology, is reflected through the following aspects:

- a long tradition dating back to 1894 when Franjo Bučar created a study programme for the first course for teachers of physical education in Croatia which was modelled according to the Swedish gymnastics system and was performed in Zagreb through “the Course for Gymnastics Teachers”,
- the organisation of the *International Scientific Conference on Kinesiology* since 1997, which has achieved a high quality of organisation and programme content and has developed into an internationally recognised brand,
- the publishing of the journal *Kinesiology* since 1971 – a scientific journal for topics from the field of general and applied kinesiology which has been included into the Web of Science since 2008, that is, it can be found in the greatest citation databases such as Science Citation Index Expanded and Social Science Citation Index, and in 2009, Elsevier Bibliographic Databases also included *Kinesiology* into its citation database Scopus,
- the activities of the Alumni Association of the Faculty of Kinesiology as an organization of graduated kinesiologists, sports training personnel and friends of the Faculty of Kinesiology of the University of Zagreb since June 12, 2010, the basic activity of which is to carry out different programmes and projects from the field of kinesiology and its related sciences, to organise or co-organize scientific and professional conferences from the field of kinesiology, to collaborate with all governmental and non-governmental organisations for the purpose of promoting the science of kinesiology both on the national and the international level, to arrange and maintain different forms of collaboration with other scientific associations from the scientific field of kinesiology and sports, to advocate ethical and moral principles and to respect human dignity, tolerance, non-violence and the culture of sports and physical activity, to keep records of its members, to set the rules of conduct for the members of the Alumni Association in their work, as well as other activities requested by the competent authorities of the Alumni Association,
- a well established international collaboration characterized by 25 bilateral contracts and 23 ERASMUS contracts, generally established close and affirmative contacts with numerous European and world institutions and experts from the field of kinesiology, as well as full membership in numerous international associations from the field of kinesiology in higher education such as ICCSPE, EUPEA, INSHS, ENSHEE, FIEP,
- a large number of professional and scientific gatherings which are organised and sponsored by the Faculty of Kinesiology of the University of Zagreb, such as Physical Conditioning of Athletes, Summer School for Kinesiologists, Physical Activity in Healthcare, Physical Recreation, Psychology of Sports, as well as meetings organized in collaboration with the Croatian Medical Chamber,

- the realisation of postgraduate study programmes since the 1970s resulting in 304 Masters of Science and University Specialists and 154 Doctors of Social Sciences in the scientific field of kinesiology,
- a significant correlation with all the fields of applied kinesiology.

h) Comment on potential overlaps of your work with the work of similar institutions within the same university.

The Faculty of Kinesiology is the only faculty within the University of Zagreb whose scientific-educational activity is focused on performing:

- the undergraduate and graduate university study of kinesiology, by completion of which the students obtain the academic title of “Master of Kinesiology in Education”, abbreviated *mag.cin* and the required competences for teaching physical education at all levels of the educational system (from preschool to higher education) in accordance with the selected module and a second competence for working in one of the fields of applied kinesiology which is added to the first academic title as follows “Master of Kinesiology in Education and Sports or Physical Recreation or Kinesitherapy or Sports Management”,
- the postgraduate doctoral study of kinesiology, by completion of which the students obtain the academic degree of Doctor of Social Sciences in the field of kinesiology by which they are qualified for planning their own projects and for conducting scientific and research work in the field of kinesiology and its interdisciplinary fields. In accordance with the selected module, the graduates obtain additional competence for planning research and for evaluating programmes in certain fields of applied kinesiology,
- the graduate Coach education professional course, by completion of which the students obtain the title of Professional Bachelor of the Coaching Profession (*baccalaureus*), that is, of the chosen Sports or Fitness Training or Physical Conditioning of Athletes or Physical Recreation.

From the above mentioned, it is evident that there is no institution within the University of Zagreb which overlaps with the activities of the Faculty of Kinesiology.

i) Attach the document on strategy and procedures for quality assurance of scientific and teaching activities at your HE institution, assess the level of its implementation and comment on the annual reporting procedures.

At the beginning of 2013, the Committee for Quality Assurance at the Faculty of Kinesiology of the University of Zagreb made a proposal of the Regulations on Quality Assurance at the Faculty of Kinesiology of the University of Zagreb which was approved by the Faculty Council

on February 28, 2013. The mentioned Regulations state the goal, purpose and fields of quality assurance, as well as the structure of the system for quality assurance and improvement at the Faculty.

The goal of assuring and improving quality is creating institutional mechanisms with the purpose of systematic promotion of quality and achieving its highest levels in the educational, scientific and research, as well as in the professional and administrative activities of the Faculty.

The purpose of the quality assurance system of the Faculty is establishing the principles, criteria and methods of quality assurance, while taking into account the provisions of the Law on Quality Assurance in Science and Higher Education, as well as the Standards and Guidelines for Quality Assurance in European Higher Education Area.

The areas of focus in quality assurance and improvement at the Faculty are as follows:

- activities, rules and procedures of systematic assurance and improvement of the quality systems at the Faculty,
- application of the system at all levels of assessment and external assessment;
- study programmes,
- enrolment of students in study programmes,
- teaching and learning processes,
- evaluation of student work and student grading,
- learning resources and student support,
- scientific and research activities,
- professional activities,
- mobility and international collaboration,
- resources for educational, scientific and research, professional, as well as administrative and technical activities,
- information system,
- administrative procedures,
- transparency,
- monitoring and analysing of indicators of establishing and improving the quality assurance system with respect to each mentioned area.

The quality assurance and improvement system of the Faculty is realized by the Committee for Quality Assurance. This Committee establishes, coordinates and performs activities of assuring and improving quality at the Faculty in all the above mentioned areas, particularly by:

- planning the strategy for systematic quality assurance and improvement at the Faculty,
- determining measurable goals within the defined strategy,
- defining and carrying out activities for achieving the set goals,
- checking the efficiency of the performed activities by evaluating and analysing the achievements with respect to the set goals,
- taking measures in order to change or improve the condition.

The Committee for Quality Assurance proposes a plan of activities to the Faculty Council related to quality assurance for the following academic year which is, after being approved, delivered to the Office for Quality Assurance at the University of Zagreb. The Committee submits an annual report on its work to the Faculty Council. The photocopy of the annual report approved by the Faculty Council is delivered to the Office for Quality Assurance at the University of Zagreb.

At the end of 2013, the Committee for Quality Assurance at the Faculty of Kinesiology of the University of Zagreb produced a proposal for the Manual on Quality Assurance at the Faculty of Kinesiology of the University of Zagreb which was approved by the Faculty Council in January, 2014. The Manual aims at combining previous experience and activities related to quality improvement at the Faculty and the Standards and Guidelines for Quality Assurance in European Higher Education Area (ESG) into an acceptable handbook in order to present the necessary concepts, standards, procedures, plans and activities to a wider academic community and to serve as a reminder, an instruction and an assistance to all those who are presently creating and improving their systems for quality assurance, as well as a means to promote the culture of quality at the Faculty.

The Manual will serve as a guide to ensure quality at the Faculty. Moreover, all those who are involved in creating the system of quality assurance, for example, students, teachers, professional services, employers and others, will find the Manual helpful for a better understanding of the concept of quality and the role of the internal quality assurance system in higher education.

The goal of the Manual is helping its users in the following:

- creating a system for internal quality assurance at the Faculty in accordance with the accepted standards,
- carrying out procedures for quality assurance,
- developing the system for internal quality assurance,
- analysing and increasing the efficiency of the quality assurance system,

- creating a strategic plan for improving the quality of educational, scientific and research, as well as specialist activities,
- improving the quality and efficiency of educational, scientific and research and specialist activity,
- analysing and evaluating the assessments and grades of the participants regarding the quality of the educational process and the achieved learning outcomes,
- a quality and detailed self-evaluation of the Faculty,
- achieving a high level of quality at the institutional level and promoting the culture of quality at the Faculty.

The Manual deals with the basic areas of quality assurance according to the Standards and Guidelines for Quality Assurance in European Higher Education Area and the criteria for assessing quality in higher education institutions within the University, which were issued by the Council for Higher Education Accreditation of the Agency for Science and Higher Education.

The Manual elaborates on the following areas of quality assurance:

- rules and procedures of assuring and improving of the quality system at the Faculty,
- approving, monitoring and periodical assessment of study programmes,
- assessing students' work and student grading,
- learning resources and student support,
- assuring quality of teachers,
- scientific and research activities,
- professional activities,
- mobility and international collaboration,
- resources for educational, scientific and research and professional activities,
- information system of the institution,
- transparency.

j) List the bodies which continuously work in the field of quality assurance. Assess their work in the past 5 years.

At the Faculty of Kinesiology the Committee for Quality Assurance was formed in July 2010, and for that reason we can only review the continuous formal activities in the area of quality assurance in the period of the last 3 academic years. The structure and activities of the aforementioned Committee are defined by the Regulations on Quality Assurance at the Faculty of Kinesiology issued on February 28, 2013. The Committee for Quality Assurance,

which functions as an advisory body of the Faculty Council, is independent in its work and is accountable to the Faculty Council and the Committee for Quality Assurance of the University of Zagreb. The Committee for Quality Assurance is established based on the decision of the Faculty Council. The Committee has a president, elected among the vice deans, and ten members, elected among the scientific-educational, professional and administrative staff members and students. The members of the Committee for Quality Assurance are approved by the Faculty Council at the proposal of the Committee and they are appointed for a two-year term.

As part of its work, the Committee for Quality Assurance organizes, coordinates, and performs activities assuring and improving quality at the Faculty in all areas of quality assurance, especially in the following:

- planning the strategy for systematic quality assurance and improvement at the Faculty,
- determining measurable goals within the defined strategy,
- defining and carrying out activities for achieving the set goals,
- checking efficiency of the performed activities by evaluating and analysing the achievements with respect to the set goals,
- taking measures in order to change or improve the condition.

The Committee for Quality Assurance performs its work at sessions convened by its president, where decisions can be reached if the session is attended by at least half the members, in which case this is done by an open vote of a majority of those present.

The Committee proposes an action plan for the area of quality assurance for each upcoming academic year to the Faculty Council. Upon its adoption, this plan is submitted to the Office for Quality Assurance at the University of Zagreb. The Committee also submits an annual report on its work to the Faculty Council. A copy of the annual report, once adopted by the Faculty Council, is then submitted to the Office for Quality Assurance at the University of Zagreb.

In its former activity, under the leadership of the current Vice Dean for Education and Student Affairs, the Committee for Quality Assurance has launched a series of quality improvement initiatives. Immediately after its formation, it proposed the appointment of working groups to the Faculty Council, in order to produce the Regulations on the Integrated Undergraduate and Graduate University Study of Kinesiology, and the Regulations on Salaries, Salary Compensations and Other Financial and Non-financial Earnings of the employees. These Regulations were produced within the set time limits and were adopted in 2011 by the Faculty Council. The Regulations on University Studies were published on the Faculty website which made them available to students. Furthermore, the Committee for Quality Assurance has prepared a proposal of the Regulations on Quality Assurance at the Faculty of Kinesiology, which were adopted in 2013 by the Faculty Council. The Committee appointed a working group to produce the Manual on Quality Assurance at the Faculty of

Kinesiology, which was adopted in January 2014 by the Faculty Council. The Committee submitted a proposal to the Faculty Council for the appointment of a working group which would produce the Development Strategy of the Faculty of Kinesiology, which was successfully elaborated and adopted in December 2013.

On two occasions during the academic year 2010/11, the student survey was conducted on the courses and teachers in all five years of study. The survey was conducted by means of the Information System of Higher Education Institutions (ISVU) and the information about the survey was made available to students through posters placed on the Faculty's premises, on its web pages, and through the activities of the Student Union. A student survey was carried out in an identical manner during the academic year 2011/12. In the following academic year, the Faculty became a part of a cyclical plan of conducting student surveys on behalf of the University of Zagreb. These surveys were conducted during the winter and summer semesters of the academic year in question, by means of the "paper/pencil" method, while the entire organization of conducting the student surveys came under the authority of the Committee for Quality Assurance. For the purpose of the student survey, the Committee for Quality Assurance produced an implementation plan and a polling schedule, educated interviewers, prepared the necessary questionnaires, arranged suitable storage for the filled out questionnaires, as well as their further transfer to the Office for Quality Assurance at the University of Zagreb. The results of the student survey were separately delivered to each individual teacher, while the cumulative score for the entire Faculty as a member of the University of Zagreb was published on the Faculty's website. At the proposal of the Committee for Quality Assurance, in November 2013, the Faculty Council reached the Decision on improving teaching competences, according to which teachers with a 3,49 grade or lower must attend education courses at the University Centre for Improving Teaching Competences, while the same is also recommended for all other teachers in order to improve the quality of their work. The same Decision also established that the Dean, or a person authorized by the Dean, would interview the poorly graded teachers, who are also required to produce a plan for increasing the quality of their work.

During the academic year 2010/11, a series of activities were carried out, aimed at further improvement of the Faculty's international cooperation with foreign higher education institutions. Upon the recommendation of the Committee for Quality Assurance, the Committee for International Cooperation intensified its work, which resulted in the production of a proposal for a set of courses in English, which was forwarded to the University of Zagreb based on the applications which were invited for performing courses or entire study programmes in a foreign language. As the University of Zagreb became a full member of the ERASMUS programme in the academic year 2011/12, the Faculty of Kinesiology initiated an international student exchange procedure, for this purpose of which a series of activities were carried out in order to popularize student mobility. Hence, in the last three years, as part of the international exchange through the ERASMUS programme, 38

of our students studied at related European institutions, whereas 34 international students studied at the Faculty of Kinesiology.

In the academic year 2010/11, the Committee for Quality Assurance raised the issue of further development in the introduction of e-learning for the purpose of improving the quality of the teaching process. Consequently, the Committee on E-learning conducted a survey on the status of e-learning in relation to previously conducted activities. In addition, a lecture was given and a workshop organized on the topic of improving working with students through the e-learning system. In the course of the 2011/12 academic year, the Committee on E-learning actively worked on a development strategy for e-learning at the Faculty of Kinesiology, in accordance with the e-learning strategy of the University of Zagreb. A proposal on a variety of measures was prepared focusing on the development of educational programmes at our institution, including establishing a plan to implement e-courses at the Faculty, introducing teachers with the possibilities and methods of using the system of computerized knowledge assessments, as well as introducing teachers to the option of publishing e-books.

In order to improve the quality of teaching, in 2011 all lecture halls were equipped with the appropriate level of IT equipment. The same year, a system of electronic registration was installed at the entrances to lecture halls, which enabled the introduction of checking the realization of classes on behalf of the teachers, as well as checking student class attendance. The abovementioned system is monitored and maintained by an appointed coordinator.

Finally, given the relatively brief existence of the Committee for Quality Assurance at the Faculty, its work so far can be evaluated as quite successful, considering its prompt implementation of planned activities for achieving the set objectives in the area of quality assurance, while its impact is visible on the Faculty level through the increasingly present application of the necessary mechanisms for quality improvement at all levels. The Committee for Quality Assurance successfully collaborates with the University authorities responsible for the area of quality management, specifically with the Committee for Quality Assurance and the Office for Quality Assurance, to which it regularly submits annual reports on its work, including a plan of activities for the upcoming year, after its adoption by the Faculty Council.

However, in addition to the Committee for Quality Assurance, a number of other committees, specializing in individual areas, also operate at the Faculty. Their primary goal is to regularly monitor the application of quality assurance mechanisms, to correct potential irregularities in the implementation of activities essential for quality assurance, as well as to take measures to eliminate such shortcomings.

As a result, the Committee for Education and Student Affairs also operates at the Faculty, which through its regular monthly sessions deals with issues regarding the study, the regular performance of classes and the implementation of student rights. The Committee also monitors students' needs for potential improvements in the quality of their studies, which

are then placed within the context of realistic capacities and the assigned curriculum. Finally, in accordance with the reached conclusions, the Committee for Education and Student Affairs proposes possible measures to the Faculty Council which can be implemented in order to realize the set goals.

Furthermore, the subject of maintaining the required level of quality in the field of scientific research, as well as its continuous improvement, belongs to the Committee for Scientific Research and Ethics, which, among other things, initiates the devising of the Development Strategy for Science at the Faculty of Kinesiology. The Committee continuously monitors activities regarding scientific conferences, congresses, seminars, competitions and the like, and then informs the representatives of the Institute on the activities in question. The Committee also designates a list of priorities in terms of the necessary scientific equipment, determines the ranking list of student papers for the Rector's Award, decides on the requests submitted to the Committee on Faculty Ethics and performs other tasks within its domain, which directly or indirectly influence the level of quality of scientific activities at the Faculty.

Further there is the Committee for Scientific-Educational Literature and Publication Activities which continuously strives to maintain the appropriate level of quality and improvement in relation to the required editing, publishing, popularizing and marketing of books, textbooks, course materials, manuals, brochures, scientific and professional journals, as well as other Faculty publications.

As part of its regular activities, the Committee on Academic Staff Issues, among other things, monitors the staff situation at the Faculty, discusses the issue of staff members and submits potential proposals to the Faculty Council for resolving the problems in question, in which manner it directly affects the quality of the staff structure. In this regard, the Operational Plan for Resolving Academic Staff Issues at the Faculty of Kinesiology was adopted in 2012, which covers a ten-year period ending in 2022.

k) Specify and briefly explain the main strategic goals which the management plans to achieve in its current mandate and any difficulties it encounters in their realisation (in relation to study programmes, employment policy, international dimension, scientific and artistic activity, students, quality assurance, business activities, etc.)

The main strategic goals that the Faculty management seeks to achieve during its mandate are described in the Development Strategy of the Faculty of Kinesiology for the period between 2014 and 2020, while they are elaborated in greater detail in the Dean's programme of activities for the term of office during the academic years 2013/14 and 2014/15.

The Development Strategy of the Faculty of Kinesiology defines strategic goals with regard to the following fields:

TEACHING

Improving the quality of the teaching process based on scientific insights, expert knowledge and pedagogical skills of the teachers, as well as on students activity and mobility.

SCIENTIFIC AND RESEARCH WORK

Ensuring the conditions for creative scientific and research work aimed at providing new knowledge, and expanding the existing realizations in all areas of general and applied kinesiology.

KNOWLEDGE TRANSFER

Ensuring the utilization of the knowledge obtained through scientific research in all areas of applied kinesiology (sports, kinesitherapy, kinesiological recreation and kinesiological education).

RESOURCE MANAGEMENT

Rational, responsible and transparent management of all Faculty resources as to ensure the optimal conditions for scientific, educational and professional activities.

INTERNATIONAL COOPERATION AND PUBLIC RELATIONS

Positioning the Faculty within the international academic community and present kinesiology and the results of the Faculty's activities in the academic, professional and wider public areas.

The Dean's programme of activities for the term of office during the academic years 2013/14 and 2014/15 elaborates in greater detail the strategic goals of the Faculty's management with respect to a number of aspects.

In order to increase the quality of the teaching process, special attention has been given to study plans and programmes and to their analysis and comparison with the curricula of acknowledged European and international higher education institutions, which in the end resulted in their revision, insofar as that would imply an improvement in teaching and professional activities. Likewise, the modification and complementation of study plans and programmes demonstrates to be a potential perspective arising from Croatia's accession to the European Union, which opens up the European educational and research domain, as well as a potential future employment of staff members. The prospect of health tourism, preventive healthcare through programmes of physical activity, growing environmental

awareness in terms of healthy nutrition, initiatives to encourage spending time outdoors and other similar all-pervasive notions and activities also stand out as one of the guidelines in planning future curricula.

One of the set goals is without doubt the further improvement of current curricula for the professional studies which are organized and carried out as part of the Coach Education and Training Department, as well as the development of new programmes, such as for working in sports with people with disabilities or for organizing and management in sports, and, in general, possible new sports which could be introduced. Likewise it is important to introduce programmes in English in the field of professional studies so that these programmes could be available to international students.

In order to enhance the teaching process, it is essential to commit to the implementation of the latest information technologies and the updating of teaching aids and equipment in accordance with the specifics of individual courses. An indispensable element in the realization of the aforementioned goal is the publication of the required textbooks, manuals and other teaching materials, especially for courses which are not adequately covered with the existing scientific and educational literature, further the publication of teaching materials in English, offering to perform an increased proportion of the teaching process in English, and finally, upgrading the Faculty websites so that they play a greater role in the teaching process.

The satisfaction and success of the students, as primary users of the Faculty's services, is an extremely important goal for the Faculty's management. To this end, we must achieve a maximum inclusion of the students as active subjects in the teaching, research and professional work at the Faculty, particularly by means of a higher level of their involvement in the undergraduate assistantships, as well as by a more active inclusion of students in the scientific and research work, which would constitute the basis for their later application for postgraduate studies, and furthermore the inclusion of the best students in certain forms of temporary work, such as different types of measurements, data entry, organizational jobs and similar activities. For that purpose, students will be encouraged to state their wishes, needs and problems, as well as to suggest possible solutions, taking into account their representation on the Faculty Council. On the other hand, students need to be provided with better technical conditions for their studies, and in this respect the Faculty's management intends to upgrade facilities used by students, such as locker rooms and restrooms, and, in addition, to ensure suitable exercising appointments in the sports halls. The management of the Faculty certainly intends to listen to students recommendations for the improvement of the quality of their studies.

In the future it will be of the utmost importance to connect all three segments of the Faculty's activities, i.e., the teaching, research and professional segment, and to expand the recognizability of the Faculty beyond academic circles, in terms of connecting with the public and economic sectors, which would enhance the applicative worth of all these segments, in particular that of the scientific research. In this respect, the Faculty should also make greater

efforts to prepare infrastructural, professional and programme, as well as scientific and research projects which would be financed from European Union funds, in which sense certain measures have already been taken in the form of training courses for the teaching and non-teaching staff, a process which it is important to continue. Furthermore, it is necessary to intensify the cooperation with sports federations in terms of training, educating and improving sports personnel, as well as in terms of producing professional strategies.

Over the following period, it is necessary to direct the development of science toward the centres which are forming around the existing laboratories and scientists, and to motivate researchers to work in research groups, which is an idea based on the fact that in the future we can expect greater difficulties with the financing of smaller projects by the Ministry of Science, Education and Sports, so that the registering and performing of larger projects will require interdisciplinary collaboration, both within and outside the Faculty. For this purpose, we are planning to systematize the laboratories, which should become the centres of excellence within separate areas, by defining their number, name and type, while the required personnel and organizational support should be ensured through lower material and more organizational investments.

The foundations for the development of the scientific recognizability of the Faculty definitely exist, and among the mechanisms for its realization are the increased number of scientific papers published by our employees in international journals with a higher impact factor, further the organization of scientific and scientific professional gatherings, further upgrading of our scientific journal *Kinesiology*, as well as encouraging employees to go to internationally recognized scientific and professional institutions for the purpose of obtaining scientific and professional training. Among the potential mechanisms for the development of our scientific recognizability are also the education of scientists through doctoral studies, an increased number of doctoral students who complete their studies by means of improving the quality of studies and the selection of candidates, as well as an increased interest of international doctoral students in our postgraduate studies. Emphasis is also placed on the restructuring and adequate utilization of the Institute of Kinesiology, a wider range of scientific and professional equipment and literature, encouraging the production of socially useful applied scientific projects in public-public and public-private partnerships, directing part of the research activity so that they result in some independent patents in the Faculty's ownership, as well as on collaboration with international scientific and professional associations and similar measures.

One of the main objectives that the Faculty's management intends to realize during its mandate is the development of the information system and the implementation of information technology into the teaching, scientific and professional processes. It is extremely important for a scientific and educational institution, such as the Faculty of Kinesiology, to take notice of the innovations in the IT industry and to find ways of incorporating them into its programmes. The connecting of the IT industry and the Faculty of Kinesiology can contribute to the introduction of innovations into scientific, professional and

educational processes through the testing and the necessary modifications of such innovations. Among concrete goals, mention should be made of our expansion of wireless Internet access throughout the entire Faculty, followed by the inclusion of tablets and other IT equipment in diagnostic procedures and the teaching process, and, accordingly, the creation of adequate software. Furthermore, the future of the Faculty lies in providing the laboratories with the necessary IT equipment in order for them to constitute an integral element of future research projects. In this sense, the Faculty will exploit the resources of its current partnerships with companies in this field and definitely attempt to take this cooperation to a higher level, in which strengthening of the staff situation at the IT Support Centre is a matter of the utmost importance.

In addition, it is necessary to continue to implement the plan for the integration and utilization of modern technology in the teaching and learning processes by means of using the e-learning system. The imperativeness of the aforementioned results from the fact that education has become a lifelong process which cannot be achieved without proper and effective application of information and communication technologies in the modern and high-quality educational process.

The segment of international cooperation has been acknowledged at the Faculty as highly successful so that our goal is to maintain this trend in the future. The steady contacts established with many European and international institutions and experts in the field of kinesiology need to be attended to. Despite significant financial expenditures, the objective is to secure the necessary funds to continue the practice of Faculty teachers and associates attending international scientific and professional gatherings, which offer an opportunity to both showcase our latest scientific and technical achievements and also establish personal relationships with foreign scientists and experts, thus once again ensuring a basis for joint international projects funded by international scientific and professional foundations. On the other hand, the arrival of foreign experts is increasing and this trend ought to be maintained. In this regard, it is important to encourage the exchange of teachers and associates in both directions, at all levels of study programmes, as well as the active participation of our teachers in the work of international scientific associations in the field of kinesiology in higher education in which the Faculty of Kinesiology is a full member, e.g., ICCSPE, EUPEA, INSHS, ENSHEE and FIEP, which will have a significant influence on the continuation of the trend of a growing scientific and educational reputation of our Faculty.

The organization of international scientific conferences by the Faculty has been widely acclaimed for its success, and this absolutely needs to continue in the future, thus nurturing established partnerships and collaborative relationships with higher education institutions in the region, as well as developing new ones.

Student mobility as part of the ERASMUS programme is at a high level, but it is necessary to continue ongoing efforts to urge a greater number of our students to participate in the curricula of foreign higher education institutions, as well as attract a greater number of foreign students to attend our faculty. In this respect, further development and expansion of

the programme in English will be required as a quality basis for this exchange, as well as the publication of teaching materials in English.

One of the essential goals in the field of international cooperation is without doubt to establish contacts between the Coach Education and Training Department and foreign higher education institutions to allow the exchange of students and teachers within the framework of the international organization the European Network of Sport Science, Education and Employment (ENSSEE).

Turning our attention to publishing activities, we cannot avoid mentioning the indispensable incentive and support for the production of university textbooks and other teaching materials, which will enable the students to participate in the teaching process in a quality manner and to successfully prepare for their exams. In this sense, the plan of the Faculty's management to initiate a procedure for modifying the Regulations on Publication Activities in order to achieve a higher quality in designing a positive and motivating technical support for authors in the writing and publication of materials for scientific, professional and educational purposes, with the aim that each course, in the near future, is covered with the appropriate teaching material.

Furthermore, it is necessary to continue to constantly supplement library stocks with new relevant scientific monograph and serial publications which are related to the kinesiological field of research, as well as ensure online access to relevant scientific databases, as well as to full-texts of acknowledged scientific journals.

One of the central objectives is to move part of the publication activities and teaching materials into the digital space in order to make them available to an unlimited number of users, which would undoubtedly contribute to the recognition of the Faculty and our teachers.

The development of the Faculty without quality staff members is inconceivable, and in that sense it is essential to focus on facilitating permanent training courses for the existing teaching and non-teaching staff and on selecting quality young and promising staff members based on clearly defined high standards.

In accordance with the currently valid standards of higher education, it is evident that there is already an existing deficit of some 12 and 13 teachers necessary for the realization of all current university and professional study programmes at the Faculty of Kinesiology. Taking into account the fact that in the period of the next 10 or so years the temporary employment contracts will expire for our junior researchers and some of our associates, in 2012 the Faculty Council adopted the Operational Plan for Resolving Academic Staff Issues at the Faculty of Kinesiology in the period between 2012 and 2022, which denotes, on the one hand, certain expectations of the Ministry in authority and the University, and on the other, the ability of the present and future Faculty managements to secure the necessary funds for employing some of the teaching staff from internal sources of income without compromising the achieved standard in other areas. The aforementioned requires that the present and

future activities of the Faculty are oriented towards a quality business policy aimed at reducing the costs while maintaining the same quality and quantity of individual services, further towards the projects which will be partly financed from EU funds, as well as towards projects which will be largely financed from cooperation with business entities, as those projects would ultimately result in commercially competitive programmes and patents. The additional resources thus released would be directed toward employing some of the teaching staff.

In addition to what was mentioned, it is also necessary to persist on the selection of assistants and junior researchers, who obtained their doctoral degrees in science, into the associate vocation, and further on into the scientific-educational vocation, on the employment of new junior researchers who would, when necessary, be involved in the teaching process, on the employment of new assistants in accordance with set priorities, as well as on hiring external expert associates for the realization of individual segments of the teaching process.

As far as the business policy of the Faculty is concerned, its guidelines are to a great extent taken from the Law on Science and Higher Education, sub-acts, the Statute and acts of the University of Zagreb, as well as the Statute and other acts of the Faculty which are coordinated with the former. With regard to the fact that the realization of programme activities is funded with around 60 % of budget funds, whereas the remaining 40 % derives from internal sources of income, and taking into the account the fact that this type of financing structure will be challenging to maintain in the future, the Faculty's management plans to turn to available sources of income from EU funds, further to establish connections with the wider social environment within the Republic of Croatia (the Croatian Olympic Committee, the Croatian Paralympic Committee, the Ministry of Defence, the Ministry of the Interior and the Ministry of Health), as well as to forming partnerships with business entities and sports associations who will recognize the potentials of the Faculty in terms of joint projects.

One of the major goals of the Faculty's management is to exploit its relatively unused land tract, a total area of approximately 143 000 square meters, and to bring into use the Western University Sports Campus which would be recognized as attractive both to domestic and foreign students in the region, but also in a wider European perspective. The benefit of such a centre is priceless, not only for the Faculty of kinesiology and the University of Zagreb, but also for Zagreb and Croatia as well. In order to achieve the mentioned objective, certain concrete actions have already been taken aimed at project preparation and the conclusion of agreements with potential partners, while the financing of the mentioned project is planned as being mostly derived from EU funds. Intensive efforts are being made with regard to all the necessary measures for preparing this project, and we plan on continuing with the measures in question.

In addition to the aforementioned, investment plans are also focused on the further renovating and equipping of sports halls, student locker rooms and sanitary facilities, further

on renovating and decorating teachers' offices based on a priority basis, further equipping of teachers' offices with air conditioning, as well as on renovating the Faculty canteen and the atrium.

Another essential goal which is surely an intention of the Faculty's management is to strengthen the Faculty's participation in national and international, governmental and non-governmental programmes and projects for the development of the educational system in the field of kinesiology, and generally a more intensive involvement and contribution of the Faculty in the activities and decision-making processes of numerous bodies in respect to the adoption or revision of the national curriculum for pre-school and school education regarding issues on physical exercise and health, and certainly on teaching physical education, as well as in resolving other issues dealing with sports, health, physical recreation, etc..

I) State your opinion about main advantages and disadvantages of the programme, staff and material potentials of your HE institution.

Programme potentials

Advantages:

- over 50 years of continuous experience in higher education of teachers of physical education, teachers of kinesiology, that is, Masters of Kinesiology and in educating sports coaches
- a tradition of the leading institution in the field of kinesiology in the region
- an interdisciplinary character of the study programmes due to the complex structure of kinesiology
- internationally coordinated study programmes for educating kinesiologists at global levels
- unique programmes at the University of Zagreb in terms of their significance and special qualities
- well-conceived programmes with good opportunities for employment within the profession

Disadvantages:

- a lack of programmes designed for professional training of sports personnel and the need for implementing a series of activities in order to create the necessary conditions for starting with the mentioned programme segment
- a lack of study courses for certain sports

Personnel potentials

Advantages:

- 1 professor emeritus, 19 full professors, 8 of them with tenure, 8 associate professors and 14 assistant professors;
- 27 Doctors of Science (PhD) employed at the Faculty;
- an optimal age structure of personnel
- an average grade for Faculty teachers' work given by the students corresponding with the average grade for teachers' work at the level of the University of Zagreb

Disadvantages:

- an insufficient number of permanently employed teachers due to financial limitations by the Ministry in authority
- an uneven distribution of scientific productivity among teachers and associates

Material potentials

Advantages:

- a positive and stable financial situation
- the existing material resources of the Faculty of Kinesiology consist of approximately 12 500 m² of facilities surrounded by grounds with the total surface of approximately 143 000 m²
- the potential of the undeveloped part of the grounds will be used for the planned construction of the Western University Sports Campus which would ensure the infrastructure for the teaching process and for scientific research related to the fields of applied kinesiology, which would be recognized as attractive to Croatian and international students in the region, as well as in the wider European area

Disadvantages:

- the Faculty does not have a swimming pool, a running track or sports grounds for racket sports which are necessary for the regular realization of the teaching process, so that the Faculty has to rent the above mentioned facilities for which a significant amount of financial resources is spent
- a lack of office and storage space

m) If your institution has already been subject to some form of external evaluation, comments on the recommendations given and the improvements implemented so far.

On May 22, 2002, The Ministry of Science, Education and Sports sent an official letter to the Faculty of Kinesiology of the University of Zagreb which introduced the Faculty on the Decision on starting a periodical assessment of the necessary quality and efficiency of the teaching, scientific and professional work at public institutions of higher education. In addition to this, a visitation of an expert committee was announced. For this purpose, the Faculty produced a self-evaluation which was delivered to the mentioned Ministry.

The expert committee visited the Faculty of Kinesiology in January 2004, on which occasion the committee thoroughly inspected all segments of work at the Faculty, which finally resulted in a report which was submitted to the National Council for Higher Education.

The National Council adopted the report from the expert committee and based on the results of the learning outcome assessment, the Council proposed to the Ministry of Science, Education and Sports to issue an *accreditation* to the Faculty of Kinesiology of the University of Zagreb.

In its conclusion and explanation, the National Council gave certain recommendations to the management of the Faculty as follows:

- *consider and ensure better availability of the modern equipped facilities to the students, upon which the Faculty promptly reacted by increasing the total time for using the sports halls, laboratories and other facilities intended for the students for the purpose of creating better conditions for exercising and thus ensuring a higher quality of preparation for exams. In this way, the availability of the abovementioned resources for students increased by 60 minutes per day.*
- *include students in the quality management in the sense of internal evaluation of teaching and teachers and students' work, upon which the Faculty introduced the evaluation of teachers' work on behalf of the students, which is to be carried out regularly every year by means of student questionnaires.*
- *renew and regularly update the website in order for students and the wider public to be better informed, upon which the Faculty hired professionals who are in charge of quality maintenance of the Faculty website. The Faculty also established an editorial committee which is in charge of the concept and information segment of the website.*

n) If there is one, please mention foreign higher education institution you would compare to and explain the criteria for comparison.

After reviewing the study programmes of renowned institutions of higher education in EU countries, the conclusion can be made that there are several similar study programmes the structure of which matches the structure of the study programme at the Faculty of

Kinesiology of the University of Zagreb. However, the contents of these curricula are different due to their national traditions and specific current needs.

In this light, the integrated undergraduate and graduate study programme of the Faculty of Kinesiology is similar to programmes of some European higher education systems for the education of personnel in physical education, sports, physical recreation, kinesiotherapy and sports management.

Among the available curricula, in the acute stage of gradual adaptation to the Bologna Process, the university study programme of kinesiology at the Faculty of Kinesiology of the University of Zagreb can be partly compared to programmes of similar institutions of higher education such as the Faculty of Physical Education and Sports of the Comenius University in Bratislava, Slovakia, further the Faculty of Kinesiology and Rehabilitation Sciences of the Catholic University in Leuven, Belgium and the Faculty of Sport Sciences of the Masaryk University in Brno, Czech Republic.

The comparability of the curricula of the above mentioned institutions with that of the Faculty of Kinesiology of the University of Zagreb is based on the compatibility of course syllabuses which are performed at the abovementioned institutions, as well as on the acquired competences upon completion of the studies. This comparability is supported, among other things, by the fact that the students from our Faculty who, as part of the student mobility programme, spend a part of their studies at some of the above mentioned institutions, get full recognition of ECTS credits obtained by passing exams at those institutions.

o) Specify when and how you reacted and/or participated in making decisions of public interest.

The Faculty of Kinesiology of the University of Zagreb participates in making decisions of public interest and therefore can react to the decision-making process of such decisions through its membership, that is, through the membership of certain Faculty employees, in certain public and government institutions of great relevance to the Faculty.

The National Sports Council at the Ministry of Science, Education and Sports is the highest professional responsible for the development and quality of sports in the Republic of Croatia. The Council consists of a president and 12 members out of whom one is appointed at the proposal of the Faculty of Kinesiology of the University of Zagreb. Based on the Decision of the Croatian Parliament from June 30, 2010, professor Dragan Milanović, PhD, from the Faculty of Kinesiology of the University of Zagreb was appointed a member of the National Sports Council and, therefore, he directly participates in its work.

In performing its activities the Council pays particular attention to the following:

- discussing issues of relevance to sports and proposing and encouraging measures for promoting sports,
- giving its opinion on the draft proposal on the National Sports Programme to the Government of the Republic of Croatia,
- giving its opinion on the priorities, elaborates and studies which will be financed within the system of public needs in sports,
- determining the guidelines for regulations regarding the categorization of athletes,
- giving its opinion on the programmes for professional training for working in sports and determining the conditions which must be fulfilled by the institutions for professional training of sports personnel should fulfil,
- determining guidelines for regulations related to constructing and categorizing sports facilities at the national level,
- giving its opinions and recommendations on the draft proposals for regulations related to sports,
- giving its opinion on the draft proposal on the network of sports facilities,
- at the request of the Ministry in charge of sports related activities, giving a preliminary opinion about the advantages of giving Croatian citizenship to a physical person within the sports system who is a foreign citizen,
- performing other activities determined by law and other regulations.

The representatives of the Faculty of Kinesiology of the University of Zagreb are active members of the work group in charge of producing the Curriculum for Physical Education, which has been appointed by the Agency for Education and Teacher Training at the Ministry of Science, Education and Sports. This Curriculum is primarily focused on promoting health and a universal model for prevention of risk behaviours, which aims to contribute to acquiring the desired social attitudes and behaviours in children and adolescents regarding certain forms of risk behaviour.

Some of the teachers of the Faculty of Kinesiology closely collaborate with the Ministry of Science, Education and Sports. For example, the assistant professor Dražen Harasin, PhD, participated as the minister's assistant in the passing of the Sports Law in 2006, whereas the assistant professor Mario Baić, PhD, is a member of the work group at the Ministry for preparing modifications and supplementations to the mentioned law, as well as for the production of the Law on Sports Inspection.

Some of the teachers from the Faculty, specifically professor Dragan Milanović, PhD, and assistant professor Mario Baić, PhD, formerly performed the duty of president of the Expert-programme Committee at the Zagreb Sports Association which, among other things, proposes a programme of public needs in sports in the city of Zagreb.

As active members of the University of Zagreb Senate, the Council of Social Sciences and Humanities, as well as certain committees and working bodies at the University, some of our teachers also participate in the decision-making process on issues of wider interest so that by working in the abovementioned university bodies, primarily the Senate, they have the opportunity to participate in public debates initiated due to proposals on laws, sub-acts or decisions of public interest.

The employees of the Faculty participate in making decisions of public interest as members of professional associations, federations and alliances:

- the Croatian Kinesiological Association which is a member of the International Federation of Physical Education since August 2007,
- the Croatian Academic Sports Federation which is active at the Faculty of Kinesiology and has been a member of the International University Sports Federation (FISU) since July 7, 1993 and the European University Sports Federation (EUSA) since December 1, 2001,
- the Croatian Olympic Committee whose goals are, among others, encouraging the production scientific research, public and professional texts dedicated to ideological, philosophical, ethical, political, cultural and public aspects of Olympic values, as well as permanent collaboration with scientific centres, faculties and other educational institutions, associations and individuals in Croatia and abroad.

The employees of the Faculty also participate in forming public opinions by means of public appearances in the media, by active participations in public discussions, round table conferences, etc.

p) Specify to what extent you are satisfied with the current situation and propose possible improvements.

The existing situation at the Faculty of Kinesiology of the University of Zagreb and possible ways of improvement were presented in the SWOT analysis which was a basis for the production of strategic development goals. For that reason the answer to this question can be best presented through the above mentioned segments of the Development Strategy of the Faculty of Kinesiology in the period between 2014 and 2020.

STRENGTHS

- a tradition of the leading institution in the field of kinesiology in the region
- an optimal age structure of personnel
- a decent material infrastructure of the Faculty
- an interdisciplinary character of the study programmes due to the complex structure of kinesiology

- partnerships with all institutions related to sports in the Republic of Croatia
- a continuous improvement of international collaboration
- a positive and stable financial situation
- an above average grade (University of Zagreb) for Faculty teachers' work given by the students
- a high scientific productivity *per capita* in the field of social sciences and humanities of the Republic of Croatia

WEAKNESSES

- a non-defined status of the study programme of the integrated university study of kinesiology
- an insufficient number of full-time teachers
- a low student pass rate in individual years of studies and a low student pass rate in terms of completion of studies
- an uneven distribution of scientific productivity among teachers and associates
- an absence of international scientific projects financed from the EU funds
- a low coverage of courses in university textbooks, manuals and lecture notes
- an insufficiently developed system of management and organisation (lack of ISO standards)
- a lack of relations with the public health and economic sector

OPPORTUNITIES

- using the position of Croatian sports and tourism in the world to create collaborating scientific research as well as systems for educating sports professionals
- focusing on applied scientific research and the transfer of knowledge into practice
- using financial resources from EU funds
- increasing student and teacher mobility
- strengthening the relationship with the Alumni of the Faculty
- creating study programmes in English
- creating new study programmes of lifelong learning
- establishing connections with the field of public health

RISKS

- insufficient funds for educational and scientific activities from national budget
- insufficient and unfavourable supply of personnel
- unsatisfactory relations with the fields of applied kinesiology
- 'brain drain' of young professions abroad and into the private sector
- unfair competition in Croatia and the surrounding countries
- noncoordination of study programmes with the needs of the labour market and the wider social changes/demands

STRATEGIC GOALS:

TEACHING PROCESS

Improving the quality of the teaching process based on scientific realizations, expert knowledge and pedagogical skills of the teachers, as well as on student activities and their mobility.

SCIENTIFIC AND RESEARCH WORK

Ensuring conditions for creative scientific and research work focused on creating new knowledge and expanding the existing knowledge in all fields of general and applied kinesiology.

KNOWLEDGE TRANSFER

Ensuring adequate use of realizations obtained by scientific research in all fields of applied kinesiology (sports, kinesiotherapy, kinesiological recreation, kinesiological education).

RESOURCE MANAGEMENT

Rational, responsible and transparent managing of all Faculty's resources with the purpose of creating optimal conditions for scientific, teaching and professional activity.

INTERNATIONAL COLLABORATION AND PUBLIC RELATIONS

Positioning the Faculty in the international academic community and presenting kinesiology and the results of the Faculty's work in the academic, professional and wider public areas.

Table 1.1. Internal quality assurance

Type of activity	Responsible for the activity (name of the body or persons)	Frequency of the activity (number of annual meetings or activities)	Number of reports made in the course of specific activity in the last 5 years	Practical results of activities (description in the text)
Thematic sessions on teaching quality	Faculty Council	2	2	the adoption of necessary Decisions and Regulations and their application
	Committee for Education and Student Affairs	10	5	proposals to the Faculty Council for adopting necessary Decisions and Regulations
	Committee for Quality Assurance	6	2	proposals to the Faculty Council for adopting necessary Decisions and Regulations, proposals to Committees and other Faculty bodies for undertaking necessary measures for the purpose of quality improvement
Activity of the board (committee) for teaching quality monitoring	Committee for Quality Assurance	6	2	proposals to the Faculty Council for adopting necessary Decisions and Regulations, proposals to Committees and other Faculty bodies for undertaking necessary measures for the purpose of quality improvement
Student questionnaire (implementation, processing, informing students, teachers' responses)	Committee for Quality Assurance	6	2	successfully implemented student surveys and the results student surveys
SWOT analysis at the level of the institution	Committee for the Development Strategy	3	1	SWOT analysis
Monitoring quality indicators at HEI	Faculty Council	10	5	annual reports on the Faculty's work
	Committee for Quality Assurance	6	2	annual reports on their work



2.

STUDY PROGRAMMES

2. STUDY PROGRAMMES

a) Provide a diagram with configuration of all study programmes along the vertical line (undergraduate, graduate, integrated and postgraduate) with their possible branching into specialisations or orientations. If you also carry out professional study programmes, show their configuration as well. Explain the functional reasons for such configuration, especially from the standpoint of achieving optimal educational results (employability, study continuation, mobility) in relation to the projected enrolment quota. Specify which study programmes are dislocated and comment on their justification.

At the Faculty of Kinesiology of the University of Zagreb, the following university and professional study programmes are organized and carried out:

A) University study programmes

Diagram with configuration of university study programmes (along the vertical line):

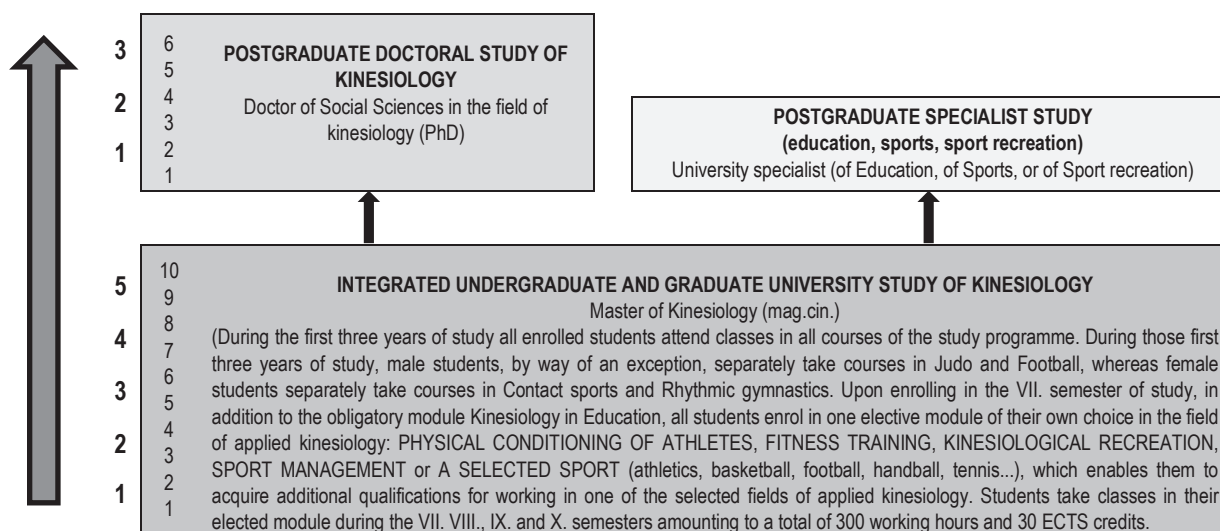


Image 2.1. Diagram with configuration of the university study programmes of kinesiology

The Faculty of Kinesiology of the University of Zagreb has been established over 50 years ago, and in the course of that period this institution has been successfully educating qualified personnel on various study levels, ranging from the Integrated undergraduate and graduate university study to the Postgraduate doctoral study. This fact testifies to a high level of experience which is manifested in the realization of various teaching methods which are founded on extensive scientific and theoretical activities, as well as in the continuous modernization of our study plans and programmes.

1. Integrated undergraduate and graduate university study of kinesiology (5 academic years; 10 semesters)

The Integrated undergraduate and graduate university study of kinesiology at our Faculty is a full-time study programme which lasts for 10 semesters or 5 academic years, with a total of at least 300 ECTS credits. Upon graduating from the Integrated undergraduate and graduate university study students attain the academic title of Master of Kinesiology (mag.cin.).

Upon enrolling in the VII. semester of study, in addition to the obligatory module of Kinesiology in Education, all students enrol in one elective module of their own choice in the field of applied kinesiology: PHYSICAL CONDITIONING OF ATHLETES, FITNESS TRAINING, KINESIOLOGICAL RECREATION, SPORT MANAGEMENT or A SELECTED SPORT (athletics, basketball, football, handball, tennis...), which enables them to acquire additional qualifications for working in one of the selected fields of applied kinesiology.

Highly educated experts in the field of kinesiology have the necessary competences to perform classes of physical education on all educational levels ranging from preschool to institutions of higher education. According to their second qualification, Masters of Kinesiology are qualified to perform planned sports activities, as well as organize trainings for selected athletes on all levels of competitive sports for children, teenagers and adult athletes. They can also organize and carry out physical conditioning for athletes of different ages and quality, fitness trainings or recreational activities, as well as provide kinesitherapeutic procedures or implement programmes for physical activity for persons with disabilities or persons with health problems. Our graduates are also qualified for conducting programmes as part of sport management.

The position of contemporary kinesiology in the world is considerably defined by its orientation towards human health. Physical activity is considered to be an important prerequisite of both physical and mental health, as well as of quality of life. In addition, physical activity is increasingly considered and recognized as an irreplaceable „remedy“ for a large number of chronic diseases and health problems of the locomotor system. Creating healthy habits and having a healthy life style is closely related to the early educational influences. Consequently, there is a noticeable need for a high level of education of those experts who have everyday comprehensive contact with young children and teenagers. These experts are precisely kinesiologists, who are placed with a significant responsibility for the population's health and quality of life while conducting educational and extracurricular kinesiological activities.

With regard to the **permission letter for carrying out the Integrated undergraduate and graduate university study of kinesiology**, there are some debatable and open questions between the Faculty of Kinesiology as the proposer of the subject study programme, and the University of Zagreb on the one side, as well as the National Council for Higher Education and the Ministry of Science, Education and Sports on the other side. Although the study in question is organized and carried out at this Faculty according to the new ECTS study

programme for the past eight years, these unresolved questions unfortunately are not yet fully decided on.

In order to explain the mentioned situation follows a brief exposition.

The Integrated undergraduate and graduate university study of kinesiology, as a new model of studying which is coordinated with the ECTS credit system, that is with the Bologna Process, has from the very beginning been designed, conceived and organized as a unique – integrated undergraduate and graduate university study for attaining the academic title of Master of Kinesiology. Above all, this study programme is organized in order to qualify our students for the future work of teaching physical education in various educational institutions, starting with elementary education up to institutions of higher education. According to the new study programme, which has been approved by the Senate of the University of Zagreb, the National Council for Higher Education and the Ministry of Science, Education and Sports, the first generation of students enrolled in our Faculty in the academic year 2005/06. Unlike our „old“ four-year undergraduate university study programme for acquiring a university education and the qualified vocation of „professor of kinesiology“, this study programme offered new possibilities to our students, which was in consistence with the recommendations of the National Council for Higher Education issued in January 2005, and with the standpoints of the Committee for Educational Studies. According to the new study programme, all enrolled students who during their study, for whatever reason, realize that they will not be able to complete them, while enrolling in the VI. semester on their third year of study, they are allowed to enrol, within a reasonable time limit, in those courses (an elective module in a selected sport, physical conditioning of athletes, fitness training or physical recreation) which will provide them with a professional qualification that will enable them to work in the field of applied kinesiology that they have chosen (Bachelor of Kinesiology – baccalaureus – in Athletics, Basketball, Football, Handball,..., or Fitness Training, or Physical Conditioning of Athletes, or Physical Recreation). According to that same study programme, all other students who chose to continue their study enrol in the VI. semester in those courses which had directly qualified them for further continuation of their study, that is they enrol in the second level of their study without first enrolling an absolvant's or ABD (all but degree) semester, without taking a final exam and without the possibility of having to repeat the classification procedure for competitive enrolment.

This model of studying which includes a potential, however not an obligatory, graduation on an undergraduate level, is coordinated with the ECTS credit system, the Bologna Process and the mentioned recommendations of the National Council for Higher Education, and it has been adopted by unanimous vote by the Faculty Council, as well as by all other authorized bodies of our Faculty, as a model of studying which both momentarily and over the long term, meets best the needs for performing classes of physical education at all levels of the educational system, as well as everyday needs in sports and sports practice in general. The assessment of the proposer was that this model of studying is simultaneously flexible enough to enable all enrolled students to graduate from their study on at least the undergraduate level, or at the graduate level, given that they demonstrate adequate efforts and dedication.

The Faculty of Kinesiology of the University of Zagreb was issued two permission letters on June 2, 2005 by the Ministry of Science, Education and Sports, allowing the realization of the mentioned study programmes, specifically for the realization of:

- a) an **undergraduate** university study of kinesiology which lasts for three academic years, with a total number of 180 ECTS credits after graduation, and
- b) a **graduate** university study of kinesiology which lasts for two academic years, with a total number of 120 ECTS credits after graduation.

Considering everything that was mentioned, it was clear from the very beginning that there was a certain discrepancy between the adopted study programme and the issued permission letters. Namely, the permission letter that was issued for the realization of the three-year undergraduate university study is entirely in accordance with the adopted study programme, and as such it is appropriate for all students who during their study decide at their own discretion to graduate from the three-year undergraduate university study. On the other hand, the permission letter that was issued for the realization of the two-year long graduate university study did not entirely acknowledge in its curriculum the anticipated possibility of carrying out the university study of kinesiology as a unique integrated undergraduate and graduate university study, which enables our students, after completing the first three years of study and passing the necessary number of exams, that is after acquiring the determined number of ECTS credits, to continue their study by directly enrolling in the fourth year of the integrated university study, without having to enrol the so-called absolvent's or ABD (all but degree) semester, without taking the final exam or without the possibility of undergoing the classification procedure for competitive enrolment in the graduate university study.

As a result of certain understatements and terminological unevenness in the subject study programme, as well as the obvious discrepancy between the study programme and the issued permission letters, that is as a result of potential omissions in its production, as well as in the very procedure of its adoption, the enrolled students should not in any case be deprived of their right to graduate from their study according to the study programme that they enrolled in. In order to find a solution to this misunderstanding the Faculty has been in direct contact and continuous negotiations with the University of Zagreb and the appropriate Ministry for the past 7 to 8 years, in order to obtain an additional permission letter which would be in accordance with the adopted study programme, enabling the realization of a university study of kinesiology as a unique integrated five-year study. In spite of all efforts made by the Faculty and the indisputable support of the University of Zagreb, this problem has not been completely resolved to the present day for a number of reasons, primarily of the objective nature. The discrepancy between the issued permission letters and the adopted study programme of the Integrated undergraduate and graduate university study of kinesiology, has been partially resolved for the first time on July 14, 2009, when the Senate of the University of Zagreb reached a Decision on the temporary structure and realization of the proposed and revised Integrated undergraduate and graduate university study of kinesiology, which was reached after a positive opinion that was procured by the Ministry of Science, Education and Sports. Initially this Decision by the Senate of the University of Zagreb temporarily authorized the Faculty of Kinesiology to organize and carry

out the university study of kinesiology as an Integrated undergraduate and graduate university study programme during the academic years 2008/09 and 2009/10, until the Faculty obtained a suitable permission letter from the Ministry. The Senate of the University of Zagreb subsequently reached decisions which also acknowledged this right to the Faculty of Kinesiology for the academic years 2010/11, 2011/12 and 2012/13, only this time, at the specific request of the University, our Faculty renounced the model which enabled the enrolled students to graduate from the undergraduate study.

In the meantime, the Faculty of Kinesiology prepared a new **study programme for the Integrated undergraduate and graduate university study of kinesiology, which was adopted on October 2nd, 2012 by the Senate of the University of Zagreb**, and which in terms of its contents, presented a considerably modified and modernized version of the study programme. Immediately after, this programme was forwarded into further procedure and it was submitted for consideration and adoption to the Ministry of Science, Education and Sports, as well as to the National Council for Higher Education. In spite of repeated requests, our Faculty did not receive an answer from the National Council or the Ministry of Science, Education and Sports within the legal deadline of two months, or what is more, within the next ten months regarding the proposed study programme for the academic year 2013/14. With regard to that fact, according to the instructions from the University and the Agency for Science and Higher Education, our Faculty enrolled the first generation of students in a full-time university study of kinesiology who will be studying according to the new study programme for the Integrated undergraduate and graduate university study of kinesiology, adopted by the Senate of the University of Zagreb on October 2, 2012, however with a clearly emphasized obligation of our Faculty, in terms of future continuation of all initiated activity related to the obtaining of a valid permission letter from the Ministry regarding the organization and realization of the study programme in question. It is imminent that our Faculty should finally get the requested permission letter from the Ministry allowing the realization of the Integrated undergraduate and graduate university study of kinesiology immediately after the constitution of the National Foundation for Science, Higher Education and Technological Development in its next session, predictably not later than by the end of the first trimester in 2014.

The present organization of studies at the Faculty of Kinesiology, as well as the portrayed configuration of university studies have an intelligible foundation in the tradition of educating qualified personnel in this field and in the needs of the labour market, owing to the fact that our Faculty provides a complete and self-contained education for highly educated and qualified personnel in the fields of fundamental and applied kinesiology. This type of configuration of study programmes, which demonstrate a pronounced autonomy and interdisciplinary character, derives from the definition of kinesiology as a scientific field with its associated disciplines, which ensures a quality education of qualified personnel for a wide range of work and various occupations in the labour market.

Upon graduating from this integrated educational cycle, students are offered with the possibility of enrolling in the second educational cycle of university education, either in one of our Postgraduate specialist studies in the fields of education, sports or physical recreation, or in the Postgraduate doctoral study of kinesiology.

1. Postgraduate specialist studies (1,5 academic years, 3 semesters):

- a. Applied kinesiology in sports
- b. Applied kinesiology in physical recreation
- c. Applied kinesiology in education

Postgraduate specialist studies last three semesters (90 ECTS credits), and after graduating, students acquire the academic title of University specialist in either Kinesiology of Education, Kinesiology of Sports or Kinesiology of Physical Recreation.

At this moment the Faculty of Kinesiology of the University of Zagreb owns **valid permission letters for the realization of Postgraduate specialist studies:** Applied kinesiology in Education since June 18, 2009, Applied kinesiology in Sports and Applied kinesiology in Physical Recreation since July 1, 2009.

2. Postgraduate doctoral study of kinesiology (3 academic years, 6 semesters)

The Faculty of Kinesiology has been carrying out the Postgraduate doctoral study of kinesiology since the academic year 2001/02. This study programme lasts three years during which the students must achieve a minimum of 180 ECTS credits, and upon graduating they acquire the academic title of Doctor of Social Sciences.

In terms of the new study programme, the Postgraduate doctoral study of kinesiology is carried out since the academic year 2006/07, likewise lasting three years during which the students must achieve a minimum of 180 ECTS credits, and upon graduating the students acquire the academic title of Doctor of Social Sciences in the field of kinesiology.

At present our Faculty is in possession of the **valid permission letter for carrying out the Postgraduate doctoral university study of kinesiology** since September 18, 2006.

The organization of the doctoral study and the portrayed configuration have an intelligible foundation in a long tradition of higher education on a doctoral level lasting for 42 years. This study programme contains a pronounced autonomy and interdisciplinary character which derive from the definition of kinesiology as a scientific field with its associated disciplines, which ensures a quality doctoral education of qualified personnel capable of conducting applied and developmental scientific research.

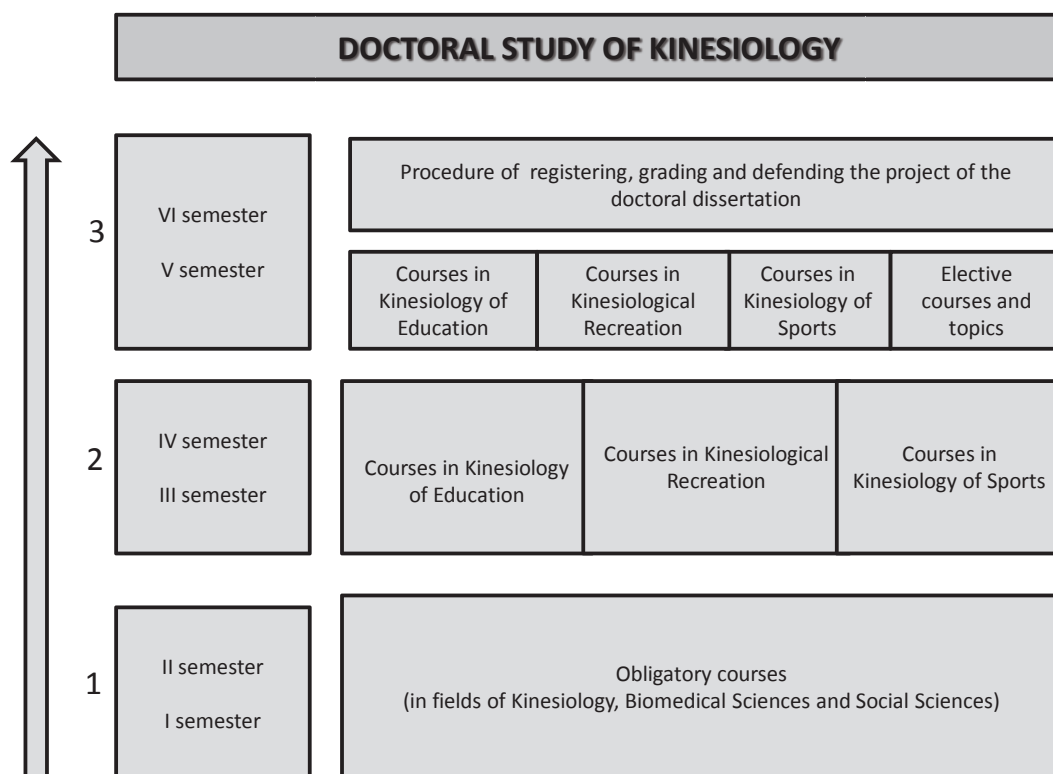


Image 2.2. Diagram with configuration of the Postgraduate doctoral study of kinesiology

According to the configuration of the Postgraduate doctoral study of kinesiology, courses are divided within four separate groups with separate ECTS credit allocation. Three of those groups include courses in which teaching is organized in the form of lectures and research seminars in obligatory and elective modules, while the fourth group requires independent scientific activity and participation in scientific conferences in the country and abroad on the one hand, and on the other hand the production and defence of a scientific project, as well as the production and defence of the doctoral dissertation.

- The first group is composed out of methodologically oriented obligatory modules in which all students of the Postgraduate doctoral study are enrolled in and they take these courses during the first three semesters.
- The second group is composed out of courses which are arranged into three elective modules, that is fields of applied kinesiology (Kinesiology of Education, Kinesiology of Sports and Kinesiology of Physical Recreation), which the students select and enrol in according to their future scientific orientation, as well as elective courses which apply to essential fields of fundamental and applied kinesiology, and which provide students

from our doctoral study programme with additional education in keeping with their fields of interest.

- Elective courses and subjects dealing with various fields in fundamental and applied kinesiology as well as interdisciplinary fields are represented in the third group.
- The fourth group includes student activity in terms of conference attendance and publishing their papers in scientific journals or other publications. The production and defence of the doctoral dissertation is also part of this group.

B) Professional study programmes

1. Coach education professional course (3 academic years, 6 semesters)
2. Specialized graduate professional study programme for coach education (1 academic year, 2 semesters). This study programme is currently not carried out as a new two-year (4 semesters) study programme is in the process of adoption.

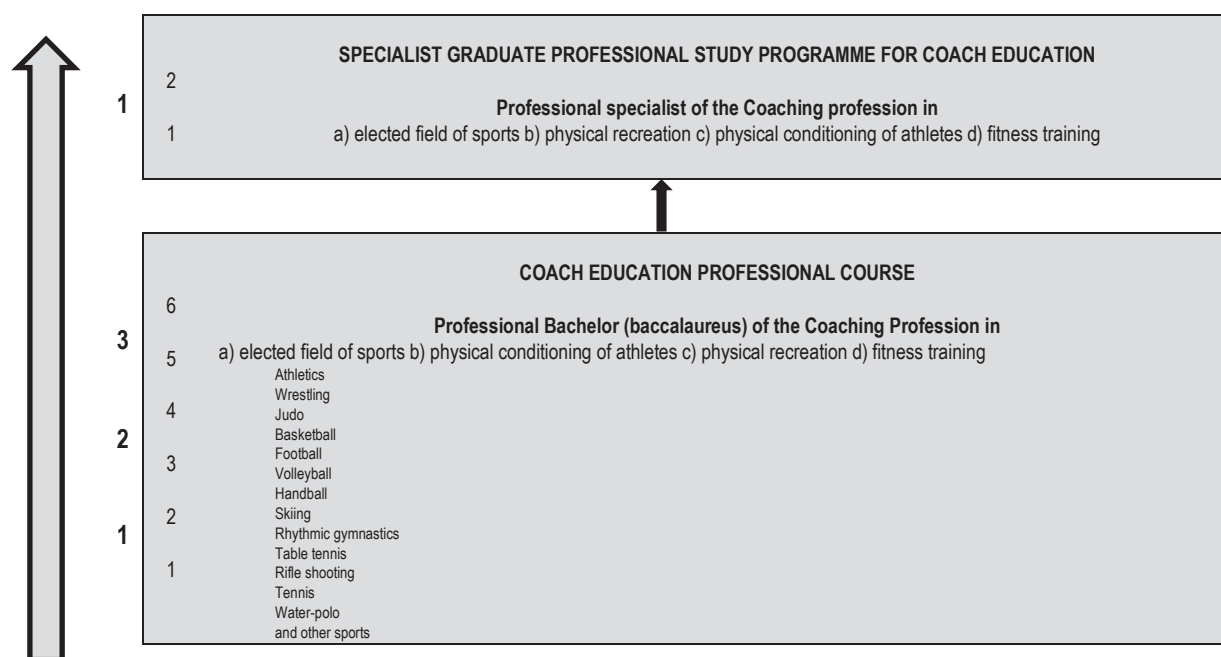


Image 2.3. Diagram with configuration of the professional study programmes for coach education

Upon graduating from the Coach education professional course a student acquires qualifications for working in a selected sport, physical recreation, fitness training or physical conditioning of athletes.

Students who graduate from the Coach education professional course obtain the professional title of Professional Bachelor (baccalaureus) of the Coaching Profession in: a selected sport (for example athletics, wrestling, judo, basketball, football, volleyball, handball, swimming, skiing, rifle shooting, tennis, etc.), in fitness training, in physical conditioning of athletes, or in physical recreation.

Upon graduating from this level of our professional study programme students can enrol in the second level of post secondary education, by applying to the Specialist graduate professional study programme for coach education.

Students who graduate from the one-year **Specialist graduate professional study programme for coach education** acquire 60 ECTS credits and the professional title of Professional specialist of the coaching profession in: a selected sport (for example athletics, wrestling, judo, basketball, football, volleyball, handball, swimming, skiing, rifle shooting, tennis, etc.), in fitness training, in physical conditioning of athletes, or in physical recreation.

However, students who graduate from either of the mentioned professional studies do not acquire teaching qualifications and they cannot, under any circumstances, be employed or work in educational institutions.

It is a known fact that nowadays there is a **strong need for education of qualified personnel in sports**, as a large number of individuals who are performing professional work in sports (37.2% of them) does not possess the necessary professional qualifications. With regard to that fact, the labour market is open to employment of highly educated personnel who have been trained in quality general and specific basis of kinesiology, as well as in biological, psychological and pedagogical basis of interdisciplinary fields. Finally, the conclusion can be made that this type of education of highly educated personnel which are required in applied fields of sports and physical recreation, provides experts who can be employed in a wide range of activities and occupations in the labour market of sports and adjoining qualified work.

Our Faculty possesses a **valid permission letters for the realization of the Coach education professional course** since July 15, 2009, as well as **for the Specialized graduate professional study programme for coach education** since September 7, 2011.

The existing organization of the Coach education professional course, which had functioned as part of the Polytechnics of Social Sciences in Zagreb until 2011, and since then as part of the Faculty of Kinesiology, and the portrayed configuration of the two levels of professional study programmes demonstrate a strong connection with the former system of coach education which met the needs for various types of professional work in the fields of sports and physical recreation.

Regarding the **issued permission letters for the professional study programmes** which are currently organized and carried out at the Faculty of Kinesiology, it is certainly necessary to mention the following. Upon the cancelling and the termination of work of the Polytechnics of Social Sciences in Zagreb, in keeping with the order given by the government of the Republic of Croatia on the annexation of the Polytechnics of Social Sciences in Zagreb to the University of Zagreb from October, 2011, and the Agreement on organizational modifications at the Polytechnics of Social Sciences in Zagreb from June 9, 2011, whose signatories were the University of Zagreb, the Ministry of Science, Education and Sports, the Ministry of Public Administration, the Polytechnics of Social Sciences in Zagreb, the Faculty of Law and the Faculty of Kinesiology, the Faculty of Kinesiology adopted from the Polytechnics of Social Sciences all:

- study programmes of the Coach education professional course,
- students from the Polytechnics of Social Sciences in Zagreb enrolled in the mentioned professional study programmes for coach education, as well as
- valid permission letters for the realization of those study programmes.

In accordance with all that was mentioned, the enrolment of the new generation of students to the Coach education professional course at the Faculty of Kinesiology of the University of Zagreb in the academic years 2012/13 and 2013/14 has been realized following the valid permission letter from July 15, 2009, which had been issued to the then Polytechnics of Social Sciences in Zagreb by the Ministry of Science, Education and Sports.

In the meantime, the Faculty of Kinesiology has produced a **new study programme for the three-year Coach education professional course**, which has already been adopted by the Council of Social-Humanistic Field and the Senate of the University, and should shortly be directed into further procedure for consideration and adoption to the National Foundation for Science, Higher Education and Technological Development and the Ministry of Science, Education and Sports for the purpose of obtaining a permission letter from the Ministry for conducting the mentioned study programme.

Simultaneously, it should be pointed out at this point that not one generation of students has not been enrolled in the one-year Specialist graduate professional study programme for coach education at our Faculty, even though we possesses a valid permission letter for that study, due to the initiated procedure of constructing a new two-year Specialist graduate professional study programme for coach education. In addition, considering the fact that the new study programme will shortly be directed to the University for consideration and adoption, it is completely safe to say that from this time on in the mentioned one-year Specialist graduate professional study programme for coach education no generations of students will not be enrolled.

Kinesiology is in fact an interdisciplinary science which is rich in various scientific areas, fields and scientific disciplines. Therefore it is indispensable for the study programme of the Integrated undergraduate and graduate university study, as well as for the Professional study programmes, Postgraduate specialist and doctoral study programmes to have knowledge from social, humanistic and biomedical scientific fields incorporated into their content.

In order to consider the question of **employability of personnel** who graduate from university or professional studies, we can establish the fact that there is a genuine demand for the mentioned personnel, and then a genuine probability of their employment.

A point of reference for the portrayed configuration and the probability of employment of professional personnel in the educational system and in sports can be established in observing documents regulating professional activities and occupations (the National classification of professional activities from 2007 and the National classification of occupations from 2010), where the following statistical data should be specifically pointed out:

According to the official statistics of the Croatian Employment Service on October 31, 2013, the number of graduates from the Faculty of Kinesiology of the University of Zagreb among registered unemployed persons is 380, out of which 30 are unemployed coaches who graduated from professional studies, while the remaining 350 are professors and Masters of Kinesiology who graduated from four-year or five-year university studies. A conclusion can be made that this number of unemployed qualified personnel does not represent the realistic situation as it is a known fact that in certain less developed regions of the country persons who have not graduated from the adequate study (absolvents) are teaching physical education. This number of unemployed personnel mainly applies to larger areas in which unemployed personnel who have finished their study manage to find alternative options for part-time work as a way of providing an income.

With regards to the registered number of unemployed professors of kinesiology and coaches, an even larger issue lies in the fact that according to the official statistics (the Project study Coaches and professional work in Croatian sports, July 12, 2011, by Jukić and associates), in various fields of sports, out of a total of 11000 employed coaches no less than 37,2% do not have the required professional qualification according to the regulations of the Sports Law.

According to this statistical data there is no personnel surplus on the labour market, but a substantial personnel deficit. Bearing in mind that upon graduating from their study professors and Masters of Kinesiology acquire an additional qualification for conducting professional work in sports, we arrive to the conclusion that this problem could be successfully resolved should the regulations of the Sports Law be complied with in the whole. This means that in the near future all momentarily unemployed personnel as well as those who will be here after graduating from their study should be able to find a position in teaching physical education, in sports or in physical recreation.

Student mobility is regulated by politics and by the Regulations on Student Mobility of the University of Zagreb on all levels of study. At our Faculty studies are open in several ways and to that extent the possibility of mobility is available to our students towards other collaborating institutions of higher education and study programmes in which our students can enrol in elective courses of their own choice for the purpose of expanding their basic education in kinesiology. At the same time, the Faculty of Kinesiology accepts graduates from other faculties who can even enrol in Postgraduate specialist studies, as well as in the Postgraduate doctoral study of kinesiology, provided that they meet the criteria of the classification procedure. At this moment we have eight of those students in our studies.

The Faculty of Kinesiology is also open to domestic and international students from related institutions of higher education who want to transfer to our Faculty. The conditions of transfer are defined by the Resolution on conditions of student mobility from other institutions of higher education to the Faculty of Kinesiology of the University of Zagreb, which was issued in July, 2010.

b) Specify overlaps of your study programmes with similar study programmes at other constituents of your university, if such exist. Explain steps undertaken to avoid future overlaps.

At the University of Zagreb there are no other institutions which carry out study programmes which are performed at the Faculty of Kinesiology. This refers to both university study programmes as well as to professional study programmes at all levels of study.

With regard to the nature of our studies, which include examining human motion and its impact on the abilities, characteristics and motor skills of the participants in kinesiological activities, we can establish the fact that there is a certain correspondence with specific courses which are carried out at other faculties of the University of Zagreb.

Among biomedical courses, it should be mentioned that although there is a pronounced specific quality to studying Functional Anatomy, Physiology, Kinanthropology and Sports Medicine at our Faculty, there is a correspondence with the identical courses which are studied at the Faculty of Medicine.

Likewise, in view of the deeply established pedagogical and psychological processes which take part in the execution of kinesiological activities, there is a certain similarity among courses such as Pedagogy, Psychology and Sociology which are studied at the Faculty of Philosophy or the Faculty of Teacher Education.

Economy and Management of Sports is one of the courses which is also studied at the Faculty of Economics and Business, however at our Faculty this course has attained a high level of specific quality with regard to the requirements of education and sports.

The above-mentioned correspondence also applies to some of the elective courses which complement the required anthropological, psychological, pedagogical and methodological knowledge which are necessary for successful work in teaching physical education, in sports and in physical recreation (Philosophy of Sport, Communication in Education, Culture of Public Speaking, Sports, Fans and Culture of the Young).

Part of the teaching activities at the Faculty of Kinesiology is conducted in cooperation with specific institutions where the above-mentioned courses are performed. Consequently for example, teachers from the Centre for Pedagogical Education, which functions as part of the Faculty of Teacher Education, take part in the realization of courses in Pedagogy and Didactics.

Collaboration is also realized with the Faculty of Economics and Business on the subject of conducting courses in Economy and Management of Sports, as well as with the Institute of Social Sciences Ivo Pilar for conducting courses in Sociology of Sport.

c) For each of the following types of study; undergraduate, graduate, integrated and postgraduate (separately for postgraduate specialist study programmes) as well as professional study programmes (if any) answer the following:

1. Specify the criteria you take into account when proposing enrolment quotas for undergraduate (or integrated undergraduate/graduate) study programmes, as well as professional study programmes (if any). Assess the suitability of the enrolment quotas with regard to social needs and the number of unemployed, possibility of the higher education institution to provide quality education in groups and the number of capable students motivated for efficient studying in line with the given programme.

Integrated undergraduate and graduate university study

When proposing enrolment quotas for the Integrated undergraduate and graduate university study (235 students), the basic criteria are established on a tradition which this Faculty has been taking into account for several years during which the enrolment quota for the first year of study had been between 250 and 300 students.

Prior to the academic year 2010/11, our Faculty had been enrolling 305 students, while starting with the academic year 2010/11 our Faculty has enrolled 255 students in the first year of study. Beginning with the academic 2013/14 our Faculty enrolls 235 students in the first year of study.

The enrolment quotas for the first year of study are determined by the Faculty Council based on the proposition from the Committee for Education and Student Affairs. According to the figures stated in table 2.1., we can establish the fact that the number of students applying for enrolment in the first year of study is gradually reducing over the years, starting with 2011/12 (949), 2012/13 (804) and 2013/14 (600 students applied for enrolment in the Faculty of Kinesiology). Just over half of the students in each of the mentioned academic years selected studying at this Faculty as their first choice. The number of enrolled students in the first year of study, in keeping with the approved quotas, is as well gradually reducing to 256 enrolled students (2011/12), 252 enrolled students (2012/13) and 231 enrolled students (2013/14).

Based on the information in application forms for enrolment in the Faculty of Kinesiology, we can establish the fact that a larger number of applicants for enrolment in the first year of study come from vocational secondary schools as compared to the number of applicants coming from comprehensive secondary schools (60 % : 40%).

The mentioned reduction of the enrolment quota is wholly a result of the unfavourable number of teachers and associates as compared to the number of students and in keeping with the demands of the Bologna Process and the quality of lectures. In terms of spatial capacities of the Faculty (sports halls, lecture halls, laboratories and equipment) as much as a double number of students could be enrolled.

In addition, actual social needs (the average of physically active population in the EU is 55%, whereas the average in Croatia is only 19-20%, based on what it is easy to conclude that there is a large social need for our personnel seeking to reach the standard determined by the EU), as well as the situation in the labour market both indicate that there is a need for a large increase in the number of enrolled students in our university study programmes.

Doctoral study

Upon determining enrolment quotas for the doctoral study, the most important criterion is the number of available mentors and the number of ongoing scientific projects, as well as the number of available and equipped laboratories. With regard to the complexity of organizing studies which are carried out through three or more modules, lower enrolment quotas have shown to be more successful as compared to the graduation rate and the academic standing during study, although they are much more demanding in terms of organization and study cost.

It needs special emphasizing that the doctoral study of kinesiology is particularly interesting to students coming from other institutions of higher education. Thus for example in the academic year 2011/12 out of a total of 40 enrolled students, 8 of them were from other institutions of higher education, which is an average of 20%, while in the academic year 2012/13 out of a total of 26 enrolled students, 10 of them came from other faculties (38,46%).

While enrolling the last generation of students in the doctoral study a somewhat lower average grade was registered (3,96) as compared to the average grade of students who were enrolled in the academic year 2011/12 (4,15).

With respect to the sense of purpose of the enrolment quotas from the standpoint of social needs for scientific personnel, we can establish the fact that at present there is a deficit in the number of Doctors of Social Sciences in the field of kinesiology in Croatia. There is a strongly manifested need for their employment in institutions of higher education as well as in both the governmental and the nongovernmental sectors which are responsible for this field.

Table 2.1. a. Structure of enrolled students and interest in the university study programme in this and the past two academic years*
(For undergraduate and integrated study programmes, data for the first year in this and the past two academic years)

Integrated undergraduate and graduate	Full-time students						Part-time students			Total			
	Year	Applied	First choice	Second choice	Enrolment quota	Enrolled in the first year	Applied	Enrolled in the first year	Enrolment quota	Comprehensive secondary education		Vocational secondary education	
										Number	Grade average	Number	Grade average
2013/2014.	600	398	43	230+5	231	-	-	-	-	92	3.69	139	3.55
2012/2013.	804	482	87	250+5	252	-	-	-	-	104	3.70	148	3.52
2011/2012.	949	452	93	250+5	256	-	-	-	-	105	3.59	151	3.56

Table 2.1. b. Structure of enrolled students and interest in the university study programme in this and the past two academic years*
(For graduate and postgraduate study programmes, data for the first year in the past three academic years)

Postgraduate doctoral study	Full-time students				Part-time students				Total	
	Year	Applied	Enrolled	Enrolment quota	Applied	Enrolled	Enrolment quota	Number of students transferred from other HEIs	Average grade	Average grade
2013/14.	/	/	/	/	/	/	/	/	/	/
2012/13.	/	/	/	/	34	26	30	10	3,96	3,96
2011/12.	/	/	/	/	44	40	40	8	4,15	4,15

Professional studies

In recent years, at the Faculty of Kinesiology there has been between 300 and 400 part-time students enrolled in the first year of the professional study.

Starting with the academic year 2013/14, in accordance with the approved quotas, we are enrolling a total of 300 students, 250 part-time students and 50 full-time students, in all our study groups and specialisations of the three-year Coach education professional course.

While proposing the enrolment quotas for the Coach education professional course, our Faculty, that is the Coach Education and Training Department, took into account both social needs, as well as the available capacities of the Faculty.

Based on the data demonstrated in table 2.1.c., regarding the full-time professional study, it is clear that the Coach Education and Training Department just started with this study programme in this academic year (2013/14). A considerable number of potential students applied, out of which 174 students selected this study as their first choice, while 124 of them selected it as their second choice.

A total of 57 students enrolled in the first year of the full-time professional study, out of which 39 (68,4%) graduated from vocational secondary schools with an average grade of 3,45, while 18 (31,6%) of them graduated from comprehensive secondary schools with an average grade of 3,58.

Having examined the data demonstrated in table 2.1.d., it is clear that over the last three academic years students have expressed a considerable interest for enrolling in the Coach education professional course. As compared to the enrolment quota, the number of applied students has increased from 367 (2011/12) up to 703 potential students (2013/14). In the academic year 2013/14, 250 students enrolled in this study which is in accordance with the enrolment quota.

The majority of enrolled students, 185 (74%) of them, graduated from vocational secondary schools with an average grade of 3,41, while 65 (26%) of them graduated from comprehensive secondary schools with an average of 3,48.

According to the official data published in the project study *Coaches and professional work in Croatian sports* (Čustonja, Jukić, Milanović, 2011.), there is an oversized number of employed personnel (37.2 %) who, according to the regulations of the Sports Law, do not have the required professional qualification. At this moment our Faculty can provide optimal conditions for the realization of high-grade teaching in the professional study, although it needs emphasizing that there is a certain deficit in personnel due to which only 57 full-time students and 250 part-time students are enrolled in the first year of the professional study, which is too low when considered in relation to the demands in the labour market.

A considerable need for employing recent graduates from the professional study will be felt in the year 2017. The time limit for obtaining professional qualifications for working in sports has been extended until that year. A large number of currently employed coaches without the required professional qualifications should in this way obtain the required conditions for performing professional work in sports.

In spite of the registered demand for qualified personnel, as well as the number of students who are motivated to enrol in the coach education study, our Faculty will not change the enrolment quota of 300 students (250 part-time and 50 full-time students), mostly due to the unfavourable ratio between the number of teachers and associates and the number of students which is regulated by the Bologna criteria.



Table 2.1.c. Structure of enrolled students and interest in the professional study programmes in this and the past two academic years*
(For full-time professional study programmes, data for this and the past two academic years)

Full-time professional study	Full-time students – professional study					Part-time students			Total				
	Year	Applied	First choice	Second choice	Enrolment quota	Enrolled in the first year	Applied	Enrolled in the first year	Enrolment quota	Comprehensive secondary education		Vocational secondary education	
										Number	Grade average	Number	Grade average
2013/14.	630	174	124	50	57*	-	-	-	-	18	3.58	39	3.45
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-

* Starting with October 3, 2013, according to the Decision reached by the University Senate, the Faculty has received permission to increase the enrolment quota to the above-mentioned 57

Table 2.1.d. Structure of enrolled students and interest in the professional study programmes in this and the past two academic years*
(For part-time professional study programmes, data for this and the past two academic years)

Part-time professional study	Full-time students					Part-time students				Total			
	Year	Applied	First choice	Second choice	Enrolment quota	Enrolled in the first year	Applied	Enrolled in the first year	Enrolment quota	Comprehensive secondary education		Vocational secondary education	
										Number	Grade average	Number	Grade average
2013/2014.	-	-	-	-	-	-	703	250	250	65	3.48	185	3.41
2012/2013.	-	-	-	-	-	-	383	296	300	89	3.44	207	3.43
2011/2012.	-	-	-	-	-	-	367	352	300	81	3.50	271	3.27

2. Analyse the pass rate in the first year of study (undergraduate, integrated and professional) and relate it to the enrolment criteria. Reflect on the types of high schools your candidates are coming from and their average high school grade.

Integrated undergraduate and graduate university study

Based on the discussions which typically take place in departments, boards and the Committee for Education and Student Affairs, the conclusion can be made that our Faculty is not pleased with the student pass rate. In spite of suitable conditions for teaching realization and preparation of exams, it seems that the main reason for the current pass rate is a lack of student motivation for regular fulfilment of their obligations, as well as the fact that a part of our students actively participate in sports and in that way spend a significant amount of time in training and competing in various sports.

Upon examining the data (table 2.2), a conclusion can be made that out of the total number of enrolled students in individual years of study, the largest number of students typically collect more than $\frac{2}{3}$ of the maximum ECTS number (40 – 60 ECTS credits), however just as well, that there are too many students who collect up to $\frac{1}{3}$ of the maximum ECTS number (up to 20 ECTS credits). The least number of students collect between 20 and 60 ECTS credits, which is between $\frac{1}{3}$ and $\frac{2}{3}$ of the maximum ECTS number.

As an example, we can analyse the enrolment data from the academic year 2005/06 when out of the total number of enrolled students (296) the largest number of students (180; 45%) collected between 40 and 60 ECTS credits, while at the same time 108 students (36,5%) collected less than 20 ECTS credits. Only 8 students collected between 20 and 40 ECTS credits in the above-mentioned academic year.

The mentioned data indicate that students are divided into those who to a large number collect the sufficient number of ECTS credits for enrolling in the next year of study, while sadly, it must be concluded that still an oversized number of students do not collect the required number of credits for enrolling in the next year of study without conditions. Similar data on the pass rate in the study programme are obtained as well upon analysing the enrolment in the next year of study for students in their first year of study, as well as in other years of study which were analysed.

An important figure in this part of the analysis of the student pass rate is that out of the total number of enrolled students the number of graduated students is successively decreasing, which implies that the students of the Faculty of Kinesiology take considerably longer than 5 years to finish their study. Thus for example out of a total of 296 enrolled students in the academic year 2005/06, 130 students graduated up to this day, which makes 44% of the overall number of enrolled students in that generation. This implies that since the beginning of their study until this day (8 years), an inadequate number of students from the above-mentioned generation graduated from their study.

The average grade during their study in the integrated study programme of kinesiology is quite high, ranging from 3,99 (2005/06) up to 3,85 (2008/09).

In the following period the Faculty of Kinesiology will work hard in order to reduce the number of years which are necessary for completing the study, by reinforcing continuous assessments and evaluations of the students' work during the academic year. The present average of approximately 7,5 years should be reduced down to less than 6 years which is the desired number of years necessary for a student to finish his study.

Another reason due to which our students study for so many years is the fact that the labour market is relatively limited in terms of employment for graduates. According to the available data, it takes several years of waiting in order to apply for an announcement for a position with a realistic positive outcome in terms of employment in education, sports or physical recreation.

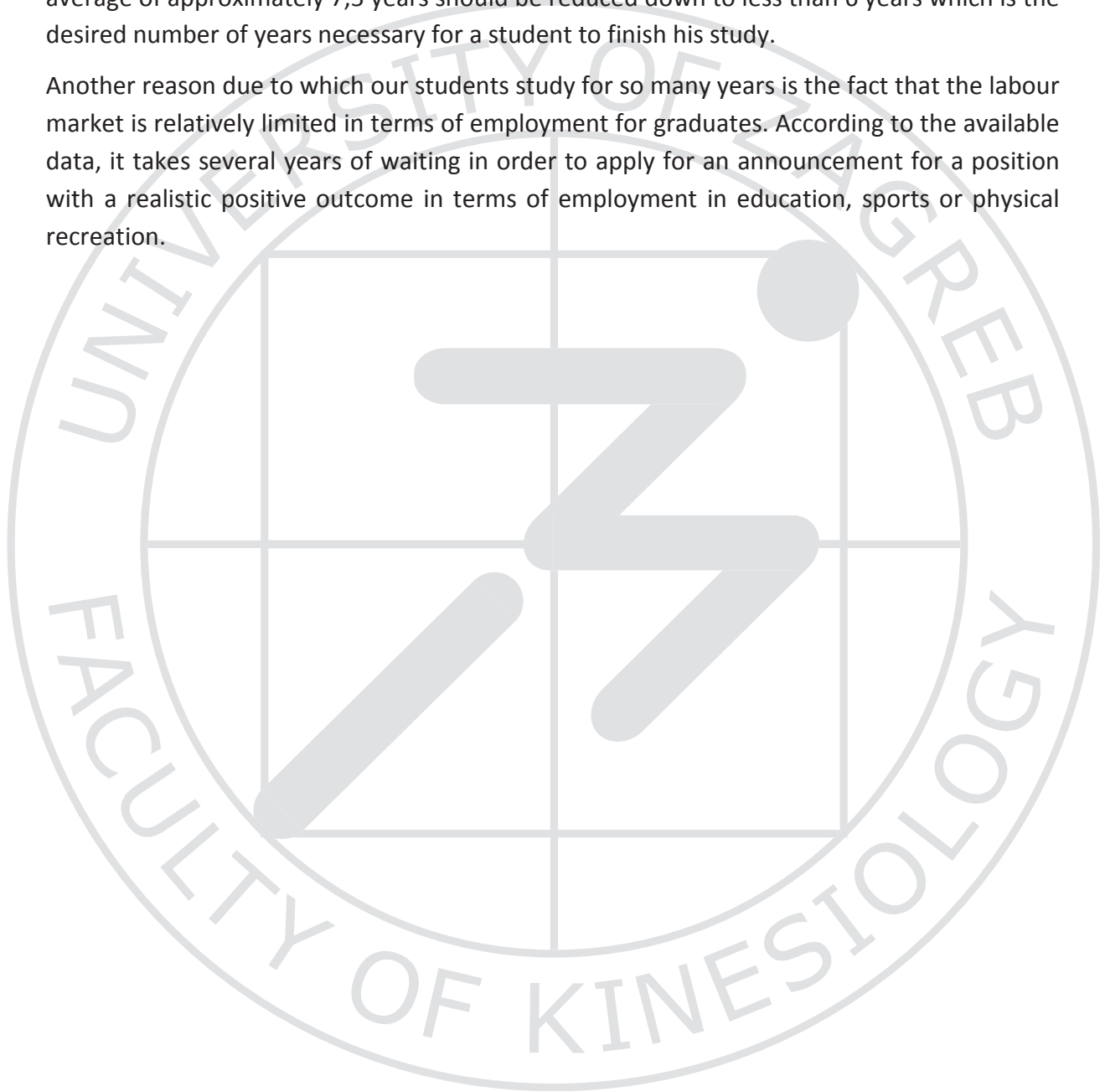


Table 2.2.a. Pass rate at the university study programme Integrated undergraduate and graduate study of kinesiology

Year of enrolment	Number of students enrolled	Number of students who collected up to 1/3 of the maximum ECTS number	Number of students who collected from 1/3 up to 2/3 of the maximum ECTS number	Number of students who collected more than 2/3 of the maximum ECTS number	Number of graduates	Number of students who lost their right to study	Average grade during studying
2005/2006	296	108	8	180	130	115	3,994
2006/2007	309	140	19	150	82	152	3,953
2007/2008	260	91	32*	137	45	103	3,947
2008/2009	257	89	43**	125	15	95	3,849

- * 2 students are finishing their study at the undergraduate level (180 ECTS)

- ** 8 students finished their study at the undergraduate level (180 ECTS)

Professional studies

In the **part-time Coach education professional course there are no specific requirements** expressed in terms of the number of passed exams and the required number of collected ECTS credits for enrolling in the next year of study. In spite of that fact, it is clear (table 2.2.b) that there has been a considerable reduction in the number of students who enrol in the next year of their study. This decrease in the number of students is most obvious in the transition from the first to the second year of study (18 and 29%), while it is somewhat less registered in the transition from the second to the third year of study (11%). The reasons for this situation mostly result from personal circumstances. Most students in the part-time professional study programme are either athletes or adults who are actively working. Athletes do not manage to coordinate regular trainings and competitions with their student obligations, whereas students who are employed often have difficulties with days off (holidays). In addition to objective difficulties with the simultaneous doing of „two jobs“, many students realize that it is after all too demanding for them, and as a result they terminate their study or they delay the study. In application forms in which students request the continuation of their study after a delay, it is evident that as a reason for delaying their study students often mention problems with their employer, changing their work place, personal illness, illness of a family member, child birth, losing their job and the associated financial difficulties, etc. Data on the number of graduated students refers to all students in the Coach Education and Training Department who graduated in the mentioned academic year, regardless of the year that they enrolled in their study.

Considering the fact that not until December 15, 2011 did the Faculty take over the responsibility of further organization and conducting of the Coach education professional course from the Polytechnics of Social Sciences, it is difficult to determine the duration of the study. In the end, this information is not decisive since there are no specific requirements for enrolling in the next year of study, and as a result the duration of the study depends on the students' hard work. This conclusion becomes even more prominent upon analysing the average grade during studying, which ranges between 3.87 and 3.96, which implies that students are quite successfully passing all the exams which are planned in the curriculum.

Furthermore, most of the enrolled part-time students in the professional study programme (65-75%) graduated from vocational secondary schools with an average high school grade of 3,37, whereas the rest of the students graduated from comprehensive secondary schools with a slightly higher average grade of 3,47 (table 2.1.c. and 2.1.d.). Our Faculty has already undertaken specific measures in order to overcome these difficulties by means of modifying the scoring system in the classification procedure, so that high school results have an increased importance as compared to the specific motor skills.

Table 2.2.b Pass rate in the professional study programme
(Coach Education and Training Department)

Year of enrolment	Number of students enrolled in the first year of study	Number of students enrolled in the second year of study	Number of students enrolled in the third year of study	Number of graduates	Average grade during studying
2010/2011	435	355	313	88*	3.87
2011/2012	352	250	-	83*	3.96
2012/2013	296	-	-	116*	3.89

*The number of graduates does not refer to those students in the part-time study who have enrolled in the study programme in the above-mentioned academic years, but to the number of graduates in that academic year.

3. State which methodology was used to set learning outcomes when planning study programmes. Use one study programme as an example of linking obligatory courses and competences.

Integrated undergraduate and graduate university study

Upon setting learning outcomes, the basic methodological approach was based on professional work which the graduates perform in various fields of applied kinesiology. There is a clear notion of the wide range of professional work as it is known that Masters of Kinesiology have to be qualified for teaching physical education, conducting sports trainings, activities in physical recreation and kinesitherapeutic programmes for various age groups.

The education of qualified personnel in the field of kinesiology over many years is based on these propositions, and as such it has been taken into account in the construction of the current university study programme, having been comprehensively discussed over by our departments, boards and the Faculty Council.

After finishing with the discussions, individual learning outcomes for each course or group of courses belonging to separate programme units are integrated into the curriculum so that they constitute a firm foothold for the qualified competences that are required of our graduates. During this process we used information which are stated in the Croatian Qualifications framework which defines various learning outcomes, required knowledge and skills, as well as other characteristics of professional work, which are necessary for a Master of Kinesiology in order for him to be able to conduct highly qualified and specialized work in education or in another field of applied kinesiology.

Learning outcomes which are included in the study programme of the Integrated undergraduate and graduate university study have eventually been adopted after the discussion of the Faculty Council.

Students with a completed obligatory module Kinesiology in Education acquire competences for working in the education system on all levels. By enrolling in one of the elective modules students acquire an additional qualification for working in one of the fields of applied kinesiology. In this respect, students who select and complete, next to the obligatory module

Kinesiology in Education, for example the elective module Kinesiology in Physical Recreation, the presumption for their success in practical work is based on the following:

- acquired knowledge on anthropological characteristics of individuals participating in recreational activities,
- psychological and pedagogical knowledge on planning and conducting methodological procedures when working with groups participating in recreational activities,
- specific kinesiological knowledge enabling the use of various conventional (fields of sports) and unconventional (natural forms of movement) motor activities in that field.

This is an example of demonstrating the required linking of obligatory courses and competences which are acquired by our graduates.

The table 2.3.a. demonstrates the structure in the method of passing exams at the Integrated undergraduate and graduate university study of kinesiology. The table provides methods of passing exams in obligatory courses (33), obligatory modules (5), elective modules in Sports (5), Kinesiological Recreation (5), Sport Management (5) and Kinesitherapy (6), as well as in elective courses (38).

With reference to the Information system of higher education institutions (ISVU system), our students have the possibility of taking partial exams (preliminary exams) on the basis of continuous assessments of learning outcomes and evaluations of acquired knowledge and motor skills.

The largest number of exams in obligatory courses is conducted in terms of a written and an oral examination of the acquired knowledge. In courses concerning the kinesiology of sports that is of individual sports the exam is conducted in terms of practical testing of methodological skills (45,5%) and a final oral examination.

The five courses of the obligatory module Kinesiology of Education are typically tested by a combination of practical work and a final written and oral exam.

The 38 elective courses are tested in various ways. Most of the exams consists of a final oral examination (55,30%) and practical work (42,10%), which typically applies to taking exams in elective sports. A certain number of exams in elective courses are conducted by means of a seminar paper (31,6%) and a written and oral final exam (21,05%).

Exams in elective modules (sports, kinesiological recreation, sport management or kinesitherapy) are a combination of a seminar paper and a final oral examination. Taking exams in terms of a final written and oral examination is less represented.

Table 2.3.a. Assessing learning outcomes

(Specify structure in the method of passing written exams at the undergraduate, graduate (including integrated undergraduate and graduate)* as well as postgraduate specialist study programmes carried out by your institution (number of courses in relation to the total number, expressed in percentage). Comment in tables if necessary.)

Integrated undergraduate and graduate university study of kinesiology	Final written exam	Final oral exam	Final written and oral exam	Practical work and the final exam	Only mid-term/preliminary exams/homework	Mid-term/preliminary exams/homework and the final exam	Seminar paper	Seminar paper and the final exam	Practical work	Other forms
33 – OBLIGATORY COURSES		15 (45,5%)	18 (54,5%)						15 (45,5%)	
5 – OBLIGATORY MODULE – KINESIOLOGY IN EDUCATION			5 (100%)						4 (80%)	
38 – ELECTIVE COURSES	1 (2,63%)	21 (55,30)	8 (21,05%)				12 (31,6%)		16 (42,10%)	
5 – module SPORTS		5 (100%)					4 (80%)		1 (20%)	
5 – module KINESIOLOGICAL RECREATION		4 (80%)	1 (20%)				3 (60%)		2 (40%)	
5 – module SPORT MANAGEMENT		2 (40%)	3 (60%)				2 (40%)			
6 – module KINESITHERAPY		4 (66,7%)	1 (16,7%)				1 (16,7%)			

**If you deliver professional programmes, also add the information for those*

Professional studies

In the process of assessing learning outcomes at the programme level of the Coach Education and Training Department, one of the starting principles was developing competences for conducting training processes in the fields of sports, physical conditioning and fitness training, as well as the process of physical training in the field of physical recreation. Upon planning the professional study programme, special attention was directed towards creating the right proportion and representation of both general and specific competences in relation to the particular requirements of individual study courses. An optimal correlation was established between the contents of the study programmes in individual courses and the learning outcomes in relation to the competences which are acquired after mastering the study programme material.

To that effect we also utilized positive experiences of similar institutions of higher education in Europe in which educating of qualified personnel for the needs of sports and physical recreation is organized.

The required level of technical skills of our graduates is achieved both on the levels of general and specific courses, as well as the study programme in general.

An example of correlation between the obligatory courses and the competences which are acquired at the Coach Education and Training Department can be portrayed by the order of courses in individual semesters: Functional Anatomy and Physiology of Sports and Exercise (I. semester), Biomechanics of Sports and Training Theory (III. semester) and Sports Medicine and Statistics and Informatics in Kinesiology (V. semester).

The structure of passing exams at the Coach Education and Training Department is demonstrated in table 2.3.b. The table specifies the methods of passing exams in each of the study groups (sports, physical conditioning of athletes, physical recreation, fitness training).

The largest number of exams in obligatory courses is taken by means of a written and oral examination of the mastered study material.

Elective courses – general courses are most often tested through a final written and oral exam (50%) as well as by a seminar paper and a final exam (22%), whereas the portion of only an oral exam or only a written exam is significantly less represented.

Elective courses – individual sports are tested through practical work and a final oral exam.

The assessment of learning outcomes in specialised courses differs in regard to the selected study group. Study groups such as Sports and Physical Conditioning of Athletes have final exams which are about equally represented with both written and oral final exams, as well as practical work and a final exam, whereas seminar papers and a final exam are less represented.

Distinctions in learning outcomes in specialised courses become prominent in study groups such as Physical Recreation and Fitness Training. While in the study course of Sport recreation the ratio between final oral exams (43%) and final written and oral exams (43%) is equal, in the study course of Fitness training a final written exam is most represented (62%), as well as practical work and a final exam (38%).

This type of distinction in the assessment of learning outcomes in relation to study groups is expected and comprehensible, as it is a result of the specific quality of each study group.

Table 2.3.b. Assessing learning outcomes

(Specify structure in the method of passing written exams at the undergraduate, graduate (including integrated undergraduate and graduate)* as well as postgraduate specialist study programmes carried out by your institution (number of courses in relation to the total number, expressed in percentage). Comment in tables if necessary.

Professional study	Final exam only			Only mid-term/preliminary exams/homework	Mid-term/preliminary exams/homework and the final exam	Seminar paper	Seminar paper and the final exam	Practical work	Other forms
	Final written exam	Final oral exam	Final written and oral exam						
Professional study- study course Sports	/	6% (2)	58% (18)	/	/	/	10% (3)		3% (1)
Professional study- study course Physical conditioning of athletes	3% (1)	7 % (2)	60% (17)	/	/	/	3% (1)	/	3% (1)
Professional study- study course Sport recreation	/	14% (4)	62% (18)	/	/	/	3% (1)	/	3% (1)
Professional study- study course Fitness training	18% (5)	3% (1)	50% (15)	/	/	3% (1)	3% (1)	/	3% (1)

**If you deliver professional programmes, also add the information for those*

4. Specify most important goals you used to set learning outcomes. Assess to what extent have the goals you had in mind when creating new study programmes (undergraduate, integrated undergraduate/graduate, and professional, if any) been achieved.

Integrated undergraduate and graduate university study

The primary goal of the study of kinesiology is for graduates to be able to successfully perform various forms of teaching physical education, sport trainings, recreational trainings and kinesiotherapeutic procedures based on the fundamental knowledge which they acquired in theoretical courses, as well as on theoretical and methodological knowledge in various forms of sport activities. In view of the fact that the primary competence of a Master of Kinesiology is working directly in the educational system, while determining the learning outcomes it was important to correlate the above-mentioned fundamental anthropological, psychological, pedagogical and kinesiological knowledge in immediate practice.

In keeping with the research orientation of the university, the current integrated university study programme opens up the possibility for students to be involved in resolving different research problems, which is also in accordance with the research orientation and capacities of our Faculty, as well as students' interest. The knowledge which is acquired in this manner students use in the continuation of their postgraduate specialist education or doctoral study.

In observing and evaluating the results of the university study programme, we have estimated that the intended goals have been accomplished and that they provide our students with a realistic potential for critical validation and creative thinking in resolving complex problems in the particular fields of their future work.

Professional studies

The most important goals in assessing learning outcomes were actual demands of the labour market in the fields of sports, physical recreation, physical conditioning of athletes and fitness training. In those fields graduates must perform professional work which refers to assessing the physical condition of individuals who are involved in training processes which the students must know how to plan, programme and realize.

It is often that graduates work with different age groups and for that reason, they must know how to successfully dose the strain and choose the appropriate training method based on the acquired theoretical and practical knowledge on the developmental characteristics of children and young people. Up to the present, the expectations of our graduates from the Coach Education and Training Department have been matched to a high degree, which is demonstrated by sporting achievements in both individual and team sports, as well as by the increasing number of participants in recreational programmes for the public.

Upon creating new programmes for professional studies, we will include the insight received from the conducted scientific research, as well as the feedback from practical work which is performed by our Professional Bachelors of the Coaching Profession.

The anthropological, methodological and methodical component of conducting professional work in the fields of applied kinesiology will be strongly emphasized.

5. Describe methods and comment procedures for adjustment of allocated ECTS credits with realistic assessment of student workload.

Integrated undergraduate and graduate university study

Upon determining the number of ECTS credits allocated for individual courses of the study programme, we used the information which was gathered by a professional team consisting of representatives of individual courses and the Programme Planning Committee. We decided on the overall student workload in individual obligatory and elective courses, as well as in elective modules, including the number of hours for lectures, seminars and practical work, and the required teaching and non-teaching activities which the students must complete as part of taking a particular course.

The number of ECTS credits was calculated based on the overall workload that was determined in such a way and then divided by 30 working hours, so a course that for example had an estimated overall workload of 240 hours was allocated with 8 ECTS credits, whereas a course that had an estimated overall workload of 120 hours was allocated with 4 ECTS credits.

An analysis of the relation between ECTS credits and the contents of courses in the study programme indicated that there is a continuous need for balancing out the number of ECTS credits and the overall workload. This conclusion is a result of the fact that in certain courses or related scientific disciplines new scientific realizations are obtained which need to be included in the teaching process, which consequentially requires an increase in student activity while mastering the study material and thus a potential correction of the corresponding number of ECTS credits.

Doctoral study

Upon defining the number of ECTS credits in relation with the realistic evaluation of the student workload at the **doctoral study**, we used the common methodology according to which the overall scientific and teaching workload of an individual course is divided by 30 working hours for one ECTS credit.

The Committee for Postgraduate Studies and the Postgraduate Studies Council considered the elaborated proposition on the overall workload for each individual course, while keeping in mind that the courses are realized by means of a distinctly defined number of lectures, research seminars, the execution of seminars in accordance with the subject matter of the course and the potential doctoral dissertation, participation in scientific projects, production of scientific papers as part of the fourth group of doctoral courses, as well as the number of hours for monitoring scientific literature and scientific papers published in recent scientific journals. Aside from all that was mentioned, students collect ECTS credits based on their participation in scientific conferences in the country and abroad.

The ECTS credits calculated in this manner correspond with the actual activity of each enrolled student.

Professional studies

The system of determining ECTS credits at the programme level was based on a precise definition of the overall student workload on all levels of teaching. In the process of adjusting and allocating ECTS credits, we used the positive experience on the actual student workload in individual theoretical, as well as theoretically-practical courses, combined with the non-teaching activities which are required for the successful mastering of the study material. In accordance with the common calculation of the number of ECTS credits, for 30 working hours of the overall workload one ECTS credit was allocated.

So for example, if all forms of teaching and non-teaching student activity in a certain course amount to 240 hours, then that course is allocated 8 ECTS credits. In certain courses where students master motor skills, that is the execution of various sport activities, the number of ECTS credits can be higher than the number of credits which is allocated to a theoretical course with an identical number of hours.

6. Assess competences of experts who graduate from your higher education institution with a similar study programme at prominent HEIs in Europe and the world and state to what extent your programmes follow recommendations of European or international professional organisations.

Integrated undergraduate and graduate university study

By educating Masters of Kinesiology through a five-year Integrated undergraduate and graduate university study of kinesiology, the Faculty of Kinesiology of the University of Zagreb is covering a wide range of demands of the labour market referring to the fields of applied kinesiology. The competences which are acquired at the Faculty of Kinesiology of the University of Zagreb correspond with the fundamental competences of the kinesiological field which are present in international environments.

It should also be pointed out that in quite a few international professional conferences (FIEP – International Federation of Physical Education, EPCA – European Physical Conditioning Association, ENSSEE – European Network of Sport Science, Education and Employment, AIESEP – International Association for Physical Education in Higher Education) the afore-said competences were very clearly emphasized as significant factors for successful performance in the fields of applied kinesiology.

In addition, it also needs emphasizing that our Faculty signed a substantial number of agreements with international institutions and related faculties (chapter 6), with whom we are maintaining continuous communication and interaction for the purpose of coordinating study programmes and competences for graduates in the field of kinesiology.

A significant aspect of our interaction refers to incoming and outgoing mobility for full-time students of our Faculty who spend part of their study at partner institutions which enables them to acquire major international experience.

As examples of successful collaboration we can mention the following institutions of higher education: Faculty of Sport Sciences, Masaryk University, Brno, Czech Republic; Faculty of Physical Education and Sports, Comenius University, Bratislava, Slovakia; Faculty of Kinesiology and Rehabilitation Sciences, Catholic University, Leuven, Belgium.

Conclusively, European experiences in reference to the duration and structure of individual levels of study, as well as the competences of graduates and their recognition on the labour market are considerably different. They depend on tradition, legal restrictions and the demands of the labour market of actual countries according to the individual professional vocations associated with the field of physical education, sports and physical recreation.

Doctoral study

After graduating from their study and acquiring the academic title of Doctor of Social Sciences in the field of kinesiology, students are qualified for independent planning and execution of a scientific research paper in the field of kinesiology and its interdisciplinary fields.

In keeping with the selected module, graduates acquire additional competences for planning researches and evaluating programmes in particular fields of applied kinesiology. These scientific personnel are qualified to successfully transfer and apply scientific notions in educational systems, as well as in sports and physical recreation.

Doctors of Social Sciences in the field of kinesiology have a wide range of possibilities for continuing their scientific research work as part of scientific research institutions and projects which are financed by the Ministry of Science, Education and Sports or other governmental and nongovernmental professional institutions. An additional option is becoming involved in international projects which are financed by international scientific foundations.

A certain number of Doctors of Social Sciences in the field of kinesiology can become involved in regular election procedures for positions of associates in scientific and educational institutions, where they can be nominated for the position of associate or professor in individual courses in the study programme.

The level of postgraduate education enables employment of Doctors of Social Sciences in the field of kinesiology both in the public and private sectors. It is necessary to provide a much wider range of employment options for these personnel, as the future social development in all its segments primarily depends on the scientific level of the employed personnel as initiators of positive changes.

Upon analysing accessible plans and programmes at postgraduate doctoral studies from prominent higher education institutions in countries which are members of the European Union, we established that there are several similar study programmes which partly differ from one another in their contents due to national traditions and current needs in other countries.

The Postgraduate doctoral study programme at the Faculty of Kinesiology of the University of Zagreb can be compared with study programmes at related higher education institutions in Leuven (Belgium), Birmingham (England), Bologna (Italy), Oslo (Norway), Ljubljana (Slovenia), Bratislava (Slovakia), Madrid (Spain), Prague (Czech Republic), Salzburg (Austria), Tartu (Estonia) and Warsaw (Poland). The proposed plan and programme for the doctoral study can also be compared to study programmes which are carried out in Wayne (Illinois, USA), Michigan (USA) and Toronto (Canada).

The mentioned study programmes are similar in their structure, duration and the final competences of doctoral students, but also in their innovativeness. The Postgraduate doctoral study programme at the Faculty of Kinesiology of the University of Zagreb demonstrates an interdisciplinary character, collaboration and partnership with the business sector, as well as the afore-said study programmes in countries which are members of the European Union, countries of the United States of America and Canada.

This type of similarity in structure and contents of Postgraduate doctoral studies will enable a notable scientific collaboration between the Faculty of Kinesiology and higher education institutions within the European Union and beyond. The collaboration should be directed towards further improvement of the study plan and programme of Postgraduate scientific studies, higher student and teacher mobility, as well as towards much more emphasized efforts in proposing joint scientific projects which would potentially be financed by international scientific foundations.

The Faculty of Kinesiology is already a member of a number of international associations of higher education institutions in the field of sports sciences, as well as certain regional European associations, which will undoubtedly facilitate a direct collaboration in founding joint study programmes.

Table 2.4. Specify the number of research papers in scientific journals published by doctoral candidates as part of their dissertation.

Name of the doctoral programme (specialisations)	Number of doctoral dissertations defended in the last 5 years	Number of published papers required for dissertation defence	Number of papers of doctoral candidates published in foreign scientific journals which are relevant for appointment into scientific grade	Number of papers of doctoral candidates published in Croatian scientific journals which are relevant for appointment into scientific grade
doctoral study of kinesiology	60	In the course of the postgraduate doctoral study a student must collect 30 ECTS credits, out of which is obligatory at least 20 ECTS credits for published scientific and professional papers among which one paper obligatory must be from the category 1.1. - An article in a journal which is tertiary cited or in an internationally acknowledged journal which is cited in relevant bibliographic bases according to the criteria of the Regional scientific council for social sciences , and 10 ECTS credits based on evidence of attendance in conferences.	30	36

Professional studies

The acquired competences and skills of Bachelors of Kinesiology, who complete their three-year education at the Coach Education and Training Department of the Faculty of Kinesiology, are in accordance with the demands of the profession and the labour market for the positions in which the above-mentioned Bachelors of Kinesiology are employed.

Each individual study specialisation includes a specific quality and certain activities which are performed, so as a result of that, the competences which are acquired after graduation differ in the particular knowledge, capabilities and skills which are required for: planning and carrying out complex training plans and programmes in sports (specialisation Sports) and physical conditioning of athletes (specialisation Physical Conditioning of Athletes), as well as planning and realizing recreational programmes in cities and beyond (specialisation Physical Recreation) or planning and conducting various group or individual fitness programmes (specialisation Fitness Training). The mentioned experts in all four study groups are competent of independently executing all the stated levels of transformational processes in various age groups.

Upon analysing accessible plans and programmes of other professional studies for coach education, our study programme can be compared with several study programmes at European institutions such as: the Institute of Coaching and Sport Education (ICSE), in Budapest, Hungary, which is part of the University Faculty of Physical Education and Sport Sciences; the Norwegian School of Sport Sciences, in Oslo, Norway; the Trainerakademie, in Köln, Germany and the Comenius University, in Bratislava, Slovakia.

Upon reviewing the study plans and programmes of the mentioned higher education institutions in European countries, a conclusion can be made that the study structure and the professional competences, as well as the academic titles of the graduates correspond with our study programmes for coach education. Certain parts of the study programme partially differ with regard to some specific demands and the national tradition of sports in particular countries.

7. Describe your procedure of monitoring and improvement of study programmes, and their adaptation to new research. Specify any changes you made to the accredited Bologna study programmes, together with the decision-making process and the purpose of those changes.

Integrated undergraduate and graduate university study

The system of monitoring and improving our study programmes is well worked out at our Faculty, as is their adaptation to new scientific realizations which are results of implementing scientific projects or which are based on published scientific papers. Among the best indicators used for monitoring and improving our study programmes are professional and scientific activities, which include a large number of published papers by teachers and associates in professional and scientific publications, as well as professional manuals and assigned reading required for the education of Masters of Kinesiology.

The problems of realization of the study plan and programme are systematically analysed in regular meetings of the professional and advisory bodies of the Faculty: departments, boards, the Committee for Quality Assurance, the Dean's Executive Board, the Committee for Education and Student Affairs, the Postgraduate Studies Council, the Committee for Scientific Research and Ethics, etc. In consistence with the field of their activity, these professional and advisory bodies also propose potential improvements up to the level of 20%. Upon making these changes we attempted to improve parts of the study programme in keeping with the current achievements of the kinesiological science, as well as the demands and needs of the profession.

An important accomplishment in terms of monitoring and improving our study programmes is represented in the production of Regulations on University Studies in which all aspects of the teaching process and the continuous assessment and evaluation of students are regulated in some detail.

A Professional Committee appointed by the Faculty Council has prepared modifications and additions for the study programme of the Integrated undergraduate and graduate university study of kinesiology. The new study programme, which was adopted by the University Senate in Zagreb on October 2, 2012, has been submitted to the National Council for Higher Education for adoption.

As compared to the previous study programme, all courses which had been carried out in the course of two semesters have been developed into one-semester courses. Courses with a higher number of working hours, such as Kinesiological Psychology (120 hours), Athletics (120 hours), etc., have been divided into two one-semester courses with a corresponding number of hours.

In addition, the study programme for female students and male students with an equal fund of hours who have an adjusted study contents based on the specific qualities and anthropological characteristics of female students has been equalized.

Four new courses, which are in accordance with the recent scientific accomplishments (Motor Control and Physical Activity and Health), as well as the requirements of the profession (Racket Sports and Life and Survival Skills in Nature), have increase the level of university education in keeping with the modern tendencies of the profession and the demands of the labour market. In certain courses minor corrections were made concerning the allocation of ECTS credits in relation to the student workload during the teaching process and preparation for taking exams.

Doctoral study

The postgraduate doctoral study of kinesiology is carried out according to the adopted study plan and programme from 2005. The evolution of kinesiology as a scientific field is constantly reaffirmed through significant scientific activity by teachers of this and other related faculties, which can be observed in the large number of published scientific papers, in the publishing of the internationally acknowledged journal *Kinesiology* (WOS – IP - 0.405), which is of special importance, and in the organization of the International Scientific

Conference on Kinesiology. Scientific realizations acquired in this manner contribute towards increasing the level of postgraduate education in the fields of fundamental and applied kinesiology. These realizations are implemented into the teaching process with continuity through lectures, research seminars and independent scientific and research work of the students. In accordance with the institutional strategy of development of the scientific work at the Faculty, the study plans and programmes of the postgraduate doctoral study of kinesiology are constantly modernized by expanding notions in the kinesiological field and its interdisciplinary sciences, visiting professors from abroad are hired for particular scientific topics and doctoral students are included in the realization of present scientific research, as well as in planning new research projects.

A conclusion can be made that our doctoral study has reached the desired level of quality and that our graduates can meet the challenges of scientific and research work in the field of kinesiology.

An extensive process of constructing a new study programme for the doctoral study of kinesiology is currently taking place at our Faculty. The new study programme is in keeping with the latest achievements in the kinesiological science within the framework of kinesiology and its associated branches (systematic kinesiology, sports kinesiology, educational kinesiology, kinesiological recreation, kinesitherapy and adjusted physical activity, kinesiological anthropology).

The structure of the new doctoral study also consists of modular scientific disciplines which refer to the previously mentioned branches, as well as to scientific disciplines which include the latest realizations on diagnostic procedures, motor behaviour and kinesiological and anthropological aspects of transformational processes on the development of capabilities and distinctive features, as well as on acquiring motor skills.

There is a significant change in the relation between the number of hours of theoretical lectures to the advantage of research seminars and laboratory exercises.

A major part of the overall student workload on the doctoral study applies to the production and defence of research projects and especially to the production and defence of the doctoral dissertation project in the earlier years of study.

Students are instantly included in the production of scientific papers with a potential mentor or teachers from the doctoral study, which is preparation for their independent scientific work.

Professional studies

Study programmes for all four specialisations are constantly upgraded in keeping with the feedback received from our Professional Bachelors of the Coaching Profession from their work places, as well as with the latest insight on the highly professional demands in performing coaching activities. The complexity of these procedures is manifested in the data we obtain for the Sports study programme in over 30 different branches of sport, further in the diversity of contents and execution methods of physical conditioning of athletes in some

50 sports, and a wide range of activities in fitness centres, as well as in centres performing programmes for physical recreation for various age groups and both sexes.

Active participation of our teachers and associates who teach at the professional study in both domestic and international professional conferences, their activities in professional organizations in domestic and international sports association, as well as their participation in professional and scientific activities which include published papers of our teachers and associates in professional and scientific publications, professional manuals and assigned reading required for the needs of coach education, all contribute to increasing the level of study programmes in individual branches of sports, in physical conditioning of athletes, as well as in physical recreation and in fitness training.

In accordance with the requirements of the Bologna system of studying, a new study programme for the Coach Education and Training Department is in the process of adoption. In the course of its production we were guided by the criteria of functionality, contemporariness and an interdisciplinary character, so among other propositions, it was based on the following ones:

- to bring closer the content-related component of the study plan and programme to students' capacities and the demands for professional practical work;
- to organize all courses which were carried out over several semesters as one-semester courses with a corresponding number of ECTS credits;
- to supplement the assigned reading with the latest publications and teaching materials necessary for participating in classes and for preparing exams;
- to increase the number of obligatory elective courses and sports in all study groups in order to expand the knowledge span of Professional Bachelors of the Coaching Profession.

8. For professional and specialist graduate professional study programmes: explain their justifiability/reason for carrying them out at your HE institution.

The objective of the study plan and programme at the Coach Education and Training Department is educating professionals in planning, programming and realizing training processes in the field of sports, physical conditioning of athletes, fitness training as well as physical exercising programmes as part of physical recreation. Coaches who are educated in that manner meet the requirements for carrying out conditional and recreational trainings for all age groups and both sexes. In comparison with the university study, Professional Bachelors do not possess the adequate methodological and didactical education which provides them with competences necessary for independent realization of a regular teaching process in educational institutions.

Based on the acquired knowledge, graduates are provided with competences and skills necessary for successful execution of professional work, which are manifested through the construction of plans and programmes for training processes in sports, physical recreation,

physical conditioning of athletes and fitness training, as well as through managing personnel, financial and spatial resources which are significant for successful professional activities in particular fields of application.

The education process of Professional Bachelors of the Coaching Profession, as well as Professional specialists of the coaching profession qualified for working in specialized fields of sports, physical recreation, fitness training and physical conditioning of athletes, is based on the regulations of the Sports Law, which for a coaching position strictly specifies an individual with a minimum three-year education and academic title of Bachelor of the Coaching Profession.

A project study entitled *Coaches and professional work in Croatian sports*, whose production was financed by the Ministry of Science, Education and Sports, illustrates the justifiability for carrying out professional and specialist studies at the Coach Education and Training Department of the Faculty of Kinesiology in Zagreb. The mentioned project study detected a prominent need for educating qualified personnel in the wider fields of sports and recreational activities, as an oversized number of individuals performing professional work in sports, 37.2 % of them, do not possess any professional qualification.

Only educated personnel can take part in planning, programming and overseeing of transformational processes for which they are qualified, that is for which they are adequately educated by collecting the corresponding number of ECTS credits.

Fundamental professional knowledge acquired from obligatory and elective courses, and, what is of specific importance, a specialisation which is chosen in advance, will provide the graduates of the professional study with the required competences and skills for performing professional work, such as:

1. Planning, programming, performing and overseeing the training process in a selected sport with participants of both sexes, belonging to different age groups (from children to adults) and at different levels of quality (from beginners to professional athletes).
2. Planning, programming, performing and overseeing various programmes of recreational training, predominantly with adults.
3. Realizing various programmes of physical conditioning based on planning, programming, performing and overseeing the process of physical conditioning in various sports, with athletes of different age, sex and level of quality, as also with other users of the physical conditioning programme.
4. Carrying out various training programmes based on planning, programming and overseeing the process of fitness training with different user populations, especially persons with health problems.

d) Specify methods of checking class attendance and your opinion about them.

Integrated undergraduate and graduate university study

According to the Statute of the Faculty of Kinesiology and the Regulations on the Integrated undergraduate and graduate university study of kinesiology, student attendance in all forms of classes is obligatory with a tolerable 20% absence from classes. Students must justify each additional nonappearance (up to 50%).

Electronic registration of student class attendance has been applied for the past three years (theoretical lectures, theoretically-practical lectures, seminars, practical work and field classes), which requires students to use their student identity cards (x-cards). In some courses, in addition to the electronic registration, teachers keep separate record of student attendance in terms of roll calling by name or having students personally sign their names. We consider that our existing system of checking class attendance represents a step forward in the system of providing quality studying at the Faculty of Kinesiology.

Doctoral study

Up to this point the doctoral study was carried out as part-time. Student class attendance at the doctoral study is checked through teacher's records of attendance and by students personally signing their names in all forms of the study process. The students are required to attend 80% of the total number of teaching hours in order to obtain a signature for individual courses.

For the time being, this method of checking class attendance is entirely appropriate for this level of study.

Professional studies

Up until now the professional study was carried out only as part-time, and starting with the academic year 2013/14, it is also carried out as a full-time study. Student class attendance at the full-time professional study is checked through electronic registration in all forms of classes by using student identity cards. Some teachers, especially in theoretically-practical courses, keep record of student attendance in terms of roll calling by name in theoretically-practical lectures and exercises.

In study groups which are realized as part-time, student class attendance is checked by students personally signing their names on special lists or by roll calling before the beginning of the class in all forms of the study process.

Student attendance in classes at the professional study is satisfactory, and one of the reasons for that fact is surely the method of checking student class attendance in all forms of the teaching process.

e) Describe and assess teaching methods, implementation of practical work (internship) and field classes. Particularly, reflect on problems and possible improvements.

Integrated undergraduate and graduate university study

According to the Regulations on the Integrated undergraduate and graduate university study of kinesiology, teaching is performed in the forms of theoretical lectures, theoretically-practical classes, seminars, practical work, professional internship, student trips, counselling and other forms of teaching.

All aspects of the teaching process, as well as the continuous monitoring and evaluation of student work are described in detail by the Regulations on the Integrated undergraduate and graduate university study of kinesiology:

Theoretical lectures are a teaching form envisaged for large student groups (150 students) in which fundamental theoretical and practical knowledge is acquired, as well as the necessary instructions for successful mastering of study materials and preparation of exams.

Theoretically-practical classes, which represent a specific form of teaching at our Faculty (for courses in kinesiology of sports – branches of sports), are performed in groups up to 30 students. In these classes, through practical teaching and with active student participation, students are provided with the possibility of immediate examination and critical analysis of a particular study problem or teaching of individual branches of sports.

Seminars enable students to expand the acquired theoretically-practical knowledge, as well as qualify students for independent work and gradually introduce them to the scientific and professional part of their future occupation.

Practical classes are a teaching form in which students practice the teaching material which they mastered during lectures, as well as tackle theoretical and practical assignments from the subject material with the assistance and counselling from their advisor.

Laboratory exercises are a teaching form used in biomedical courses in which, under the guidance of their advisor, students master practical knowledge on diagnostic procedures for determining anthropological characteristics, among which mostly for determining anthropometric characteristics, physiological and functional characteristics, as well as biochemical reactions during physical activity.

Practical work – in some courses teaching is performed outside the Faculty's facilities. In keeping with the requirements of particular study courses, the teaching process is carried out through theoretically-practical lectures and exercises (acquiring motor skills in particular branches of sports) in schools, at swimming pools, at the athletic stadium, in ski resorts, in fitness centres, in centres for recreational training, in summer resorts, etc. The theoretical and practical knowledge acquired in this manner students can effectively improve on as part of professionally-practical exercises in their future work centres.

Counselling is a teaching form in which teachers, associates and junior researchers provide the students with direct assistance in offering them additional information and explanations

concerning the more complex parts of the study material, as well as in providing the students with the necessary instructions for a more successful mastering of the study material and a better preparation for exams in a particular course.

In theoretically-practical courses (sports) associates and junior researchers typically perform their counselling in sports halls, at the swimming pool and in other areas in which practical classes in a particular course usually take place.

At our Faculty the teaching process is carried out by means of theoretical and theoretically-practical courses. Theoretical courses are courses in general programme basics which are carried out by means of theoretical lectures (up to 150 students), seminars (up to 30 students) and exercises (up to 20 students). In courses from the biomedical field, the teaching process also includes laboratory exercises (up to 20 students).

Our Faculty is content with the teaching methods and the realization of both practical classes and professional internship, as they provide the possibility of acquiring knowledge in fundamental, elective and modular courses from the study plan and programme. However, there are certain problems in the realization of the professional coaching internship, as there is a shortage of qualified mentors who would be able to successfully carry out a direct professional improvement of future physical education teachers and sports coaches for their successful work in everyday practice. Another problem on this question is the inadequate evaluation of mentoring in the scholar and sports system.

There is also an inadequate coverage of courses with a suitable amount of literature necessary for the teaching process, above all textbooks, which makes it difficult for students to enhance their knowledge acquired through lectures by means of independent work which would result in the level of knowledge required for a successful taking of the exam. In this respect, our Faculty is making efforts towards improving the conditions for the realization of the teaching process, as well as for numerous types of practical classes and practical work.

Doctoral study

In the course of the Postgraduate doctoral study, 480 working hours of direct teaching are envisioned, as well as taking 13 to 15 obligatory and elective courses. The final number of exams depends on the elective module.

Courses from the first scoring group are realized in terms of lectures and research seminars. Lectures are a teaching form in which all the doctoral students participate in, and during which teachers present the latest research in a scientific discipline or its individual branches, which provides a quality theoretical basis for searching the data basis on the selected topics and for the preparation of the exam.

Courses from the second scoring group refer to elective modules (Kinesiology of Sports, Kinesiological Recreation and Kinesiology in Education) and are carried out through theoretical classes, practical classes and research seminars. Theoretical classes provide the students with the necessary scientific realizations within the framework of a particular course, practical classes provide training in diagnostic procedures or biomechanical methods

for analysing motor activities, while research seminars require students to project potential scientific papers which will be realized in the later years of their study. Within the same scoring group, teaching in elective courses is realized by means of theoretical classes. An important part of the teaching process are research seminars in the course of which students resolve set scientific problems while working in smaller groups.

The third scoring group consists of courses, that is of elected topics, which are performed by the Faculty's teachers and associates, especially the ones from abroad, who present their own recent research during a certain fund of hours, and which supplement the doctoral education and provide a quality prerequisite for independent scientific research.

The fourth scoring group includes scientific activity of the doctoral students which is manifested by participation in scientific conferences and in the publishing of scientific papers, for which students are allocated with the corresponding number of ECTS credits.

The level of efficiency of the Postgraduate doctoral study depends on the possibilities of acquiring quality information from teachers, associates and heads of the postgraduate study. In this respect, heads of study programmes and advisors for doctoral dissertations are of particular importance as they resolve current problems for postgraduate students, as well as provide answers to their questions which enable them to be successful during their study and while taking their exams.

The present plan and programme of the Postgraduate doctoral study consists of too many theoretical classes while there is a shortage of research seminars and laboratory exercises. For that reason the process of producing a new study programme has been initiated, in which the greatest changes refer precisely to achieving a better relation between different forms of the teaching process and the process of doctoral improvement.

Professional studies

In the full-time professional study programme teaching is realized by means of lectures, laboratory exercises, seminars and practical work, that is through the same forms of the teaching process as in the university study programme. The part-time study consists only of theoretical and theoretically practical classes, due to a reduced fund of hours.

All courses in the professional study programme are divided into two groups, according to their contents, forms and methods of the teaching process, as well as to the way of assessing learning outcomes: theoretical and theoretically-practical courses of the study programme. Theoretical courses provide the students with highly qualified knowledge through theoretical classes and seminars, which is necessary for their future professional qualification. By means of theoretical classes, as well as theoretically-practical classes and exercises, theoretically-practical courses provide the students with theoretical and practical knowledge which refer to acquiring methodological skills which enable graduates to realize the process of teaching and training in the selected sports, physical recreation, fitness training, physical conditioning of athletes and kinesitherapy. Professional internship is a very important part of the teaching process in these courses which students perform in sports

clubs, recreational groups, fitness centres and in centres for physical conditioning of athletes.

We can be content with all forms of the teaching process, except the professional internship, as they provide the students with quality conditions for acquiring the necessary professional knowledge. A favourable circumstance is that courses in general and programme basics, as opposed to courses in sport specialities, are well supplied with the required literature which enables the students with a higher level of quality while participating in classes and while preparing for their exams. The problem of methodological manuals, which enable students to acquire the professional knowledge necessary for conducting training processes, has not yet entirely been resolved for courses in sports specialities. The Faculty's development strategy has a special emphasis on the need for production of this kind of teaching material.

Professional internship is still not realized in an optimal manner, as there is an obvious problem in the selection of sports clubs and centres for physical training and sports in which our students could enhance their professional knowledge under qualified supervision. It is necessary that we establish quality connections and contractual relationships with the mentioned centres where our students could carry out their professional internship.

f) Describe and assess quality of teaching in workplaces outside your institution (workshops, farms, internship and other). Explain the system of monitoring internship attendance. Particularly, reflect on problems and possible improvements.

Integrated undergraduate and graduate university study

A part of the teaching process takes place outside of our Faculty, such as professional internship which is part of obligatory courses and elective modules. Professional pedagogical internship, from the obligatory module Kinesiology in Education, is performed in preschool facilities, elementary and secondary schools, institutions of higher education and in facilities for organized vacation for children and young people. At the same time, professional internship in elective modules (Sports, Physical Conditioning, Fitness Training and Kinesiological Recreation) takes place in sports clubs, fitness centres, fitness clubs and recreational centres. The system of monitoring internship attendance consists of keeping record of the realization of professional pedagogical and professional training internships, in addition to which students keep a diary on the planned and realized activity during their professional internship, which is verified by their advisor and confirmed by their subject teacher.

Practical work – in some courses classes are realized outside of the Faculty's facilities (Mladost, Jarun and Trnje Centres for Sports and Recreation as well as other sites in the city of Zagreb). A part of the teaching process is realized as practical work outside the Faculty's residence (Sport Recreational Programmes in nature and Methodics of Sport Recreation in tourism – in Ogulin, Nature Park Žumberak, Croatia; Skiing – in Sappada, Italy; Water sports – in Korčula, Croatia). The realization of teaching outside the Faculty's facilities and outside the Faculty's residence requires additional financial funding on the behalf of our Faculty for

which inadequate funds are typically assigned to the Faculty, whereas practical work also requires additional funds from the students. The budget appropriations assign to our Faculty only about 20% of the material costs necessary for the realization of the teaching process. A part of the mentioned problems could be resolved by the planned construction of sport facilities which will be part of the university campus West.

Doctoral study

The realization of the study plan and programme of the Postgraduate doctoral study takes place entirely at the Faculty of Kinesiology, in our classrooms, laboratories and research centres.

In accordance with the study programme of the doctoral study, a part of the students activities are realized by participating in scientific conferences and research workshops which take place during international scientific conferences. Based on their participation and the demonstrated results from these parts of the teaching process, students also acquire the corresponding number of ECTS credits.

In keeping with the dynamics of research projects, a part of the activities takes place in other sites in which the research programme is being realized. At these sites, the participants of the research activities are supplied with the necessary equipment for conducting measurements, that is diagnostic procedures. As circumstances require, in this part of research qualified researchers from dislocated centres are included in the process.

Professional studies

For students of the part-time professional study coming from particular regions in Croatia, a part of the teaching process is realized as dislocated teaching in the regional centres in question (Vinkovci, Osijek, Makarska, Rijeka, Pula, Zadar, Slavonski Brod and Čakovec). In this manner the costs for the participants of the study are significantly reduced (travelling expenses and accommodation). Past experiences have demonstrated that quality student results were achieved in those dislocated locations during the realization of concentrated teaching at the part-time study. Furthermore, teaching is realized in beforehand chosen quality premises, both for the purpose of theoretical or practical classes.

The professional coaching internship in individual study groups is realized by students in sports clubs, fitness centres, fitness clubs and recreational centres according to the student's residence. Certain problems arise in finding qualified mentors and in the inadequate evaluation of their work. The problems of the professional coaching internship are regulated in the plan and programme of the study, as well as by the Regulations on University Studies and the syllabus of each individual course. Possible improvements in this segment of the teaching process are conceivable by means of quality and more frequent monitoring of internship attendance, as well as by increasing the level of education of the mentors themselves, which would be carried out in the form of continuing their improvement within their profession.

g) Assess availability and quality of the content of your study programmes which is offered online.

All study programmes (Integrated undergraduate and graduate university study of kinesiology, Postgraduate doctoral study and Professional studies) are available on the Faculty's online site. The Faculty is a user of the university system Merlin (for a part of the courses), whereas exam terms, exam questions and other information are available on the web site of our Faculty. In this phase of development of our Faculty, there is a strong need for establishing a higher level of quality in terms of availability of our study programmes online.

All courses of the study programme have their own web site, including the university, professional and doctoral study. The names of courses, teachers, the student workload and other information are directly obtained from the Information system of higher education institutions so that there is only one point of data entry, which is precisely the Information system of higher education institutions (ISVU system).

The web site provides additional materials and exam questions, whereas some courses use the Merlin e-learning system which is based on Moodle.

Exam results on the university study are entered by teachers directly into the Information system of higher education institutions, which is thus available on the following web site <https://www.isvu.hr/studomat/>.

Courses at the Coach Education and Training Department offer additional materials which are significantly helpful to students in obtaining the necessary information for their study and for preparing their exams.

In the system of counselling and guidance through the doctoral study, the web site of the Postgraduate doctoral study is of particular importance within the web site of the Faculty of Kinesiology. This web site contains all relevant information about the study, the ways of exchanging information, registering for exams, counselling and the activities of counsellors and advisors for doctoral dissertations.

Table 2.6. Web pages

Study programme name	Number of courses with a specific web page	For courses which have a specific web page, it includes the following elements (in each column, specify the number of web sites which include this element)					
		Objectives and contents of the course, list of literature	Schedule of written and oral exam terms and office hours	Results of preliminary exams and written exams	Exercises with keys from previous exam terms	Additional teaching material (texts of the lectures, PowerPoint presentations, drawings, pictures, videos, etc.)	Possibility of interactive communication between teachers and students
Integrated undergraduate and graduate university study of kinesiology	194	194	135	94	0	39	194
Coach Education and Training Department	234	234	110	70	0	35	234
Postgraduate doctoral study of kinesiology	37	37	0	0	0	15	37

h) Comment on the overall study programmes at your institution and specify any plans and proposals for their change in the near future, together with reasons for it.

Integrated undergraduate and graduate university study

The present study plan and programme of the Integrated undergraduate and graduate university study of kinesiology has been adopted by the Senate of the University of Zagreb in 2005, based on the permission letters (for the undergraduate and graduate study) obtained from the Ministry of Science, Education and Sports on June 2, 2005. In terms of this programme, the first generation of students enrolled in the study in the academic year 2005/06.

At this level of study, students take shared classes in courses of general programme basis which consist of courses in fundamental and applied kinesiological disciplines and its interdisciplinary fields. It needs special emphasis that the students of our Faculty acquire the required knowledge in pedagogical, psychological, didactical and methodological courses and in several fundamental branches of sports, which represent the basis for successful work in the educational process and in the sports system. Similarly, students acquire the required knowledge in biomedical disciplines which enable the understanding of biological processes and health effects which are realized as a result of physical training or sports programme.

Our Faculty is, without doubt, scientifically and professionally qualified for educating henceforth experts in the field of kinesiology who will meet the demands of the labour market, both in the public and private sectors.

Recently there has been a pronounced need for revision of the present plan and programme for the integrated study which relates to the modernization of programme contents and the equalization of the study plan and programme for both female students and male students by including several relevant courses which would make a significant contribution to completing the competences of our graduates.

In this respect, at the meeting of the Faculty Council which took place on February 18, 2001, the Faculty of Kinesiology has reached a Decision on initiating the process of revision in the Integrated undergraduate and graduate study of kinesiology, which will ensure an increased level of quality in the education of highly qualified personnel for the needs of the educational system, sports, kinesiological recreation, kinesitherapy and sport management.

In 2012 our Faculty has produced a new modified and modernized study plan and programme for the Integrated undergraduate and graduate university study of kinesiology.

The new study programme of the Integrated undergraduate and graduate university study of kinesiology has been adopted by the Senate of the University of Zagreb on October 2, 2012, and submitted for adoption to the National Council for Higher Education, after implementing significant modifications which primarily refer to the following:

- The study programme for female students and male students has been equalized in full (for example in the previous study programme female students did not take courses in

Football and Wrestling, while male students did not take courses in Rhythmic Gymnastics and Contact Sports), so that all courses have an equal fund of hours, although certain contents are adjusted to the specific qualities and anthropological characteristics of female students;

- All two-semester courses have been transformed into one-semester courses, in a manner so that courses with a higher number of working hours, such as Athletics (120 hours), have been divided into two courses – Athletic Running (45 hours) and Athletic Jumps and Throwing (75 hours), etc.;
- Four new courses have been introduced in keeping with the latest scientific achievements (Motor Control and Physical Activity and Health) and the requirements of the profession (Racket Sports and Life and Survival Skills in Nature). These courses have been assigned to later years of study with a corresponding number of hours and ECTS credits;
- In a certain number of courses minimal modifications have been made in terms of evaluating the overall student workload which is expressed in the number of ECTS credits.

Doctoral study

As a scientific field, kinesiology belongs to the domain of social sciences, and in terms of its structure, it consists of several scientific branches: systematic kinesiology, educational kinesiology, sports kinesiology, kinesiological recreation, kinesitherapy and adjusted physical activity, and anthropological kinesiology.

Scientific and research work is a significant activity at the Faculty of Kinesiology ever since its creation.

Surely the best indicators of scientific activity are numerous published papers by the Faculty's teachers and associates.

The development of kinesiology as a scientific field is constantly confirmed by the considerable scientific activity of teachers from our and other related faculties, which is manifested in a high number of published scientific papers in internationally acknowledged scientific publications, as well as in the publishing of the internationally acknowledged **scientific journal *Kinesiology*** (WOS – IP - 0.405), which is of particular importance, and in organizing the International Scientific Conference on Kinesiology. Scientific realizations acquired in this manner contribute to the increase in the level of quality of postgraduate education in the fields of fundamental and applied kinesiology. The acquired realizations are incorporated with continuity into the teaching process through lectures, research seminars and independent scientific and research work performed by the students.

In keeping with the institutional strategy for development of scientific work at the Faculty's Postgraduate doctoral study of kinesiology, study plans and programmes are modernized with continuity by expanding notions in the field of kinesiology and its interdisciplinary

sciences, by employing visiting professors from abroad for individual scientific topics, and by including doctoral students in the realization of current scientific research, as well as in planning new ones.

A conclusion can be made that our Postgraduate doctoral study of kinesiology, which is realized according to the study plan and programme adopted in 2005, has reached the desired level of quality and that its graduates can meet the challenges of scientific and research work in the field of kinesiology.

In 2013 our Faculty has started the production of a new study programme for the doctoral study of kinesiology. We are making efforts to coordinate it with the recent scientific achievements in kinesiology and its branches: systematic kinesiology, sports kinesiology, educational kinesiology, kinesiological recreation, kinesitherapy and adjusted physical activity, and anthropological kinesiology.

Modular scientific disciplines which relate to the previously mentioned branches of kinesiology, as well as to interdisciplinary scientific disciplines which include the latest realizations on diagnostic procedures, motor behaviour, motor control and kinesiological and anthropological aspects of transformational processes necessary for developing capabilities and characteristics, as well as for acquiring motor skills, significantly contribute to expanding the fund of scientific problems and their associated scientific hypothesis.

The number of hours for theoretical classes is being reduced at the expense of increasing the number of teaching hours for research seminars and laboratory exercises. In the earlier years of study, a significant part of the overall student workload in the doctoral study is used for the production and defence of research projects, and especially for the production and defence of the doctoral dissertation.

The basic orientation for the new study programme is that students are immediately included in producing scientific papers with a potential mentor or other teachers from the doctoral study, which represents a quality basis for independent scientific work, for creating a project for the doctoral dissertation and for the successful completion of the doctoral education.

Professional studies

At the Coach education professional course qualified personnel for the needs of sports and physical recreation are educated with much success.

At the meeting of the Faculty Council which took place on February 25, 2010, the Faculty of Kinesiology reached a Decision on initiating the process of producing a new three year Coach education professional course, which will enable a quality education of qualified personnel for the needs of sports, physical conditioning of athletes, fitness training or physical recreation.

Based on the current level of progress in individual fields of applied kinesiology, and in accordance with the experiences from various educational systems for sports trainers in

Europe, this plan and programme for the Coach education professional course lasts for three years and upon graduation, students acquire a total of 180 ECTS credits.

Based on our past work and activity, as well as our spatial, personnel, librarian and informational conditions and equipment, our Faculty is qualified for educating Professional Bachelors of the Coaching Profession.

In the academic year 2011/12 we initiated the process of creating a new study programme for the Coach education professional course, which has passed reviews and adoptions from authorized bodies of the University. Upon its adoption by the Regional Council for Social and Humanistic Sciences, the Senate of the University of Zagreb will declare its opinion on this programme.

The new plan and programme includes modifications which take into consideration the past experiences in educating Professional Bachelors of the Coaching Profession.

The latest realizations on the increasingly higher complexity and demands for professional coaching work in individual fields of application have also been integrated into the new programme.

The theoretical and methodological level of the courses has been adjusted to the current demands of the profession and to the expected capacities of future students.

Goals and contents of particular obligatory and elective courses, as well as elective modules, have also been redefined.

Learning outcomes have been portrayed in a more acceptable manner, as well as competences acquired by graduated Bachelors of the Coaching Profession.

The new study plan and programme contains separate, more accurately specified, study plans and programmes for each of the seven courses from the Sports study group, including their specific qualities and needs.

i) Specify lifelong learning programmes carried out at your institution, enter the number of programmes with and without ECTS credits and their duration in the table.

No lifelong learning programmes with ECTS credits are carried out at the Faculty of Kinesiology, but there are several specialized and thematically oriented professional conferences and workshops which are organized for the needs of physical education teachers in elementary and secondary schools, in higher education institutions, as well as for sports workers at all levels of realization of professional programmes, which are in conformity with the legal regulations.

Thus for example there are lifelong learning programmes which are carried out under the sponsorship of our Faculty which participates as a co-organizer in programmes such as Summer School for kinesiologists, which is organized by the highest professional organization, the Croatian Kinesiological Federation. Participants of the Summer School programme (professors of kinesiology) apply for their participation and take part in the operation of the programme. Both forms of participating can serve as factors for promotion in their profession.

The conference on physical conditioning of athletes is generally designed for Bachelors of the Coaching Profession who complete their professional knowledge acquired during their study. Graduates from the university study also participate in that conference as part of the programme contents in the scientific conference is also suited to their needs.

The International Scientific Conference on Kinesiology, which takes place every three years, is intended for scientific improvement of the participants who, based on their participation, receive a certificate which serves for promotion in their profession.

There is no question that in our days lifelong learning is one of the essential forms of education and qualification of professional personnel for working in the fields of education, sports and physical recreation.

j) Explain the system for recognition of prior learning (informal and non-formal education). Explain the system for academic recognition of foreign higher education qualifications.

The Law on Recognition of Foreign Educational Qualifications (N.N. n. 158/03., 198/03., 138/16., 124/06., 129/09. and 45/11.) distinguishes three types of recognition, specifically: **Professional Recognition** of Foreign Educational Qualifications, **Academic Recognition** of Foreign Educational Qualifications and **Recognition of Study Periods Abroad**.

According to the stated law, Professional Recognition of Foreign Educational Qualifications implies the recognition of foreign higher education qualifications for the purpose of employment in Croatia, and it comes strictly within the competence of the Agency for Science and Higher Education, that is of the National ENIC/NARIC Office which operates as part of the mentioned Agency, whereas during that process the Faculty of Kinesiology, as incidentally all other higher education institutions, does not participate in any way.

Simultaneously, the Academic Recognition of Foreign Higher Education Qualifications for the purpose of continuing their study in Croatia comes within the competence of Universities, two or three year colleges, as well as four year colleges, that is of their Offices and its appointed Committees for Academic Recognition of Foreign Higher Education Qualifications. Regarding the Recognition of Foreign Higher Education Qualifications for the purpose of continuing their study, the mentioned Committee reaches a corresponding formal Decision which recognizes the acquired foreign higher education qualifications as a valid document for enrolment in a specific study programme and for further continuation of study at the Croatian higher education institution in question. However, at this point it should be pointed out that even after the formal decision which is reached by the stated University's (or College's) Committee for Academic Recognition of Foreign Higher Education Qualifications, in each specific case, the final decision on the candidate's enrolment in a particular study programme, and his further continuation of study at a particular Croatian institution of higher education, is made by the institution of higher education in question. The Faculty of Kinesiology has clearly defined enrolment criteria for candidates who have graduated from a specific foreign study programmes and want to enrol in any of the programmes which are organized and carried out at our Faculty.

According to the afore-said Law and the conclusion reached by the University Committee for Academic Recognition of Foreign Higher Education Qualifications, the Recognition of Study Periods Abroad (completed semester, individual courses and passed exams) comes strictly within the competence of the individual constituents of the University. At the Faculty of Kinesiology of the University of Zagreb, the process of Recognition of Study Periods Abroad is directly realized by the Committee for Teaching and Student Affairs of the Faculty Council, in direct collaboration with the ECTS coordinator and the Vice-dean for Education and Student Affairs at the Faculty of Kinesiology, but all following the very clear and rather demanding criteria determined by the Decision of the Faculty Council on the conditions of transfer for students of kinesiology from other institutions of higher education to the Faculty of Kinesiology of the University of Zagreb, by individual study programmes and by other general acts of our Faculty.

The adoption of the Bologna study system provides the students of the Faculty of Kinesiology with the opportunity for spending part of their study abroad. The Decision of the Faculty Council on the conditions and method of studying for students of the Faculty of Kinesiology of the University of Zagreb in higher education institutions outside of Croatia regulates, in accordance with the general acts of the University of Zagreb, all relevant questions referring to the conditions and method of studying for students of the Faculty of Kinesiology in higher education institutions outside of Croatia as part of the ERASMUS programme (European Community Action Scheme for the Mobility of University Students), CEEPUS programme (Central European Exchange Programme for University Studies) and other similar programmes and projects, and especially questions related to the following:

- the application procedure for the candidates,
- documents on student mobility,
- the possible duration of the study,
- the rights and obligations of exchange students,
- the role of the ECTS coordinator and the Office for International Collaboration, Protocol and Public Relations of the Faculty of Kinesiology in the process of immediate realization of the international student exchange programmes, as well as in all other questions associated with the realization of student mobility programmes.

International student mobility is realized as part of an institutional agreement (agreements, plans and programmes on international collaboration) which is signed by the University of Zagreb or directly by the Faculty of Kinesiology on the one hand, and by the partner institution on the other.

The courses which a student of the Faculty of Kinesiology completes at a foreign higher education institution, as well as the exams which he passes, the exam grades, and the number of ECTS credits which he acquires, are all recognized as if these courses had been completed and the exams had been passed at the Faculty of Kinesiology, whereas the acquired credits are included into the overall number of the students ECTS credits up to the limit of 300 ECTS credits.

If students potentially acquire over 300 ECTS credits based on the passed exams in courses which are included in the study programme of the Faculty of Kinesiology, as well as in courses which are not included, those credits will also be recognized to these students in a separate supplementary document (Diploma Supplement) which is obligatorily issued with the diploma upon graduation.

During the past three academic years (2010/11 – 2012/13), since the University of Zagreb became a full member of the Lifelong Learning Programme under the ERASMUS Programme, 38 students from the Faculty of Kinesiology spent part of their study at international higher education institutions for a period of time between three and six months, whereas during that same period, 34 foreign students spent part of their study at the Faculty of Kinesiology as part of the above-mentioned programme (23 students between 3 and 6 months and 11 students between 6 and 12 months).

k) Specify and describe formal mechanisms for approval, checking and monitoring of your study programmes and qualifications.

All study programmes at the Faculty of Kinesiology are checked with continuity by appointed professional committees, as well as regularly modernized by coordinating the study contents with recent scientific realizations, by enhancing the teaching methods and by assessing recent literature as well as student achievements.

According to the valid acts of the University of Zagreb, the Decision on minor modifications and complementations of the study programme (complementation of the study programme contents up to 20%) is independently reached by our Faculty Council at the proposal of the Professional Committee for Teaching and Student Affairs, as well as the Committee for Quality Assurance. A decision on more extensive modifications and complementations of the study programme (between 20 and 40% of the study programme contents) can only be reached directly by the University Senate at the proposal of the Faculty Council.

According to the University acts, substantial modifications and complementations of the study programme, which include over 40% of the its contents, are considered to request a validation of a new study programme, and the decision on such modifications and complementations of the study programme is reached in keeping with the specified procedure for the production of a new study programme.

The Faculty Council, as well as professional committees at other constituents of the University of Zagreb, is the authorized proposer for the study programmes which are organized and carried out by our institution of higher education.

The request for the validation of a new study programme must be submitted to the University of Zagreb, including a proposal on the study programme and all the other necessary documentation, no later than 12 months before the beginning of the academic year in which the study programme in question is planned to be carried out.

A prior assessment and validation of the study programme is conducted by the Committee for Quality Assurance of the University of Zagreb, the Budget Committee and other assistant bodies of the University Senate.

For each new study programme which is being proposed, the University obligatorily appoints independent reviewers.

The final decision on the adoption of a new study programme is reached by the University Senate, based on the opinion of the corresponding committee from the field to which the proposed study programme in question belongs to, in this specific case, the Committee of the Social and Humanistic Field. The Decision of the University Senate on the adoption of the new study programme is then submitted for further procedure to the Agency for Science and Higher Education and to the Ministry of Science, Education and Sports, for the purpose of obtaining a permission letter for the study programme in question.

Based on the submitted Decision of the University Senate on the adoption of the proposed study programme, the Ministry registers the study programme in the corresponding Register of Study Programmes, in which manner the conditions for the beginning of its realization are met.

The permission letter is an act issued by the Ministry, which is based on the conducted validation process and by means of which it is determined that a study programme meets all the required conditions for the beginning of its realization.

In the past few years, the Faculty has implemented minor modifications and complementations in almost all of the study programmes of the university and professional studies which are carried out at our Faculty.

The mentioned modifications referred to the modernization of the programme contents of most courses in the study programme, the introduction of several new courses, a supplement of the literature for the preparation of exams and certain changes in the methods on checking student knowledge.

Naimely, the valid study plan and programme did not include a continuous assessment of student work and checking the level of acquired knowledge during classes by means of preliminary exams. During the last three years this method of evaluating their work and the continuous assessments of student knowledge have demonstrated to be very useful and they have had a considerable effect on the increased student pass rate in almost all courses in the study programme, as well as on the increased number of students enrolling in the next year of their study.

l) If your HE institution has the possibility of self-accreditation of study programmes, explain the procedure and criteria applied in proposing new study programmes.

Our higher education institution does not have the possibility of self-accrediting our study programmes, whereas the procedure and the criteria which are applied in proposing new study programmes have been described in the chapter on formal mechanisms for approval, checking and monitoring of our study programmes and qualifications.

m) State to what degree you are satisfied with the current situation and propose possible improvements.

The Faculty of Kinesiology of the University of Zagreb is successfully conducting education of personnel on a university (Integrated undergraduate and graduate university study of kinesiology and Postgraduate doctoral study of kinesiology) and on a professional level (Undergraduate professional study and Specialist graduate professional study). In this manner our Faculty entirely meets the demands for higher education in the educational system, sports and physical recreation.

The present study is based on the latest scientific realizations and it meets the demands of the labour market. For the realization of the mentioned programmes, our Faculty has adequate material and technical conditions at its disposal.

Students who graduate from our study, according to the stated programmes, are acknowledged in their country and abroad as competent experts in their corresponding fields.

In the future our Faculty aims at adding to the list of current study programmes at all levels of higher education, in keeping with the demands of the profession and the recent scientific orientations in the fields of fundamental kinesiology, in branches of applied kinesiology and in its interdisciplinary fields.

In addition, we have a goal of establishing a higher level of quality in inter-institutional collaboration with other constituents of the University of Zagreb, as well as with other institutions of higher education in the country, and especially with other higher education institutions in Europe and the world, for the purpose of developing new study programmes, as well as for increasing the level of quality of the existing programmes.

Increasing the student pass rate and completion of studies on all levels of the study programme are also goals which should be reached.

The current study programme is carried out by 80 teachers and associates which is inadequate in terms of the criteria on the ratio between the number of teachers and the number of students. On the assumption that all present personnel, especially junior researchers and assistants, advance into the scientific and teaching vocation of assistant professors, the Faculty still has a shortage of some 12 to 13 teachers and associates in order to meet the conditions for the required ratio between the number of teachers and associates and the number of students.

Providing we consider the number of teaching workloads which are realized in all study programmes and the number of employed teachers and lecturers, then that ratio is even more unfavourable.

In this respect, our Faculty is taking intensive steps in order to resolve this problem with the authorized institutions.

In order to improve the study plans and programmes, it is necessary to establish a cooperation of a higher level with the labour market and the economy, for the purpose of their better and faster recognition of the capacities of our personnel based on their needs.

Our Faculty has demonstrated a special interest on the subject of initiating, not only particular courses in English, but a complete study in English both for domestic and foreign students.

We will aim at putting into use the past experiences in teaching in English for a part of our courses when organizing the mentioned programme.

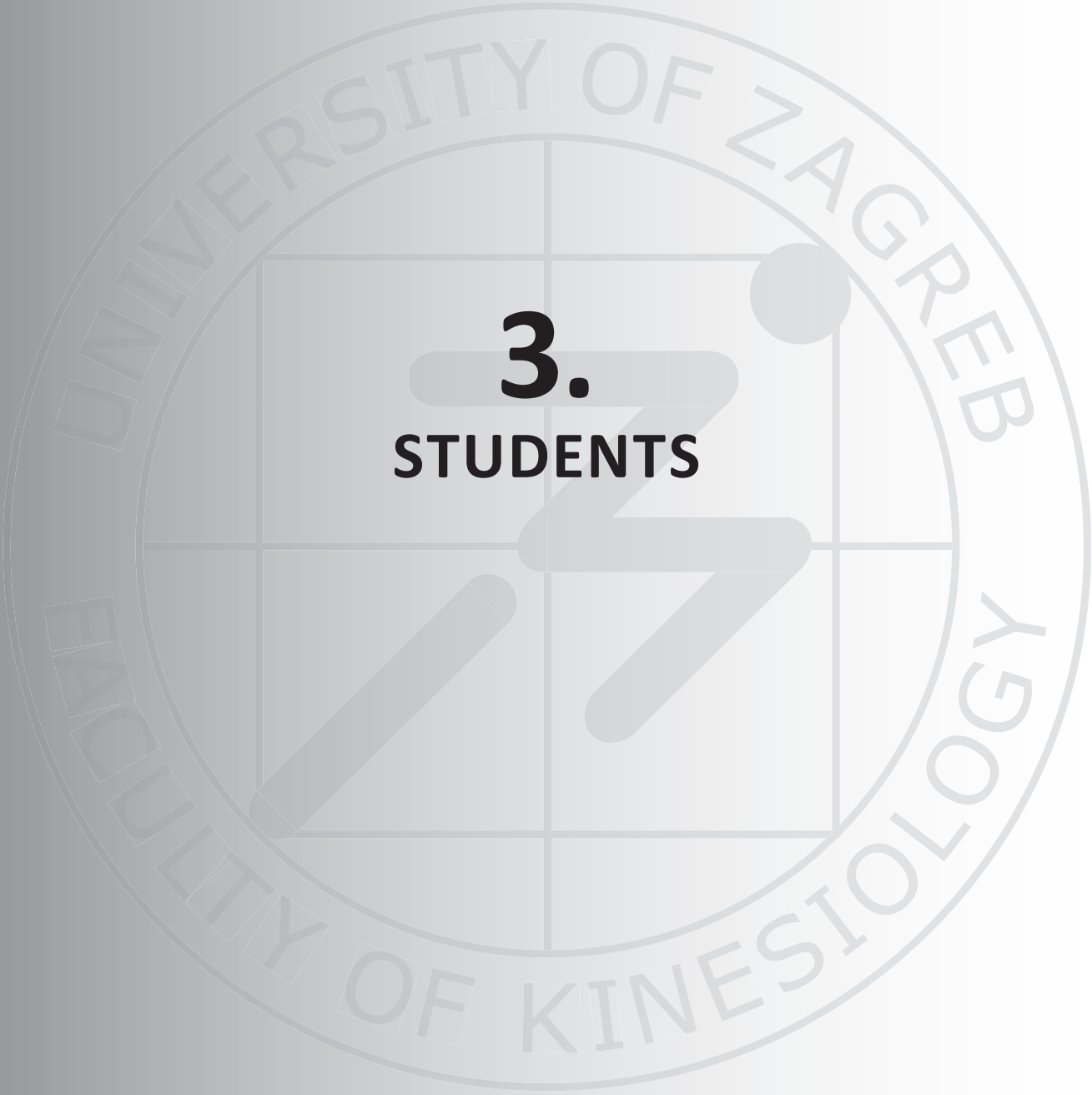
Teaching in English can be especially interesting for the Coach education professional course as we can be expecting, for good reason, an increase in the number of students coming from countries in which a sport had reached a high level of popularity, whereas qualified personnel in our study could complete their level of professional education.

In keeping with the general strategic document of the Faculty of Kinesiology in relation to the study plans and programmes, we are stating several strategic goals.

- Efforts will be continued on improving the teaching process based on the scientific realizations, professional knowledge and the methodical skills of our teachers and associates.
- Effort will be made on improving the present situation in accordance with the international standards, by monitoring and assessing the realization of study programmes.
- New study programmes will be introduced in keeping with the demands of the labour market and the possibilities of employment for graduates.
- Improvement of the student grading system is needed, as well as increasing the student pass rate in exams, and their enrolment in higher years of their study. The percentage of graduates in all study programmes should be increased to over 60%.
- Increasing the number of courses using the e-learning system in the teaching process is also required.
- Eminent experts from other higher education institutions in the country or from abroad will be hired according to their scientific achievements and to the requirements of our courses.
- Teaching in the doctoral study should be realized in the form of research seminars and laboratory exercises as much as possible, so that doctoral students can be more successfully prepared for the completion of their doctoral education.
- In both the teaching process and in extracurricular activities, a stronger partner relationship needs to be established between the teachers and the students.

- A higher level of coverage with corresponding literature for courses should be ensured. Textbooks, lecture notes, manuals and teaching materials which are published on web sites of individual courses can increase the success level of studying and have an impact on the realization of the previously mentioned strategic goals.
- Ensuring the taking advantage of the realizations obtained from scientific research and highly professional work of our teachers and associates, for the purpose of improving activities in the fields of education, sports, physical recreation, physical conditioning of athletes and fitness training.
- The Faculty should become a common place for the highest number of sports in which education and improvement of qualified personnel is conducted in, following the latest scientific and professional realizations.
- For the purpose of improving study programmes, minor modifications will be introduced at the Faculty level, whereas more extensive modifications will be submitted to the University, which is in keeping with the regular procedure.

In conclusion we can state that the present study programmes at the Faculty of Kinesiology meets the required criteria and level of quality. However, in order to increase the scientific, theoretical and professional level of our study programmes, it is necessary to follow the developments of the European Union and the world in the fields of researching and developing the methods of educating teaching personnel and coaches. In the future, the Faculty will constantly strive towards achieving this level of quality. This process requires a higher infrastructural and technological level and an increased number of teachers and associates carrying out our university and professional study programmes.

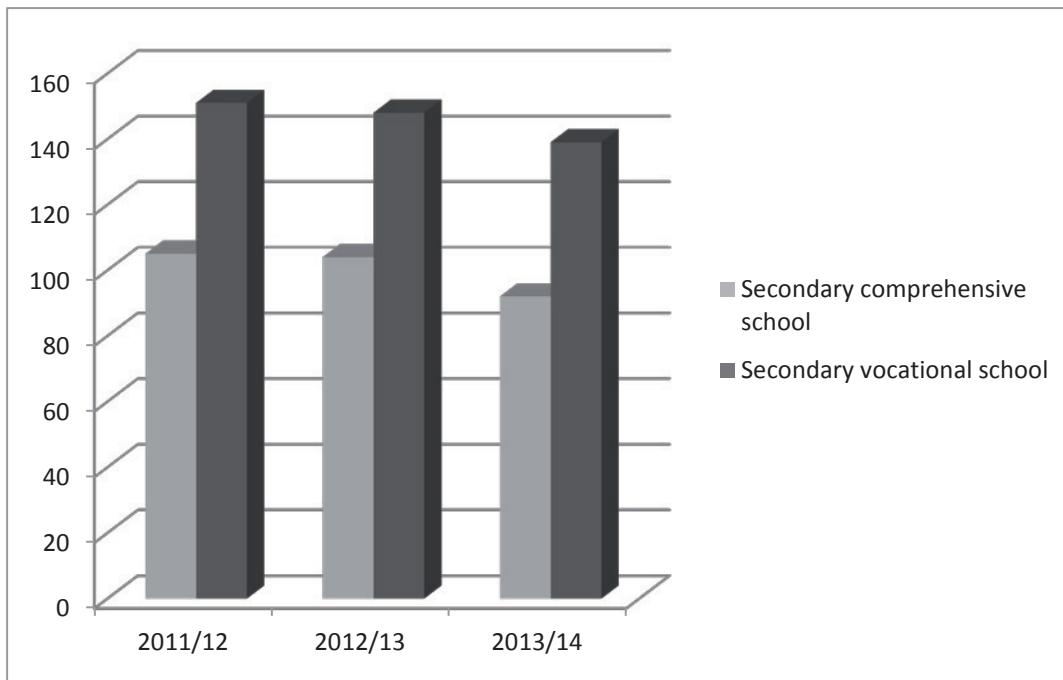


3.
STUDENTS

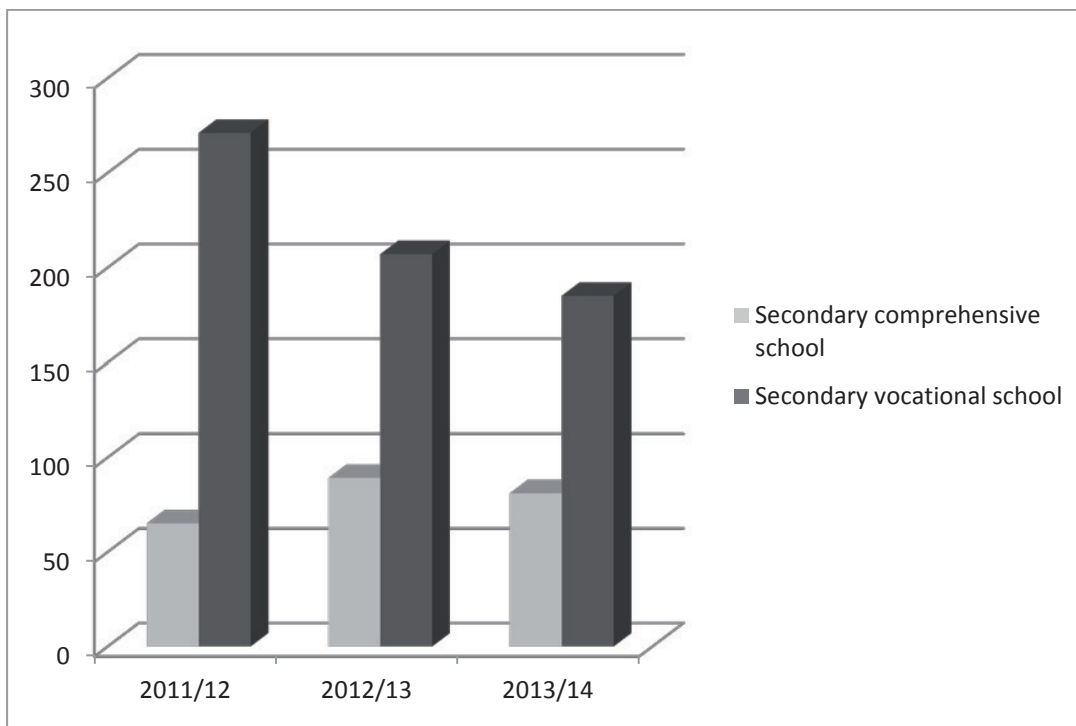
3. STUDENTS

a) Comment on the quality and structure of the students who applied and students who enrolled undergraduate, graduate and integrated undergraduate and graduate study programmes as well as professional study programmes (numerical data in table 2.1.). Based on your experience, comment on the consistency and adequacy of their prior learning.

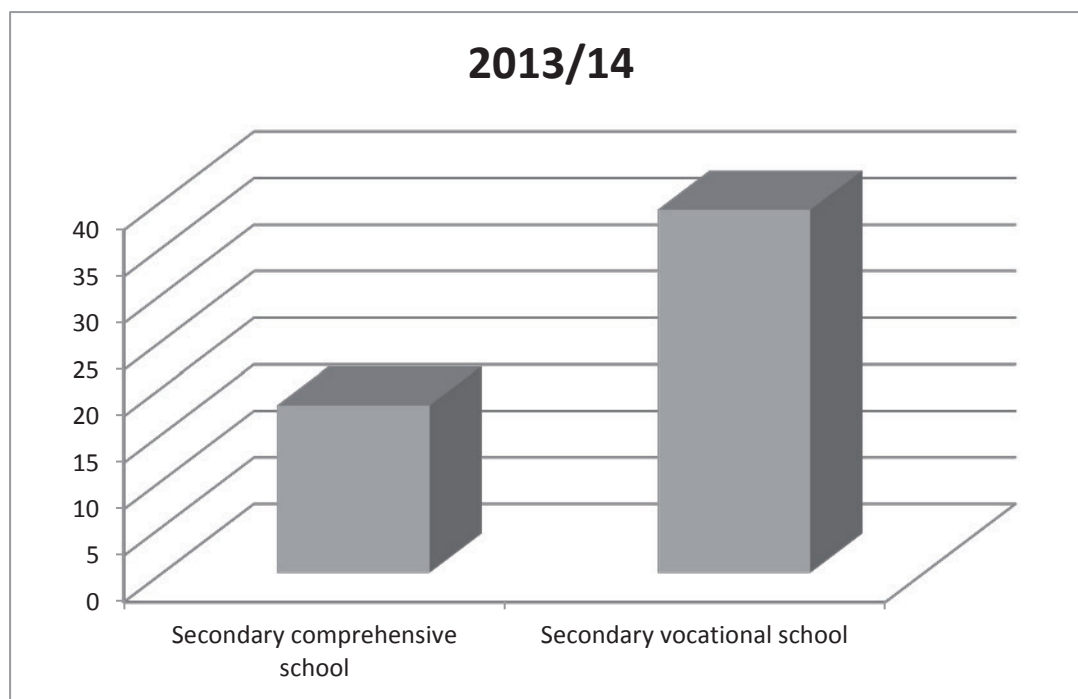
The structure of enrolled students in the Integrated undergraduate and graduate university study of kinesiology for the current academic year, as well as for the previous two academic years, indicates that there are more secondary-school graduates coming from secondary vocational schools than those coming from secondary comprehensive schools. The ratio is an approximate 1.5 to 1 for all three academic years which were observed. In terms of average grades, during their secondary-school education the enrolled students are comparable, although secondary comprehensive school graduates have negligibly higher average grades, and there has been no significant changes over the years (secondary comprehensive school: 3.59 – 3.70; secondary vocational school: 3.52 – 3.56). With reference to the fact which school they graduate from, the ratio of enrolled students in the full-time Coach Education Professional Course is 1 to 2 to the benefit of secondary vocational schools, whereas in the part-time professional study programme this ratio has reduced from over 1 to 4 for the academic year 2011/2012, to close to 1 to 2 for the current academic year. Average grades are somewhat lower than those of students in the Integrated undergraduate and graduate study (secondary comprehensive school 3.44 – 3.50; secondary vocational school 3.27 – 3.43 for the part-time professional study), while full-time students in the Coach Education Professional Course have a somewhat higher secondary-school average (secondary comprehensive school 3.58; secondary vocational school 3.45).



Graphic illustration 3.1. Structure of enrolled students in the Integrated undergraduate and graduate university study of kinesiology for the current and the previous two academic years



Graphic illustration 3.2. Structure of enrolled students in part-time Coach Education and Training Department

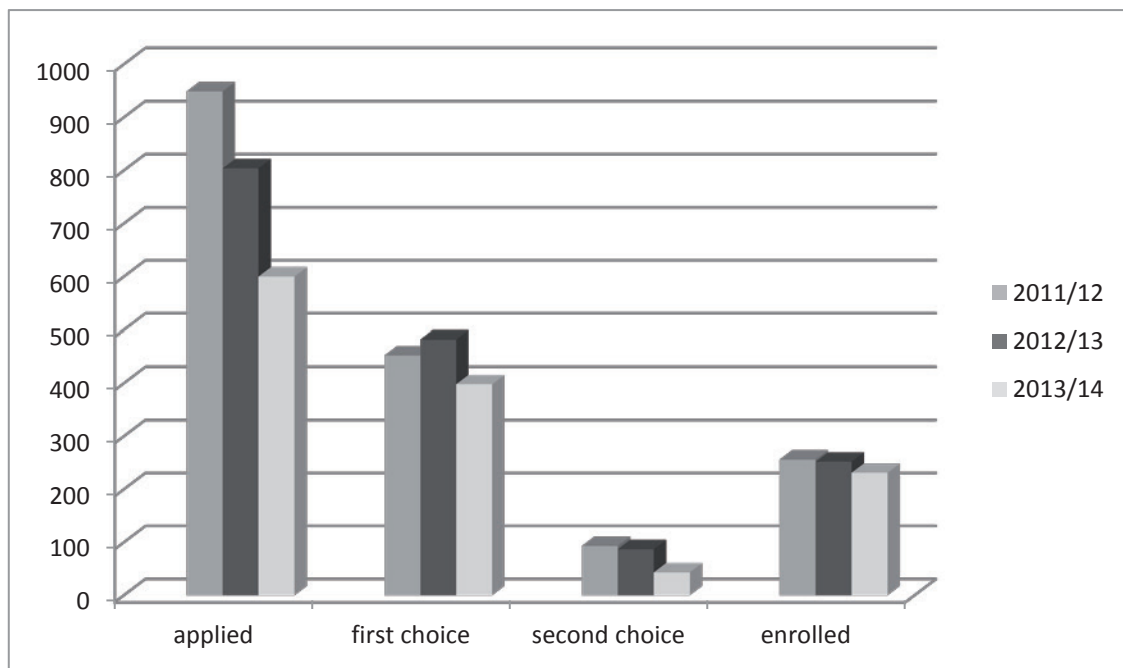


Graphic illustration 3.3. Structure of enrolled students in full-time Coach Education and Training Department

With reference to the demonstrated structure of enrolled students and their secondary-school results, it is unlikely to expect an adequate level of previous knowledge. Unfortunately, students who graduated from secondary vocational schools demonstrate a somewhat lower level of knowledge, particularly in biology, chemistry and physics. We expect that the national exam will result in certain improvements in this respect. For that purpose we have raised our admission requirements and starting with the previous academic year, a higher level of the national exam for the Croatian language is required upon enrolling in our Faculty.

Table 3.1. Student structure in the academic year 2013/14

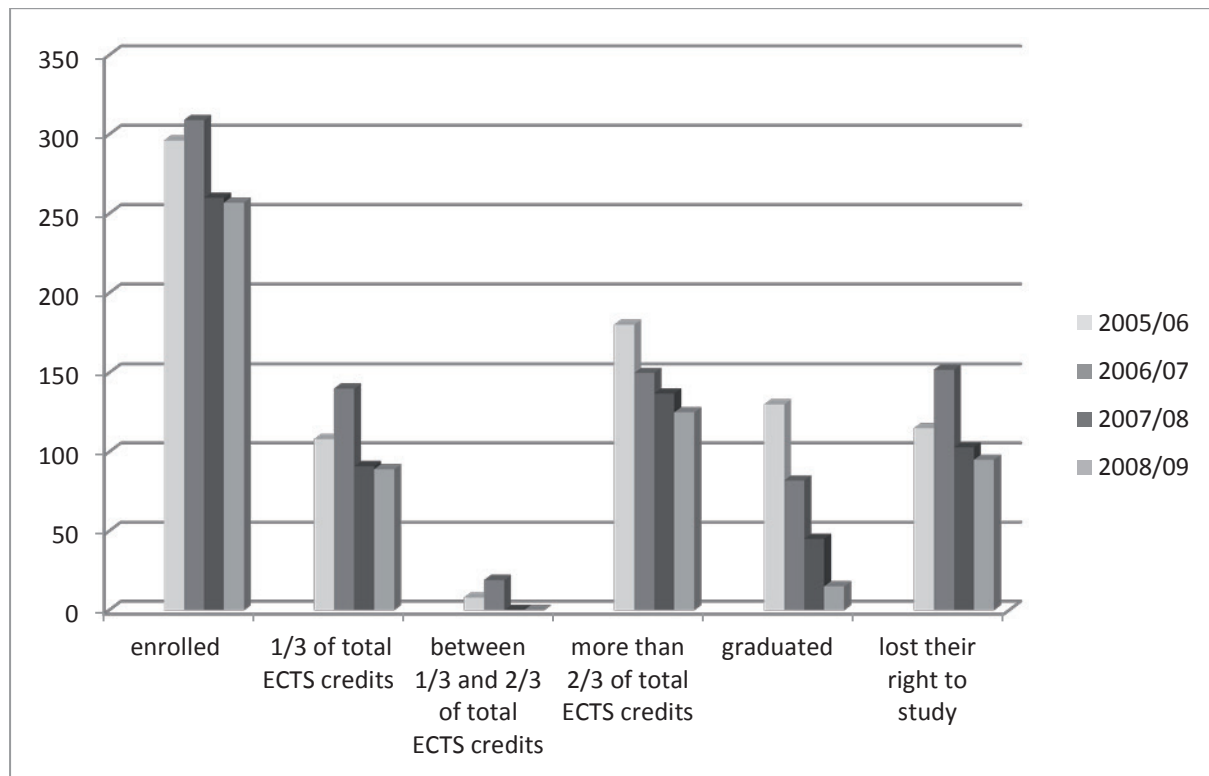
Study programme	Full-time students	Part-time students	Senior undergraduate students ('absolvents')
INTEGRATED UNDERGRADUATE AND GRADUATE UNIVERSITY STUDY OF KINESIOLOGY	1217	---	118
COACH EDUCATION AND TRAINING DEPARTMENT	57	692	290
POSTGRADUATE DOCTORAL STUDY OF KINESIOLOGY	0	68	79
Total	1274	692	408



Graphic illustration 3.4. Number of students who applied, students whose first choice was the Faculty of Kinesiology, students whose second choice was the Faculty of Kinesiology, and the number of enrolled students

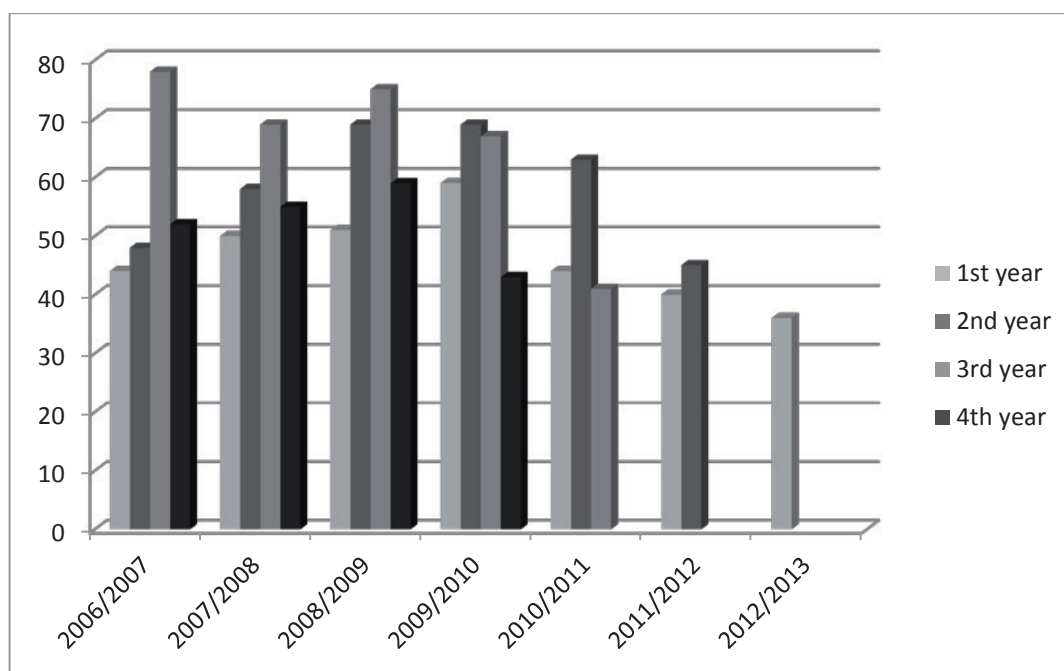
b) Comment data on the pass rate (numerical data in table 2.2.). Reflect on the enrolment quota, student motivation and organisation of teaching.

The data on the pass rate for the Integrated undergraduate and graduate university study of kinesiology for the first four generations indicate that approximately 40% of students lose their right to further education (table 2.2.). On the other hand the average study grade is rather high and it is close to 4,0.



Graphic illustration 3.5. Number of enrolled students, students who collected 1/3 of the total 300 ECTS credits, students who collected between 1/3 and 2/3 of the total 300 ECTS credits, students who collected over 2/3 of the total 300 ECTS credits, and students who lost their right to further education

The pass rate for the Integrated university study is demonstrated in the graphic illustration 3.6. in terms of individual years of study for the previous seven generations (not including the current academic year). It should be pointed out that the first generation of students in the Integrated programme is not included in the analysis due to insufficient data in the Information system of higher education institutions (ISVU system).



Graphic illustration 3.6. Pass rate for individual years of study for generations of students in the Integrated undergraduate and graduate university study of kinesiology

The overall pass rate for the previous seven generations was 56 %. The lowest pass rate was predictably in the first year of study which was slightly over 46 %. The pass rate was somewhat higher at the second and third years of study (59 % for the second year and 66 % for the third year of study), whereas once again a slightly lower pass rate was registered at the fourth year of study (52 %). The average number of collected ECTS credits at the first year of study during the same period was as high as 33.5 credits. Similarly, the data for the generations enrolled between the academic years 2009/10 and 2011/12 indicate that approximately 30 % of the students regularly enrol in the following years of their study and reach (or they could reach) the status of senior undergraduate student (*'absolvent'*) within the shortest possible time limit (that is within five years). It should be pointed out that this presents a specific progress as compared to the first generations of the Integrated university study programme when this number was less than 20%. Unfortunately, a remarkably low number of those students eventually graduate within the set time limit (merely 20%, or 6% of the overall number of enrolled students per generation). However, with regard to the fact that this percentage is based on the data which applies to only one generation of students, it should be considered with a certain dose of salt. Furthermore, only 17% of the overall number of enrolled students per generation graduates within six years, 27% within seven years and 44% within eight years of their study. To be fair, it should also be pointed out that the current situation in the labour market displays favouritism towards prolongation of studies on account of maintaining student rights.

The stated data certainly is not satisfactory and indicate chiefly to the problem of student selection upon enrolment to the Faculty of Kinesiology. Although it was expected that the

carried out educational reform in the validation of secondary-school results, in the form of the national exam, would contribute to resolving this problem, the data indicates the contrary. Namely, after the reform of the enrolment procedure and the introduction of the national exam, the pass rate not only did not increase, but there was a decrease in the pass rate which reduced to its lowest level since the introduction of the Information system of higher education institutions (ISVU system). A possible reason for this development lies in the fact that at the same time there was also a change in the admission procedure for institutions of higher education, in the form of revocating admissions tests. As a result, our Faculty also decided to reduce the volume of the admissions test, as well as the proportions of points which are acquired by the admissions test in the enrolment procedure. To be more exact, in the academic year 2009/10 the volume of the admissions test was considerably reduced so that from that moment on, the result from the admissions test produced only 20% of the overall number of points in the admission procedure (instead of the earlier 80%). In addition to that, the competition in admissions tests is not that strong. To be more precise, merely over 1.5 candidates apply for one admission spot. The structure of enrolled students demonstrates that close to 60% of the students come from secondary vocational schools. Similarly, the average grade during their secondary-school education is relatively low, especially for students who graduated from secondary vocational schools. In view of all that was mentioned, our Faculty has decided to change the admission requirements starting with the following academic year, so that the overall number of points required for enrolment will consist of a reduced portion of secondary-school results and an increased portion of results from the admissions test. The portion of points acquired from the admissions test will be increased from 20% to 45% of the overall number of points, whereas the portion of points acquired by secondary-school results and the national exam will be reduced from 70% to 45% of the overall number of points. The remaining points will be related to sports activities of future students who can obtain more or less points in keeping with the categorization of the Croatian Olympic Committee.

Furthermore, even though the majority of exams can be passed by continuous classroom observation, starting with the academic year 2008/09, the study pass rate is not in accordance with the expected positive trends. On the other hand, the number of ECTS credits which is required for enrolment in the higher years of study has been increased from 44 to 46 starting with the academic year 2011/12, which probably also contributed to the stagnation and the reduction of the pass rate during the previous two years. In spite of that, the Faculty's opinion is that the number of ECTS credits required for enrolment in the next year of study should be further increased, so that students enrolled in the current academic year will be required to collect 50 ECTS credits in order to enrol in their second year of study.

STRAUČNI STUDIJ ZA IZOBRAZBU TRENERA

STRUKTURNI OPIS ZA IZOBRAZBU TRENERA

Završetak studija iznosi 180 ECTS bodova i obuhvaća sveobuhvatno PRISTUPITELJNO IZOBRAZNO STRUKTURNO (KVALIFIKACIJSKI) obrazovanje u području fizičke kulture, sporta i rekreacije. Način, sadržaj i organizacija izobrazbe grana sporta (odbojka, tenise, stolni tenis, nogomet, rukomet, vaterpolo, hokej na ledu, jahanje, odbojka, plivanje, atletika, gimnastika, sportovi gibanjem, vjajanje, strelštvo, strijelštvo, mačevanje, vaterpolo, vaterpolo, vaterpolo, karate, taekwondo, aikido, karate, badminton, tenis, tenis, plivanje, jama, vaterpolo, biatlon i ostali sportovi).

Studij je razvrstan, a nastavnici su izabrani kao redoviti ili izvanredni nastavnici.

Kriteriji za upis na studij:

A. Vrednovanje upisnog ispitivanja iz predmeta **Šport** do 200 bodova
 B. Vrednovanje upisnih predmeta **Šport** do 200 bodova

RAZINA BODOVA

a. Vrednovanje	B	do 60
b. Športovi	B	do 60
c. Športovi	B	do 60

C. Procjena predloženih materijala i sposobnosti izobrazbe do 60 bodova

Sveobuhvatno obrazovanje i specifično nastavničko obrazovanje predviđeno su za sve studijske godine i obuhvaćaju sveobuhvatno obrazovanje.

Kandidat koji na predmet predloženih materijala i sposobnosti izobrazbe ostvari manje od 60 bodova nije zadovoljava kriterij za upis.

D. Kategorije sportova (A, B, kategorije) do 180 bodova


Postupak odobravanja i sporta statusa prema tablici (A-D) u nastavku, uzimajući u obzir sporta (kategorije) do 180 bodova

a. sporta I. kategorije	180 bodova
b. sporta II. kategorije	60 bodova
c. sporta III. kategorije	60 bodova
d. sporta IV. kategorije	60 bodova
e. sporta V. kategorije	60 bodova

Prisposobljenost za nastavničko obrazovanje predviđeno je za sve studijske godine i obuhvaćaju nastavničko obrazovanje i nastavničko obrazovanje.

Izborni, priprema i održavanje sportivnih događaja I. i II. kategorije predviđeno je za sve studijske godine i obuhvaćaju nastavničko obrazovanje i nastavničko obrazovanje.


SVETIŠTVO U ZAGREBU
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Petar Olig (inženjer, trener Hrvatske)

Upravljač sportskog odjela za individualni trening


- Upravljač odjela za individualni trening
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Petar Kostelić (inženjer, poljoprivrednik, Dječji trener)


Na faks po gimnastiku

- Upravljač odjela za individualni trening
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Čiro Klarić (inženjer, trener Hrvatske reprezentacije 1995. godine)


- Upravljač odjela za individualni trening
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- Upravljač odjela za individualni trening
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Anka Tomić (inženjer, Kvalifikacijski)

Gomila treninga na KIF-u

- Upravljač odjela za individualni trening
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Jaska Vlastić (inženjer, trener Hrvatske)

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At the University Fair our Faculty is represented by a promotional film, a short speech given by a representative of the Faculty's Administration (in most cases the Vice-dean for Education and Student Affairs) which provides information about the admission requirements and the organisation of study in our constituent, with emphasis on future employment upon graduation, further, by immediate communication with current students at our Faculty's stand, as well as by cultural and sports performances by our students (most often a dance interpretation, an acrobatic interpretation, a martial arts illustration, a rhythmic gymnastics illustration, etc.). At last year's University Fair our Faculty received a reward in the category of Best live performance, as well as in the category of Communication skills and kindness which are awarded by the University.

The promotional film, made on the occasion of celebrating the Faculty's 50th anniversary (in 2009), which was shown at several previous University Fairs, is momentarily adequate for all current needs for promotion. However, due to many changes in our institution, in terms of the new study programme, new organization and systematization of work, as well as the new space arrangement, there is a need for serious consideration of producing a new promotional video for future assemblies of this kind.

In terms of Faculty promotion, we organize an Open Door Day of the Faculty of Kinesiology and the Coach Education and Training Department of the University of Zagreb, which takes place once a year at our Faculty's facilities. The objective of this project is presenting the Faculty's activities, primarily to secondary-school students who are interested in enrolling in our Faculty, but as well to their parents and everyone else who has interest in our Faculty and its educational and research activities. We also organize a tour around the Faculty during which elements of motor skills which are required for the admissions test are

demonstrated. The classification procedure or the admissions test changes every year, that is only one day prior to the admissions test is it decided which elements of motor skills will be required, so that future students of the Faculty of Kinesiology must be prepared for a substantial number of possibilities. In addition, visitors of our Open Door Day obtain information about the study programme and the required conditions for studying, while teachers and students of our Faculty can provide them with answers to any of their questions. At the same time, they can also get information about the structure and organization of the Coach Education and Training Department of the Faculty of Kinesiology in Zagreb.

At the Open Door Day current students of our Faculty make inquiries about the various elective modules which they can select during the last two years of their study, as well as about the possibilities of future employment.

The information about the date of the Open Door Day is distributed in all secondary schools, on the official web site Skole (school) (www.skole.hr), as well as in county and city sports associations so that all those who are interested can be informed in time.

For the purpose of promotion the Faculty is continuously publishing leaflets about the admission requirements for the Integrated undergraduate and graduate university study of kinesiology, as well as for the Coach education professional course. In addition to that, we have also published a promotional brochure, both in Croatian and in English, containing all information about our study programmes, organization and structure of our activities, as well as other information about the Faculty of Kinesiology. All of our promotional materials are simultaneously published on the Faculty's official web site so that the public is digitally informed about our Faculty's study programmes and its activities.

The professional study programme is also promoted in the media (TV, radio, newspapers, online portals) and particularly through national and county sports associations and the Croatian Olympic Committee.

d) Describe reasons guiding you during design of assessment of learning outcomes (table 2.4.). Specify measures which assure objectivity and fairness during exams.

The assessment of learning outcomes correlates between the study field (kinesiology) and the assigning of the academic degree (professor of kinesiology), and it thus represents an exceptionally significant element in higher education. Furthermore, assessing learning outcomes has a prominent role in students' future lives and their professional paths in terms of employment possibilities or selection and continuation of their study. Due to the significance of this segment of our activities, we have attempted to coordinate our assessment of learning outcomes with the document Standards and Guidelines for Quality Assurance in European Higher Education Area (EGS), according to which a student is assessed in relation to the announced criteria and procedures which, of course, must be applied in a consistent manner.

The process of assessing learning outcomes of our students is performed in keeping with the directions stated in the Faculty Regulations for Integrated Undergraduate and Graduate Study of Kinesiology (June, 2011), which was altered and supplemented in July, 2013, and which is in accordance with the Law on Quality Assurance in Science and Higher Education, as well as with the Regulations on the Quality Assurance System of the University of Zagreb. By creating these regulations we attempted to ensure that the assessment of learning outcomes directed and supported effective and creative approaches to learning, that it reliably measures expected learning outcomes characteristic for studies of kinesiology and that it takes place according to academic standards which include transparency, impartiality and prevention of fraud.

According to the Faculty Regulations for Integrated Undergraduate and Graduate Study of Kinesiology, students are allowed to take an exam only if they regularly attended their classes, which is registered for all lectures, practical work and seminars. The number of missed classes and the justification for one's absence are regulated in Chapter IV of the mentioned Regulations.

Monitoring of the results and effects of classes at the Faculty of Kinesiology is carried out by means of checking students' knowledge during classes, by continuous checking of knowledge, as well as through preliminary exams and exams. Exams are organized in the form of partial subject exams and final subject exams, whereas degree examinations form a specific category. Aside from regular exams, there are thematic preliminary exams, final preliminary exams (a final checking of knowledge for obligatory classes which do not have an exam) and additional preliminary exams. Forms of assessing learning outcomes can be only oral exams, only written exams, a combination of both a written and oral exam, as well as practical testing of motor skills combined with an oral exam.

In addition to formal ways of assessing the students' knowledge, during seminars, practical work and student training teachers perform permanent checking of knowledge by asking students specific questions which are related to the current lesson unit. In this case students' knowledge is assessed qualitatively: either positively or negatively. If a student is graded

negatively, he is obligated to master the said teaching material by taking an additional preliminary exam.

Dates for all exams are announced at the beginning of the academic year and they take place during examination periods.

At the Faculty of Kinesiology the final exam in the Integrated study is the degree examination and it consists of a graduation thesis which, after being graded by a three-member Committee, must be publicly defended in front of the same Committee. The mentor of the graduation thesis is also the Chairman of the Committee for grading the thesis, as well as for defending it. In the Professional study, the final exam is the diploma examination which students also take in front of a three-member Committee.

Impartiality and objectivity during exams is above all ensured by the fact that the exams are public. Oral and practical exams are open to the public so that the student and/or the examiner have the right to demand the presence of other students and members of the academic community during the exam. Only written exams are closed to the public when just the students taking the test, the teachers and other authorized personnel of the Faculty are allowed to attend, whereas those present are responsible for breach of official and professional secret.

Furthermore, the criteria for determining the final grade on the exam are clearly elaborated for each individual course and are published online, including a special comment on how and to what degree the various methods of interrogation influence the final result and, as well as on what is expected from the students.

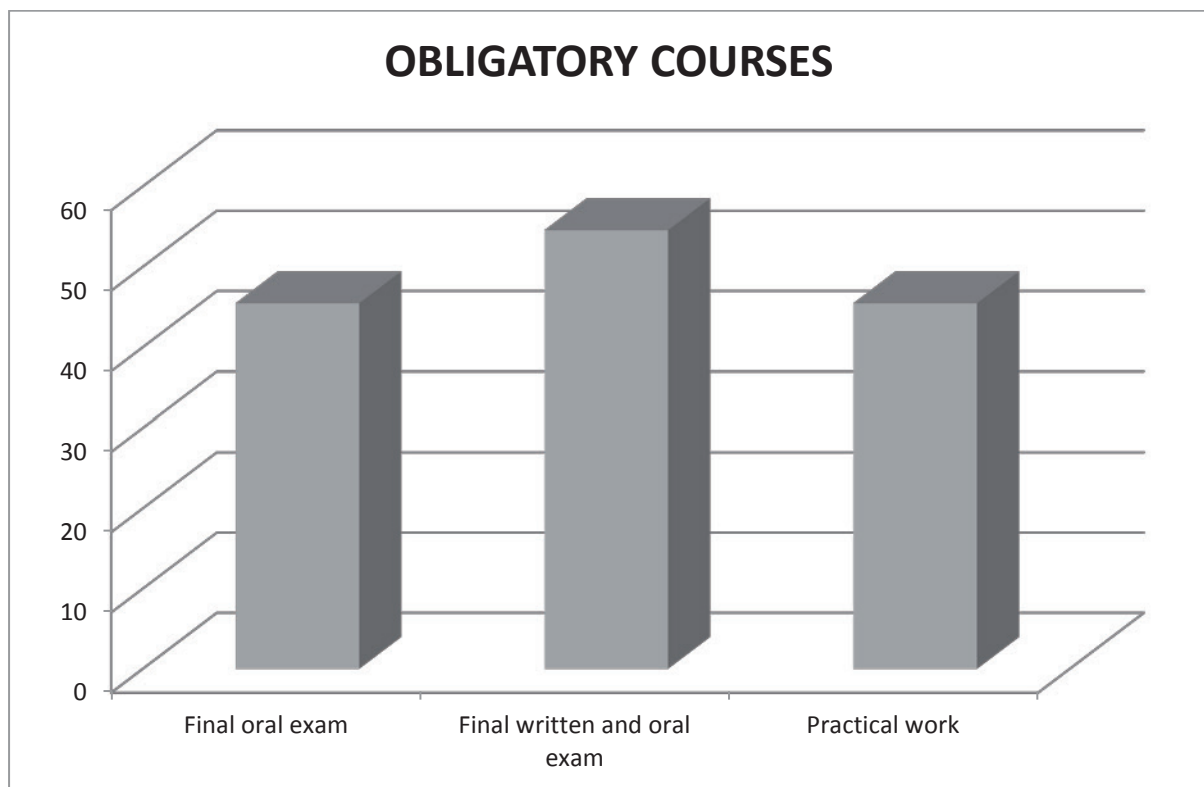
Efforts are being made in order to equalize the methods and levels of assessing knowledge according to the expected learning outcomes, both among different examiners (and methods of interrogation) who are teaching the same course, as among different courses, and especially related courses. In most courses the final grade a student is assigned does not depend on the assessment of only one examiner.

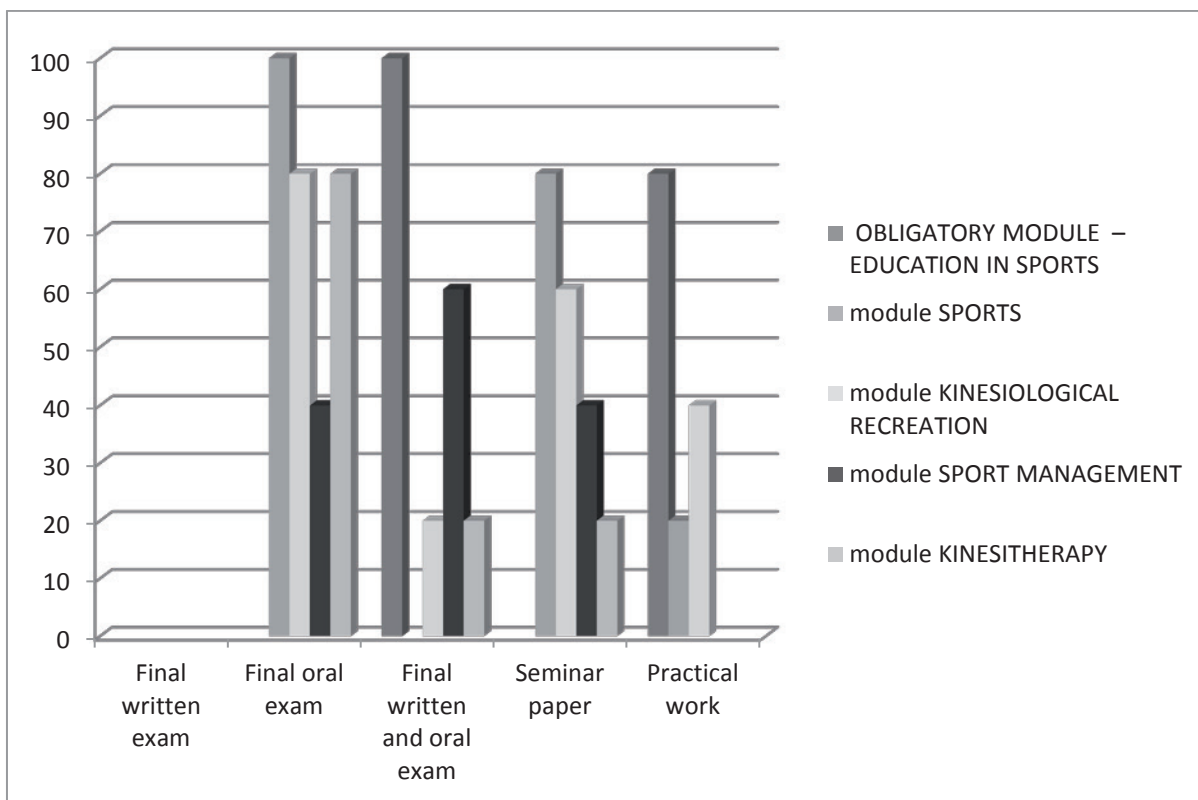
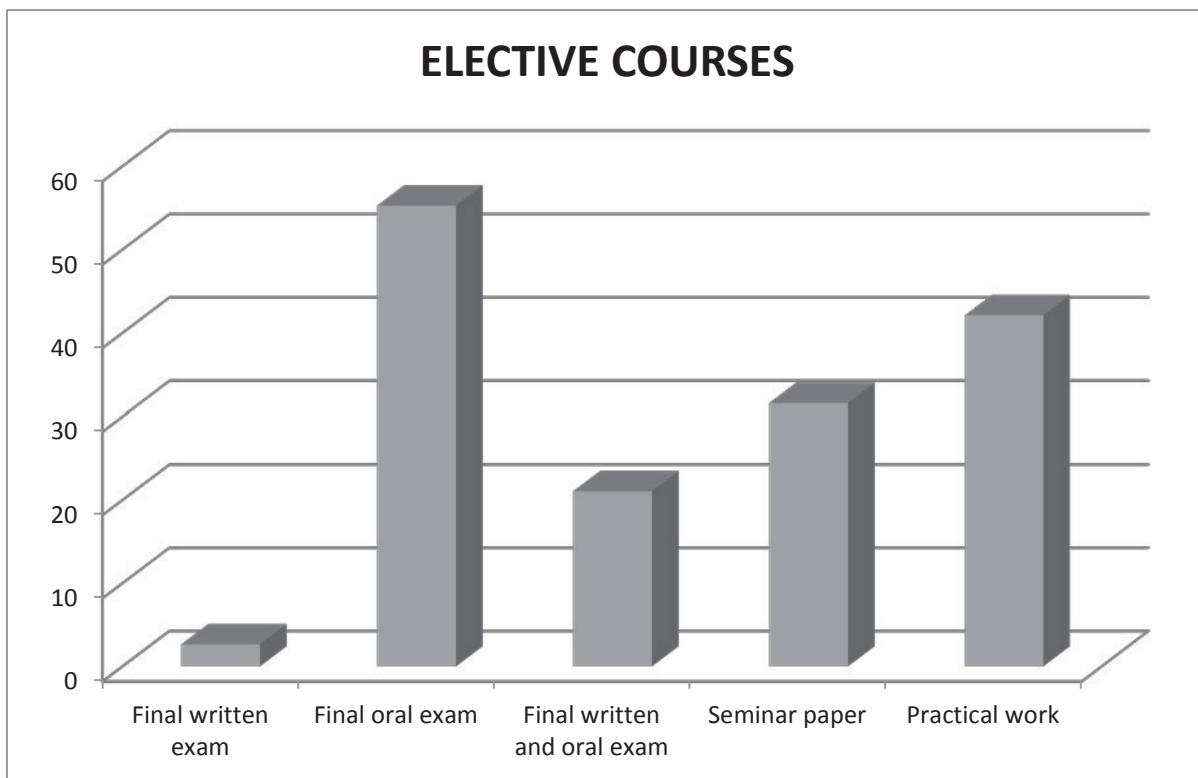
Exam questions for the oral part of the exam are also published online for each course, which is in keeping with the Faculty's Study Regulations.

During the practical part of an exam all students must solve the same problems. The results depend on the fact to which degree a student manages to meet the conditions for essential elements which are determined in advance and which should be included in the student's answer or his demonstration of a practical motor skill. This helps avoid the subjectivity of the examiner, while the results of an exam can also be determined by a person with less experience and knowledge of the field in question.

Students are informed with the results at the proper time (within the shortest possible time limit), their grade must be argued and their written exams are available for insight. In addition, there is the possibility for students to reject their grade or to file an appeal if they consider that they have been damaged. The appeal must be filed to the Dean in writing and

within the time limit of 24 hours (Annexe 4. of the Faculty's Regulations for Integrated Undergraduate and Graduate Study of Kinesiology) and a new exam takes place in front of Committee which is determined by the Faculty's Dean, once more within the time limit of 24 hours. The Committee is composed of a Chairman and two other members, provided that one member of the Committee is a teacher from another course, and that the examiner whose grade the student was not satisfied with cannot be the Chairman of the Committee. The Dean determines the date of the exam which must take place within 72 hours after the Committee members have been appointed. The Committee reaches a decision on the grade by a majority vote.





e) State opinions of students about relations between students and teachers mentioned in student questionnaires and collected via other means, and comment on any problems and procedures for their resolution, as well as methods of informing the students about measures that you have undertaken.

According to the last University survey of student assessment of teachers for the winter semester of the academic year 2012/13 our teachers in general were graded with an average grade of 4.25, while for the summer semester of that academic year they were given an average grade of 4.29. It should be pointed out that, in terms of individual questions, the second highest average grade was registered for the statement 'The teacher treats the students correctly and with respect', with an average grade of 4.40 for the winter semester and 4.36 for the summer semester. Likewise, the second statement concerning the relation between the teacher and the students ('The teacher possesses good communication skills and creates a pleasant working environment') also resulted in a very satisfactory average grade of 4.18 for the winter semester, and a slightly higher average grade of 4.22 for the summer semester, whereas the most common grade for this statement for both semesters was 5.0. As to the qualitative assessments, the number of students who were participating in completing the student questionnaires varied, and was mainly between 75% and 80%. Their comments were essentially closely linked to the positive and negative features of the effected classes and we find them to be useful to teachers as feedback on student perception of the realization of classes.

Among the students who commented on the teachers' work, most of them took notice of the positive aspects, whereas approximately merely one quarter out of all the comments was oriented towards highlighting negative aspects of the teachers' work and towards improving the quality of classes. Among the positive comments, the majority of them referred to emphasizing the teachers' accessibility and the pleasant working environment. On the other hand, the negative comments do not as much deal with the teacher/student relations, as they do with stressing indistinct objectives of the course, students' obligations and inadequately defined exam materials. In relation to this matter, we would like to point out that according to the Faculty's Study Regulations, each teacher is required to publish the syllabus for his courses on the official web site of our Faculty. The syllabus is a document which works out in detail the organization of classes, the objectives of the course, methods of knowledge assessment and the obligatory literature for the exam. Similarly, each teacher is also required to publish questions for the oral part of the exam for each course on the official web site of our Faculty.

Although during the previous five years no problems were registered concerning student/teacher relations, in any such case, the procedure enables the students to approach the Committee for Education and students. In the activities of the mentioned Committee, along with the Vice-dean for Education and Student Affairs and five members of the Faculty's teaching staff, a student representative also participates in its work. Upon resolving the

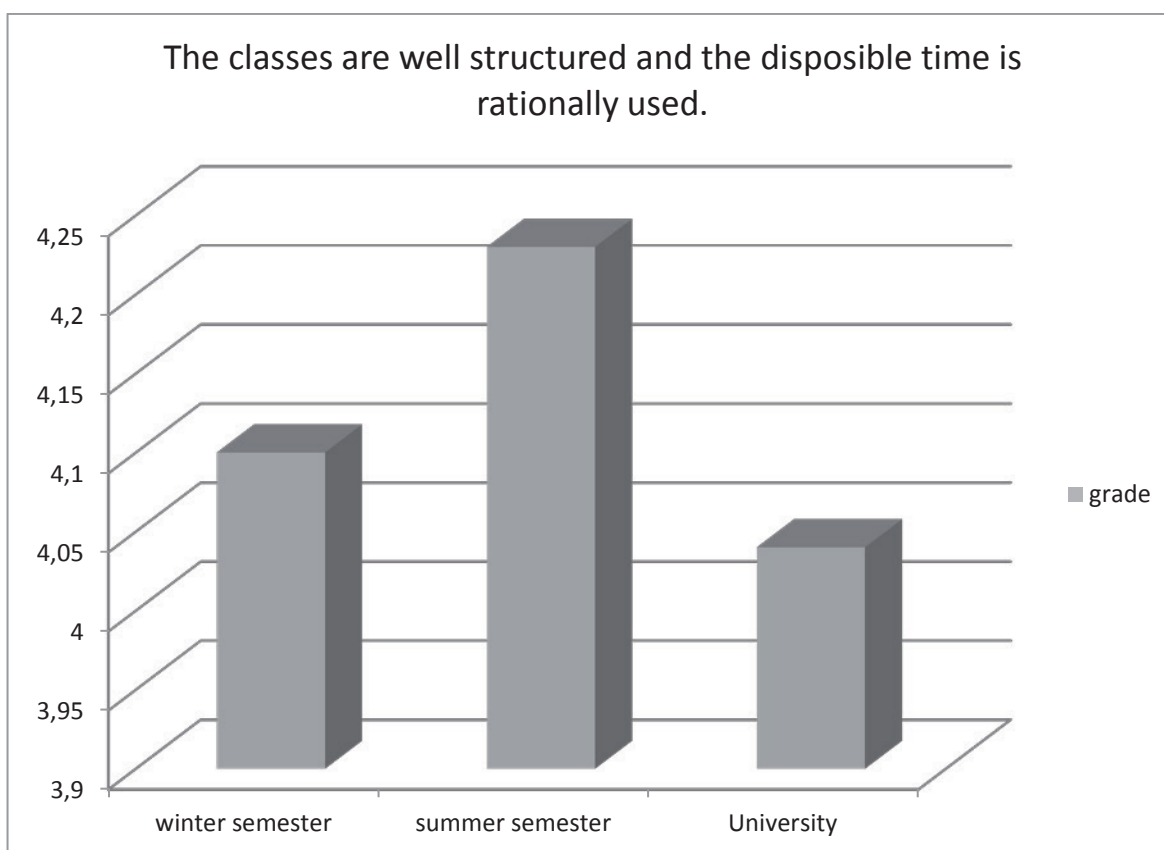
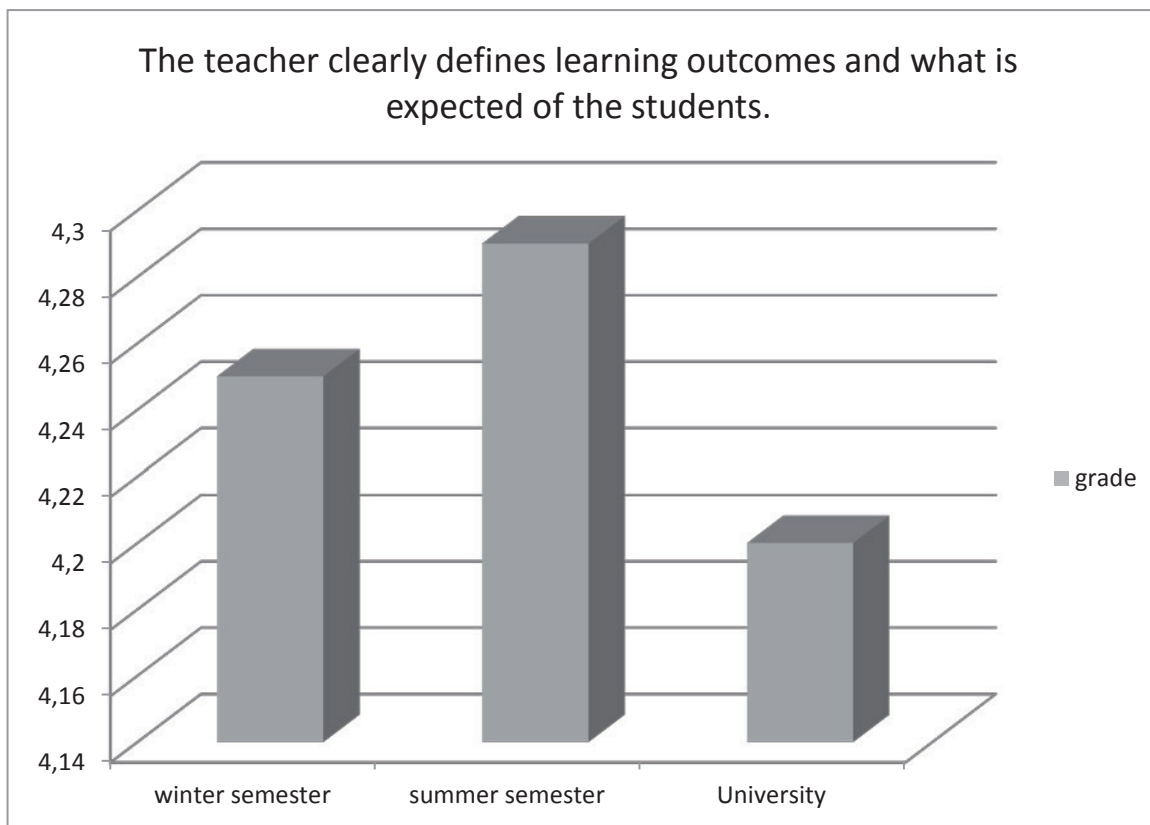
problem, the decisions of the Committee are publicly accessible on the Faculty's notice-board and the official web site. In addition to that, the student staff of the Faculty has control of the information on the Committee's activities via their representative in the mentioned Committee. Starting with the current academic year, regular meetings will take place each year, in which students assemble with the Vice-dean for Education and Student Affairs, and where they are able to present their problems in direct communication with the Vice-dean, as well as receive answers to any of their questions.

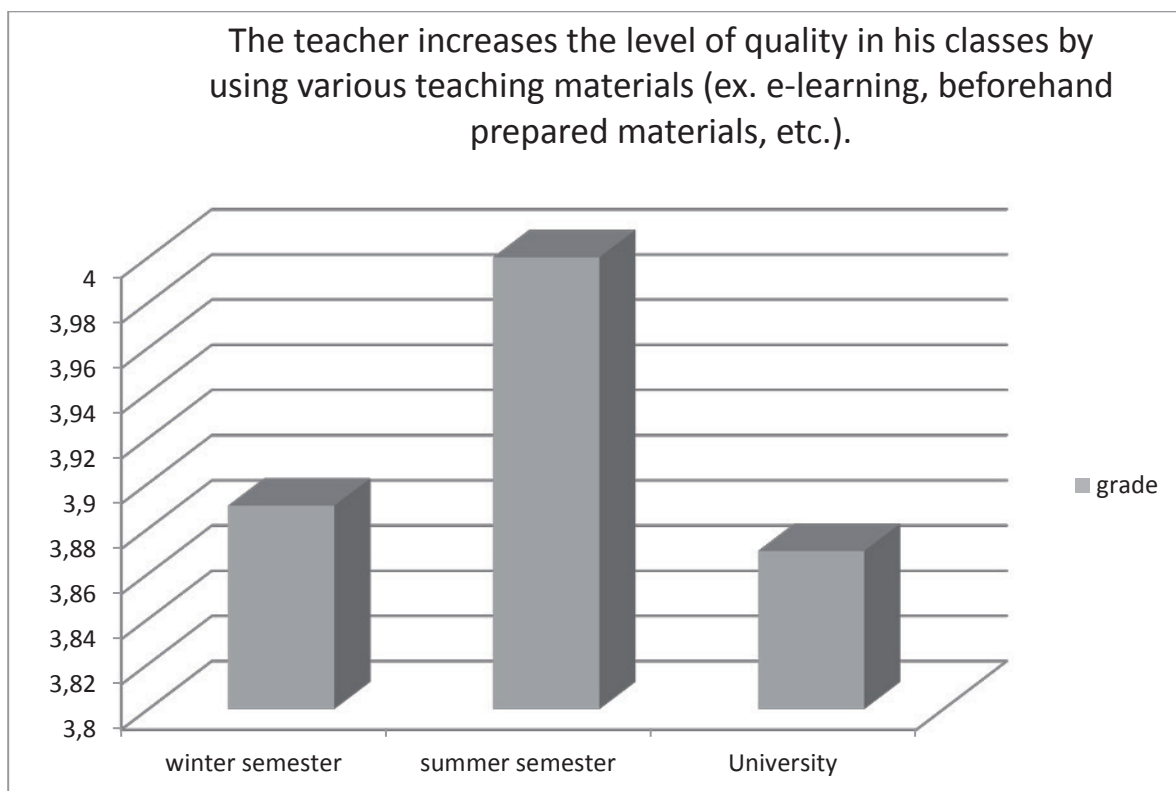
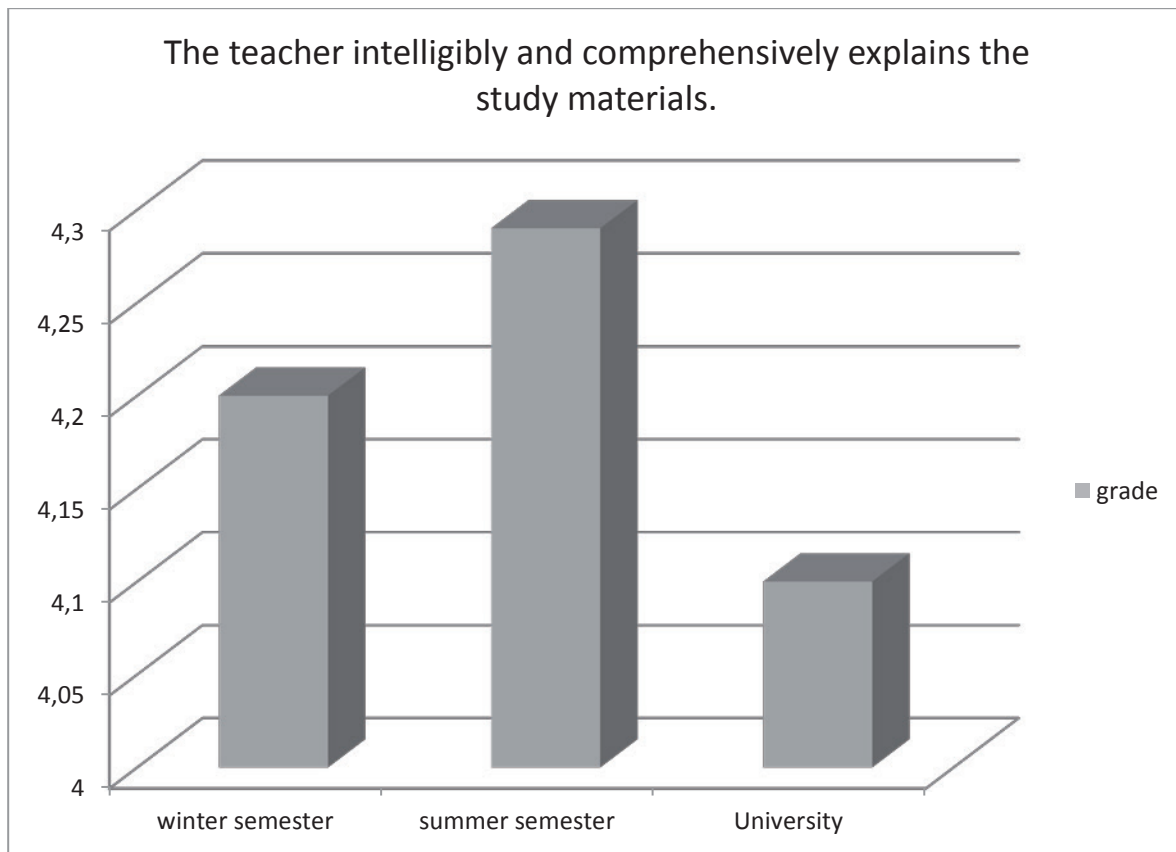
The results for each individual teacher from the conducted survey are accessible to the head of each constituent, as well as to individual teachers who receive a report containing their results. By scanning the student questionnaires, the teachers have insight into the students' comments related to their work in the assessed course. The Faculty Administration analyses the reasons which led to negative evaluations in collaboration with the teacher in question, so that they can plan activities which could lead to improving the quality of the elements in the course which were poorly evaluated.

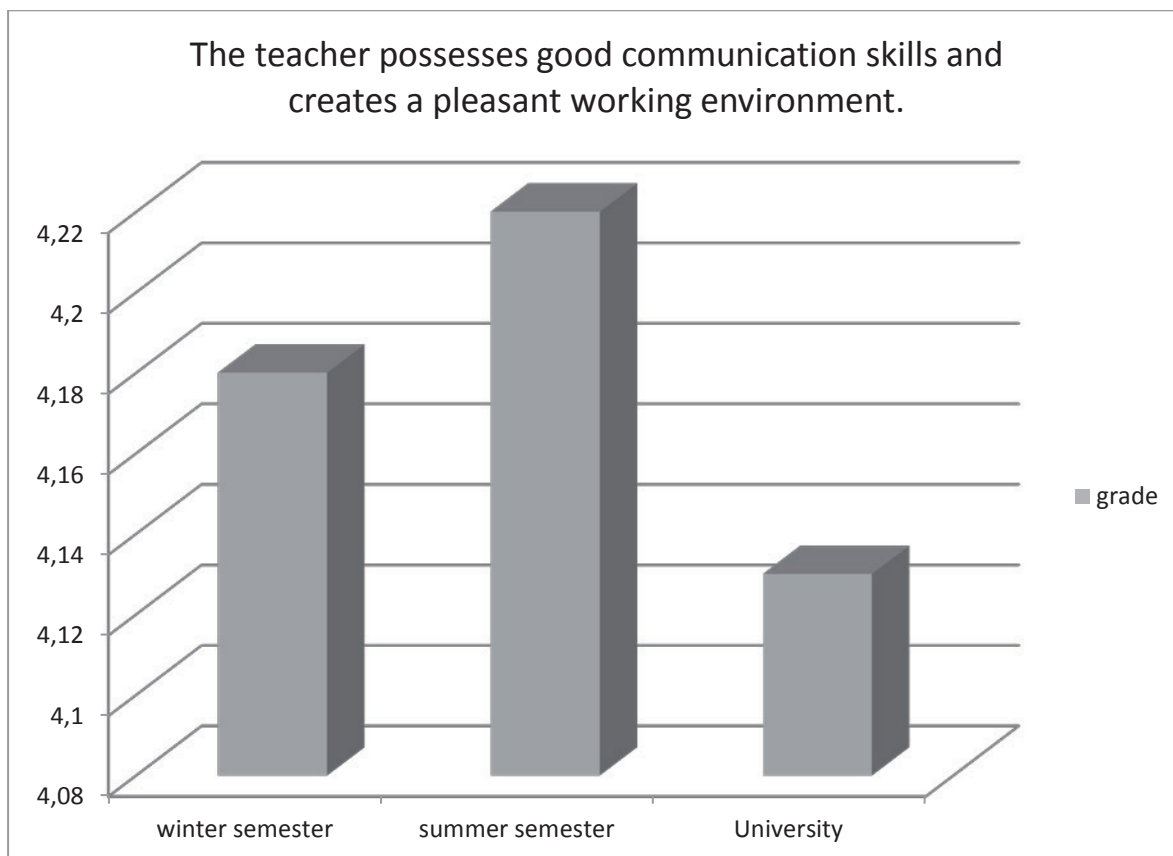
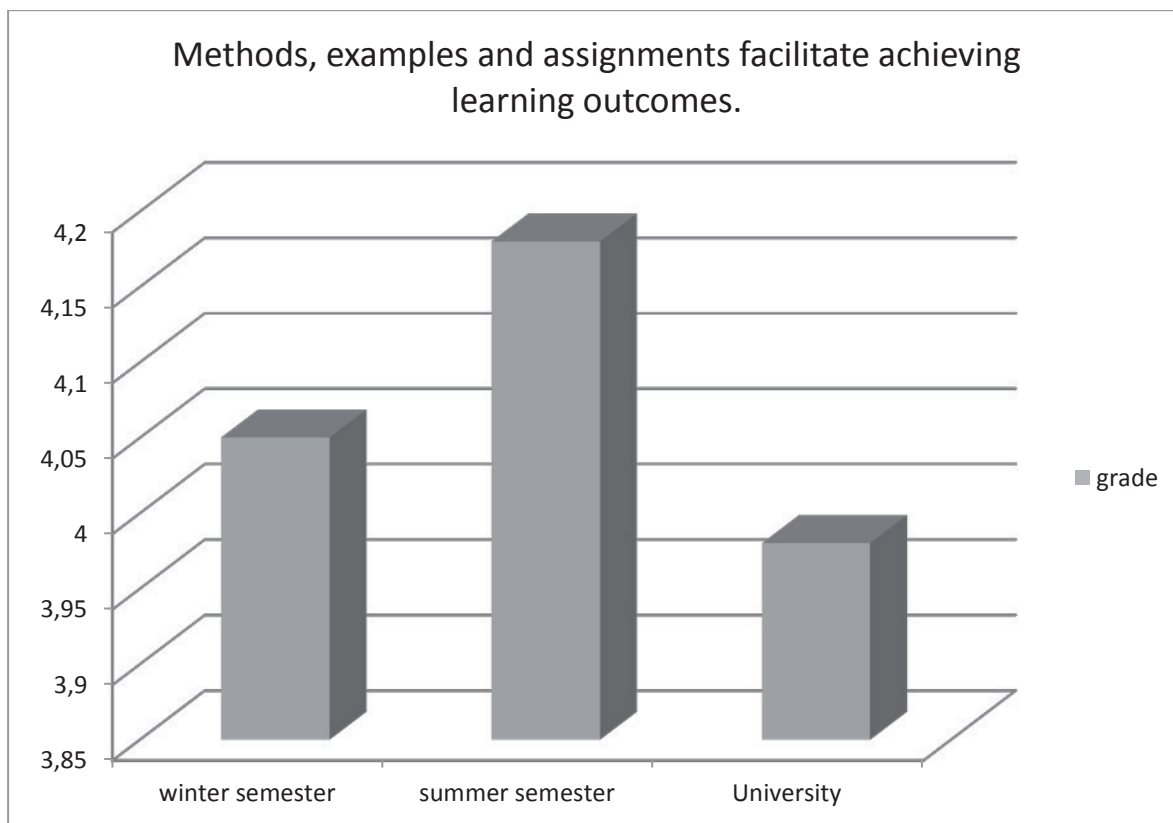
The University survey on student assessment of teaching for the Faculty of Kinesiology has public results which are published on our Faculty's official web site.

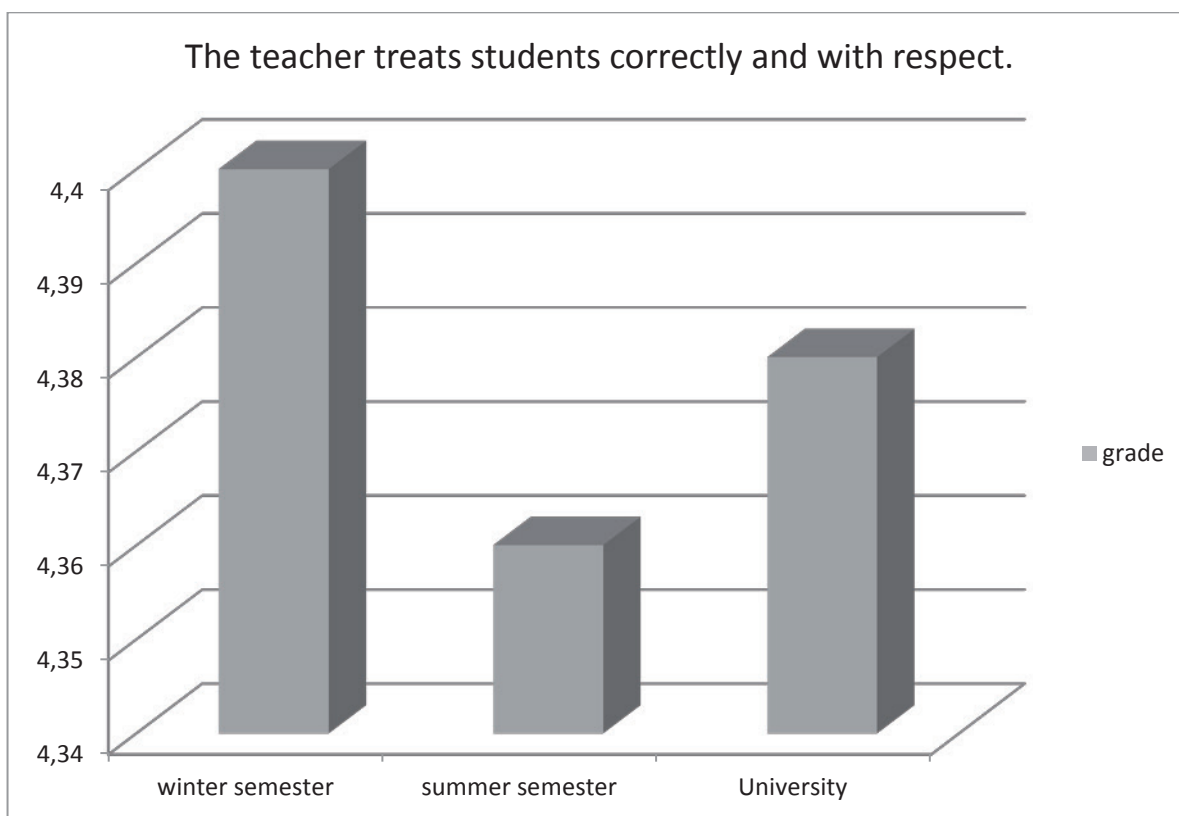
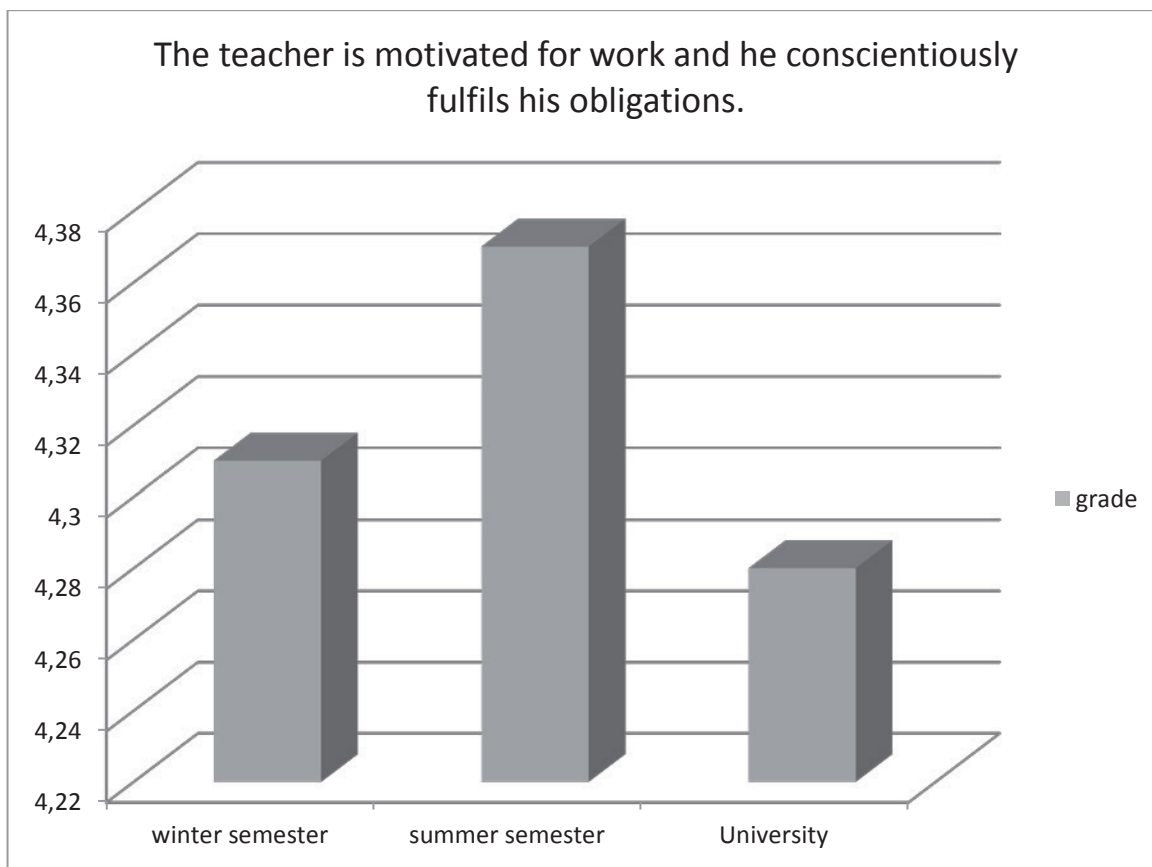
The following graphic illustrations demonstrate the results of the University survey on student assessment of teachers which was conducted by the University of Zagreb, with reference to the Faculty of Kinesiology during the academic year 2012/13. The illustrations represent the arithmetic means of students assessments based on ten statements regarding a teacher's work, separately for the winter and summer semester. For each evaluation unit (that is for each teacher in a specific course), the calculated average grade is based on a group of students who assessed his work. This way, there are as many average grades for each statement as there were teachers who participated in the survey. Only then is it possible to calculate the arithmetic mean which represents the average of all average grades. Average grades which are calculated in this manner can be considered as a statistically correct way of calculating averages, as they are not influenced by the size of the group which is assessing an individual teacher.

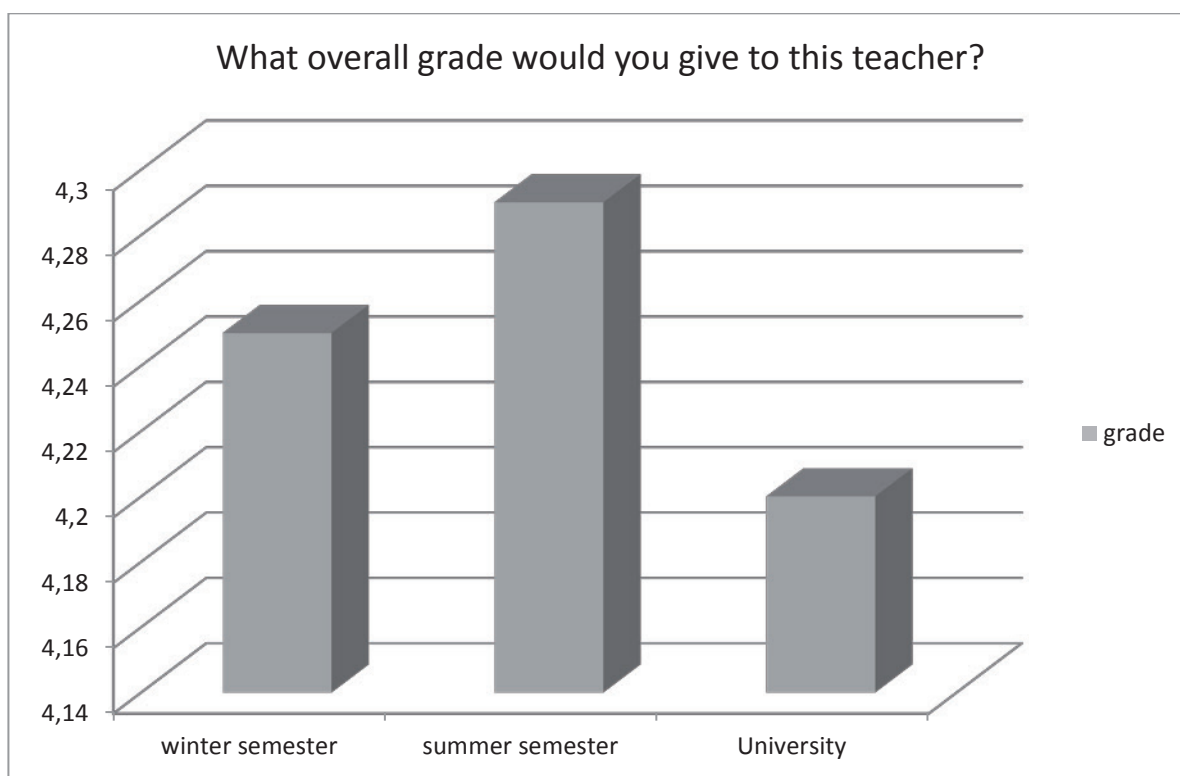
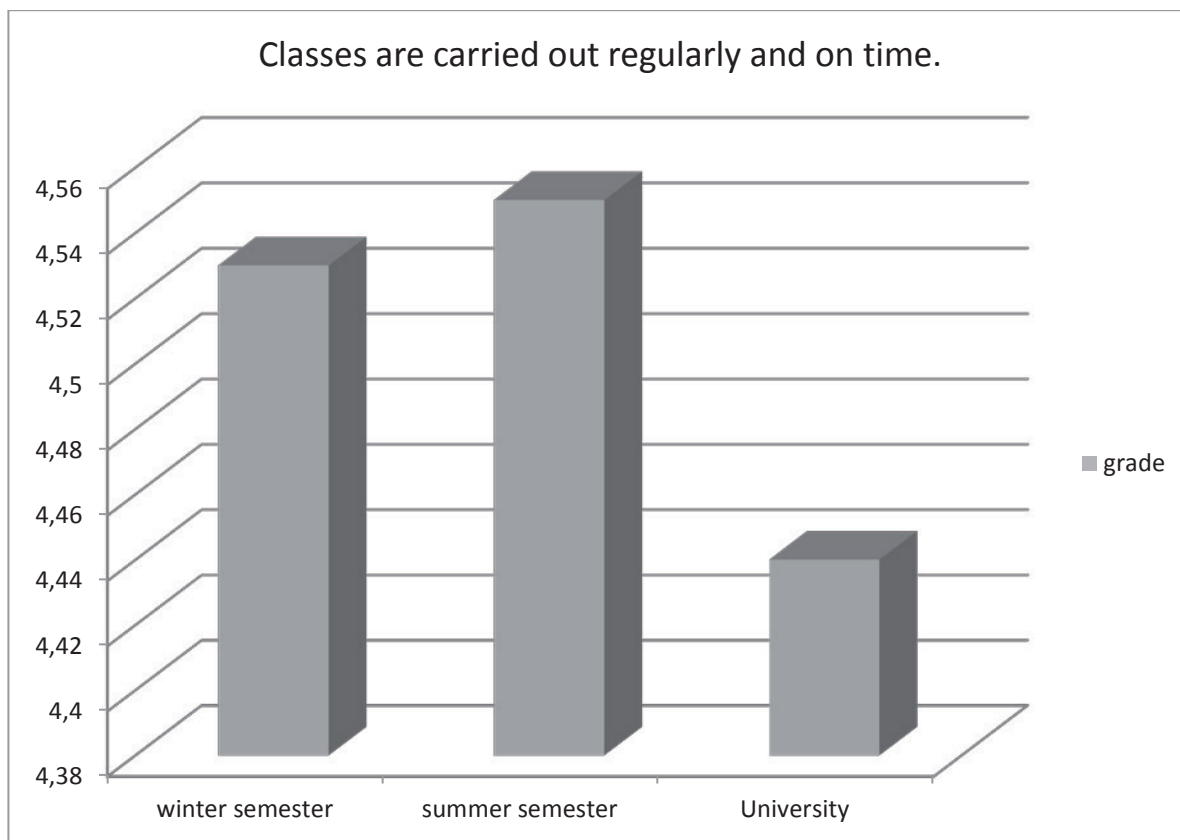
For the sake of comparison, the illustrations also demonstrate the average results of the University survey as a whole.











f) Give your opinion on the problem of students' accommodation and nutrition. Specify and comment on the extra-curricular activities that you organize for students, if applicable (various courses, sport, recreation etc.). Comment on the student standard offered at your higher education institution (according to the data in table 3.2.) and assess the degree of use. If you are not satisfied with the existing situation, identify the reasons and propose possible solutions.

The conditions of our students' accommodation are identical to the conditions of accommodation for all students at the University of Zagreb. Some of the students are accommodated in student residence halls, while part of the students live in rented or their own housings. The advantage of our Faculty is its location. The Faculty of Kinesiology is situated immediately next to the student residence hall "Stjepan Radić", consisting of 12 student buildings, an administrative building and supporting buildings, and counting up to 4063 beds. For this reason, our students who are in need of student housing have excellent conditions for this kind of housing immediately close to the Faculty. Besides housing capacities, the student residence hall "Stjepan Radić" also includes two restaurants for subsidized student nutrition, a pizza place, a pastry shop, a cinema auditorium, classrooms, a doctor's and a dentist office, a dancing hall, a store and a post office, which are all available for everyday use to all students of the Faculty of Kinesiology.

Considering the fact that our students demonstrate a tendency towards physical exercise, as well as due to the possibility of improving specific motor skills in each sport, all sports halls of the Faculty (a hall for basketball, football, handball, volleyball and athletics, a hall for contact sports, a wrestling hall, an aesthetic hall, a hall for competitive gymnastics, and a gym) are reserved only for our students' use every day from 4 p.m. to 7 p.m., as well as on Saturdays from 8 a.m. to 1.30 p.m.. The locker rooms are also at the students' disposal, as well as all the necessary sports equipment that the sports halls are furnished with. In addition to the sports facilities of the Faculty, our students also have reserved appointments for practising and preparing their practical exams at the athletic stadium and in the swimming pool which are parts of the Sports park Mladost (HAŠK Mladost), which is also immediately next to the Faculty.

Aside from the possibility of practising sports activities within the infrastructure of the Faculty of Kinesiology, our students are also provided with the opportunity of using a well furnished library and reading room. The library consists out of over 41000 volumes. The students can use the services of the library every working day between 9 a.m. and 4 p.m. Students can also loan documents and materials (either for working in the reading room or outside the Faculty), they can search information and documentation records, as well as interlibrary loan domestic and international literature. As part of the reading room, students have ten computers with online access at their disposal, which the students can use to search the library catalogue and the online information sources. In the entire Faculty students can access free wireless internet services.

Furthermore, in the hours when no teaching is taking place there, as well as in afternoon hours, students can use the information classroom where they have computers at their disposal for the needs of searching the internet, data analysis for scientific research or for the production of their degree essays, as well as for preparing their exams in Quantitative Methods.

A Student Union also operates at our Faculty, which represents and protects student interests, participates in the work and the decision-making process in both Faculty and University bodies, and represents the students in the higher education system. The representatives of the Student Union work hard in order to increase the standard in student living for students of the Faculty of Kinesiology, as well as promote student rights and obligations. The Student Union of the Faculty of Kinesiology also participates in the organization of the following activities and events: the Open Door Day of the Faculty of Kinesiology, managing the web portal FAKIN by means of which students are allowed access to the necessary information and materials associated with their study and student activities, preparing conferences organized by the Faculty of Kinesiology, numerous charity events, preparing competitions and fairs.

Fakin is the first web portal of the Faculty of Kinesiology created by the Student Union. It developed out of the need for students to have access to desired information and materials, as well as for exchanging those information and materials, and for providing the possibility for student interaction. On the web sites of this portal students can find all the information on the Student Union, as well as on student Committees, they can search photo galleries from important events, ask all questions concerning their study and their problems, as well as use the course materials bookshop as a source of literature for the preparation of their exams.

A large number of sports teams are also active at our Faculty (wrestling, triathlon, dance, swimming, etc.). While participating in the activities of individual teams, students are additionally preparing for their exams, they are increasing their knowledge to a higher level, as well as participating in various competitions. Competitions in numerous sports, which are part of University championships, take place at our Faculty, in which naturally our students also compete with their teams which are for the most part managed by our young teachers and associates. It should be pointed out that teams from other faculties are mainly managed by our former students.



The Faculty encourages students to participate in competitions, as well as provides them with financial support for participating in the National University Championship. The Faculty of Kinesiology was even a co-organizer of the European Universities Futsal Championship in 2010.



7th European Universities Futsal Championship (2010) – 25 university teams from 23 European countries, and over 400 both male and female students participated in the Championship.

Table 3.2. Student standard

	Area (in m ²)	Number of seating or active workplaces
Study area	70 (reading room) + 75 (computer classroom)	approximately 30 seating workplaces per classroom
Student restaurant (for X-card users)	500 + 400 = 900	190 + 140 = 330
Other restaurants	300	134
Boarding		4063 beds
Sports objects	3175	
Facilities for student associations and cultural activities	14.43	
Recreation facilities	3175 (indoor sports halls) + 14686 (outdoor sports halls) = 17859	

g) Specify possible special measures you introduced in order to motivate students (awards, recognitions, etc.) and comment on the effectiveness of such measures

Students who have achieved the highest success in their generation during one academic year in the University study of kinesiology, are awarded with the Dean's award for that academic year at the Faculty's Annual Day formal celebration. In addition, the first student graduate, as well as the best sportswoman and the best sportsman among the students of the Faculty of Kinesiology, are also commended with the Dean's award.

Notifications and commendations for all achievements and successful results of our students who participate in various competitions are regularly published on the front page of the official web site of the Faculty.

Each year the best scientific and professional student papers, under the mentorship of professors of the Faculty of Kinesiology, are awarded by the University with the Rector's award, which serves for promoting scientific and research work, as well as for promoting student creativity. Our Faculty is maximally supportive of the production of such papers, by enabling students to use laboratories and all other resources necessary for the production of a scientific paper.

In the Regulations on the Integrated undergraduate and graduate university study of kinesiology, in Chapter 122., a special acknowledgement is defined for students who have achieved the highest overall grade at the end of their study, in such a manner that a

commendation from the Latin classification of commendations is marked in their diploma in one of the following ways:

- Master of Kinesiology with the highest commendation (Summa Cum Laude Master of Kinesiology),
- Master of Kinesiology with a high commendation (Magna Cum Laude Master of Kinesiology),
- Master of Kinesiology with a commendation (Cum Laude Master of Kinesiology).

Furthermore, each administration and department at the Faculty of Kinesiology enables students who have demonstrated an explicit interest and exceptional knowledge in a specific course, to later on participate in the teaching process in the form of undergraduate assistantship and to work on scientific and research projects, which stimulates younger students to demonstrate a higher level of dedication and knowledge in a particular course. Likewise, in most courses continuous assessment of the teaching process is realized, which additionally motivates students to regularly participate in lectures, to continuously learn and to demonstrate a higher level of dedication during classes, in which manner they will achieve a higher final grade at the examination period.

The mentioned measures have a positive effect on student dedication and it is noticeable that student interest is increasing, however, we are still not convinced that this is sufficient. It appears that neither a money reward, nor the acquired recognitions are still not motivating enough for our students. A possible explanation might be found in the fact that such recognitions are not appreciated enough by the employers.

h) Specify supportive measures that you provide to students (mentorship, career counselling, study aid, aid for students with special needs and for international students, legal and financial support, etc.).

According to the document *European Standards and Guidelines on Quality Assurance in Higher Education (ESG)*, higher education institutions must ensure adequate and required educational resources for each offered programme. Resources vary from physical ones, such as libraries or computer equipment, to human support in terms of mentors, advisors and other counsellors. Educational resources and other ways of assistance should be easily accessible to students, organized so that they meet students' needs and are open for feedback to students who benefit from them.

The Faculty of Kinesiology offers its students with several supportive measures: insuring facilities and sports halls for teaching and acquiring theoretical that is practical knowledge by means of mentorship, support in scientific and research work, international collaboration publishing student journals, extracurricular activities, etc.

For the purpose of stimulating and creating an academic approach and conduct, maintaining tradition and assisting in cultural, sport, native, professional and other activities, our Faculty

encourages students to organize student associations and it initiates the activities of various student organizations. The Student Union of the Faculty of Kinesiology is a student organization for which the Faculty insures a space for its activities, while students included in the Student Union, among other things, participate in the organization of various charity events, sports competitions and fairs, as well as assisting in the organization and realization of conferences and congresses, by means of which all students of our Faculty are provided with different supporting measures.

Students of the Faculty of Kinesiology take part in the Faculty's administration by means of the Elective Representative Student Board of the Faculty of Kinesiology (Statute of the Faculty of Kinesiology, paragraph 94.), which constitutes at least 15% of the total number of Faculty Council members. Student representatives work on improving the student quality of life, the quality of the study process, the student standard and the realization of student rights, while having the right of a suspension veto in the Faculty Council when discussing questions which are of special interest to the students. In addition to participating in the work of the Faculty Council, student representatives are also involved in the activities of the Dean's Executive Board, the Committee for Quality Assurance, the Committee for Scientific Research and Ethics, the Committee for Education and Student Affairs, the Library Committee of the Faculty of Kinesiology, the Student Discipline Office, and the Higher Student Discipline Office. Naturally, the students themselves select their representatives in all these bodies.

All students at the Faculty of Kinesiology are also provided with support in the following manners:

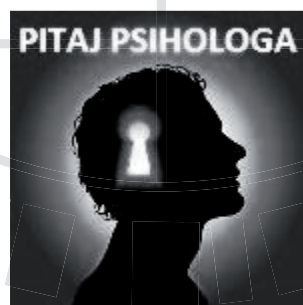
- Students in each year of their study are assigned with a coordinator or advisor which is selected among full teachers and/or associates of the Faculty. The advisor introduces the students to the organization and spatial arrangement of our Faculty, the Regulations on University Studies, including their rights and obligations during their study, study programmes, the criteria on monitoring their work and on grading, academic conduct and ethical principles, as well as to his role as student advisor. His assignment is to talk to students on the regular performing of their student obligations and overcoming the possible difficulties in the learning process, as well as on learning methods and techniques of acquiring knowledge and skills. When necessary, he directs students to the corresponding offices and authorized personnel of the Faculty. Likewise, the student advisor strategically offers students with advice and guidance during their study, while acknowledging and stimulating their personal academic and professional capabilities and preferences. Furthermore, he informs in due time his students on all actualities and possibilities connected with teaching, scientific and professional activity which might be in the students interest (scholarships, university and professional student mobility, participation in scientific and professional projects, conferences, etc.). During his appointments for student counselling, or in additional appointments, the advisor

provides individual counselling with students, after an obligatory student announcement by e-mail, as well as organizes group appointments when necessary, on the recommendation that these group meetings take place during regular classes which the advisor teaches to the students. Student advisors report to the Vice-dean for Education and Student Affairs on the conclusions of their meetings with students in the Integrated undergraduate and graduate study;

- Most departments and courses publish their study plan and programme on the Faculty web site (www.kif.hr), as well as the forms of teaching and exams, the duration of classes and the list of obligatory and supplementary literature required for the preparation of the exam;
- For the purpose of successfully preparing themselves for taking the practical part of their exams, students regularly communicate with the teaching and collaborating staff members by e-mails, in their offices during counselling and in sports halls;
- Information are available to students by means of different medias: the notice-boards of individual courses and years of study, the web sites of the Faculty, mailing lists, etc.;
- Students and employees of the Faculty regularly participate in the University Fair, where they talk to future students, as well as advise and assist them in making the decision of enrolling in our Faculty and the possibilities of future employment in the profession;
- Students have the possibility of using a well furnished library every day of the week between 9 a.m. and 4 p.m. As part of the library services, students have the possibility of loaning materials, searching information and documentation records and the option of interlibrary loan of domestic and foreign literature;
- As part of the library, students can also use the reading room which contains some ten computers with online access at their disposal, where students can search the library catalogue and online information sources, in which manner they can expand their teaching materials or acquire the necessary information for the production of their degree essay or a scientific research;
- The Office of Student Services is available to students every day of the week between 11 a.m. and 2 p.m.;
- The Office of International Relations provides information concerning student mobility within the framework of the ERASMUS programme, based on bilateral contracts which have been concluded with numerous institutions and faculties (Polytechnic University, Faculty of Physical Activity and Sport Sciences, Madrid, Spain; Otto-von-Guericke University, Magdeburg, Germany; Catholic University, Faculty of Kinesiology and Rehabilitation Sciences, Leuven; Belgium; Comenius University, Faculty of Physical Education and Sports, Bratislava, Slovakia; Masaryk University, Faculty of Sport Sciences, Brno, Czech Republic; Lithuanian Academy of Physical Education, Kaunas, Lithuania; Latvian Academy of Sports Pedagogy, Riga, Latvia; University of Vienna, Vienna, Austria;

Semmelweis University, Faculty of Physical Education and Sport Sciences, Budapest, Hungary; University of Ljubljana, Faculty of Sport, Ljubljana, Slovenia, etc.);

- As part of the ERASMUS programme, international students are provided with the possibility of studying at the Faculty of Kinesiology in English, and they can also be joined by domestic full-time students in the Integrated study;
- Students have the possibility of participating in practical classes at the Faculty by means of undergraduate assistantship, which is also financially valorised;
- In order for students to be well prepared for taking practical exams in individual sports, every day of the week they have sports hall and fields at their disposal between 4 p.m. and 7 p.m., and on Saturdays between 8 a.m. and 1.30 p.m.. Within those hours, the locker rooms are also at the students' disposal, as well as all the necessary sports equipment that the sports halls are typically furnished with. At the swimming pool of the Sports Park Mladost, once a week during the semester, students have a one-hour appointment for practising, which increases to almost daily appointments during examination periods. Teachers in practical classes perform part of their counselling in sports halls;
- The Faculty is actively working on providing the students with a support system which would be oriented towards not only providing student support in the development of their academic skills and skills for starting and managing their career, but also towards psychological consultation for the successful overcoming of possible challenges which students can encounter during their study. Contact with the psychologist is made by e-mail, using a link „Ask the psychologist“ on the front page of the official web site of the Faculty. Students' questions are answered by teachers of our Faculty who are psychologist and who have been additionally educated for this purpose.



- The Faculty of Kinesiology is situated immediately next to the student residence hall "Stjepan Radić", which provides students with subsidized student nutrition in two restaurants, a pizza place and a pastry shop;
- There is also a canteen at our Faculty which is used by both students and teachers. Unfortunately, nourishment in the canteen is not subsidized;

- Students with special needs are individually approached and their participation in classes and taking of exams is organized according to their abilities. Students with hearing problems are provided with translators in sign language during classes, as well as during exams.



As one of the athletes with disabilities, the paralympic athlete B. Budetić enrolled in the Faculty of Kinesiology as a full-time student. At the London 2012 Paralympic Games he won the bronze medal in men's javelin throw.



i) Attach documents regulating the protection of student rights (appeal procedures, student ombudsman, etc.).

The protection of student rights at the Faculty of Kinesiology is regulated by means of several documents: the Statute of the Faculty of Kinesiology of the University of Zagreb, the Regulations on the Integrated undergraduate and graduate university study of kinesiology and the Regulations on Students' Disciplinary Code. All of the mentioned documents are in keeping with the University documents dealing with the same problem. All of these documents are public and are available on the official web site of our Faculty.

Presumably the most important fact which should be pointed out here is that students have the right to appeal their grade. The appeal procedure is regulated in the Regulations on the Integrated undergraduate and graduate university study of kinesiology (June, 2011) – Chapter VIII, paragraphs 93., 94. and 95.

Furthermore, it should be pointed out that students have the possibility of partial or complete liberation from taking the practical part of an exam. Practical classes at the Faculty of Kinesiology require students to demonstrate individual elements or meet certain quotas (for example the necessary time for swimming a certain length in a specified swimming style). Considering the significant strain of the study process itself, as well as the possibility of injuries outside of their study (sports trainings, traffic accidents, etc.) or of illness, there is

a genuine possibility of some chronic illness appearing or an injury which can present itself as a limiting factor in taking the practical part of an exam. In order to avoid student discrimination in such a case, and to enable students to complete their study, there is a possibility of liberation from performing particular exercises and elements in the practical part of an exam, which are directly counter indicated with the students illness or injury. This right applies only to students in their final years of study (third to fifth year of study). A detailed description of the mentioned possibilities is stated in the Regulations on the Integrated undergraduate and graduate university study of kinesiology (June, 2011) – Chapter IX, paragraphs 96. to 100.

The Regulations on Students' Disciplinary Code of the Faculty of Kinesiology became effective May, 2002, and they regulate questions referring to the following:

- student rights and obligations,
- disciplinary offences,
- types of disciplinary measures,
- the process of initiating and realizing the disciplinary procedure,
- structure and working method of the Disciplinary Commission,
- limitation period for initiating and realizing a disciplinary procedure, as well as limitation periods for the execution of the issued disciplinary measures,
- the process of reaching and implementing decisions of the Disciplinary Commission,
- the right to appeal,

as well as other relevant questions concerning the process of determining student responsibility for the committed disciplinary offences, that is concerning the realization of the Statute's regulations and other general acts of the Faculty of Kinesiology and the University of Zagreb.

j) Specify methods for reaching out to alumni and how you collect data on their employment, as well as other information relevant for improvements of your study programmes.

At the Faculty of Kinesiology of the University of Zagreb the Alumni Association is active since June 12, 2010, and it brings together kinesiologists, sports trainers and friends of the Faculty. The goal and the activities of the Alumni Association are regulated in its Statute.

Goals of the Alumni Association

- establishing and maintaining contact between the Faculty of Kinesiology of the University of Zagreb and its students after they earn their Bachelor's, Master's or Doctor's degree;
- establishing contact between former students in the association Alumni of the Faculty of Kinesiology and creating relations of collaboration between them;

- promoting and modernizing the activities of the Faculty of Kinesiology as an institution and as a constituent member of the University of Zagreb;
- stimulating and enhancing the scientific, professional and practical activities of the members of the Alumni Association of the Faculty of Kinesiology;
- encouraging collaboration between the Faculty of Kinesiology and various companies, organizations and institutions in which former students, Masters and Doctors of the Faculty of Kinesiology are employed in;
- participating in international scientific, research and professional exchange and collaboration, as well as establishing contact with other Alumni Associations in the country and abroad;
- protecting professional interests of kinesiologists in keeping with the code and regulations of the profession.

Activities of the Alumni Association

- realizing various programmes and projects in the field of kinesiology and its related sciences,
- organizing and participating in scientific and professional conferences on distinctive kinesiological problems,
- record keeping of the membership,
- encouraging collaboration with governmental and non-governmental organizations for the purpose of modernizing the kinesiological science both at domestic and international levels,
- stimulating ethical and moral principles, respecting human dignity, tolerance and nonviolence in the sports culture and in physical activity.
- making efforts on maintaining good relations and collaboration with the corresponding governmental and non-governmental bodies,
- establishing and maintaining numerous forms of collaboration with other scientific associations in the field of kinesiology and sports sciences,
- determining a code of conduct for Alumni members during their work,
- other activities defined by the authority bodies of the Alumni.

To this day, numerous activities have been organized as part of the Alumni Association's field of activity, among which several demand special emphasis. The organization of four assemblies of kinesiologists, sports trainers and friends of the Faculty, the production of the association's web site (alumni.kif.hr), the staging of an exhibition on distinguished staff members of the Faculty of Kinesiology, several organizations of the Open Door Days and

Career Days, in cooperation with the Faculty's Student Union. In addition, a partnership was established with the AMAC (Almae Matris Alumni Croaticae) Association of the University of Zagreb on producing a journal of the AMAC Association.



November 9, 2013 – The Alumni assembly at the Faculty of Kinesiology



k) Specify to what extent you are satisfied with the current situation and propose possible improvements.

The teaching process is carried out without any major problems and in the past few years significant efforts have been made in increasing the criteria, in reducing the number of students within groups, in the process of continuous learning and in increasing the student pass rate. Unfortunately, the Bologna Process has not resulted in improvements in terms of a higher student pass rate or a higher percentage of students who completed their study. This fact can partially be accounted for by the current social situation, especially by the reduced economic power and the increased unemployment in the country.

The present level of development of the information system (web sites, Moodle, ISVU, student portal Studomat, information sites, etc.) sets high goals for the future, as does the new concept of Specialist studies planned in the Faculty's strategy which has already started with its realization.

Student questionnaires have resulted in numerous positive improvements in the relations between teachers and students, as they provide the teachers with student feedback about their work, whereas anonymous comments frequently enable students to express their opinions more openly on both the positive and the negative aspects of a teacher's work.

Students of the Faculty of Kinesiology are equal members of the academic community and they have the possibility of participating in all of the Faculty's activities. This primarily refers to participating in classes and the learning process, but equally so, to stimulating students to become involved in scientific and research, as well as in professional work and projects, and in taking action in terms of enhancing the level of quality of the Faculty's activities by their personal involvement and by constructive critical comments in all areas. As equal partners, students are actively involved in proposing and reaching decisions and they take part in the activities of bodies which are dealing with the system of internal quality assurance and improvement. Likewise, significant attention is dedicated to adequately informing students on the activities which are carried out at our Faculty, and equally so, attention is dedicated to their potential employment and relations with former students.

The long-term goal is that all segments of the relations towards students at the Faculty become improved, that students become empowered by their responsibilities and that their partner role in the evaluation of the teaching process, of teachers, and of the overall quality of the study intensifies.

Table 3.3. Graduate employment

Academic or professional qualification	Number of graduates in the past 3 years	Number of unemployed graduates according to the statistics of the Croatian Employment Service
Professor of Kinesiology	455	348
Master of Kinesiology	286	
Sports Trainer		32

For the purpose of improving student supportive measures we are proposing the following:

- the pass rate and the overall grade in a particular course will be analysed each academic year for the purpose of these results becoming the main element in coordinating the procedures and methods of examinations;
- the working hours of the library will be extended in order to provide students with the possibility of using the library, in keeping with their obligations, as a place for studying and exchanging information even after classes; opening the possibility of using the reading room until 10 p.m. with student duty;
- the working hours of the Office of Student Services will be adjusted so that it is available to students minimally 6 hours a day;
- an Office of Student Affairs will be established and activated;
- the timetable for classes will be adjusted as to enable students a somewhat longer break during the lunch hours at the student residence hall "Stjepan Radić (we will probably prolong the break after classes which finish at 12.30 p.m.);
- the student questionnaires will be expanded by adding questions related to the Office of Student Affairs and other non-teaching staff;
- regular meetings, every two months or as necessary, will be organized between the Vice-dean for Education and Student Affairs and students in all years of their study.



4.
TEACHING STAFF

4. TEACHING STAFF

a) Provide an overview of the structure of teachers and associates shown in the table 4.1. Evaluate strong and weak points in the ratios of the numbers of full-time and part-time employees. Analyse the problems in the human resources policy.

In the academic year 2012/13 (on September 30, 2013) the Faculty of Kinesiology of the University of Zagreb employed a total of 125 employees, as it is shown in the table 4.1., out of which 80 are scientific-educational teachers (41 teachers with a scientific-educational vocation, 5 teachers with an educational vocation, 33 members of the teaching staff with an associate vocation of assistant and 1 expert assistant), as well as 45 employees of the non-teaching staff.

Table 4.1. Staff structure in the academic year 2012/13 (on September 30, 2013)

Staff	Full-time staff		Cumulative employment		Full-time teachers who are employed part-time in other institutions	External associates	
	Number	Average age	Number	Average age		Number	Average age
Full professors	19	54,3				6	58
Associate professors	7	45,4	1	48		2	55
Assistant professors	14	43,8				4	
Lecturers – Senior lecturer	5	50,2				15	43
Assistants – Senior assistants	6+7	33,4				1	29
Expert assistants	1	47				87	41
Junior researchers	6+14	33				1	31
Technical staff	10	51					
Administrative staff	21	47					
Support staff	14	51					

All of our staff members, both scientific-educational and non-teaching, with the exception of one teacher who is an associate professor, are regularly employed on full time. However, among the 33 employees with the associate vocation of assistant, 29 of them have a temporary employment contract with the Faculty (for a period of six years or until the expiration of a period of ten years, starting with the day of their first employment at the Faculty), which is in accordance with the valid legislative regulations. In addition, another

employee who is not a member of the teaching staff, with a university education, has a temporary employment contract.

In the academic year 2012/13, a total of over 2700 students attended the Faculty of Kinesiology, including senior undergraduate students (averagely approximately 1400 full-time students of the University study of kinesiology, 120 students of the Postgraduate doctoral study, as well as 1200 part-time students of the Coach Education Professional Course). With reference to this fact, it is clear that our Faculty is deficient in some 12 to 13 teachers for the realisation of all valid study programs according to the Law on Quality Assurance in Science and Higher Education and the valid University standards (in fact, this deficiency is considerably less favourable when the number of scientific-educational staff members is considered in relation to the overall teaching workload in all studies).

This problem is additionally emphasized by the fact that in the next two years (2014 and 2015), the existing employment contract expires for no less than 10 of our assistants, while in the next five years (2014-2018), this will apply to 22 of our assistants unless our Faculty is given the necessary consents from the University and the Ministry of Science, Education and Sports to select them into the scientific-educational vocation and into the position of assistant professors, regardless of the fact that our Faculty is in undeniable need for all these employees to continue working in order to realize the study programs. In resolving this problem, it is also necessary to bear in mind the fact that in the next 5 years predictably 3 to 4 of our teachers' employment at the Faculty will end due to mandatory retirement.

According to the proposed Action plan and the adopted Operative plan for resolving the staffing problems of the Faculty in the period between 2012 and 2022, as well as the established disproportion in the ratio of the number of teachers and the number of students (1 teacher : 33 students), the existing deficit in the number of teachers should be resolved by our Faculty not later than by the end of the academic year 2017/18, in order for our Faculty to be able to continue to obtain all the required consents from the University and the Ministry in the procedure of accreditation and reaccreditation of the study programs which are necessary for the Faculty's undisturbed further work. In relation to the mentioned documents, within the next 4 to 5 years, our Faculty would unquestionably have to employ a number of new, above all young scientific-educational employees, along with the expected selection of all present and future assistants into the corresponding scientific-educational or educational vocation.

In resolving the present staffing situation and the existing disproportion between the number of teachers and the number of students at our Faculty, that is the disproportion between the number of teachers and the overall teaching workload in both university and professional studies, the main problem on the one hand is the dynamics of expiration of existing employment contracts, which is determined by law, for present assistants, as well as for those employees of our Faculty who will be selected for that position in the near future. On the other hand, the problem lies in the very restrictive employment policy that has been

carried out for years in this line of work (approving only reserve positions, without new and developing openings).

When considered from the aspect of the overall teaching workload, and further within this aspect, the structure of classes (lectures, seminars, exercises and professional pedagogical internship), in every study program which is realized at our Faculty, we come to an undeniable conclusion that there is an insufficient number of employees with associate vocations in relation to the number of employees with scientific-educational and educational vocations. The situation in question has additionally deteriorated within the last 5 years during which almost all assistants (13 of them), who have acquired the necessary legal requirements, were selected into the scientific-educational or educational vocation, while during that identical period of time, only 8 junior researchers have been employed.

The pronounced staffing deficit is compensated for through intensified work by almost all of the scientific-educational employees of our Faculty, in large part by an increased hiring of teachers from other institutions of higher education of the University of Zagreb, as well as by a significant participation in classes from designated external associates of our Faculty, eminent coaches and other experts in different sports.

In addition to 80 teaching employees of our Faculty, 116 designated external associates participated in the realisation of classes during the academic year 2012/13. If the number of our full-time staff, associates and junior researchers in relation to the number of designated external associates of our Faculty are expressed in terms of the overall workload that has been realized during one academic year, including all study programs which are validated at our Faculty, the ratio between full-time employees and external associates for the academic year 2012/13 would be 3.5:1. Within the last 5 years this ratio has not significantly changed.

b) Specify and comment on the teacher/student ratio and its trend in the last 5 years.

In the academic year 2012/13 the Faculty of Kinesiology of the University of Zagreb employed a total of 80 teaching employees (41 teachers with a scientific-educational vocation, 5 teachers with an educational vocation, 33 members of the teaching staff with an associate vocation of assistant and 1 expert assistant).

At the same time, in all study programs and courses which were performed coincidentally at the Faculty of Kinesiology in the academic year 2012/13, a total 2670 students were enrolled.

The number of teachers with the scientific-educational and educational vocation during the last five years has not significantly changed, and it has ranged from 40 teachers (academic year 2010/11) up to the present number of 46 teachers. Likewise, the overall number of associates and junior researchers at our Faculty during the last five years has not significantly changed, and it has decreased from the maximum number of 39 to the present number of 33 employees with the associate vocation of assistant.

In the Integrated undergraduate and graduate university study of kinesiology there was a total of 1345 students enrolled in the academic year 2012/13. In that same academic year, there were 1179 students in the Coach Education Professional Course and 146 students in the Postgraduate doctoral study of kinesiology.

During the past 5 years, the number of students in the Integrated undergraduate and graduate university study of kinesiology has varied as a result of the modifications of enrolment quotas which were approved by the Ministry of Science, Education and Sports, as well as the due to the changes in the number of students who were repeating the same year of study and the number of students who graduated in the academic year in question. Table 4.1.1. demonstrates that the highest number of students was enrolled in the academic year 2011/12 (1598 students), whereas the lowest number of students was registered in the academic year 2010/11 (1182 students). As a result of these variations, the overall number of students at our Faculty also fluctuated, although a remark must be made that in the academic year 2011/12, the Coach Education and Training Department was established at the Faculty of Kinesiology, which resulted in a significant increase of the overall number of students.

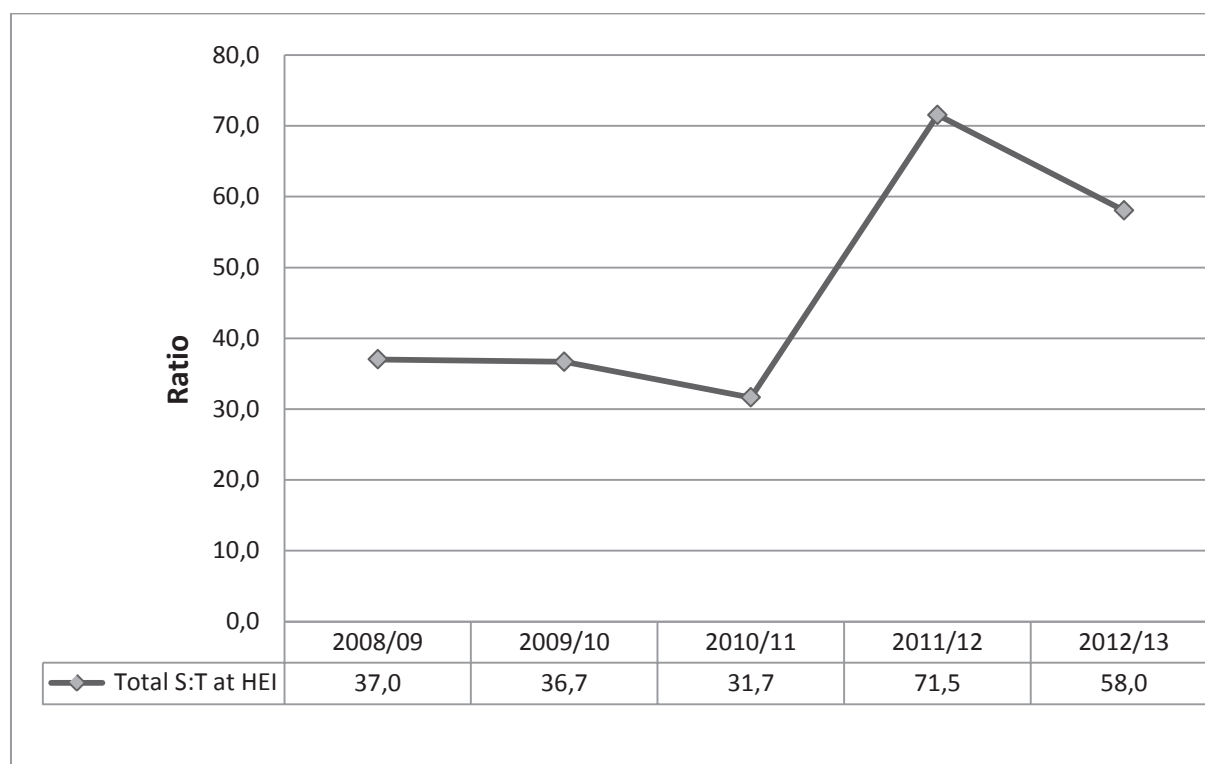
Table 4.1.1. Number of teaching staff members and number of students in the last 5 academic years

Academic year	Number of teaching staff at HEI				Number of students at HEI				Students/teaching staff ratio	
	Teachers (educ., sci-educ.)	Associates (assis., sen. assis; ex.ass.)	Junior researchers	Total TS at HEI	IUGUSK	CEPC	PDSK	Total S at HEI	S:T at HEI	S:TS at HEI
2008/09	44	13	24	81	1557		72	1629	37,0	20,1
2009/10	41	13	23	77	1409		95	1504	36,7	19,5
2010/11	40	17	22	79	1182		84	1266	31,7	16,0
2011/12	42	17	22	81	1598	1275*	131	3004	71,5	37,1
2012/13	46	14	20	80	1345	1179**	146	2670	58,0	33,4

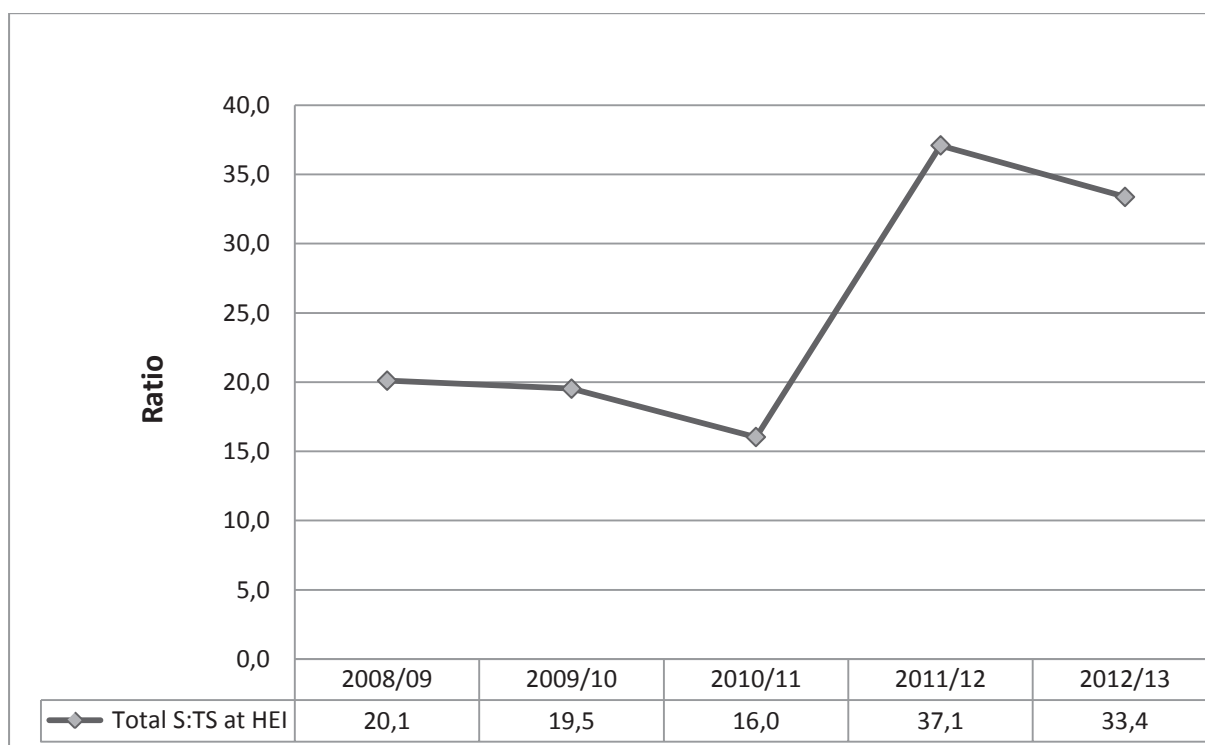
S: students; T: teachers (full professors, associate professors, assistant professors, lecturers); TS: teaching staff (teachers, associates and junior researchers); IUGUSK: Integrated undergraduate and graduate university study of kinesiology; CEPC : Coach Education Professional Course; PDSK: Postgraduate doctoral study of kinesiology; HEI: institution of higher education; *also included in the overall number of students are 248 students who acquired the status of senior undergraduate students („absolvents“) in the academic year 2011/12, after having completed taking all of their courses in all 3 years of their study; **also included in the overall number of students are 320 students who acquired the status of senior undergraduate students („absolvents“) in the academic year 2012/13, after having completed taking all of their courses in all 3 years of their study. All other students who completed taking courses in their third year of study in the academic year 2010/11 or earlier, are considered post absolvants and are not included in the total number of students.

According to the stated data, table 4.1.1. demonstrates the ratio of the number of students and the number of teaching staff members at our institution of higher education. We should point out this figure cannot be satisfying (graphic illustration 4.1.), and it is in favour of employing new members of the teaching staff, as the ration of the number of students and the number of teachers is 1:58 (one teacher with an educational or a scientific-educational vocation in 58 students). However, if we include other members of our teaching staff (teachers with an educational or a scientific-educational vocation, assistants and junior researchers) in the calculation of this ratio, we come to a much more suitable ratio of 1:33 (one teacher with an educational or a scientific-educational vocation, or one assistant or junior researchers in 33 students). The mentioned data are demonstrated in the graphic illustration 4.2.

As it is demonstrated in table 4.1.1. and the graphic illustration 4.2., the standard ratio of the number of teaching staff members and the total number of students at our Faculty (1:18,5) has significantly changed in the academic year 2011/12, when professional studies were returned to the Faculty of Kinesiology (by founding the Coach Education and Training Department) and now it comes to 1:33.



Graphic illustration 4.1. Ratio of the number of students and the number of teachers with an educational or a scientific-educational vocation in the last 5 academic years in all study programmes of our higher education institution



Graphic illustration 4.2. Ratio of the number of students and the overall number of teaching staff (teachers, associates and junior researchers) in the last 5 academic years in all study programmes of our higher education institution

For further demonstration of the teacher/student ratios at our Faculty, we must comment on the employment dynamics at our Faculty during the last 5 years.

Tables 4.4. and 4.4.1. clearly demonstrate that in the last 5 years only one new teacher was employed at our Faculty, whereas in that same period of time no less than 7 teachers stopped working at our Faculty as a result of mandatory retirement.

Table 4.4. Dynamics of teachers' employment in the last 5 years

Academic year	Number of newly employed teachers	Number of teachers whose contracts expired
2008/09	/	3
2009/10	/	2
2010/11	/	/
2011/12	1	2
2012/13	/	/
Total	1	7

Despite the demonstrated data, the number of our Faculty's employees with a scientific-educational or an educational vocation has not decreased in the last 5 years, but what is more, it has increased as a result of the fact that no less than 13 junior researchers and associates were selected from the associate vocation to the scientific-educational, that is the educational vocation in that same period of time.

Table 4.4.1. Dynamics of teacher employment and the selection of our Faculty's employees from the associate vocation to the scientific-educational or educational vocation in the last 5 academic years

Academic year	Number of newly employed teachers	Number of Faculty's employees selected from the associate vocation into the scientific-educational or educational vocation	Number of teachers whose contracts expired
2008/09	/	4	3
2009/10	/	1	2
2010/11	/	1	/
2011/12	1	3	2
2012/13	/	4	/
Total	1	13	7

c) Comment on the teaching workload of full-time and part-time teachers (according to the data in table 4.2.).

Out of the total teaching workload of 40 635 teaching hours in all study programmes in the Integrated undergraduate and graduate university study of kinesiology, in the Coach Education Professional Course and in the Postgraduate doctoral study of kinesiology in the academic year 2012/13, as table 4.2. clearly demonstrates, the 80 employees of our Faculty (teachers with a scientific-educational or an educational vocation, associates and junior researchers) realized a total of 77,7% (31 571 teaching hours) of the overall teaching workload, whereas the remaining 22,3% (9 064 teaching hours) of the workload were realized by the selected external associates of our Faculty.

The percentages in the table further demonstrate that the portions of the teaching workload which are realized by external associates in the Coach Education Professional Course (47,7%) and in the Postgraduate doctoral study of kinesiology (46%) are strikingly high, whereas at the same time, the portion of the teaching workload which is realized by external associates in the Integrated undergraduate and graduate university study of kinesiology (25,5%) is significantly lower. The data from the table also demonstrate that external associates of our Faculty are primarily involved in the realization of practical and seminar classes, whereas they are considerably less involved in the realization of lectures as the highest form of teaching with the highest level of quality.

Considering the fact that the overall teaching workload is relatively constant and that it amounts to 33 897 teaching hours in the Integrated undergraduate and graduate university study of kinesiology, according to the number of teaching hours which is defined by the Ministry of Science, Education and Sports, which amounts to 300 teaching hours, it is clear that our Faculty should employ 102 teachers. With the current structure of 80 teachers and associates, if external associates were not hired, a conclusion derives that each teacher and associate should realize no less than 423 teaching hours.

If we include the workload from other study programmes, the Coach Education Professional Course (a total of 6180 teaching hours) and the Postgraduate doctoral study of kinesiology (a total of 558 teaching hours), we come to an overall teaching workload of 40 635 teaching hours and an even less favourable ratio of 508 teaching hours which each employee of our Faculty (without external associates) should realize every year.

The problem of an oversized teaching workload for part of our teachers (over 330 teaching hours) is a result of the before mentioned shortage of teachers, but also of the inability to provide external associates for particular course. This problem is additionally pronounced with external associates who are often not motivated to work at our Faculty for a very low number of hours which is regulated by the University (as for example in Physiology of Sports and Exercise, Handball, etc.). For that reason our Faculty's management will have to make additional efforts in order to find competent and motivated external associates for courses in which teachers surpass the prescribed annual quota.

Table 4.2. Workload of full-time and part-time teachers in the academic year 2012/13

Study programme name	Lectures		Theoretically-practical classes (practical courses)		Seminars (theoretical courses)		Exercises		Total	
	Teachers VU	External associates VU	Teachers VU	External associates VU	Teachers VU	External associates VU	Teachers VU	External associates VU	Teachers VU	External associates VU
Integrated undergraduate and graduate university study of kinesiology	professors	6402	professors	5351	professors	2842	professors	2672	professors	17267
	assistants/senior assistants	322	assistants/senior assistants	1166	assistants/senior assistants	1143	assistants/senior assistants	2070	assistants/senior assistants	4701
	junior researchers	814	junior researchers	898	junior researchers	1643	junior researchers	1683	junior researchers	5038
	total	7534	total	7415	total	5628	total	6425	total	27006
Coach Education Professional Course	professors	2745	professors		professors		professors		professors	2745
	assistants/senior assistants	315	assistants/senior assistants	/	assistants/senior assistants	/	assistants/senior assistants	/	assistants/senior assistants	315
	junior researchers	1123	junior researchers		junior researchers		junior researchers		junior researchers	1123
	total	4183	total		total		total		total	4183
Postgraduate doctoral study of kinesiology	professors	322	professors		professors		professors		professors	
	assistants/senior assistants	22	assistants/senior assistants	/	assistants/senior assistants	/	assistants/senior assistants	/	assistants/senior assistants	
	junior researchers	38	junior researchers		junior researchers		junior researchers		junior researchers	
	total	382	total		total		total		total	382
Total:	12099	2855	7415	0	5628	263	6425	5946	31571	9064

Note: Theoretically-practical classes are a teaching form applied in the course Kinesiology of Sports, which is realized at our Faculty due to the specific quality of the study. The structure of these theoretically-practical classes is approximately 70% theoretical and 30% practical, and they are carried out for smaller groups of students (seminar groups up to 30 students) in sports halls which are specially equipped for that purpose and cannot receive a higher number of students. For that reason, we have stated these classes in a separate column as they are specific for our Faculty.

d) Specify formal procedures for monitoring part-time employment of your teachers in other institutions.

Formal procedures for monitoring part-time employment of our teachers in other faculties and institutions of higher education which are part of the University of Zagreb, are regulated by the Collective contract for Science and Higher Education (N.N. n. 142./10.), by the University Statute issued on February 25, 2005, as well as in its modifications and supplements issued on October 20, 2009, in paragraph 2. of the Decision reached by the University Senate on the realization of the teaching process by teachers of the University of Zagreb in other institutions of higher education in the country and abroad which was issued on October 18, 2012 and in the supplement of the Decision reached on June 12, 2013, which prescribed a Contract on collaboration in the realization of studies between the two constituents of higher education, as a basis for carrying out teaching activities at another institution of higher education, which also requires in its addition a signed agreement of the head of the constituent and/or the Faculty Council.

According to the mentioned acts, teaching outside the parent faculty is permitted until the upper limit of the prescribed teaching workload is reached (up to 1/3 over the full norm), only for those teachers who do not reach a full workload at their parent institution, and with consideration of the fact that junior researchers and associates are not permitted to teach outside their parent institution under any circumstances.

Based on well-reasoned requests made by particular constituents of the University of Zagreb and other institutions of higher education in the country and abroad, five of our teachers were approved to teach outside of our Faculty in the academic year 2012/13, which is demonstrated in table 4.3..

In each individual case, for this type of teaching outside the parent institution, the Dean and/or the Faculty Council must provide a signed agreement in addition to a Contract on collaboration in the realization of studies, which must be signed by both higher education institutions.

The head of an institution of higher education can forbid, limit or condition a teacher's hiring outside the parent institution if that kind of arrangement negatively effects the teacher's work in his mother institution of higher education.

Finally, the Faculty of Kinesiology supports outside teaching of members of its teaching staff within the prescribed and above-mentioned legal limits.

Table 4.3. List of teachers

Teacher	Grade	Academic degree	HEI which issued the qualification	Field	Date of last selection into grade	Cumulative employment percentage	Workload on the employer institution in standardized teaching hours		Workload on other institutions in standardized teaching hours
Andrijašević Mirna	Full professor (T)	PhD	Faculty of Kinesiology	Kinesiology	June 19, 2012	100	IPDDSSK	199,5	
							SSIT	124	
							PDSK	22	
							TOTAL	345,5	
Bosnar Ksenija	Full professor	PhD	Faculty of Philosophy	Psychology	January 1st, 2011	100	IPDDSSK	428,5	
							SSIT	19	
							PDSK	16	
							TOTAL	463,5	
Babić Vesna	Full professor	PhD	Faculty of Kinesiology	Kinesiology	July 11, 2013	100	IPDDSSK	332	
							SSIT	33	
							PDSK	2	
							TOTAL	367	
Dizdar Dražan	Full professor	PhD	Faculty of Kinesiology	Kinesiology	September 18, 2012	100	IPDDSSK	328	
							SSIT	44	
							PDSK	66	
							TOTAL	438	
Furjan-Mandić Gordana	Full professor	PhD	Faculty of Kinesiology	Kinesiology	November 20, 2012	100	IPDDSSK	598,5	
							SSIT	92	
							PDSK	0	
							TOTAL	598,5	
Grčić-Zubčević Nada	Full professor	PhD	Faculty of Kinesiology	Kinesiology	April 20, 2010	100	IPDDSSK	400	Faculty of Science and Education - University of Mostar 50 teaching hours
							SSIT	14	
							PDSK	0	
							TOTAL	414	
Jukić Igor	Full professor	PhD	Faculty of Kinesiology	Kinesiology	April 20, 2010	100	IPDDSSK	109,5	
							SSIT	64	
							PDSK	8	
							TOTAL	181,5	
Marelić Nenad	Full professor	PhD	Faculty of Kinesiology	Kinesiology	December 17, 2009	100	IPDDSSK	312	
							SSIT	78	
							PDSK	0	
							TOTAL	390	
Matković Bojan	Full professor (T)	PhD	Faculty of Kinesiology	Kinesiology	June 8, 2010	100	IPDDSSK	645,5	
							SSIT	141	
							PDSK	0	
							TOTAL	786,5	
Matković Branka	Full professor	PhD	School of Medicine	Basic medical sciences	October 20, 2009	100	IPDDSSK	323	Faculty of Veterinary Medicine – University of Zagreb 4 teaching hours
							SSIT	33	
							PDSK	18	
							TOTAL	374	
Medved Vladimir	Full professor (T)	PhD	Faculty of Electrical Engineering and Computing	Electrotechnics	January 15, 2008	100	IPDDSSK	329,5	School of Medicine – University of Zagreb 15 teaching hours
							SSIT	0	
							PDSK	14	
							TOTAL	343,5	

Teacher	Grade	Academic degree	HEI which issued the qualification	Field	Date of last selection into grade	Cumulative employment percentage	Workload on the employer institution in standardized teaching hours		Workload on other institutions in standardized teaching hours
Milanović Dragan	Full professor (T)	PhD	Faculty of Kinesiology	Kinesiology	December 12, 2000	100	IPDDSSK	395,5	
							SSIT	62	
							PDSK	26	
							TOTAL	483,5	
Mišigoj-Duraković Marjeta	Full professor (T)	PhD	School of Medicine	Clinical medical sciences	December 12, 2000	100	IPDDSSK	312	
							SSIT	6	
							PDSK	8	
							TOTAL	326	
Oreb Goran	Full professor	PhD	Faculty of Kinesiology	Kinesiology	December 16, 2008	100	IPDDSSK	1011	
							SSIT	0	
							PDSK	0	
							TOTAL	1011	
Prot Franjo	Full professor (T)	PhD	Faculty of Kinesiology	Kinesiology	September 14, 2010	100	IPDDSSK	269,5	
							SSIT	21	
							PDSK	8	
							TOTAL	298,5	
Ružić Lana	Full professor	PhD	School of Medicine	Basic medical sciences	April 22, 2013	100	IPDDSSK	292,5	
							SSIT	46	
							PDSK	10	
							TOTAL	348,5	
Sertić Hrvoje	Full professor (T)	PhD	Faculty of Kinesiology	Kinesiology	January 15, 2013	100	IPDDSSK	321	
							SSIT	216	
							PDSK	2	
							TOTAL	539	
Vuleta Dinko	Full professor (T)	PhD	Faculty of Kinesiology	Kinesiology	March 16, 2010	100	IPDDSSK	372	
							SSIT	115	
							PDSK	0	
							TOTAL	487	
Živčić-Marković Kamenka	Full professor	PhD	Faculty of Kinesiology	Kinesiology	September 17, 2013	100	IPDDSSK	337	
							SSIT	0	
							PDSK	0	
							TOTAL	337	
Antekolović Ljubomir	Associate professor	PhD	Faculty of Kinesiology	Kinesiology	April 24, 2013	100	IPDDSSK	386	
							SSIT	84	
							PDSK	2	
							TOTAL	472	
Čiliga Dubravka	Associate professor	PhD	Faculty of Kinesiology	Kinesiology	June 13, 2012	100	IPDDSSK	326	University of Applied Health Studies, Zagreb 40 teaching hours
							SSIT	89	
							PDSK	8	
							TOTAL	423	
Janković Saša	Associate professor	PhD	School of Medicine	Public health and health care	September 27, 2012	90	IPDDSSK	205,5	
							SSIT	31	
							PDSK	0	
							TOTAL	236,5	
Knjaz Damir	Associate professor	PhD	Faculty of Kinesiology	Kinesiology	April 20, 2011	100	IPDDSSK	340,5	
							SSIT	34	
							PDSK	2	
							TOTAL	376,5	

Teacher	Grade	Academic degree	HEI which issued the qualification	Field	Date of last selection into grade	Cumulative employment percentage	Workload on the employer institution in standardized teaching hours		Workload on other institutions in standardized teaching hours
Leko Goran	Associate professor	PhD	Faculty of Kinesiology	Kinesiology	December 17, 2008	100	IPDDSSK	347,5	
							SSIT	106	
							PDSK	0	
							TOTAL	453,5	
Marković Goran	Associate professor	PhD	Faculty of Kinesiology	Kinesiology	April 1st, 2009	100	IPDDSSK	155	
							SSIT	74	
							PDSK	30	
							TOTAL	259	
Neljak Boris	Associate professor	PhD	Faculty of Kinesiology	Kinesiology	May 27, 2009	100	IPDDSSK	361,5	
							SSIT	59	
							PDSK	46	
							TOTAL	466,5	
Sporiš Goran	Associate professor	PhD	Faculty of Kinesiology	Kinesiology	May 23, 2012	100	IPDDSSK	373,5	
							SSIT	30	
							PDSK	6	
							TOTAL	409,5	
Baič Mario	Assistant professor	PhD	Faculty of Kinesiology	Kinesiology	November 23, 2011	100	IPDDSSK	424	
							SSIT	57	
							PDSK	4	
							TOTAL	485	
Barbaros-Tudor Petar	Assistant professor	PhD	Faculty of Kinesiology	Kinesiology	June 19, 2013	100	IPDDSSK	717,5	
							SSIT	18	
							PDSK	0	
							TOTAL	735,5	
Barić Renata	Assistant professor	PhD	Faculty of Arts – University of Ljubljana	Psychology	March 4, 2009	100	IPDDSSK	356	Faculty of Philosophy – University of Zagreb 12 teaching hours
							SSIT	43	
							PDSK	4	
							TOTAL	403	
Barišić Valentin	Assistant professor	PhD	Faculty of Kinesiology	Kinesiology	April 16, 2008	100	IPDDSSK	406,5	
							SSIT	249	
							PDSK	0	
							TOTAL	655,5	
Harasin Dražen	Assistant professor	PhD	Faculty of Kinesiology	Kinesiology	March 4, 2009	100	IPDDSSK	244	
							SSIT	38	
							PDSK	0	
							TOTAL	282	
Horvatin-Fučkar Maja	Assistant professor	PhD	Faculty of Kinesiology	Kinesiology	September 23, 2009	100	IPDDSSK	456,5	
							SSIT	41	
							PDSK	0	
							TOTAL	497,5	
Hraski Željko	Assistant professor	PhD	Faculty of Kinesiology	Kinesiology	April 13, 2001	100	IPDDSSK	351	
							SSIT	8	
							PDSK	0	
							TOTAL	359	
Kasović Mario	Assistant professor	PhD	Faculty of Kinesiology	Kinesiology	October 19, 2011	100	IPDDSSK	483,26	
							SSIT	37	
							PDSK	0	
							TOTAL	520,26	

Teacher	Grade	Academic degree	HEI which issued the qualification	Field	Date of last selection into grade	Cumulative employment percentage	Workload on the employer institution in standardized teaching hours		Workload on other institutions in standardized teaching hours
							IPDDSSK	SSIT	
Krističević Tomislav	Assistant professor	PhD	Faculty of Kinesiology	Kinesiology	April 25, 2012	100	IPDDSSK	370	
							SSIT	22	
							PDSK	0	
							TOTAL	392	
Mikulić Pavle	Assistant professor	PhD	Faculty of Kinesiology	Kinesiology	June 19, 2013	100	IPDDSSK	380,02	
							SSIT	18	
							PDSK	4	
							TOTAL	402,02	
Petrinović Lidija	Assistant professor	PhD	Faculty of Kinesiology	Kinesiology	June 19, 2013	100	IPDDSSK	336,5	
							SSIT	131	
							PDSK	8	
							TOTAL	475,5	
Trkulja-Petković Drena	Assistant professor	PhD	Faculty of Kinesiology	Kinesiology	February 8, 2007	100	IPDDSSK	301,5	
							SSIT	107	
							PDSK	0	
							TOTAL	408,5	
Šentija Davor	Assistant professor	PhD	School of Medicine	Basic medical sciences	December 21, 2009	100	IPDDSSK	325,5	
							SSIT	21	
							PDSK	8	
							TOTAL	354,5	
Vlašić Jadranka	Assistant professor	PhD	Faculty of Kinesiology	Kinesiology	March 20, 2013	100	IPDDSSK	470	
							SSIT	56	
							PDSK	0	
							TOTAL	526	
Bradić Asim	Senior lecturer	PhD	Faculty of Sports and Physical Education – University of Sarajevo	Kinesiology	November 1st, 2010	100	IPDDSSK	105	
							SSIT	98	
							PDSK	0	
							TOTAL	203	
Omrčen Darija	Senior lecturer	PhD	Faculty of Philosophy	Philology	May 23, 2012	100	IPDDSSK	450	
							SSIT	46	
							PDSK	0	
							TOTAL	496	
Cvetković Čedomir	Senior lecturer	MSc	Faculty of Kinesiology	Kinesiology	May 1st, 2004	100	IPDDSSK	461	
							SSIT	0	
							PDSK	0	
							TOTAL	461	
Šafarić Zlatko	Senior lecturer	Msc	Faculty of Kinesiology	Kinesiology	November 24, 2010	100	IPDDSSK	474	
							SSIT	0	
							PDSK	0	
							TOTAL	474	
Vučetić Vlatko	Senior lecturer	PhD	Faculty of Kinesiology	Kinesiology	April 25, 2012	100	IPDDSSK	343	
							SSIT	140	
							PDSK	0	
							TOTAL	483	
Bartoluci Sunčica	Senior assistant	PhD	Faculty of Philosophy	Sociology	October 1st, 2013	100	IPDDSSK	300	
							SSIT	140	
							PDSK	0	
							TOTAL	440	

Teacher	Grade	Academic degree	HEI which issued the qualification	Field	Date of last selection into grade	Cumulative employment percentage	Workload on the employer institution in standardized teaching hours		Workload on other institutions in standardized teaching hours
Cigrovski Vjekoslav	Senior assistant	PhD	Faculty of Kinesiology	Kinesiology	June 1st, 2008	100	IPDDSSK	618	
							SSIT	6	
							PDSK	0	
							TOTAL	624	
Đurković Tomislav	Senior assistant	PhD	Faculty of Kinesiology	Kinesiology	November 1st, 2009	100	IPDDSSK	396	
							SSIT	36	
							PDSK	2	
							TOTAL	434	
Greblo Zrinka	Senior assistant	PhD	Faculty of Philosophy	Psychology	November 1st, 2011	100	IPDDSSK	290	
							SSIT	9	
							PDSK	2	
							TOTAL	301	
Gruić Igor	Senior assistant	PhD	Faculty of Kinesiology	Kinesiology	November 1st, 2011	100	IPDDSSK	374	
							SSIT	0	
							PDSK	0	
							TOTAL	374	
Katović Darko	Professional Associate	PhD	Faculty of Kinesiology	Kinesiology	November 1st, 2012	100	IPDDSSK	348	
							SSIT	21	
							PDSK	0	
							TOTAL	369	
Ohnjec Katarina	Senior assistant	PhD	Faculty of Kinesiology	Kinesiology	July 1st, 2012	100	IPDDSSK	332	
							SSIT	6	
							PDSK	0	
							TOTAL	338	
Rupčić Tomislav	Senior assistant	PhD	Faculty of Kinesiology	Kinesiology	February 1st, 2011	100	IPDDSSK	342	
							SSIT	48	
							PDSK	2	
							TOTAL	392	
Baković Marijo	Assistant	B.Ed	Faculty of Kinesiology	Kinesiology	October 1st, 2010	100	IPDDSSK	334	
							SSIT	24	
							PDSK	0	
							TOTAL	358	
Nedić Antonela	Assistant	MD.	School of Medicine	Basic medical sciences	October 1st, 2010	100	IPDDSSK	320	
							SSIT	0	
							PDSK	0	
							TOTAL	320	
Radaš Josipa	Assistant	Prof.	Faculty of Kinesiology	Kinesiology	December 3rd, 2007	100	IPDDSSK	152	
							SSIT	2	
							PDSK	0	
							TOTAL	154	
Zoretić Dajana	Assistant	Prof.	Faculty of Kinesiology	Kinesiology	December 1st, 2007	100	IPDDSSK	308	
							SSIT	14	
							PDSK	0	
							TOTAL	322	
Žnidarec-Čučković Ana	Assistant	Prof.	Faculty of Philosophy	Pedagogy	May 6, 2011	100	IPDDSSK	312	
							SSIT	9	
							PDSK	0	
							TOTAL	321	

Teacher	Grade	Academic degree	HEI which issued the qualification	Field	Date of last selection into grade	Cumulative employment percentage	Workload on the employer institution in standardized teaching hours		Workload on other institutions in standardized teaching hours
Petrić Vilko	Assistant	PhD	Faculty of Kinesiology	Kinesiology	April 1st, 2011	100	IPDDSSK	275	
							SSIT	0	
							PDSK	16	
							UK	291	
Bašić Dario	Junior researcher-assistant		Faculty of Kinesiology	Kinesiology	November 1st, 2010	100	IPDDSSK	373	
							SSIT	216	
							PDSK	0	
							UK	589	
Bok Daniel	Junior researcher-assistant		Faculty of Kinesiology	Kinesiology	April 1st, 2008	100	IPDDSSK	280	
							SSIT	72	
							PDSK	0	
							UK	352	
Bradić Josipa	Junior researcher-senior assistant	PhD	Faculty of Kinesiology	Kinesiology	November 1st, 2011	100	IPDDSSK	178	
							SSIT	80	
							PDSK	4	
							UK	262	
Čustonja Zrinko	Junior researcher-senior assistant	PhD	Faculty of Kinesiology	Kinesiology	July 1st, 2012	100	IPDDSSK	244	
							SSIT	47	
							PDSK	0	
							UK	291	
Gregov Cvita	Junior researcher-assistant		Faculty of Kinesiology	Kinesiology	December 1st, 2007	100	IPDDSSK	210,5	
							SSIT	31	
							PDSK	0	
							UK	241,5	
Jurakić Danijel	Junior researcher-senior assistant	PhD	Faculty of Kinesiology	Kinesiology	November 1st, 2009	100	IPDDSSK	244	
							SSIT	0	
							PDSK	8	
							UK	252	
Krakan Ivan	Junior researcher-assistant	B.Ed	Faculty of Kinesiology	Kinesiology	April 16, 2012	100	IPDDSSK	0	
							SSIT	46	
							PDSK	0	
							UK	46	
Milanović Luka	Junior researcher-senior assistant	PhD	Faculty of Kinesiology	Kinesiology	November 1st, 2011	100	IPDDSSK	306	
							SSIT	63	
							PDSK	4	
							UK	373	
Možnik Marijo	Junior researcher-assistant	B.Ed	Faculty of Kinesiology	Kinesiology	July 1st, 2012	100	IPDDSSK	222	
							SSIT	0	
							PDSK	0	
							UK	222	
Novak Dario	Junior researcher-senior assistant	PhD	Faculty of Kinesiology	Kinesiology	November 1st, 2010	100	IPDDSSK	288	
							SSIT	26	
							PDSK	14	
							UK	328	
Rakovac Marija	Junior researcher-senior assistant	MD.	School of Medicine	Basic medical sciences	November 1st, 2011	100	IPDDSSK	231	
							SSIT	52	
							PDSK	0	
							UK	283	

Teacher	Grade	Academic degree	HEI which issued the qualification	Field	Date of last selection into grade	Cumulative employment percentage	Workload on the employer institution in standardized teaching hours		Workload on other institutions in standardized teaching hours
Rešetar Tomica	Junior researcher-senior assistant	PhD	Faculty of Kinesiology	Kinesiology	April 1st, 2011	100	IPDDSSK	348	
							SSIT	26	
							PDSK	0	
							UK	374	
Segeđi Ivan	Junior researcher-senior assistant	PhD	Faculty of Kinesiology	Kinesiology	July 1st, 2011	100	IPDDSSK	351	
							SSIT	182	
							PDSK	0	
							UK	533	
Sorić Maroje	Junior researcher-senior assistant	PhD	School of Medicine	Public health and health care	February 1st, 2011	100	IPDDSSK	318	
							SSIT	52	
							PDSK	2	
							UK	372	
Šalaj Sanja	Junior researcher-senior assistant	PhD	Faculty of Kinesiology	Kinesiology	July 1st, 2011	100	IPDDSSK	405	
							SSIT	98	
							PDSK	2	
							UK	505	
Škegro Dario	Junior researcher-assistant	Prof.	Faculty of Kinesiology	Kinesiology	December 1st, 2007	100	IPDDSSK	162	
							SSIT	15	
							PDSK	0	
							UK	177	
Škorić Sanela	Junior researcher-senior assistant	PhD	Faculty of Economics and Business	Economics	July 1st, 2010	100	IPDDSSK	125	
							SSIT	26	
							PDSK	0	
							UK	151	
Trošt - Bobić Tatjana	Junior researcher-senior assistant	PhD	Faculty of Kinesiology	Kinesiology	October 1st, 2012	100	IPDDSSK	393	
							SSIT	24	
							PDSK	0	
							UK	417	
Vuk Saša	Junior researcher-senior assistant	PhD	Faculty of Kinesiology	Kinesiology	July 1st, 2011	100	IPDDSSK	359	
							SSIT	67	
							PDSK	4	
							UK	430	
Pedišić Željko	Junior researcher-senior assistant	PhD	Faculty of Kinesiology	Kinesiology	October 1st, 2011	100	IPDDSSK	0	
							SSIT	0	
							PDSK	0	
							UK	0	

e) Specify the size of student groups for lectures, seminars, exercises and other forms of teaching and evaluate efficiency of teaching in the groups. Comment on the student opinions about the issue mentioned in questionnaires.

The sizes of student groups for various forms of teaching at the Faculty of Kinesiology of the University of Zagreb are in conformity with the Regulations issued by the University of Zagreb. The sizes of student groups are the following:

- lectures – up to 150 students
- theoretically-practical classes – up to 30 students
- seminars – up to 30 students
- exercises – up to 15 students

The efficiency of teaching in these groups is very good. Problems partially arise in certain courses which,, due to their specific quality (as for example a foreign language, Skiing, etc.) cause difficulties in the realization of the programme according to the model prescribed by the University (lectures – up to 150 students, seminars – up to 30 students, etc.). In relation to the number of students in groups, we sometimes have problems in courses which are taken by students who are repeating a year of their study. Namely, in those cases it is possible that the number of students in those courses slightly differs from the prescribed number. It should be pointed out that in student questionnaires, which are conducted as part of regular student surveys (ordered by the University of Zagreb), there are no questions about students' opinions on the sizes of student groups, which is probably a result of the fact that the questions are also prescribed by University regulations. However, up to this point, there have been no objections on behalf of the students with regards to the sizes of student groups in direct communication with the Vice-deans for Education and Student Affairs (aside from individual cases in relation to courses which are taken by students who are repeating a year of their study), so that a conclusion can be made that the present student groups are providing the required efficiency of teaching.

f) Specify indicators for assessing competences of your full-time and part-time teachers. Comment on the comparability of those indicators in Croatian and international context. State opinions of the students mentioned in questionnaires and their effects.

Assessing the competences of the teachers at our Faculty is carried out in the following manners:

1. Appointments and reappointments of teachers into the corresponding scientific and scientific-educational vocations are realized in keeping with the criteria of the National Council for Higher Education and the criteria of the Rector's Collegium. Likewise, the Faculty Council of the Faculty of Kinesiology has reached a „Decision on supplement criteria for appointing teachers into the corresponding scientific-educational, that is educational vocations, and for appointing associates into the corresponding associate

vocations in the scientific field of education sciences – field of kinesiology“ in May 1998, which was modified and supplemented in June 2007 (Decision on modifications and supplements of the decision on supplement criteria for appointing teachers into the corresponding scientific-educational, that is educational vocations, and for appointing associates into the corresponding associate vocations in the scientific field of kinesiology).

2. The method of appointing teachers in elective courses and the ways of assessing their competences are defined in the Decision on assessing competences, bestowing the title of office holder and conducting elective courses in the university study of kinesiology, which was reached at the session of the Committee for Education and Student Affairs on November 20, 2008.
3. At the beginning of each academic year an assessment of the scientific and educational work is carried out, as part of which teachers with scientific-educational, educational and associate vocations are required to submit a report on the scientific and educational activities in the previous academic year. The mentioned process represents a high-grade mechanism for assessing the level of quality in scientific-educational activities of the mentioned teachers.
4. According to the „Revised cyclic plan on student questionnaires for assessing teachers“, issued by the University of Zagreb, the Faculty of Kinesiology participated in the system for polling and assessing teachers in the academic year 2012/13. The results of this survey demonstrate that the average grade for teachers who were assessed in the winter semester of the academic year in question was 4,25 when answering the question „What overall grade would you give to this teacher“, whereas teachers who were assessed in the summer semester received an average grade of 4,29 for the same question. The grades which refer to the teacher's work (from 9 poll-questions) range from 3,85 to 4,51 in the winter semester.

Table 4.5. Average grades from the University survey on assessing teachers at the Faculty of Kinesiology – winter semester 2012/13

1.	The teacher clearly defines learning outcomes and what is expected from the students	4.15
2.	The classes are well structured and the disposable time is rationally used	4.10
3.	The teacher intelligibly and comprehensively explains the study materials	4.20
4.	The teacher increases the level of quality in his classes by using various teaching materials (for example e-learning, beforehand prepared materials, etc.)	3.89
5.	Methods, examples and assignments facilitate achieving learning outcomes	4.05
6.	The teacher possesses good communication skills and creates a pleasant working environment	4.18
7.	The teacher is motivated for work and he conscientiously fulfils his obligations	4.31
8.	The teacher treats students correctly and with respect	4.40
9.	Classes are carried out regularly and on time	4.53

The average grade for these questions in the summer semester ranges from 4,00 to 4,55.

Table 4.5.1. Average grades from the University survey on assessing teachers at the Faculty of Kinesiology – summer semester 2012/13

1.	The teacher clearly defines learning outcomes and what is expected from the students	4.23
2.	The classes are well structured and the disposable time is rationally used	4.29
3.	The teacher intelligibly and comprehensively explains the study materials	4.00
4.	The teacher increases the level of quality in his classes by using various teaching materials (for example e-learning, beforehand prepared materials, etc.)	4.18
5.	Methods, examples and assignments facilitate achieving learning outcomes	4.22
6.	The teacher possesses good communication skills and creates a pleasant working environment	4.37
7.	The teacher is motivated for work and he conscientiously fulfils his obligations	4.36
8.	The teacher treats students correctly and with respect	4.55
9.	Classes are carried out regularly and on time	4.29

From these results of the University survey it is clear which elements of teachers' work require improvements in their level of quality at our Faculty.

- As part of the Information System of Higher Education Institutions (ISVU system), each year an internal student survey is also conducted, which provides student feedback for teachers and external associates on their work, specifically by means of the following questionnaire:

Table 4.5.2. Average grades from the survey on assessing teachers and external associates at the Faculty of Kinesiology – winter and summer semester 2012/13

1.	The teacher intelligibly and comprehensively explains the study materials.	4.09
2.	The teacher clearly defines learning outcomes and what is expected from the students.	4.07
3.	The teacher possesses good communication skills and creates a pleasant working environment.	4.04
4.	The teacher treats students correctly and with respect.	4.10
5.	The teacher is communicative and accessible for student counselling.	4.05
6.	The teacher is motivated for work and he conscientiously fulfils his obligations.	4.13

From these results of the survey it is clear which elements of teachers' work require improvements in their level of quality at our Faculty.

Assessing competences of external associates at our Faculty, aside from the above-mentioned questionnaire, is also regulated by the Decision on the appointment procedure and the criteria for appointing external associates who participate in the realization of teaching at the Faculty of Kinesiology of the University of Zagreb, which was reached in July 1995, and which was modified and supplemented in February 2008.

Aside from the questionnaires, it is difficult to compare these indicators in a domestic and international context, due to the fact that the Faculty of Kinesiology, as a constituent of the University, is obligated to comply with the existing regulations concerning the appointment

and reappointment of teachers and external associates. Upon comparing the results of the survey with other constituents of the University of Zagreb, the average grade for the question „What overall grade would you give to this teacher“ for teachers in the winter semester in other constituents of the University was 4,27, as compared to 4,25 for the teachers of our Faculty, which demonstrates that the average grade for our teachers is comparable with the average grade for teachers in other faculties of the University of Zagreb. The average grade for teachers of our Faculty for the same question in the summer semester was somewhat higher (4,29), but still close to the average grade for teachers in other faculties of the University of (4,27).

At the Faculty of Kinesiology student surveys have had positive effects on our teachers, as according to the Regulations on salaries, salary compensations and other financial and non-financial givings, the results of the survey can result in a 0.5-5% increase in a teacher's monthly salary. In addition, at the proposal of the Committee for Quality Assessment, the Faculty Council reached a decision on the mandatory attendance in education courses at the University Centre for Improving Teaching Competences for all teachers who obtain an average grade of 3,49 or lower in the University survey, so that a conclusion can be made that survey results are stimulating in respect to the goal of achieving improvements in teaching competences.

g) Specify methods of professional support to your full-time and part-time teachers in the field of training and improving teaching competencies. Specify methods of professional training of your full-time and part-time teachers at other Croatian and foreign HEIs and assess the scope and achievements of this process. Compare with other HEIs.

Teachers and associates of the Faculty of Kinesiology participate in thematic workshops and professional conferences which are organized by the University of Zagreb, the Ministry of Science, Education and Sports, the Agency for Science and Higher Education, the Agency for Mobility and EU Programmes, as well as by other relevant institutions. Starting with the current academic year, the Faculty has significantly stimulated teachers' activities towards publishing and reviewing university textbooks, lecture notes as well as other publications which are designed for classes, and towards attending e-learning workshops.

In addition, our teachers participate in numerous professional conferences in the country and abroad, for which our Faculty provides the most financial support as compared to all the faculties of the University of Zagreb (see chapter 6. Mobility and international collaboration). Aside from that, our Faculty constantly encourages motivation and enterprise for attending professional development programmes, especially for younger teachers, in the country and abroad, particularly lifelong learning programmes which are organized with the support of the European Union. As part of the inter-institutional collaboration project, our teachers are also encouraged to participate in the realization of study programmes at other institutions of higher education.

The Faculty of Kinesiology, as the leading national institution for educating experts in the field of kinesiology, also provides its teachers with the opportunity for professional development through collaboration with professional organizations, The Croatian Olympic Committee, as well as sports associations and clubs in the country and abroad, specifically in the manner that our Faculty allows its staff to become employed by these professional and sports associations, as part of the so-called paid sports leave. Among other things, as a result of this fact a significant number of our teachers are performing the highest functions outside of the Faculty in professional and technical crews of national teams, as well as in sports associations and clubs as members of the professional staff. In this way our teachers are active professional participants of Olympic Games, European Championships and World Cups, as well as heads of major sports associations or members of the highest professional sports federations, etc. Finally, due to all that was mentioned, our teachers are highly esteemed experts, winners of the highest national acknowledgements and very often invited as visiting professors to both domestic and foreign institutions.

Upon getting an insight into the methods of professional support to our teachers and external associates in the field of training and improving their teaching competencies at related partner institutions (Faculty of Sport Sciences, Masaryk University, Brno, Czech Republic, Lithuanian Academy of Physical Education, Kaunas, Lithuania), a conclusion can be made that the Faculty of Kinesiology is coordinated with related higher education institutions, and in that respect, it is the region's leading institution.

h) Specify special measures, if any, introduced by your HE institution to encourage better motivation and self-improvement of teachers (awards, acclaims, etc.) and comment on the effectiveness of such measures.

Special measures which were introduced by the Faculty of Kinesiology for the purpose of encouraging better motivation and self-improvement of our teachers are for the most part defined by the Regulations on salaries, salary compensations and other financial and non-financial givings:

1. a 0-22% salary compensation for teachers, associates and junior researchers, based on the teaching workload which is expressed in the planned number of teaching hours and added to the basic salary determined by the Ministry (a maximum 330 teaching hours), and which is determined based on the annual assessment;
2. as a result of the average grade from the student survey on the quality of realized classes and the relation of a particular teacher towards students in the previous academic year, the basic monthly salary of a teacher can be increased by 0.5-5;

Note: the overall compensation from paragraph 1. and 2. cannot amount to over 25% of the basic salary

3. For the purpose of additional encouragement of quality scientific work and fulfilling goals defined in the Strategy of scientific development at the Faculty of Kinesiology of the University of Zagreb in the period between 2010 and 2016, for scientific papers published in scientific journals which are indexed in the Web of Science (WOS) bibliographic database and which have a corresponding impact factor (IF), the teachers of our Faculty can achieve a special monthly compensation of 0,1-10% to their basic salary

Note: the overall compensation to from paragraph 1.,2. and 3. cannot amount to over 35% of the basic salary

Aside from all that was mentioned, all teachers, associates and junior researchers at our Faculty have the option of using an amount of 16 000 HRK over the course of two academic years for the purpose of financing one or several conferences (paying the participation fee, travelling expenses, etc.) and/or for paying fees for publishing papers in scientific journals.

Since the beginning of this academic year our Faculty has made special efforts in order to motivate teachers for producing textbooks in the sense that we provide significant financial support for this kind of production, whereas plans are also being made for financing translations of the textbooks in questions in English.

Young junior researchers are encouraged to improve and produce papers, which is also stimulated by the Dean's Decision on paying single money rewards to the most successful junior researchers in the previous academic year, and in addition to that, as employees of the Faculty, the expenses of their doctoral study are covered by our Faculty in the amount that this study programme costs at our Faculty, regardless of the fact where they first enrolled in the doctoral study.

The measures which were introduced have shown to be encouraging and motivating, as they have made for positive results for which the main indicator is the increased number of published scientific and professional papers, the increased number of teachers participating in conferences, as well as the positive assessments of our teachers in student questionnaires.

i) Briefly describe and rate the type and quality of teaching material prepared by your teachers and specify select handbooks of your teachers published in the last 5 years. Give your opinion on the coverage of your curriculum by appropriate literature.

Starting from its foundation, our Faculty has continually supported its teachers in creating and producing textbooks, manuals and teaching materials in general. For that purpose, we have appointed the Committee for Scientific-Educational Literature and Publishing Activity, which has the fundamental role of organizing and managing all the activity connected with the editing, publishing, popularizing and marketing of textbooks, lecture notes, manuals, brochures, scientific and professional journals, as well as all other publications published by

our Faculty. Each textbook, manual and manuscript in general require a procedure of evaluation by two or three reviewers (depending on the type of work), in which manner we are ensuring the quality of the teaching materials.

We are of the opinion that the teacher activity in producing and preparing teaching materials is satisfactory, however teachers mostly publish manuals, whereas there is still a significant need for textbooks. The coverage of courses by literature which has been published by our teachers is 59%, but if we analyse the coverage of our curriculum by textbooks, then that number decreases to 24%, as the rest of the coverage refers to university manuals, lecture notes and study materials. In the last 5 years, the following university textbooks have been published for the needs of the university study, as well as textbooks of the Polytechnics of Social Sciences which are used in classes at the Coach Education Professional Course:

	AUTHOR	TITLE	TYPE OF MANUSCRIPT	YEAR
1.	Mišigoj-Duraković, M.	Kinanthropology	University textbook	2008
2.	Horga, S.	Sports Psychology (2nd edition)	University textbook	2009
3.	Matković, B. and associates.	Anthropological Analysis of Basketball	University textbook	2010
4.	Kondrič, M., Hudetz, R., Furjan-Mandić, G.	Fundamentals of Table-Tennis	University textbook	2010
5.	Cindrić, M., Miljković, D., Strugar, V.	Didactics and Curriculum	University textbook	2010
6.	Andrijašević, M.	Kinesiological Recreation	University textbook	2011
7.	Milanović, D.	Theory of Training: Kinesiology of Sports	University textbook	2013
8.	Milanović, D., Bežen, A., Domović, V.	Methodics in Modern Educational System	Scientific textbook	2013
9.	Bosnar, K., Balent, B.	Introduction to Psychology of Sports	Textbook SCIT	2009
10.	Bartoluci, M., Škorić, S.	Sports Management	Textbook SCIT	2009
11.	Matković, B., Ružić, L.	Physiology of Sports and Exercise	Textbook SCIT	2009
12.	Milanović, D.	Theory and Methodology of Training (1st edition)	Textbook SCIT	2009
13.	Omrčen, D.	English for Sports Coaches	Textbook SCIT	2009
14.	Miljković, D.	Pedagogy for Sports Coaches	Textbook SCIT	
15.	Ivačić-Košuta, M., Keros, P.	Fundamentals of Functional Anatomy in Motor Organs	Textbook SCIT	2009
16.	Viskić, N.	Statistics and Kinesiomethry	Textbook SCIT	2010
17.	Jajčević, Z.	History of Sports	Textbook SCIT	2010
18.	Milanović, D.	Theory and Methodology of Training (2nd revised edition)	Textbook SCIT	2011

As the table demonstrates, all the mentioned titles are university textbooks or textbooks of the Polytechnics of Social Sciences and as such, they are used in courses at our Faculty, as well as in other constituents of the University of Zagreb or other universities.

The fact that some of these textbooks have had second editions testifies to their quality, for example „Sports Psychology“ (2nd edition) by prof. Smiljka Horga, PhD and „Theory and

Methodology of Training“ by prof. Dragan Milanović, PhD which as a textbook of the Polytechnics of Social Sciences has had a second revised edition, whereas the same author also published the university textbook „Theory of Training: Kinesiology of Sports“.

Likewise, in the last 5 years our teachers have actively participated in the production and publishing of particular chapters in textbook, as it is demonstrated in the table below.

	AUTHOR	CHAPTER TITLE	TEXTBOOK	TYPE	YEAR
1.	Matković, Br.	Functional and motor growth and development	Mišigoj-Duraković: Kinanthropology	textbook	2008
2.	Krznarić, Ž., Mišigoj-Duraković, M., Milutinović, S.	Life-style and health	Vrhovac: Internal Medicine	textbook	2008
3.	Barić, R.	Psychological aspects of basketball - motivation	Matković: Anthropological Analysis of Basketball	textbook	2010
4.	Knjaz, D., Matković, B., Rupčić, T.	History of basketball in Croatia	Matković: Anthropological Analysis of Basketball	textbook	2010
5.	Matković, B., Matković, Br., Rupčić, T.	Nutrition of basketball players	Matković: Anthropological Analysis of Basketball	textbook	2010
6.	Matković, B., Matković, Br., Mišigoj Duraković, M.	Morphological characteristics of basketball players	Matković: Anthropological Analysis of Basketball	textbook	2010
7.	Matković, Br., Matković, B.	Functional and motor characteristics of male and female basketball players	Matković: Anthropological Analysis of Basketball	textbook	2010
8.	Matković, Br., Matković, B., Mišigoj Duraković, M.	Adaptation of young people to physical activity – training	Matković: Anthropological Analysis of Basketball	textbook	2010
9.	Matković, Br., Matković, B., Ružić, L., Knjaz, D., Mišigoj Duraković, M.	Diagnostics – checking on basketball player's fitness	Matković: Anthropological Analysis of Basketball	textbook	2010
10.	Mišigoj-Duraković, M., Matković, Br.	Growth and development	Matković: Anthropological Analysis of Basketball	textbook	2010
11.	Ružić, L., Janković, S.	Injuries in basketball players – prevention, therapy and rehabilitation	Matković: Anthropological Analysis of Basketball	textbook	2010
12.	Medved, V.	Electrical characteristics of muscles; electromyography in biomechanics	Nikolić, Hudec: Principles of Biomechanics	textbook	2011
13.	Medved, V.	Kinematics and kinesiology of locomotion	Nikolić, Hudec: Principles of Biomechanics	textbook	2011
14.	Mišigoj-Duraković, M.	Anthropometry in premenarcheal female aesthetic sports athletes and ballerinas	Preedy: Handbook of Anthropometry: Physical Measures of Human Form in Health and Disease	textbook	2012

In terms of the number of teachers at the constituent and the number of textbooks published in the last 5 years, it is possible to achieve even better results by introducing measures which would motivate teachers to produce textbooks, manuals and professional literature or translate internationally acknowledged literature in that field. The new management of our Faculty has initiated this type of measures by providing special financial support for producing and translating textbooks in English.

On the Faculty's web site there are 7 reviewed teaching materials which have been published in English.

	AUTHOR	TITLE	TYPE OF MANUSCRIPT	YEAR
1.	Knjaz, D., Rupčić, T.	Basketball	on-line manual	2013
2.	Đurković, T., Marelić, N., Rešetar, T.	Volleyball	on-line manual	2013
3.	Sertić, H., Segedi, I.	Judo	on-line manual	2013
4.	Ciliga, D., Trošt Bobić, T.	Kinesitherapy	on-line manual	2013
5.	Petrinović, L., Ciliga, D.	Badminton	on-line manual	2013
6.	Milanović, D.	Training Theory	on-line manual	2013
7.	Prot, F., Sporiš, G.	Research Methodology of Kinesiology	on-line manual	2013

Starting from this academic year, the Faculty's management particularly encourages e-learning, as until now only 4 courses were realized as e-courses. Considering the fact that most of our teaching staff has attended workshops on introducing e-learning and that they have supplementary teaching materials which are prepared, however not yet published, we expect a significant increase in the number of e-courses, as well as in the number of published supplementary teaching materials over the following period of time. The mentioned activities especially refer to the Coach Education Professional Course and the Postgraduate doctoral study of kinesiology, which was the least represented on that question in the past.

Table 4.5. Teaching materials used in the last academic year¹

Study programme name	Number of Croatian textbooks	Number of foreign textbooks translated into Croatian	Number of research papers related to teaching	Number of manuals	Number of courses for which there are reviewed manuals on the institution's web site	Number of courses for which there is a web page with supplementary teaching materials	Number of e-courses
Integrated undergraduate and graduate university study of kinesiology	132	15	254	287	7	39	4
Coach Education Professional Course	138	5	306	308	0	0	0
Postgraduate doctoral study of kinesiology	32	2	97	52	0	0	0

¹ Literature list from the study plan and programme

j) Specify to what extent you are satisfied with the current situation and propose possible improvements.

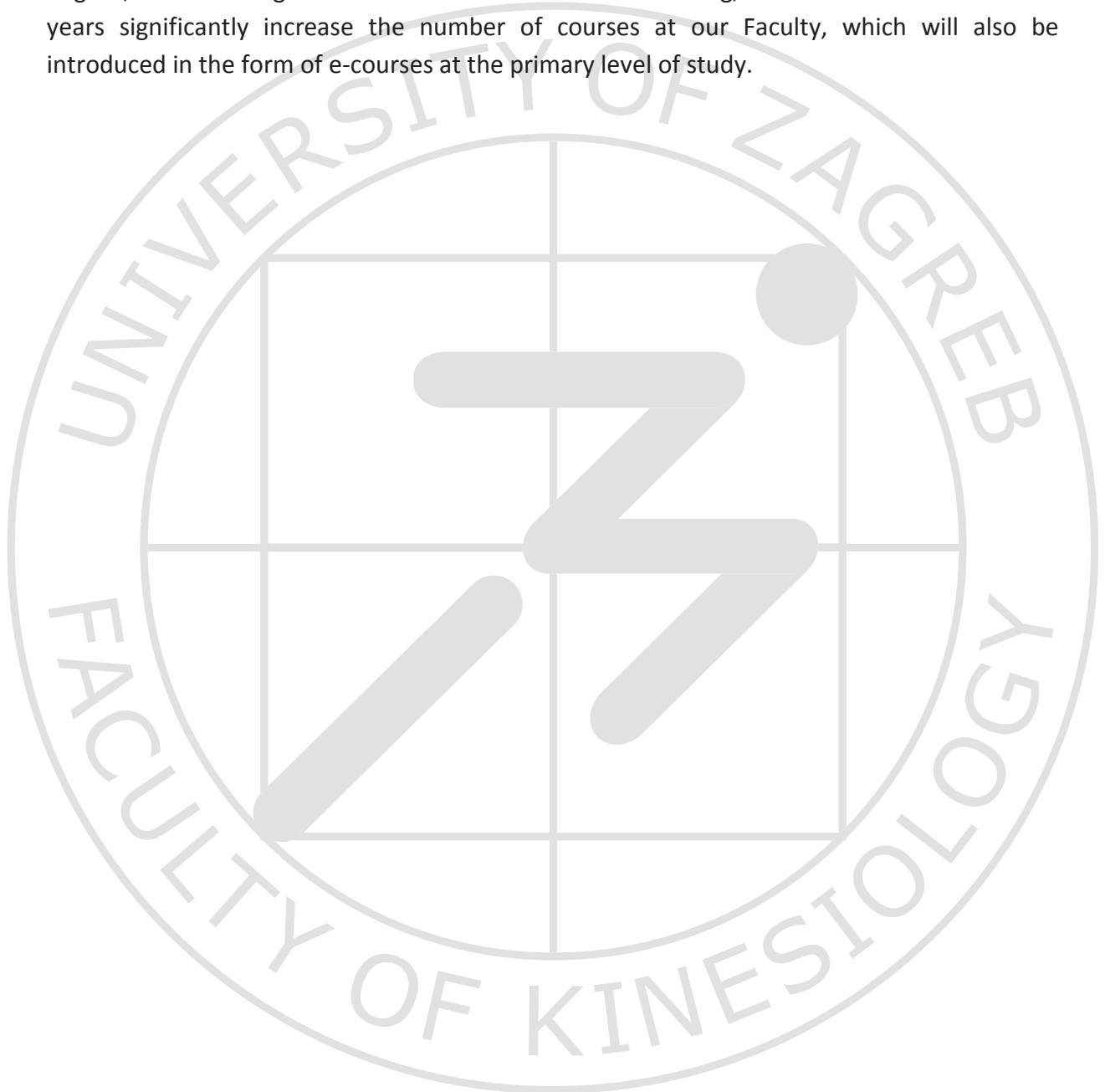
Upon analysing the current situation, a conclusion can be made that the age structure of the teachers at our Faculty is satisfactory. Positive results are reflected in the ample scientific activity of our teachers, very good assessments in student questionnaires, exceptional dedication in practice, as well as in numerous social organizations with regards to scientific-professional involvement.

We are the least satisfied with the current situation in relation to the number of teachers as compared to the number of students, as a result of which some other weak point are recognized. Our analysis clearly demonstrates that the teacher/student ratio is unfavourable when only teachers with an educational or a scientific-educational vocation are taken into consideration. In that case the teacher/student ratio is 1:58, whereas upon considering all teachers with an educational or a scientific-educational vocation, senior assistants, assistants and junior researchers, then that ratio is 1:33. However, when this ratio is combined with the considerable teaching workload in the educational and scientific-educational vocation, it results in a border-line workload in terms of all other obligations which our teachers regularly perform. It is essential that this problem is resolved within the next five years in collaboration with the University, in terms of selecting present and future senior assistants into the corresponding scientific-educational or educational vocation and by employing them at our Faculty. Likewise, it is essential that new teachers are employed, first of all young scientific-educational teachers, as well as new external associates.

It is also necessary, in collaboration with the University, to resolve the question of theoretically-practical classes which are a form of the teaching process in the course Kinesiology of Sports, which is carried out in smaller student groups (seminar groups up to 30 students), due to the specific quality of the study of kinesiology. The University does not acknowledge the mentioned form of teaching, so that on the occasion of producing reports, just as in this self-evaluation, we are faced with the question of how to specify this form of teaching. The mentioned problem should be resolved in collaboration with the University as soon as possible.

Another weak point which has been recognized in this self-evaluation is the inadequate publishing of teaching materials, which is indispensable for students in their preparation for exams. The above-mentioned especially applies when it comes to textbooks. Up until now, there has been a lack of initiative in that direction, and it goes without saying that publishing textbooks is a complex and time-consuming project, whereas on the other hand, publishing scientific and research papers in referential scientific journals was financially supported and it was part of our teachers' obligations. Therefore at present the teachers of our Faculty are at the top of our University in terms of the number of published scientific papers, whereas teaching materials intended for university students are inadequate. Aside from all that was mentioned, the number of introduced e-courses is also insufficient, as well as the amount of supplementary teaching materials published on our Faculty's web site.

The new management of our Faculty is aware of the stated weak points in relation to the teaching materials and e-learning, so that these questions are included in the strategy of development of the Faculty of Kinesiology as some of the most important assignments. In addition to that fact, our Faculty's management has already reached a decision on supplementary stimulation for authors in producing textbooks in both Croatian and in English, as well as organized additional education in e-learning, which will over the next two years significantly increase the number of courses at our Faculty, which will also be introduced in the form of e-courses at the primary level of study.





5.
**SCIENTIFIC AND PROFESSIONAL
ACTIVITY**

5. SCIENTIFIC AND PROFESSIONAL ACTIVITY

a) Describe the strategy of scientific activity for at least a five-year period, concerning research in the scientific area for which your institution is registered in the Register of Scientific Organisations.

The Faculty of Kinesiology in Zagreb is a constituent unit of the University of Zagreb, whose principal activity is higher education teaching, scientific and research and professional work in the area of social sciences in the field of kinesiology. The vision of the Faculty of Kinesiology of the University of Zagreb is that of a higher education institution with a clear research profile characterized by internationally recognized excellence of its research, which through teaching based on research, educates future leaders in the development of the science and profession of kinesiology.

In order to clearly define the strategic direction prior to the adoption of the Development Strategy for Research at the Faculty of Kinesiology, a SWOT analysis was conducted in 2010, which clearly defined the advantages of the Faculty which are reflected in the relatively large number of researchers at the institution, and in particular the relatively high proportion of young researchers, the security of position, the available space for new labs, the stable income of the Faculty and a relatively large number of research projects. Despite this, its greatest weaknesses have also been defined, of which one might point to the inadequate mobility among researchers, the absence of major international projects and collaborative interdisciplinary research, as well as an excessive dependence on budgetary resources and an emphasized burden of the teaching workload on the majority of researchers in undergraduate, graduate and professional studies. Available options would include involvement in international research projects and the use of EU funds, connecting with other Croatian faculties and universities through joint research and development projects, and also with high-quality foreign universities through joint research and development projects. Further components would be the use of national and international technology projects, linking up and cooperating with the business sector, and the availability of international scholarships and facilitated mobility, and opening up possibilities for the doctoral and postdoctoral training of young researchers in the field of kinesiology at top international institutions. With respect to these options, threats have also been identified which are not fully under the authority of the Faculty, of which the greatest is the lack of financial resources for research derived from the national budget, the inadequate stimulation of young scientists and their excessive orientation towards teaching, and the considerable burden of the teaching activities on researchers and the competition in Europe which is oriented towards excellence in science. Based on the results of the SWOT analysis of scientific activities at the Faculty, five elements of particular importance for the development of successful research careers have been identified, and include:

- developing researchers' careers through doctoral studies,
- systematic development of the postdoctoral phase and researcher independence,

- promoting researcher mobility.
- launching national and international scientific projects and creating collaborative research networks,
- popularization of science and research careers.

In the development of scientific and research activities, an important role is played by four components of research capacity: physical capacity (space and equipment), financial capacity (financial instruments), the normative framework and administrative capacity. In terms of this strategic value, the focus of the strategy is directed towards the abovementioned components. Accordingly, the following immediate goals, tasks and indicators of success have been defined (as detailed in the document the Development Strategy for Science at the Faculty of Kinesiology, 2010-2016).

The main strategic goals:

- establishing a successful, high-quality and internationally competitive doctoral study of kinesiology and creating an institutional framework for the development of postdoctoral education at the institution
- improving researcher mobility at the institution during and after the doctoral study and systematically promoting postdoctoral education and researcher independence
- launching new domestic and international scientific projects and setting up collaborative research networks both in Croatia and beyond
- popularizing science and research careers at the institution
- organizing the funding of scientific activities at the Faculty based on the strategic plan and measurable indicators of efficiency and increasing research activities at the institution by means of increasing research financing through non-budgetary funds
- providing a normative framework for implementing the Development Strategy for Science
- increasing and optimizing spatial and material capacities for performing scientific research

At the end of this chapter and in certain areas of it, the implementation of specific goals and the degree of satisfaction with their implementation will be reviewed.

b) List 10 world-renowned scientific journals in which your teachers publish their works. Comment on the relevant impact factors. Specify several prominent cultural institutions, museums and galleries where your teachers present their works.

Ten most renowned international scientific journals in which the teachers and associates of our Faculty published their papers in the last 5 years are shown below in the table. The journals are demonstrated according to the decreasing value of the 5-year impact factor (Source: ISI Web of Knowledge – Journal Citation Reports).

Year of publication	Journal title	5-year impact factor	Journal comment in the context of the five-year impact factor
2009	<i>Pediatrics</i>	5.93	Ranked as 2/122 in the scientific field of <i>Pediatrics</i> (1 st quartile)
2010	<i>Sports Medicine</i>	5.75	Ranked as 1/84 in the scientific field of <i>Sport Sciences</i> (1st quartile)
2009	<i>Medicine and Science in Sports and Exercise</i>	5.33	Ranked as 2/84 in the scientific field of <i>Sport Sciences</i> (1st quartile)
2013	<i>PLoS One</i>	3.73	Ranked as 7/56 in the scientific field of <i>Multidisciplinary Sciences</i> (1st quartile)
2011	<i>Journal of Neurophysiology</i>	3.60	Ranked as 96/252 in the scientific field of <i>Neurosciences</i> (2 nd quartile)
2011, 2013	<i>Scandinavian Journal of Medicine and Science in Sport</i>	3.26	Ranked as 10/84 in the scientific field of <i>Sport Sciences</i> (1st quartile)
2008, 2009	<i>Journal of Science and Medicine in Sports</i>	2.86	Ranked as 12/84 in the scientific field of <i>Sport Sciences</i> (1st quartile)
2009, 2010	<i>Journal of Sports Sciences</i>	2.68	Ranked as 15/84 in the scientific field of <i>Sport Sciences</i> (1st quartile)
2010, 2011, 2012, 2013	<i>European Journal of Applied Physiology</i>	2.65	Ranked as 16/84 in the scientific field of <i>Sport Sciences</i> (1st quartile)
2010, 2011, 2013	<i>Gait and Posture</i>	2.63	Ranked as 18/84 in the scientific field of <i>Sport Sciences</i> (1st quartile)

Note: the current median value of the impact factor for the scientific field of Sport Sciences is 1.35; for the field of Pediatrics 1.38; for the field of Multidisciplinary Sciences 0.60; and for the field of Neurosciences 2.87 (Source: ISI Web of Knowledge – Journal Citation Reports).

c) List 10 most important papers of your institution in the last 5 years (for each scientific field area your institution is working in). Specify and comment the citation of your papers according to the global databases (WOS, SCOPUS, Google Scholar). Compare the scope of your scientific achievements with comparable Croatian and international HE institutions.

Here are the ten most important scientific papers which have been published in the last 5 years, whose authors/co-authors were teachers and/or associates of our Faculty, with a short description of each one. The papers are listed in a reverse chronological order and they were published in journals which cover the scientific fields of Clinical Neurology, Sport Sciences, Neurosciences, Health Care Sciences and Services, Pediatrics, Orthopedics and Biomedical Engineering.

1. Soric M, Turkalj M, Plavec D, Kucic D, Marusic I, Misigoj-Durakovic M. (2013). Validation of a multi-sensor activity monitor for assessing sleep in children and adolescents. *Sleep Medicine*, 14(2), 201-205.

The paper was published in one of the most prestigious journals in the scientific field of Clinical Neurology (1st quartile), the 5-year impact factor of the journal is 3.92.

Description: The currently available methods of non-invasive sleep assessment are not sufficiently accurate and therefore cannot be used clinically. One of the possible solutions could be multi-sensory devices. This paper was the first to test the value of such a device in the assessment of sleep in children and adolescents with the conclusion that the accuracy of the device is insufficient for clinical use. Nevertheless, the device correctly assesses sleep on a group level which enables its use in observational research.

2. Simic, L., Sarabon, N., Markovic, G. (2013). Does pre-exercise static stretching inhibit maximal muscular performance? A meta-analytical review. *Scandinavian Journal of Medicine and Science in Sports*, 23, 131-148

The paper was published in one of the most prestigious journals in the scientific field of Sport Sciences (1st quartile), the 5-year impact factor of the journal is 3.26. The results and conclusions of this paper were reported by the *New York Times* – one of the most popular newspapers/online newspapers in the USA with over 30 million individual visitors each month.

Description: This is a review paper aiming at the assessment of acute effects of static stretching prior to physical activity on muscular performance and various dimension of muscular strength. By an extensive review and critical analysis of available literature, the authors conclude that the application of pre-exercise static stretching during the so-called warm-up prior to explosive muscular performance and activity should generally be avoided.

3. Klous, M., Mikulic, P., Latash, M.L. (2011). Two aspects of feed-forward postural control: Anticipatory postural adjustments and anticipatory synergy adjustments. *Journal of Neurophysiology*, 105, 2275-2288.

The paper was published in a journal of exceptionally high-quality in the scientific field of Neurosciences; the 5-year impact factor of the journal is 3.60. Since its publication two years ago, the paper has been cited 11 times in the Web of Science indexed journals.

Description: The paper was focused on discovering and explaining changes in muscle synergies occurring before the preparation for performing postural tasks. Based on the obtained results, it is possible to anticipate practical use, particularly in the field of optimization of the anticipated postural adjustments in persons with postural control disorders (especially in persons with Parkinson's disease or persons with Down's syndrome).

4. Markovic, G., Mikulic, P. (2010). Neuro-musculoskeletal and performance adaptation to plyometric training. *Sports Medicine*, 40(10), 859-895.

This paper was published in a leading journal (1/84) in the scientific field of Sport Sciences and the current 5-year impact factor of the journal is 5.75. Since its publication three years ago, the paper has been cited 17 times in the Web of Science indexed journals.

Description: This is a review paper in which the authors analysed the effect of plyometric exercises on various functional-motor abilities of humans. Based on the obtained results, the authors recommend the application of plyometric exercises as a safe and efficient training modality for the purpose of improving the muscle functions of the lower extremities and functional performance in healthy individuals. In the system of physical preparation within competitive sports, the integration of plyometric exercises into a well-designed programme of physical preparations specific for each sport is recommended.

5. Juracic, D., Pedisic, Z., Greblo, Z. (2010). Physical activity in different domains and health-related quality of life: a population-based study. *Quality of Life Research*, 19, 1303-1309.

This paper was published in the prestigious scientific journal in the scientific field of Health Care Sciences and Services (1st quartile), the 5-year impact factor of the journal is 2.96. Since its publication, the paper has been cited 13 times in the Web of Science indexed journals. It should be mentioned that all the co-authors of the paper are associates of the Faculty (assistants and junior researchers) and they were awarded with the Annual Award of the Croatian Society of University Teachers, Scholars and Other Scientists in Zagreb for the publication of this article.

Description: The aim of this paper was to determine the relationship between physical exercise in different domains of everyday life and the health-related quality of life. The research contributed to gaining insights on a positive relationship between physical exercise in leisure time and the health-related quality of life.

6. Kasović, M., Mejovšek, M., Matković, B., Janković, S., Tudor, A. (2010). Electromyographic analysis of the knee using fixed activation threshold after anterior cruciate ligament reconstruction. *International Orthopaedics*, 35, 681-687.

This paper was published in the prestigious scientific journal in the scientific field of Orthopaedics (1st quartile). The paper was published in a journal with a narrow specialist field and has great potential for application.

Description: Two most commonly used techniques of anterior cruciate ligament reconstruction of the knee were observed in the paper. The aim of the study was to determine if there are qualitative neuromuscular changes and deviations from a healthy pattern of movement expressed in the surface electromyographic signal and to which

extent they differ depending on the surgical technique used, a year following the reconstruction of the ACL.

7. Tudor, A., Ruzic, L., Sestan, B., Sirola, L., Prpic, T. (2009). Flat-footedness is not a disadvantage for athletic performance in children aged 11 to 15 years. *Paediatrics*, 123, e386-392.

This paper was published in a scientific journal from the first quartile of the scientific field of Pediatrics, but it should be mentioned that it is also the most cited journal in that scientific field with the second highest impact factor of 5.75 in the last 5 years.

Description: The paper is important because it has 17 variables proving that there are no differences in motor skills between children with flat and 'normal' feet. The paper could also have an economic impact since orthopedic insoles are often prescribed for children with flat feet who participate in sports for the purpose of an alleged skill improvement.

8. Sporis, G., Jukic, I., Ostojic, S.M., Milanovic, D. (2009). Fitness profiling in soccer: physical and physiologic characteristics of elite players. *Journal of Strength and Conditioning Research*, 23, 1947-1953.

This paper was published in a renowned journal in the field of Sports Sciences which has a 5-year impact factor of 2.26. Since its publication until the writing of this report, the paper has been cited as many as 19 times in the Web of Science indexed journals.

Description: The aim of the study was to determine whether football players who play in different positions also have different physical and physiological profiles. The insights obtained from this study can be useful to football coaches in the process of designing training programmes with the purpose of maximising the development of the players' physical fitness.

9. Jaric, S., Markovic, G. (2009). Leg Muscles Design: The Maximum Dynamic Output Hypothesis. *Medicine and Science in Sports and Exercise*, 41, 780-787.

This paper was published in, according to its 5-year impact factor (5.33), the second most cited journal in the field of Sport Sciences (2/84). Since its publication until the writing of this report, the paper has been cited 13 times in the Web of Science indexed journals.

Description: This is a review paper in which the authors made the hypothesis that the muscles of the lower extremities in physically active individuals are primarily designed to create maximum dynamic output in activities such as jumps and sprints, in which the loads due to athletes' weight and their body inertia are overcome.

10. Cifrek, M., Medved, V., Tonkovic, S., Ostojic, S. (2009). Surface EMG based muscle fatigue evaluation in biomechanics. *Clinical Biomechanics*, 24, 327-340.

This paper was published in a distinguished scientific journal with a 5-year impact factor of 2.51 which is in the second quartile of the scientific fields of Sport Sciences, Orthopedics and Biomedical Engineering. It should be mentioned that the paper has been cited as many as 42 times in the Web of Science indexed journals since its publication.

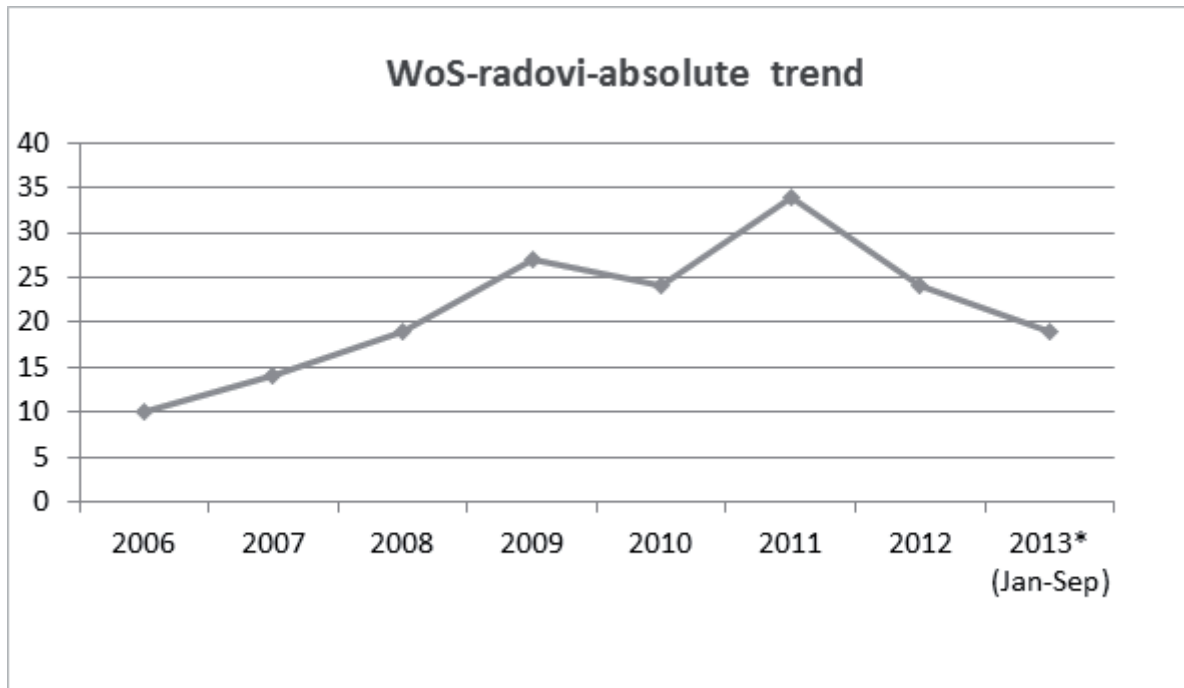
Description: This is a review paper which critically analysed the mathematical methods of local muscle fatigue evaluation by using surface electromyography procedures (EMG). The authors mentioned examples from their own work, where appropriate. The authors believe that the future of this methodology depends to a great extent on the methods which have the greatest chance of being used as reliable methods for evaluating and measuring muscle fatigue.

Note: Since it was planned to mention 10 scientific papers, we would like to stress that according to the given criteria, no papers from the series of papers related to functional diagnostics of the cardio respiratory system by assistant professor Davor Šentija, PhD, were included and although these papers may not have met the given criteria, we would still like to point out his contribution of publishing related papers in other highly ranked journals.

Overview:

Over the years, the Faculty of Kinesiology has been, in terms of its scientific research, and particularly according to the number of papers published in renowned international scientific journals indexed in various databases (WoS, Current Contents, SCI, SSCI), the leading institution of higher education in the field of social sciences and humanities when comparing the ratio of published papers and the number of teachers. According to the research performed by Maja Jokić, PhD, from the Institute for Social Research in Zagreb, scientists from the field of social sciences and humanities mostly publish their papers in Croatian journals, which is not the case with the Faculty of Kinesiology, whose researchers tend to publish in internationally recognized journals. The Faculty is aiming at further improvement of the results of scientific research, particularly at achieving a more even distribution of publishing scientific papers by the teaching staff. Some scientists display an extraordinary expertise and can be compared by the number and quality of their publications to the scientists from the field of biomedicine. When compared with similar international institutions, the Faculty of Kinesiology is, according to its scientific production, better than numerous faculties which are exclusively dedicated to the education of teachers of physical education, whereas it naturally falls behind similar institutions which have separate research centres and institutes. In addition it should be pointed out that all the teaching staff of our Faculty work full hours and there are no employees who could be completely dedicated to scientific work, although there are attempts to stimulate scientific research by minor concession in teaching duties.

We are satisfied with the current trend, particularly when examining the period between 1998 and 2009 which was analysed in the Development Strategy for Science from 2010. Data at that time indicated that 0.2 papers were published annually in the WoS per researcher, whereas the indicators for the last 5 years were 0.7 papers published annually in the WoS per researcher, which is a significant increase and a positive trend which is, for example, above the approximate 0.5 for FOI of the University of Zagreb according to the available data. Likewise, there are several researchers with more than 100 citations.



Graphic illustration 5.1. Trend of publishing in the WoS indexed journals

d) If your scientific area gives precedence to other types of publications (books, conference proceedings, etc.) list 10 most important publications of that type. Comment on the criteria for choosing them.

In the field of kinesiology, the primary mediums of scientific communication are scientific journals. The teachers and associates of the Faculty of Kinesiology published their most significant results of scientific research precisely in Croatian and international scientific journals.

Nevertheless, the participation of teachers in scientific conferences and the presentation of results of their scientific research in conference proceedings have also contributed to a better international recognisability of the Faculty as an institution of higher education. Among other publications, we would like to mention the Proceedings of the International Conference on Kinesiology which has been organised by the Faculty continuously since 1997, at first every two years, and since 1999 every three years. The Proceedings of Conferences

on Kinesiology which took place in 2002, 2005, 2008 and 2011 (the 3rd, 4th, 5th and 6th conference) are secondarily indexed in the internationally recognised citation index Conference Proceedings Citation Index (ISI Proceedings), which is a part of the Web of Science, and where the published papers are accessible to the scientific community while their impact can also be monitored.

It is worth mentioning that over the last 5 years, the teachers of our Faculty have published chapters in relevant books published by international publishers. In this category, the following publications should be mentioned:

1. Mišigoj-Duraković, M. (2012). Anthropometry in premenarcheal female aesthetic sports athletes and ballerinas. In: *The Handbook of Anthropometry: Physical Measures of Human Form in Health and Disease*. Preedy, V.R. (ed). New York: Springer. pp. 1817-1836.
2. Markovic, G., Mikulic, P. (2009). Plyometric Training Effects on Muscle Function and Rapid Movement Performance: A Review: In: *Advances in Strength and Conditioning research*. Duncan, M., Lyons, M. (eds). Hauppauge, New York: Nova Science Publishers, Inc. pp. 155-179.
3. Medved, V., Cifrek, M. (2011). Kinesiological electromyography. In: *Biomechanics in Application*. Vaclav Klika (Ed.) Rijeka: In Tech, pp. 346-366.

e) Specify the criteria for scientific productivity for mentors of doctoral dissertations at your doctoral study programmes and compare them with similar HE institutions in Croatia and abroad.

According to the former model, that is, the doctoral studies which were carried out according to the old programme, the mentors of doctoral dissertations had to meet the criteria prescribed by the Rector's Collegium and the Faculty of Kinesiology, which also regulated the fulfilling of requirements for appointment into the scientific-educational vocation. The mentor had to at least hold the title of an assistant professor or an associate and full professor. The criteria which applied to the mentors minimally included the requirements which were prescribed in the Regulations on Appointment into Scientific Vocations, that is, a minimum of three papers published in internationally indexed publications and additional requirements of the Faculty for appointment into scientific-educational vocation of assistant professor. The requirements were equal to those at other faculties from the field of social sciences and humanities. Besides, some of the mentors had to meet the criteria for appointment to the assistant professor position in other fields as well, typically the field of biomedicine, which thereby indicated stricter criteria which included the obligatory publication of papers in journals indexed in the Current Contents database. Since a reform of the doctoral studies is currently taking place, the new criteria have already been set with stricter requirements stating that mentors can be only those staff members who hold the title of an assistant professor and higher, and who published at least

5 scientific papers in scientific journals in the last 5 years, with at least 3 papers published in journals indexed in the WoS database. In conclusion, an aggravating circumstance in the development of young scientists at the Faculty is the fact that there is a relatively low number of available mentors with high scientific competences, who are also burdened with their teaching workload so that, as a result, young scientists lack a quality mentorship in an early stage of their scientific career.

f) Comment on your policy for the development of young researchers.

The Faculty of Kinesiology of the University of Zagreb is working hard in order to ensure and support a quality scientific development of young scientists. In a document titled 'the Development Strategy for Science at the Faculty of Kinesiology' seven strategic goals have been defined, out of which two refer directly to young researchers. Those two goals specifically state the following:

- increase researcher mobility at the institution in the course of doctoral studies and after, and systematically encourage postdoctoral education and independent work of the researchers,
- popularize science and researcher careers at the institutions.

Attempts of the Faculty regarding the encouragement of scientific development of young researchers are also reflected in the following:

1. The participation of young researchers in international scientific conferences is maximally encouraged and for this purpose, the Faculty ensures its own financial resources. Consequently, assistants and senior assistants at the Faculty have their expenses fully covered for one conference a year (travelling expenses, accommodation, registration fee), whereas junior researchers have 2/3 of their expenses covered (1/3 is covered by the junior researcher's scientific project), which facilitates this form of scientific mobility to a great extent. Likewise, the Faculty covers an unlimited number of registration fees for young scientists for their participation in scientific conferences.
2. Young researchers can request covering of their expenses for the publication of two scientific papers a year in scientific journals. The funds for this purpose are also supplied by the Faculty. In this respect, young researchers are completely equal to the teachers of the Faculty.
3. For performing their research, young scientists have at their disposal the facilities and equipment of the Sports Diagnostic Centre which operates within the Faculty. A significant number of studies in the field of sports sciences planned to be carried out at the Faculty can be conducted by using the facilities and the equipment of the Sports Diagnostic Centre, which facilitates the performance of experimental procedures to a great extent. In addition, as necessary, young scientists also have at their disposal the facilities and equipment of other laboratories at the Faculty.

4. Young scientists, employees at the Faculty, who do not attend their doctoral studies at the Faculty of Kinesiology, have their tuition fee fully covered at the institution at which they attend their doctoral studies. The funds for this purpose are ensured by the Faculty of Kinesiology.
5. Young scientists who showed an interest for specialization abroad were so far able in all cases to contact and closely collaborate with foreign mentors in early stages of their career. Experiences from the last 5 to 10 years indicate that the young scientists who also specialized at other institutions have proven to presently be recognized as respected scientists with a significant number of published quality scientific papers and with a respectable number of citations.

g) Comment on the number of scientific publications produced within international cooperation of your teachers and associates, with foreign scientists and artists as co-authors. Compare those results with the practice of other similar HE institutions.

Over the last 5 years, the teachers and associates of the Faculty in co-authorship with international scientists published a total of 40 scientific papers in journals indexed in the Web of Science database. These papers were mostly published in very respectable scientific journals ($IF \geq 1$), whereas the papers which were produced by the teachers and associates of the Faculty of Kinesiology who visited foreign universities, as part of joint scientific projects, are of an extraordinary quality.

The international scientists who are the co-authors of these scientific papers come from Australia, Austria, Bosnia and Herzegovina, Finland, Lithuania, Germany, Slovenia, Serbia, Spain, USA and Great Britain. Some of these international scientists work at renowned scientific institutions. We would particularly like to point out some of the renowned scientific institutions whose scientists we collaborated with:

- Cornell University, USA
- University of Delaware, USA
- Pennsylvania State University, USA
- College of Charleston, USA
- English Institute of Sport, UK
- Middlesex University, UK
- Metropolitan University, UK
- University of Wolverhampton, UK
- Technical University of Madrid, Spain
- Karl-Franzens-Universität, Austria

- Humboldt-Universität, Germany
- University of Sidney, Australia
- University of Sport, Oslo, Norway

In that same period, the Faculty of Kinesiology of the University of Split, which is the only related institution of higher education in Croatia, has approximately half as many papers published in journals indexed in the WoS database as the Faculty of Kinesiology of the University of Zagreb.

h) Specify opinions of doctoral candidates about availability of the mentors of doctoral dissertations, i.e. time allocated for their introduction into methods of scientific or artistic research.

For this purpose, a specially designed survey consisting of 10 fragments was filled out by 26 doctoral candidates from final years of their study. The questions were focused on the choice of mentor, availability of the mentor, the extent of communication with the mentor, etc.

Already the first question demonstrated that 100% of our doctoral candidates work full time at some other institution, with a negligible number of 1 to 3 doctoral candidates who are junior researchers at our Faculty, which is why they were a part of the survey.

The fact that only 15% of the candidates selected their mentor in the course of the first year of their study, whereas 50% of them not until the third year of their study is not satisfactory. We believe that this will change during the reform of the doctoral studies which specifies that the mentor is to be chosen during the first year of the study. Around 70% of the candidates stated that the first chosen mentor agreed to being their mentor, around 25% of the candidates were successful in their second attempt, whereas 5% of them only in their third attempt of selecting a mentor. The candidates who did not succeed in finding a mentor in their first attempt stated that either the mentor had been too busy, or he was not competent in the field they had chosen to deal with, or they decided to change the title of their dissertation. Over half of the doctoral candidates stated that they communicated with their mentor using all means of communication (e-mail, personally, by phone), whereas a fourth of them mostly use e-mails or they personally visit the Faculty. 95% of the candidates stated that if they needed advice from the mentor, they could get it within a week, which is satisfactory, and only 5% of the candidates could get the mentor's advice within a month. There were no candidates who stated that they had difficulties in getting the mentor's advice. Regarding the frequency of contacts with the mentor, 75% of the doctoral candidates communicated sufficiently with the mentor, that is, as much as needed, whereas 25% of the candidates stated that they communicated insufficiently. Out of those who stated that they communicated insufficiently, the majority of them stated that the reason for that was being too busy with work which prevented them from having enough time. One candidate stated

that the reasons for insufficient communication were that either the mentor was unavailable at the appointed time, or that they came without previous announcement and the mentor was not available.

i) Specify the content and character of 10 most important scientific projects of your institution in the last 5 years (numerical data in table 5.2). State your opinion on the quality of work and results.

1. Project of the “Unity through Knowledge Fund” – a programme for young researchers and experts, carried out between 2008 and 2010 by professor Goran Marković, PhD, a teacher of the Faculty; Evaluation of the muscular system function: external loading and mechanical output

In this project, we researched the correlation between the external loading and motor performance in ballistic movements. Specifically, by evaluating the effects of external loading on performance of ballistic movements, we determined the conditions in which the human muscle system produces the maximum strength. We also examined the adaptive changes of the human muscular system under the influence of ballistic training with different levels of loading. For this purpose we developed an innovative system of loading/unloading which enables an ‘artificial’ change of gravitation loading upon performing natural human movements. The obtained results suggest that the muscle system of the lower extremities could be designed for maximum strength production in relation to the loading corresponding to the weight and inertia of the human body, independently of the level of the subject’s physical fitness. In addition to that, the results point to the fact that explosive training with ‘negative’ loading (unloading of the body) can be more efficient in strength development and motor performance compared to similar training with zero (weight and body inertia) or positive loading. Finally, the results suggest that the position of loading plays an important role in the mechanical output of the muscle system, thus suggesting a differential effect of the inertia and gravity component of loading on the muscle strength upon performing quick natural movement. On the whole, these findings contributed to a better understanding of basic principles of design and function of the human muscle system so that they can be used for the purpose of a better understanding of transformation processes during training and rehabilitation procedures. The project was carried out in collaboration with Slobodan Jarić, PhD, from Delaware University, USA. The results of the project were presented in three international scientific conferences, as well as published in the form of original scientific and review papers in prestigious scientific journals from the field. In conclusion, the young researcher who participated in the project successfully defended the doctoral dissertation which was based on the results of the research.

2. Project financed by the Croatian Science Foundation (CSF) within the programme “Brain Inflow - PostDoc: Feed-forward changes in multi-muscle synergies in postural tasks”

The project was carried out in the academic year 2009/10 by the assistant professor Pavle Mikulić, PhD, visiting the Pennsylvania State University for a period of 6 months. The project was financed by a sum of 66.060,00 HRK.

The project was focused on detecting and explaining changes in muscle synergies which occur at the beginning of postural tasks. This project had a practical character and based on the obtained results practical use can be expected, particularly in the field of optimisation of anticipated postural adaptations in individuals with postural control disorder (for example in individuals with Parkinson’s disease or those with Down’s syndrome). The project resulted in two scientific papers published in renowned scientific journals.

3. Project by project leader professor Marjeta Mišigoj-Duraković, PhD, financed by the Ministry of Science, Education and Sports: The importance of the level of physical activity in the prevention of chronic cardio-vascular diseases

This project is a continuation of a longitudinal study of growth, development and health status of children and adolescents aged from 8 to 18 (1977 -1988). The aim of the project was to investigate into the longitudinal correlation between cardio-respiratory fitness, physical activity, body composition in adolescence and cardiovascular health in adulthood. A total of 62 subjects aged from 38 to 43 were examined. The case history data were collected for all subjects, as well as detailed information on the level of common physical activity and the status of nourishment. 52 subjects were clinically examined, the planned biochemical and laboratory analyses were made, as well as an electrocardiogram, spiroergometry testing, analysis of body composition by using anthropometric procedures and a seven day measurement of energy consumption by using a SenseWear Armband multi-sensory activity monitor. The testing was conducted in collaboration with the Polyclinic for Cardiovascular Prevention and Rehabilitation in Zagreb. The results of the project were published in 147 various publications: 1 single author book, 9 chapters in various books, 32 papers in journals (15 in journals indexed in the Current Contents database, 16 in journals indexed in other international databases, 1 in other journals), 11 published plenary presentations, 19 published invited lectures, 64 papers in conference proceedings (34 *in extenso* and 30 abstracts). In addition, 2 papers are currently in the process of publishing. As part of the project, 3 doctoral dissertations were written and defended, as well as 3 master’s thesis and 3 graduation thesis.

4. Project by project leader professor Marjeta Mišigoj-Duraković, PhD, financed by the University Development Fund in Zagreb: Patterns of physical exercise in normally nourished and overweight 11-year-old children

The aim of the project was creating a scientific and technical collaboration with scientists from the University of Ljubljana (Slovenia) and Michigan University (USA). The research team consisted of 7 researchers (2 from the University of Zagreb and 5 international researchers). The project was based on multi-centric data collection as part of the mentioned collaboration with Professor K.T. Borer (USA), PhD, and Professor J. Strel (Slovenia), by using modern instruments for measuring body activity and energy consumption. Within the period of one year, the project resulted in publishing 2 papers in international journals which are indexed in the Web of Science database and in the presentation of 6 papers in the form of abstracts in 3 international conferences. Furthermore, one paper is undergoing evaluation at an international journal (currently in the stage of responding to the review). Also, 3 graduation thesis are currently in the process of production based on the data gathered in this research.

5. Project by project leader professor Davor Šentija, PhD, financed by the Ministry of Science, Education and Sports: Physiological determinants of endurance performance

As part of this project, various physiological (metabolic, ventilation, biochemical), anthropometric, biomechanical and thermoregulation parameters during locomotion and the progressive loading test on the treadmill were examined. The aim of the project was to investigate the physiological determinants of endurance performance, particularly the correlation between the loading protocol and the parameters of aerobic capacity, further the correlation between biomechanical parameters and the central body temperature with a ventilation anaerobic threshold during a progressive loading test on the treadmill, the oxidation stress during an ergometry loading test, as well as the correlation between anthropometric characteristics and the transitional locomotion speed between walking and running. A total of 190 subjects were examined in the Laboratory for functional diagnostics at the Faculty of Kinesiology, while some tests were carried out in collaboration with the Polyclinic for Cardiovascular Prevention and Rehabilitation in Zagreb. The results of the research were published as parts of the following projects: 2 single author books, 4 chapters in a book, 30 papers in journals (14 in journals indexed in the Current Contents database, 13 in journals indexed in other international index databases, 3 in other journals), 2 published plenary presentations, 5 published invited lectures, 24 papers in conference proceedings. As part of this project, 3 doctoral theses were written and defended, as well as 1 master's thesis and 8 graduation thesis.

6. Project by project leader professor Vladimir Medved, PhD, financed by the Ministry of Science, Education and Sports: Automatic movement measurements and expert evaluation in the study of locomotion

This project is a continuation of the following projects: 'Neuromuscular biomechanical diagnostics of sports and pathological locomotion' and 'Creation of centre of excellence for locomotion study', for which the procurement official was the Ministry of Science, Education and Sports. The main goal was to develop new methods of analysis and diagnostics for conditions in the neuro-muscle-skeletal system, aiming at objectively following the process of skill acquisition and/or restoration of its function, as well as quantitatively evaluating fatigue upon exercising. By using a basically bioengineering approach, which combines the biomechanical methodology with a systemic approach to the problem of managing movements, this project aimed at a scientific contribution to the study of locomotion and the development of a practical and clinical application, both in sports and in medicine. Due to the financial support by the Ministry of Science, Education and Sports and the Faculty of Kinesiology, there is a well-equipped laboratory for biomechanics at our Faculty which enables the accomplishment of such tasks. The team of researchers and the so-far published references of the project, according to the bib.irb.hr database, indicate an interdisciplinary and multidisciplinary character, as well as the extent of the project regarding the analysed topics, which enables an evaluation of the project's contribution primarily to the scientific area, but also indirectly to the teaching process at several university constituents (apart from the Faculty of Kinesiology, the Faculty of Electrical Engineering and Computing, the School of Medicine), as well as in fields of clinical and medical diagnostics, sports diagnostics and in the fields of kinesiology, electrical engineering and clinical medical sciences. This has been illustrated by two selected references in kinesiological electromyography (belonging to the narrow specialised field of the project leader's expertise) which have had a good impact factor, that is, which have been cited many times. As part of the project there were 13 papers published in journals indexed in the Current Contents database and 5 doctoral dissertations were defended.

7. Project by project leader professor Goran Marković, PhD, financed by the Ministry of Science, Education and Sports: Muscle mechanical function in ballistic movement performance

In this project the ability to produce maximal muscle force in ballistic movements such as jumps, throws and sprints, with a particular emphasis on defining the optimal loading for a maximal force output was examined. The results of the project revealed that vertical jumps could be a valid test for evaluating the maximum output of the lower extremity force which is independent of the body size. Likewise, the findings of this project point to the fact that the optimal loading of ballistic movements for the production of a maximum force output could be weight and body inertia; while on the contrary, in isolated movements of the lower extremities the maximum force output can

be reached at 35 to 40% of the maximum muscle strength. Apart from the fundamental implications for understanding the relationship between the structure and function of the muscle system, these results have a significant practical implication, particularly in the field of evaluating human physical abilities, as well as for the design of clinical and ergonomic mechanical appliances and aids. The results of the project were published in 38 scientific papers in journals indexed in the Web of Science database (23 indexed in Current Contents), 3 chapters in international scientific monographs, 11 papers in international conference proceedings, as well as 9 abstracts in international conference proceedings. Moreover, 4 junior researchers wrote and defended their doctoral dissertations as part of this project.

8. Project by project leader professor Lana Ružić, PhD, financed by the Ministry of Science, Education and Sports: The effect of different types of physical exercise on diabetes mellitus

The effects of different types of physical activities on physiological responses in both the healthy population and in patients, with special regard to the diabetes mellitus regulation, as well as to hypoglycaemia, were investigated in this project. Some of the results of the project have already been published, whereas some parts of the study are still in progress. The effect of strength training on glycaemia in patients with the insulin pump was monitored for the first time. Also, the results of the effects of summer camp activities of high volume and low intensity on indicators of glycaemia in children who were at camp were published. A part of the research related to the groups of children who were physically active in aqua-aerobic or cycling programmes. The greatest problem which the researchers encountered was a great number of subjects who gave up the programmes which were free of charge as a rule. The associates who participated in this project were also active in their narrow fields of specialty. Within the project they published over 50 different publications, out of which 7 most important publications were indexed in the Current Contents database, along with 15 other scientific papers in journals, as well as 2 doctoral dissertations.

9. Project by project leader professor Goran Leko, PhD, financed by the Ministry of Science, Education and Sports: The level of physical fitness and illness/injury incidence in swimmers

The project titled 'The level of physical fitness and illness/injury incidence in swimmers' aimed at determining the way in which the level of physical fitness affects the athletes' morbidity. The project is in its final stage. The data in the under-sixteen and under-eighteen categories of swimmers from swimming clubs in Zagreb have been collected and processed. The collecting of data in the senior category was delayed for a year due to a great dispersal of senior swimmers in the planned year, as well as due to faulty instruments and a reduced influx of funds. The measuring will be completed in June 2014, followed by the processing of final results. For the needs of this project smaller

items of equipment were obtained, which together with the other equipment at the Faculty of Kinesiology, cover the basic requirements for the realisation of the project. Over the past period, the data obtained by the measuring were used in 2 doctoral dissertations. A total of 20 scientific papers were published, out of which 10 in scientific journals.

10. Project by project leader professor Bojan Matković, PhD, financed by the Ministry of Science, Education and Sports: Health habits of sports coaches

The World Health Organisation considers the socio-economic factors, lifestyle and the environment as main determinants of human health (WHO, 2003). The risk factors related to lifestyle are an unhealthy diet, a lack of physical activity, smoking, alcohol consumption and drugs. In other words, a very wide area is to be explored. The aim of this research project is to investigate the health habits of sports coaches related to physical activity, diet and smoking, as well as the relationship between health habits and traditional risk factors for cardiovascular diseases. From the data obtained from statistical analysis of questionnaires, certain conclusions can be reached and a comparison can be made between health habits of sports coaches from various disciplines, as well as sports coaches from different countries. After a thorough analysis of the sample that has been collected so far, consisting of several hundreds of coaches of both genders and ages ranging from 18 to over 50, the conclusion can be reached that health-related habits of sports coaches are not at the expected level considering the fact that they are involved in sports. This is certainly upsetting when taking into account the fact that sport coaches are the people who work with young athletes, often with the youngest ones who are still getting involved in sports activities and who are expected to be role models for these young individuals in their approach to health related habits. The results of the project were published in a large number of different publications: 1 single author book, 13 papers in scientific journals, 1 published plenary presentation, 20 papers in conference proceedings , (13 *in extenso* and 7 abstracts), whereas 2 papers are currently in the process of being published. One doctoral dissertation and 5 graduation thesis were written within the project.

j) Describe the ways in which scientific activities contribute to:

- **teaching**
- **intellectual and technological contributions to society and economy**
- **other institutional activities**

Scientific and research work is based on the use of modern technology and scientific methodology in analysing, forming and evaluating the training process, which makes the Faculty of Kinesiology the leading Croatian scientific and educational institution in the field of kinesiology. This is supported by the largest number of scientific papers per scientist published in internationally recognized journals with regard to other faculties in the area of

social sciences and humanities. The research has been focused on expanding the kinesiological knowledge on a series of factors affecting the management of the training process in the educational system, competitive sports, physical recreation and kinesitherapy.

The results of the research are reflected in certain segments of the teaching process, however primarily in doctoral studies, whereas several scientifically confirmed realizations on process of physical adaptation to the training process are often presented in classes at the graduate study. The practical application of scientific realizations from certain studies are often demonstrated to students in professional studies for coach education, who can apply those scientific realizations in practice while working with top athletes, but also in physical recreation with a primary stress on enhancing the effects of training on human health. The influence that the scientists from our Faculty have on Croatian sports is demonstrated in a part of this chapter dealing with professional work in detail.

The changes of human characteristics, capabilities, as well as motor abilities and skills which result under the influence of a programmed, goal-oriented physical exercise or sports training and are identified, evaluated and assessed from different biological, health, psychological, educational, social, ethical, economic and cultural aspects. The results are also often presented in doctoral studies of other faculties and universities, but also in guest appearances of our scientists in popular shows such as Good Morning, Croatia, etc. Scientists from our Faculty are often visiting lecturers at conferences dealing with topics on physical activity and health, as well as with topics on top sports and physical recreation. The scientists from our Faculty take part in designing numerous programmes and activities focused on enhancing the general health of the population which are described in the chapter on professional activities. Everything previously mentioned has no direct impact on the economy in the sense of making immediate profits. However, if indicators pointing to the fact that morbidity and the death rate of a certain population are more dependent on a sedentary way of life than on numerous other risk (such as smoking, obesity, high blood pressure, etc.) are taken into account, then the role of our Faculty in promoting physical activity is also extraordinarily important in an economic sense (lower rate of sick leaves, medical expenses, work efficiency of the employed population, etc.).

k) List your own journals and describe their importance (scientific/professional, composition of the editorial board, selection procedure, impact factor if any, etc.)

1. *KINESIOLOGY* ISSN 1331-1441

Since 1971, the Faculty of Kinesiology of the University of Zagreb has been publishing the scientific journal *Kinesiology* dealing with topics from general and applied kinesiology. The journal has been secondarily referenced since 1985, and since 1995 it has been acknowledged as an international journal (indexed in American Psychological Abstracts: PsycLIT nad PsycINFO, SportDISCUS, SIIC - Argentina, Sports Documentation Bulletin, Sports Medicine Bulletin, EBSCO - Current Awareness, Index Copernicus).

Starting with volume 40, number 1, 2008, the journal has also been indexed in the following Thomson Reuter's indexes and services: Science Citation Index Expanded, Social Sciences Citation Index, and Journal Citation Reports/Social Sciences Edition. Since 2008, the Elsevier Bibliographic Databases have also included *Kinesiology* into its database Scopus.

In the period between 1996 and 1999, *Kinesiology* was simultaneously published in Croatian and in English, while starting with volume 32 (2000), it has only been published in English with expanded abstracts in Croatian. The journal publishes original scientific papers, review papers, preliminary reports and expert articles by Croatian and international authors which have been accepted for publishing based on positive reviews by eminent Croatian and international reviewers, kinesiologists and scientists from related or contiguous scientific disciplines.

Since 2006, *Kinesiology* has been electronically available in full-text via Hrčak – the Croatian web portal for scientific journals (www.hrčak.hr).

Dragan Milanović (Croatia) is the editor-in-chief in charge of the journal, while the co-editors are Stjepan Heimer (Croatia), Milan Čoh (Slovenia), Vladimir Medved (Croatia) and Daniel Bok (Croatia). The editorial board is international, comprising eminent experts in the field of kinesiology, sports science and related sciences from Slovakia, Australia, USA, Norway, Germany, Italy, Japan, UK, Czech Republic, Slovenia, Estonia, Greece, Israel, Austria, Spain, Canada, Serbia, Bosnia and Herzegovina, Lithuania, France, Poland, Hungary, Bulgaria and Finland.

The journal is published biannually and it has been continually published since 1971.

According to the Journal Citation Reports (JCR) database, *Kinesiology* has been grouped in the following two categories, Sport Science and Rehabilitation. The impact factor of the journal for the year 2012 was 0.405.

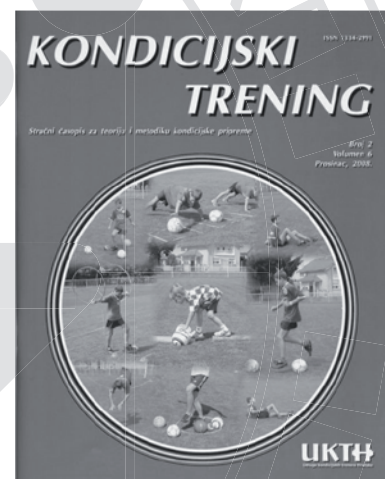
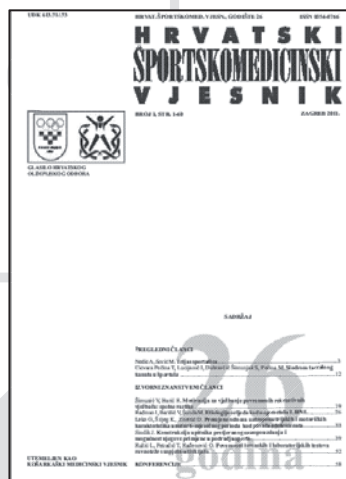
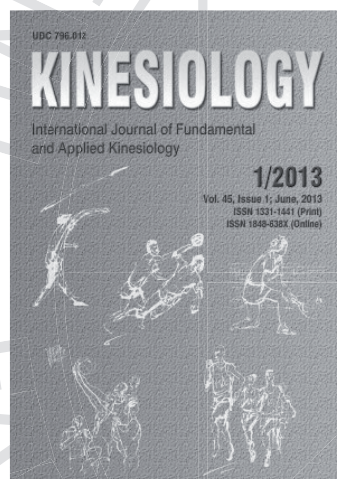
Although the Faculty of Kinesiology is not the publisher, the following journals should also be mentioned here.

2. *PHYSICAL CONDITIONING*

Physical Conditioning is a journal published by the Association of Conditioning Coaches of Croatia which operates at the Faculty of Kinesiology with the editor-in-chief, as well as the majority of the editorial board being teachers from the Faculty of Kinesiology. The Faculty financially supports the publication of this expert journal. *Physical Conditioning* is an expert sports journal dedicated to conditioning trainers, sports coaches, teachers of physical education, sports doctors, physical therapists and other expert personnel who participate in the system of physical conditioning. The journal is also available to athletes who can find useful expert information in it. The journal is expected to contribute to the training of professional personnel, to the popularization of the sports profession and science, as well as to the overall development of sports in Croatia.

3. CROATIAN SPORTS MEDICINE JOURNAL

The Croatian Sports Medicine Journal is published by the Croatian Olympic Committee, however all the editorial board members (editor-in-chief and other board members) are also employees of the Faculty of Kinesiology. *The Croatian Sports Medicine Journal* is a scientific professional journal dedicated to those who deal with medical and sports topics. The journal publishes editorials, scientific and expert papers, case reports, reports on drugs and methods of administration, preliminary scientific and expert reports, reviews, news from the profession, letters to the editor's office, book reviews, essays from related literature, as well as other contributions, provided that they had not been previously published in other journals or books. The journal publishes papers written in Croatian (with an abstract in English) or in English (with an abstract in Croatian). It is published biannually. It is indexed in the Global Health and CAB Abstracts databases.



l) Specify the content and character of professional projects of your institution in the last 5 years (numerical data in table 5.3). State your opinion on the quality of work and results.

Over the last 5 years, the Faculty of Kinesiology has participated as a partner in the realization of several important national and regional projects. This primarily relates to the project “Research on Human Resources and Potentials in Croatian Armed Forces”, the production of “The Development Strategy for School Sports in the Republic of Croatia” (2009- 2014), “The Development Strategy for Sports and Physical Exercise at the University of Zagreb” (2011- 2020) and the “National Action Plan on Promoting Health-related Physical Activity in the Republic of Croatia” (2011).

- The main goal of the project “Research on Human Resources and Potentials in Croatian Armed Forces” is to investigate the procedures by means of which it will be possible to ensure the selection, the development (enhancing of abilities, characteristics and competencies) and the maintaining of the personnel capable of contributing to a more successful realization of missions and goals of the Croatian Armed Forces in accordance with the long-term development plan and the circumstances of transition of the Croatian Armed Forces into a professional system. The focus of the study was the following 5 fields encompassed in minor project goals of: physical fitness, health status, psychological characteristics, sociological status, military competencies and skills. The first stage of the study was carried out over the first two-year period (2008 and 2009) during which a complete diagnostic procedure was realised along with all minor project goals and an objective and reliable overview of the existing condition of the anthropological status (physical fitness, health status, psychological characteristics, sociological status) of Croatian professional soldiers. In the second stage, the study was carried out through the following minor projects: “Evaluation of the physical fitness of recruits”, “Monitoring and evaluation of the anthropological status of Croatian soldiers in the ISAF international peace operation in Afghanistan”, “Monitoring and evaluation of the physical fitness of the Special Operations Battalion members”, “Monitoring and evaluation of the physical fitness of Croatian soldiers in peace operations in Afghanistan” and “Monitoring and evaluation of the physical fitness of the Croatian Air Force members”. The completion of each stage of the project “Research on Human Resources and Potentials in Croatian Armed Forces” was marked by the delivery of corresponding documents to the client (the Ministry of Defence and the Institute for Research and Development of Defence Systems) as indicators of the actual realisation of research work (annual research plan, reports on certain stages and the final elaborate). After the documents had been delivered, the client performed an evaluation and based on its results, the continuation of research activities was agreed upon for each year separately. Each of the tasks resulted in defining explicit practical recommendations regarding a better quality of the anthropological status of soldiers (health status, physical fitness, psychological characteristics, sociological status), as well as the utilizing of certain conditioning programmes aiming at a better physical conditioning of professional soldiers or recruits. As part of this research, which was both professional and scientific, 6 scientific papers were published, 5 of them in renowned journals indexed in the Current Contents and the World of Science databases, as well as a large number of professional papers and conference presentations.
- “The Development Strategy for School Sports in the Republic of Croatia” was produced by the Faculty of Kinesiology in collaboration with the Croatian School Sports Association and the Ministry of Science, Education and Sports. The aim of the project was to make a plan with clear guidelines for improvement and development and to define strategic goals in the development of school sports in Croatia for the period between 2009 and 2014. A detailed quantitative and qualitative analysis of the present

situation was carried out. Accordingly, the main strategic goal was defined, along with a series of strategic goals for each of the ten chapters encompassing the system of school sports. Based on thoroughly collected data, previous experience and scientific realizations, the extent and the domain of the Development Strategy were defined in such a way that this strategy serves as a framework for further activities in the system of school sports.

- The project for “the Development Strategy for Sports and Physical Exercise at the University of Zagreb” lasted 12 months and it was carried out by the Faculty of Kinesiology in collaboration with the Faculty of Civil Engineering and the Faculty of Architecture of the University of Zagreb. The main goal of the project was to develop a strategy for sports and exercising for the students and employees of the University of Zagreb for the period between 2011 and 2020. The production of the strategy was based on gathering data from practice and on a detailed analysis of the situation in sports and exercising at the University so that the final text represents a baseline for the implementation of a long-term sports and exercising programme at the University.
- Upon the request of the World Health Organisation (no.: 2010-106562), a National Action Plan on Promoting Health-related Physical Activity in the Republic of Croatia was made at the Faculty of Kinesiology in 2011. Apart from stating general and specific goals, the Action Plan comprised definitions and evidence supporting the correlation between physical activity and public health, a description of health related statistical indicators in Croatia, an overview of valid Croatian and international political documents, regulations and actions carried out in the field of promotion of physical activity at the population level. The potential participants and guidelines for the production of the National Strategy were determined, as well as the need for creating a National Action Plan for the promotion of health-related physical activity, which was particularly emphasized and supported by evidence.

Furthermore, over the last 5 years the Faculty of Kinesiology has been a partner, and in several cases a direct sponsor, in various public and social events such as PARKiranje, the educational programme Šalata, the Croatian Olympic Day and the national project POKRENI SE! (“Get Moving!”), as well as the Move Week.

- The Faculty contributed to the organisation of the event PARKiranje which took place in September 2012 and 2013 at the Budek Lake in Zagreb as part of the events marking the European Move Week, under the sponsorship of the city of Zagreb. This event was supported by the participation of a great number of teachers and students of the Faculty of Kinesiology who demonstrated sports and recreational activities in parks and in open spaces by putting up presentation booths.
- Faculty assistants from various chairs at the Department of Kinesiology of Sports in collaboration with the students in elective modules contributed to the practical presentation of the educational programme at the Sports and Recreational Centre Šalata between July 4 and 10, 2013. The programme included sports educational

programmes for children of younger school age in which the Faculty staff members and students carried out practical and educational demonstrations in sports programmes for handball, football, basketball, tennis and ice hockey. It is worth mentioning that this programme had a significant impact in the media.

- In 2013, the Faculty also took part in the realisation of the national project “Get Moving!” in collaboration with the SELECT PR private agency and the company Biotrening from Zagreb. With the financial support of the local government units and the city administrations in Croatia, as well as from partners and sponsors, this project enabled the promotion of physical exercise and an active lifestyle by means of free of charge training programmes carried out at attractive sites which usually were not meant for the purpose of physical recreation. The participants of this initiative were gathered through websites, while via social networks an interactive advisory support was offered to all those who were interested. Numerous sports clubs, famous athletes and other public figures from Croatia joined the project. A large turnout and the participation of the public in open air exercises, as well as the media coverage of the event suggest that the initiative had a positive public response.
- In collaboration with the Zagreb Association for Physical Recreation “Sport for all”, the Institute of Public Health in the district of Međimurje and with the support of the city of Zagreb, the Association of Kinesiology Students in Scholarly Work (DRITE) participated in the organisation of the MOVE Week Croatia campaign between October 7 and 13, 2013. This campaign has been carried out in 30 European cities since 2012, under the sponsorship of the European Union, with the purpose of promoting and encouraging physical activity and a healthier lifestyle, and it is considered to be the biggest project of healthy lifestyle promotion in Europe which is carried out in more than 30 European countries. As part of this project, over than 3000 participants in 10 cities took part in 30 different programme activities which had a very positive response from the media.
- The Faculty participated in the organisation and realisation of the Croatian Olympic Day which was celebrated on September 10, 2012 at the Mladost Sports Park. About 20 students from the Faculty of Kinesiology took part in this project.

m) Specify the impact of your professional and developmental projects and services on the development of Croatian economy, service sector and state administration.

Due to the specific nature of the kinesiological profession, it is difficult to accurately measure in exact economic indicators what kind of direct impact the professional and developmental projects at the Faculty of Kinesiology have on the development of Croatian economy. However, the impact of the realised professional projects on the amount of physical activities and the quality of leisure time, as well as on the psychosociological and health status of the working population indirectly leads to significant economic effects, which are described further on. Due to the partial affiliation and

similarity of the kinesiological profession with the service industry and its level of integration in the educational system in Croatia, the effects of the realised professional programmes and public actions are more easily measurable from the viewpoint of the service sector and the public administration.

The National Action Plan on Promoting Health-related Physical Activity in the Republic of Croatia was submitted to the World Health Organisation Office in Croatia, which was then forwarded to other authorities. Public administration bodies are expected to carry out the tasks defined by the Action Plan, as well as to realize the Action Plan for the purpose of the described goals. The mentioned process should result in a series of practical projects and activities which will directly include the promotion of health-related physical activity, as well as the creation of social and material conditions for including as many participants as possible into the appropriate sports and recreational programmes and recreational sports. This process will establish a basis for increasing the level of health and efficiency of the working population. Apart from the general increase in work efficiency, an increase of employment in the service industry due to the development of available programmes for sports and recreational activities is expected, as well as an increase in sales of sports equipment within the trade sector and in increase of a series of other economic parameters contributing to the development of the national economy.

The project for “The Development Strategy for School Sports in the Republic of Croatia (2009-2014)” resulted in the first universal document which gives a thorough and analytical overview of the position of school sports in Croatia, as well as sets the main goals and tasks for reaching a high level of school sports quality. After the adoption of this document by the Croatian government, the prerequisites were made for creating an operational document titled the National Plan on School Sports Development in the Croatia, which will explicitly define the ways of achieving the designed strategic goals. The development of school sports will eventually contribute to the inclusion of a larger number of children in sports and physical activities. This will result in a series of preventive effects, such as forming habits of systematic physical activity and raising awareness on the importance of physical exercise in the younger population, which should, in the future, elevate the general health level of the Croatian population. These measures should ultimately contribute to the decrease of public spending funded by the national budget for the treatment of frequent cardiovascular diseases which are responsible for the increase in the death rate of the middle aged population. The development of the school sports system is expected to generate both short-term effects, through mass inclusion of children into school sports events, as well as long-term effects described in the previous chapter (Action Plan) through further increase of the population included in a certain aspect of physical activity.

Considering the fact that the student population constitutes a great part of the total number of inhabitants in Zagreb, this strategy aims at laying foundations for the development of a physically active lifestyle in a large number of adolescents who are residents of the Croatian capital. Since the goals of professional projects in the realisation of which the Faculty of Kinesiology took part are alike, that is, mostly related to the development of infrastructure with the purpose of raising awareness on the importance of a physically active lifestyle and developing habits of systemic physical exercising, their effects on the development of the economy, the service sector and the public administration are also similar. Therefore, the effects of this project should be similar to those that have already been described.

n) Specify the ways in which you established a systematic policy of monitoring the volume and quality of scientific or artistic activity at your institution, and describe its elements and methods of effective application.

The Faculty of Kinesiology systematically applies a policy of monitoring the volume and quality of scientific research, based on the Annual Reports on scientific and professional research that each employee submits to the Vice Dean for Science at the end of the previous academic year, while a cumulative assessment is reflected in annual reports which, upon submission of individual reports from every scientist, are published as an integral part of the Annual Report on the work of the Faculty. At the Faculty of Kinesiology, in addition to the standardized teaching activities specified in the Law on Science and Higher Education, we have also introduced a standardization of scientific work with an obligatory annual workload of 600 working hours. The overall workload comprises various scientific publications, depending on the contribution of the individual author. Depending on the quality of the publication, certain papers can provide a higher number of working hours (points), so that a publication in a journal indexed in international databases (WoS, SCI, SSCI, and Current Contents) earns the most points while, accordingly, scientific papers published in other journals, proceedings, conference abstracts and the like earn significantly less. Quality standards were additionally introduced, which are explained in detail and elaborated in the following question, and information on the most important scientific papers published in highly ranked journals are published on the front page of the Faculty's website in order to popularize the results.

o) Describe your policy of providing incentives for and awarding publishing in the highly ranked scientific journals (or with renowned publishers when books are concerned), that is, the support system for publishing in prestigious journals in your field (e.g. translation, internal peer-review, system of informing on submission deadlines etc.)

Publishing in highly ranked scientific journals is, among other things, financially encouraged, so that each employee upon submitting his Annual Report on scientific research obtains a coefficient for a supplement to his basic salary for scientific research, ranging from 0% to a maximum of 10 %. The mentioned supplement can be earned up to a level of 5%, so that the salary supplement for scientific and research work increases linearly from 0% to a maximum of 5% for 600 working hours (0%) to 1800 working hours of scientific and research work (5%), on condition of an average annual publication of one A1 paper in international scientific journals in the previous academic year. The remaining 5 % (or on demand the full 10 %) can also be earned in accordance with the model where the salary supplement increases from 0 % up to a maximum of 10 %, depending on the quantity and quality of published scientific papers, and according to the following formula:

Salary supplement for scientific research (%) =

$$\sum_{i=1}^n (IF_i \times 10 - MIF \times KU_i)$$

Explanation: IF is the official impact factor for every scientific paper published in the previous academic year, MIF is the median impact factor for the "Sport Sciences" (Journal Citation Reports[®] - Thomson Reuters) in the previous academic year, and KU is the coefficient of the share of each author in a particular published research paper. This coefficient depends on whether the author is at the same as the corresponding author at the journal, and also on the sequence of the authors. These shares are explained in detail in the Annex IV of the Regulations on employee salaries and financial earnings (2011). In addition to what was mentioned, each scientist is entitled to financial assistance for the publication of two papers per year in highly ranked journals if the journal in question demands specific financial means from the author for the application process, review and publication. The information system on invitations for submitting articles, etc. Operates primarily by means of the website and e-mails. Likewise, the Faculty annually awards a prize in the form of a smaller sum of money to the best junior researcher, while scientists, including junior researchers, may attend up to one conference a year at the expense of the Faculty upon providing proof of submitting a conference paper.

p) Explain your methods of monitoring research ethics, and implementing European and global standards for employment of the best scientific staff (such as implementation of The European Charter for Researchers).

The Committee for Scientific Research and Ethics of the Faculty of Kinesiology meets once a month in order to, among other things, assess whether the proposed scientific projects and research, and as well as the research which are parts of doctoral dissertations, satisfy the ethical criteria for human research (animal studies have not been the subject of scientific research at the Faculty for the past 5 years). For each scientific research it is necessary to fill out forms for the Committee, particularly the form containing general information on the research and examples of informed consent for participating in the study from patients or their parents. Based on the obtained documentation, the Committee for Scientific Research and Ethics assesses whether it is complete and whether it complies with the criteria of the Declaration of Helsinki, which defines the ethical principles of medical research on humans. By registering the research project with the Committee, the researcher is obliged to respect the autonomy of the subject (patient) and the obligation of an informed consent prior to and during the study, as well as to always give particular consideration to the welfare of the patient in preference to science or the welfare of society. After reviewing the submitted documentation, the Committee issues a permit for conducting the proposed research to the researcher who has applied for consent.

In selecting candidates for employment at the position of junior researcher, we comply with the criteria of the University, as well as the additional criteria prescribed in the Decision on employing junior researchers from 2009. Junior researchers must meet the criteria of excellence, i.e., must be among the top 10% of students in the year, which is confirmed by his grade point average and the fact that he completed his graduate study in six years or less. Furthermore, additional points in the contest are awarded according to the criteria which include scientific and research activities during their study, participation in congresses and conferences, knowledge of foreign languages and published scientific papers. However, even in the case of a substantial scientific production during his study, a student cannot be employed as a junior researcher if he does not meet the criterion of a grade point average of at least 4.0. Likewise, a junior researcher is not allowed to participate in a course or a project in which the proponent of the project or course is closely related to the employed individual, in accordance with the precisely defined regulations of the aforementioned Decision on employing junior researchers. According to European instructions for scientists, caution is to be exercised during employment so that no differences are made on the basis of gender, nationality, political or religious beliefs, sexual orientation, language or socio-economic conditions. However, in the case of employing junior researchers, the criterion of age is still applied, i.e., the applicant must be under 28 if he has not enrolled in a doctoral study, under 30 if he has enrolled, and under 32 if he has obtained a degree of Master of Science, or if he has already completed two years of his doctoral study.

r) Specify to what extent you are satisfied with the current situation and propose possible improvements.

The best way to respond to this question is by describing the basic strategic goals which were mentioned in the first question (5a) and by taking into consideration the level of their accomplishment.

At present, there is an ongoing reform of the doctoral study which is expected to be completed by summer 2014. According to the basic guidelines of the reform proposal, the doctoral study will be restructured in a way that increases its electiveness, especially in the second year of study, further new modules are introduced which are oriented toward the fields of biomedical and neuromuscular research, as well as more stringent criteria are introduced for potential mentors regarding the number of papers in highly ranked journals. We hope that the reformed doctoral study will result in higher-quality young researchers. As far as researcher mobility is concerned, it must be noted that the Faculty of Kinesiology is not a large institution in terms of employee numbers, so that at the time of drafting this strategy, an average of one scientist annually obtains a postdoctoral fellowship. At the time of writing this self-evaluation, in the fall of 2013, 4 scientists held postdoctoral fellowships at universities around the world, which is a significant increase, and given the size of the institution it would be difficult to expect much more.

As for the publication of scientific papers in highly ranked journals, we can state that we are satisfied with its trend, especially when examining the period between 1998 and 2009, which was analysed in the Development Strategy for Science in 2010. The then data indicated that 0.2 papers were published in the WoS annually per researcher, while indicators for the previous five-year period showed that 0.7 papers were published in the WoS annually per researcher, which is a significant increase and a positive trend. We are also satisfied by the fact that numerous papers are published in journals which have an impact factor above the median for the field, both in the first or second quartile for each field. We are still not satisfied with the distribution of publications, especially in terms of organizational units, since, given the number of researchers, two organizational units publish significantly more than the organizational unit of the Department of Kinesiology of Sports. On the other hand, the employees of the Department of Kinesiology of Sports are very active in their profession and in public activities in the field of sports.

The projects cycle funded by the Ministry of Science, Education and Sports will soon end, and the scientists from our Faculty have received grants for 5 new research projects in the University contest, held in September 2013. Furthermore, 4 groups of scientists have submitted projects, fully supported by the Faculty, to the contest of the Croatian Science Foundation which is currently taking place. In spring 2013, the consulting firm Razbor d.o.o. held a course for all interested parties entitled "Opportunities for funding projects at the Faculty of Kinesiology of the University of Zagreb from EU funds". This training course, which comprised 4 modules dealing with registration procedures for international projects,

particularly European ones, extended over a period of 8 days (56 hours) and was attended by 30 people. The Faculty has concluded several bilateral agreements with universities throughout the world (more details on this subject in the chapter on international cooperation) and we hope that this cooperation will result in starting international projects, whose current number we are not satisfied with.

According to the Croatian legislation, faculties are not institutions in which it is possible to pursue purely a research career, however, the adoption of various incentive regulations represents an attempt to increase the portion of research in relation to the teaching process, as well as to encourage and popularize research work, as previously explained. Unfortunately, due to the considerable teaching schedule, we are not completely satisfied with the realization of this objective. Nevertheless, the majority of young scientists were interested in attending the abovementioned course on how to register projects within the EU, which is an encouraging sign.

We are satisfied with the policy of monitoring the quality and the scope of scientific research, while measurable performance indicators of individual scientists have been elaborated in detail and are described in the previous sections of this chapter. Based on the measurable effects, scientists are gaining additional incentives for scientific research and also, to a certain extent, help with the publication of papers. Financing science with non-budgetary funds has so far been achieved through financing several projects for clients (the World Bank and the Croatian Armed Forces), whereas over the last two years, cooperation agreements with several famous major brand-name companies have been signed so that scientific and technological cooperation is expected. For now, we are pleased that certain indicators show that our Faculty is well positioned in the social and humanities field according to the ratio of the number of scientific papers in highly ranked journals and the number of scientists, as well as to the number of papers in cooperation with other institutions. Nevertheless, we wish to further enhance this ratio.

It should be noted that there is a particular desire to enhance the function of the Centre for Knowledge Transfer in Kinesiology. Within its framework, knowledge (both scientific and expert resources) is accumulated and then further transferred to end-users in all fields of applied kinesiology through teaching, lifelong learning and training, conferences, publishing, studies, feasibility studies, expertise, counselling, the media and other types of activities.

We are still not fully satisfied with the normative framework for conducting research in relation to the activities of the Institute for Kinesiology. Three years ago, the reconstruction of a part of the Faculty which will serve primarily for research purposes was completed. Six laboratories were created (Laboratory for Motor Control and Performance, Laboratory for Swimming, Laboratory for Biomechanics, Laboratory for Sports Medicine, both for applied physiology and kinanthropometry, Laboratory for Psychodiagnostics and Sports Psychology and the Sports Diagnostics Centre), out of which some have been better equipped, while others only to a lesser degree. A particular problem is the lack of laboratory staff (laboratory

assistants, technicians, etc.). Over the next two years, the goal is to finish equipping the remaining laboratories up to the level of full functionality necessary for research in the field in question. The work of the Institute for Kinesiology is partially defined by the Statute and the organizational structure of the Faculty, however, we plan to introduce a Book of Regulations for its activities, which will specify in greater detail the functioning of all the laboratories, but only after they are fully established and satisfactorily equipped.

Table 5.1. Mentors
(Mentors for the scientific area)

Name of the doctoral programme (specialisations)	Number of mentors for dissertations defended in the past 5 years	Number of mentors' publications in national journals in the past 5 years*		Number of mentors' publications in international journals in the past 5 years*	
		WoS	Scopus	WoS	Scopus
Doctoral study of kinesiology	<p>38 TOTAL</p> <p>29 (employees of the Faculty of Kinesiology)</p> <p>4 (retired mentors)</p> <p>7 (mentors from other scientific-educational institutions)</p>	100	97	150	164

**Only reviewed papers in the highest category of the national classification are considered, that is, only papers published in journals in the international databases WoS and Scopus.*

Table 5.2. Sources of funding for scientific projects

Start year	Project (name)	Duration (months)	State budget (MSES)	State budget (other sources – list which)	Local government budget	EU funds	Business sector – private companies	Business sector – private companies	University of Zagreb (MSES)	TOTAL
2008	Unity through knowledge	39,5	326.421,00	-	-	-	-	-	-	326.421,00
2012	Health aspects of physical exercise	18,5	30.000,00	-	-	-	-	-	-	30.000,00
2007	Biomechanical efficiency in top Croatian athletes	79	141.660,00	-	-	-	-	-	-	141.660,00
2007	Diagnostic procedures for evaluating physical fitness in handball	79	224.660,00	-	-	-	-	-	-	224.660,00
2007	Importance of the level of physical fitness in the prevention of chronic cardio-vascular diseases	79	340.000,00	-	-	-	-	-	-	340.000,00
2007	The level of physical fitness and illness/injury incidence in swimmers	79	167.340,00	-	-	-	-	-	-	167.340,00
2007	Nutritional knowledge and nutritional habits in athletes	45	72.000,00	-	-	-	-	-	-	72.000,00
2007	Dispositional and situational factors of motivation and quality of life in athletes	79	263.340,00	-	-	-	-	-	-	263.340,00
2007	Physiological determinants of efficiency in endurance sports	79	170.000,00	-	-	-	-	-	-	170.000,00
2007	Evaluation of realistic quality assessment methods of athletes	45	120.000,00	-	-	-	-	-	-	120.000,00

2007	Muscle mechanical function in ballistic movement performance	79	170.000,00	-	-	-	-	-	-	-	-	-	-	-	-	-	170.000,00
2007	Programming transformational processes for developing characteristics of physical fitness	79	170.000,00	-	-	-	-	-	-	-	-	-	-	-	-	-	170.000,00
2007	Development of algorithms for testing multivariable structural hypothesis	57	185.500,00	-	-	-	-	-	-	-	-	-	-	-	-	-	185.500,00
2007	Automatic movement measurements and expert evaluation in the study of locomotion	79	396.658,00	-	-	-	-	-	-	-	-	-	-	-	-	-	396.658,00
2007	Development strategy for sports and nautical tourism in Croatia	79	251.341,00	-	-	-	-	-	-	-	-	-	-	-	-	-	251.341,00
2007	Correlation between situational efficiency and kinematic parameters in volleyball techniques	68	99.995,00	-	-	-	-	-	-	-	-	-	-	-	-	-	99.995,00
2008	Health habits of sports coaches	68	75.000,00	-	-	-	-	-	-	-	-	-	-	-	-	-	75.000,00
2008	Physical exercise epidemiology in Croatia	33	36.660,00	-	-	-	-	-	-	-	-	-	-	-	-	-	36.660,00
2008	Effects of different types of physical exercise on diabetes mellitus	68	150.000,00	-	-	-	-	-	-	-	-	-	-	-	-	-	150.000,00
2008	Coaches and professional work in Croatian sports	2	240.000,00	-	-	-	-	-	-	-	-	-	-	-	-	-	240.000,00
2013	Pedobarographic characteristics of human	-	-	-	-	-	-	-	-	-	-	-	-	-	-	70.000,00	70.000,00

Table 5.3. Sources of funding for professional projects

Start year	Project (name)	Duration (months)	State budget (ministries and public administration)	Local government budget	International funds	Business sector – private companies	Business sector – private companies	Other sources (list which)	TOTAL
2012	Development Strategy for Sports and Physical Exercise at the University of Zagreb	19	299.500,00	-	-	-	-	-	299.500,00
2005	Assessment of measurement procedures for evaluating the physical fitness in conscripts of the Armed Forces	104	1.466.455,00	-	-	-	-	-	1.466.455,00
2007	Research on Human Resources and Potentials	61	3.928.015,00	-	-	-	-	-	3.928.015,00
	Total	184	5.693.970,00	-	-	-	-	-	5.693.970,00

Table 5.4. List of scientific and developmental projects

List of active scientific and developmental projects awarded by MSES, with names of project leaders
<ol style="list-style-type: none"> 1. Health aspects of physical exercise (programme) project leader: professor Marjeta Mišigoj-Duraković, PhD 2. Biomechanical efficiency in top Croatian athletes project leader: associate professor Ljubomir Antekolović, PhD 3. Diagnostic procedures for evaluating physical fitness in handball project leader: professor Dinko Vuleta, PhD 4. Importance of the level of physical fitness in the prevention of chronic cardio-vascular diseases project leader: professor Marjeta Mišigoj-Duraković, PhD 5. The level of physical fitness and illness/injury incidence in swimmers project leader: professor Goran Leko, PhD 6. Dispositional and situational factors of motivation and quality of life in athletes project leader: assistant professor Renata Barić, PhD 7. Physiological determinants of efficiency in endurance sports project leader: assistant professor Davor Šentija, PhD 8. Muscle mechanical function in ballistic movement performance project leader: professor Goran Marković, PhD 9. Programming transformational processes for developing characteristics of physical fitness project leader: professor Dragan Milanović, PhD 10. Automatic movement measurements and expert evaluation in the study of locomotion project leader: professor Vladimir Medved, PhD 11. Development strategy for sports and nautical tourism in Croatia project leader: professor Mato Bartoluci, PhD 12. Correlation between situational efficiency and kinematic parameters in volleyball techniques project leader: professor Nenad Marelić, PhD 13. Health habits of sports coaches project leader: professor Bojan Matković, PhD 14. Effects of different types of physical exercise on diabetes mellitus project leader: professor Lana Ružić, PhD
List of active scientific, artistic and developmental projects from other national sources (UKF, NSF, other state institutions or Croatian industry), with names of project leaders
<p>Projects which were approved the financial support of the University of Zagreb in October 2013:</p> <ol style="list-style-type: none"> 1. Pedobarographic characteristics of human locomotion in sports and medicine project leader: professor Vladimir Medved, PhD 2. Study on the correlations in the level of physical fitness in high-school students project leader: professor Marjeta Mišigoj-Duraković, PhD 3. External loading and neuromuscular function in humans: motor control and adjustment mechanisms project leader: professor Goran Marković, PhD 4. ACTIN 3/R577X, ADRB 3 and ACE polymorphisms of top athletes in team sports project leader: professor Lana Ružić, PhD 5. Life quality, tendency towards risk behaviours and self-respect in athlete and non-athlete adolescents project leader: assistant professor Renata Barić, PhD
List of active scientific and developmental projects awarded by international funds, with names of project leaders/coordinators
-

Table 5.5. Bibliography (in the last 5 years; 2008-2013)

Publication category*	Total number of publications	Number of publications that were the result of collaboration with other HEIs and scientific organizations	Ratio: Number of publications/number of teachers** (n 41)
Publications in the journals included in the CC, WoS (SSCI, SCI-expanded and A&HCI) and Scopus databases¹	WoS 146	102	3,56
	Scopus 123	92	3,00
Other publications included in the databases recognized in the appointment to research grades²	235	88	5,73
Authorship of books published abroad	2	2	0,04
Authorship of books published in Croatia	51	9	1,24
Publications in national journals with international peer review³	117	77	2,85
Peer-reviewed publications in proceedings of international and conferences abroad ^{***4}	212	61	5,17
Publications in national journals with national peer review	14	1	0,34
Professional publications	381	30	9,29
Chapters in peer-reviewed books	31	6	0,75
Peer-reviewed publications in proceedings of national scientific conferences ^{***}	79	7	1,92
Number of publications in journals published by your institution	13	8	0,31

* **Types of publications in bold are required**

** **One person is included in the calculation only once**

*** **Proceedings that haven't been included in selection or review process should not be included**

¹ WoS and Scopus searched according to the affiliation category (kinesiol* AND zageb, kineziol* AND zagreb)

² Data from Annual Reports on the Faculty's work (ak. god. 2007./2008., 2008./2009., 2009./2010., 2010./2011., 2011./2012., 2012./2013.)

³ Publications from the first two categories are once again included along with other publications

⁴ Publications from the second category are once again included

Table 5.5.a. Bibliography of artists (in the last 5 years)

*Table 5.5.a. –not applicable

Table 5.6. Research productivity of the organisational units

Publication category*		Total number of publications	Publication number/teaching staff number ratio for each unit**		
			Department of Kinesiological Anthropology and Methodology (8)	Department of General and Applied Kinesiology (10)	Department of Kinesiology of Sports (23)
Publications in the journals included in the CC, WoS (SSCI, SCI-expanded and A&HCI) and Scopus databases	WOS	146	46 (5,8)	46 (4,7)	54 (2,3)
	SCOPUS	123	39 (4,9)	39 (4,0)	45 (1,9)
Other publications included in the databases recognized in the appointment to research grades		235	73 (9,1)	75 (7,5)	87 (3, 8)
Authorship of books published abroad		2	0 (0)	1 (0,1)	1 (0,04)
Authorship of books published in Croatia		51	8 (1)	26 (2,6)	17 (0,7)
Publications in national journals with international peer review ⁵		117	36 (4,5)	38 (3,8)	43 (1,9)
Publications in national journals with national peer review		14	0 (0)	1 (0,1)	13 (0,56)
Chapters in peer-reviewed books		31	13 (1,6)	9 (0,9)	9 (0,4)

*Types of publications in bold are required

** One person is included in the calculation only once

*** Proceedings that haven't been included in selection or review process should not be included

⁵ Publications from the first two categories are once again included along with other publications

Table 5.7. Artistic productivity of the organizational units

Category	Total	Work/teaching staff number ratio for each unit		
		Department of Kinesiological Anthropology and Methodology	Department of Kinesiology of Sports	Department of General and Applied Kinesiology
Number of managing and advisory professional posts which our teachers fill in international sports units	6	1	1	4
Number of managing and advisory professional posts which our teachers fill in national sports units	21	2	10	9
Number of managing and advisory professional posts which our teachers fill in regional sports units	4	-	3	1
Number of managing and advisory professional posts which our teachers fill in sports clubs	5	1	4	-
Number of professional functions which our teachers perform for national teams or top athletes	14	2	11	1

APPENDIX OF TABLE 5.7. EMPLOYEES' ACTIVITY IN THE WORK OF PROFESSIONAL SPORTS UNITS

Name	Title	Association and/or function
Andrijašević Mirna	professor, PhD	Vice president of the Zagreb Association for Physical Recreation "Sport for all"
Antekolović Ljubomir	assistant professor, PhD	Physical conditioner of the successful Croatian tennis player and present member of the Croatian Davis Cup team Marin Čilić; President of the Commission for Professional Training and Licensing at the Croatian Athletics Federation
Baić Mario	assistant professor, PhD	Selector of the senior, U-18 and U-16 national teams; President of the Commission for Professional Programmes at the Zagreb Sports Association
Barbaros Tudor Petar	assistant professor, PhD	President of the Professional Commission at the Croatian Tennis Association
Barić Renata	assistant professor, PhD	Member of the professional team for the preparation of Croatian rowing crew (four-seated sculler), winner of an Olympic medal
Bosnar Ksenija	professor, PhD	Member of the Executive Committee at the European Association for Sociology of Sports
Bradić Asim	PhD	Physical conditioning coordinator for young national teams (U-15 and U-21) at the Croatian Football Federation; Founder and member of the European Physical Conditioning Association (EPCA); Member of the Association of Conditioning Coaches of Croatia; Founder and member of the Management Committee at the Croatian Health and Fitness Association

Čustonja Zrinko	professor	President of the Croatian Academic Sports Federation; Assembly member at the Croatian Olympic Committee; President of the Executive Committee of the European University Games 2016 Zagreb-Rijeka; Associate at the Croatian Radio Television in the show "Good Morning Croatia" - over 160 live appearances and contributions in the column "The History of Croatian Sports"
Đurković Tomislav	PhD	Head coach of the first-league Women's Volleyball Club Azena Velika Gorica
Furjan-Mandić Gordana	professor, PhD	President of the Croatian Academic Synchronized Swimming Club Mladost
Greblo Zrinka	PhD	Vice president of the OLIMP Centre for psychological counselling, education and mental preparation in sports
Gregov Cvita	professor	Physical conditioner of the Croatian women's national basketball team; Coordinator for physical conditioning and physical conditioner of the Croatian women's national football teams (U-19 and U-17)
Hraski Željko	assistant professor, PhD	Head coach of the Croatian deaf ski national team
Janković Saša	assistant professor, PhD	Head doctor of the medical team at the FC Dinamo Zagreb
Jukić Igor	professor, PhD	Physical conditioner of the successful Croatian football player present member of the Croatian national football team Ivica Olić; President of the Association of Conditioning Coaches of Croatia; Secretary general of the European Physical Conditioning Association
Kalajžić Drago	MSc	President of the Inspecting Committee at the Croatian Land-bowling Federation and the Zagreb Association of Physical Recreation
Knjaz Damir	professor, PhD	Representative of Croatia at the FIBA Europe's Youth Commission (since 2008); Member of the International Committee at the National Association of Basketball Coaches, the only European member (since 2011); Member of the Professional Programme Commission at the Zagreb Sports Association since 2012; Member of the Management Committee at the Foundation „Paralympic“ of the Croatian Paralympic Committee since 2012
Krističević Tomislav	assistant professor, PhD	Assistant coach of the best Croatian skier and winner of a number of world championship and Olympic medals Ivica Kostelić Head coach of Croatian Paraolimpic Athletic National Team
Leko Goran	professor, PhD	President of the Professional Technical Commission at the renowned Croatian Academic Swimming Club Mladost
Matković Bojan	professor, PhD	President of the Professional Committee at the Croatian Basketball Federation
Matković Branka	professor, PhD	Member of the Professional Committee of the Croatian women's national basketball team
Medved Vladimir	professor, PhD	Member of the Croatian Medical and Biological Engineering Society (CroMBES); Head of the Section for Biomechanics at the Croatian Medical and Biological Engineering Society of the International Federation for Medical and Biological Engineering (IFMBE); Delegate of the Croatian Medical and Biological Engineering Society at the IFMBE; Vice president of the Croatian Academy of Engineering; the Alumni Association at the Faculty of Electrical Engineering and Computing of the University of Zagreb, the Harvard Alumni Association and the Croatian Fulbright Alumni Association; the Electrotechnical Society Zagreb; the Croatian Snow Sport Instructors and Trainers Association

Milanović Dragan	professor, PhD	Member of the Croatian National Sports Council; Vice president of the International Motor Sports Association; Member of the Presiding Committee at the Croatian Academy of Educational Sciences
Milanović Luka	PhD	Physical conditioner of the Croatian national basketball team
Možnik Marijo	B.Ed	Member of the gymnastics club ZTD Hrvatski sokol, the Croatian Gymnastics Association and the International Gymnastics Federation as an active athlete (senior) and winner of a number of international medals
Petrinović Zekan Lidija	PhD	President of the Zagreb Badminton Association; Selector of younger age categories at the Croatian Badminton Association
Prot Franjo	professor, PhD	President of the Croatian Taekwondo Federation; President of the Administrative Council at the Croatian Olympic Academy; Member of the Croatian Olympic Committee Council; Assembly member at the Croatian Olympic Committee; President of the Scientific Committee at the European Taekwondo Union
Rakovac Marija	PhD	Secretary of the Croatian Sports Medicine Society at the Croatian Medical Association
Rešetar Tomica	PhD	President of the Coaching Commission at the Croatian Handball Federation; Assistant coach of the first-league Women's Volleyball Club Azena Velika Gorica
Ružić Lana	professor, PhD	President of the Scientific Committee at the Croatian Snow Sport Instructors and Trainers Association
Segedi Ivan	PhD	President of the Inspecting Committee at the Zagreb Judo Association
Sertić Hrvoje	professor, PhD	President of the Professional Coaching Committee at the Croatian Judo Association; Selector and head coach of the Croatian national judo student team; President of the Professional Coaching Committee at the Zagreb Karate Association Member of the Professional Programme Commission at the Zagreb Sports Association since 2012; Board member of EUPEA since 2007.- Member of International Research Judo Association since 2005.
Vučetić Vlatko	PhD	Member of the coaching team of the woman track-and-field athlete Abeylegesse Elvan, winner of international and Olympic medals
Vuleta Dinko	professor, PhD	President of the Parliament Committee for awarding the "Franjo Bučar" National Sports Award; President of the Professional Committee for adopting sports educational programmes at the University of Zagreb; President of the Sports Committee at the University of Zagreb; Secretary of the Croatian Academy of Educational Sciences; President of the Croatian Association of Handball Coaches



6.
**MOBILITY AND INTERNATIONAL
COOPERATION**

6. MOBILITY AND INTERNATIONAL COOPERATION

a) Specify how you support internal mobility of students (possibility of transfer for students who graduated from similar study programmes).

Studies at the Faculty of Kinesiology of the University of Zagreb are in many respects open studies in terms of the high level of mobility achieved by our students compared to other similar higher education institutions and study programmes in which these students enrol, at their own choice, in certain courses, thus complementing their kinesiological knowledge. At the same time, the Faculty accepts, in all years of study a certain number of interested students from other higher education institutions, while ensuring enrolment in the desired courses that will allow them to expand and deepen the knowledge they obtained, as well as their competences.

Integrated university study of kinesiology

Pursuant to Article 63 of the Science and Higher Education Law (Official Gazette no. 123/03, 198703,. 105/04, 174/04 and 46/07), Article 53 of the Statute of the Faculty of Kinesiology of the University of Zagreb, in accordance with Articles 24 and 25 of the Regulations on University Studies at the University of Zagreb, Class: 602-04/08-10/30, Registry No. 380-04/39-08-1 of July 25, 2008. the Faculty Council of the Faculty of Kinesiology of the University of Zagreb, with regard to the proposal of the Committee for Education and Student Affairs, at its 8th regular session held on July , 2010, issued its

DECISION ON THE CONDITIONS FOR THE TRANSFER OF STUDENTS OF KINESIOLOGY FROM OTHER HIGHER EDUCATION INSTITUTIONS TO THE FACULTY OF KINESIOLOGY OF THE UNIVERSITY OF ZAGEB, which regulates the conditions and the manner of transfer for students of kinesiology from other higher education institutions in the Republic of Croatia and abroad to the Faculty of Kinesiology of the University of Zagreb, particularly issues relating to:

- who may transfer and in which manner from another institution of higher education to the Faculty of Kinesiology;
- the process of submitting an application for exercising transfer rights;
- the transfer conditions; the study period in which transfer is possible;
- the rights and obligations of transfer students;
- the competent bodies responsible for deciding on transfer applications and the role of the ECTS coordinator;

as well as other issues related to the right of the aforementioned students to transfer to the Faculty of Kinesiology.

Transfer to the Faculty of Kinesiology of the University of Zagreb and admission to the integrated undergraduate and graduate university study of kinesiology may be granted, in

accordance with this Decision, to a student, a Croatian national, pursuing university studies in kinesiology, who at another higher education institution in the Republic of Croatia or abroad regularly attended and completed the first year of study at the mother institution and fulfilled all the requirements for regular admission to the higher (the second) year of study.

Under identical conditions to those stated above, transfer to the Faculty of Kinesiology and admission to the integrated undergraduate and graduate university study of kinesiology may be granted to senior students.

By way of exception, transfer to the Faculty of Kinesiology cannot be granted to any student who is at another higher education institution and has already been admitted to the fourth or fifth year of study.

Coach education professional study

Pursuant to Article 63 of the Science and Higher Education Law (Official Gazette no. 123/03, 105/04, 174/04 and 46/07 and 63/11) and Article 56 of the Statute of the Faculty of Kinesiology of the University of Zagreb, the Faculty Council of the Faculty of Kinesiology at the proposal of the Coach Education and Training Department Council and the Dean's Collegium, at the 2nd regular session held on October 30, 2012 issued their DECISION ON THE CONDITIONS FOR THE TRANSFER AND ADMISION OF FULL-TIME UNIVERSITY STUDENTS OF KINESIOLOGY TO THE COACH EDUCATION PROFESSIONAL STUDY, determining the conditions for the transfer and admission of full-time university students of kinesiology to the three-year Coach education professional study, organized and conducted by the Coach Education and Training Department at the Faculty of Kinesiology of the University of Zagreb , particularly issues relating to:

- the recognition of completed courses and semesters,
- the recognition of passed exams, the exam grades obtained and the ECTS credits earned,
- the identification of supplementary courses and exams,
- the recognition of the right to take exams in supplementary courses without a compulsory attendance,
- the possible recognition of the right to a privileged study price for common study semesters,

as well as other issues related to the transfer and admission of full-time university students of kinesiology to the Coach education professional study. Therefore, when university students of kinesiology transfer to the aforementioned three-year study, they are, as a general rule, admitted to the first year of the study. By way of exception, the following

applies to students at the university study of kinesiology, who have completed their courses at the university study as follows:

1. at least the first two years of study (semesters I to IV), upon their transfer to the Coach education professional study and admittance to:
 - 1.1. one of the sports specialisations, they gain recognition of having completed the first semester with the right to take exams in any of the potentially uncompleted theoretical courses from the first semester, without the compulsory attendance in classes;
 - 1.2. the study group Physical Conditioning of Athletes, Fitness Training or Physical Recreation, they gain recognition of having completed the first semester with the right to take exams in any of the potentially uncompleted theoretical courses from the first semester, without the compulsory attendance in classes, however with a compulsory attendance in courses from sports specialisations which are taken in the first semester of the individual study groups in question.
 - 1.3. In exceptional cases, students of the university study of kinesiology who have completed their university study in accordance with the new ECTS study programme for at least four years of their studies, as part of which during the VII. and VIII. semesters they also completed the first part of classes in their chosen elective module, upon transfer to the Coach education professional study, they gain recognition, along with subsequent admission, of having completed the first three semesters of study and the right to take exams in all the supplementary courses from the aforementioned semesters without a compulsory attendance, if at the professional study they are admitted to same study group in which they took their elective specialisation (elective module) during their full-time university study.

Doctoral study

The doctoral study of kinesiology is open to students from other postgraduate programmes in 9 scientific fields of knowledge (natural sciences, technical sciences, biomedicine and health care, biotechnical sciences, social sciences, humanities, artistic fields, interdisciplinary science fields and interdisciplinary artistic fields).

Pursuant to Article 63 of the Science and Higher Education Law (Official Gazette no. 123/03, 198703, 105/04, 174/04 and 46/07.), and Article 33 of the Statute of the Faculty of Kinesiology of the University of Zagreb, the Faculty Council of the Faculty of Kinesiology at the proposal of the Postgraduate Studies Council, at its 2nd regular session held on November 22, 2008., issued its DECISION ON THE CONDITIONS FOR THE ADMISISON OF A THIRD (SUPPLEMENTARY) YEAR OF THE POSTGRADUATE DOCTORAL STUDY OF KINESIOLOGY AND ON THE CONDITIONS FOR INITIATING THE PROCEDURE FOR OBTAINING A SCIENCE

DOCTORATE OUTSIDE THE DOCTORAL STUDY IN THE AREA OF SOCIAL SCIENCES AND IN THE SCIENTIFIC FIELD OF KINESIOLOGY FOR CANDIDATES WHO HAVE OBTAINED THE ACADEMIC DEGREE OF MASTER OF SCIENCES IN OTHER SCIENTIFIC AREAS AND FIELDS OUTSIDE KINESIOLOGY (OUTSIDE OR ACCORDING TO THE ECTS PROGRAMME), by means of which candidates who have obtained the academic degree of Master of Science in other scientific areas and fields outside kinesiology (outside or according to the ECTS programme) are obliged, prior to the admission in the fifth semester of the postgraduate doctoral study in the area of social sciences and the scientific field of kinesiology, to prove their scientific activity in the form of published scientific papers in the appropriate publications (fourth credit group – at least 15 credits for the publication of papers in category a1). Prior to taking any of the exams in the study programme of the postgraduate doctoral study of kinesiology, candidates specified in Article 1 of this Decision are obliged to pass two collective qualifying exams in basic kinesiological disciplines in accordance with the programme of the integrated undergraduate and graduate university study of kinesiology, i.e.:

1. GENERAL KINESIOLOGY (Systematic Kinesiology, Basic Kinesiological Transformations, Biomechanics and History of Sports),
2. KINESIOLOGICAL ANTHROPOLOGY (Functional Anatomy, Kinesiological Physiology, Kinesiological Anthropology, Kinesiological Psychology and Kinesiological Sociology).

The same candidates are also required to pass the following supplementary exams in the study programmes of the first and second years of the doctoral study of kinesiology:

First credit group

- | | |
|---|----------------|
| 1. Research Methodology in Kinesiology | 9 ECTS credits |
| 2. One of the 3 below listed courses depending on the chosen elective module: | |
| 2.1. Research in Kinesiology of Sports | 5 ECTS credits |
| 2.2. Research in Kinesiological Recreation | 5 ECTS credits |
| 2.3. Research in Kinesiological Education | 5 ECTS credits |

Second credit group

- | | |
|--|----------------|
| 1. Obligatory course in the chosen elective module : | |
| 1.1 Kinesiology of Sports, or | 8 ECTS credits |
| 1.2 Kinesiology of Education, or | 8 ECTS credits |
| 1.3 Models of kinesiological programmes in Physical Recreation | 9 ECTS credits |

The Faculty of Kinesiology promotes internal student mobility in order to strengthen the interdisciplinary quality of the study programmes at all levels of study. Internal mobility is most pronounced in the doctoral study programmes, where a substantial number of the students have completed their studies at the School of Medicine, which is merely yet another proof of the connection between kinesiology and medicine in resolving issues of public health.

b) Describe the objectives you wish to accomplish through your institution's international cooperation. Specify the forms of cooperation (European projects, bilateral agreements with foreign HE institutions, individual research cooperation, short- and long-term stays abroad – teachers and students, organisation of international conferences in Croatia, participation at international conferences and other forms of cooperation) and assess the scope and success of your institution's existing international cooperation.

The Faculty of Kinesiology of the University of Zagreb with its long-lasting work in the field of mobility and international collaboration attempts to fulfil the prerequisites for free mobility of the students, teachers, associates and researchers in the field of higher education and science. These activities are based on the fact that progress can only be made through international collaboration and exchange of experiences with related institutions in the fields of kinesiology and sports science, spreading the knowledge and the transfer of knowledge and technologies. For that purpose, the Faculty of Kinesiology of the University of Zagreb established the Office for International Cooperation, Protocol and Public Relations on January , 2007 which, among other things, covers the following activities:

- encouraging and carrying out all activities related to the inclusion of the Faculty into the network of European institutions of higher education in the field of kinesiology, that is, sports science;
- including the Faculty in numerous European and international programmes (Ceepus, Tempus, Erasmus...);
- systematic maintaining of contacts with international associations of which the Faculty is a member and active participator in their work;
- creating long-term, medium-term and short-term programmes of international collaboration of the Faculty and their direct realisation for the purpose of developing long-lasting partnerships with other international institutions of higher education in the form of international exchange of students and teachers, carrying out joint scientific projects, as well as producing and performing joint study programmes at all levels of study;
- taking care of the international promotion of the Faculty and, in relation to this, the presentation and distribution of information publications (programmes, catalogues, leaflets, etc.) on study programmes, modules and courses which are organized and carried out at the Faculty of Kinesiology (in Croatian and especially in English);
- making a financial plan and submitting a financial report on the work of the Office for International Cooperation, Protocol and Public Relations;
- participating in international gatherings, workshops, conferences, and actively participating in the organization of international conferences organised by the Faculty;
- systematic informing and education of the employees and students of the Faculty on available programmes of international collaboration;

- accomplishing tasks related to referring students and teachers of the Faculty to international institutions of higher education, as well as those related to receiving foreign students and teachers at the Faculty of Kinesiology (direct contacts with international institutions of higher education, issuing and receiving official references and the necessary certificates on the time spent at the Faculty, that is, at an international institution of higher education, information on attended lectures, completed courses, obtained ECTS credits and other achieved results, etc.);
- establishing a direct collaboration and offering the necessary assistance to organizers of international conferences and other scientific and professional gatherings (arranging the protocol of the formal opening and closing ceremonies at conferences, supplying equipment, getting in contact with invited lecturers and guests, etc.);
- organizing and implementing the preliminary activities regarding the visits of international lecturers (writing letters of invitation, ensuring the appropriate lecture halls, writing and distributing invitations to lectures, booking and organizing the accommodation for lecturers during their stay in Zagreb);
- keeping records on university teachers from abroad, particularly on visiting professors who collaborate with the Faculty;
- keeping records on international students who are guests at our Faculty and offering them different kinds of assistance (information on the study requirements and their participation in lectures and research projects, helping them upon their arrival and during their stay at the Faculty, etc.);
- daily checking of relevant websites, particularly those related to international collaboration, student and teacher exchange, awarding scholarships or international conferences, such as the following: Ministry of Science, Education and Sports, University of Zagreb, Ministry of Foreign Affairs, Ministry of European Integration, international associations of which the Faculty is a member, and timely informing those who are involved, those who are interested, as well as the Faculty authorities;
- regular and timely announcement of the released scholarship contests, projects, exchanges, etc. - on the bulletin board, on the website, individually by e-mail, etc.;
- assisting the employees and students of the Faculty in establishing contacts, finding the institutions and programmes for their specialisation, assistance in obtaining and filling out forms, defining their status in case of bilateral contracts, giving relevant instructions regarding travelling to certain countries and if needed, contacting Croatian embassies in individual countries where the students and the teachers travel to, etc.;

EUROPEAN PROJECTS

In collaboration with the “CBBS” company, which deals with consulting in relation to European Union funds, our Faculty took the first steps towards active involvement in European programmes. According to the contract, “CBBS” will provide the Faculty of Kinesiology with consulting services in the following areas:

1. Consulting on initiating and developing programmes at the Faculty of Kinesiology in relation with the European integration.
2. Creating a professional development marketing study ‘The Faculty of Kinesiology and European integrations’ aiming at the identification of curricula related to the future development and orientation of the EU regarding the scientific community, economy, sports and health. The development marketing study will be focused on the following:
 - Identifying European and EU stakeholders (institutions and various EU bodies, European associations) focused on the development of sports, health and the scientific community in the following period between 2014 and 2020.
 - Informing on EU programmes, projects and contests relevant to the Faculty of Kinesiology (programmes related to young people, sports, health, an active and healthy lifestyle, studies related to health and physical exercising, etc.), particularly on the presently open EU programmes, as well as the programmes which are in preparation for the period between 2014 and 2020.

For this purpose, numerous activities have been organized, among which the education of employees for the preparation and writing of proposals for European projects organized by the company “Razbor” for about 20 employees of the Faculty, and also marking the EU Day at the Faculty of Kinesiology on March 19, 2013. Currently the Faculty is holding intensive negotiations with partners on the involvement into the EU programme HORIZON 2020, as well as preparing applications for several European projects.

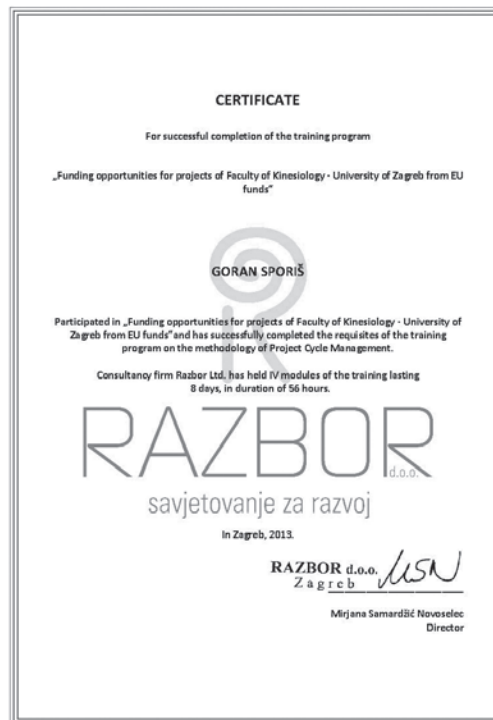


Image 6.1. Certificate of successful completion of the training programme on the methodology of Project Cycle Management of EU funds.



Image 6.2. EU Day at the Faculty of Kinesiology

The Faculty of Kinesiology initiated a preliminary study for the project of construction of the West University Sports Campus in collaboration with Deloitte consulting services d.o.o. (Deloitte is one of the leading international organizations for professional services offering a

wide spectrum of top services in the field of auditing, risk management, taxes, business consulting and financial consulting. By its range of services and its multidisciplinary approach to the most complex business challenges, the company plays a unique role in Croatia. In Croatia, professional services are offered by Deloitte d.o.o. and Deloitte consulting services d.o.o., both companies being members of the regional organization Deloitte Central Europe Holdings Limited. Deloitte Croatia is one of the leading companies for offering services of auditing, tax consulting, business consulting, risk management and financial consulting, whereas the abovementioned services are provided by more than 130 Croatian experts, as well as specialist experts from abroad.). This study represents the first step in designing the project as it should portray the justifiability and the benefits of this project, as well as its social value, further sustainability, energy efficiency, an approximation of expenses, etc.

The project is planned to be mostly financed by EU funds so therefore we are awaiting an EU contest for funding in order to apply with this project.

BILATERAL AND INTER-UNIVERSITY AGREEMENTS

International collaboration of the Faculty of Kinesiology of the University of Zagreb in the area of teaching and scientific and research activities is, among other things, achieved through bilateral university and faculty agreements and invited lectures at the doctoral study programme or in conferences organised by the Faculty with a number of institutions of higher education in the field of kinesiology, such as:

1. Science and Research Centre, University of Primorska, Koper, Slovenia
2. University of Central Florida Orlando, Florida USA
3. National University of Physical Education and Sport of Ukraine, Kiev, Ukraine
4. Faculty of Kinesiology, University of Split, Croatia
5. Faculty of Physical Education and Sport, University of Pristina
6. Faculty of Physical Education, University of Skopje, Macedonia
7. Faculty of Physical Education and Sports, University of Banja Luka, Republic of Srpska, Bosnia and Herzegovina
8. Norwegian School of Sport Sciences, Oslo, Norway
9. Faculty of Sports and Physical Education, University of Sarajevo, Bosnia and Herzegovina
10. Faculty of Sports and Physical Education, University of Belgrade, Serbia
11. Faculty of Physical Education and Sport, University of Craiova, Romania
12. Faculty of Sciences of Formation, University of the Studies of Salerno, Italy
13. Faculty of Kinesiology and Rehabilitation Sciences, Leuven, Belgium
14. Norwegian School of Sport Sciences, Oslo, Norway

15. Beijing Sport University, Beijing, China
16. Faculty of Sports and Physical Education, University of Novi Sad, Serbia
17. Faculty of Sports and Physical Education, University of Montenegro, Nikšić, Montenegro
18. Faculty of Sports and Tourism, Novi Sad, Serbia
19. Faculty of Physical Education and Sports, Comenius University, Bratislava, Slovakia
20. Department of Kinesiology, Penn State University, USA
21. Jozef Pilsudski Academy of Physical Education in Warsaw, Poland
22. Faculty of Sciences of Formation, University of the Studies of Salerno, Italy
23. Polytechnic University of Torino, School of Engineering, Torino, Italy
24. Faculty of Sports Studies, Masaryk University, Brno, Czech Republic
25. Faculty of Art and Music, Education and Sport, Institute of Sport Science, University of West Hungary, Szombathely, Hungary

This collaboration is intensive and visible in the scientific and teaching collaboration at the undergraduate, postgraduate and doctoral studies, with numerous internationally recognised researchers and lecturers from related institutes and international faculties, on an individual and institutional level in terms of lectures, collaboration on the publishing of the “Kinesiology” journal, collaboration in scientific projects, and master and doctoral dissertation defences.

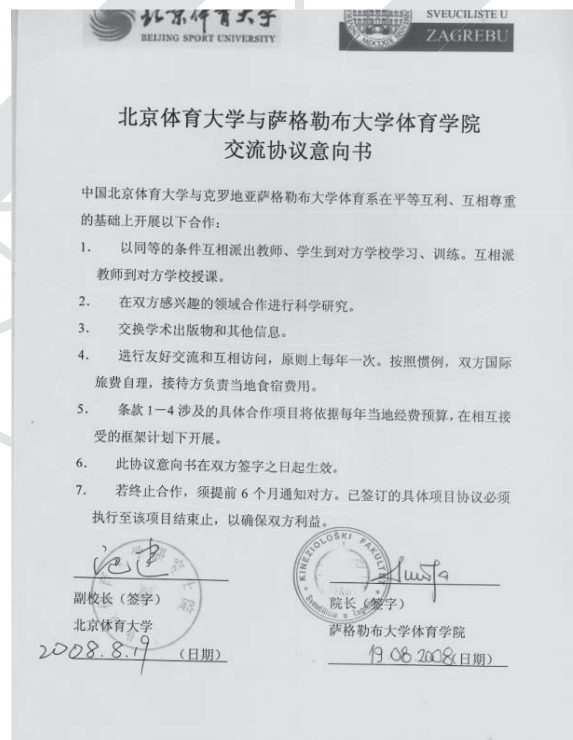


Image 6.3. Agreement with the Beijing Sport University

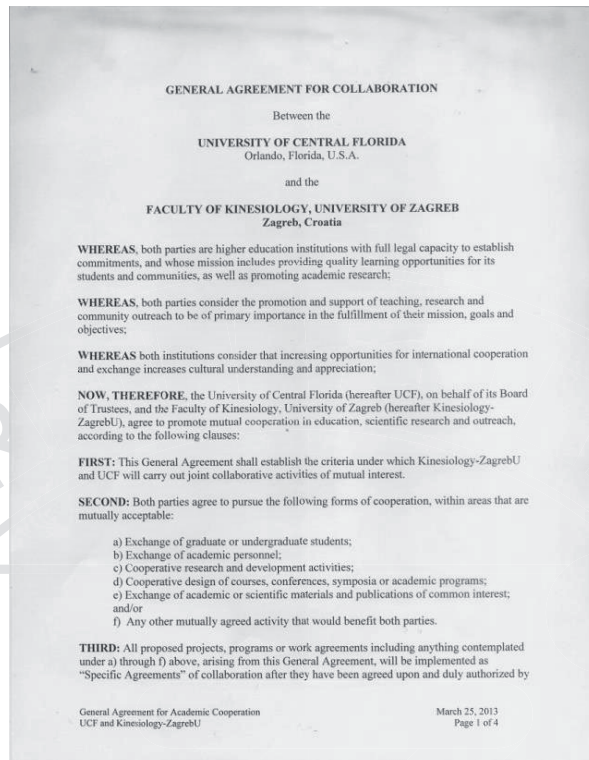


Image 6.4. Agreement with the University of Central Florida

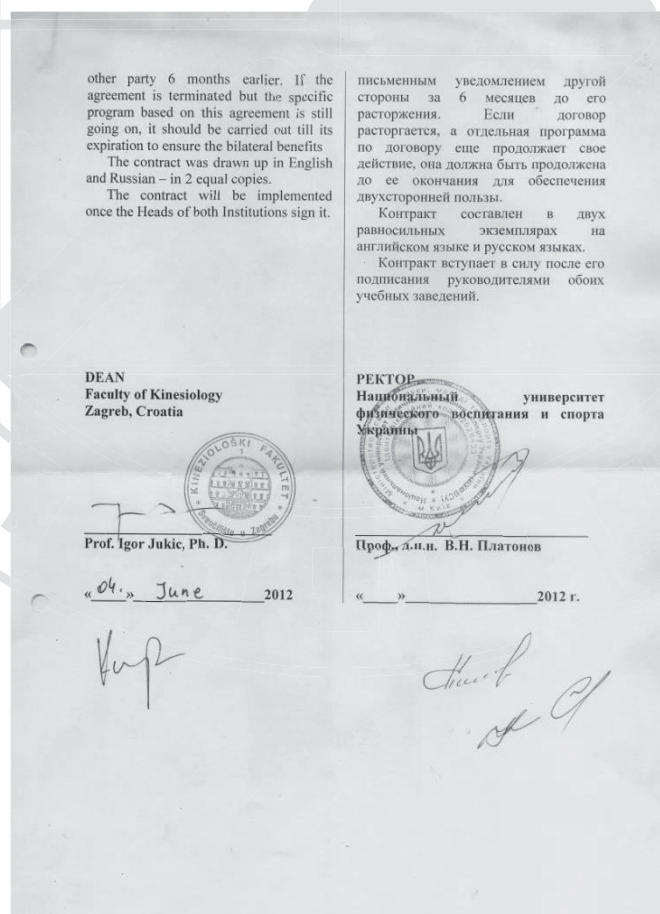


Image 6.5. Agreement with the National University of Physical Education and Sport of Ukraine

We should also point out here the initiation of intensive collaboration with the embassies of the Czech Republic, Slovakia and Spain regarding the potential cultural, economic and scientific support. A successful collaboration was also established with the Ministry of Foreign Affairs and European Integrations regarding the possibility of using trans-national agreements, particularly in the realisation of collaboration between Croatia and China.

It should be also mentioned that the Faculty of Kinesiology of the University of Zagreb has an exceptional collaboration with the related faculties in the region, as part of which intensive exchange is taking place, particularly in terms of lectures at the doctoral study programme and the participation in committees for master and doctoral dissertation defence.



Image 6.6. Signing of the bilateral agreement with the University of Montenegro in Nikšić

In terms of bilateral collaboration, an exceptionally good partnership with the Beijing Sport University should also be pointed out, as part of which representatives of the mentioned university have visited our Faculty on 5 occasions in the last few years, while negotiations on further possibilities for the development of the collaboration are held via the Confucius Institute.



Image 6.7. Visit of the representatives of the Faculty of Kinesiology to the Beijing Sport University in 2009

Representatives of the Faculty of Kinesiology also visited the Universities of Canberra, Melbourne and Sydney in the academic year 2012/13.

INDIVIDUAL COOPERATION IN RESEARCH

Individual cooperation in research is promoted in the activities of the Office for International Cooperation, Protocol and Public Relations in such a way that the teaching staff of our Faculty have been informed on all contests which are announced as part of the EU, the Ministry of Science, Education and Sports, the embassies and the private sector, which are directly related to kinesiology and its interdisciplinary branches. As a result of this cooperation with the Office for International Cooperation, Protocol and Public Relations, the following projects should be mentioned.

Project title: „Girls only“. Bewegung, Ernährung und aktive Lebensgestaltung für Mädchen im Alter zwischen 12 und 16 Jahren in steirischen gemeinden

This interdisciplinary project was focussed on the research of physical exercise, nutrition and lifestyle of adolescent girls aged between 12 and 16 years in the Styria district of Austria. The project was conducted by the Sportunion Steiermark, Verband von Sportwissenschaftlern Österreichs and by the Institut für Sportwissenschaft, Karl-Franzens-Universität Graz between 2009 and 2012, with the financial support of the Fonds Gesundes Österreich, Land Steiermark and Fit für Österreich in the amount of 30 000€. A junior researcher from our Faculty, Željko Pedišić, PhD, participated in this project while attending a postdoctoral training programme at the Institut für Sportwissenschaft, Karl-Franzens-Universität Graz between September 2011 and July 2012.

Project title: Sitting less and moving more: Population health research to understand and influence sedentary behaviour

This public health project is focused on researching the sedentary behaviour in the population and it is carried out in cooperation with the University of Sydney and University of Queensland in Australia, in the period between 2010 and 2014, with the financial support of the National Health and Medical Research Council (NHMRC) in the amount of \$1 795 000. A junior researcher from our Faculty, Željko Pedišić, PhD, has participated in this project while attending a postdoctoral training programme at the Sydney School of Public Health of the Faculty of Medicine, University of Sydney, between February 2013 and February 2014. Our employee is still working on this project which has so far resulted in the publication of one paper in an international scientific journal.

Project title: “Computer-aided neuro-muscular biomechanical analysis and diagnostics of complex movements”, which was carried out as a bilateral project between Croatia and Austria between 2006 and 2007 in cooperation with the Ministry of Science, Education and Sports of the Republic of Croatia and the Ministry of Science of the Republic of Austria. The partner institution was the Institut für Sportwissenschaft of the University of Vienna with professor Arnold Baca, PhD, as the co-leader. This project served as a valuable assistance in the establishing of the laboratory for Biomechanics as the leading laboratory at the Faculty of Kinesiology.

Individual cooperation was also carried out on projects with the Faculty of Sports, Ljubljana, Slovenia; the Institut für Sportwissenschaft der Universität, Vienna, Austria; Penn State University, York, SAD; University of Turin, Italy.

LONGER AND SHORTER VISITS OF TEACHING STAFF IN FOREIGN COUNTRIES

2006/2007

Cooperation agreement

- D. Milanović, Faculty of Sports, University of Ljubljana, LJUBLJANA, (SLOVENIA); duration: a week, from November 15, 2006; individual visit
- M. Mišigoj-Duraković, Faculty of Sports, University of Ljubljana, LJUBLJANA, (SLOVENIA); duration: a week, from November 16, 2006; individual visit
- T. Trošt, Faculty of Sports, University of Ljubljana, LJUBLJANA, (SLOVENIA); duration: a week, from March 21, 2007; group visit

Guest lecturer

- M. Andrijašević, Faculty of Sports, University of Ljubljana, LJUBLJANA, (SLOVENIA); duration: a week, from December 9, 2006; individual visit

- K. Bosnar, Faculty of Humanities, University of Primorska, KOPER, (SLOVENIA); duration: a week, from April 5, 2007; individual visit
- G. Furjan-Mandić, Faculty of Sports, LJUBLJANA, (SLOVENIA); duration: a week, from April 26, 2007; individual visit
- G. Furjan-Mandić, Swedish Table Tennis Association, Women and Coaching Seminar, KOPING, (SWEDEN); duration: a week, from November 16, 2006; individual visit
- D. Knjaz, NORWEGIAN SCHOOL OF SPORT SCIENCE, OSLO, (NORWAY); duration: a week, from June 9, 2007; individual visit
- G. Marković, Faculty of Sports and Physical Education, 2nd International Symposium New Technologies in Sport, SARAJEVO, (BOSNIA AND HERZEGOVINA); duration: a week, from April 12, 2007; individual visit
- F. Prot, Faculty of Humanities, University of Primorska, KOPER, (SLOVENIA); duration: a week, from April 5, 2007; individual visit
- F. Prot, Capital Institute of Physical Education in Beijing, International Symposium for Taekwondo Studies, BEIJING, (CHINA); duration: a week, from May 14, 2007; individual visit
- F. Prot, Katholieke Universiteit Leuven, Graduate School of Physical Education Kyung Hee University, Sports and Peace: An Interdisciplinary Approach to the World Peace Through Sports 21-22 September 2007, LEUVEN, (BELGIUM); duration: a week, from September 20, 2007; individual visit
- F. Prot, Faculty of Physical Education, Novi Sad, NOVI SAD, (SERBIA); duration: a week, from April 7, 2007; individual visit
- H. Sertić, Faculty of Physical Education, University of Sarajevo, SARAJEVO, (BOSNIA AND HERZEGOVINA); duration: a week, from October 9, 2006; individual visit

Project meeting

- M. Mišigoj-Duraković, Faculty of Sports, University of Ljubljana, LJUBLJANA, (SLOVENIA); duration: a week, from March 21, 2007; group visit

Professional visit

- M. Bartoluci, International Tourism and Hospitality Academy at Sea, PASSAU, VIENNA and BUDAPEST (GERMANY; AUSTRIA AND HUNGARY) duration: less than a month, from April 20, 2007; group visit
- S. Heimer, Finish Institute for Public Health, WHO - Health Enhancing Physical Activity, HELSINKI, (FINLAND); duration: a week, from May 6, 2007; group visit

- S. Heimer, WHO Europe - European network for the promotion of health-enhancing physical activity, Third annual meeting of HEPA Europe, GRAZ, (AUSTRIA); duration: a week, from May 17, 2007; group visit
- S. Heimer, IASFA (International Academy of Sport For All); ISCA (International Sport and Culture Association); CESS (European Confederation Sports and Health), International Seminar "Sport For All playing its part in health care and health promotion", BARCELONA, (SPAIN); duration: a week, from April 18, 2007; individual visit
- S. Heimer, Community Health Centre Celje, CELJE, (SLOVENIA); duration: a week, from April 17, 2007; individual group
- D. Knjaz, BASKETBALL ASSOCIATION OF LATVIA, RIGA, (LATVIA); duration: a week, from June 13, 2007; individual visit
- D. Knjaz, NORTHERN STATE UNIVERSITY, ABERDEEN, (USA); duration: a week, from June 6, 2007; individual visit
- D. KNJAZ, European junior basketball championship, MADRID, (SPAIN); duration: less than a month, from August 3rd, 2007; individual visit
- M. Rakovac, CESS - European Confederation Sports and Health, CESS Executive Committee Meeting, PARIZ, (FRANCE); duration: a week, from June 8, 2007; individual visit
- M. Rakovac, IASFA (International Academy of Sport For All); ISCA (International Sport and Culture Association); CESS (European Confederation Sports and Health), International Seminar "Sport For All playing its part in health care and health promotion", BARCELONA, (SPAIN); duration: a week, from April 18, 2007; individual visit
- M. Rakovac, WHO Europe - European network for the promotion of health-enhancing physical activity, Third annual meeting of HEPA Europe, GRAZ, (AUSTRIA); duration: a week, from May 17, 2007; group visit
- L. Ružič, Community Health Centre Celje, CELJE, (SLOVENIA); duration: a week, from April 17, 2007; group visit
- H. Sertić, 1 EUPEA FORUM, LONDON, (GREAT BRITAIN); duration: a week, from October 19, 2006; group visit

Scientific visit

- V. Babić, University of Ljubljana, Faculty of Sports, LJUBLJANA, (SLOVENIA); duration: a week, from April 16, 2007; individual visit
- R. Barić, Faculty of Philosophy, Department of Psychology, LJUBLJANA, (SLOVENIA); duration: less than a month, from March 5, 2007; individual visit

- J. Mustajbegović, Faculty of Medicine of the Napoli Second University, First planning meeting of the ICOH Scientific Committee on Rural Health, NAPLES, (ITALY); duration: a week, from January 25, 2007; individual visit
- M. Sorić, 12th Annual Congress of the European College of Sport Science, JYVÄSKYLÄ, (FINLAND); duration: a week, from July 11, 2007; individual visit

2007/2008

Cooperation agreement

- D. Vuleta, Beijing Sport University, BEIJING, (CHINA); duration: a week, from August 16, 2008; individual visit

Guest lecturer

- K. Bosnar, University of Primorska, KOPER, (SLOVENIA); duration: a week, from May 15, 2008; individual visit
- G. Furjan-Mandić, Department for Continuous Professional Improvement at Faculty of Sport in Ljubljana, Centre for Nordic Walking, OTOČEC, (SLOVENIA); duration: a week, from May 9, 2008; individual visit
- G. Furjan-Mandić, Department for Continuous Professional Improvement at Faculty of Sport in Ljubljana, School of Sports Pedagogy, OTOČEC, (SLOVENIA); duration: a week, from May 28, 2008; individual visit
- D. Knjaz, Penn State University, YORK, (SAD); duration: less than a month, from April 3rd, 2008; individual visit
- F. Prot, University of California Berkeley, 2007 International Taekwondo Symposium "The History & Spirit of Taekwondo Strategies for Globalisation, BERKELEY, (USA); duration: a week, from October 10, 2007; individual visit
- H. Sertić, University of Mostar, MOSTAR, (BOSNIA AND HERZEGOVINA); duration: a week, from April 14, 2008; individual visit
- H. Sertić, University of Mostar, MOSTAR, (BOSNIA I HERZEGOVINA); duration: a week, from May 12, 2008; individual visit

Other

- V. Babić, Danube University Krems, DRC Seminar on "The Nature of Strategic Planning in Universities", KREMS, (AUSTRIA); duration: a week, from May 27, 2008; individual visit
- G. Furjan-Mandić, Faculty of Sport and Physical Education, SARAJEVO, (BOSNIA AND HERZEGOVINA); duration: a week, from January 23, 2008; individual visit

- H. Sertić, Universiteit Gent, GHENT, (BELGIUM); duration: a week, from October 20, 2007; individual visit
- H. Sertić, Lithuanian Centre for Quality Assessment in Higher Education, Peer Review of Sport Study Programmes in Lithuania, VILNIUS, (LITHUANIA); duration: a week, from October 21, 2007; individual visit
- H. Sertić, EUPEA Forum, LISBON, (PORTUGAL); duration: a week, from September 10, 2008; individual visit

Project meeting

- V. Babić, Danube University, Danubian Rectros Conference, KREMS, (AUSTRIA); duration: a week, from May 27, 2008; individual visit
- M. Mišigoj-Duraković, FH Joanneum, INSHS Annual Meeting, BAD GLEICHENBERG, (AUSTRIA); duration: a week, from January 30, 2008; individual visit
- M. Mišigoj-Duraković, Masaryk University, Joint Degree Forum, BRNO, (CZECH REPUBLIC); duration: a week, from September 24, 2008; individual visit
- M. Mišigoj-Duraković, Masaryk University, Faculty of Sport Studies, BRNO, (CZECH REPUBLIC); duration: a week, from September 24, 2008; individual visit
- L. Ružić, European College of Sport Science, INNSBRUCK, (AUSTRIA); duration: a week, from January 9, 2008; individual visit

Professional visit

- S. Heimer, Sports Union of SBK/KSB and Institute of Public Health of SBK/KSB, International seminar "A Role of Sports in Health Maintenance", TRAVNIK, (BOSNIA AND HERZEGOVINA); duration: a week, from April 10, 2008; individual visit
- S. Heimer, Commission for Health at the Olympic Committee of Slovenia, Association for Sports Medicine (SZD), Community Health Centre Celje, 22nd Days of Sports Medicine in Slovenia, LAŠKO, (SLOVENIA); duration: a week, from June 20, 2008; individual visit
- S. Heimer, TAFISA (Trim and Fitness Sport Association) and ESFAN (European Sport for All Network), 2nd International TAFISA / ESFAN Workshop "Sport Clubs for Health", HELSINKI, (FINLAND); duration: a week, from February 4, 2008; individual visit
- S. Heimer, Sports Union of Slovenia (SUS), International Sport and Culture Association (ISCA); European Confederation Sports and Health (CESS), The International Round-table: »SPORT FOR ALL AS THE ELEMENT OF INTERCULTURAL DIALOGUE«, LJUBLJANA, (SLOVENIA); duration: a week, from May 15, 2008; group visit
- D. Knjaz, Polish Sports Academy, Study for Basketball Coaches, GDANSK, (POLAND); duration: a week, from May 18, 2008; individual visit

- D. Knjaz, NABC Convention 2008, SAN ANTONIO, TEXAS, (USA); duration: a week, from April 3rd, 2008; individual visit
- M. Rakovac, Commission for Health at the Olympic Committee of Slovenia, Association for Sports Medicine (SZD), Community Health Centre Celje, 22nd Days of Sports Medicine in Slovenia, LAŠKO, (SLOVENIA); duration: a week, from June 20, 2008; individual visit
- M. Rakovac, CESS - European Confederation Sports and Health, CESS General Assembly, ROME, (ITALY); duration: a week, from January 18, 2008; individual visit
- M. Rakovac, Sports Union of Slovenia (SUS), International Sport and Culture Association (ISCA); European Confederation Sports and Health (CESS), The International Round-table: »SPORT FOR ALL AS THE ELEMENT OF INTERCULTURAL DIALOGUE«, LJUBLJANA, (SLOVENIA); duration: a week, from May 15, 2008; group visit
- H. Sertić, EUPEA BOARD MEETING, GHENT, (BELGIUM); duration: a week, from October 18, 2007; individual visit

Scientific visit

- S. Heimer, World Health Organization - Regional Office for Europe, Fourth annual meeting and conference of HEPA Europe, GLASGOW, (GREAT BRITAIN); duration: a week, from September 8, 2008; individual visit
- S. Heimer, Faculty of Sports and Physical Education Belgrade, International Scientific Conference "Physical Activity and Health", BELGRADE, (SERBIA); duration: a week, from December 10, 2007; individual visit
- H. Sertić, 5th International Scientific Conference of the International Judo Federation, RIO DE JANEIRO, (BRAZIL); duration: a week, from October 12, 2007; individual visit
- H. Sertić, EUJ, European judo congress, LISBON, (PORTUGAL); duration: a week, from April 10, 2008; individual visit
- H. Sertić, Rzeszow University, 2nd International Scientific Conference of Experts-Researchers on Martial Arts and Humanists, TARGOWISKA, (POLAND); duration: a week, from April 25, 2008; individual visit
- M. Sorić, 13th annual Congress of the European College of Sport Science, ESTORIL, (PORTUGAL); duration: a week, from July 9, 2008; individual visit

2008/2009

Cooperation agreement

- K. Bosnar, Faculty of Sports, LJUBLJANA, (SLOVENIA); duration: a week, from November 14, 2008; individual visit

Visiting lecturer

- K. Bosnar, Faculty of Humanities, University of Primorska, KOPER, (SLOVENIA); duration: a week, from April 9, 2009; individual visit
- S. Heimer, Institute of Public Health Murska Sobota, Sports Union of Slovenia and Cancer Association of Pomurje, PHYSICAL EXERCISE IN PREVENTION OF ILLNESS, RADENCI, (SLOVENIA); duration: a week, from November 8, 2008; individual visit
- D. Knjaz, PENN STATE UNIVERSITY, STATE COLLEGE, (USA); duration: one semester, from January 5, 2009; individual visit
- D. Knjaz, Russian Basketball Federation, MOSCOW, (RUSSIAN FEDERATION); duration: a week, from May 26, 2009; individual visit
- F. Prot, Faculty of Humanities, University of Primorska, KOPER, (SLOVENIA); duration: a week, from April 9, 2009; individual visit

Other

- H. Sertić, EUPEA, Board Meeting, SEVILLE, (SPAIN); duration: a week, from June 22, 2009; individual visit

Project meeting

- S. Heimer, EURO-PREVOB Consortium for the prevention of obesity through effective nutrition and physical activity, 2nd Plenary meeting of the EURO-PREVOB Project, ISTANBUL, (TURKEY); duration: a week, from May 17, 2009; individual visit
- S. Heimer, TAFISA, 3rd International TAFISA Workshop "Active City – Active Citizens", HELSINKI, (FINLAND); duration: a week, from March 6, 2009; individual visit
- M. Mišigoj-Duraković, UWIC, School of Sport, 5th annual INSHS meeting, CARDIFF, (GREAT BRITAIN); duration: a week, from January 20, 2009; individual visit
- H. Sertić, EUPEA (European Physical Education Association), Annual Meeting, BARCELONA, (SPAIN); duration: a week, from May 16, 2009; individual visit

Professional visit

- N. Babić, Faculty of Physical Education and Sport, Comenius University, BRATISLAVA, (SLOVAKIA); duration: a week, from July 15, 2009; individual visit
- V. Babić, European Athletics Association, European Athletics Youth Conference Oslo 2008 - Bringing Athletics to New Generation, OSLO, (NORWAY); duration: a week, from December 5, 2008; individual visit
- S. Heimer, NISB (Nederlands Instituut voor Sport & Beweging) and Wageningen Universiteit, International workshop "National physical activity promotion strategies in Europe", WAGENINGEN, (NETHERLANDS); duration: a week, from November 13, 2008; individual visit

- M. Rakovac, Institute of Public Health Murska Sobota, Sports Union of Slovenia and Cancer Association of Pomurje, PHYSICAL EXERCISE IN PREVENTION OF ILLNESS, RADENCI, (SLOVENIA); duration: a week, from November 8, 2008; individual visit

Scientific visit

- K. Bosnar, Institute for kinesiological research Koper, scientific meeting, ANKARAN, (SLOVENIA); duration: a week, from May 22, 2009; individual visit

2009/2010

Cooperation agreement

- G. Marković, Beijing Sport University, BEIJING, (CHINA); duration: a week, from May 10, 2010; group visit

Visiting lecturer

- G. Furjan-Mandić, UNIVERSITY OF THE PHILIPPINES, COLLEGE OF HUMAN KINETICS, EUROPEAN TRENDS IN SPORT SCIENCE AND DANCE, MANILA, (PHILIPPINES); duration: a week, from October 19, 2009; individual visit
- Gruić, Faculty of Physical Education and Sports, Comenius University, BRATISLAVA, (SLOVAKIA); duration: less than a month, from May 8, 2010; individual visit
- Jukić, Beijing Sport University, BEIJING, (CHINA); duration: a week, from May 10, 2010; group visit
- D. Knjaz, PENN STATE UNIVERSITY, YORK, PA, (USA); duration: a week, from November 16, 2009; individual visit
- D. Knjaz, COMENIUS UNIVERSITY IN BRATISLAVA, BRATISLAVA, (SLOVAKIA); duration: a week, from March 21, 2010; individual visit

Other

- N. Grčić-Zubčević, Faculty of Sports, University of Ljubljana, LJUBLJANA, (SLOVENIA); duration: a week, from October 23, 2009; individual visit
- H. Sertić, EUPEA, 20th EUPEA Forum, AMSTERDAM, (NETHERLANDS); duration: a week, from October 15, 2009; individual visit

Professional visit

- Gruić, Faculty of Physical Education and Sports, Comenius University, BRATISLAVA, (SLOVAKIA); duration: a week, from September 24, 2010; individual visit

2010/2011

Cooperation agreement

- N. Babić, Telemark University, INSHS Convention, NOTODDEN, (NORWAY); duration: a week, from October 5, 2010; group visit
- V. Babić, University of Tartu, Faculty of Exercise and Sport Sciences, 6th INSHS Convention, TARTU, (ESTONIA); duration: a week, from March 22, 2011; group visit
- I. Jukić, University of Teheran, TEHRAN, (IRAN); duration: a week, from June 9, 2011; individual visit
- M. Mišigoj-Duraković, Telemark University, INSHS convention, NOTODDEN, (NORWAY); duration: a week, from October 5, 2010; group visit
- L. Petrinović-Zekan, Otto-von-Guericke Universität Magdeburg, MAGDEBURG, (GERMANY) duration: a week, from May 23, 2011; individual visit
- S. Škorić, Instituto Superior da Maia, PORTO, (PORTUGAL); duration: a week, from March , 2011; individual visit

Visiting lecturer

- D. Knjaz, Penn State University, Department of Kinesiology, PENNSYLVANIA, (USA); duration: less than a month, from March 30, 2011; individual visit

Other

- D. Knjaz, Faculty of Physical Education and Sports Comenius University, BRATISLAVA, (SLOVAKIA); duration: a week, from February 21, 2011; individual visit

Project meeting

- M. Mišigoj-Duraković, University of Tartu, Faculty of Exercise and Sport Sciences, INSHS Convention, TARTU, (ESTONIA); duration: a week, from March 22, 2011; group visit

Scientific visit

- V. Babić, Faculty of Physical Education and Sports, BRATISLAVA, (SLOVAKIA); duration: a week, from May 15, 2011; individual visit

2011/2012

Cooperation agreement

- I. Jukić, University of Canberra, CANBERRA, (AUSTRALIA); duration: a week, from April 21, 2012; group visit

- D. Knjaz, University of Canberra, CANBERRA, (AUSTRALIA); duration: a week, from April 21, 2012; group visit

Professional visit

- V. Babić, IAAF, EACA, International Festival of Athletics Caching, GLASGOW, (SCOTLAND); duration: a week, from October 28, 2011; individual visit
- D. Knjaz, Penn State University, Institute of Kinesiology, PENNSYLVANIA, (USA); duration: less than a month, from March 29, 2012; individual visit
- S. Leščić, Universidad Politecnica de Madrid faculty of Physical education and Sport Sciences, MADRID, (SPAIN); duration: a week, from April 23, 2012; individual visit
- Srebačić, Masaryk University, Faculty of sport studies, BRNO, (CZECH REPUBLIC); duration: a week, from April 23, 2012; individual visit

2012/2013

Cooperation agreement

- V. Babić, University of Ferrara, Institute of Anthropology, FERRARA, (ITALY); duration: a week, from May 5, 2013; individual visit
- Gregov, Norwegian Sport University, OSLO, (NORWAY); duration: less than a month, from February 5, 2013; group visit

Visiting lecturer

- G. Sporiš, Middlesex University London, LONDON, (GREAT BRITAIN); duration: a week, from October 28, 2012; individual visit
- Žnidarec Čučković, University of Pécs – Faculty of Humanities, Pécs, (HUNGARY); duration: a week, from May 5, 2013; individual visit

Other

- Đ. Kamenarić, University of Ljubljana, Faculty of Sports, LJUBLJANA, (SLOVENIA); duration: a week, from October 15, 2012; individual visit

Project meeting

- G. Sporiš, Department of Physical Education and Sport Science University of Thessaly, Annual meeting INSHS, THESSALONIKI, (GREECE); duration: a week, from March, 20, 2013; individual visit

Professional visit

- N. Babić, Lithuanian University of Physical Education, KAUNAS, (LITHUANIA); duration: a week, from April 14, 2013; individual visit
- N. Babić, Lithuanian University of Physical Education, KAUNAS, (LITHUANIA); duration: a week, from April 14, 2013; individual visit
- N. Babić, Lithuanian University of Physical Education, KAUNAS, (LITHUANIA); duration: a week, from April 14, 2013; individual visit
- N. Babić, Universidad Politecnica de Madrid, ERASMUS STAFF WEEK, MADRID, (SPAIN); duration: a week, from May 20, 2013; individual visit
- V. Babić, IAAF; European Athletics; British Athletics, Women in World Athletics Seminar, BIRMINGHAM, (UNITED KINGDOM); duration: a week, from April 12, 2013; individual visit
- H. Sertić, European Physical education Association, EUPEA Forum, HELSINKI, (FINLAND); duration: a week, from October 19, 2012; individual visit
- S. Šalaj, Norwegian Sport University, OSLO, (NORWAY); duration: less than a month, from February 5, 2013; group visit

Scientific visit

- Žnidarec Čučković, Comenius University in Bratislava - Faculty of Physical Education and Sports, BRATISLAVA, (SLOVAKIA); duration: a week, from October 7, 2012; individual visit

Table 6.1 Visits of Faculty staff members in foreign countries in the last 6 years

Cooperation agreement	8
Visiting lecturer	27
Project meeting	12
Professional visit	36
Scientific visit	13
Other	10

ORGANIZATION AND CO-ORGANIZATION OF INTERNATIONAL SCIENTIFIC AND PROFESSIONAL CONFERENCES IN CROATIA

The Faculty of Kinesiology was the organizer or co-organizer of a number of scientific and scientific and professional gatherings, such as the AIESEP International Congress of Physical Education and Sports, Supetar, September 25-30, 1979; FISU / CESU Conference, Universiade '87, Zagreb, July 10-12, 1987; International Scientific Conference on Kinesiology (Dubrovnik,

1997 and 1999; Opatija, 2002 and 2005); International Conference on Sports by the Alps-Adriatic Working Community (Rovinj, 1993, 1996, 1999 and 2003); two European conferences of CESS in Poreč, 2000 and 2001; 16th European Conference on Sports (Dubrovnik, 2003).

2007

- 5th Annual International Conference “Physical Conditioning of Athletes”, main topic: “Physical Conditioning of Children and Adolescents”, Zagreb, February 23-24
- 16th Summer School of Croatian Kinesiologists “Anthropological, Methodological and Professional Aspects in Education, Sports, Physical Recreation and Kinesitherapy”, Poreč, June 19-23
- International Scientific and Professional Conference “Sport For All for the Improvement of Quality of Life”, Zagreb, February 24, 2008
- 5th International Scientific Conference on Kinesiology “Kinesiology Research Trends and Applications”, Zagreb, September 10-14

2008

- 6th Annual International Conference “Physical Conditioning of Athletes”, main topic: “Strength training”, Zagreb, February 22-23
- 1 Summer School of Croatian Kinesiologists “Status and Development Prospects in Education, Sports, Physical Recreation and Kinesitherapy”, Poreč, June 24-28
- Exchange Seminar on Physical Conditioning in Basketball, Zagreb, February 24
- International Scientific and Professional Conference “Kinesiological Recreation and Quality of Life”, Zagreb, February 23-24

2009

- Annual International Conference “Physical Conditioning of Athletes”, main topic: “Endurance Training”, Zagreb, February 20-21
- 18th Summer School of Croatian Kinesiologists “Methodological Organizational Work Forms in Education, Sports, Physical Recreation and Kinesitherapy”, Poreč, June 23-27
- Exchange Seminar on Physical Conditioning in Football/Soccer, Zagreb, February 22
- International Scientific and Professional Conference “Management of Leisure Time”, Zagreb, February 21

2010

- 8th Annual International Conference “Physical Conditioning of Athletes”, main topic: “Speed, Agility and Explosiveness Training”, Zagreb, February 26-27
- International Scientific and Professional Conference “Kinesiological Activities and Social Life of Young People”, Zagreb, February 27
- 19th Summer School of Croatian Kinesiologists “Individualisation in Education, Sports, Physical Recreation and Kinesitherapy”, Poreč, June 22-26
- 4th Conference of Kinesiologists in Armed Forces, Zagreb, December 8

2011

- 9th Annual International Conference “Physical Conditioning of Athletes”, main topic: “Coordination Training”, Zagreb, February 25-26
- International Scientific and Professional Conference “Health-enhancing Physical Recreation”, Osijek, March 26
- 6th FIEP European Congress “Physical Education in the 21st Century – Pupils’ Competencies”, Poreč, June 18-21
- 20th Summer School of Croatian Kinesiologists “Diagnostics in Education, Sports, Physical Recreation and Kinesitherapy”, Poreč, June 21-25
- 6th International Conference on Kinesiology “Integrative Power of Kinesiology”, Opatija, September 8-11
- “Nautical Science – Croatian Perspectives”, Zagreb Fair, Zagreb, February 24

2012

- 10th Annual International Conference “Physical Conditioning of Athletes 2012”, main topic: “Specific Physical Conditioning”, Zagreb, February 17-18
- 5th International Seminar “Physical Conditioning in Sports Games”, Zagreb, February 19
- 2nd Summer School of Croatian Kinesiologists “Training Process Intensification in Education, Sports, Physical Recreation and Kinesitherapy”, Poreč, June 26-30
- Scientific and Professional Gathering “Physical Exercise and Health”, Zagreb, December 2-3
- International Scientific and Professional Conference “Educational and Health-related Aspects of Sports and Physical Recreation”, Križevci, March 31
- “Nautical Sciences in Croatia Under the Flag of the European Union”, Zagreb Fair, Zagreb, February 23

2013

- 11th Annual International Conference “Physical Conditioning of Athletes 2013”, Zagreb, February 22-23
- 6th International Seminar “Physical Conditioning in Football”, Zagreb, February 24
- 22nd Summer School of Croatian Kinesiologists “Organizational Work Forms in Education, Sports, Physical Recreation and Kinesitherapy”, Poreč, June 25-29
- Scientific and Professional Gathering “Physical Exercise and Health - Physical Exercise and Coronary Heart Disease', Zagreb, December 8
- Symposium on Sports Psychology, Zagreb, April 20

INTERNATIONAL SCIENTIFIC CONFERENCE ON KINESIOLOGY

It should be particularly pointed out that the Faculty of Kinesiology established the International Conference on Kinesiology (1997 and 1999 in Dubrovnik, 2002 and 2005 in Opatija, 2008 in Zagreb, 2011 in Opatija) with an ever growing number of national and international participating scientists. Ever since its beginnings, the Conference has been held under the patronage of the Croatian Academy of Sciences and Arts and UNESCO.

Since 1997 until today, the International Scientific Conference on Kinesiology has grown into one of the most important scientific meetings in the field of kinesiology in Central and Eastern Europe. The last conference, which was held in 2011 in Zagreb, was attended by scientists from as many as 40 countries, both European and from around the world.



Image 6.8. Holding the section on Physical Education at the 6th International Conference on Kinesiology

5TH INTERNATIONAL CONFERENCE ON KINESIOLOGY: “KINESIOLOGY RESEARCH TRENDS AND APPLICATIONS”

The 5th International Conference on Kinesiology, titled “Kinesiology Research Trends and Applications” took place in Zagreb, in September 10-14, 2008, at the Faculty of Kinesiology of the University of Zagreb, and at the premises of the students residence hall “Stjepan Radić,” under the already traditional patronage of the Croatian Academy of Sciences and Arts, in cooperation with the Faculty of Sport of the University of Ljubljana in Slovenia, the Faculty of Sport and Physical Education of the University of Sarajevo in Bosnia and Herzegovina and the Faculty of Physical Education and Sports of the Komensky University in Bratislava, Slovakia.

The conference proceedings consisting of 1012 pages and a total of 239 papers from regular conference participants and invited lecturers were printed in 750 copies. In addition to the conference proceedings, we also prepared a CD containing the electronic versions of all the papers which can be searched according to the author's name, keywords, the title of the paper, the author's country of origin and the original language the paper was written in.

The printing of conference proceedings was completed by September 5, 2008, which made it possible for the printed materials to be distributed to all conference participants upon their arrival at the Faculty of Kinesiology.

The conference materials (the conference proceedings and the CD) were handed out in convenient cases including the sponsors' promotional materials.

For each of the published papers a participation fee was paid in the amount of 200€ - until July 15, 250€ from July 16 for regular participants and 100€ for students. A total of approximately 360 registration fees were paid prior to the publication of the conference proceedings. In addition, during the conference, another 20 registration fees were paid. The Conference was attended by 400 participants in 4 days.

Over 400 scientists from 40 countries attended the Conference.

Moreover, more than 130 oral presentations were delivered, and more than 90 posters presented as part of the activities of 13 sections. Four awards were assigned to young researchers from two countries. The Scientific Committee numbered 59 members from 16 countries and 3 continents.

As part of the organization process before the beginning of the Conference, a total of 50 potential invited speakers were contacted, out of which 42 eventually participated, coming from 14 countries and 3 continents. During the organization process more than 5000 emails were sent, starting from the first contacts with invited speakers, sending promotional materials, receiving papers and reviewing them, editing text layouts and publishing the conference proceedings to organizing transportation for the invited speakers.

By the deadline for submission of papers, as many as 246 articles were received and reviewed. Subsequently, 239 of those were accepted for publication. All the published

articles underwent the review process. The procedure of anonymous reviewing was carried out by 55 scientists from 11 countries.

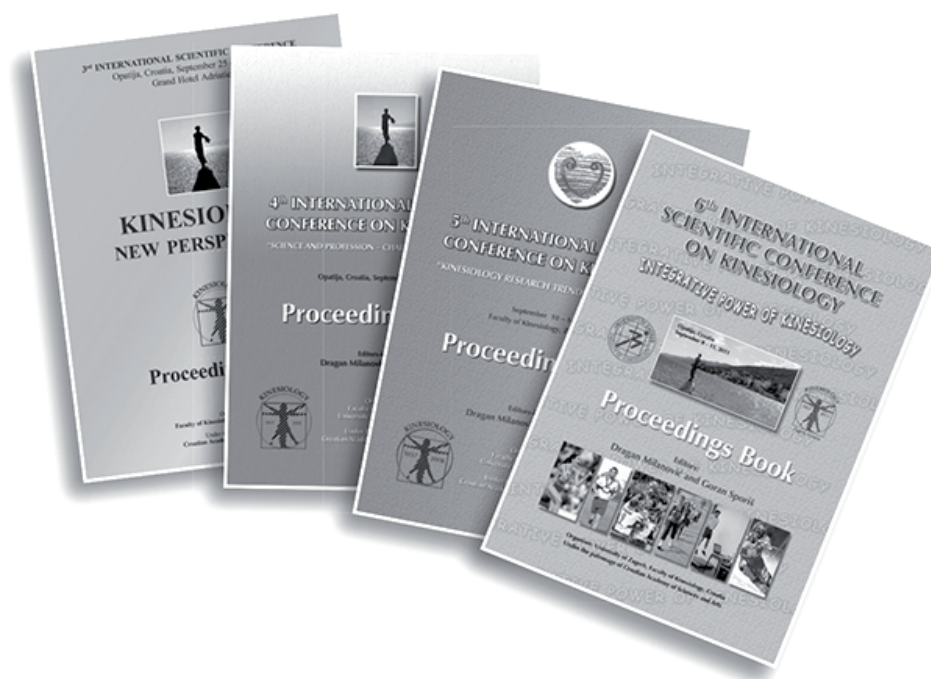


Image 6.9. Front pages of the conference proceedings presented at the Conference on Kinesiology

6TH INTERNATIONAL CONFERENCE ON KINESIOLOGY: "INTEGRATIVE POWER OF KINESIOLOGY"

The 6th International Conference on Kinesiology, titled "Integrative Power of Kinesiology," took place in Opatija, in September 8-11, 2011, in the Grand Hotel Adriatic, under the patronage of the Croatian Academy of Sciences and Arts, in cooperation with the Faculty of Sport of the University of Ljubljana in Slovenia, the Faculty of Sport and Physical Education of the University of Sarajevo in Bosnia and Herzegovina, the Faculty of Physical Education and Sports of the Komensky University in Bratislava, Slovakia, and the Faculty of Kinesiology of the University of Split, with the support of the International Network in Sport and Health Sciences.

The conference proceeding consisting of 752 pages were printed in 500 copies, with a total of 220 complete papers and abstracts, written by regular conference participants and invited speakers. In addition to the conference proceedings, we also prepared a CD containing the electronic versions of all the papers and abstracts which can be searched according to the author's name, keywords, the title of the paper, the author's country of origin and the original language the paper was written in.

The Conference officially started on September 8, 2011, at 18:30 hours, with a grand opening in the Congress Hall of the Grand Adriatic Hotel in Opatija, attended by

approximately 250 participants and guests. As part of the scientific programme at the opening ceremony, two world renowned scientists held their plenary sessions: prof. Sigmund Loland (Norwegian School of Sport Sciences, University of Oslo, the president of the European College of Sport Sciences) and prof. David Bishop (School of Sport and Exercise Science, Victoria University, Melbourne Australia). Professor Sigmund Loland, delivered a lecture titled: Sport Science – Current Challenges and Future Possibilities, while the title of professor David Bishop's lecture was: Future of Sport and Science.

After the introductory plenary sessions, the participants were able to share their first impressions at the welcome cocktail party, which took place on the terrace of the Grand Adriatic Hotel. The conference was attended by participants from 35 countries.

Moreover, as part of the activities of 11 sections, more than 120 oral presentations were delivered, with 89 posters presented. Seven awards were assigned to young researchers from four countries. The Scientific Committee numbered 39 members from 14 countries and 3 continents.

The accomplishments of this scientific conference are the result of a pronounced scientific policy of the Faculty of Kinesiology, the heads of individual sections, and what should especially be pointed out, the section secretaries, who are, as a rule, junior researchers and assistants, who showed the expected high level of motivation and scientific input.

In view of the goals, the development and the achievements of the 6th International Conference on Kinesiology, we can reasonably conclude that this conference shows a satisfactory trend of scientific and research activity in the field of kinesiology. This fact is supported by the considerable number of conference participants, the expected level of quality of scientific papers, the scientific spectrum of the problems discussed, the established hypotheses, and the quality level of the poster presentations. We do hope it is not pretentious to point out that the long-established idea on the need for organizing a scientific conference on kinesiology has thus been justified once again.



Graphic illustration 6.1. Review of the conferences on kinesiology considering the number of countries, papers and participants

The role and importance of the International Conference on Kinesiology are primarily manifested in the fact that, largely due to its organization, the Faculty of Kinesiology began an extensive process of opening to the global community, and rapidly developing international cooperation, while the Faculty's scientists ever increasingly began to participate in the international exchange of scientific information, primarily by publishing a growing number of scientific articles, in collaboration with the most eminent contemporary researchers or independently, in highly ranked international journals of kinesiology and other related scientific fields and areas.

Almost all the teachers and associates of the Faculty took part in the conferences in some way, either by doing their part of the organizational work, or as active participants in the conference. However, it is worth mentioning that the president of the Organizing Committee for each of the five conferences was professor Dragan Milanović, while the presidents of the Scientific Committee were: professor Miloš Mraković (the 1st and 2nd Conference) and professor Franjo Prot (the 3rd, 4th, 5th and 6th Conference).

All of the conferences were accompanied by pre-published conference proceedings "in extenso" which were well received, i.e. positively reviewed. Since 2002, the published conference proceedings are referenced in the bibliographic database ISI Proceedings. The first two conferences were biannual events. In 1999, the decision was made to hold the conference every three years. We must also emphasize the fact that the sponsor of each conference was the Croatian Academy of Arts and Sciences.

The Faculty also organizes or co-organizes a number of national scientific and scientific professional meetings with international participants: annual scientific and professional meetings as part of the International Sports Fair at the Zagreb Fair (since 1992), Summer School of Kinesiologists (Rovinj, since 1992), the annual international conference "Physical Conditioning of Athletes" (since 2003), as well as international scientific and professional conferences in the field of sports and physical recreation.

THE ANNUAL INTERNATIONAL CONFERENCE "PHYSICAL CONDITIONING OF ATHLETES"

For 12 years now, an international scientific and professional conference is held in late February, under the title "Physical Conditioning of Athletes", which is organized by the Faculty of Kinesiology of the University of Zagreb and the Association of Conditioning Coaches of Croatia. It takes place at the Faculty of Kinesiology as a two-day event. The Conference is attended each year by 1000 to 1300 visitors, which serves as the clearest evidence of the interest of the wider sporting public on the topic of physical conditioning. The Conference is organized as a series of theoretical lectures and practical demonstrations of physical conditioning training by scientists and experts from around the world. Their rich knowledge and experiences have been presented by experts from Canada, Germany, Italy, Spain, Switzerland, Finland, Slovenia, Bosnia and Herzegovina, Serbia, Montenegro, and, of course, Croatia. The presented papers are published in the conference proceedings in printed and in digital form, while the video footage from practical presentation is available on DVD media. So far, the topics of these conferences have covered various areas of conditioning training: prevention of sports injuries, recovery of athletes, conditioning training for children and youth, strength training, endurance training, speed training, agility and explosiveness training, etc.

In addition to the conference are also the international seminars on physical conditioning, organized by the European Physical Conditioning Association (EPCA) in cooperation with the Faculty of Kinesiology of the University of Zagreb and the Association of Conditioning Coaches of Croatia.

This year's 11th International Conference "Physical Conditioning of Athletes," just like each previous year, brought together some of the greatest experts in the field of kinesiology, i.e. of physical conditioning, and provided numerous interesting content and novelties in the field of biomedical and biomechanical basis of physical conditioning, diagnostics and methodology of physical conditioning, programmes of physical conditioning, as well as the application of new modern aids in physical conditioning, and of course, the role of physical conditioning in the service of health.

The Conference was held on February 22 and 23, in the main hall of the Faculty of Kinesiology and other areas of the Faculty. On the first day of the Conference, expert lectures were delivered by specialists from Novi Sad, Slovenia, Spain, and America - preceeded by Jay R. Hoffman, a lecturer from last year's Conference, and Brent Alvaro, a

member of the Management Committee at the NSCA (National Strength and Conditioning Association). Also, a team of experts from faraway China was invited, led by Lu Yifan, chief researcher of the national swim team, with the topic „Athletic Training for Success in World-class Competition“. Everyone was intrigued by the very interesting lecture delivered by professor Sergej Ostojić, who spoke about genomics in sports as the ultimate diagnostics of the 21st century. Prior to starting the lectures, an opening ceremony was held, attended by important figures from the fields of science, education and sports from all over Croatia, which was followed by a traditional nomination of the best physical conditioner in 2012. The title went to Pero Kuterovac, MSc, whose excellent results achieved with the swimmers from Zagreb Swimming Club secured him this prestigious award, as did his results with the national swim team and most important, the results he attained with the golden Croatian water polo team at the Olympic Games in London, working as their physical conditioning coach.

This year, about 90 scientific and technical papers were published, which were considered by the editorial board to be enriching to the field of physical conditioning by their level of quality and the presented information.



Image 6.10. Igor Jukić – president of the Organizing and Scientific Committee at the Conference; greeting the participants with his welcome speech



Image 6.11. Round table at the 2013 Conference “Physical Conditioning of Athletes”; sitting from left to right are: Nikola Bralić, Ratko Rudić, Pero Kuterovac, Slavko Goluža, and Mario Tomljanović



Image 6.12. Pero Kuterovac – the best Croatian physical conditioner in 2012 – who won a gold medal with the Croatian water polo team at the Olympic Games in London

Organized by the Croatian Kinesiological Association, and co-organized by the Agency for Education and Teacher Training, the Croatian Education and Teacher Training Agency, the Faculty of Kinesiology of the University of Zagreb, the Faculty of Kinesiology of the University of Split, the International Council of Sport Science and Physical Education (ICSSPE), The Faculty of Teacher Education of the University of Zagreb, under the patronage of the

Ministry of Science, Education and Sports of the Republic of Croatia and the Croatian Olympic Committee, the 6th FIEP European Congress took place in Poreč, in June 18-21, 2011. The main topic of the Congress was "Physical Education in the 2nd Century – Pupils' Competencies". The Congress was organized in two sections: Physical Education and School Sports. During the Congress, two practical workshops were held.

The Congress was attended by 117 participants from 31 countries and 5 continents, among which, 48 participants were from Croatia, while the remaining 70 were international participants, coming from Slovakia, Serbia, Bosnia and Herzegovina, Latvia, Italy, Slovenia, Spain, Macedonia, Lithuania, Brazil, Romania, Austria, Germany, England, Bulgaria, Kosovo, Saudi Arabia, China, Hong Kong, Iran, Sweden, Switzerland, Australia, Poland, Turkey, Venezuela, Luxembourg, the Czech Republic, the Netherlands and Finland. Along with 2 invited lectures, 38 papers were presented as plenary sessions, while 34 papers were delivered in the form of posters.

The Faculty of Kinesiology of the University of Zagreb plans on organizing three major international conferences in 2014.

The first one will take place in February 20-22, 2014, at the Faculty of Kinesiology. Its main topic will be "Physical Conditioning of Athletes".

https://www.kif.unizg.hr/znanstveni_i_strucni_rad/konferencije/kondicijska_priprema_sportasa

We are expecting an attendance of over 1000 trainers and kinesiologists from all over Europe and the world in this conference.

The second conference will be the International Conference on Kinesiology, which will take place in May 22-25, 2014, in Opatija. We are expecting more than 400 participants from around the world, all of which are active in all the areas of kinesiology.

<http://kinesiology2014.kif.hr/>

The third planned conference will be the 10th World Congress of Performance Analysis of Sport (ISPAS), which will take place in September 3-7, 2014, in Opatija.
<http://www.ispas.org/events.html>

PARTICIPATION IN INTERNATIONAL AND NATIONAL CONFERENCES AND OTHER FORMS OF COOPERATION

ACADEMIC YEAR 2006/07

No.	CONFERENCE TITLE	PLACE	DATE
1	ECSS Annual Congress	Jyväskylä, Finland	June 11-14, 2007
2	Alps-Adriatic Sports Conference	Opatija, Croatia	May 31 – June 3, 2007
3	10 th European Congress of Psychology	Prague, Czech Republic	July 3-6, 2007
4	16 th Summer School of Croatian Kinesiologists	Poreč, Croatia	June 19 -23, 2007
5	2 Congress of the International Society of Biomechanics 2007	Taiwan	July 1-5, 2007
6	24 th Pediatric Work Physiology Meeting	Tallin, Estonia	September 5-9, 2007
7	3 th International Conference “People, Sports and Health”	St Petersburg, Russia	April 19-21, 2007
8	11 th International Congress of Toxicology	Montreal, Canada	July 15-19, 2007
9	35 th Annual Conference of the International Association for the Philosophy of Sport	Ljubljana, Slovenia	September 19-22, 2007
10	Seminar “Intellectual Property Rights”	Rijeka, Croatia	May 8-20, 2007
11	Summer School of Folklore	Brač, Croatia	August 14-25, 2007

ACADEMIC YEAR 2007/2008

No.	CONFERENCE TITLE	PLACE	DATE
1	International Taekwondo Symposium “The History and Spirit of Taekwondo and Strategies for Globalisation”	Berkeley, USA	October 12-13, 2007
2	15 th ITF International Conference	Paraguay	October 22-28, 2007
3	Special Focus Symposium on Kinesiological Education in Preschool and Primary Education	Zadar, Croatia	October 25-27, 2007
4	Annual Conference of Croatian Psychology	Cavtat, Croatia	November 14-17, 2007
5	3 rd WSEAS International Conference on REMOTE SENSING	Venice, Italy	November 21-23, 2007
6	Interdisciplinary Scientific Conference “Anthropological Status and Physical Activity of Children, Young People and Adults”	Novi Sad, Serbia	December 6-7, 2007
7	Scientific gathering “Sports and Travel”	Lille, France	December 10-12, 2007
8	2 nd International Conference “Contemporary Kinesiology”	Mostar, Bosnia and Herzegovina	December 14-16, 2007

9	4 th International Congress on Science and Skiing	St. Christoph am Ariberg, Austria	December 14-20, 2007
10	6 th Annual International Conference "Physical Conditioning of Athletes" on Strength Training	Zagreb, Croatia	February 22-23, 2008
11	International Scientific and Professional Conference "Kinesiological Recreation and Quality of Life"	Zagreb, Croatia	February 22-23, 2008
12	4 th CSA Congress	Herceg Novi	April 3-6, 2008
13	European Scientific Congress of Judo	Lisbon, Portugal	April 10-13, 2008
14	2 nd Scientific Conference "Martial Arts, Combat Sports, Humanism"	Poland	April 25-26, 2008
15	5 th Congress of the European Association for Sociology of Sport	Bled, Slovenia	May 22-25, 2008
16	19 th Biennial International Congress "Tourism and Hospitality Industry 2008"	Opatija, Croatia	May 7-9, 2008
17	8 th World Congress of Performance Analysis of Sport	Magdeburg, Germany	June 3-6, 2008
18	4 th International Conference "An Enterprise Odyssey: Tourism – Governance and Entrepreneurship"	Cavtat, Croatia	June 11-14, 2008
19	ITI International Conference 2008	Cavtat, Croatia	June 23-26, 2008
20	1 Summer School of Croatian Kinesiologists "Status and Development Prospects in Education, Sports Physical Recreation and Kinesitherapy"	Poreč, Croatia	June 24-28, 2008
21	4 th European Conference on Positive Psychology	Opatija, Croatia	July 1-4, 2008
22	13 th Annual Congress of the European College of Sport Science	Estoril, Portugal	July 9-12, 2008
23	29 th International Congress of Psychology	Berlin, Germany	July 20-25, 2008
24	FEIP 2008 Congress - International scientific gathering	Finland	August 3-10, 2008
26	5 th International Symposium "A Child in Motion"	Kranjska Gora, Slovenia	September 25-28, 2008
27	International Conference on the Importance of Learning Professional Foreign Languages for Communication between Cultures	Celje, Slovenia	September 26-27, 2008

ACADEMIC YEAR 2009/2010

No.	CONFERENCE TITLE	PLACE	DATE
1	5 th Annual meeting of HEPA Europe	Bologna, Italy	November 11-12, 2009
2	8 th Annual International Conference "Physical Conditioning of Athletes" on Speed, Agility and Explosiveness Training	Zagreb, Croatia	February 26-27, 2010
3	International Scientific and Professional Conference "Kinesiology Activities and Social Life of Young People"	Zagreb, Croatia	February 27, 2010
4	Croatian Scientific and Professional gathering on "Management in Tourism"	Čakovec, Croatia	March 18-20, 2010
5	3 rd International Congress on Physical Activity and Public Health	Toronto, Canada	May 5-8, 2010
6	20 th Biennial International Congress "Tourism and Hospitality Industry 2010"	Opatija, Croatia	May 6-8, 2010
7	EASS Conference "A Social Perspective on Sports, Health and Environment"	Porto, Portugal	May 5-9, 2010
8	15 th Annual Congress of the European College of Sport Science	Antalya, Turkey	June 23-26, 2010
9	3 rd International Conference of Physical Education and Sport Science 2010	Singapore	May 24-29, 2010
10	11 th Biomechanics and Medicine in Swimming Conference	Oslo, Norway	June 15-20, 2010
11	5 Annual meeting of the American College of Sports Medicine	Baltimore, Maryland, USA	June 1-5, 2010
12	19 th Summer School of Croatian Kinesiologists "Individualisation in Education, Sports, Physical Recreation and Kinesitherapy"	Poreč, Croatia	June 22-26, 2010
13	World Conference on Science in Soccer	Port Elisabeth, South Africa	July 8-9, 2010
14	1 International Sociological Association World Congress of Sociology "Sociology on the Move"	Goteborg, Sweden	July 11-17, 2010
15	2 nd Congress of European College of Sport and Exercise Physicians	London, UK	September 9-11, 2010
16	International Conference on the Importance of Learning Professional Foreign Languages for Communication between Cultures	Celje, Slovenia	September 23-24, 2010

ACADEMIC YEAR 2010/2011

No.	CONFERENCE TITLE	PLACE	DATE
1	16 th Annual Congress of the European College of Sport Science	Liverpool, Great Britain	July 6-9, 2011
2	1 EFPM Congress	Poreč, Croatia	October 28, 2011
3	2 nd International Scientific Conference "Anthropological Aspects of Sports, Physical Education and Recreation"	Banja Luka, Bosnia and Herzegovina	November 5-6, 2010
4	20 th Summer School of Croatian Kinesiologists	Poreč, Croatia	June 21-25, 2011
5	20 th Ramiro and Zoran Bujas Days	Zagreb, Croatia	April 7-9, 2011
6	2 nd International Congress on Soldiers' Physical Performance	Jyväskylä	May 4-7, 2011
7	2 nd International Scientific Conference "Exercise and Quality of Life"	Novi Sad, Serbia	2011
8	3 rd International Congress on Emotional Intelligence	Opatija, Croatia	September 8-10, 2011
9	3 rd International Symposium for Taekwondo Studies	Gyeongju, Korea	April 29, 2011
10	4 th Conference of Kinesiologists in Armed Forces	Zagreb, Croatia	December 8, 2010
11	5 th European Conference of IFMBE (International Federation for Medical and Biological)	Budapest, Hungary	September 14-18, 2011
12	5 th International Congress on Science and Skiing	St. Christoph am Arlberg, Austria	December 14-19, 2011
13	5 th International Congress "Youth Sport"	Ljubljana, Slovenia	December 2-4, 2010
14	6 th International Scientific Conference on Kinesiology 'Integrative Power of Kinesiology'	Opatija, Croatia	September 8-11, 2011
16	8 th International Scientific Conference/ Congress of Montenegro Sports Academy	Nikšić, Montenegro	March 31 - April 3, 2011
17	9 th Annual international Conference "Physical Conditioning of Athletes"	Zagreb, Croatia	February 25-26, 2011
18	Congreso de la asociacion internacional de escuelas sup de educacion fisica (AIESEP)	A Coruna, Spain	October 26-29, 2010
19	EASS Conference People in Motion - Bridging the Local and Global	Umeå	2011
20	4 th International Conference on Advanced and Systems Research	Zagreb, Croatia	November 11-13, 2010
21	6 th FIEP European Congress	Poreč, Croatia	June 18-21, 2011
22	26 th FISU Conference	Shenzhen, China	August 13-16, 2011
23	IOC World Conference on Prevention of Injury and Illness in Sport	Monaco	April 7-9, 2011

24	ITU Level 2 Competitive Coaching Study - Searching for Coaching Excellence in Europe	Pula, Croatia	September 29 – October 3, 2011
25	International Scientific meeting upon 450 th Anniversary of Santorio Santorio's Birth	Koper, Slovenia	March 29-30, 2011
26	International Scientific and Professional Conference "Health-enhancing Physical Recreation"	Osijek, Croatia	March 21, 2011
27	International Scientific and Professional Conference	Veles, Republic of Macedonia	June 4-5, 2011
28	"Physical Activity for Everyone"	Belgrade, Serbia	2010
30	Professional gathering of Physical Education Teachers – Basic Guidelines for Planning and Programming in Physical Education Teaching	Osijek, Croatia	April 28-29, 2011
31	International Judo Research Symposium	Paris, France	August 2, 2011
32	4 th International Conference on the Importance of Learning Professional Foreign Languages for Communication between Cultures	Celje, Slovenia	September 22-23, 2011
33	Conference for Croatian Tennis Coaches	Zagreb, Croatia	2011
35	15 th Health Fair	Vinkovci, Croatia	April 15- 17, 2011
36	12 th Days of special and university libraries - Libraries: where to and how?	Opatija, Croatia	May 11-14, 2011
37	International Scientific gathering "Wie lernt der fremdsprachliche Lerner? Lernpsychologische und neurolinguistische Grundlagen, didaktische Möglichkeiten im DaF-Unterricht"	Vodice, Croatia	October 22-24, 2010

ACADEMIC YEAR 2011/2012

No.	CONFERENCE TITLE	PLACE	DATE
1	"Cardiovascular diseases in sports and physical recreation", a postgraduate study	Opatija, Croatia	April 13-15, 2012
2	12 th International Scientific Conference "Perspectives in Physical Education and Sport"	Constanta	May 20-21, 2011
3	16 th ITF Worldwide Coaches Conference	Port Ghalib	November 20-24, 2011
4	1 Annual Congress of the European College of Sport Science	Bruges, Belgium	July 4-7, 2012
5	19 th Annual Conference on Psychology "Psychology of Sport of Children and Young People- case reports"	Osijek	October 12-15, 2012
6	International Conference on Economics, Education and Management	Shangai, China	June 1-2, 2012

7	2 nd International Conference on Management in Tourism and Sport	Sv. Martin na Muri, Croatia	April 12-13, 2012
8	2 Summer School of Croatian Kinesiologists "Training Process Intensification in Education, Sports, Physical Recreation and Kinesitherapy"	Poreč, Croatia	June 26-30, 2012
9	24 th European Medical Informatics Conference – MIE 2012	Pisa, Italy	August 26-29, 2012
10	3 rd E-learning Day @ CEU	Zagreb, Croatia	December 7, 2011
11	3 rd International Scientific Conference "Anthropological Aspects of Sports, Physical Education and Recreation"	Banja Luka, Bosnia and Herzegovina	November 5-6, 2011
12	3 rd Annual Sensecam Symposium	Oxford	April 2-4, 2012
13	3 rd Conference and Annual meeting of HEPA Europe "Bridging the Gap Between Science and Practice"	Amsterdam, Netherlands	October 11-13, 2011
14	3 rd European Science of Judo Symposium	Chelyabinsk, Russia	April 26, 2011
15	4 th International Scientific Conference "Contemporary Kinesiology"	Split, Croatia	August 24-26, 2012
16	5 th European Physical Conditioning Association Exchange Seminar	Zagreb, Croatia	February 19, 2012
17	5 th International Symposium "New Technologies in Sport"	Sarajevo, Bosnia and Herzegovina	May 18, 2012
18	6 th European Conference on Positive Psychology	Moscow, Russia	June 26-29, 2012
19	6 th International Christmas Sport Scientific Conference	Szombathely, Hungary	December 11-13, 2012
20	Croatian Conference on Medical Information (MICC 2012)	Zagreb, Croatia	June 15, 2012
21	9 th Motor Control Summer School	Tihany, Hungary	June 14-18, 2012
22	Reading and Writing for Critical Thinking – FSO and AZOO	Zagreb	
23	2 nd Congress of Croatian Pedagogues "Pedagogy and Culture"	Opatija, Croatia	September 24-26, 2012
24	FIEP European Congress	Barcelona, Spain	June 7-9, 2012
25	Annual International Conference "Physical Conditioning of Athletes in 2012"	Zagreb, Croatia	February 17-18, 2012
26	Gran Sasso d'Italia - Abruzzo SPORT MEET SUMMER SCHOOL, Percorsi di qualità nell'esperienza motoria e sportiva		July 22-29, 2012
28	Interdisciplinary Scientific Symposium "Social, Cultural and Economic Causes of Obesity"	Zagreb, Croatia	March 9-10, 2012
29	International Congress on Judo - Science for Practice	Warsaw	February 23-24, 2012
30	International Conference on the Importance of Learning Professional Foreign Languages for Communication between Cultures	Celje, Slovenia	September 20-21, 2012

31	ISSA World Congress of Sociology of Sport 2012.	Glasgow, Scotland	July 16-18, 2012
32	9 th Alps-Adriatic Sports Conference	Opatija, Croatia	October 21-22, 2011
33	International Scientific and Professional Conference "Educational and Health-related Aspects of Sports and Physical Recreation"	Križevci, Croatia	March 31, 2012
34	9 th Motor Control Summer School	Tihany, Hungary	June 14-18, 2012
36	New Sphere of Health - Professional meeting on healthy growing up and on natural rehabilitation therapeutic methods	Samobor, Croatia	March 30-31, 2012
37	Pestalozzi Programme European Modules for Trainer Training: Education for the prevention of discrimination, Council of Europe		October 2011 – May 2012
42	Seminar for leaders of the "Universal School of Sport"	Zagreb	November 19-20, 2011
52	Physical Exercise and Health - Role of Physical Exercise in Prevention and Treatment of Excessive Body Weight and Obesity	Zagreb	December 2-3, 2011
54	6 th Symposium of Croatian Society for Pediatric Cardiology and Rheumatology	Osijek, Croatia	October 6-7, 2011
55	19 th Internationale Tagung des Kroatischen Deutschlehrerverbandes Fremdsprachenunterricht zwischen Anspruch und Wirklichkeit - Erzieherische, soziale, sachbezogene, interkulturelle und künstlerische Komponenten des DA F-Unterrichts	Opatija, Croatia	October 28-30, 2011
56	26 th International Scientific gathering LANGUAGE AS INFORMATION of Croatian Association for Applied Linguistics	Zagreb	May 11-13, 2012
57	32 nd World Congress of Sports Medicine	Roma, Italy	September 27-30, 2012

From the above list it can be seen that the Faculty staff participates in numerous scientific and professional conferences in Croatia and abroad. The Faculty of Kinesiology enables each of its employees to participate in one conference of their own choice per year, including the participation fee, accommodation and travelling expenses.

c) Specify international associations of similar institutions of which you are a member and describe how you actively contribute to the joint goals.

- ECSS – European College of Sport Sciences (active participation of the Faculty staff in annual ECSS conferences)
- ICSSPE – International Council of Sport Science and Physical Education

- ENSSHEE – European Network of Sport Science, Education and Employment
- FIMS – Federation Internationale du Medicine Sportive
- IASK – International Association of Sport Kinetics (active participation in IASK conferences and intensive cooperation with the president of the association in joint projects and in organization of conferences)
- EUPEA – European Physical Education Association (A representative of the Faculty is a member of the EUPEA's Management Committee and he actively participates in all the meetings and forums organized by the association. The main goals of the association are promotion of physical exercise through teaching physical education, as well as training personnel for the needs of the school system. Another goal is to deal with sports issues and education in kinesiology.)
- EFSM – European Federation of Sports Medicine
- AIESEP – Association Internationale des Ecoles Superieures d'Education Physique (a representative of the Faculty staff actively participates in the activities of the association)
- APA – American Psychological Association
- CESS – Confédération Européen Sport Santé
- INSHS – International Network of Sport and Health Sciences (Within this network, an intensive cooperation takes place in all the fields related to sports and health. The Faculty of Kinesiology of the University of Zagreb hosted an annual convention of the network held at the Ambassador hotel in Opatija in March 21-25, 2012. Fifty participants took part, representatives of 22 universities from 19 countries, mostly from Europe and Russia, and for the first time, representatives of some distant countries such as Egypt and China. Five new universities which have become members of the network were introduced as part of the programme (University of Toulouse, France, University of Lorraine, France, University of Assuit, Egypt, Heibei Normal University, China, Jerzy Kukucka Academy of Physical Education, Katowice, Poland). The international activity of the members was presented, as well as their future activity, including the upcoming scientific gatherings. An overview of the current scientific research taking place at the mentioned universities was also presented. An open forum with presentations of teaching projects by member universities was also held as part of the international cooperation. The representatives of the Faculty of Kinesiology participate in the annual meetings of the network, as well as keep close contacts with all institutions, that is, members of the network. This cooperation is particularly evident in student and Faculty staff exchange, joint publications of scientific and professional papers and in participation in organizing and carrying out the intensive ERASMUS programme for analysing parameters of situational efficiency, further in an intensive study on writing and publishing scientific papers, as well as in participating in the annual international

conference 'INSHS International Christmas Sport Scientific Conference' which is held in Szombathely, Hungary.)

- FIEP – Federation Internationale D'education Physique (a member of the Faculty staff was appointed general secretary of the association and is actively involved in all aspects of work)

d) Describe forms of your involvement in inter-institutional cooperation through the Erasmus programme and other types of European projects, bilateral cooperation, joint programmes etc.

During the academic year 2011/12, 21 students participated in the programme of outbound mobility, whereas in the academic year 2012/13 the intensive student mobility continued within the LLP ERASMUS programme based on the bilateral agreements with the following institutions: Polytechnic University, Faculty of Sport Science and Physical Education, Madrid, Spain; Otto-von-Guericke University, Magdeburg, Germany; Catholic University, Faculty of Kinesiology and Rehabilitation Sciences, Leuven; Belgium; Comenius University, Faculty of Physical Education and Sports, Bratislava, Slovakia; Masaryk University, Faculty of Sport Sciences, Brno, Czech Republic; Lithuanian Academy of Physical Education, Kaunas, Lithuania; Latvian Academy of Sports Pedagogy, Riga, Latvia; University of Vienna, Vienna, Austria; Semmelweis University, Faculty of Physical Education and Sport, Budapest, Hungary; University of Ljubljana, Faculty of Sport, Slovenia. During the academic year 2012/13, 19 students participated in programmes of outbound mobility for the purpose of studying, while one student participated for the purpose of professional training. Based on the contest announced by the University in Zagreb, 24 students were selected for the programme of outbound mobility in 2013/14.

The rights and obligations of the students of the Faculty of Kinesiology during programmes of student mobility are defined by the Decision on the conditions of studying for the students of the Faculty of kinesiology at foreign universities and by the Regulations on International Mobility of the University of Zagreb.

A large number of activities focusing on the popularisation of outbound student exchange have been carried out in order to motivate the students of our Faculty to participate in mobility programmes, such as meetings with students, lectures on exchange by members of the Committee for International Cooperation, as well as by guests from international universities, whose constituents in the field of kinesiology and sports sciences our Faculty has signed agreements with, such as the Faculty of Sports Studies at Masaryk University at Brno, Czech Republic.

Likewise, the students of the Faculty of Kinesiology attend lectures in English through which they acquire good foundations for outbound mobility within the ERASMUS programme. The Faculty of Kinesiology is planning on organizing and conducting an intensive Water sports programme in cooperation with the University of Bologna within the new ERASMUS+

programme. The first step towards achieving the goals of the programme was organizing an international study on Water Sports held in September 2013 with the participation of foreign students.

The signed ERASMUS contracts by means of which student mobility programmes were carried out are as follows:

1. Humboldt-Universität zu Berlin, Institut für Sportwissenschaft
2. Semmelweis University, Budapest, Faculty of Physical Education and Sport Science
3. University of Ljubljana, Faculty of Sports
4. Comenius University, Faculty of Physical Education and Sports
5. Katholieke Universiteit Leuven, Faculty of Kinesiology and Rehabilitation Sciences, Leuven, Belgium
6. Faculty of Sport Studies, Masaryk University, Brno
7. University of Thessaly, Department of Physical Education and Sport Science, Greece
8. Faculty of Sport Sciences and Exercise, University of Valencia, Spain
9. Universidad Politécnica de Madrid, Facultad de Ciencias de la Actividad Física y el Deporte, Spain
10. University of Vienna
11. Ovidius University of Constanta, Romania, Faculty of Physical Education and Sport
12. University of Primorska, Faculty of Mathematics, Natural sciences and Information Technologies
13. University of Lille 2, Lille, France
14. University of Rennes 2, France
15. University of West Hungary, Szombately, Hungary
16. University of Pais Vasco, Bilbao, Spain
17. University of Alicante, Alicante, Spain
18. Lithuanian Academy of Physical Education, Kaunas, Lithuania
19. Middlesex University, London, UK
20. University „Vasile Alecsandri“ of Bacau, Romania
21. Latvian Academy of Sport Education, Riga, Latvia
22. Academy of Physical Education, Katowice, Poland
23. Otto-von-Guericke University, Magdeburg, Germany

We should also point out the participation of the Faculty of Kinesiology of the University of Zagreb in the production and realization of the ERASMUS “Intensive Programme in Performance Analysis of Sport”, conducted in cooperation with the University Wales Institute Cardiff (UK), University of West Hungary- Szombathely (Hungary), University of

Nottingham (UK), University Middlesex (UK), University of Alicante (UK), University of Valencia (Spain), University Otto Von Guericke – Magdeburg (Germany), University of Tartu (Estonia).

e) Analyse the application of your teachers' and associates' foreign experience, acquired through longer visits (a year or more) to eminent HE institutions or institutes worldwide. Compare this with other similar institutions and give your opinion on this matter.

Professor Goran Marković, PhD, stayed at the Department of Kinesiology and Applied Physiology at the University of Delaware in USA from August 2006 to April 2007. In the course of his postdoctoral training he spent time at two research laboratories (Laboratory for Motor Control and Laboratory of Neurophysiology) where he acquired basic and specific methodology insights in the mentioned fields which, upon his return, enabled him to organize our new Laboratory for Motor Control, as well as to introduce a new course (Motor Control) into the regular study programme. In this way, the level of scientific productivity was elevated and doctoral candidates were enabled to use modern equipment and a contemporary scientific approach to their research during the writing of their doctoral dissertations, as well as on other projects.

Pavle Mikulić, PhD, spent the academic year 2009/10 at the Department of Kinesiology of the Pennsylvania State University in USA. During this period he worked on the project "*Feed-forward Changes in Multi-Muscle Synergies in Postural Tasks*" for the realization of which he previously obtained a scholarship from the Croatian Science Foundation. He applies the acquired knowledge in working with students, particularly those attending doctoral studies, in the sense of identifying and defining scientific problems, selecting a scientific method and writing scientific papers. The gained experience and the actual results of his stay at the mentioned institution (that is, his published scientific papers) were the basis for proposing and introducing a new course to the university study programme of kinesiology entitled *Motor Control*. This study has become a mandatory study attended by students in the IV semester.

Professor Vladimir Medved, PhD, stayed at the University of Salerno for three months during the academic year 2009/10, and in the following years on several week-long occasions, where he conducted the course "Research Methodology in Kinesiological Biomechanics" (suitable for both undergraduate and postgraduate students), as well as assisted in the organization and establishing of a new Biomechanics Laboratory for Human Motion, the so-called, Handicap Laboratory.

Professor Damir Knjaz, PhD, stayed for over a year at the Department of Kinesiology of the Pennsylvania State University in USA during the academic year 2009/10 and 2010/11, where he was appointed the coordinator of the Male Basketball KINESIS 090B. His stay resulted in a joint scientific research in the field of basketball (cooperation with Penn State University,

Faculty of Physical Education and Sports, Bratislava, Slovakia and Faculty of Sport, Ljubljana, Slovenia).

Professor Goran Sporiš, PhD, went as an invited lecturer in 2008 to the University of West Hungary, Szombathely, Hungary, the University of Middlesex, London, UK, and UWIC - University of Wales Institute, Cardiff. As a result, a new elective course was organized as part of the integrated university study of kinesiology, while at the Institute of Kinesiology the Notational Analysis Centre was initiated. In addition, his stay resulted in the inclusion of the Faculty of Kinesiology in the ERASMUS "Intensive Programme in Performance Analysis of Sport", as well as in the realization of a new course, "Scientific Writing and Research Methods", which was accredited by the University of West Hungary.

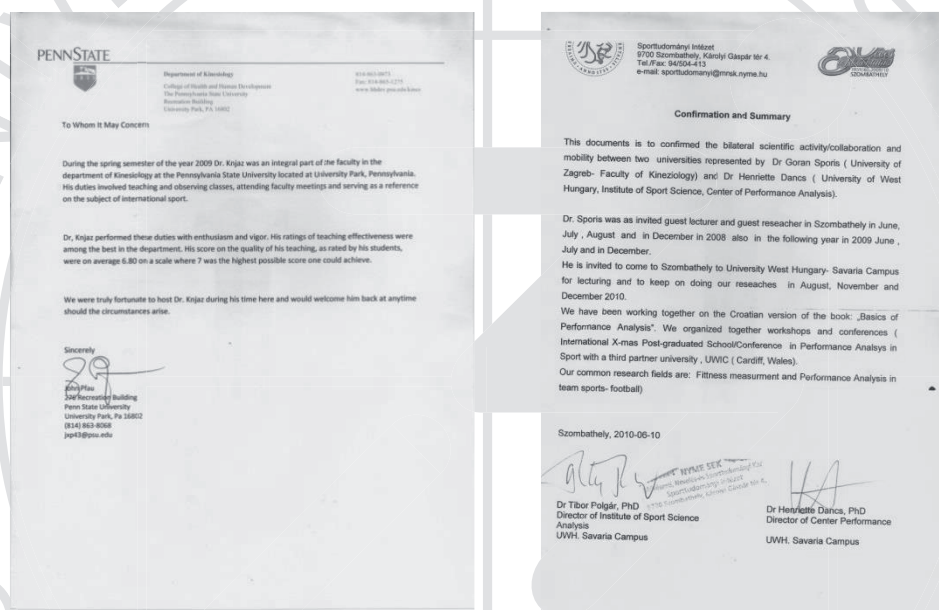


Image 6.11. Documents on bilateral scientific cooperation

By comparing the Faculty of Kinesiology of the University of Zagreb with other faculties in the field of kinesiology, we can state that the Faculty of Kinesiology is the leading institution of higher education in the region (Sarajevo, Novi Sad, Ljubljana, Belgrade, Nikšić, Banja Luka) in terms of its international activity and visits of the Faculty staff and their associates to foreign institutions.

f) If there is one, describe and assess cooperation in the area of exchange of teachers and associates with other foreign HE institutions. State possible students' opinions and comments about the visiting teachers.

COOPERATION AGREEMENT

BELGIUM

LEUVEN

Faculty of Kinesiology and Rehabilitation Sciences

1) J. Lefevre, duration: a week, from March 6, 2009; group visit

Faculty of Kinesiology and Rehabilitation Sciences, Katolike University

1) R. Renson, duration: a week, from March 6, 2009, group visit

BOSNIA AND HERZEGOVINA

SARAJEVO

The Faculty of Sport and Physical Education, University of Sarajevo

1) I. Rađo, duration: a week, from May 5, 2008, group visit

ITALY

ROME

C.O.N.I. Italy & EOSE UK – Italy

1) A. Madela (†); duration: a week, from February 1, 2008; group visit

SALERNO

Faculty of Formation, University of Salerno

1) M. Sibilio, duration: a week, from April 4, 2008; group visit

CHINA

BEIJING

Beijing Sport University

1) J. Chi, duration: a week, from September 22, 2012; group visit

2) B. Hongjun, duration: a week, from September 20, 2010; group visit

3) C. Jian, duration: a week, from February 21, 2013; group visit

4) S. Jian, duration: a week, from September 20, 2010; group visit

5) W. Jun, duration: a week, from September 20, 2010; group visit

6) D. Mei, duration: a week, from February 21, 2013; group visit

7) B. Yang, duration: a week, from September 22, 2012; group visit

8) H. Zhenwen, duration: a week, from September 20, 2010; group visit

HUNGARY

BUDAPEST

Institute of Coaching and Sport Education - Semmelweis University Budapest - Hungary

1) L. Petrović, duration: a week, from February 1, 2008; group visit

NORWAY

OSLO

Norwegian University of Sport Sciences

1) O. Fosnaes, duration: a week, from March 4, 2010; group visit

2) S. Loland, duration: a week, from March 4, 2010; group visit

USA

ORLANDO

University of Central Florida

1) J. Hoffman, duration: a week, from February 22, 2013; individual visit

PROVO, UTAH

Rocky Mountain University

1) B. Alvar, duration: a week, from February 21, 2013; individual visit

SLOVENIA

LJUBLJANA

University of Ljubljana, Faculty of Sport

1) K. Tomažin, duration: a week, from May 06, 2008; individual visit

SERBIA

BELGRADE

Faculty of Sports and Physical Education, University of Belgrade

1) D. Mirkov, duration: a week, from February 24, 2011; group visit

SPAIN

VITORIA-GASTEIZ (ARABA)

Faculty of Physical Activity and Sport Sciences University of the Basque Country

1) J. Calleja, duration: a week, from May 24, 2011; individual visit

GUEST LECTURER

AUSTRIA

SALZBURG

Department of Sport Science and Kinesiology, University of Salzburg

1) E. Müller, duration: a week, from September 6, 2011; individual visit

AUSTRALIA

MELBOURNE

School of Sport and Exercise Science, Institute of Sport, Exercise and Active Living

1) D. Bishop, duration: a week, from September 6, 2011; individual visit

AUSTRIA

VIENNA

Department of Biomechanics/Kinesiology and Applied Computer Science, University of Vienna

1) A. Baca, duration: a week, from September 6, 2011; individual visit

BELGIUM

LEUVEN

Department of Human Kinesiology, Catholic University

1) R. Renson, duration: a week, from September 7, 2008; individual visit

BOSNIA AND HERZEGOVINA

SARAJEVO

Faculty of Sports and Physical Education, University of Sarajevo

1) I. RAĐO, duration: a week, from January 13, 2007; individual visit

Faculty of Sports and Physical Education, University of Sarajevo

1) A. Bradić, duration: a week, from March 22, 2009; individual visit

Faculty of Sports and Physical Education, University of Sarajevo

1) N. Smajlović, duration: a week, from September 23, 2006; individual visit

BULGARIA

SOFIA

National Sports Academy

1) T. Zhelyazkov, duration: a week, from May 15, 2008; individual visit

CZECH REPUBLIC

OLOMOUC

Faculty of Physical Culture, Palacky University

1) F. VAVERKA, duration: a week, from May 27, 2006; individual visit

PRAGUE

Faculty of Physical Education and Sport, Charles University

1) P. Blahuš, duration: a week, from September 7, 2008; individual visit

FINLAND

IYVÄSKYLÄ

Research Institute for Olympic Sports

1) J. Hanin, duration: a week, from September 6, 2011; individual visit

TAMPERE

UKK Institute

1) P. Oja, duration: a week, from September 6, 2011; individual visit

FRANCE

LILLE

Faculty of Sport Science, University of Lille

1) C. Sobry, duration: a week, from September 6, 2011; individual visit

ITALY

ROME

Department of Human Movement and Sport Science, University of Rome

1) L. Caprunica, duration: a week, from September 6, 2011; individual visit

TORINO

Laboratory for Engineering of the Neuromuscular System, Politecnico di Torino

1) R. Merletti, duration: a week, from January 15, 2008; individual visit

CHINA

BEIJING

Beijing Sport University

1) L. Yifan, (associate professor); duration: a week, from February 21, 2013; group visit

HUNGARY

BUDAPEST

Department of Biomechanics, Faculty of Physical Education and Sports Sciences, Semmelweis University

1) J. Tihanyi, duration: a week, from September 6, 2011; individual visit

SZOMBATHELY

University of West-Hungary, Savaria Campus, Institute of Sport Science, Szombathely

1) H. Dancs, duration: a week, from September 6, 2011; individual visit

NORWAY

NOTODDEN

Faculty of Arts, Folk Culture and Teacher Education, University of Notodden

1) I. Fjortoft, duration: a week, from September 6, 2011; individual visit

OSLO

Norwegian University of Sport Science, Oslo

1) S. Loland, duration: a week, from September 6, 2011; individual visit

GERMANY

BERLIN

International Council of Sport Science and Physical Education

1) G. Doll-Tepper, duration: a week, from September 6, 2011; individual visit

GÖTTINGEN

Department of Neuro-rehabilitation Engineering Bernstein Centre for Computational Neuroscience University

1) D. Farina, duration: a week, from September 6, 2011; individual visit

KOLN

Faculty of Human Sciences, University of Cologne

1) H. Strohkendl, duration: a week, from September 7, 2008; individual visit

Institut für Kreislaufforschung und Sportmedizin

2) W. Hollman, duration: a week, from September 7, 2005; individual visit

MAGDEBURG

FAKULTÄT FÜR GEISTES, SOZIAL UND ERZIEHUNGSWISSENSCHAFTEN

1) A. HOKELMANN, duration: a week, from June 2, 2006; individual visit

Institute for Sport Sciences, Otto-von-Guericke University

1) A. Höckelmann, duration: a week, from September 6, 2011; individual visit

POLAND

WARSAW

Europejski Polytechniczny Instytut, s.r.o.

1) W. STAROSTA, duration: a week, from June 2, 2006; individual visit

ROMANIA

BACAU

Facultatea de Științe ale Mișcării, Sportului și Sănătății Universitatea "Vasile Alecsandri" din Bacău

19 N. Ocheana, duration: a week, from May 25, 2013; individual visit

USA

MICHIGAN

Department of Movement Science, Division of Kinesiology, University of Michigan

1) K. Tomljenović-Borer, duration: a week, from September 6, 2011; individual visit

NEW JERSEY

College of New Jersey

1) J. Hoffman, duration: a week, from September 6, 2011; individual visit

PENNSYLVANIA

Penn State University

1) M. Latash, duration: a week, from September 7, 2008; individual visit

USA

CHICAGO

University of Illinois at Urbana-Champaign

1) W. Zhu, duration: a week, from September 6, 2011; individual visit

COLORADO SPRINGS

Sociology Department, University of Colorado at Colorado Springs

1) J. Coakley, duration: a week, from September 6, 2011; individual visit

SLOVAKIA

BRATISLAVA

Comenius University Bratislava, Faculty of Physical education and Sports

1) E. Zemkova, duration: a week, from May 6, 2013; individual visit

Faculty of PE and Sport, University of Bratislava

1) B. Antala, duration: a week, from September 6, 2011; individual visit

Faculty of Physical Education and Sports Comenius University

1) L. Tomanek, duration: a week, from November 1, 2011; individual visit

SLOVENIA

KOPER

University of Primorska

1) R. Pišot, duration: a week, from November 24, 2012; individual visit

KOPER

Science and Research Centre Koper, University of Primorska

1) R. Pišot, duration: a week, from May 11, 2007; individual visit

2) R. Pišot, duration: a week, from January 26, 2008; individual visit

Science and Research Centre Koper, University of Primorska

1) R. PIŠOT, duration: a week, from November 18, 2006; individual visit

Science and Research Centre Koper, University of Primorska

1) R. Pišot, duration: a week, from December 18, 2009; individual visit

LJUBLJANA

Faculty of Sport, University of Ljubljana

1) H. Berčič, duration: a week, from September 6, 2011; individual visit

Faculty of Sport, University of Ljubljana

1) B. Jošt, duration: a week, from March 13, 2010; individual visit

Faculty of Sport, University of Ljubljana

1) A. Dolenc, duration: a week, from September 2, 2013; individual visit

Faculty of Sport, University of Ljubljana

1) M. Čoh, duration: a week, from September 2, 2013; individual visit

Faculty of Sport, University of Ljubljana

1) M. Hosta, duration: a week, from December 17, 2007; individual visit

Faculty of Sport, University of Ljubljana

1. A. Dolenc, duration: a week, from October 10, 2011; individual visit

Faculty of Sport, University of Ljubljana

1) M. Čoh, duration: a week, from February 13, 2010; individual visit

2) M. Čoh, duration: a week, from March 3, 2013; individual visit

3) M. Kondrič, duration: a week, from May 12, 2006; individual visit

4) V. Strojnik, duration: a week, from January 30, 2010; individual visit

5) M. Tušak, duration: a week, from March 11, 2012; individual visit

Faculty of Sport, University of Ljubljana

1. B. JOŠT, duration: a week, from April 23, 2005; individual visit

Faculty of Sport, University of Ljubljana

- 1) H. Berčič, duration: a week, from April 26, 2008; individual visit
- 2) H. Berčič, duration: a week, from June 2, 2007; individual visit
- 3) H. Berčič, duration: a week, from June 2, 2007; individual visit
- 4) M. Čoh, duration: a week, from January 12, 2007; individual visit
- 5) B. Jošt, duration: a week, from January 12, 2008; individual visit
- 6) M. Kondrič, duration: a week, from November 15, 2006; individual visit
- 7) M. Kondrič, duration: a week, from May 9, 2007; individual visit
- 8) M. Kovač, duration: a week, from February 17, 2008; individual visit
- 9) T. Pavlin, duration: a week, from May 13, 2008; individual visit
- 10) T. Pavlin, duration: a week, from May 13, 2008; individual visit
- 11) J. Strel, duration: a week, from February 16, 2008; individual visit
- 12) J. Strel, duration: a week, from June 3, 2007; individual visit
- 13) N. Šarabon, duration: a week, from April 20, 2008; individual visit
- 14) N. Šarabon, duration: a week, from May 10, 2008; individual visit
- 15) B. Škof, duration: a week, from May 19, 2007; individual visit
- 16) A. Ušaj, duration: a week, from April 19, 2008; individual visit
- 17) A. Ušaj, duration: a week, from March 21, 2009; individual visit
- 18) M. Žvan, duration: a week, from December 21, 2007; individual visit

Faculty of Education, University of Ljubljana

1) F. Krpač, duration: a week, from April 11, 2011; individual visit

VIENNA

Zentrum für Sportwissenschaft und Universitätssport, Universität Wien

1) A. Baca, duration: a week, from May 19, 2007; individual visit

SPAIN

BILBAO

Department of Research and Development, Athletic Club Bilbao Basque Country

1) J. Calleja-Gonzales, duration: a week, from September 6, 2011; individual visit

UK

CANTERBURY

Canterbury Christ Church University

1) D. CHATZIEFSTATHIOU, duration: a week, from April 5, 2006; individual visit

EDINBURGH

Centre for Aquatics Research and Education, University of Edinburgh

1) R. Sanders, duration: a week, from September 7, 2008; individual visit

LIVERPOOL

Research Institute for Sport and exercise Sciences, John Moore University

1) B. Drust, duration: a week, from September 7, 2008; individual visit

MIDDLESEX

University of Middlesex

1) N. James, duration: a week, from September 6, 2011; individual visit

WALES

School of Sport, University of Wales

1) M. Hughes, duration: a week, from September 7, 2008; individual visit

CONFERENCE

SLOVENIA

LJUBLJANA

Faculty of Sport, University of Ljubljana

1) N. Šarabon, duration: a week, from February 22, 2007; individual visit

OTHER

BOSNIA AND HERZEGOVINA

SARAJEVO

Faculty of Sports and Physical Education, University of Sarajevo

1) M. Talović, duration: a week, from October 31, 2007; individual visit

BULGARIA

SOFIA

National Sport Academy

- 1) N. Gencheva, duration: less than a month, from April 4, 2006; individual visit

POLAND

POZNAN

University school of Physical Education

- 1) R. Sleboda, duration: less than a month, from March 5, 2007; individual visit

SLOVAKIA

BRATISLAVA

Comenius University in Bratislava, Faculty of Physical Education and Sport

- 1) L. Tomanek, duration: less than a month, from March 20, 2006; individual visit

SLOVENIA

LJUBLJANA

Faculty of Sport, University of Ljubljana

- 1) B. Dežman, duration: a week, from November 8, 2007; individual visit
- 2) D. Šajber, duration: a week, from November 12, 2007; individual visit
- 3) B. Škof, duration: a week, from October 19, 2007; individual visit

Faculty of Sport, University of Ljubljana

- 1) M. Kovač, duration: a week, from February 19, 2011; individual visit
- 2) D. Šarabon, duration: a week, from June 2, 2009; individual visit

SERBIA

NOVI SAD

Faculty of Sport and Physical Education

- 1) P. Protić, duration: a week, from December 7, 2005; individual visit

PROJECT MEETING

CHINA

BEIJING

Beijing Sport University

1) Y. Yang, duration: a week, from September 22, 2012; group visit

SLOVENIA

LJUBLJANA

Faculty of Sport, University of Ljubljana

1) M. Čoh, duration: a week, from March 16, 2007; group visit

2) A. Dolenc, duration: a week, from March 16, 2007; group visit

3) K. Tomažin, duration: a week, from March 16, 2007; group visit

Faculty of Sport

1) M. Kovač, duration: a week, from March 1, 2010; group visit

2) J. Strel, duration: a week, from March 1, 2010; group visit

PROFESSIONAL VISIT

IRAN

AHWAZ

Shahid Chamran University

1) P. Nourbakhsh, duration: a week, from May 22; 2007; group visit

TEHRAN

Islamic Azad University of Iran, Physical education department

1) S. Limoochi, duration: a week, from May 22; 2007; group visit

HUNGARY

SZOMBATHELY

University of West Hungary

1) H. Dancs, duration: a week, from September 17, 2013; individual visit

ROMANIA

BACAU

University "Vasile Alecsandri" of Bacau Faculty of Health, Sports and Human Movement Sciences Physical Education and Sport Performance Dpt.

1) N. Ochiana, duration: a week, from May 25, 2013; individual visit

USA

IOWA CITY

School of Health, Physical Education & Leisure Services

1) M. Chin, duration: a week, from May 12, 2012; individual visit

SPAIN

CACERES

University of Extremadura

1) J. Sayavera, duration: a week, from September 2, 2013; individual visit

USA

ABERDEEN

Northern State University

1) R. Baruth, duration: less than a month, from May 2, 2007; individual visit

SCIENTIFIC VISIT

AUSTRIA

VIENNA

Institut fur Sportwissenschaft der Universitat

1) A. Baca, duration: a week, from May 29, 2006; group visit

BOSNIA AND HERZEGOVINA

BANJA LUKA

Faculty of Physical Education and Sport, University of Banja Luka

1) S. Bjelić, duration: a week, from December 27, 2012; individual visit

SARAJEVO

Faculty of Sport and Physical Education

1. A. Bradić, duration: a week, from July 6, 2010; individual visit
2. M. Talović, duration: a week, from October 3, 2008; individual visit
3. M. Talović, duration: a week, from March 9, 2010; individual visit
4. M. Talović, duration: a week, from May 4, 2011; individual visit
5. E. Pašalić, duration: a week, from April 23, 2009; individual visit
6. M. Talović, duration: a week, from June 10, 2009; individual visit
7. M. Talović, duration: a week, from February 23, 2012; individual visit
8. M. Talović, duration: a week, from March 14, 2012; individual visit
9. A. Bradić, duration: a week, from December 21, 2009; individual visit
10. I. Rađo, duration: a week, from December 17, 2009; individual visit
11. I. RAĐO, duration: a week, from December 12, 2006; individual visit
12. I. Rađo, duration: a week, from May 28, 2011; individual visit

TRAVNIK

University of Travnik, Faculty of Education

- 1) D. Bonacin, duration: a week, from May 20, 2011; individual visit

MONTENEGRO

NIKŠIĆ

University of Montenegro, Faculty for Sport and Physical Education

- 1) K. Idrizović, duration: a week, from May 28, 2011; individual visit

CZECH REPUBLIC

OLOMOUC

Palacky University, Fakulty of Physical Culture

- 1) D. Roberson, duration: a week, from June 15, 2013; individual visit

FINLAND

JYVÄSKYLÄ

KIHU - Research Institute for Olympic Sports

- 1) J. Hanin, duration: a week, from February 23, 2010; individual visit

University of Yvässkylä

1) Hanin, duration: a week, from May 4, 2013; individual visit

JYVÄSKYLÄ

University of Jyvaskyla

1) J. Hanin, duration: a week, from April 14, 2012; individual visit

ROMANIA

CRAIOVA

Facultatea de Educatie Fizica si Sport, Universitatea din Craiova

1) J. Firica, duration: from one to three months, from September 20, 2006; individual visit

SLOVAKIA

BRATISLAVA

Faculty of Physical Education and Sport

1) L. Tomanek, duration: a week, from November 23, 2007; individual visit

BOSNIA AND HERZEGOVINA

BANJA LUKA

Faculty of Physical Education and Sport, University of Banja Luka

1) S. Bijelić, duration: a week, from May 10, 2012; individual visit

SLOVENIA

KOPER

University of Primorska, Science and Research Centre Koper

1) N. Šarabon, duration: a week, from March 13, 2012; individual visit

University of Primorska, Science and Research Centre Koper

1) R. Pišot, duration: a week, from December 10, 2011; individual visit

KOPER

University of Primorska

1) N. Šarabon, duration: a week, from November 19, 2010; individual visit

2) N. Šarabon, duration: a week, from February 2, 2011; individual visit

University of Primorska

- 1) N. Šarabon, duration: a week, from June 21, 2012; individual visit
- 2) N. Šarabon, duration: a week, from March 21, 2013; individual visit
- 3) N. Šarabon, duration: a week, from July 2, 2013; individual visit

University of Primorska, Science and Research Centre Koper

- 1) N. Šarabon, duration: a week, from May 20, 2011; individual visit
- 2) B. Šimunič, duration: a week, from January 28, 2012; individual visit

University of Primorska, Science and Research Centre Koper

- 1) R. Pišot, duration: a week, from September 24, 2007; individual visit

LJUBLJANA

Faculty of Sport, University of Ljubljana

- 1) M. Čoh, duration: a week, from March 9, 2006; individual visit
- 2) N. Šarabon, duration: a week, from February 23, 2007; individual visit
- 3) A. Ušaj, duration: a week, from February 21, 2006; individual visit
- 4) P. Zaletel-Černoš, duration: a week, from March 28, 2006; individual visit

Faculty of Sport, University of Ljubljana

- 1) M. Kovač, duration: from one to two months, from May 20, 2010; group visit
- 2) G. Starc, duration: from one to three months, from May 20, 2010; group visit
- 3) D. Šajber, duration: a week, from April 5, 2006; individual visit

Faculty of Sport, University of Ljubljana

- 1) S. Cecić-Erpič, duration: a week, from March 21, 2013.; individual visit
- 2) M. Čoh, duration: a week, from February 12, 2012; individual visit
- 3) M. Čoh, duration: a week, from July 8, 2013; individual visit
- 4) M. Čoh, duration: a week, from December 20, 2012; individual visit
- 5) M. Čoh, duration: a week, from December 14, 2012; individual visit
- 6) M. Doupona Topič, duration: a week, from May 13, 2012; individual visit
- 7) B. Jošt, duration: a week, from February 26, 2012; individual visit
- 8) M. Kondrić, duration: a week, from November 14, 2011; individual visit
- 9) M. Kondrić, duration: a week, from November 7, 2012; individual visit
- 10) M. Lasan, duration: a week, from November 11, 2011; individual visit

- 11) B. Leskošek, duration: a week, from November 12, 2011; individual visit
- 12) T. Pavlin, duration: a week, from May 10, 2012; individual visit
- 13) T. Pavlin, duration: a week, from November 9, 2010; individual visit
- 14) M. Šibila, duration: a week, from October 25, 2011; individual visit
- 15) M. Zagorc, duration: a week, from November 5, 2009; individual visit
- 16) M. Zagorc, duration: a week, from July 7, 2010; individual visit

Faculty of Sport, University of Ljubljana

- 1) H. Berčič, duration: a week, from May 11, 2013; individual visit

Faculty of Sport, University of Ljubljana

- 1) M. ČOH, duration: a week, from March 9, 2006; individual visit
- 2) M. ČOH,); duration: a week, from May 24, 2006; individual visit
- 3) A. FILIPČIĆ, duration: a week, from April 11, 2006; individual visit
- 4) M. HOSTA, duration: a week, from March 27, 2006; individual visit
- 5) M. LASAN, duration: a week, from October 12, 2006; individual visit
- 6) D. ŠAJBER, duration: a week, from April 5, 2006; individual visit
- 7) A. UŠAJ, duration: a week, from February 21, 2006; individual visit
- 8) P. ZALETEL-ČERNOŠ, duration: a week, from March 28, 2006; individual visit

Faculty of Sport, University of Ljubljana

- 1) M. Čoh, duration: a week, from March 13, 2007; individual visit
- 2) M. Čoh, duration: a week, from December 3, 2008; individual visit
- 3) A. Filipčič, duration: a week, from November 5, 2008; individual visit
- 4) M. POCRNJIC, duration: a week, from November 24, 2006; individual visit
- 5) V. STROJNIK, duration: a week, from December 16, 2006; individual visit
- 6) M. Šibila, duration: a week, from February 17, 2009; individual visit
- 7) M. Žvan, duration: a week, from February 22, 2007; individual visit

Faculty of Sport, University of Ljubljana

- 1) M. Čoh, duration: a week, from June 17, 2010; individual visit

Faculty of Sport, University of Ljubljana

- 1) M. Hosta, duration: a week, from December 17, 2007; individual visit

Faculty of Sport, University of Ljubljana

- 1) H. Berčić, duration: a week, from June 30, 2009; individual visit
- 2) H. Berčić, duration: a week, from April 17, 2011; individual visit
- 3) M. Čoh, duration: a week, from September 21, 2010; individual visit
- 4) M. Kondrič, duration: a week, from February 18, 2011; individual visit
- 5) B. Škof, duration: a week, from May 7, 2011; individual visit

Faculty of Sport, University of Ljubljana

- 1) J. Strel, duration: a week, from February 19, 2011; individual visit

LJUBLJANA

Faculty of Sport, University of Ljubljana

- 1) M. Šibila, duration: a week, from June 9, 2011; individual visit

SERBIA

BELGRADE

Faculty of Sports and Physical Education, University of Belgrade

- 1) D. Mirkov, duration: a week, from December 14, 2012; individual visit

Institute of Sports Medicine, Sports Academy

- 1) S. Ostojić, duration: a week, from February 23, 2007; individual visit

NOVI SAD

Faculty of Sports and Tourism

- 1) S. Ostojić, duration: a week, from February 27, 2010; individual visit

UKRAINE

KIEV

National University of Physical Education and Sport of Ukraine

- 1) M. Bulatova, duration: a week, from February 23, 2007; group visit
- 2) V. Platonov, duration: a week, from February 23, 2007; group visit

The visiting professors cooperate with the Faculty of Kinesiology in terms of lectures at all study levels, further by participating in peer reviews of papers submitted to the "Kinesiology" journal, in invited lectures at international conferences organized by the Faculty of Kinesiology and as reviewers of papers in the mentioned conferences. They are

also involved as coordinators of elective courses and as commission members in the process of defending master and doctoral dissertations.

Our students have a positive attitude towards visiting lecturers and they perceive them in terms of potential enrichment to the teaching process and analysing the teaching issues from a perspective of foreign universities. Visiting lecturers also provide an opportunity for promotion of student exchange programmes, given the fact that they can receive detailed information on certain universities more easily.

We are satisfied with the cooperation in the area of exchange of teachers and associates, which the Faculty of Kinesiology of the University of Zagreb intends to further intensify by increasing the number of visiting teachers and students in the manner of improving the quality of its curriculum and by introducing programmes in English.

g) State how you support courses in English or some other world language in order to attract foreign students.

In the winter semester of the academic year 2010/11, having achieved a full membership status in the ERASMUS programme, the Faculty of Kinesiology of the University of Zagreb, initiated Kinesiotherapy courses in English for domestic students. Students' reactions to the performed courses in English were very positive, both in terms of the level of knowledge that the students demonstrated, and in terms of quality in particular forms of teaching as part of the Kinesiotherapy course. This was the first step towards the introduction of an entire set of courses in English.

As of the academic year 2011/12, foreign students are offered a set of courses in English at the Faculty of Kinesiology, for which they show great interest. The mentioned set of courses was further expanded in the academic year 2012/13. The implementation of these courses is partially funded by the University of Zagreb. The Faculty of Kinesiology stimulates teaching in English by motivating teachers to perform all the courses of the regular study programmes, as well as the courses in doctoral studies, in English during the period of the following two years, by which time a complete study programme in English will have been produced (covering all study levels). The Faculty also promotes publishing teaching materials in English.

In the academic year 2013/14, international students are offered the following courses:

No.	Study	Lecturer	Semester	ECTS points
1.	Basketball	Professor Damir Knjaz, PhD	III	6
2.	Training Theory	Professor Dragan Milanović, PhD	V	6.5
3.	Kinesitherapy	Assistant professor Dubravka Ciliga, PhD	VI	6
4.	Volleyball	Professor Nenad Marelić, PhD	I	6
5.	Dance	Professor Goran Oreb, PhD	V	6
6.	Judo	Professor Hrvoje Sertić, PhD	III	5.5
7.	Research Methodology of Kinesiology	Professor Franjo Prot, PhD Professor Goran Sporiš, PhD	VIII	5
8.	Biomechanics	Professor Vladimir Medved, PhD	III	6.5
9.	Soccer	Assistant professor Valentin Barišić, PhD	IV	6
10.	Kinesiological Recreation	Professor Mirna Andrijašević, PhD	V	6.5
11.	Psychology of Middle Adulthood	Professor Ksenija Bosnar, PhD	VIII	2
12.	Badminton	Assistant professor Dubravka Ciliga, PhD	II	2
13.	Water Sports	Professor Goran Oreb, PhD	VI	5.5
14.	Acrobatics	Professor Željko Hraski, PhD	I	2
15.	Aerobics	Professor Gordana Furjan-Mandić, PhD	VI	2
16.	Tennis	Professor Boris Neljak, PhD	VI	2
17.	Pedagogy	Professor Dubravka Miljković, PhD	V	3.5

h) Analyse international cooperation of your students, especially from professional standpoint (professional student symposiums, study visits, etc.), and from the standpoint of association in order to promote student rights.

The work of the Office for International Cooperation, Protocol and Public Relations also includes the activities of the Student Union which aim at helping incoming and outgoing students within the Erasmus programme in terms of informing them, especially the incoming students, of all their rights and obligations at the Faculty. Likewise, the students are involved in the ESN network (Erasmus Student Network). The students association "Drite" is also active at our Faculty by participating in the organization of international student projects whose core activities are writing scientific papers, participating in international conferences, and collaborating with the best Croatian and international sports organizations in order to provide their members first-hand work experience so that they can learn how these organizations function and what they expect from future employees. We hope that by including some of the members of the association (all of them very successful students, some of whom are also excellent athletes) into the professional environment we will

hopefully raise the quality of the professional coaching personnel which will in the end contribute to the general advancement of sports.

The members of the Student Union are also actively involved in helping with the preparation and realization of international conferences which are organized by the Faculty of Kinesiology, thus gaining valuable international experience in contact with foreign lecturers and other international students.

i) Comment on the possibilities for your students to spend a part of their studies abroad and forms of institutional support for it.

With the introduction of the Bologna Process, students of the Faculty of Kinesiology have more opportunities to spend a part of their studies abroad. Their mobility is regulated by the already mentioned Regulations on International Mobility of the University of Zagreb which specifies the basic principles of mobility for both incoming and outgoing students, scientific-educational and non-teaching staff members, the type and duration of mobility, application procedures, basic documents, students' rights and obligations, the role of ECTS coordinators etc. The Faculty of Kinesiology pays special attention to student mobility, as evidenced by the intense activity of the Office of International Cooperation, Protocol and Public Relations, which fully supports outgoing students, starting from the application process, through providing information about the partner universities, to the very realization of mobility and assisting the ECTS coordinator in the process of recognizing credits acquired at a foreign university. The ECTS coordinator is also systematically concerned with the compatibility of courses that students of the Faculty of Kinesiology attend and complete at the partner university, so that the process of recognizing credits can be carried out completely. In the process of selecting students for mobility, the Faculty of Kinesiology encourages students' excellence and language skills as the most important criteria for the realization of mobility.

The students primarily use the ERASMUS programme, as part of which they decide on spending a part of their studies in foreign universities for a period of one or two semesters. Over the past three academic years, a total of 38 students spent a semester at one of the partner institutions, primarily in the framework of the ERASMUS programme.

Students are also offered the ERASMUS programme for professional internship as part of which they spend a semester abroad in professional training, in collaboration with companies, sports federations and clubs. Each year students' interest is increasing for this kind of student exchange.

In addition, students can apply for scholarships at foreign universities which have signed bilateral agreements with the University of Zagreb, as well as for scholarships of the Erasmus Mundus programme, in particular the Basileus sub-programme.

j) Describe visits of foreign students to your HE institution (duration and content, table 6.2)

For several years now, the Faculty of Kinesiology has been admitting a certain number of interested students from other universities by ensuring their enrolment in desired courses which enable these students to expand their acquired knowledge and competences at all study levels.

In the future, the Faculty of Kinesiology will further expand the possibilities of student exchange with international students who wish to study at our Faculty for one or more semesters, which particularly involves developing a study programme in English at all levels of the study.

Over the past three academic years, a total of 34 foreign students entered the exchange programme at the Faculty of Kinesiology of the University of Zagreb.

The incoming mobility is so far achieved primarily on the basis of cooperation with other universities: Polytechnic University of Madrid, Spain, University of Valencia, Spain, Comenius University, Bratislava, Slovakia, Masaryk University, Brno, Czech Republic, University of Vienna, Austria, University of Primorska, Koper, Slovenia, University of Alicante, Spain, Lithuanian Academy of Physical Education, Kaunas, Lithuania, University of Pais Vasco, Bilbao, Spain, and the Latvian Academy of Sport Education, Riga, Latvia.

Foreign students have chosen among the courses which were performed in English and they have so far successfully taken and passed the exams in the mentioned course. At their request, foreign students can also become involved in the activities of sports clubs, as well as various secondary activities, such as language learning, numerous social events, etc.

k) Specify to what extent you are satisfied with the current situation and propose possible improvements.

Upon analysing the international cooperation at the Faculty of Kinesiology of the University of Zagreb, it is visible that there is a satisfactory level of activities in the field of international cooperation. In recent years, the Faculty of Kinesiology has shown extensive international cooperation in terms of incoming and outgoing students, as well as in the terms of organizing international conferences. This shows that our Faculty is investing significant efforts in international promotion and visibility of our institution on the international map of higher education institutions in the field of kinesiology.

This self-evaluation shows that the Faculty must invest additional resources and provide further support to the Office for International Cooperation, Protocol and Public Relations in order to maintain the current level of activity, as well as to further increase it, particularly in the area of applying for international scientific and research and teaching projects.

Additional attention should also be paid to motivating the outgoing mobility of teachers and associates which could be brought to a higher level. Teacher mobility can be improved by a better organization within courses and chairs of the Faculty, so that all teachers and

associates could be given the possibility of pursuing scientific or professional training abroad, as a basis for their further development and for increasing the level of quality in both the teaching and the scientific processes at the Faculty.

The Faculty of Kinesiology is proud of its tradition of organizing international conferences, among which the International Conference on Kinesiology deserves special mention. The Conference on Physical Conditioning of Athletes, which will be held for the 13th time in 2014, is another important event in terms of international scientific and professional activities of our Faculty. Each year, this conference brings together more than 1200 participants from the region and abroad, and as such, it is the largest in Europe.

An important goal of the Faculty of Kinesiology is the production of quality web sites in English, as a prerequisite for even better international visibility, as well as the production of teaching materials and textbooks in English. Increase the outgoing mobility of our teachers in the form of longer stays at foreign universities, as well as longer stays of visiting foreign professors at our institution are also important goals in the future.

New EU programmes ERASMUS+ and HORIZON2020 present a possibility for financing further scientific and research activities at the Faculty of Kinesiology.

Table 6.1. Teacher mobility in the last 3 years

	Number of study visits of this institution's teachers and associates			Number of visits by foreign teachers to this institution		
	1-3 months	3-6 months	6 months and more	1-3 months	3-6 months	6 months and more
Scientific	5		4			
Artistic						
Teaching	1					
Professional	1					

Table 6.2. Student mobility in the last 3 years

	Number of students in the international exchange		
	1 - 3 months	3 - 6 months	6 months or more
Faculty of Kinesiology students		38	1
Foreign students		23	11

Table 6.3. Non-teaching staff mobility in the last 3 years

Number of professional visits of non-teaching staff to a foreign HE institution			
0 - 3 months	1 - 3 months	3 - 6 months	6 months and more
4	-	-	-





7.

**RESOURCES: ADMINISTRATIVE
AND SUPPORT SERVICES, SPACE,
EQUIPMENT AND FINANCES**

7. RESOURCES: ADMINISTRATIVE AND SUPPORT SERVICES, SPACE, EQUIPMENT AND FINANCES

a) Analyse the number of administrative, technical and supporting staff in relation to the number of teachers and associates, the number of students, teaching space, technical and other maintenance equipment and the institution's financial capacities.

In academic year 2012/13, the number of employees at the Faculty as of November 30, 2013 amounted to a total of 125, with 80 scientific-educational staff and 45 non-teaching staff. Unlike the insufficient number of scientific-educational staff, the number of non-teaching staff and the qualification structure of the administrative, technical and support service staff, despite the ever increasing requirements by the Ministry of Science, Education and Sports, the University of Zagreb and different agencies to provide reports, or accomplish other administrative tasks, and offer the highest quality of service to students and other users, is basically satisfactory at the moment. A relatively unfavourable ratio of the teaching staff and the non-teaching staff (64% : 36%) can be explained, on one hand, by the above mentioned fact that there is a lack of teaching staff at the Faculty, while on the other hand, by the fact that almost half of the non-teaching staff (21 employees from the technical and support services) are engaged exclusively in cleaning and maintenance of Faculty premises (sports halls, locker rooms, showers and other sanitary facilities, lecture halls, exercise halls, laboratories, teachers' offices, office spaces, etc. with a total surface of over 12000 m²), as well as of outdoor sports fields with a surface of around 15 hectares. The remaining 24 non-teaching employees work in the Secretary's Office, the Department of Finance and Accounting, the Centre for Library Information and Publication Activities, the IT Support Centre and the Office for International Cooperation, Protocol and Public Relations.

An overview of the current state and the ratio of the administrative, technical and support staff and the number of teachers, junior researchers, associates and the number of students in the last 5 years is shown in table 7a.

Table 7a. Ratio of the administrative, technical and support staff and the number of teachers, junior researchers, associates and the number of students in the last 5 years

Academic year	2008/09	2009/10	2010/11	2011/12	2012/13
Total number of administrative, technical and support staff	44	44	44	44	45
Total number of teaching staff (teachers, junior researchers and associates) (TS)	81	77	79	81	80
ATS staff/ Teaching staff	1 : 1.84	1 : 1.75	1 : 1.80	1 : 1.84	1 : 1.78
Total number of IUGUSK, CEPC and doctoral students ¹	1629	1504	1266	3004	2751
ATS staff/Students	1 : 37.0	1 : 34.2	1 : 28.8	1 : 68.3	1 : 61.1

The above table clearly illustrates that in the last 5 years, the ratio between the teaching staff and non-teaching staff has not changed significantly. However, when the ratio between the non-teaching staff and the number of students is compared, a significant change occurred regarding the distinct increase in the number of students in relation to the number of non-teaching staff in the academic year 2011/12 when the Coach education professional course was returned with all its students (1275 students) to the Faculty of Kinesiology.

b) Comment on the qualification structure of non-teaching staff and possibilities for their professional advancement.

Of these 45 non-teaching employees (21 administrative and professional employees, 10 technical and 14 assistant employees), 12 employees have a university qualification, 6 have a polytechnic or vocational qualification, 14 have a secondary school qualification, 5 are skilled and 8 are semi-skilled, or have completed a two-year vocational course.

With respect to the current systematization of work positions, it can be unequivocally stated that all Faculty employees possess the appropriate professional qualification – a number of them even higher than required – or, respectively, a professional qualification required for the performance of their activities, as well as equal opportunities for lifelong education, professional development and advancement. With regard to personal preferences and actual work requirements, in the past 5 years one non-teaching Faculty employee has completed a Faculty funded specialist graduate professional study, several employees attended suitable professional seminars in order to obtain additional qualifications for the tasks that they perform (public procurement, keeping of archives and records, fire protection and international cooperation), while a larger number of non-teaching employees

¹ The total number of students at the Faculty of Kinesiology was more than doubled in the academic year 2011/12 compared to 2010/11 since Coach education professional course was re-introduced to the Faculty after the Social Science Polytechnic in Zagreb had stopped working.

attended and successfully completed various courses in foreign languages, which were financed by the Faculty.

Table 7b shows the qualification structure of the non-teaching staff.

Table 7b. Qualification structure of non-teaching staff

NON-TEACHING STAFF	No.
Administrative/professional staff	21
University qualification BA or Masters in Law	3
University qualification BA in Economics	2
University qualification BA or Masters in Kinesiology	3
University qualification BA in Kinesiology or Library	1
University qualification BA in Political Science	1
Polytechnic qualification	5
University qualification	6
TECHNICAL STAFF	10
University qualification BSc. in Building Engineering	1
University qualification BEng. in Electrical Engineering	1
Professional specialist	1
Secondary school qualification	3
Skilled	4
TECHNICAL STAFF	14
Secondary school qualification	5
Skilled	1
Semi-skilled and two-year vocational qualification	8

c) Describe the current situation and your satisfaction regarding the existing number of classrooms and laboratories for teaching, taking into account the existing number of students, enrolment quotas and optimum number of students. Compare your own spatial capabilities with those of similar HE institutions.

As a result of major investments in the renovation and equipping of classrooms and sports halls at the Faculty in the past decade, the equipment in all the facilities used for teaching possesses a high level of quality, while all the classrooms, exercise rooms and sports halls are equipped with computers and LCD projectors.

The total surface of 8 sports halls (one of which can be divided into three sections by portable drapes) available for holding practical classes is 3152 square meters, which is less than adequate for the Faculty's actual teaching needs during each semester, as the problem arises of simultaneously holding classes in courses that involve practical forms of teaching (in theoretically-practical lectures and exercises).

The total area of the amphitheatre halls (two of this type), 13 traditional-style classrooms and exercise rooms (4 specifically equipped for a certain purpose) is 1284 square meters, including 946 seating places students.

Taking into account the number of full-time students who are currently studying at all study levels of the Faculty (1274 students), we can stress that all the available spaces are utilized to their maximum capacity. The planned future construction of the West Campus facilities of the University of Zagreb includes plans for additional facilities for scientific and educational purposes, which are to be built on a plot of land owned by the Faculty.

Teaching at the Faculty's part-time professional studies generally takes place during the exam period for full-time studies. During that period, the teaching process is carried out in the aforementioned facilities in general or specialist semesters for 1477 part-time students.

With regard to the enrolment quotas prescribed for full-time studies at the Faculty of Kinesiology (230 students in the integrated undergraduate and graduate study of kinesiology and 50 in professional studies), there is adequate spatial capacity, bearing in mind that in the winter semester performing practical forms of teaching causes organizational problems in the large sports hall at the Faculty.

d) Specify the state and functionality of computer equipment used in teaching. Especially describe the possibility of students using this equipment outside classes.

At the Faculty of Kinesiology around 200 computers are used for the needs of the professional and teaching staff, out of which some 60 are used for teaching purposes, which accounts for 30 % of all the computers at this institution. One computer classroom has been equipped for teaching purposes for the needs of practical classes in the Quantitative Methods course, as well as a computer laboratory for the needs of the Biomechanics and Biomechanical Analysis course, while all lecture rooms (some 15) have been provided with computer equipment and LCD projectors, which can also be used. Approximately 80 % of the lecture rooms utilize the top-level AV control systems, computer-video interfaces, audio amplifiers, speakers and AV signal processors. It is possible to supervise every audiovisual system via a computer connected to the network, and to check whether any particular projector is on or off, remaining lamp life, the state of the input signal and all other functions which are normally accessible via remote control. In this way, the system administrator is constantly receiving information on use, while some systems can be switched off from a remote location, which saves time. Moreover, due to the specifics of the study programme, computer equipment, LCD projectors and digital cameras are also available in sports halls.

Outside teaching hours computers are available for students' use in the computer classroom and the reading room (the latter is equipped with 12 PCs) with Internet access and means of searching online databases of scientific journals and bibliographies available for loan to the Faculty library. Computers in the computer room also have Internet access which allows the students to research for the needs of producing their seminar papers and graduation thesis.

The functionality of the abovementioned computer equipment, primarily in the lecture rooms and sports halls, is at a high level and in line with current software packages necessary for teaching, while the functionality of the computer classrooms, which equipped as a result of a serie of donations by the Ministry of Science, Education and Sports, is in a much poorer state than the other computer equipment available for teaching purposes at the Faculty.

e) Reflect on the internal policies of computer purchase and use.

In accordance with the needs of the Faculty and funding capacity, the procurement policy for computers and computer equipment for the upcoming financial period is defined in the financial plans adopted by the Faculty Council, in accordance with currently available financial resources.

The procurement policy for computer equipment at the Faculty is not regulated by means of specific regulations, but is realized dynamically each year in keeping with the annual plan for the procurement of computers and computer equipment. The basic preconditions for replacing the existing computer equipment, through the purchase of new equipment, are that the obsolete equipment that is at least 5 years old and that it does not meet the needs of the current software packages used at the Faculty. Over the past two years, each employee whose work and workplace description requires a computer has the option of choosing whether he wants a laptop or desktop computer. For teaching purposes 10 or so laptops are available to the teaching staff, which allows them to hold classes outside the Faculty, for which they can also use LCD projectors. Each employee of the administrative and professional service has access to a desktop computer and each office is equipped with a printer.

Considering the needs of the teaching staff and the currently available computer equipment, the conclusion can be made that the current computer equipment offers the optimum correlation between the financial capacity and the needs of the teaching and administrative staff at the Faculty.

Due to the increasing number of computers and their use in all operational areas at the Faculty, it has become necessary to increase the number of IT professionals in order to develop specific software packages and maintain the computers and the overall system.

f) Reflect on the teachers' offices, their number (data from the table 7.6) and functionality. Assess the appropriateness of offices for performing teaching and scientific activities of your teachers and associates.

The Faculty of Kinesiology employs 80 staff members in the scientific-educational and associate professions, at whose disposition there are 64 offices, with an average floor space of 13.9 square meters per employee. Among the abovementioned staff members, 49

employees have their own offices, 14 offices are shared by two employees, and one office by three employees. It should be pointed out that a number of offices which are registered as being used by only one employee are also used by teachers who are external associates of our institution, who perform part of their preparations for classes and examinations in the mentioned offices.

At one time it was intended that individual offices would be used solely by one employee if holding a scientific-educational position, by two employees in associated professions and by a maximum of three employees holding the position of junior researchers. Since such an organization is no longer possible, it is now our intention that the offices are now occupied solely by one employee if he is a course coordinator, while other employees will be allocated rooms according to the available space, while primary respecting interpersonal relationships and the relationship between the courses which they are conducting.

All employees are housed in suitable bright, airy, heated and generally air-conditioned offices. All workplaces for teachers and associates are equipped with a desktop or laptop computers, and each office has at least one printer.

We are of the opinion that the teachers' and associates' offices are fully adequate for scientific research and the preparation for teaching, as well as that they provide pleasant working conditions.

g) Describe the size and equipment level of the space used only for scientific research activity and estimate how well the space is used.

Currently there are 9 laboratories at the Faculty of Kinesiology primarily dedicated to scientific research with a total surface of 459 m² (table 7.7). They vary in size depending on their primary purpose.

The quality of the facilities is high, considering the fact that they were refurbished and adapted to suit their purpose in 2009. Unfortunately, the laboratories are not well equipped with specific small, medium-size and capital laboratory equipment which does not satisfy the requirements for the development of research work.

The laboratories which are used within the Sports Diagnostic Centre of the Faculty of Kinesiology are the most used (Laboratory for Functional Diagnostics, Laboratory for Kinanthropometry and Laboratory for Motor Diagnostics), for as long as up to 10 hours a day, whereas other laboratories are used according to the available means and the needs of research projects which are carried out at the given time.

h) Describe your institution's library space and its working hours for students, teachers and associates at your institution, as well as outside visitors, if applicable. Comment on the number of books and journals (national and foreign) in the library, and on the amount of funds used annually for the purchase of new books and journals.

The library of the Faculty of Kinesiology (Centre for Library, Information and Publication Activities) operates as an independent unit, currently with two full-time employees, the head librarian and a librarian (up until October 1, 2013 there were three employees but one of them retired). Our library inherited the materials from the library at the Institute for Physical Education, which was founded in 1953. In 2008, the library was refurbished and it currently occupies a working space of 242.6 m², consisting of two reading rooms – the large reading room (42 work places) equipped with computers (12 Client computers) and a small reading room for reading journals (10 work places), two library materials storage rooms – a basement storage and a storage for materials which are actively used (a total of 791 m of shelves) and a counter work space for the librarians (three computers and one printer). The library does not have its own photocopier or a fax machine so that our library users go to the bookshop for printing and copying services.

The library materials are organised in collections with closed access. The library collection consists of 22216² units of library materials organised in the following collections: books, reference materials, graded papers (graduation, master and doctoral dissertations) and projects and 529 of titles of Croatian and international journals (collection of periodicals).

The library services are used not only by students and teachers of the Faculty, but also by certain groups of outside visitors (journalists, coaches, teachers of physical education, high school seniors, students and members of the wider academic community of the University of Zagreb and other Croatian universities, in particular students of psychology, medicine and food technology), which on average amounts to more than 13500 various user requests per year. The library offers its members and visitors the following services: borrowing books and materials, searching the information and document sources, interlibrary borrowing of domestic and international literature, instructing users on how to use the information sources/databases and a selective dissemination of information.

The working hours of the library are convenient for the users. The library works directly with users from Monday to Friday, from 9 a.m. to 4 p.m., whereas the large reading room (in which students can study and prepare exams or seminar papers) is open every day from 8 a.m. to 5 p.m. The library is open to users 35 hours a week, during which time all its services are available. During the realization of classes in the doctoral study, the library is also open on Saturdays between 9 a.m. and 11 a.m.

² Revision of the library collection in September 2013

The library took an active part in carrying out the project of the Ministry of Science, Education and Sports titled "Scientific information system – sub-system of social sciences". In 2008 the library changed the software programme for library operations and maintenance of information sources. The Zagreb library system ZAKI was purchased and the library catalogue has become visible at the Faculty website. Since then, the library has cooperated with seven other libraries at institutions of higher education and scientific institutes, thus forming a sub-system within the ZAKI system.

The annual financial means for the purchase of books, journals and scientific information in the period from 2009 until today amounted to between 40000 and 95000 HRK. We believe that the funds for the purchasing of books and scientific information sources from the field of kinesiology, sports science and related sciences should be greater, however the present financial situation (funding exclusively from our own Faculty funds and the active projects of the Ministry of Science, Education and Sports) does not allow any greater expenditures.

The procurement of printed journal editions ceased in 2009, however, since 2011 the Faculty has been subscribed to the scientific and expert database in the field of sports and kinesiology *SportDiscus with Full-Text*.

FINANCIAL REPORT – 2009
(only purchase of library materials)

		TITLES	VOLUMES	AMOUNT
1	SUPPLEMENTING THE LIBRARY COLLECTION			
	1.1 BOOKS			
	1.1.1 Croatian	45	138	18 593.17
	1.1.2 Foreign	33	56	6 863.5
	total	78	194	25 456.67
	1.2 JOURNALS			
	1.2.1 Croatian	12	89	3 816.5
	1.2.2 Foreign consortium – network	-	-	-
	total			
2.	INTERLIBRARY BORROWING			
	2.1 PHOTOCOPYING OF ARTICLES	106	-	7 569.25
	2.2 BORROWING BOOKS	1	-	640.00
	total	107	-	8 209.25
	TOTAL (1.1 + 1.2 + 2.1 + 2.2)			37 482.42

FINANCIAL REPORT – 2010
(purchase of library materials and interlibrary borrowing)

		TITLES	VOLUMES	AMOUNT
1	SUPPLEMENTING THE LIBRARY COLLECTION			
	1.1 BOOKS			
	1.1.1 Croatian	15	42	14 723.00
	1.1.2 Foreign	45	123	24 777.00
	total	60	165	39 500.00
	1.2 JOURNALS			
	1.2.1 Croatian	9	63	2 997.00
	1.2.2 Foreign consortium – network	-	-	-
	total			
2	INTERLIBRARY BORROWING			
	2.1 PHOTOCOPYING OF ARTICLES	86	-	6 001.00
	2.2 BORROWING BOOKS	1	-	640.00
	total	87	-	6 641.00
	TOTAL (1.1 + 1.2 + 2.1 + 2.2)			49 138.00

FINANCIAL REPORT – 2011
(purchase of library materials and interlibrary borrowing)

		TITLES	VOLUMES	AMOUNT
1	SUPPLEMENTING THE LIBRARY COLLECTION			
	1.1. BOOKS (monographs)			
	1.1.1 Croatian	84	140	22 997.78
	1.1.2 Foreign	52	59	26 380.00
	total	136	199	49 377.78
	1.2. JOURNALS			-
	1.2.1 Croatian	9	63	2 997.00
	1.2.2 Foreign consortium - IRB and CARNet	-	-	-
	total			2 997.00
2	INTERLIBRARY BORROWING			-
	2.1 PHOTOCOPYING OF ARTICLES	162	-	12 781.00
	2.2 BORROWING BOOKS	0	-	-
	total	162	162	12 781.00
	TOTAL (1.1 + 1.2 + 2.1 + 2.2)			65 155.78

FINANCIAL REPORT – 2012

		TITLES	VOLUMES	AMOUNT
1.	SUPPLEMENTING THE LIBRARY COLLECTION			
	1.1. BOOKS (monographs)			
	1.1.1. Croatian	40	85	
	1.1.2. Foreign	28	37	
	total	68	122	45 139.20
	1.2. JOURNALS			-
	1.2.1. Croatian	8	34	970.00
	1.2.2. Foreign consortium – IRB and CARNet	-	-	-
	1.2.3. SPORT Discus with Full Text, annual subscription			41 500.00
	total			42 470.00
2.	INTERLIBRARY BORROWING			-
	2.1. PHOTOCOPYING OF ARTICLES	88	-	5 980.60
	2.2. BORROWING BOOKS	0	0	-
	total	88	0	5 980.60
	TOTAL (1.1 + 1.2 + 2.1 + 2.2)			93 589.80

The services of the library are available for users so that it contributes to the fulfilment of their information needs. The size of the Library is a weak point since the Standards for HE Libraries prescribe minimally 600 m². The Standards also prescribe a separated space for quiet learning, a computer room and a space for borrowing of materials (our library has all of these in one room), as well as a reading room for journals, and a recommend separate room for group work.

i) Assess the IT level of your library. In particular, specify electronic databases of books and journals available to teachers, associates and students, and describe the manner and frequency of use. Compare this with other similar institutions.

The level of informational operation in some areas of the library's activities is at a satisfactory level, but there is ample room for improvement. In this respect, we primarily have in mind the organization of the overall library operation using the ZAKI integrated library system. Lending and procurement of materials is still not implemented through the system, as all the materials have still not been processed in the digital catalogue (everything dating back to before 1984).

In addition to the availability of information on library holdings through the library web catalogue, all users have access to the available scientific information through databases

within the Centre for Online Databases, which, for the needs of the Croatian academic community, are financed by the Ministry of Science, Education and Sports. Databases are available to users via publishing house servers (EBSCO, Springer, Elsevier, and Thomson Reuters), and access is regulated by validating the IP address of the computer accessing the databases. Database access is achieved directly, without using the username and password, whereby the server on which the respective database is housed on automatically verifies if the IP address is within an IP range of institutions registered with the Centre for Online Databases. However, if a user wants to access scientific information from their own computer, there is an option to register on the portal server of the Centre for Online Databases AAI with a user identity. Due to the lack of financial resources, access to some databases which the Faculty was interested in (Physical Education Index, Psych Info, CAB Abstracts) was removed, but for all students, teachers, junior researchers and other users, the Faculty has subscribed with its own funds in order to allow them access the *Sport Discus with Full-Text* object-based database of scientific and technical information in the field of sport and physical education. In addition, users have access to complete papers from all Croatian scientific journals through the Hrcak portal (a portal for Croatian scientific journals with some 325 titles).

Improving the standards for library users by renovating the facilities, increasing the acquisitions, modernizing the equipment and participating in the consortium acquisition of information sources has led to an increasing number of library requests. Library services are used by the students and teachers at the Faculty, but also by a number of groups of external visitors (journalists, coaches, physical education teachers, seniors, students and members of the wider academic community of the University of Zagreb and other Croatian universities, especially students of psychology, medicine and food technology), which amounts to an annual average of about 13500 user requests.

We are fully aware that these requests are constantly increasing, especially due to the introduction of modern study methods (fewer teaching hours, but greater commitment to individual research and the study of mandatory and optional materials), which is inherent in the reformed programme of the integrated undergraduate and graduate study, as well as the postdoctoral study of kinesiology. It will be necessary to expand the area of the reading room, increase the acquisition of foreign literature and, by subscribing to increasingly rich digital resources, strengthen the Faculty's publishing activity and direct the role of the library in teaching and educating users, above all, toward information literacy and retrieval, as well as the evaluation and use of scientific and professional information.

The improving of informational demands subsequently requires staff member enhancing (or at least preventing a weakening of library staff numbers), given that the resolving of the backlog (in putting the entire library holdings into a digital catalogue), the implementation of the digitization project for bachelor thesis and updating and maintaining high-quality information resources also require a well-trained staff who can devote all their working time to addressing these basic tasks.

j) Comment on the offices of administrative services (such as the secretariat, accounting and finance, IT services etc.)

Generally, it can be said with great pleasure that all the non-teaching services (the Secretary's Office, the Department of Finance and Accounting, the IT Support Centre, the Technical Department, the Office of International Cooperation, Protocol and Public Relations and the Centre for Library Information and Publication Activities) are currently situated in appropriate, airy, bright, heated and mostly air-conditioned offices in the main building of the Faculty of Kinesiology. All employees working in the administrative and technical departments are provided with personal computers with installed software and, mostly, with corresponding printers.

Table 7. Offices of the non-teaching staff

Object identification	Non-teaching staff	Total surface of available space (m ²)	Evaluation of equipment (1-5)	Total number of employees in department	Average surface in m ² per full-time employee
Main building of the Faculty	Office of Administrative Affairs	185.10	5	15	12.34
	Department of Finance and Accounting	38.95	5	3	12.98
	Technical services	1066.00	4	21	50.76
	IT Department	16.33	4	2	8.17
	Centre for Library, Information and Publishing Activities	31.19	4	3	15.60
	Office of International Cooperation, Protocol and Public Relations	13.72	5	1	13.72

k) Give your opinion on the ratio of the institution's state budget (teaching, scientific and artistic) and market incomes, and comment on the degree of your institution's autonomy and flexibility in its financial operations.

In the total income structure (for 2011 and 2012), the greatest part is the income comes from the state budget, amounting to 55.5%, followed by the income from the Faculty's own activities, amounting to 32.1%, and the income for special purposes, amounting to 12.4%.

In spending of the budgetary funds the Faculty is not flexible, since the means ensured by the budget are spent exclusively for a specific purpose (employees' salaries, material-technical expenses, repair works, etc.). Since only 1/3 of the material-technical expenses is covered by budgetary funds of the Faculty, the remaining amount is covered by the commercial income of the Faculty.

Considering the fact the programmes in the Faculty's own activities contribute to 1/3 of the total income, the Faculty has a relative autonomy in the spending of the remaining funds, however, the Faculty has to follow the legal and sub-legal regulations, primarily the Fiscal Responsibility Act and the Croatian Competition Act, both in spending the budgetary funds and in spending the commercial income.

l) Provide a more detailed comment on the structure of market income sources (charging tuition fees from students, research and analytical projects, services, other activities) of your institution.

The most important sources of income from the Faculty's own activities are the tuition fees, primarily those from specialist studies (more than 50%), as well as those from doctoral studies (8.7%), followed by the leasing out of sports halls (all sports halls owned by the Faculty of Kinesiology are commercially leased out to outside users between 7 p.m. and 11.30 p.m.), the leasing out of commercial spaces (the bookshop and the cafeteria), the leasing out of a part of our terrain for the placing of billboards, the services of the Institute of Kinesiology (Sports Diagnostic Centre), organising international scientific conferences and professional gatherings, etc.

m) Comment on the institutional management of income generated from market services in order to improve the quality of your activities.

The income from the commercial services of the Faculty is used for enhancing the quality of work in the form of spending a large part of the funds for the following:

- bonuses for teaching and non-teaching staff of the Faculty,
- encouraging writing and publishing of scientific papers,
- paying for conference expenses,
- paying publishing fees for scientific journals,
- awarding prize money to the best scientists,
- covering the costs of doctoral studies,
- investing in purchasing of scientific equipment,
- purchasing computer equipment,
- covering the education costs for employees (seminars, workshops),
- co-financing the students' field work expenses (skiing, water sports),
- hiring demonstrators for exercise classes,

- hiring demonstrators in afternoon sessions at sports halls to help students prepare the practical parts of the exams,
- paying the rent for facilities which are not owned by the Faculty and are necessary for regular classes such as the swimming pool and the athletic stadium

n) Provide your comments on the percentage structure of investing market income and estimate to what extent a reduction in or lack of these funds can impact the institution's functionality and its primary activity.

A reduction or lack of commercial income cannot in any way jeopardize the performance of the basic activities of the Faculty, which is performing classes in the integrated undergraduate and graduate university study, whereas it could prevent the realization of its own programme activities, especially the teaching process in professional and doctoral studies, as the proportion of funds spent on motivating teachers to work hard and study, primarily through salary supplements for teaching and non-teaching employees, accounts for 53 % of the Faculty's own total income, while the share of capital expenditure is around 5 % and the remainder represents the operating costs.

Reducing the share of the Faculty's own funds in the total income would directly affect the paying of material-technical expenses, with respect to the former practice of inadequately financing those costs from the budget revenues, and thus a reduction in functionality of the Faculty, with regard to the fact that in order to realize the compulsory part of university teaching, our Faculty rents outside facilities (a swimming pool, an athletics stadium and courts for racquet sports).

o) Specify your priorities in investing any increase in the budget funding of your institution.

In the event of an increased budget funding of the Faculty, there would be a proportional reduction in the income percentage from its own activities, which are currently used to ensure the technical requirements for the maintenance of the teaching process, which then might be diverted toward improving the quality of operations at the institution.

Increasing the budgetary financing of the Faculty would, directly or indirectly, accelerate and facilitate achieving the objectives defined in the Development Strategy of the Faculty of Kinesiology at the University of Zagreb from 2014 to 2020.

The priorities are :

- To increase the number of scientific-educational and associated personnel needed to carry out classes in the existing study programmes at the Faculty.
- To establish new research laboratories and to acquire the small and medium-capital scientific equipment necessary for achieving greater competitiveness

- To construct the new buildings and outdoor terrains for conducting teaching and scientific research (on the condition of financial and material sustainability)

p) Specify to what extent you are satisfied with the current situation and propose possible improvements.

Upon taking into account the current business and economic situation in the country, we are satisfied with the level of funding which the Ministry provides for the work of the teaching staff (salaries) and with the manner in which it does so. However, the level of funding that we are granted for the needs of capital investments and ongoing maintenance of the facilities are insufficient for that purpose, and in this respect we cannot in any way be satisfied.

As the Faculty of Kinesiology, as a constituent unit of the University of Zagreb, cannot affect the level of funding that the Ministry in authority provides to the University or the method of its allocation among its constituent units, the Faculty intends to orient its activities in the future more toward projects in relation with business entities who would have a common interest in cooperation, as well as to apply to a number of international projects in order to ensure funding for basic educational activities and to raise the quality of the material and technical conditions for working and studying at the Faculty of Kinesiology.

Table 7.1. Edifices of the faculty
existing buildings, buildings under construction, and planned construction
The total surface of the Faculty of Kinesiology amounts to 12,419 m²

Identification of the edifice	Location of the edifice	Year of construction	Year of additional building or reconstructing gross [m ²]	Total surface*1 premises for performing higher education activity - net [m ²]	Total surface of the premises for performing scientific research - net [m ²]
<i>University of Zagreb, Faculty of Kinesiology</i>	<i>Horvačanski zavoj 15, Zagreb</i>	<i>1961.-1996.</i>	Building development stages: 1961.-66. 4.758,38 m ² 1970.-73. 1.057,77 m ² 1975.-76. 1.826,53 m ² 1976.-77. 1.212 m ² 1978.-80. 1960,62 m ² 1987.-93. 1500 m ² 1993.-96 104 m ²	<i>10.650,67</i>	<i>658,33</i>
*1- The total net area of the Faculty minus apartments and surface required for scientific research (Accommodation surface in the annex to the Faculty amounts to 351 m ²)					

Table 7.2. Lecture halls

Building identification	Number of designation of lecture hall	Surface in m ² net	Number of seats for students	Hours used per week	Equipment rating from 1 to 5
University of Zagreb, Faculty of Kinesiology	A 1 – Big amphitheatre hall	165	204	42	5
“	A 2 – Small amphitheatre hall	100	114	40,5	5
“	Lecture hall 1-110	64	60	36	5
“	Lecture hall 2-111	64	60	28,5	5
“	Lecture hall 3 – 112	64	60	33	5
“	Lecture hall 4 – 113	32	48	34,5	5
“	Lecture hall 5 – 138	39	32	15	3
“	Lecture hall 6 - 139	32	22	10,5	3
“	Lecture hall 7 – 143	40	32	19,5	3
“	Lecture hall 8 – 146	53	54	19,5	3
“	Lecture hall 9 – 35	89	24	3	4
“	Lecture hall 10 – 189	38	20	16,5	4
“	Lecture hall 11	53	54	28,5	4
“	Lecture hall 12	40	32	24	4
“	Lecture hall 30	41	12	9	3

* Rating of the lecture halls refers to the quality of furniture, technical and other equipment.

The total area of the Faculty of Kinesiology lecture halls used for theoretical lectures, seminars and exercises amounts to 989 m², containing a total of 828 seats for students.

Table 7.3. Laboratories/practicums used in teaching

Identification of the edifice	Number or designation of the laboratory / practicum	Surface in m ² net	Number of seats for students	Hours used in a week	Hours used in a week (external)	Equipment rating from 1 to 5
University of Zagreb, Faculty of Kinesiology	A (Wrestling hall)	203		29	2	4
"	B (Basketball court)	452		40,5	22	3,5
"	C (Sports hall)*1	412		30	26,75	3,5
"	D (Sports hall)*1	412		37,5	26,75	3,5
"	E (Sports hall)*1	412		34,5	26,75	3,5
"	F (Gymnasium)	508		33	12,5	5
"	G (Gym)	193		6	11	5
"	H(Rhythmic and sports gymnastics hall)	178		31,5	19	3
"	I (Trim room)	112		7,5	0	4
"	K(Martial arts gym)	270		27	8,5	3,5
"	35. Practicum for quantitative methods	89	24	50	0	2
"	143. Functional Anatomy Practicum	80	40	28	0	3,5
"	146. Physiology of kinesiology practicum	66	34	30	0	2
"	189. Practicum in biomechanics	60	20	22	0	4

The total practicum area, in which lecturing at the Faculty of Kinesiology is performed, amounts to 3447 m². Of this area, a 295 m² surface belongs to 4 practicums for theoretical lecturing, featuring a total of 118 seats for students. The remaining 3,152 m² surface belongs to sports halls of the Faculty of Kinesiology, wherein theoretical classes and practical exercises are held.

Table 7.4. Teaching bases (work sites) for practical training

Identification of the edifice (site)	Title of the teaching base (work site)	Number of students attending individual teaching base (per week)*	Number of teaching hours (per week) held in a particular teaching base
SRC Mladost swimming pool	Olympic pool (4 lanes)	144	
SRC Mladost Athletic Stadium	Running track and jump training ground	235	40,5
SRC Jarun	Rowing lane	144	30
Island of Korčula	The waters around islands of Korčula and Badija	40	37,5
Sappada (Italy)	Trails for alpine skiing	50	34,5
Sappada (Italy)	Cross-country skiing trails	20	33

A part of the practical instruction in the course of Athletics (the 1st and the 2nd semester) and the entire practical training in the course of Swimming (the 5th and the 6th semester) will be held in the facilities of the Mladost Sports Centre, in the immediate vicinity of the Faculty of Kinesiology.

A part of the practical instruction in the course Water sports - rowing (the 6th semester) will be held at the rowing lanes of the Jarun Sports Centre, 4 km away from the Faculty of Kinesiology

A part of the practical instruction in the course Water sports - sailing in small sailboats and windsurfing (the 6th semester), as well as the elective course Windsurfing, takes place in the waters of the islands of Korcula and Badija, approximately 600 km away from Zagreb.

Classes of the course of Skiing (the 6th semester) and elective course Cross Country Skiing will be held in the ski resort of Sappada, in Italy, approx 350 km from Zagreb

These sites of instruction outside the premises of the home faculty are not owned by the Faculty of Kinesiology, but the Faculty covers the full cost of the use of athletic stadiums, swimming pools, and rowing lanes, and co-finances students' field trips outside Zagreb.

Table 7.5. Equipment of the computer laboratories

Newer computers (less than 3 years)	Computers older than 3 years	Functionality rating (1 to 5)	Maintenance rating (1 to 5)	Rating the possibility of using equipment outside school hours (1 to 5)
5	49	3	4	3

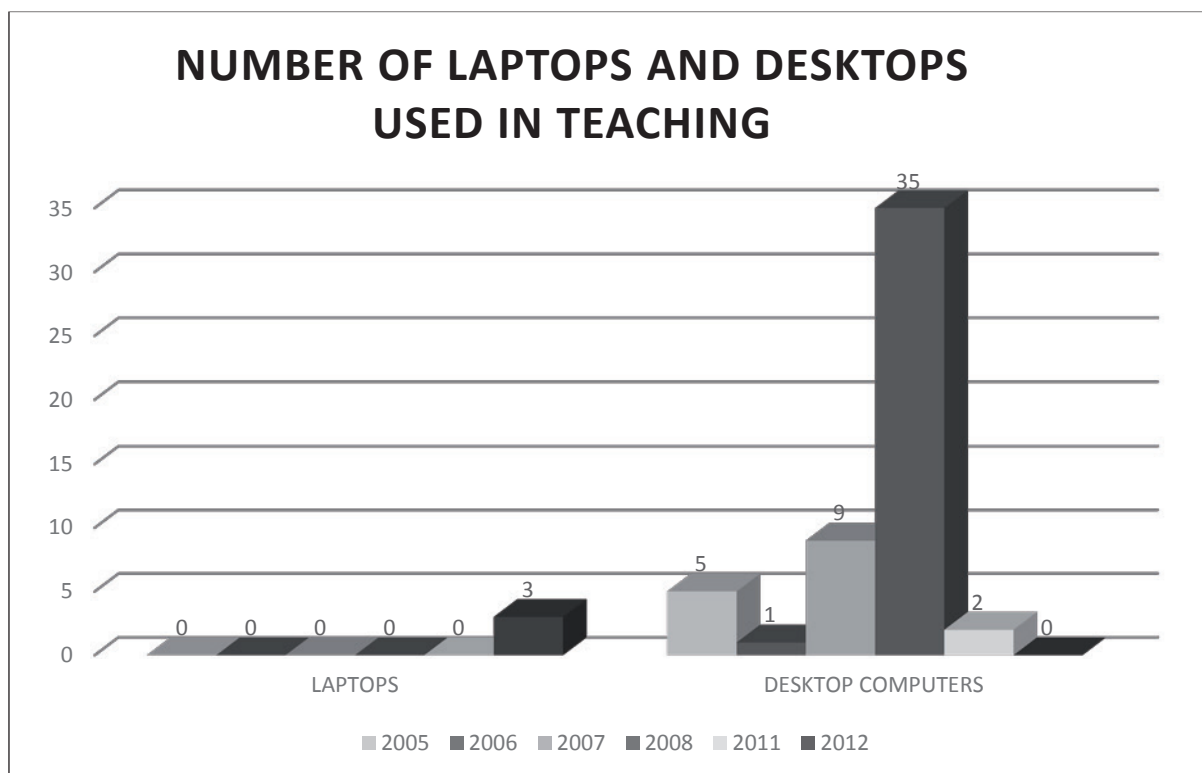


Table 7.5.1. Distribution of computers within the Faculty

LECTURE HALLS:	15
READING ROOM:	12
BIOMECHANICS PRACTICUM	10
IT CLASSROOM	18

Table 7.6. Teachers' offices

Identification of the edifice	Number of teachers' offices	Average surface in m ²	Equipment rating	Average surface per member of the permanent teaching staff / associate
<i>University of Zagreb, Faculty of Kinesiology</i>	64	17,42	4	13,94

Table 7.7. Space used only for scientific research

Identification of the edifice	Internal designation of the facility or the laboratory	Surface in m ²	Hours used per week	Equipment rating (1 to 5)
<i>University of Zagreb, Faculty Kinesiology</i>	<i>9 (Laboratory for Functional Diagnostics - Diagnostic Centre)</i>	<i>36,70</i>	<i>40,00</i>	<i>4</i>
"	<i>10 (Laboratory for kinanthropometry - Diagnostic Centre)</i>	<i>5,84</i>	<i>40,00</i>	<i>3,5</i>
"	<i>14 (Laboratory for motor diagnostics - Diagnostic Centre)</i>	<i>90,77</i>	<i>30,00</i>	<i>3,5</i>
"	<i>15 (Biomechanical laboratory)</i>	<i>93,31</i>	<i>20,00</i>	<i>4</i>
"	<i>27 (Laboratory for psychological diagnosis)</i>	<i>19,57</i>	<i>10,00</i>	<i>5</i>
"	<i>28 (Laboratory for Sports Medicine - Kinanthropometry)</i>	<i>41,80</i>	<i>10,00</i>	<i>4</i>
"	<i>29 (Laboratory for Sports Medicine - Physiology)</i>	<i>47,84</i>	<i>30,00</i>	<i>3</i>
"	<i>30 (Swimming lab)</i>	<i>41,12</i>	<i>10,00</i>	<i>4</i>
"	<i>35 (Laboratory for motor control)</i>	<i>82,28</i>	<i>10,00</i>	<i>4</i>

The total area of the laboratories amounts to 459.23 m², and the entire surface area intended for research (including ancillary facilities) amounts to 658.33 m²

Table 7.8. Space used only for expert activity

Building identification	Internal designation of the facility or the laboratory/workplace	Surface in m ²	Hours used per week	Equipment rating (1-5)
University of Zagreb, Faculty of Kinesiology	-	-	-	-

The Faculty of Kinesiology does not own a space intended exclusively for expert activities. The students of the Faculty of Kinesiology attend a number of expert institutions throughout the Republic of Croatia in order to perform their practical training for the courses that cover the area of methodology of work with pre-schoolers, primary schoolers, and secondary school age children.

Table 7.9. The capital equipment

(Specify the available capital equipment of the Faculty whose purchase value exceeds 200,000 kn)

Name of the instrument (equipment)	Purchase value	Age of the equipment in years
Body Composition Tracking System	425.631,45 kn	3
„Biodex“	658.539,29 kn	4

Table 7.10. The library equipment

Total surface (in m ²)	Employees	Number of seats	Number of students using the library	Is there a computer database of your books and magazines
242,6 m² premises (reading room, active items and lending, office, basement storage) 791 m shelves (active storage 521 m, basement 270 m)	2	52 seats (central reading room of 42 seats, reading room for periodicals and reference items 10 seats)	3.143 students in total, in the ac. year 2012/2013 1.184 students at the university graduate level 40 postgraduate students 48 dr. studies 1.018 students of vocational studies 853 students of the specialist professional study	Yes, ZaKi library system. The library catalogue is available to the public on the website of the Library (http://kif.zaki.com.hr/)

Number of titles	Number of textbooks *	Rating the updatedness of the books and textbooks stock (1 to 5)	Quantity of international magazines	Quantity of national magazines	Rating the functionality of catalogues of books and magazines	Rating of the equipment (1 to 5)**	Rate the quality and availability of electronic content (1 to 5)***
22.216	132	3	380	149	3	3	4

* **Number of textbooks includes all textbooks, regardless of the number of copies.**

** **Possibilities of making copies for teachers and students, providing copies from other libraries, catalogues of teachers' papers etc.**

*** **The electronic content comprises electronic editions of books, journals, databases, and catalogues of our own and of other libraries.**

Table 7.11. Financial evaluation

		N-2 calendar year	N-1 calendar year
	REVENUES AND INCOME		
1.	STATE BUDGET INCOME	23,270,534	23,218,768
1.1.	Salaries for employees	18,766,933	19,691,215
1.2.	Operating expenses (including fieldwork)	1,322,955	1,402,511
1.3.	External collaboration in teaching	552,940	385,679
1.4.	National research projects	366,284	323,242
1.5.	International research projects		
1.6.	National expert projects	240,000	
1.7.	International cooperation	48,011	66,468
1.8.	Organisation of international expert conference		50,000
1.9.	Organisation of international scientific conference on kinesiology	38,192	
1.10.	Purchasing journals	34,521	60,000
1.11.	Student Association	51,302	3,500
1.12.	Construction and maintenance investments	600,000	80,813
1.13.	Equipment	74,114	23,425
1.14.	Other types of income (specify)-fees to employees	1,059,326	1,040,665
1.15.	Reimbursement of travel expenses for our teachers in Mostar	90,915	31,238
1.16.	Other income	25,041	60,012
2.	INCOME FROM OTHER PUBLIC SOURCES	730,600	
2.1.	Revenue and grants from local government (city, county, etc.)		
2.2.	Revenue and grants from other entities (such as the National Science Foundation)		
2.3.	Other types (specify) project of the Ministry of Defence	730,600	
3.	INTEREST INCOME	62,290	22,800
4.	OWN ACTIVITY INCOME	13,626,580	13,056,351
4.1.	Tuition - Professional Studies	10,960,464	10,333,815
4.2.	Tuition fees - postgraduate doctoral	922,750	1,035,200
4.3.	Services of the Diagnostic Centre	166,225	231,673
4.4.	Expert conferences	153,331	374,529
4.5.	International Scientific Conference on Kinesiology	278,572	
4.5.	Rental income	1,145,238	1,081,134

4.6.	Other types of income (specify)		
5.	REVENUES BY LEGAL REQUIREMENTS	5,865,317	4,733,667
5.1.	Tuition fees - undergraduate, graduate, professional	2,999,254	2,913,946
5.2.	Additional test of specific knowledge, skills and abilities (if carried out together with state graduation exam)	296,100	300,400
5.3.	Loan funds of the University of Zagreb for investments and maintenance investment	1,456,461	
5.4.	Publishing	250,582	343,416
5.5.	Collecting of student insurance premiums, diplomas, indexes, etc.	862,920	864,140
5.6.	Other types of income (specify)		48,165
5.7.	University Development Fund - Projects		263,600
6.	OTHER (not specified) REVENUES (please specify) AND INCOME	354,894	536,853
6.1.	Public polytechnics		536,853
6.2.	Loans (deferred payment of VAT)	354,894	
A	TOTAL OPERATING REVENUES AND INCOME	43,910,215	41,568,439

		N-2 calendar year	N-1 calendar year
	EXPENSES		
1.	EMPLOYEE EXPENSES	25,997,823	29,942,607
1.1	Salaries for employees	21,116,975	25,097,280
1.2.	External associates in teaching	711,504	353,674
1.3.	Total tax on payroll	3,681,908	4,096,534
1.4.	Other expenses for employees	487,436	395,119
2.	EXPENSES FOR MATERIALS AND ENERGY	2,973,140	3,089,417
2.1.	Office supplies and other material expenses	604,349	795,203
2.2.	Material and raw materials	9,189	15,426
2.3.	Energy	1,524,108	1,671,260
2.4.	Materials and components for current maintenance and maintenance investment	165,457	181,278
2.5.	Small inventory	191,389	162,429
2.6.	VAT for the 2010	354,894	
2.7.	Total other	123,754	263,821
3.	EXPENSES FOR SERVICES PROVIDED	8,482,859	5,466,821
3.1.	Phone, mail, transportation	311,445	323,785
3.2.	Current maintenance and maintenance investment	746,984	255,670
3.3.	Promotion and information	167,445	124,360
3.4.	Utilities	471,690	434,288
3.5.	Lease	531,200	705,723
3.6.	Health services-medical examinations	167,620	
3.6.	Intellectual and personal services (contracts, honoraria)	5,312,884	3,197,493
3.7.	Computer Services	10,401	3,735
3.8.	Graphics and Printing services	540,403	390,317
3.8.	Other services	222,787	31,450
4.	NON-FINANCIAL ASSETS EXPENSES	1,887,587	784,500
4.1.	Business premises		
4.2.	Computer Accessories		
4.3.	Laboratory equipment	570,377	31,314
4.4.	Office Equipment	476,139	579,481
4.5.	Communications equipment	5,572	26,889

4.6.	Other equipment	395,205	104,333
4.7.	Literature	40,685	42,483
4.8.	Investment in installations, machinery and other equipment		
4.9.	Additional investments in buildings	399,609	
4.10.	Total other (specify)		
5.	EMPLOYEE REIMBURSEMENT	2,514,818	2,389,594
5.1.	Business trips	1,169,468	1,075,838
5.2.	Professional training	768,276	655,529
5.3.	The cost of transportation to and from work	364,207	433,465
5.4.	Total other	212,867	224,762
6.	OTHER BUSINESS EXPENSES NOT MENTIONED	1,227,998	857,603
6.1.	Insurance premiums	330,350	400,052
6.2.	National team	412,787	340,052
6.3.	Membership fees	9,512	33,888
6.4.	Banking and Payment Services	81,307	82,650
6.5.	Interest		
6.6.	Other financial expenses	394,042	961
7.	CITIZEN BENEFITS	312,376	294,762
8.	LOAN REPAYMENT	595,261	135,043
8.	OTHER EXPENSES	9,373	12,900
B	TOTAL OPERATING EXPENSES	44,001,235	42,973,247
C	Balance brought forward from previous year	91,020	1,404,808
	TOTAL BALANCE THE 31 TH OF DEC. (A-B+C)	0	0