University of Ljubljana
Faculty of Sport

Self-assessment Report
for the purpose of ASIIN evaluation

Self-assessment Team:
Associate professor Aleš Filipčič, PhD (president)
Full professor Marjeta Kovač, PhD
Full professor Ivan Čuk, PhD
Associate professor Matej Supej, PhD
Associate professor Tanja Kajtna, PhD
Associate professor Maja Pori, PhD
Assistant professor Nejc Kapus, PhD
Mr Igor Smolić, Secretary
Ms Katarina Povržan, B.A. in Law (Secretary of Vice-Dean for Education)
Ms Mojca Poznik (Head of Human Resources Department)
Ms Maja Ušeničnik Podgoršek (Head of Students Office)
Mr Matej Lekše (Head of IT and Multimedia Center)
Mr Denis Gornik (IT and Multimedia Center)
Mr Jože Križaj (Office for International Cooperation)
Jožef Šimenko (student)

With contributions from
Full Professor Milan Žvan, PhD (Dean)
Full Professor Branko Škof, PhD (Vice-Dean for Education)
Full Professor Mojca Doupon Topić, PhD (Vice-Dean for Science and Research)
Assistant Professor Janez Vodičar, PhD (Head of Institute of Sport)

Contents

List of abbreviations and acronyms used in the text:

ARRS.........Slovenian Current Research Information System
KUL...........Project "Quality of University of Ljubljana"
NAKVIS....Slovenian Quality Assurance Agency for Higher Education
UL..............University of Ljubljana
FS..............Faculty of Sport
IS ....Institute of Sport
DiKUL.......Digital Library UL
CTK ....Central Technological Library UL
COBISS.....Virtual Library of Slovenia
AWRU.......Academic Ranking of World Universities
ISCED ....International Standard Classification of Education
ENIC ....European Network of Information Centres
NARIC....... National Academic Recognition Information Centres
PPT ……..Practical Pedagogical Training
VIS ……....Study Information System

1. Introduction

1.1   University of Ljubljana and its role in Slovenia

The University of Ljubljana (in Slovene: Univerza v Ljubljani; hereinafter: UL) is the largest, oldest, and most prestigious university in Slovenia. It is a comprehensive university, composed of 23 faculties, 3 academies and 3 associated members, employing more than 6.200 staff, approximately half of whom are higher education teachers and associates, and a further quarter are researchers. The UL employs the highest concentration of the Slovene national research capacity. Within Slovenia the UL enrols more than two thirds of the first and single cycle students, and more than half of all second and third cycle students. The UL accounts for more than half of first cycle graduates, more than two-thirds of master study graduates and specialists and more than 80% of all doctoral study graduates in Slovenia. More than half of the scientific results in Slovenia are produced at the UL. In the Shanghai world universities ranking (AWRU) the UL is ranked between 401st-500th place.

The UL implements and promotes basic, applied and developmental research and pursues excellence and the highest quality, as well as the highest ethical criteria in all scientific fields and the arts. As a part of national identity, the UL develops and promotes Slovenian scientific and professional terminology. The UL encourages interdisciplinary and multidisciplinary study, exchanges results of achievements in science and arts with other universities and scientific research institutions, thus contributing to the Slovenian and world collection of knowledge and to the transfer of these achievements to students and other users. The UL cooperates with organizations in public and private sector, with state organizations, local communities, and civil society. With this cooperation it accelerates the use of its research and educational achievements and contributes to social development. With active responses to events in the environment the UL represents the critical conscience of society.

The UL is organized in adecentralised manner. While the values, goals, and the rules of operation are shared, UL members have a high level of autonomy and self-management. Further information about the UL and Faculty of Sport achievements, organization, study programmes and activities are available in the links and appendices.

1.2   The Faculty of Sport in short

The Faculty of Sport (hereinafter: FS) is rooted in time after the World-War Two. The regulation of personell issues in the area of sports education and sport, in educational system and civil society, arise from that time. The tendency to establish the higher education study of sports education had long been present in the Slovenian milieu, however it was formalized in 1953 with the organization of the Institute of Physical Education with a three-year higher education study. The Institute was renamed to Higher School of Physical Education in 1956. On the ground of Higher School, its professional consolidation and formation of Academic Assembly the High School of Physical Culture with a two-year higher education and four-year high education study was established in 1960. Masters degree study was added in 1964 and later also doctoral study. The High School of Physical Culture was incorporated into UL in 1975 and, on the basis of the then academic-research development it initiated

the procedure for transition and renaming to Faculty of Physical Culture in 1982. The Faculty was renamed to Faculty of Sport in 1990. It has been active under this name until today.

The FS operates in accordance with the Higher Education Act and Ordinance on Establishment of the UL. The founder of the UL is Republic of Slovenia. Founder′s rights and obligations are executed by Government of the Republic of Slovenia. UL through the FS integrally develops:

- educational activity (higher professional education, university education and other education),
- scientific research activity,
- artistic activity,
- professional consulting activity, which is determined in the Statute of the University by consent of the founder.

The FS develops its study activity in accordance with ISCED (International Standard Classification of Education) classification (Unesco, November 1997) at the study area 14 - Teacher training and education science (sports education) and at the study area 81 - Service activity.

First students were enrolled into the newly designed Bologna programmes in 2009. The study at the FS is organized on three levels (scheme):

1. study programmes of the first cycle (Bachelor; 3 years; 6 semesters),

2. study programmes of the second cycle (Master degree; 2 years; 4 semesters),

3. study programmes of the third cycle (Doctoral study programme, 3 years).

1.3   ASSIN evaluation

In the context of regular annual reporting faculty's services prepare the Annual report on faculty's functioning and the management report for the UL. A part of the Annual report is also the report on quality, which was prepared by the Commission for Self-evaluation and Quality of the Study in the study year 1999-2000 for the first time. The Commission for Self-evaluation and Quality prepared the document entitled "Guidelines for Following and Developing Quality of the Study at the Faculty of Sport" in 2012, where fundamental objectives in the area of quality for the next four years were established.

At the beginning of functioning and implementing of goals of the project KUL (Quality of UL) in 2013, we firstly decided to implement programme accreditation. Under careful consideration and taking into account the fact, that we were in the middle of the programme renovation at all levels of the study, we decided for institutional evaluation. FS regards ASIIN evaluation as an important step in its quality management strategy. In particular, we wish to get relevant feedback information on quality system at FS. The evaluation is an opportunity to improve quality, implement suggested improvements, and correct detected quality gaps. In addition to this, during the preparation of the report we found that the process of the report's preparation itself resulted in positive impact, for both: the awareness of the importance of quality for the faculty and better and more constructive

communication between employees. This together with better working conditions in new premises shall lift the culture of quality to a higher level.

1.4   Creation and structure of the report

The self-evaluation report was prepared by the extended quality commision of FS, including one student member, with information provided by the management and administration. The self-assessment team thoroughly analysed all aspects of institutional operation as structured by the ASIIN evaluation criteria and suggested several improvement opportunities. These were reported to the Senate and the management who have already initiated some remedial actions.

The report is structured in accordance with the ASIIN areas for institutional evaluation. The report is therefore split into seven further sections: 1 – introduction, 2 - quality management, 3 - educational programmes, 4 -management of resources, 5 - transparency and documentation, 6 - list of appendices, and 7 - list of links to further information. For the purposes of better readability and integrity, the institutional, procedural, and cultural requirements are not strictly separated.

The report's main sections try to be concise, but still present the relevant information about FS. The details are given in appendices in the form of translated internal, external documents and regulations of UL and FS. FS, as an autonomous faculty of the UL, is largely self-managed. To prevent excessive length of the report, the additional information is therefore split into two categories. The first are links to UL and FS documents (L01-L15) available through websites, and the second are actual appendices (A01-A16), constituting an integral part of the report.

2. Quality management

2.1   Objectives

FS is an autonomous member of the UL and shares its quality orientation and quality management system. This section therefore presents an integral picture of the FS quality management system.

The mission statement of FS
FS is the leading educational, scientific-research and professional institution in the field of physical culture in Slovenia. It is strongly positioned in Slovenian and also in global sports area. It functions as the main centre for acquiring, exchanging and transmitting knowledge, experiences and findings, primarily in the areas of kinesiology, health and sport. Its engagement has a significant impact on the development of physical culture and contributes especially to advancement of sport.

The vision of UL
By 2020, the UL will be recognized as an internationally open and excellent research university, creatively contributing to the quality of life of phisically active people.

The vision of FS
FS of the UL will strengthen the role of national educational, scientific-research and professional institution in the field of kinesiology, as well as in all manifestations of sport. It will become the centre for the rapid transmission of scientific findings and experiences at the highest level between different professional fields, practices and social subsystems, with the aim of developing sport in Slovenia at all levels, including competitive. In addition to this, its aim will be the development of positive attitude of the population of Slovenia to sports and physical activity.

Values of the UL and FS
The research, education and public activities of FS are based on the following values, which are shared with other members of the UL:

- academic excellence and the provision of the highest possible level of quality,
- academic freedom of the staff and students, especially the freedom of creativity,
- autonomy in relation to the state, political parties, corporations and religion,
- humanism and human rights, including equal opportunities and solidarity,
- ethical and responsible attitude towards the world,
- confidence (affiliation of colleagues and students to common goals and principles, mutual respect and understanding),
- healthy lifestyle (guidance of colleagues, students and entire Slovenian public to healthy lifestyle, especially through sports and physical activity).

FS, as a member of the UL, is committed to develop pedagogical-education, scientific-research and professional excellence. The activity of the faculty as a whole and of all its staff is based on high academic and ethical values, on knowledge obtained from scientific-research and professional work and on appropriate infrastructure conditions. On the basis of the most recent scientific and professional discoveries, FS as a higher pedagogical-education institution is committed to the education of excellent teaching staff, competent to work at all levels of education and in all fields of the applicative kinesiology. As a professional institution in the field of sport, FS is committed to coordinate the

profession in the area of preparation and implementation of programmes for training and lifelong learning of sports staff. As a scientific-research institution, FS is committed to develop the fields of kinesiology and sports and to support top achievements in Slovene sport. It is also committed to support and develope sport in schools (Sports-education card, project ARTOS, etc.). According to the principles for establishing the common European higher education area and principles of professional and scientific excellence assurance, FS will more intensively promote the mobility of students, teachers and researchers.

Strategic goals of UL and FS
To implement the high level objectives from the mission statement of the UL, FS has prepared strategic documents directing its objectives. The general objectives are bound to the goals, which will provide students with:

- quality of education
- relevant academic and scientific competencies
- good basis for further studies
- path to employability
- opportunities for the development of their potentials
- a way to critical, reflective practitioner, active and responsible citizen.

On the basis of the conslusions of the Annual report for the study year 2012-2013, we have defined the following specific short-term objectives:

1. Education and training:

- unbalanced workload of individual groups of students (occasionally very high workload) as a consequence of the requirements of fragmented study programmes,
- delay in updating regulations and in forming new ones, as a consequence of introduction of new Bologna process programmes,
- poor or delayed informing of candidates about possibilities for full-time study at second cycle programmes in the study year 2014/15 (the number of tendered full-time study places, the impact of average ratings at first cycle programmes),
- third year students of the first cycle programme Kinesiology had no opportunity of direct transition to the second cycle of the same programme, because masters study programme Kinesiology has not yet been accredited,
- increasing the number of »monitoring« visits with Erasmus partners,
- evaluation of the »monitoring« visits results and decision on further cooperation with Erasmus partners,
- increase the number of doctoral students on exchange.

2. Research and development:

- acquisition of the most recent materials selected by Institute of Kinesiology (hereinafter: IK), teaching staff and other responsible persons,
- expert's lecture on system and method of writing a scientific article,
- providing the latest information technology, which will enable open access to scientific achievements.

3. Common and general objectives area:

- establishing a recognized brand, which shall represent the largest provider of books and other resources in the area of sport in Slovenia,
- getting started with the project »Sport expert exchange« with which a global web publisher will be established for planning, preparation, production and selling all possible records of knowledge in various formats (textual, audio, video, multimedia),
- increase the number of registered and participating candidates in programmes of lifelong learning,
- more active students' participation in the Senate and Commissions,
- active involvement of students in decision-making and supporting students' projects,
- efforts to promote the rights of students,
- active participation of students in the preparation of new study programmes,
- access to the database SPORTDiscus also via DiKUL (Digital Library UL), in cooperation with CTK (Central Technological Library UL),
- establishing COBISS - Virtual Library of Slovenia on mobile devices, in cooperation with IZUM (Institute of Information Science Maribor Slovenia),
- increased access to materials and information related to quality processes which are being established by project "Quality of UL (KUL),
- greater involvement of all employees and students in the quality system and quality concern.

Code of ethics
In the academic environment, ethics are an important aspect of fostering a culture of quality. The UL Code of Ethics determines the basic ethical standards for students, faculty members, and all other personnel - striving for good interpersonal relationships, progress, and the welfare of the entire community. The Code of Ethics aims to build and maintain high professional and ethical standards among members of the UL community, as the integrity of university teachers and researchers is mainly expressed through professional excellence and ethical conduct.

Organization and functioning of the FS
On the basis of provisions of the Statute of the UL (hereinafter referred to as: Statute UL) the Senate of the FS adopted Rules of Organization and Operation of the Faculty of sport at its meeting on October 3rd, 2012.

Rules of Organization and Operation of the FS (hereinafter referred to as: Rules) direct and determine legal relations and procedures which are not regulated by the Statute of the University of Ljubljana or those which are not regulated sufficiently detailed by this act, or those which regulation of the Statute UL expressly provides or imposes to be regulated by Rules of the UL member. FS is a full member of UL.

FS performs the following tasks:

- implements the National Higher Education Programme on the principle of autonomy of the profession and the principle of parentage, which derives from the registered activity of FS within the ordinance on the transformation of UL and the decision of the Senate of UL,
- implements the National Scientific Research Programme,
- implements other activities, determined by the Statute of UL and the Rules.

FS is led and represented by the Dean (hereinafter: the Dean), who is the organizational and professional leader of FS. In the part of the activities, which are conducted autonomously by the FS in its own name and for its own account, the Dean acts as a managing authority with full powers in legal transactions.

FS has organizational units, in which workers are engaged in pedagogical, scientific-research and professional work and all other activities.

Organizational units of FS are:

- Departments,
- Chairs,
- Institute of Kinesiology,
- Institute for Sport, (hereinafter: IS),
  - Sports Diagnostic Centre,
  - Laboratories,
  - Sport Expert Teams,
  - Centre for Lifelong Learning in Sport,
  - Sports Centre,
  - Centre for Development.
- The Secretariat,
- Student Office,
- Centre for IT and multimedia
  - Office of Informatics,
  - Library,
  - Multimedia Laboratory.

Department is the basic organizational unit of the FS, in which teachers, researchers and faculty staff are engaging in pedagogical, scientific and professional activity**.** FS has the following departments:

- Department for Kinesiology,

- Department for Sport Education,

- Department for Sports Recreation,

- Department for Sports Training.

Department is an organizational unit of combined human and material resources with the aim of executing study, research and professional programme and developing and providing scientific and professional development of members of the department, participating in the preparation of study programmes conducted by FS, proposing curriculum for subjects whose holders are members of the department, taking responsibility for regular implementation of educational work, monitoring the issue of implementing the study programmes and assessing the quality of execution of the study programme for combined courses and monitoring and analyzing the study success by these subjects, participating in planning and verification of study literature and other study aids, organizing and executing scientific-research work, which is necessary for smooth academic work, monitoring professional, scientific and pedagogical development of teachers and associates, organizing cooperation with professional institutions home and abroad.

Members of the department are teachers, researcher and faculty associates, who are employed at the FS and join in a specific section. Department is managed by the Head of the department, who must have a rank of university teacher.

Chair is a fundamental educational and research group, which operates in a specific independent scientific, professional and educational field. Competence of the Chair is to consider and conclude on technical issues within its scope, to carry out research and development projects and to provide to departments, in which members of the Chairs are involved, suggestions for improvement of the contents of the study and scientific research work.

The Chairs of FS are:

- Chair of Alpine Skiing,
- Chair of Athletics,
- Chair of Basketball,
- Chair of Biomechanics in Sport,
- Chair of Dances,
- Chair of Fitness and Aerobics,
- Chair of Football,
- Chair of Gymnastics,
- Chair of Handball,
- Chair of Informatics and Statistics in Sport,
- Chair of Kinesiology,
- Chair of Martial Arts,
- Chair of Mountaineering, Climbing and Outdoor Activities,
- Chair of Movement Control Behavior and Learning,
- Chair of Nordic Skiing,
- Chair of Physiology in Sport,
- Chair of Pre-school Sport Education,
- Chair of Psychology in Sport,
- Chair of Racquet Sports,
- Chair of School Sport Education,
- Chair of Sociology and History of Sport,
- Chair of Sporting Activity for Individuals with Special Needs,
- Chair of Sports Medicine,
- Chair of Sports Organization and Management,
- Chair of Sports Pedagogy,
- Chair of Sports Philosophy,
- Chair of Sports Recreation and Health,
- Chair of Sports Training,
- Chair of Swimming, Water Outdoor Activities and Water Sports,
- Chair of Volleyball.

Chair in general consists of full-time employed university teachers, researcheres and faculty associates. Chair is managed by the Head of Chair, who must be a university teacher. The Head of Chair leads and organizes the work process and is responsible for the quality execution of tasks, defined by the Chair's work plan in academic and scientific-research fields.

Institute of Kinesiology is an organizational unit of FS, which carries out scientific research activity, carries out doctoral studies and develops international cooperation of FS. IK activity is carried out in the following organizational units: Office for International Cooperation, Office for Doctoral Studies and Research Group of IK. IK is led as a Head of the Institute by the Vice-Dean for Science and Research.

In organizational units of IK there are mostly the following tasks performed: scientific-research and development activites of FS are systematically regulated, researchers are provided with the best possible working conditions, availability of literature, superior scientific methodology and technology. IK is responsible for the issuing of central scientific journal Kinesiologia Slovenica. IK in cooperation with the IS takes care of updating the measurement technology for laboratories and diagnostic centers, PhD programmes are systematicly governed by the IK, care for the execution of the doctoral study on the FS and for the organization and conduct of regular teaching assignments at the doctoral level and cooperation with domestic and foreign scientific-research institutions.

Institute for Sport is an organizational unit of FS, which in accordance with the National Sports Programme of the Republic of Slovenia performs professional, consulting and developmental activity and training. IS activites are carried out in the following organizational units: Sports Diagnostic Centre, Sports Expert Teams, Centre for Lifelong Learning in Sport, laboratories, Sports Centre and Centre for Development. The Head of IS is appointed by the Senate of UL on the proposal from the Dean among the full-time employed workers of FS for the period of the Dean's term.

Sports Diagnostic Center is an organizational unit of the IS, which in cooperation with National Sports Associations and OCS plans and coordinates the implementation of the national program of measurements and consultations to top performance and young talented athletes, measurement programme and consultancy in sports recreation, in the laboratories of FS and other corresponding laboratories. Sports Diagnostic Centre is led by the Head of the Centre.

Laboratories are organizational units of FS, which in cooperation with departments and chairs perform research, professional, consulting and development activities. The following laboratories are organized at FS:

- Laboratory for Biodynamics,
- Laboratory for Biomechanics,
- Laboratory for Diagnostics of Physical and Motor Development,
- Laboratory for Kinesiology,
- Laboratory for Motion Control,
- Laboratory for Physical Behavior,
- Laboratory for Physiology of Sport,
- Laboratory for Psychodiagnostics,
- Laboratory for Sports - medical Diagnosis and Nutrition (with the Clinic for Sports Medicine).

Sports Expert Teams are responsible for coordination and exchange of knowledge in the sport practice. The Head of Sport Expert Team is a renowned expert in the field of sports training and preparation of athletes in specific or related sports.

Center for Lifelong Learning in Sport is an organizational unit of the IS, which is responsible for life-long staff development opportunities in sport. Center for Lifelong Learning in Sport organizes professional training of students, programmes of continued professional training and programmes for professional training in sport, training programmes, publishing activities, promotional activities of FS, professional meeting programmes, programmes and services to help future students and graduates of FS, and other sports professionals. Center for Lifelong Learning in Sport is responsible for the issuing journal Šport, oriented to practical and theoretical issuies in sport.

Sports Centre is an organizational unit of the IS, which operates in the field of offering programmes for external users of FS. As part of its work under the expert guidance of teachers and assistants it carries out various innovative and other sports programmes for the market in order to promote the transfer of scientific knowledge into practice and increase the visibility and reputation of the Faculty in society.

Development Centre is an organizational unit of the IS, which operates in the field of software development for external users. Within the framework of its operation, with the participation of external partners, teachers and associates of the FS, it develops different equipment and carries out activities for the market, with the purpose of transferring technical and scientific knowledge into practice.

The secretariat of FS performs professional, administrative and technical tasks, which concern FS in the fields of educational and research activities, Human Resources, legal and general activities and development planning, asset management and financial-accounting activities. The Secretariat is managed by the Secretary of FS. The Secretariat as an organizational unit of FS consists of:

- The Secretariat of the Dean,
- Financial and Accounting Department,
- Human Resources,
- Office Management and Maintenance.

Student Office is a service that performs organizational, technical and administrative matters for the execution of all study programmes, except the doctoral study programme. The Student Office is organizationally and substantively subordinated to the Vice-Dean for Education.

Center for IT and Multimedia consists of: Office of Informatics, Library and Laboratory for Multimedia.

Office of Informatics is an independent organizational unit, which mainly carries out the following activities: analyzes the needs and plans to purchase hardware, advise users on their type and technical characteristics, suggests or directs selection of suppliers and repairers, carries out or supervises the implementation of its installation, servicing or arranging the servicing, proposes for write off, and keeping a record of hardware and other equipment. The Office is managed by the Head of Office of Informatics.

Library is an independent organizational unit of FS, which mainly carries out the following activities: support for academic process and research activities of users, purchase and processing the library material, storage (library catalogs, computerized bibliographic database), transmission of information (direct aid - borrowing, retrospective searches) and preparation of bibliographies of academics and associates of FS. The Library is led by the Head.

Laboratory for Multimedia is an independent organizational unit, which mainly carries out the following activities: participates in all forms of the academic process (lectires, tutorials, demonstrations - recording, video projections and video analysis), ensures the smooth operating of the audio-visual equipment, cooperates with IS and IK by measurements of athletes, for the needs of the teaching process produces audiovisual materials and thematically completed projects (recording in the field, electronic assembly, computer graphics, sound equipment). The Laboratory is led by the Head of the Laboratory for Multimedia.

Bodies of the FS are:

- the Dean,
- Senate,
- Academic Assembly,
- Management Board,
- Students Council.

The Dean manages and represents FS and is a professional manager, who performs tasks based on the Higher Education Act, the Ordinance on Reorganization of the University, the Statute of UL and with the authority of the Rector of UL, who transfers the authority to the Dean with written authorization. The Dean is the management body, when FS operates within the framework of its own marketing activities of the Faculty. The Dean is responsible for the legality of work of FS. The Dean is assisted by three Vice-Deans by managing of FS:

- Vice-Dean for Education,
- Vice-Dean for Science and Research, who is at the same time the Head of IK,
- Vice-Dean for Management, who is generally also the Head of IS.

The Senate is the highest academic body of FS, which consists of teachers of FS, who are employed full-time, and students. Senate deliberates and decides on professional issues in the field of teaching, scientific-research, development and professional work. Senate may also propose to the Senate of the UL adoption of appropriate conclusions. The Senate addresses and decides on matters within its competence at the meetings. The Senate adopts Rules of Procedure for the governing of the organization, its working methods and for the realization of the rights and duties of a Senate member. The Heads of departments participate by the Senate procedures, but have no voting rights, unless they are members of the Senate, Vice-Deans or the Secretary of FS. Every teacher who is permanently employed full-time at FS and every student of FS with a valid student status, can stand as candidate and can be elected for the member of the Senate, in accordance with the procedure, defined by the Rules. The Senate consists of 12 (twelve) members. The departments have 8 (eight) member places available in the Senate, 3 (three) member places are available to the students, and by function also the Dean is a member of the Senate. Member places are evenly distributed between the departments, in a

way that every department gets two member places. The mandate period of members of the Senate is 4 years. A member of the Senate can be re-elected.

The Senate determines the following commissions:

- Commission for Education,
- Commission for Science, Research and Development Work and Doctoral Study,
- Commission for Self-evaluation of Quality of the Study,
- Commission for the Recognition of Qualifications,
- Ethical Commission in the Field of Sport,
- Habilitation Commission.

The Senate may establish other commissions and working groups. Composition and number of working bodies of the Senate, its functions, powers and term duration of the members of the commissions or working bodies is established with the decision of establishment by the Senate, if not stated by the Rules otherwise. Candidates for members of each commission are proposed by the Dean to the Senate.

Academic Assembly consists of all teachers, researchers and faculty staff who are employed at the FS full-time. In the work of the Academic Assembly there is also a participation of student representatives. The manner of electing the representatives of the students participating in the Academic Assembly is determined by special rules of procedure, adopted by the University Students Council. In the discussion and decision making also the student representatives of FS are included. Academic Assembly the reports of the Dean and other bodies of FS about the work of FS and gives proposals and initiatives to the Senate. Academic Assembly on a proposal from departments elects the members of the Senate and proposes candidates for the Dean to the Senate. Only the full-time employed members of the Academic Assembly have the right to vote, though.

Management Board decides in cases where the assets are acquired with university's own marketing activities and manages the assets of FS, which are obtained in bequeaths or gifts, and ensures with due diligence the smooth functioning of the FS in cases when it operates legally in its own name and for its own account. In matters of National Higher Education Programme and the National Programme for Scientific Research, which is funded by the State, Governing Board decides in accordance with authorities, which are transfered from UL to FS. The Management Board has 7 (seven) members. 4 (four) members from the ranks of university teachers are proposed by the departments, each department proposing one member, and one member is proposed by the Dean. The vote on proposed members is done by the Senate. The Management Board has one member from the ranks of students, who is every new study year appointed by Students Council of FS. The last member of the Management Board comes from the ranks of non-academic staff. The Managament Board accepts the rules of procedure for arranging organization and methods of its work.

The Student Council is a body of students of FS. The Student Council has at least nine (9) members, who are elected by students of FS themselves. Student Council discusses all matters relating to the rights and obligations of students and in addition to this also: develops FS students opinions for the Student Council of UL, elects the members of the working bodies of the Senate and bodies of FS among students, as defined by Rules, gives an opinion on the pedagogical competence in the

procedures of electing the ranks of teachers and associates based on the student survey and gives opinion on the candidates for the Dean.

Career Centre works under the auspices of UL. Students and workers can use the service of the centre.

ORGANISATION CHART OF THE FACULTY OF SPORT
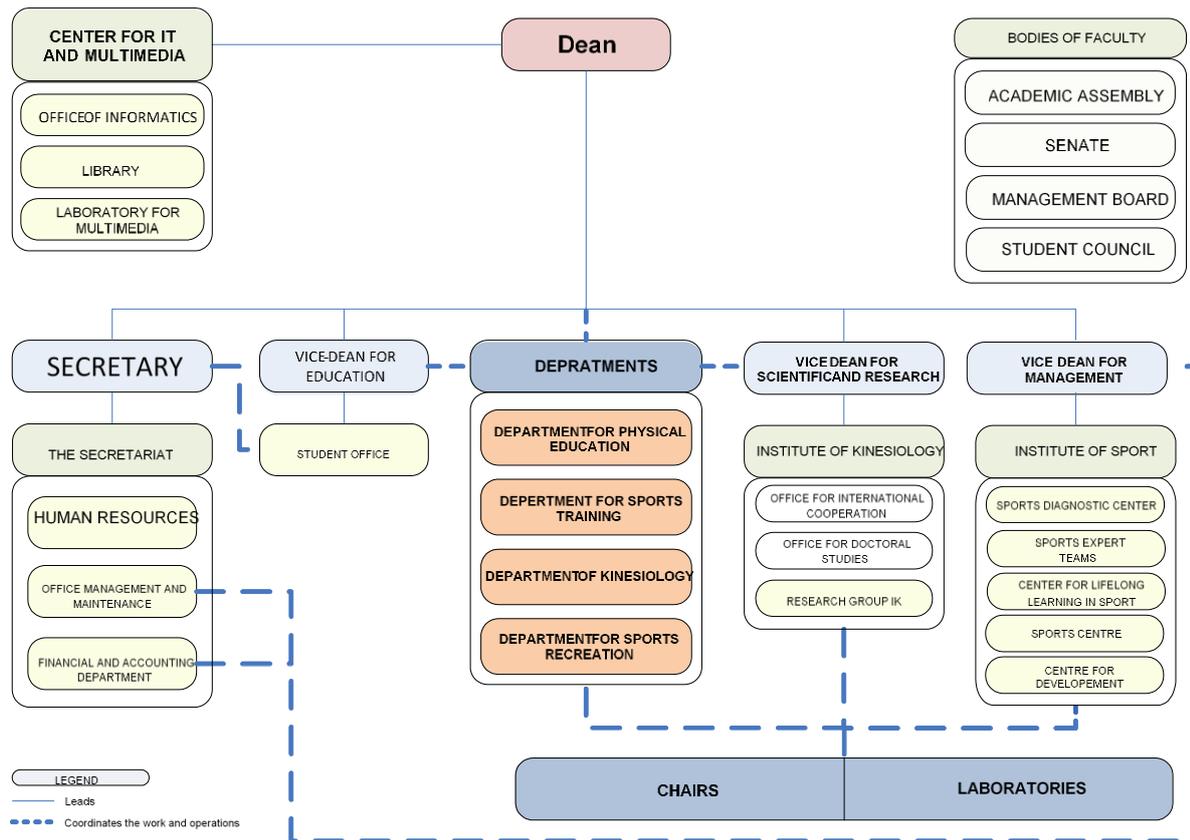
Figure 1: Organizational chart of the FS.

Changes and amendments to the Rules on Organization and Operation of Faculty of Sport are anticipated in the second half of 2014. However, some of the changes are anticipated also for the first half of 2015.The changes in 2014 are anticipated first of all in the FS tarea of internal organization. They refer to competences of Departments of the FS and to positioning of the newly established Chairs, on the basis of the Senate of the FS extraordinary meeting decision on November 12th, 2013. At this meeting the Senate of the Faculty has adopted the decision that Chairs shall be formed at the FS, which will replace actual Chairs determined by the Rules and which are the following:

- Chair of Group Collective Sports,
- Chair of Education and Didactics in Sport,
- Chair of Individual Sports (monostructural),

- Chair of Individual Sports (polistructural conventional),
- Chair of Medical Sciences in Sport,
- Chair of Natural Sciences in Sport,
- Chair of Skiing, Mountaineering and Sports Recreation,
- Chair of Social Sciences and Humanities in Sport.

It is determined with the same Senate decision, that every university teacher, associate or researcher at the FS, can become a member of only one chair, however he can cooperate with all Chairs. Teachers and researcher becomes a member of the Chair, which operates in disciplinary and subject field in which teacher has the larger volume of teaching assignments.

Together with placement of Chairs in the Rules, a relocation of tasks among departments and Chairs is also anticipated in a different way as determined in actual Rules. Specific allocation of tasks has not been elaborated yet, however, the anticipated changes go in the direction where the individual departments would become some kind of »curators« of study programmes. Therefore, pooling in the departments would be linked to performance of pedagogical obligations in individual study programmes. Chairs, however, would take a task of pooling of their members according to the fields of their scientific research and professional work and on that basis also a task of operating of an individual Chair in wider social and international milieu. Precisely because of emphasized new and more extensive competencies and obligations of Chairs, the inclusion of members of Chairs in the administrative bodies of the FS is also anticipated, particularly in those of decision-making, primarily Senate of the Faculty as the highest academic body of the Faculty, and the Senate Commissions.

However, all above comprehend adjustment of Rules to the new Higher Education Act, which is expected to be adopted by National Assembly in second half of 2014, and to the Statute of the UL, as basic legal act which regulates legal status, organization, functioning and other legal frameworks for functioning of the member of the UL - FS.

2.2   (Quality-) management systems/governance

The quality management system of the UL is determined by the UL Quality Assurance System Regulation (A04) and is hierarchically organized. The rector, UL Senate, UL Governing Board, UL Quality Commission, and UL Students Council are responsible for the management of quality at the level of the UL, while the Dean, FS Senate, FS Governing Board, FS Commission for Self-evaluation and Quality and FS Students Council are the main institutional stakeholders responsible for the quality at the faculty.

Commission for Quality and Self-evaluation of the Study has prepared in 2012 the document "Guidelines for Following and Developing the Quality of Study at Faculty of Sport" (A16). In accordance with the adopted strategy of the Univeristy of Ljubljana, determined in the "Book of Rules for the Quality Following and Assurance System of the University of Ljubljana", higher education institutions themselves are responsible for development of the quality culture.

General objectives in the area of following and assurance quality have been determined for a period 2012-2016:

- to define common procedures and mechanisms for attainment of higher quality in all areas of activity,
- to create a system for unified data collecting and evaluating,
- defining and monitoring the improvement measures implementation,
- active participations of all participants in individual processes by their implementation, evaluation and improvement (students, teachers, researchers, other employees, external staff ...).

Management Report with the integrated Report on Quality has been prepared according to new methodology proposed by UL, for the first time in 2013. Commission for Self-evaluation and Quality is obliged for the preparation of the Report on Quality, however, because of the heavy workload of its members it is not always fully constituted. Inclusion and participation in the project Quality of UL (in Slovene KUL) represents a major contribution to awareness of the importance, increase the number of activities and profoundness of operation in the area of quality.

Quality culture means the common value of quality, collective responsibility and commitment of all members of the institution, both staff and students as well as other participants included. Quality culture is based on the mission, vision and strategic goals and values of the higher education institution. For development of the quality culture at UL, development of the quality system is necessary, which includes all activities of the university, its members and organizational units at every level. In addition to this, highly devoted administration is of crucial importance.

The system of quality following and developing has to include the following areas of activity and has exact purpose:

- to help to attain goals,
- to detect weaknesses and strengths of every process,
- to serve as a tool for systematic improvement in all areas.

The quality system ensures:

- common procedures and mechanisms for attainment of higher quality in all defined areas of functioning,
- systematic and uniform data collecting,
- evaluation of analysed data and taking appropriate for improvements,
- active participation of all participants in individual processes by their implementation, evaluation and improvement (students, teachers, researches, other employees external staff ..).

Quality goals are allocated by areas and have developed criteria and procedures, by which to judge achievement of quality. Criteria are qualitative and quantitative, defined on annual level or long-termed. The efficiency of quality system is established by a quality loop. In a quality loop there are temporal formed and specified measures to eliminate perceived shortcomings, provide improvements and maintain achievements. All the above is the basis for setting goals of quality at the faculty level as well as at the level of individual study programme

Two years have already passed from the preparation of the "Guidelines for Following and Developing the Quality of Study at Faculty of Sport" (A16), therefore it will be necessary to redefine and actualize measures in individual fields of functioning in the year 2015.

The faculty prepares "Management Report with the integrated Report on Quality and Accounting Report of the Faculty of Sport" every year. In the Report there are collected data, opinions, views and conclusions relating to activities, which have taken place at the FS in the last academic year. Because of a large number of fields which have to be accurately presented in the Report, the following are involved in its preparation: leadership of the faculty with Vice-deans, Secretariat, Student Office, Financial and Human Resources department, Center for IT and Multimedia, tutors, Institute of Kinesiology, Institute of Sport, Centre for Lifelong Learning, Student Council and Commission for Self-evaluation and Quality. The Senate deals with the "Managament Report with the integrated Report on Quality and Accounting Report of the Faculty of Sport" and submits it to UL and Ministry of Finance (Tax Administration).

UL prepares a summary of reports on quality from all faculties annually. A new substantive concept of the report with common indicators and central data acquisition was prepared by Service for Quality, Analyzes and Reporting in the study year 2012-2013. Such an approach has enabled to a large extent long-term monitoring of selected indicators and comparison between individual years.

The findings of the "Management Report with the integrated Report on Quality and Accounting Report of the Faculty of Sport" help administration, services and employees in planning future activities. For objective reasons (financial resources, understaffing…) and subjective reasons (overburdening, lack of information…) too slow integration of the statements into working processes occurs.

We started with the preparation of the reports on quality in the study year 1999-2000. The content and the scope of the report have been changing during this period. Statements in the reports were becoming more and more specific and more often resulted in measures and actually improved the condition and processes. All participants were included in the preparation of the reports on quality (students, teaching staff, faculty professional staff…) and all reports were discussed in the Senate and published on the faculty's website.

Proposed measures:

- preparing procesograms with integrated feedback quality loops for all processes that take place at the faculty,
- president of the Commission is present at Senate meetings as an external member,
- on the basis of Business Report with the integrated Report on Quality… the Senate adopts short-term (1 year) and long-term (2-4 years) objectives and measures and defines source of financing for their achievement.

2.3 Monitoring/self-examination

The quality of higher education institutions and study programmes shall be ensured by accreditation procedures and internal and external evaluation procedures. NAKVIS - Slovenian Quality Assurance Agency for Higher Education (L13) is competent for accreditation, its renewal and external evaluation of higher education institutions and study programmes. Higher education institutions are competent for internal evaluation procedures.

Monitoring and self-evaluation are carried out at several levels. At the annual level, in the context of the preparation of the business report a number of indicators are monitored in the area of the study: interest in study, number of tendered study places, number of enrolled students in individual study programmes, transmittance per study programmes and subjects, number of graduates, number of graduates with specific needs (top perforamance athletes or coaches), number of students leaving and coming to exchanges under Erasmus … At the faculty level a students survey is processed every year, which monitors student satisfaction with individual subjects, satisfaction with implementation of lectures, practices and seminars, satisfaction with the work of teachers and assistants. Under the project Quality of UL (QUL, in Slovene KUL) an elaborate renovation of students survey is going on, which will be performed on the web portal Higher Education Information System (in Slovene VIS) in the future. The attention is also directed to tutorial system, which is being implemented at two levels: teachers' tutoring and students' - coordinators for individual years study programmes tutoring. Students can express their opinion on implementation of the study and on functioning of other services (Student Office, Library…) through statements of the Student Council report.

FS wishes to direct monitoring of its graduates' careers, by surveying graduates. Together with this, it wishes to get useful opinions of the graduates about their satisfaction with the study and extracurricular activities at the Faculty. Graduates feedback information is an important factor of proper and timely measures for increasing quality of the study at the faculty and of planned cooperation in looking for employment opportunities for our graduates.

The sample of the student survey 2012 included FS graduates, who graduated between years 1995 and 2010 (the survey was sent to 1450 addresses, 410 or 28,3 % were sent back). The most significant results:

- the average duration of the study is 7 years. The average age at graduation is 26 years and three months,
- FS graduates get employed quickly: 69 % get employed within 6 months after diploma; only 9 % of surveyed graduates look for employment more than two years,
- FS graduates get employed most often in primary/secondary school (53 %) and in private sector (25 %),
- 75 % graduates were satisfied or very satisfied with the study as a whole, and only 5 % were dissatisfied or very dissatisfied,
- Graduates would like still more practical contents in the educational process during their study (communication, work with children with specific needs etc.).

In the scientific-research area there are monitored: number of doctoral students, number of PhD's, number of contributions in scientific journals, efficiency at research competitions… In the personell area there are monitored: number of employees, burden on employees, number of employees on

additional training… Data on the number of unemployed graduates of the FS have been acquired annually, from 2013 on.

Under Centre for Information and Multimedia there are monitored: number of borrowed study literature in the library from the aspect of individual study programmes, number of external users, number of participants of training courses for data sources search, number of new data sources, equipment of class-rooms, sport-halls and computer class-rooms and use of recent technologies (Moodle class-rooms…).

In the "Management Report with the integrated Report on Quality and Accounting Report of the Faculty of Sport", measures from the previous Report are determined for every area, which are annually examined and actualized when necessary.

3. Educational Programmes / Courses / Trainings

3.1   Study programmes / courses / trainings at FS

Higher Education Institutions

Higher Education in the Republic of Slovenia is regulated by the Higher Education Act. Study is conducted in public and private universities or their members – faculties, art academies and professional colleges. Private faculties and art academies, as well as public and private professional colleges can also be organized as independent higher education institutions. Universities, faculties and art academies can carry out all types of study programmes, while professional colleges in most cases carry out first level higher education professional study programmes, but in case of meeting special conditions also second level study programmes can be carried out.

Study programmes before the reform

The Higher Education System, prescribed prior to the enactment of the Act on Amendments and Supplements of the Higher Education Act, covers undergraduate four to six-year university programmes and three to four-year higher education professional study programmes. Graduate study programmes are: one to two-year study programmes for obtaining specialization, two-year programmes for acquisition of Master's of Science or Art degree and study programmes for acquisition of PhD in Science. The latter last four years after the completed university study or two years after the Master's study. Study credit system (ECTS) is mandatory since 2002. Study is organized as full-time or part-time study.

Enrollment conditions

In the university study programme can enroll: candidates, who completed baccalaureate or final examination before June 1st, 1995, and after the school year 2001/2002 also candidates, who completed professional baccalaureate and supplementary examination in general baccalaureate. In the higher education professional study programme can enroll: candidates, who completed baccalaureate, professional baccalaureate or final examination after four years of secondary school or equivalent programme. In the specialist study programme can enroll: candidates with acquired diploma from university study or higher education professional study. In the Master's study programme can enroll: candidates with acquired diploma from university study, but also in exceptional circumstances and subject to certain conditions candidates with acquired diploma from higher education professional study. In the PhD study can enroll: candidates with acquired diploma from university study or the ones with acquired Master's degree.

Documents, professional and academic titles

Graduates obtain a diploma and professional or academic title, determined in accordance with the Professional and Academic Titles. Characteristic professional title for university study programmes graduates is university graduate with a degree in ..., for technical, academic and artistic study fields bachelor of science …, professor …, academic … Graduates of medicine, dental medicine, pharmacy and veterinary medicine are entitled with professional titles doctor of medicine, doctor of dental medicine, master of pharmacy and doctor of veterinary medicine. Higher education study programme graduate receives a professional title graduate of graduate engineer. After the graduate study programmes the following titles are acquired: professional title specialist and academic titles master of

science/arts and doctor of science. All professional and academic titles are published in the Official Gazette of RS.

Study programmes after the reform

Act on Amendments and Supplements of the Higher Education Act and Act on Amendments and Supplements of the Higher Education Act represent the legal framework for the introduction of a three-cycle higher education system, compliant with the Bologna Declaration. Study programmes of the first cycle are university programmes and higher education professional programmes. Duration is defined by time (three to four years) and credit points (180 to 240 CP). In one study year 60 credit points, wherein one credit point means 25-30 hours of student's work or 1500-1800 hours per year. Study programmes of the second cycle are Master's degree programmes (Master in the profession) and consist of 60-120 credit points lasting one or two years. The duration of individual Master's programme must be planned in conjunction with the duration of the first-cycle study programme. In the same professional field overall duration must not exceed five years (3+2, 4+1). Among study programmes of the second cycle also the single Master's degree study programmes are included. They are formed, if educating for the professions, regulated by EU directives or regulations of the Republic of Slovenia. If by EU directives not otherwise specified, these programmes last five years and consist of 300 credit points. The third cycle has one type of study programmes: doctoral (PhD) study programmes. Duration is three years, study obligations include 180 credit points, two thirds of this intended for research work. At all three cycles joint study programmes (joint degrees) are also possible. The study is organized as full-time or part-time study. As a form of lifelong learning, higher education institutions can develop and implement study programmes for refinement.

Enrollment conditions

In the university study programme and single Master's degree study programme can enrolle: candidates, who completed baccalaureate or final examination before June 1st, 1995, or professional baccalaureate and supplementary examination in general baccalaureate. In the higher education professional study programme can enrole: candidates, who completed baccalaureate, professional baccalaureate or final examination after four years of secondary school or equivalent programme. General condition for enrollment in the Master's degree study programmes is successfull completition of the first cycle study programme. More specifically these conditions are determined by the individual study programme. Study programmes within the corresponding areas of expertise must be defined, while for candidates from other areas of expertise, given the differences between the disciplines, 10-60 credit points of bridging obligations are set. General condition for enrollment in doctoral (PhD) programmes is the completed second cycle study programme.

Transition

In compliance with conditions, defined by the Criteria for Transitions between Study Programmes, the transition between the above-mentioned study programmes is possible until their expiry. Transition is also possible between study programmes of the same cycle and between higher education study programmes and study programmes of the first cycle.

Study programmes, adopted prior to the enactment of the 2004 Act, are gradually coming to an end; the last enrollment in those programmes has been published in the study year 2008/09, and they must end no later than the end of the study year 2015/16. Study programmes, adopted after the enactment of the mentioned Act, have been tendered gradually, untill in the study year 2009/10 only the reformed and new study programmes have been tendered.

The relations between the types of study programmes before and after the reform are determined by the Act and Regulation on the Introduction and Use of the Classification System of Education and Training and are:

Table 1: Study programmes before and after Bologna reform.

Type of study programme before the reform	Study cycle	Type of study programme after the reform
Higher education professional study programmes	6/2	Higher education professional programmes university programmes (1st cycle)
Specialization after higher education professional study programmes, university study programmes	7	Master's degree study programmes Master in the profession (2nd cycle)
Specialization after university study programmes, study programmes for obtaining Master of Science/Arts degree	8/1	
Doctoral study programmes	8/2	Doctoral study programmes (3rd cycle)

Graduates of study programmes, adopted before the reform, can continue their study in study programmes of the second and third cycle in accordance with the Act on Amendments and Supplements of the Higher Education Act and the Criteria for Transitions between Study Programmes; criteria are further defined by the individual study programme.

3.2   Creation and development of Programmes / Courses / Tranings

Currently FS is in the process of reforming the Bologna programmes, that is why we described the activities and procedures, which are or will be held during the reformation. The fundamental reason for the reformation is to streamline the implementation of study programmes in accordance with human, material and financial capabilities. Below, the procedure for the preparation and development of study programmes is described.

Procedure for preparation and development of study programmes:

1. Faculty's Senate determines the need for new programmes. The Senate is composed of teachers and students,
2. Dean designs a small strategic group of teachers to prepare strategic guidelines,
3. Strategic group prepares the frame of new programmes and relation with others. Information which are used, are: human resources, material resources, students and Alumni opinion, Employment Office opinion, National Sports Associations, Olympic Committee of Slovenia,
4. The Faculty Departments give feedback on the new programmes,
5. The Faculty Senate approves the strategy and Dean determines a small expert group to prepare the content of the programmes,
6. Expert group prepares the programme content in accordance with the following information, which are used: human resources, material resources, students opinion, alumni opinion, Employment Office opinion, Olympic committee needs. Content of subject's curriculum is

prepared by teachers appointed for subjects in accordance to ECTS points designed for their subject. All content of subject is developed by teachers,

7. Dean and expert group have meetings with teacher representatives of different frames of science to discuss the programmes,
8. Expert group present the new programmes to Departments and students and their feedback is collected,
9. Academic Assembly (teachers) discuss the new programmes,
10. Senate approves the new programmes (if not, step 7 continues) and new programmes are sent to the UL,
11. Two independent reviewers give their opinion and Expert group corrects the programmes,
12. UL confirms the programmes and programmes are sent to NAKVIS,
13. Three independent reviewers give their opinion and Expert group corrects the programmes,
14. NAKVIS approves the programmes.

All the activities are guided and monitored by the Vice-Dean for Education. Depending on the stage of the process, also teachers and students are involved and informed on individual basis.

When NAKVIS approves the programme, the Vice-Dean and Student Office prepare the schedule. Feedback is expected from teachers and students. In case of overlapping, corrections are made. Schedule, open for discussion, is sent to teachers at least one month before the Semester starts, final schedule is sent to students at least one week before the start of Semester.

The process od determining the holder of the subject: the holder of the subject is first determined by the habilitation field and reference of individual teacher in this subject, in the case of more candidates an agreement on the holdership of the subject between the candidates and the leadership of the faculty (Dean, Vice-Deans) is tried to be reached; if an agreement is not reached, the leadership of the faculty determines the holder of the subject.

The process of considering desires or needs of the students: students can express their opinion formally through Students Council, Senate, Academic Assembly and comissions where students have their representatives; they can express their opinion also informally by dialogue with teachers. We encourage discussion between holders of the subjects (formal or informal). Dialogue between teachers runs mostly on individual preferences and point of interest.

The process of considering desires or needs of employers (schools, clubs, national associations, Olympic Committee of Slovenia…): faculty employees, cooperates within civil society (national sport associations, clubs, schools), where information regarding our expert field is accepted, shared and disseminated.

We encourage the flow of ideas from all employees to the Senate, which adopts resolutions. We also encourage confrontation of involved opinions (culture of dialogue, acceptance of different opinions, right to have a different opinion). We are conservative - seemingly democratic, at the Chairs level it can also come to fulfilling own opportunistic interests and lobbying.

3.3 Presentation of programmes / courses / trainings

The study at FS is organized in three cycles (L12):

- First cycle study programmes (Bachelor, 3 years, 6 semesters),
- Second cycle study programmes (Master degree, 2 years, 4 semesters),
- Doctoral study programme (3 years).

Bologna study programmes at the Faculty of sport
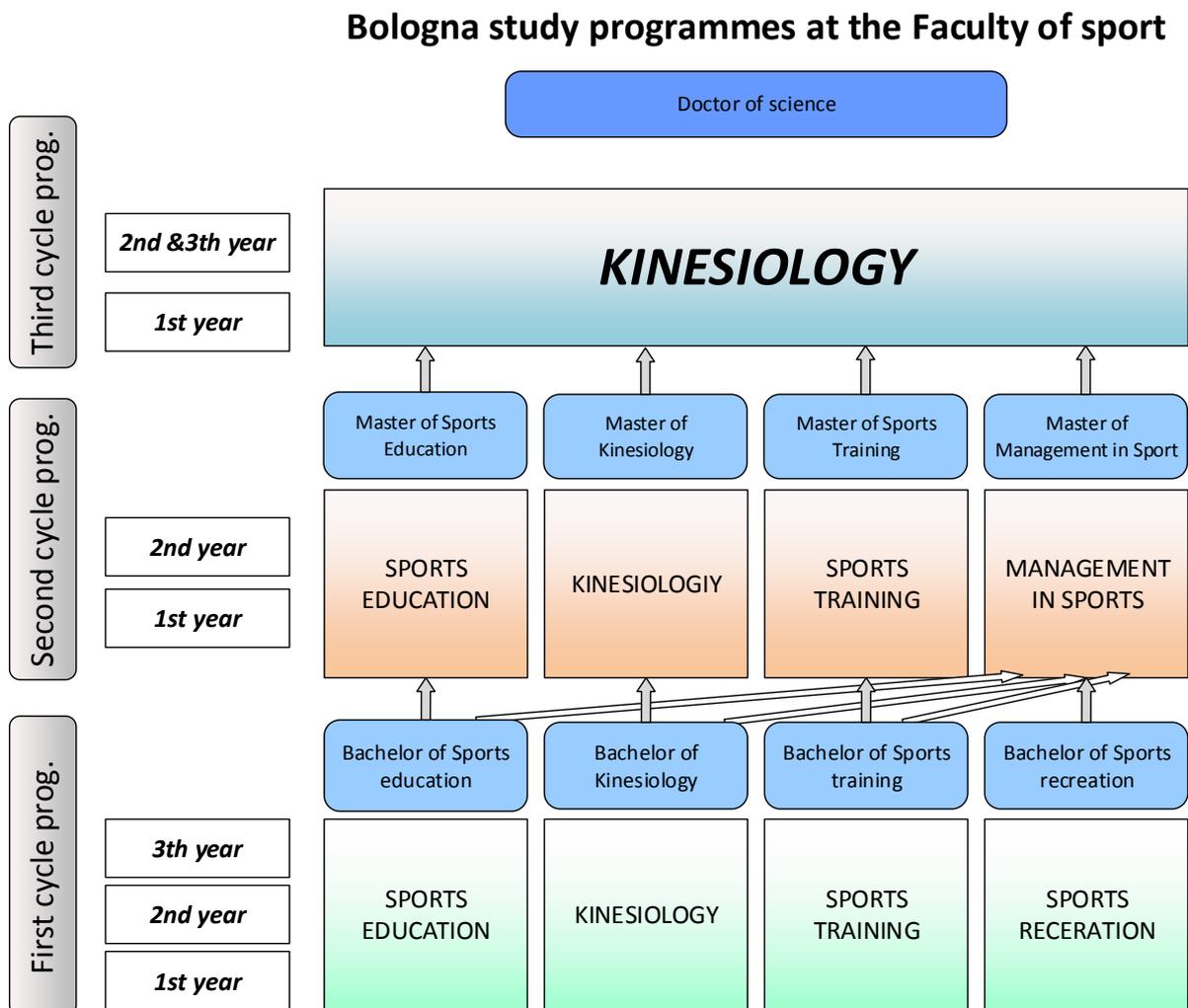
Figure 2: Bologna Study Programmes at the FS.

3.3.1 Bachelor's university study programme Sports Education

The fundamental objectives of university study programme Sports Education are to train graduates of sports education for professional management of sports interest programmes and extracurricular activities in elementary and secondary schools and other educational institutions (public institutions, sports clubs, private offer of sports programmes for children and youth) and to give them fundamental knowledge for continuing education at the second cycle study.

Graduates can get employed in the field of extracurricular sports programmes (civil sports field; Law on Sport, 1998). Acquired skills and knowledge are a prerequisite for continuing the second study cycle, which will ensure employability to the graduants in fields of education (Law amending the Law on the Organization and Financing of Education, 2007) and sport (in accordance with the Law on Sport, 1998). Professional title gained in the study programme: Bachelor of Sports Education (University). Abbreviated title BSE. The programme lasts for 6 semesters (3 years) and totals 180 CP.

Definition of the basic aims of the programme:

- education of sport professionals for working at out-of-school sport programmes and extracuricullar sport activities.

General competencies:

- the ability for teamwork and good communication skills,
- tlexible use of knowledge in practice,
- knowledge about formal conditions (Education Act, other Acts),
- knowledge about sport of children and youth and educational system as an entity,
- understanding of educational concepts,
- the use of general pedagogical strategies and didactic approaches whilst considering social framework of the education,
- knowledge about developmental psychology (understanding of developmental characteristics, differences and needs of children),
- general organisational abilities,
- knowledge about ethics and codices from professional area,
- knowledge of informational technology,
- communication in foreign language,
- knowledge of first aid.

Subject related specific competencies:

- understanding of kinanthropological foundations of sport,
- understanding of health aspects of sport,
- understanding of physiological aspects of sport,
- understanding of basic biomechanical aspects of sport,
- understanding of general didactics of sports-educational process,
- understanding of biological development of children,
- understanding of basic methods for working with children and youth with special needs,
- proficiency in suitable diagnostic procedures in professional area,
- ability for analysing and planning of sports-educational process,
- understanding of didactics of specific sports, included in the sport education curriculum
- organisational knowledge and skills for realisation of in- and out-of-school sports programmes,
- knowledge of life guarding by water,
- proficiency in working with modern teaching technologies in sport education.

3.3.2 Bachelor's university study programme Kinesiology

The programme educates students to become professionals for management of the fitness preparation programmes. Graduates also acquire knowledge, which enables them to prepare preventive programmes to protect the motor system from the most common injuries, and to prepare training programmes for persons, who already have troubles with the motor system and wish to join the training.

The objectives of the programme are:

- education of kinesiologists for working in fitness preparation programmes,
- education of kinesiologists for working in fitness centre programmes,
- education of kinesiologists for working in sports and tourism programmes,
- education of kinesiologists for working in preventive health programmes.

Graduates will gain employment mainly in fitness preparation programmes, fitness centre programmes, sports and tourism programmes and preventive health programmes. At FS the programme will continue in Master's degree programme Kinesiology, and with some differential exams also in Master's degree programmes Sports Education and Sports Training. Professional title gained in the study programme: Bachelor of Kinesiology (University). Abbreviated title BK. The programme lasts for 6 semesters (3 years) and totals 180 CP.

General competencies gained in the course of the programme:

- ability to work in a team and communicate well,
- flexible use of knowledge in practice,
- knowledge of institutional demands of the professional field (appropriate legislation, professional organization),
- knowledge of general pedagogic, andragogic and didactic strategies of action,
- knowledge of ethics and codices of the professional field,
- general organizational abilities,
- IT literacy,
- communication in foreign language,
- knowledge of first aid.

Course-specific competencies gained in the course of the programme:

- understanding of anthropological and kinesiological bases of sport,
- knowledge of biopsychosocial characteristics of individual age groups and sexes,
- knowledge of health aspects of physical load,
- knowledge of physiological aspects of physical load,
- knowledge of basic biomechanical aspects of physical load,
- knowledge of general pedagogic, andragogic and didactic aspects of sports practice,
- ability to plan, carry out and control the practice which exerts influence on the motor and functional abilities and physical characteristics of healthy persons,

- mastering suitable diagnostic procedures in the professional area,
- knowledge of the characteristics of healthy diet and ability to give advice on the use of dietary supplements in connection with practice and healthy way of life,
- ability to draw up a preventive practice programme and to cooperate in rehabilitation of some typical problems of the motor system (obesity, backache, knee, shoulder and ankle pains),
- knowledge of basic characteristics of work and everyday loads,
- knowledge of general didactics of sports educational process,
- knowledge of physical and motor development,
- mastering the demonstration and didactics of individual motor and sports elements used in physical preparation,
- mastering the methods for the regeneration after physical load,
- organizational abilities and knowledge needed to perform sports practice,
- qualifications needed to pedagogically lead individuals and groups during practice,
- knowledge of water rescue,
- ability to work with state-of-the-art practice technologies,
- knowledge of the basics of research work in the professional area.

3.3.3 Bachelor's university study programme sports training

The programme educates students to become professionals in the fields of youth sport, quality sport, top-level sport and sport of disabled people. Students acquire the latest theoretical and practical knowledge for planning, organizing, managing and analyzing the training process. Graduates have the opportunity to get employed by sports clubs and associations, national sport associations or in the projects of urban or national sports schools.

Graduates can continue their education at postgraduate pogrammes of the Bologna study process of FS (2nd cycle), mainly in the programme of Sports Training, but with completing bridging module also in the programmes of Sports Education, Kinesiology and Sports Recreation. Professional title gained in the study programme: Bachelor of Sports Training (University). Abbreviated title BST. The programme lasts for 6 semesters (3 years) and totals 180 CP.

Definition of the basic aims of the programme:

- Education of trainers for the needs of top sport at all levels,
- Education of sports trainers for the needs of the service sector.

General competencies gained in the course of the programme:

- ability to work in a team and communicate well,
- flexible use of knowledge in practice,
- use of general pedagogic strategies of action,
- knowledge and understanding of developmental principles, differences and needs of an individual,
- understanding of individual values and value systems,
- knowledge of ethics and codices of the professional field,

- general organizational abilities,
- knowledge and understanding of institutional frameworks of work (demands, legislation, documentation needs, legal aspects of work in sport),
- IT literacy,
- communication in foreign language,
- knowledge of first aid.

Course-specific competencies gained in the course of the programme:

- understanding of anthropological and kinesiological bases of sport,
- knowledge of health aspects of sport,
- knowledge of physiological aspects of sport,
- knowledge of basic biomechanical aspects of sport,
- use of theoretical concepts of sports practice,
- use and understanding of the organization of sport,
- sensitivity to and openness towards people, taking account of social circumstances of sport,
- mastering sports knowledge, skills and competitive experiences of the chosen sports discipline,
- ability to plan, organize, carry out and control sports training,
- knowledge about athletes and their developmental characteristics,
- knowledge of pedagogic and didactic aspects of the process of sports practice,
- mastering suitable diagnostic procedures in the professional area,
- understanding and use of the rules of judging in the chosen sports discipline,
- understanding and mastering the development of sport,
- knowledge of water rescue,
- understanding of competitive systems and ability to organize competitions,
- ability to communicate and lead athletes and teams,
- cooperation and communication with athletes' parents, officials, referees, agents, media.

3.3.4 Bachelor's university study programme sports recreation.

Professional title gained in the study programme: Bachelor of Sports Recreation (University). Abbreviated title BSR. The programme lasts for 6 semesters (3 years) and totals 180 CP.

Definition of the basic aims of the programme:

- education of animators of sports recreation for the work in service activities in the field of sport and tourism,
- education of animators of sports recreation for the work in free-time service activities.

General competencies gained in the course of the programme:

- ability to work in a team and communicate well,
- flexible use of knowledge in practice,

- knowledge and understanding of institutional frameworks of work (demands, legislation, documentation needs, legal aspects of work in sport and tourism),
- knowledge of pedagogic, andragogic and didactic strategies of action,
- knowledge and understanding of developmental principles, differences and needs of an individual,
- understanding of individual values and value systems,
- knowledge of ethics and codices of the professional field,
- general organizational abilities,
- IT literacy,
- communication in foreign language,
- knowledge of first aid.

Course-specific competencies gained in the course of the programme:

- understanding of anthropological and kinesiological bases of sport,
- knowledge of biopsychosocial characteristics of various groups of people,
- sensitivity to and openness towards people, taking account of social circumstances of sport,
- knowledge of health aspects of sport,
- knowledge of physiological aspects of sport,
- knowledge of basic biomechanical aspects of sport,
- knowledge of the basics of tourism, connections between sport, animation and tourism,
- knowledge and understanding of the organization of sport and tourism,
- knowledge of the problems connected with free time in relation to sport and tourism,
- knowledge of physical, motor and health characteristics of children and young people, adults, the elderly and special groups of people,
- mastering suitable diagnostic procedures in the professional area,
- ability to analyse and plan sports practice of the families, adults, the elderly and special groups of people,
- knowledge of the chosen sports recreational activities connected with tourism,
- knowledge of the characteristics of healthy diet,
- knowledge of the methods of regeneration after sports practice,
- organizational abilities and knowledge of how to perform sports recreational and tourist activities,
- knowledge of water rescue,
- ability to work with state-of-the-art teaching technologies in sports recreation.

3.3.5 *Master's degree university study programme – Sports Education*

A student can continue his/her studies with a direct transfer to the Master's degree programme of Sport Education, thus receiving the education necessary for conducting sport education classes in primary and secondary schools and numerous other out-of-school sport programmes or extracurricullar sport activities of children and young people. Professional title of graduate: Master of Sports Education (University).

General competencies:

- general leadership abilities,
- knowledge of research bases in education,
- mentorship abilities (mentoring students and apprentices).

Subject related competencies:

- proficiency for pedagogical leading of the class form in sports-educational process,
- proficiency for interdisciplinary correlation,
- proficiency for evaluation and marking of knowledge of sport education and forming the feedback information (mark, advising the children and parents),
- knowledge of working with children with special needs, who are included in regular sport education lessons,
- identification of sports talent and guiding of talent,
- methodological proficiency for research work in pedagogical area (collection, analysis and interpretation of data),
- in-depth knowledge of the rules of selected areas and the reflection of own understanding of the theory and experience in practice,
- ability for the analysis and planning of research work in pedagogical practice in the field of physical and motor development as well as anthropological aspects of sport of children and youth.

3.3.6 Master's degree university study programmes – Sports Training

The basic aim of the Master's study programme Sports Training is to qualify an expert to be able to carry out and manage the training process in the area of sports training of the selected sport and solve professional research problems in the area of sport. Professional title of graduate: Master of Sports Training (university).

3.3.7 Master's degree university study programmes – Management in sports

The main goal of the Master's study programme Management in Sport is to thoroughly develop skills and abilities of students in the field of management in sport, thus qualifying them for further professional, developmental and research work in this field. The students reveal the art and craft of efficient management of sports organizations and management in sport. The knowledge and skills obtained enable the students to develop their understanding of phenomena in management in general as well as in management in sport, to do research and developmental work in this field and to answer the questions relating to the whole sports organization and its environment as well as the questions within the framework of its functional and other business areas. The graduates will be capable of taking on responsible duties of middle and higher managers in profit-making as well as in non-profit-making sports organizations; of solving different functional (personnel, marketing, financial, etc.) problems occurring in profit-making as well as in non-profit-making sports organizations; of taking up responsible posts in different sports associations, since they will have an insight into the organization of sport as an activity, the connection between sport and economy, legal aspects and frameworks of

activity in sport as well as the connection between sport and politics; of further profound professional and research work in the field of management in sport, as they will have to use and critically assess study literature on management in sport already in the course of their studies and will have to connect the knowledge acquired with present-day concrete problems. The graduates will also gain sufficient knowledge that will enable them to successfully proceed with their academic education at the doctoral programmes in the field of business and sports studies.

Professional title of graduate: Master of Management in Sport (university). Students can choose between two specializations:

- management of sports organizations,
- management in sport.

3.3.8 Doctoral study programme – Kinesiology

Study programme title: Postgraduate doctoral programme
Type of study programme: Kinesiology
Degree of study programme: 3rd degree (cycle)
Duration of study programme: 3 years (6 semesters)
Number of credit points ECTS: 180
Scientific and research discipline: Social sciences
Professional title: Doctor of Science
Abbreviation of the title: Dr (in front of the name)

The doctoral study programme Kinesiology lasts for three years, totals 180 credit points (CP) and according to the Bologna scheme, it is a third cycle programme. The study programme follows the aims of the Bologna Declaration and establishes conditions for a permanent development in the field of kinesiology and for the needs of the profession for staff with higher education.

In the study programme offered, we follow trends of the development of the Slovene and international scientific and research sphere and listen to the needs of the Slovene sport. The study programme is inseparably connected with scientific and research work. The main emphasis of the programme is on independent creative research work of a student who is directed by the supervisor. Special attention is therefore paid to the relationship between the supervisor and the PhD student.

This programme encourages interdisciplinarity and offers the possibility of cooperation of renowned domestic and foreign experts. It gives priority to freedom of choice over compulsory forms of study. In order to suitably cover the area of kinesiology that is increasingly diverse, the offer of study contents is great and varied. Freedom of choice offers students a possibility of early planning of their own research career and of the pursuit of the needs of future employers. Through compulsory seminars and incorporation of basic and elective contents, the programme guarantees a suitable breadth of education.

On the recommendations of the European University Association, international student exchange is planned. The programme enables mobility within the framework of the organized forms of study as well as individual research work. In the course of study, the student is expected to take an active part in domestic and international scientific and professional conferences. In this way, the student develops

skills of scientific communication, critical judgement of achievements of other people and the results of his/her own research work.

Work on the PhD dissertation belongs to the essential obligations of a PhD student. In the PhD dissertation, the candidate shows original contributions to science in the form of at least one article published in a scientific journal as well as the ability to think in a scientific way and the ability to do research work.

The doctoral study programme Kinesiology aims at educating independent researchers with wide professional horizons and deep methodological basic knowledge.

Basic objectives of the programme

- inseparable connections between the study and the scientific, research and developmental work,
- development of the scientific approach, acquisition of the scientific way of thinking,
- encouragement of the profound understanding of kinesiology and its integration in the wider scientific context,
- development of the communication abilities, abilities to report on scientific and research achievements, transfer of knowledge,
- development of the appropriate and critical attitude towards judging the achievements of others and results of one's own work,
- education of doctors of philosophy for creative scientific, research and developmental work in the area of kinesiology.

General competencies gained in the course of the programme:

- ability to do independent and creative scientific, research and developmental work in the area of kinesiology,
- ability to pursue and judge appropriately the most recent achievements in the wider area of kinesiology,
- critical attitude towards the results of one's own research and developmental work,
- ability to tackle a scientific and research problem creatively and independently.

Course-specific competencies gained in the course of the programme:

A PhD student will develop the ability to use modern kinesiological methods and procedures when solving research and developmental problems, the ability to place kinesiology into a wider social context, the ability to communicate and to report on the work and results to the experts in kinesiology worldwide and to society in general.

Additional course-specific competencies are enumerated in the presentations of individual courses.

In doctoral programme only teachers, habilated into the teaching title, can participate and perform organized as well as unorganized forms of study. Organized forms of study include: expert subjects, core subjects, seminar and work for doctoral dissertation. Two core subjects are mandatory, while all other subjects are optional. A student together with his mentor chooses three expert subjects, that he

listens to in 1st and 2nd semester. Seminar in 2nd semester is mandatory and joint for all doctoral students of Kinesiology. Thereby the width of the study and interaction between doctoral students is assured. Presentation of a doctoral dissertation topic (scheduled in 4th semester) and a doctoral dissertation with defence, which also includes a presentation of conclusions of the research work and the preparation of a scientific article (in 6th semester), is classified as an organized form of study.

3.4 Implementation of programmes / courses / trainings

3.4.1 Bachelor's university study programmes

In the next part we will present some information on the implementation of study programmes, also including information which serves to evaluate the quality of individual programmes.

Tendered study places /enrolled students
The share of occupancy of all the tendered places (for newcomers, parallel students, graduates, foreigners) is compared to study year 2011/12, similar: 76,5%. The difference to 100% is a consequence of smaller entry in relation to tendered places, mainly by part-time places of all kinds (newcomers, foreigners, graduates and parallel students).

Study interest
Interest of candidates for full-time study is high by all three programmes – much higher than the number of tendered places. The number of applications for full-time study of Kinesiology in the first application period represented 410 % of available full-time study places (440% a year before), for full-time study of Sports Education 217,5 % (200% a year before) and for full-time study of Sports Training 255% (350% a year before). The minimal number of points, required for enrollment in individual study, also remained almost exactly the same in comparison to previous study year in the programmes Sports Education (57) and Kinesiology (73), however it decreased in the programme Sports Training (from 67 to 56 points).

The number of enrolled students
The number of all enrolled students in the first cycle, in comparison to previous year, increased for 18%, due to greater study success of students in advancing to the next year and as a consequence of conducting the additional year in the Bologna programmes for the first time. The total number of all enrolled students (in all three study cycles) decreased for 7% in comparison to study year 2011/12 (less students in the "old" undergraduate study because of the abolition of 4th year, more students in the first cycle study, the first generation of students in the additional year, approximately the same number of students in doctoral study).

Percentage of repeaters
The share of re-enrolled students in all study programmes decreased in 2012, in comparison to 2011.

Table 2 and 3: Share of re-enrolled students by the programme in 2011 and 2012.

2011	1st year share E2	2nd year share E2
SE	24,2%	10,4%
KIN	14,5%	3,3%
ST	26,6%	26,7%
SR	no enrol.	no enrol.
Total	22,1%	9,2%

2012	1. year share E2	2nd year share E2
SE	24,6%	4,3%
KIN	9,6%	6,5%
ST	27,4%	14,8%
SR	no enrol.	no enrol.
Total	20,8%	6,9%

* E2 = 2nd enrollment

Transition

Transition indicators support the previous concluson as well. Table 2 shows »pure transition«, as defined by NAKVIS: all students, enrolled in their base year and only students, enrolled for the first time in the next year of the programme in the next study year.

Table 4: Pure transition in percentage.

	from 2009/10 to 2010/11	from 2010/11 to 2011/12		from 2011/12 to 2012/13	
	from 1st to 2nd year	from 1st to 2nd year	from 2nd to 3rd year	from 1st to 2nd year	from 2nd to 3rd year
SE	45,6	47,2	47,9	50,8	107
KIN	47,6	79,5	93,3	86,7	85
ST	12,8	18,3	16,7	29,1	66,7
SR	100,0	no 1st year	90	no transition	no transition

As this method of defining transition also includes those students in the next year, who didn't fluently progress from the previous year, it somewhat blurs the true success of the progression of individual generation of students. Therefore we have made another analysis, the so called transition of generation analysis, which shows only the share of those students (enrolled for the first time or re-enrolled) of their base year, who fluently progressed to the next year (Table 3).

Table 5: Transiton of generation in percentage.

	from 2009/10 to 2010/11	from 2010/11 to 2011/12		from 2011/12 to 2012/13	
	from 1st to 2nd year	from 1st to 2nd year	from 2nd to 3rd year	from 1st to 2nd year	from 2nd to 3rd year
SE	45,6	39,3	46,5	41,4	80,6
KIN	47,6	76,1	93,3	66,3	85,0
ST	12,8	19,6	16,7	21,3	66,7
SR	100,0	no 1st year	90	no transition	no transition

The transition of generation from the table 3 is of course in general lower than the transition from the Table 2, which reflects the true success of individual generation: the fact is, that some of the students pause for a year, because they don't meet the requirements for progressing through the programme, but on the other hand the students, who repeated or paused the previous year, join into the higher year of the programme in the next study year. These interruptions, which also show the efficiency of the study, will be reflected with information on the length of the study to completion.

Graduates

The number of graduates in the study year 2012/13 logically increased in the three first cycle programmes in comparison to the previous study year (Table 4), as in the study year 2011/12 the 3rd year of the first cycle programmes of FS was implemented for the first time, which means that students in this year also for the first time had a chance to graduate. The number of graduates in 2011/12 therefore reflects the most successful students, who completed the study already in the year of enrollment in the 3rd year of the programme. In the study year 2012/13 the number of gradutes is much higher, because the students from the 3rd year as well as the students from the additional year were able to complete the study. The big difference in number of graduates inbetween the programmes in the first possible year of graduation results from the fact, that only the students of the programme Sports Education had a chance to directly after the 3rd year continue the study in the second cycle, as the Master's programme of Kinesiology had not been tendered yet, and the transition from the first cycle of Kinesilogy to the second cycle of Sports Education also wasn't possible without previously conducted differential exams. In this way the majority of the students of the 3rd year of Kinesiology, who were otherwise the most successful group of all programmes, was after the 3rd year »forced« to enroll in the additional year and in this way wait for the tender of their Master's degree programme in the next study year.

Table 6: Number of graduates by study years and first cycle programmes.

	SE	ST	KIN	SR
2011/12	14	0	2	1
2012/13	43	2	24	0

In the study year 2012/13 the percantage of students, enrolled in the third year of Sports Education and who graduated immediately after the third year, was the same as the year before (44%), and in Kinesiology even lower than the year before (9,8% or 5 students from 51 in the 3rd year, the year before 10,7% or 3 students from 28 in the 3rd year). This is contrary to expectations, as the 3rd year students of Kinesiology in the study year 2013/14 already had a chance to enroll in the 1st year of Master's degree programme Kinesiology immediately ater the completed 3rd year. Such a state is a consequence of tactical maneuvering of the 3rd year students because of the relatively low number of tendered full-time places for Master's degree study of Kinesiology in the study year 2013/14; 25 students from the additional year and 51 students from the 3rd year of Kinesiology had 20 full-time places for enrollment in the Master's study available. Thus most of the students from the 3rd year decided to graduate in the additional year and to possibly raise their grades in individual subjects to raise their average and to stand better chance for enrollment in the full-time places of Master's study in the study year 2014/15.

3.4.2 Master's degree university study programmes

Tendered study places/enrolled students

In the study year 2012/13 there were 50 full-time study places tendered, 5 full-time study places for foreigners and 4 full-time study places for parallel study and graduates. Enrolled in the first year accounted for 35,6% of available places. The cause of low occupancy of tendered places is that the enrollment was allowed to students only directly after the third year of the first cycle programme Sports Education (first generation of the third year of Sports Education**!**), and graduates of the

previous undergraduate higher education professional study programme Sports Training by bridging module.

Study programmes

In the study year 2012/13 only first year of the Master's degree study programme of the second cycle Sports Education was carried out, since the Master's degree study programme Kinesiology has been accredited only in May 2013. Master' s degree study programme Sports Training has been otherwise accredited, but not tendered due to extremely poor study performance of students of the first cycle study programme Sports Training (in the study year 2011/12 - only 1 student in the third year of this programme, in 2012/13 - 11 students).

Study interest

Most students in the third year of the first cycle study programme Sports Education probably wanted to complete their study at the first cycle in the same study year and proceed directly to the first year of the Master's degree study programme, but not all were successful in this (44% of enrolled in the third year of Sports Education graduated in 2011/2012 and all of them then enrolled in the first year of Masters's degree study in 2012/13). 23 students were enrolled in the first year of Master's degree study Sports Education in the study year 2012/2013.

3.4.3 Doctoral study programme

Higher education teachers participating in the implementation of the programme Kinesiology, IIIrd cycle are selected according to their scientific references (number of scientific contributions in journals with SCI impact factor and/or in first-group international journals). It is also regularly checked, whether mentors meet the required 100 SICRIS credits (Slovenian Current Research Information System) and whether they have at least three important references in the field of postgraduate Doctoral research in the last 5 years.

At the end of every implemented subject a questionary is carried out on satisfaction with implementation of the project. Students have option to resolve a questionary online. The transition of students is regularly monitored, which reaches only 50% in doctoral studies. We estimate the reasons for poor transition are related to the students' employment status. Students are mostly employed in organizations with no connection to the research activity. Consequently, their time for research and presence in the research laboratories is limited. The table below shows transition between study years in the Doctoral study.

Table 7: Transition and number of enrolled students in the Doctoral study.

	1st year	2nd year	3rd year	All enrolled	Transition to the 2nd year	Transition to the 3rd year
2009/10	24			24		
2010/11	19	20		39	67%	
2011/12	13	9	11	33	47%	56%
2012/13	6	10	3	19	77%	33%
2013/14	8	3	5	16	50%	50%

Student chooses a mentor at his own discretion and on the basis of mentor's research focus, before enrollment or at enrollment. Mentor's task is to direct student during the study (choice of subjects, seminars, draft for the production of doctorate) and to provide conditions for student's work on research equipment, as a rule in the mentor's laboratory. Student has the right to replace a mentor until the start of the third study semester. Student has to inform in writing the previous mentor and Vice-Dean for Science and Research about the replacement, which has to be agreed by the new mentor. After the start of the third study semester however, the Commission for Postgraduate Study discusses the replacement of a mentor, on the basis of student's reasoned request. Co-mentoring is recommended in the case of disciplinarity or multi-institutionality of the research.

3.5   Cooperations

FS participates in two fundamental fields:

- cooperation with external participants in implementation of study programmes, which enables the implementation of students' practice and
- in the context of the Institute of Sport activities, where cooperation is carried out by individual projects.

Participation in implementation of study programmes:

Sports Education
Practical pedagogical training (PPT), in the didactics of the Sports Education (SE) course at the FS is carried out for all students in their final year of first cycle of Bologna programmes and in both first and second years of their Master study.

Students acquire their first experiences in kindergartens, clubs and primary schools under the guidance of teacher-mentors who are required to have at least five years of practical experience and hold (according to the regulations for promotion of employees) at a minimum the professional title of 'mentor', which is the lowest possible rank in terms of promotion. The contract between faculty and kindergarten, clubs, schools and institution for children with special needs decides the obligation of each partners. Each teacher-mentor receives precise instructions and guidelines on how to cooperate with students and teacher-educators from faculty. Last year more than 140 schools and more than 200 teachers-mentors were involved in PPT.

PPT in the Sports Education programme consists of four phases. Students start with observation practice under the guidance of teacher-educators, which serves the purpose of critical analysis of the didactic characteristics of lessons led by an experienced teacher.

The second phase is the induction into teaching. Students teach smaller groups of pupils in facilitated conditions. Their lesson's plan and its realization are analyzed by the teacher-educator from the faculty in order to provide advice for future work.

The third phase is mentored PPT, held at primary and secondary schools. It consists of six weeks of teaching under teacher-mentor's supervision at primary and six weeks at secondary schools (twice per

week three hours per day), and a week of intensive PPT at primary and secondary schools, when the student teaches all the lessons of their mentors (20 to 22 hours). Prior to starting PPT, students have to fulfill tasks that contribute to the more efficient preparation of PPT: visiting a school, becoming familiar with the teacher-mentor's documentation, analyzing the characteristics of the pupils they will teach, analyzing the learning environment and preparing a plan on the basis of an assessment of the pupils' motor skills, knowledge and physical fitness. In compliance with their compulsory tasks, students have to use information and communications technology (hereafter: ICT), prepare an individualized approach and cross-curricular issues.

The aim of the final phase is the evaluation of student's progress at PPT. Both teacher-mentors and students independently complete the evaluation questionnaires, which are a tool for monitoring the progress of students during PPT, and enabling the identification of stronger and weaker areas that can be improved later.

Students put questionnaires in their portfolio; teacher-mentors send it to teacher-educators by e-mail. In the comparison of teacher-mentors' questionnaires and students' self-evaluation questionnaires, teacher-educators at the faculty see the deficiencies and can offer advice to students in their preparation for their chosen profession.

Consequently, the opportunity for students to learn from experiences in close cooperation with teacher-mentors from primary and secondary schools during PPT is one of the key elements of educational programmes in pedagogical professions. During PPT, students in various authentic situations develop pedagogical thinking and behaviour, which is not based only on their implicit theories, but is also supported with arguments from theoretical concepts and research results gained during their study.

Students' self-evaluation questionnaires enable directed feedback, encouraged by thinking about their practice. Besides monitoring their own progress, the self-evaluation of students serves a further purpose: it reminds them about the theory learned during their study, which can then be transferred into practical situations. The comparison of both evaluation questionnaires also reveals the extent of students' criticism towards their training. Teacher-educators can also recognize the weakest areas of study process.

Kinesiology
Students of kinesiology have practical training in the summer semester of the third year. Practice may be carried out in different institutions – business entities (nursing homes, health centres, sole proprietors (s. p.) and limited liability companies (in Slovene: d. o. o.), societies, Institute of Sport etc.). The basic condition for a student is to find a mentor with appropriate education (higher degree than student's) in the field of physical culture or medicine. A contract is signed on cooperation between business entity and Faculty. Student at practical training carries out operations, which were part of his study programme. Student keeps a work-diary of practice implementation, which must be signed by his mentor. Work-diaries are reviewed by teacher responsible for practical pedagogical training. If ambiguities occur, the candidate is invited to complete the missing part of the work-diary. When obligations are done they are entered into the electronic index.

Sports training
In the context of the subject »Practical Work in Sport Organization« students get acquainted with the direct work in practice. In the first cycle of the Bologna studies the subject is carried out in the extent

of 6 credits in the 3rd year (6th semester); in the second cycle also in the extent of 6 credits in the second semester of the 1st year. The practice of the chosen sports discipline (Sport A) may be carried out in clubs or societies, which perform the chosen sport discipline or on the level of the National Sports Associations as well. Practice is carried out under mentoring of the chosen mentor, who has to hold at a minimum the professional title of coach of the chosen sports discipline and the license to work in the current competition season. The contents and the extent of obligatory student's pedagogical training are determined by the holder of the subject Sport A at FS and by the chosen mentor in a club, society or National Sports Associations. The fundamental objective of the subject "Practical Work in Sport Organization" is to make students familiar with practical training in the chosen sports discipline, which should include training process of different age categories of athletes or teams of both sexes. Students get acquainted with all stages of managing transformational process (diagnosis, planning, programming, operating, record, control, information processing, situation analysis, process correction). Students have to prepare all documentation needed for practical implementation of the training process (training plan and programme, records of training, timetable…). Upon completion of the practical pedagogical training, a student submits to the holder of the subject Sport A, a report on completed pedagogical training, with work-diary included and with mentor's signature.

Practical training at the Institute of Sport

Students have the option of practical training at the Institute of Sport. All processes at the Institute of Sport are directly related to practical work in sports activity. With acquired knowledge students become capable of future work in practice (schools, clubs, teams, and individual work). It is extremely important for them to be involved in work with all age groups, from the youngest to the oldest. In the field of cultural values, the attitude of our graduates towards the milieu in which they function is of utmost importance. These are the values developed during the study and returned to the milieu through work and achievements. Hereafter follows the presentation of activities that take place at the Institute of Sport.

Sports Diagnostic Centre and Laboratories

- direct connection to National Sports Associations,
- cooperation with coaches - our graduates or FS qualified staff,
- teaching process at exercises for students in individual fields,
- connecting students with direct work at measurements.

Sports Centre

- conducting exercises for children from 2 to 14 years (sport activities and games, swimming, climbing, etc.,
- organizing sports days,
- birthdays joined with sport,
- activities for specific groups,
- activities for people with special needs,
- teaching process at exercises for students in individual fields,
- connecting students with direct work at measurements.

Centre for Lifelong Learning in Sport

- training of all kinds, for the needs of National Sports Associations,
- experts from practice and FS teachers participating.

Centre for Development

- modernization of sports equipment,
- innovative approach to the development of new equipment.

3.6 Examination systems and organisation of exams

The ways of examination and assessment of knowledge are defined in curriculum of the subjects and are the following:

- exam,
- colloquium,
- seminar paper or student's portfolio,
- examination of practical knowledge.

Exams are: oral, written and written and oral. If it is determined by curricculum, an exam also has practical part. Through annual study calendar examination periods (winter, autumn and spring) and exams dates (regular, irregular) are determined. .

Exams dates schedule is obligatory for students and examiners. A student may attend an exam from an individual subject after the end of lectures of this subject if he fulfilled all obligations specified in the subject's curriculum.

A student must register for an exam at least three (3) days before tendered exam date through electronic information system; he may unsubscribe at least (3) days before tendered exam date through electronic information system. Exam is evaluated by an individual examiner or examinations commission (in the case that exam is taken for the fourth, fifth or sixth time).

Successfully passed exam is evaluated by examiners with the grade:

- excellent (10),
- very good (9 or 8),
- good (7),
- adequate (6),
- unsuccessffully passed exam is assessed with the score inadequate (5 – 1).

Student who feels unjustly estimated may appeal against the exam evaluation to the Dean, the first working day following the end of the oral exam or three working days after the publication of results.

Student who did not pass an exam may repeat it four times at a maximum. Student, who has reached a positive exam score and wants to improve it, may take an exam once more, wherein a better score is valid. Student who wants an exam passed at some other faculty to be recognized, has to submit to the holder of the subject an officialy confirmed certificate of the passed exam and subject's curriculum for the study year of the passed exam.

Examination rules at FS

According to annual plan, Vice-Dean for Education together with Student Office prepares plan of examinations implementation at FS.

Table 8: Annual plan of activities, holders and implementation of exam dates related to the organization of examinations at FS.

Task	Dates	Holder
Preparation of the annual plan platform/exam dates schedule	October	Student Office
Review and additions to the exam dates schedule	November	Teachers
Entry of proposals and amendments	November	Student Office
Review and additions to the examination dates schedule	November	Student Office, Student Council, Students
Coordination and preparation of the final exam dates schedule	November	Student Office, Students, Teachers
Confirmation of the exam dates schedule	December	Commission for Education
Publication of the exam dates schedule in online study information system	December	Student Office

Students have been observing the problem of ensuring objectivity and assessment criteria equality at evaluation of teaching performances in practical pedagogical training. The same is happening at practical implementation of subjects, where more implementors are involved (holder and several assistants). It happens that examiners have no unified criteria and thus assessment often depends entirely on personal opinion and criteria of the examiner. This has a major impact on the implementors' assessment and subject itself. The assessment criteria are not transparent and predetermined in some subjects. Students propose, that holders should predetermine and present to them unified assessment criteria in subjects with more implementors or before assessing teaching performances.

3.7   Quality considerations

When programmes are implemented, Vice-Dean serves as central point for communication and solving problems. Study programmes are permanently upgraded within the experience we are gaining. The biggest problem is we never know how many students will fulfill their duties to enter the next year.

Young assistants are included into the work when they become employed at Faculty. Some of them used to be demonstrators during their sudy at FS. Best young students are invited to start Doctoral study, however very limited number of them decides for this study. The reason is low possibility to get a job at faculties in Slovenia or abroad. Despite that teachers maintain unofficial communication with good students, and most of them have also relations with National Sport Associations and Olympic Committee of Slovenia. In the research professors and alumnies cooperate, where alumnies are invited to help with research. Teachers and assistants are supported to improve their knowledge by allowing them to attend seminars and symposiums, while financing their participation is subjected to financial conditions (and Faculty needs).

During study, teachers involve their students into research work, and stay connected to them for further cooperation. As Faculty needs an expert in particular subject approximatelly once in 20 years, it is important to direct excellent students into PhD programme to have opportunity to select the best possible candidates, when needed. Teachers have the right to use University courses to improve themselves, however it is their choice to use it or not. For some courses there are also economical reasons, why they can not be applied. Within a year's schedule there are permanent corrections of schedule taking place.

Unfortunately we do not have optimal number of students in groups. On one hand we need to respect legislative on safety at work and in sports like e.g. swimming and skiing groups are understandably limited; while in some other sports, where groups should be also limited due to material conditions (sport terrains), in some cases groups are too big. On the other hand, as we are supporting particular sports, the number of students is smaller than it should/could be, especially in the Coaching programme.

We wish to have the best teachers and experts in the field. However, economical reasons produce some obstacles. With requests within habilitation process, we manage to have a very good selection of quality teachers. A long term planning of human resources is, due to economic crises, currently suspended. The reason is, the faculty can not expand beyond limited material resources on present location (land, buildings, etc).

We have communication in this triangle only when conflicts between any pair from triangle start. Students can give their opinion about programmes and evaluate teachers in many ways (dialog with teachers, written requests, questionaries etc.). In the case of students' appeals, different faculty bodies are included in problem-solving.

Communication scheme: The flow between students and professional services of FS at solving study problems.
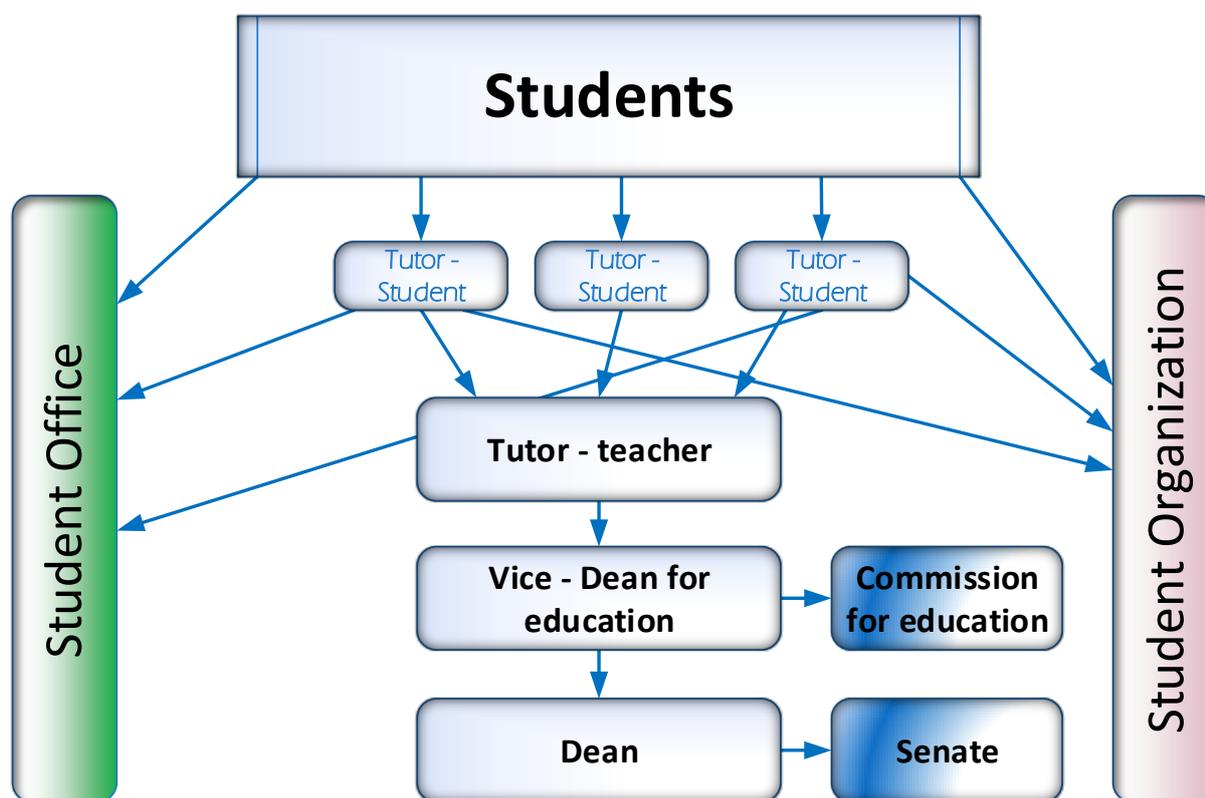
Figure 3: Display of procedures and persons responsible for solving students' problems.

3.8 Recognition of achievements

Republic of Slovenia has ratified the Convention on the Recognition of Qualifications concerning Higher Education in the European Region (Lisbon Recognition Convention). The Convention stipulates that degrees and periods of study must be recognised unless substantial differences can be proved by the institution that is charged with recognition. Students and graduates are guaranteed fair procedures under the Convention. The Convention is implemented in the Slovene legislation (Act on Assessment and Recognition of Education, 2012). The criteria for recognition of curricular and extracurricular achievements are part of each accredited study programme.

Act on Assessment and Recognition of Education which has been in force since October 27th, 2011 stipulates recognition of education at the national level. The authority of the education assessment is the ENIC-NARIC centre, which is a national information centre according to the Act on Ratification of the »Convention on the Recognition of Qualifications concerning Higher Education in the European Region» and functions under Ministry of Education, Science and Sport. ENIC-NARIC centre's task is collecting and dissemination information about Slovenian and foreign education systems; it is included in the network of national ENIC-NARIC centres. With the expiry of the transitional provisions of the above mentioned Act on June 1st, 2014, a change occurred in which the competent ministry that regulates an individual profession is responsible for determining equivalence of abroad acquired titles to Slovenian ones. According to the Act on Assessment and Recognition of Education, ENIC-NARIC centre issues opinions in the procedure of education assessment.

Recognition of ECTS credits received abroad during ERASMUS exchange programme

Selected students for Erasmus exchange programme may undertake up to 12 months mobility in total per academic cycle (Bachelor, Master or PhD programmes). As all Erasmus study placements the exchange programne requires a common form of recognition. As usually recommended, the FS uses the European Credit Transfer and Accumulation system (ECTS). According to our previous experiences certain differences occur between individual study programmes and institutions regarding achievement of competencies in individual subjects. Especially, there are still differences in the composition of the contents of study subjects and we can find out that the contents of study subjects at Faculties of Sport inside the EU have achieved different levels of realization. This circumstance could cause problems in the recognition process. In order to avoid these problems, the FS is using an appropriate approach before the exchange period starts. The student discusses the contents of the selected subject with the home-ground teacher, which should be done abroad. If there are no major differences between the subjects, the home teacher recognizes the selected subject after the exchange period of student. Otherwise, the student has the possibilty to up-grade the subject attended abroad through a short oral examination at home institution in order to get the complete subject recognized.

Status of high performance athletes in time of their study

Faculty has recognition for sport achievements, which are set in Regulation on Special Conditions of Education for Categorized Athletes and Coaches of theFaculty of Sport (A14), where some programme adjustments can be individually done, also to help athletes with their sport career. Athletes need proof of their sport schievements from Olympic Committee of Slovenia and apply for individual athlete rights. Commission for Study approves their status. When students want to gain benefits from other institutions (e.g. to enter in Master's degree study), Head of the Department, Vice-Dean, check the students' previous programme and achievements, compare them with our requests and decide what will be recognized and what not, and what kind of subjects students will need to upgrade. Students are informed with a decision.

3.9   Assistance and support

To ensure their academic success, students of FS can explore the full range of available academic support. They can rely on physical or electronic support by Library of FS, Higher Education Information System, FS's homepage or Eduroam. On the other hand, the academic human support is offered through Student Office, Tutoring services and Student's organization.

Library of FS gives support to students' learning by providing professional and scientific literature and gives access to literature and data bases through digital library portal. There is a professional staff employed (3 persons). There is also a so called study room, equipped with computers. Library of FS is opened from Monday to Friday between 9.00 and 15.00. Since many courses are scheduled until late afternoon (some days until 22.00), the opening hours don't reach students' needs. Very specified measures have been adopted in the process of preparation of the annual report on quality at FS, which have been forwarded to FS management:

- it can be suggested to prolong opening hours of library until 19h at least twice a week. This could also mean an extra employee in the library,

- in a library there is also so called study room, which working hours are the same as of the library. These means that students who have courses later can not have an advantage of it. The suggestion is to have that room opened longer,
- third measure is about the computer equipment in a study room, which is out of time and not working. At the moment there is only one computer working, so students can not get enough support from that,
- lack of finances in recent years is not only shown in insufficient equipment, but also in inadequate professional and scientific literature for teachers and students.

Higher Education Information System as well as FS's homepage and Intranet provide relevant data about study programmes, dates of exams, results of exams, schedules, all the events happening at the faculty etc. Higher Education Information System as well as FS's homepage and Intranet provide relevant information for students; Eduroam provides free network access. In the field of information technologies the following measures have been adopted in the latest management report, which also includes a report on quality:

- First measure is to provide more free spots which could allow the electronic devices to connect to wireless internet,
- Second measure is to provide more spots where electronic devices could be charged.
- Third measure by which better online support could be reassured to students is to use Moodle E-learning platform in all courses. It is already used in some courses and there was also one education seminar for teachers organized. The suggestion is to provide more seminars where instruction how to use Moodle would be given to the staff. Moodle is an easy way to communicate with students, since all news are automatically emailed to all students and staff on the particular course. It is also a quick way to share documents and slides, it provides efficient assignment handling. Besides that it also saves time, money and paper.

Student Office provides support in implementing, coordinating and operating activities, which are designed to assist students' academic achievements and graduation. It informs students on matters related to the teaching process – registration of exams, publishing the results, issuing documents regarding justifications of diploma thesis… There is a professional staff employed (2 persons) in the Student Office, working under the leadership of the Head of the Centre and in close co-operation with Vice-Dean for Education.

Student Office is in charge of advising and assisting by graduate school preparation. All information concerning schedules, exams, assignments to the lectures etc. are done through Higher Education Information System, FS's homepage and Intranet. The centre holds records on all students and can contact them through e-mail or phone if necessary. The centre also works on walk-in basis, every morning during week for two hours.

Tutoring service is a programme, which provides assistance to students by other students and by assigned member of professional staff at the Faculty. At FS this programme provides assistance to students of all years and programmes. Tutor - teacher is a full time member of professional staff at FS and helps the assigned group of students with its academic issues. He or she does not follow the same group of students through all years of their study process, but just through process in one study year. For example, one teacher is a tutor - teacher for group of students of third year of Kinesiology. Each year this teacher gets a new group of students, who are attending the same year and programme. Tutor

- student is a student who helps the assigned group of other students. At FS there are two types of tutor - students. One type of tutor is assigned to students of the first year of each programme, the other type actually involves a student of the same year and programme as his/her assigned group of students.

Tutor - teacher is assigned to students by Vice-Dean for Education process before classes begin and students are introduced to their tutor - teacher on the first day of the beginning of the autumn semester. Usually they meet on week basis, having their appointments formally set in the schedule. Students can take advantage of tutor service also via individual appointments and on a walk-in basis. Tutor - teacher contacts students through intranet or VIS. Also, each group of students has a common email address formed. Beside that, each group has its own tutor - student (second type of tutor - students), who is a representative student of this group, so that some urgent communication can be done between tutor - teacher and tutor - student. Teachers' Tutoring service is in charge of listening to students' concerns and issues before connecting them with the most appropriate person (teacher, other staff), who could contribute to the solution of their problems. Tutor - teacher helps with solving the problems in a timely manner.

Students' Tutoring service is offered by Students Council. Tutors - students are the senior students, who have already taken the same programme. Tutoring offers an interactive way of helping students review, synthesize and process material in a one-on-one or group study sessions.

- teachers' tutoring system is working well and its support to students is well recognized,
- students' tutoring system - second type of tutor - students is working well. Each group of students of the same year and programme has its representative student, who is in charge of communication with their tutor - teacher. The tutor - student is determined by this group of students and gives a written agreement to his/her role as a tutor - student (representative),
- students' tutoring system - tutor for foreign students - is also working well. The tutor is assigned by Office for international cooperation,
- tutoring system at FS needs some improvement. First suggestion is to prepare the official document about tutoring system and have it confirmed by Academic Assembly,
- the suggestion is to establish a tutoring system for individual course. The tutor - teacher and tutor - student should be in charge for study issues in the particular course,
- the suggestion is also to establish a tutoring system for PhD students.

Usually tutors – teachers have at least three meetings in the first semester on the following topics:

- learn about the faculty's organizational scheme (who is who at the faculty, behavior patterns, golden rules of study, problem solving, communication - addressing people, responsibility, assistance) – the meeting usually takes place in the second week of October, in other words at the beginning of the Winter semester,
- exams (rights and duties, approach to examination) - the meeting usually takes place in November, when exam dates become known,
- preparing exams strategy (planning, how to study…) - the meeting usually takes place at the end of the first semester.

Students Council helps with tutoring system with choice of tutors and in the transfer of information between students. Students Council representatives are elected by the students and they represent them

in the bodies of the faculty. They determine the tutors and through them they transmit the information that is relevant for students.

The idea of all offered services for assistance and support at FS is to deliver academic services that enable students to fulfill their mission of student excellence, retention and timely graduation. We envision the culture of student excellence, where students achieve their full academic potential and where this assistance and support services contribute to timely graduation. We focus also on individual approach, so that particular need of a student can be reached as efficient as possible. Tutoring system at FS needs some improvement. Thereby some new aspect of tutors a tutoring process could be determined. Tutors – students should have their role recognized in their achievement certificate.

3.10   Monitoring/self-examination

Under the project QUL (KUL), at UL the subproject "Quality Analysis of the Existing Software Supply" is being carried out, in which we want to upgrade the existing system of quality assessment and assurance. Thereby we additionally strengthen comparability of our quality management and assurance system with comparable universities in selected European countries. For this purpose, we created a series of quality indicators and in this manner ensured reasonable and sustainable upgrading of the quality system of study programmes at our university. Quality indicators are designed in a way, that they will also assist at accreditation of study programmes and provide all the essential information: name of a study programme, number of tendered study places and enrolled students, transition, workload on students, holder of a subject, the number of hours of lectures, practices, seminars, the ammount of study literature, general and specific competencies, duration of study and employment opportunities.

Otherwise, monitoring/self-examination is based on starting points, which have already been prepared or they are in preparation and which are defined in:

- model of monitoring quality of study and evaluation of study efficiency at FS,
- strategic long-term plan of FS,
- annual work plan of FS.

Quality monitoring implementation of study programmes at FS is carried out in different areas. On the basis of data on students' enrollment we monitor the number of students who wish to enroll to the Faculty, secondary school achievements of candidates and the final number of students enrolled in individual programmes. In the analysis of the study efficiency we monitor students' efficiency in individual subjects (% of successful, assessment height), transition (pure and total), and duration of study at individual programmes. Assessment of individual study subjects and their implementors is monitored by a questionary, unified for all members of UL. In addition to this, we also introduced at FS a questionary for assessing satisfaction with the study, assessing functioning of tutoring system, organization and implementation of extracurricular activities and career counseling. We also monitor employability of our graduates, where we are interested in general information, information on employments untill now and opinion on the study at FS. A questionary for self-assessment of achieved study competencies on the individual programme shall be prepared in the future.

4. Management of resources

4.1   Material and human resources

For the needs of the pedagogical process at FS, there are at our disposal six lecture rooms with a capacity of 75 to 250 seats, a computer room with 25 seats and two conference rooms with 20 to 40 seats. In addition to lecture rooms, there are also seven sport halls for exercising various practical content and two swimming pools (smaller and larger). Teaching process also takes place in five laboratories.

We continued with the renovation and modernization of study premises in 2013. We completely renovated and arranged the schoolhall with reception, common premises and three sports halls. Tennis hall was rearranged in biomechanical laboratory and small athletic hall with climbing wall.

We replaced the complete furniture (tables, chairs) in five teaching rooms and thereby obtained 25 seats in every teaching room. Whiteboards were also replaced. Minor modernizations of equipment and requisites were made also in other study halls.

To improve communication with students and get higher study quality we conducted a course for the use of online classroom Moodle for teachers. Thereby we partially accelerated introduction of the e-classroom and facilitated teachers' work. For the purpose of learning to swim, a website was established with a structured approach to learning to swim and with relevant material supported by videos of individual swimming elements. Thus we enabled students greater accessibility of material and better study possibilities.

In addition to this, however, FS of course also tends to introduce new, more interactive teaching methods and study systems. Therefore one or two multimedia classrooms and a modernized library are urgently needed.

There are far too few or no facilities for their own training and exams preparation available to students and they have to choose facilities outside the faculty. Also there is not enough space for socializing, cultural entertainment - for both staff and students. FS has no restaurant.

For providing better conditions the following measures are planned:

- Arrangement of a travelator at the entrance to the faculty
- Construction of a lift
- Arrangement of common toilets
- Modernization of lecture rooms.

There were 52 regularly employed higher education teachers and assistants (16 full-professors, 10 associate professors, 16 assistant professors and 10 assistants), 2 senior professional co-workers and 1 young researcher employed at FS at the end of 2013. There were 32 employed in professional - administrative services.

A disproportion between the volume of work and the number of employees is evident in both academic and professional-administrative staff. A period of years in reducing the number of

employees (from 2007 on) became an obstacle for relevant and undisturbed implementation of all faculty's activities. In the implementation of study programmes in the last years, we also reduced the number of external professional collaborators, who had enriched the study programme with additional, both practical and theoretical contents. Therefore, for the future undisturbed functioning of FS it shall be essential to maintain and increase the number of employees, especially at more demanding workplaces. More on measures to resolve the situation is written in the next subsection.

4.2 Human resources development

The Human Resources, which is organizationally part of the Secretary's Office, is an organizational body supporting the management and development of human resources. Financial resources for individual development (participation in congresses, conferences…) underwent a drastic reduction after 2010. Currently, the Dean may approve participation in domestic or international congresses, conferences in the cases, when he assesses, that the effect of participation will be appropriate, or in the cases of approved funding of the teacher within research project or programme group.

The motivation for the development of teaching and technical skills is the habilitation process, which requires progress in research and teaching defined by qualitative and quantitative criteria. The Habilitation criteria of the UL (A08, A09) and the specific interpretation of FS, are guidelines for the development of human resources. Through various mechanisms, staff are encouraged to develop teaching and technical skills, research collaborations and international exchanges.

Teachers and assistants are within scientific-research and expert work integrated in the operation of laboratories. The scientific-research work includes carrying out measurements with the aim of collecting data for research projects, while expert work features the integration in the project »Measurements and advice for athletes«, which is conducted by the Institute of Sport. The project is funded by the Ministry of Education, Science and Sport, and the Foundation of Sport. Through this project, the Faculty has a significant impact on the various forms of sport (high-performance sport, competitive sport, sport for all...) and is the co-creator of Slovenian sports achievements.

An important part of staff development also takes place through activites of regular or continuing training of sports coaches, which runs within the framework of programmes of National sport associations and Olympic Committee of Slovenia. It is an extremely diverse and well-organized field in which teachers and assistants play a significant and active role. With lectures and practical demonstrations they take part in general subjects (medicine, physiology, psychology, sociology...), as well as in specific sports.

In the area of human resource development, we plan the following actions:

- Establishment of a system of nominations to calls for young researchers,
- Continued rationalization of teaching load
- Establishment of a system of non-financial rewards for workers (participation in seminars, congresses, involvement in projects...).

4.3 Research

Faculty of Sport in recent times improved the level of scientific excellence as part of university education, but still has some space for improvement. Faculty's laboratories and research technology provide optimal conditions for research and scientific work in sport.

In the present time faculty most effectively updates research equipment through participation in economic and European projects. All the acquired equipment from these projects is not intended solely for research work, but is also part of the study process.

Table 9: List of development projects.

Other development projects	
dr. Matej Supej	The influence of the width of the ski to safety in Alpine skiing
dr. Matej Supej	Tactics of skiing through special combinations of slalom gate layouts
dr. Milan Čoh	The load limits of the locomotor system in various sports activities
dr. Ivan Čuk	The influence of body symmetry on the success and health in bowling
dr. Igor Štirn	Analysis of the swimming start, turns and swimming technique II
dr. Bojan Jošt	Expert monitoring performance model factors in selected sports disciplines - the first phase of a two-year project
dr. Bojan Jošt	Development of the blade arm strength of ski runners - the second phase of the project
dr. Anton Ušaj	Effect of altitude training on endurance at submaximum and maximum load
dr. Goran Vučkovič	Analysis of tactical and motion characteristics of play of the Slovenian National senior men team as the basis for optimal preparation to World Cup
dr. Jernej Kapus, dr. Anton Ušaj	The effect of stopping the exercise for the power of the respiratory muscles, on the swimming result
dr. Karpljuk, dr Edi Kolar	Measurement and analysis of kinematic and dynamic characteristics of the techniques in karate
Stanislav Štihec	Longitudinal analysis of changes in the results of measurements of athletes
dr. Bojan Jošt	Structure of the blade power of ski-jumpers

In 2014, FS has two programmes that are funded and one research project funded by the ARRS. It also has a number of bilateral projects and smaller development projects. The number of projects is constantly changing, as researchers are applying for different calls, also at the EU level (Erasmus +, Horision 2020, Norwegian mechanism, ECSS, etc.). FS is also involved in the European project Internationalization of UL, under which it implements contents in the field of sports technology and dual careers.

FS has an adequate amount of research equipment, that enables exploration and tracking of the research flows in the sports market. The most important research equipment and tools are:

1. System for vibration analysis includes the following sections:

- vibrating table and goniometer,
- laboratory EMG with electronics for vibration measurements,
- system for terrain biomechanical analysis.

2. System for effort analysis at workload on the sports field consist of:

- Vmax ST system for the measurement of oxygen consumption,
- photometer LP 450,
- "Biopac module".

3. System of objectification and movement control:

- Special ergometer for laboratory measurements – treadmills HP Cosmos, model Venus 200/75,
- Near-infrared spectroscope - NIRO 200,
- System for movement measuring.

Status of the researcher is not economically equivalent to the status of teaching staff, but on the other hand the teaching staff is not competitive to the full-researcher. They are competing for the same resources. Here we encounter the problem of financing again. Universities should primarily receive fundamental scientific projects, as their domain is the development of basic skills and their transmission to the wider population (students). At the same time it is possible to argue, that for the specialized institutes it would only be sensible to have the opportunity to acquire just the applicative-scientific projects. In this case, the anomalies between teaching and researchers wouldn't exist and universities could develop basic knowledge, which is their domain.

The Government allows applications to applicative as well as fundamental projects. An important difference, however, lies in the fact that for the applicative projects at least 25% co-financing of the economy is needed - therefore direct contact with the economy. With applications for the fundamental projects (the same goes for the applicative projects), pedagogically highly loaded teachers »are fighting« with the researchers of specialized research institutions - institutes, where their only mission is to perform research. Establishing such competition is nothing less than unfair, and from the practice we know that researchers from institutes by today's analogy of allocation of projects are gaining a growing share of the fundamental projects. Therefore we can make a conclusion, that the Government failed to draw the dividing line between what should be the domain of the university, where teaching staff is mainly employed, and what is the domain of institutes, where researchers are mainly employed full-time. In the first place university needs to develop fundamental skills for delivering a broad variety of knowledge to its students; institutes, which in principle are not educating or do so only in an extremely small percentage of their work, need to develop applicative specific knowledge for direct help to economy. Therefore, the Government could in a relatively easy way eliminate anomalies of financing of scientific projects, by primarily allocating universities and their teachers to the fundamental projetcs, while researchers at institutes would primarily be related to applicative projects, where contact with economy is necessary. Of course it would be optimal, if the two sides cooperated well at research level, especially at the knowledge intersection. Thus, the economy would receive the

necessary applicative-scientific development, and the students would receive broad fundamental knowledge with connotation of applicability.

In practice it shows, that indirect teaching obligation with its 40% in fact should be used for the preparation of lectures, among which by definition also the development of new knowledge belongs. In particular, this should apply to teachers, who for many years lecture the same subjects. In practice this is not always the case and teachers then don't do enough in the scientific field.

Along full employment, the teaching staff who have the will and desire for research work, often add an additional 20% on a research programme or project, but the conditions for entry into the programme groups and projects are increasingly stricter. Therefore, the teaching staff should by their regular full employment devote more time to research work and development of skills, that are prerequisites for high quality lectures at university level.

Teacher may be relieved of teaching in favor of research, if he obtains additional funding or research projects. In this area the field of sport is very undernourished by the ARRS. Given the fact, that to the field of sport relatively few projects are allocated, there is an unwritten rule, that the field of sport gets mainly applicative projects, while fundamental projects are almost impossible to get. The main reason for this problem is nowadays primarily in providing co-financing, as in Slovenia, at this time there is almost no companies that could co-finance such "expensive" projects, and even less in the field of sport. This leads to stagnation and obsolescence of scientific technology, which is nowadays a necessity for serious research work.

Another important reason for the under-integration research work in education programmes is limited number of research projects at the faculty. Many employees do not reach the high scientific criteria to obtain or to be a member of research project and/or a programme group. The consequence of this is, that in the programme groups we are pleased with almost everyone, who meets the minimum standards of ARRS public agency for integration of workers into programme groups, since there is a deficit of such staff at the faculty. This situation makes it impossible to integrate younger members into programme groups, as quotas of people, who don't need to meet the minimal standards, but have great potential.

The relatively low level of research activity, although slightly rising in recent years, has a negative impact on actuality of contents and understanding of issues. Self-gained, with scientific methods obtained knowledge is usually in a much better way provided to the students and is also popular with them. This deficit is somewhat compensated with expertise of employees. In the case of employees, where the level of activities in scientific and research work is relatively low, also the development of research competencies in students is lower.

Young researchers are predominantly employed as researchers and devote 95% of the time to exploring. Unfortunately, in this day acquisition of young researchers to our faculty is more an exception rather than a rule, because the criteria are increasingly higher, and at the same time we can not exactly commend the selection mode of young researchers under the ARRS, where it often seems, that administration and injustice occure. This situation means an impasse in staff rejuvenation at the faculty.

Students do research work on a voluntary base (they may receive the Prešeren Awards), with diplomas they rarely decide for real research work, while master and especially doctoral work is more research

oriented. However, also in this context a step back has been made with the Bologna reform, as students are now much more occupied with regular exams and they don't have time for real research work. This is even more evident in those students, who don't have the status of young researcher (the vast majority of students), as they besides the study also have to take care of their living. Thereby we are also incomparable to the rest of the world, where the majority of doctoral students is usually employed at the university in full-time research work.

Connection between education and scientific work is more or less a role of individual teachers and departments. The reasons can be found in:

- habilitation criteria are relatively low and do not stimulate employees to be more active in scientific research field,
- employees are very often more involved in »coaching« activities than in scientific and research projects, which is in part a consequence of relatively low/inappropriate habilitation criteria, where direct involvement of teachers into training and/or coaching is overvalued with regards to its real impact to increase knowledge in the field.

For the inclusion of students into research work, we have oversized groups of students (groups must consist of less than 10 people or even smaller) and not enough or not sufficiently recognized tutors work. Tutor work in laboratory with students has to be recognized and paid the same as theoretical lectures.

Faculty provides conditions for employees, where they can develop their maximum potential. Of course, in the academic career this potential needs to be build slowly and it "leans" towards recognizing opportunities and the ability to raise funds for research and development, enabling the growth of each individual in the direction he wishes. So only then can the employee become "research independent" and financially independent, thereby he can plan and pursue his own way.

Basically, the Heads of laboratories, project managers and Heads of programme groups are together with the Vice-Dean for Science and Research and the Head of the Institute of Sport responsible for maintenance and development of the research equipment. Equipment however, is directly related to the research work. In this context often a question is raised, who is responsible for the repair or replacement of the equipment in the event that during measurements malfunction occures, unless of course the Head (administrator) is directly involved in the particular research where the failure occurred.

FS with Institute of Sport and Institute of Kinesiology provides the environment, which establishes opportunities for participation in scientific-research projects as well as projects, that are more applicative-oriented and directly connected to the sport associations. Direct self-initiative and the quality of the individuals gives a springboard for such applicative projects, that are currently still being financed by the Foundation for Sport. Since also in this context, there is a considerable struggle for the acquisition of projects, many individuals prefer the professional way and are besides their teaching career devoting their time to direct work with athletes in sports associations or clubs.

Habilitation criteria

Habilitation criteria have very precise requirements. Cumulative achievements in the field of scientific, educational and professional activity define the type of title. For scientific performance of university teachers, irrespective of habilitation criteria, the criterion for scientific performance after

ARRS and SICRIS should apply, as well as the possibility of candidature for research projects (points total A>1.5 points).

Habilitation requirements have a positive impact on the knowledge and skills development and push teachers into research work, which is a necessity and a basic domain of university environment and education. Adequate habilitation criteria in the time available for these purposes, could raise the level of involvement of all employees in the process of research work.

4.4   Administration

The tasks of professional and administrative staff of FS are administrative, legal, financial, human resources and expert-technical, for all activities within the framework of the national programme of higher education research and development work and for all activities, which are carried out by faculty in its own name and for its own account (market activity and the provision of services for external users, who are not funded by UL).

Administration carries out the majority of its tasks in the Secretariat, which is a special organizational unit of the faculty, chaired by the Secretary of the Faculty. The Secretariat consist of Dean's Office in the narrow sense, Financial-accounting Department, Human Resources Department and Department for Management and Maintenance of Buildings. The Secretary is also responsible for coordinating the work and operations of the Student Office. Concrete and operational tasks, due to the content of work and his tasks, are assigned to Student Office by the Vice-Dean for Education.

In addition to professional and administrative staff, who are organizationally linked to the Secretariat, there is also a certain number of professional and administrative workers operating at the faculty, who work in individual organizational units, which are independent within the framework of the faculty. These organizational units are: Office of Informatics, Library, Multimedia Laboratory, Institute of Kinesiology and Institute of Sport. Institute of Kinesiology is chaired by the Vice-Dean for Science and Research, while Institute of Sport is led by the Head of the Institute. In other independent organizational units professional workers are also the heads of individual organizational units.

Functioning of administration in the broad sense, which includes professional workers, administrative staff, workers, who provide technical support and workers, who are operating and maintaining the facilities of the faculty and other infrastructure, is directed and provides support for quality educational, scientific-research and professional work at the faculty. With a good knowledge of the problems of these areas and through discussions with operators of this areas about the goals, that they are pursuing, administration provides relevant information to operators and assists by their decision-making and participates in the preparation of proposals for decision-making. At the same time it takes care for the respect of internal and general acts in these areas. Office of Informatics and Student Office provide the complete information technology support and ensure that through modern communication channels all the staff and students are accordingly notified about regulations, rules, events, requirements of management and external environment. Appropriate computer programmes allow direct communication of administration and teachers with students and communication of students with teachers and administration.

Administration must carry out its work correctly, when it has the appropriate input data the work must be done quickly and certainly within specified time limits, when deadlines are set by UL, Government Administration and other external institutions.

4.5   Monitoring/self-examination

The work of administration is supervised by senior administrators within organizational units, while the accuracy and correctness of the work is controled by departments of UL, which assess the correctness of the requested materials. Administration and the correctness of its work in the area of faculty's operations is monitored also by line ministries, the internal audit department of UL, state inspection services in various fields and the Court of Auditors of the Republic of Slovenia.

5. Transparency and documentation

5.1   Rules and regulations for programmes / courses / trainings

The general rules and regulations for all study programmes are defined by the UL according to the Higher Education Act of Slovenia. All rules and regulations of FS are adjusted according to the Higher Education Act and regulations of UL. The rules and regulations of the UL take precedence over the rules of FS.

Study rules and regulations

Study rules affect all stakeholders in the educational processes: students, academic staff and administrative staff. The FS Study Rules and Regulations related to study process, are precisely defined in the following documents, which have been prepared for NAKVIS:

- Application for consent to first cycle university study programme Sports Education at the Faculty of Sport
- Application for consent to second cycle university study programme Sports Education at the Faculty of Sport
- Application for consent to first cycle university study programme Sports Training at the Faculty of Sport
- Application for consent to first cycle university study programme Sports Recreation at the Faculty of Sport
- Application for consent to first cycle university study programme Kinesiology at the Faculty of Sport
- Application for consent to second cycle university study programme Kinesiology at the Faculty of Sport

On the website of the FS there are published those parts of the applications that are of utmost importance for students: choice of curriculum and the successful completion of courses, changing courses and withdrawing from courses, recognition of completed courses from other study programmes, recognition of courses completed during mobility semesters, recognition of general elective courses, tutorials and weekly requirements, and taking exams in advance.

Completing study programmes: for the final examination of each cycle, specific rules apply, specifying the procedure for undertaking, working out, defending, and evaluation of the thesis. These rules are specified separately for the first cycle programmes (A13), Master programmes and Doctoral programmes. Currently, a complete renovation and introduction of new rules for the application, preparation and defense of a diploma at the second cycle programmes is under way.

Graduation documents (Diploma Supplement) are issued in all programmes after the thesis examination (written thesis, oral presentation, and answers to the commission's questions), and contain the information on the aims of theprogramme, intended learning outcomes, structure and level of the courses, and the student's performance. The Diploma Supplement consists of two documents:

- the Confirmation document (with general information on finalizing the study programme),

- the transcript listing of the study programme courses, all the exam outcomes with grades and the thesis work.

Several request and application forms are prepared in advance to help students in their efficient processing. Examples of these forms include the registration of topics for the Graduate Thesis, Master Thesis, or doctoral dissertation topic, application for the status of a student with special needs, registration in elective courses, application for advancing into a higher year and repeating a year under special conditions, applications to the Commission for Education, applications for recognition of courses, etc.

Study Information System
Untill 2013, for management of study processes, especially planning, organization, implementation of exams and saving the results of examinations, at FS we used the system »E-student«, from this year onwards however, the Study Information System (VIS) is used. The majority of study rules are implemented in the VIS, which only allows the Student Office personnel to process tasks in accordance to the rules. Procedures for filling in the information related to teaching, learning and exams are implemented in the VIS. Three separate views are defined: the student view, academic staff view, and Student Office's personnel view. Students can enroll in the selected study programme, register elective courses and register and withdraw from exams. The academic staff can fill in the examination results and send messages to student or groups of students.

The Student Office fills in the information on the study programmes and courses available, checks the fulfillment of the programme requirements for students and grants them permission for advancement in the study programme, approves changes of elective courses, and the decisions of the Commission for Education and Vice-Dean for Education.

Rules updates
Rules updates for the first and second cycle programmes are processed by the Commission for Education, which consists of programme coordinators (the heads of individual study departments), other teachers appointed by the Senate, students, and the Vice-Dean for Education, who presides over the Commission. Rules updates for the third cycle programmes are processed by the Commission for Research and Doctoral Study headed by the Vice-Dean for Science and Research. Update proposals must first be authorized by the FS Senate and subsequently by the respective UL Commissions and the UL Senate. Legal conformity is checked by the FS Secretary and UL Legal Services.

Rules comprehensibility
To ease rules comprehensibility, students are provided with instructions for the preparation of Graduate/Master thesis. The instructions contain the relevant excerpts from the rules with additional information on the procedure and relevant deadlines, advice on mentor and topic selection, text formatting requirements, required components of the thesis, language considerations, references, quality considerations, public presentations and thesis defence. In the same way the instructions are prepared for the Doctoral study. The Graduate Thesis evaluation commission are provided with instructions for grading GraduateThesis at FS (A13).

Informing the stakeholders
Rules and other documentation are published on the FS website and available to the public with due attention given to privacy requirements and protection of personal information. Relevant documents

are translated into English and published on FS website. When updates are confirmed by the Senate, students and staff are notified (via email, webpages).

FS advocates openness of its rules and regulations. Meetings of Academic Council are most commonly designed for open discussion of the entire academic staff and representatives of the Student Council to discuss topical issues, organization and study conditions, including rules and regulations.

5.2   Documentation

The document management system comprises several information systems and archiving resources as defined in the relevant UL rules (UL Regulations for Documentation Management). Several documents are still in paper form, while recent procedures and rules prescribe electronic records and assume information system support. The information systems containing sensitive information are appropriately protected, some allow only digitally signed access, others are only accessible through intranet or via VPN connections. Document management is the responsibility of the Secretary's Office.

Dissemination of information
Public documentation is published on the FS website with due attention given to privacy requirements and protection of personal information. Other sensitive information is available on the intranet or within information systems, where personal information and decisions are available only to the persons involved.

Protecting personal information
All staff members sign written agreements to conform to the rules and regulations about confidential documents and personal information encountered at FS. The electronic information systems are digitally and physically protected, and due care is given to prevent intrusion attempts and hacking. In the field of personal data protection, we issued two regulations:

- Regulation on the protection of personal data in the implementation of video surveillance at FS,
- Regulation on privacy and confidentiality of personal data at FS.

5.3   Monitoring/self-examination

Monitoring of internal rules and procedures for documentation management is the responsibility of the Dean, Vice-Deans, Secretary, and Senate. Legal conformity is checked by the Secretary, who can consult the Legal Service of the UL if in doubt. The effectiveness and efficiency of the rules of documentation management are monitored by the management.

The self-evaluation process is directed by the Commision for Self-Evaluation and Quality and includes considerations on the effectiveness and efficiency of rules and procedures. Remedial actions and

improvements are proposed by the Commision and discussed by the management, Governing Board, and Senate. These bodies are responsible for improvements of detected deficiencies.

Additional monitoring is directed by UL management and the Slovene Quality Assurance Agency, which evaluates legal conformity with the rules and regulations and proposes improvements in their efficiency during the reaccreditation procedure.

6. A List of Appendices

A01   University of Ljubljana - Strategy 2012-2020

A02   University of Ljubljana - Annual Work Plan

A03   Analysis of UL Activities - Abstract

A04   Application Form Ul - Accreditation Proposal

A05   University of Ljubljana Quality Assurance System Regulation

A06   Report on Quality Assurance of the University Of Ljubljana for 2011

A07   The Statute of the University of Ljubljana (unofficially consolidated text - June 2012)

A08   Criteria for the Appointment to the Titles of University Teacher, Researcher and Associate of the UL and Amendments

A09   Amendments to Criteria for the Appointment to the Titles of University Teacher, Researcher and Associate of the UL

A10   UL 2011 Financial Statement

A11   Rules of Organization and Operation of the Faculty of Sport

A12   Regulation on Examination Rules of the Faculty of Sport

A13   Regulation for Diploma at the First Cycle Study Programmes

A14   Regulation on Special Conditions of Education for Categorized Athletes and Coaches of the Faculty of Sport

A15   Criteria for Evaluating the Work of Academic Staff at the Faculty of Sport

A16   Guidelines for Following and Developing Quality of the Study at the Faculty of Sport

7. L List of links to further information

L01   Web site of UL in English, 2014

L02   UL - Mission, values and vison

L03   Business report of UL by the Rector, 2013

L04   The UL Quality Assurance Report for 2011

L05   Doctoral Studies at the UL, 2013

L06   UL Career Centres, 2013

L07   Information on Enrolment for Foreign Citizens at the UL, 2013

L08   The Code of Ethics of UL, 2014

L09   Exemination regulation UL

L11   Web site of FS in English, 2014

L12   The list of courses in English at FS

L13   Slovenian Quality Assurance Agency for Higher Education (SQAA), 2014

L14   Web site of SICRIS, Slovene Current Research Information System

L15   COBISS (Co-operative Online Bibliographic System and Services)