



Evaluation Report

University of Ljubljana

Faculty of Sport

Version: 27/01/2015

Status: draft



Table of Content

Executive summary	4
I. About the Evaluation Process	6
II. Characteristics of the UL Faculty of Sport	9
III. Analysis and Findings of Peers	10
I. Definition of quality	10
Evaluation Criterion I.1: Objectives.....	10
Evaluation Criterion I.2: (Quality-) management systems/governance	14
Evaluation Criterion I.3: Monitoring/self-examination	19
II. Educational Programmes / Courses / Trainings	20
Evaluation Criterion II.1: Creation and development of programmes / courses / trainings	20
Evaluation Criterion II.2: Implementation of programmes / courses / trainings on offer	24
Evaluation Criterion II.3: Cooperations	27
Evaluation Criterion II.4: Examination systems and organisation of exams	31
Evaluation Criterion II.5: Recognition of achievements	34
Evaluation Criterion II.6: Assistance and advice	36
Evaluation Criterion II.7: Monitoring/self-examination <i>also relevant to chapter I.3</i>	38
II. Management of resources.....	40
Evaluation Criterion III.1: Material and human resources	40
Evaluation Criterion III.2: Human resources development.....	43
Evaluation Criterion III.3: Research	45
Evaluation Criterion III.4: Administration:	48
Results on Criterion III.5: Monitoring/self-examination.....	50
III. Transparency and documentation	52
Evaluation Criterion IV.1: Rules and regulations for programmes / courses / trainings....	52
Evaluation Criterion IV.2: Documentation	54
Results on Criterion 3: Monitoring/self-examination.....	55
Appendix: Documents and Interview Partners	56



Abbreviations:

ASIIN	=	Agency implementing the present evaluation procedure
AT	=	Audit Team
FS	=	Faculty of Sport
HE	=	Higher Education
HEI	=	Higher Education Institution
SAR	=	Self Assessment Report (used identical with “Self-Evaluation-Report”)
CQSE	=	FS Commission for Quality and Self-Evaluation of the Study
UL	=	University of Ljubljana
MOOCs	=	Massive Open Online Courses
QA	=	Quality Assurance

In order to facilitate the legibility of this document, any gender-specific terms used in this document apply to both women and men.

Executive summary

In the framework of project KUL, ASIIN conducted an evaluation of the *UL Faculty of Sport* in November 2014, leading to the following report. The report fixes waypoints on a journey towards a fully established quality management in higher education ensuring the institutional, procedural and cultural framework for good teaching and successful learning within the faculty. Preceding the audit by external peers, the faculty conducted an internal self assessment providing the information for the external evaluation. Both, the internal and external assessment in the present evaluation exercise follow a pre-defined and agreed catalogue of evaluation criteria and subsequent assessment questions aiming at quality performance in teaching and learning.

Overall, the major findings and respective recommendations are summarized as follows:

Regarding the criteria on “Definition of quality”

Concerning the evaluation criteria agreed on with UL around the definition of quality for the faculty’s activities and performance, the AT in general considers the strategy presented by FS as implemented. The high level of cooperation with the National Olympic Committee and the Slovenian high-performance sports led to a primarily applied research with focus on talent, training in high performance sports and competition analysis. This is recognized and appreciated, but should be enriched by a research-oriented strategy, enabling FS to acquire more international research funds and reputation as academic institution. In times of decreasing national funds, this is seen as an option to avoid strategical narrowness. In general the presented strategy, although derived from a realistic situational self-assessment, needs further specification, further prioritizing, a broader integration and further sustainable implementation.

Regarding the FS’s quality management system, the AT perceives a presently fragmented and unclear organisational structure. For this reason the AT supports the already visible attempts of implementing a more coherent, less fragmented structure. In particular, the number of highly specialized chairs (focussing on sport disciplines) should be transferred into larger working units. The described shortcomings become apparent in the perspective on monitoring procedures. The quality management loop is not yet perceived as being closed.

Regarding the criteria on “Educational programmes / courses / trainings”



The AT considers the institutional setting and procedures for the development of educational programmes as defined. Shortcomings in programme-development indicate that currently not all Bachelor and Master programmes planned are in force. It is commendable to implement an approach focusing on defined learning-outcomes. A stronger participation of external stakeholders (alumni, employers, members of other faculties) is deemed as helpful in this context.

With regards to programme implementation, the coordination within the faculty was perceived as rather difficult. A renovation of the faculty's structure is already on the agenda of the faculty and supported by the AT. Regarding the criteria comprising co-operation and the recognition of achievements, the faculty's strategy should be pursued and further implemented.

Regarding the criteria on “Management of resources”

With regards to management of resources, the AT considers the institutional setting as well as procedures to be implemented. The Faculty of Sport has at its disposal a highly appropriate equipment with training facilities and sports halls for several kinds of sports, laboratories and scientific equipment. Required for achieving the next level of maturity would be a more visible connection between resource-management and strategy-implementation, enabling the faculty to acquire more external funds. For the further development of the academic programme and the research strategy, the library should be expanded and modernized. The WIFI-connection within the faculty should too be extended and allow faster access times. Concerning human-resource-development, seen as the key to solve some of the described problems in the long term, the AT recommends developing an overall concept.

With regards to research, the AT appreciates the research performance presented by FS, but considers it to be produced by a minority within the faculty. A strategy aiming at a broader integration of FS-members into research-activities was already recommended in chapter I. A strong commitment to the unity of research and education is commendable, e.g. becoming visible in the acknowledgement of students' participation within research projects. Internal calls for research projects in education and the establishment of recognition rules are recommended as possible methods to strengthen this connection.

Regarding the criteria on “Transparency and documentation”

Regarding documentation, the AT perceives an open faculty, providing the AT with a sufficient insight into the relevant topics. Options for further development comprise a unification of information systems and a stronger integration of internal stakeholders into their use.



I. About the Evaluation Process

Evaluation subject	University of Ljubljana Faculty of Sport	
Experts	Thomas Kirchner (Student member: University of Heidelberg) Prof. Dr. Jürgen Krug (University of Leipzig) Prof. Dr. Jürgen Mittag (German Sport University Cologne)	
Representative/s of ASIIN Headquarter	Dr. Siegfried Hermes Thorsten Zdebel, M.A.	
Timeline	Date	Milestone
	18/10/2014	Submission of the final version of the self-evaluation report of the faculty
	24-25/11/2014	Onsite visit of the peer group Submission of the draft evaluation report Feedback by UL FRI on the draft evaluation report Submission of the final version of the evaluation report
Relevant criteria and sources	Criteria for the ASIIN System Seal / Institutional Accreditation / Institutional Assessment: Requirements for Good Teaching and Successful Learning (11/10/12) (used as evaluation criteria) http://www.asiin-ev.de/media/Criteria_for_the_ASIIN_System_Seal_2012-10-11.pdf Standards and Guidelines for Quality Assurance in the European Higher Education Area (2009) http://www.enqa.eu/wp-content/uploads/2013/06/ESG_3edition-2.pdf	



Description of the evaluation approach

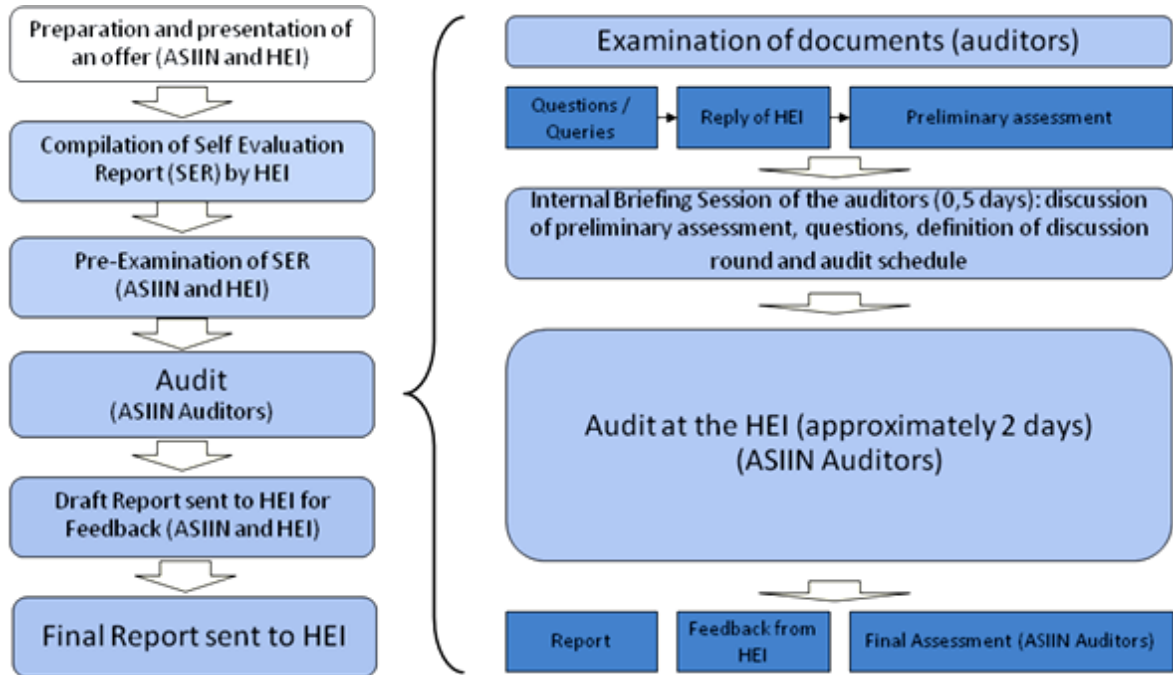
ASIIN considers evaluation as an instrument for organizational development triggered by a two staged process of an internal evaluation followed by an audit of external peers. In the first stage members of the evaluated organisation are asked to implement an internal self-reflection process including relevant stakeholders leading to a self evaluation report (SER). This report states a shared internal understanding or at least the overview on internal views of/on strengths and weaknesses of the evaluated subject. ASIIN then combines an audit team representing suitable expertise concerning the evaluated subject, independency and a good match of the different stakeholder-perspectives engaged with or affected by the evaluated subject. This team reviews the SER and conducts a site visit at the institution, where the SER is validated in discussions with the relevant stakeholders. The findings are compiled in an evaluation report stating strengths and weaknesses from the external view and recommendations towards their enhancement.

In case of the evaluation of an internal quality management system for higher education institutions, the evaluation report and the site visit are structured with the help of the *Criteria for the ASIIN System Seal / Institutional Accreditation / Institutional Assessment*. Overall, this set of criteria is designed for quality development in teaching and learning. It refers to (I) the definition of quality and its management, (II) their application on the educational provisions the Higher Education Institution (HEI) is offering, (III) the management of its resources and (IV) quality related transparency and documentation. Each aspect is considered in an *institutional, procedural* and *cultural* perspective or dimension. The approach is based on a system of so-called maturity levels. This makes for a comprehensive description of the development stage at which the quality management system of the institution presently is. A simplified version of the maturity levels is presented as follows:

- 0 = non-existent
- 1 = defined
- 2 = implemented
- 3 = established and controlled
- 4 = predictive and proactive

The further report proceeds as follows: After a short executive summary outlining the central findings, a chapter is presented for each evaluation criterion beginning with related questions, the analysis and findings of the peers as well as the respective maturity level of the organization's structures, processes and their interaction with cultural characteristics observed by the peers regarding single criteria. Every chapter concludes with recommendations for further enhancement of quality and organizational maturity.

The ASIIN evaluation process is shown in an idealized version in the chart below:



II. Characteristics of the UL Faculty of Sport

The University of Ljubljana (UL) is the largest and most renowned university in Slovenia. Due to this unique position within the Slovenian higher education system, UL is committed to a strategy of international excellence in research, education and knowledge transfer. In this regard, UL reports to be listed within the TOP 500 world HEIs in the ARWU, THES and WEBOMETRICS rankings.

Departing as a decentralised university, integrating rather autonomous faculties over the past decades, the management of the university looks back on substantial progress towards the definition of common goals shared by all parts of UL. As a reference point for a continuous enhancement process of quality, visibility and feedback-orientation, UL launched the EU funded project KUL (“quality of UL”) in 2013. It is dedicated to strengthen existing quality assurance mechanisms by way of integration and comprehension and to create new mechanisms where they are considered to be useful for the stimulation of a coherent quality culture. In KUL, international accreditation and evaluation procedures are foreseen to identify strengths and weaknesses in the faculties’ performance and to reveal their causes.

The present Faculty of Sport (FS) was founded in 1982 (under the previous name of the “Faculty for Physical Culture”), elevating the organisational status of its predecessors, the High School of Physical Culture and the Institute of Physical Education respectively. The present Faculty of Sport provides research, professional activities as well as undergraduate and postgraduate education in the area of sports. FS has about 900 students enrolled in three undergraduate, two graduate programmes and one doctoral programme. One undergraduate and two postgraduate programmes are about to be implemented. There are nearly 84 full-time employees, roughly 52 of them being academic staff. In terms of staff, FS belongs to the smaller faculties within the UL. It still suffers from the effects of the economical crisis starting in 2008, which led to a factual reduction of staff by not filling vacancies. At present, the faculty is structured into four departments, thirty chairs, nine laboratories, two institutes/diagnostic centers and several administrative units.

Being in the middle of a consolidation process of organisational structures and study programmes, the faculty decided on an institutional evaluation to reassure itself of the present developments and to get helpful advice from an external point of view. For this purpose, the Self-Assessment-Report was prepared by a standing committee appointed for quality management, representing the different stakeholders within the faculty, and reported to the FS-Management and Senate.

III. Analysis and Findings of Peers

I. Definition of quality

Evaluation Criterion I.1: Objectives

Evaluation questions

Institutional dimension: Which (quality-related) objectives exist and how are they defined, structured and fixed?

Procedural dimension: What are the processes to define, to implement, and to review the objectives on a regular basis? Who is involved, who is responsible, and who is informed?

Cultural dimension: Which values and methods are characteristic for the (quality-related) objectives of the institution, both in terms of content and how they are defined and developed?

Analysis and findings of the peers

Being the only faculty in the respective subject field within Slovenia, FS reports to pursue the objectives of providing high quality education leading to the relevant scientific competences, employability and the ability of lifelong learning. In this way, FS aims at educating critical and reflective practitioners for professional and amateur sport as well as responsible citizens. These general objectives are broken down into the following short-term objectives and issues to be dealt with.

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.

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.

Institutional objectives

- 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,
- greater involvement of all employees and students in the quality system and quality concern,
- 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).

With regards to the **institutional setting**, the AT considers quality-related objectives to be visibly implemented – but not without restraints, thus preventing the objectives from being labelled as established and controlled. In most aspects, FS is perceived to assess its present situation clearly and realistically. In particular, the objectives regarding the enhancement of education reveal an effective self-assessment. Some formulation still rather imply a situational analysis, not yet a mid-



term solution with defined responsibilities. Regarding education, the AT does not yet perceive FS utilising its full strategic potential with respect to its location (e.g. in Sports Tourism). Objectives summarized as “internationalisation”, although apparent in the discussion (e.g. the “bilateral agreements with China”), should be strengthened and not solely reduced to academic-student-mobility. The institutional objectives summarized under the topic of integration/participation could also be further strengthened and specified, as described in chapter I.2 below.

With regard to research, the AT appreciates the research performance presented within the SAR in terms of listed projects and publications. What is missing in their opinion is a clearly defined research vision integrating the whole faculty. The perceived effects of this absence are described in chapter III.2 (regarding *human-resource-development*) and III.3 (regarding *research*). In the context of decreasing national funds, unfavourable national funding schemes (supporting high-performance-sport in the first place) and the absence of a strong sports industry, an orientation towards international research is considered as the most important option to raise international visibility and to acquire additional funding. The absence of this research-vision is recognized as an historical artefact that has oriented the faculty’s self-concept towards the organised Slovene high-performance-sport and the related training science and education. In principal, the AT perceives this knowledge-transfer-orientation as a strength to be preserved. But it also carries the risk of becoming respective staying narrow. As to this, FS’s present strategy heavily depends on the national funding scheme – thus limiting the prospect of acquiring additional funds. For this reason the AT deems it advisable for FS to disengage its self-concept from single sporting disciplines and to rather orient itself towards a wider concept of Sport Science (I.2). This implies also to broaden the scope of research and focus also on issues beyond elite sports: e.g. sport for all, health, recreation, tourism.

Procedures of defining, implementing and reviewing objectives are observed to be implemented. There is a visible annual cycle of planning, implementing and reporting. The current strategy-based organisational changes within the faculty, described in the following chapter, obviously are a consequence of coordinative effects of these procedures. Nevertheless the AT does not consider processes to result in a continuously coordinative effect so far, mainly because of the mentioned strategical gaps and implementation problems described in chapter I.2. These problems are perceived to follow from an incomplete integration and participation of stakeholders in a **cultural perspective**. The discussions with staff and students left the impression that strategy development is primarily seen as a task of full professors represented in the FS-senate and that informational asymmetries apparently exist – which at the same time does not mean that they are intended.

Levels of maturity observed

Taking into account the preceding arguments, the AT considers the following maturity level as suitable to characterise the perceived situation:

→ Quality-related objectives...**are visibly implemented (level 2).**

(The next level to attain would be:) ...for teaching and learning have been consistently embedded in a comprehensive system of objectives for the overall organisation, which serves as a long-term basis for the future development of the higher education institution. The scope of good teaching and successful learning has been defined and communicated within the higher education institution.

→ The processes to define, implement and review objectives...**are visibly implemented. The responsibilities, participation and information channels are used as envisaged (level 2).**

(The next level to attain would be:)...are structured in a way that allows for the general objectives of the higher education institution and its teaching and learning units as well as the objectives for individual programmes / courses / trainings on offer to be coordinated. The relevant internal and external stakeholders of the higher education institution are included in the process of formulating and developing the objectives on a regular basis.

→ The predominant values and methods which guide most actions...**have a positive effect on the intended outcomes that becomes evident in some areas (level 1).**

(The next level to attain would be:)...have a continuously visible positive effect on the intended outcomes. The (quality-related) objectives of the overall organisation include teaching and learning.

Recommendations

Regarding the concept of FS, the AT recommends to reconsider its narrow strategic scope. One way leading to a broader, less vulnerable strategy could be the opening up towards independent research in Sport Science at an international level. The complete equipment of sport halls and outdoor areas for several kinds of sports, training facilities, laboratories and scientific equipment of FS are perceived as a given and appropriate precondition for applied research in training sciences (III.1), while the social dimension of sport and the non-elite-perspective should to be deepened. Strengthening fundamental research is deemed as dependent on further investments from superordinate instances (UL, ministry).

With respect to the objectives comprising education and institutional development, a strategy is visible but needs further specification, further prioritising and, especially, a coherent participation and integration of all different stakeholders within the faculty. An option for a stronger internationalisation of education would be the development and implementation of a joint



master's programme within the framework of ERASMUS+, which is currently discussed, but not already defined as an objective. The AT takes into account that there are legal obstacles (in terms of language of instruction) complicating internationalisation, but also recognizes that UL faculties handle those regulations flexible.

Evaluation Criterion I.2: (Quality-) management systems/governance

Evaluation questions

Institutional dimension: How is the (quality-) management of the institution organised in terms of organisational settings (responsibilities), structures, material and human resources? Who is involved, who is responsible, and who is informed? How is the relation between the key sections within the institution (teaching, research, administration) structured?

Procedural dimension: How does the institution implement its quality-related policy (processes)?

Cultural dimension: Which values and methods are characteristic for the organisational setting and structures as well as the implementation of quality assurance and development within the institution (can be identified in management approaches, types of organisation etc.)? How does the co-operation between all groups involved work?

Analysis and findings of the peers

The subsidiarity of FFA's quality management procedures within the UL consists of common procedures and indicators as well as of collaboration in terms of exchanging good practice and representation within the university's committees and boards.

With a view on subjects, FS is organised into four departments (*Physical Education, Sports Training, Kinesiology, Sports Recreation*), about thirty chairs closely related to sporting disciplines, nine laboratories related to research and professional activities, two institutes/diagnostic centers (the *Institute of Kinesiology* more related to research and the *Institute of Sport* more related to professional activities) as well as several administrative and supportive units respectively. The units engaged in support for human resources, office maintenance and financial accounting are headed by the FS-Secretary, the management of the student office is shared between the FS-Secretary and the FS-Vice-Dean for Education. The other units pooled in the FS-Center for IT and Multimedia and apparently seen in an independent role are headed directly by the FS-Dean.

Regarding governance and quality management, FS's highest governmental body is the FS-Senate, deciding upon academic matters in the areas of research, development and education. The FS-



Senate comprises twelve members in total, eight full-time and permanently employed teachers coming from the departments (two from each), three student members and the FS-Dean. The FS-Senate is backed up by the following preparatory committees:

- Commission for Education
- Commission for Science, Research and Development Work and Doctoral Study
- FS 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 “FS Commission for Self-evaluation of Quality of the Study” is an independent commission responsible for annual monitoring and reporting on the educational quality. Its five members represent academic staff (four members) and students (one member). The main task of this committee is compiling the annual FS Report on Quality, which is part of the FS Business Report. In carrying out this task, a broad scope of FS-stakeholders, from academic and supporting units to the FS-management, regularly participates. The operative (quality-)management of FS rests with the competence of the FS-Dean supported by the FS Vice-Dean for Education, the Vice-Dean for Science and Research (also heading the FS Institute of Kinesiology) and the FS Vice-Dean for Management (heading the FS Institute of Sport). Students are represented in the FS-Senate and within the FS-Student Council.

Without promoting hierarchical structures, this structure is not considered to reflect an efficient distribution of labour. Overall, the AT observes unclear distinct, but fundamentally flawed organisational structure. Several observations lead the AT to support already visible attempts of creating larger, less fragmented units in close relation to the faculty’s fields of research instead of the currently fragmented structure:

- With a view to subjects, the present institutional division of research and education is deemed to result in unfavourable long-term effects on the visibility of the faculty’s profile and its ability of strategic development. The predominant principle of structuring is perceived to be based on single sporting disciplines.
- In perception of the AT, keeping the programme objectives and contents up-to-date should be ensured by their deduction from research-fields. This is likely to be beneficial for the education of prospective young researchers and the chances of acquiring new academic partners and resources too.
- With respect to governance, there appears to be a representation-problem. The discussions with faculty staff indicate that the present senate is not perceived to represent the mentioned sporting disciplines properly and that senate-members hold advantages of

information. Staff members even request a strategic committee independent from the senate. Observed from a different angle, one might also state that particular interests of sporting disciplines obstruct the view on the joint strategic perspective. The AT takes into account that parts of the faculty staff tend to stick to smaller chairs in order to get a better representation within the FS-Senate. This is deemed to be a comprehensible behaviour in times of staff-reduction, but – in the perception of the AT – it also comprises the danger that losses might sum up more severely in the long term. Concerning students' representation, student members admit in a cultural perspective, that it is hard to motivate students for engagement in committees.

- The distribution of tasks, especially at the level of the departments, does not seem to be fixed yet. Some statements tend to locate departments as the main drivers for the development of programmes, but this is not stated with certainty. Furthermore the structure implies that FS's members can participate in several units without formal limitation. It is not assured that important functions are assigned in personal union, even where they should be in terms of effective management and representation of interests (for instance head of a department and an institute both within a certain subject).
- Besides from problems with the creation and implementation of programmes mentioned in chapter II.1, there appears to be a procedural problem with the coordination of lectures. Teaching staff as well as students report about unnecessary overlapping of contents even between theoretical and practical lectures of the same topic, while the cross references between the topics could be enhanced from their perspective. This is perceived to result in inefficiencies regarding the educational process.
- Teaching staff reports about a high teaching-load, although the lecturer-student ratio in general is not observed to be considerably high. The AT perceives this as an artefact of an unequal distribution of teaching-load and frictional losses resulting from the present structure.
- There appears to be an uneven distribution of information. Some statements in the discussions reveal the boundaries between good working communication within particular sporting disciplines and not continuously working communication between several disciplines.
- The present structure reveals shortcomings in the communication between the FS-Management (in case of education represented by the Vice-Dean for Education) and the level of the teaching staff or lectures combining to coherent study programmes. For several programmes this cannot be achieved by one Vice-Dean alone. The present departments are reported (by FS-members) to fulfil this communicative function not



properly. In the case of other UL-faculties, this gap is closed by the institutionalized role of programme-coordinators, ensuring that sufficient communication exists for the coordination of programmes.

FS is perceived to be within a process of restructuring with the purpose of adopting new organisational rules. One method – although disputed – is building larger chairs, partly pooling sporting disciplines and partly pooling research competences. The AT suggests a more efficient organisational structure with larger units comprising a critical mass to flexibly react on tendered research-topics. Such structure is likely to set free academic resources for the further subject-specific development of the faculty.

With the restrictions mentioned, the AT considers the **institutional setting** to be implemented. There is a visible annual cycle of reviewing and reporting on the institutions' objectives, which already led to consequences. But the quality loops are not perceived to be closed yet, from a **procedural perspective**. This does not allow for procedures to be labelled as established and controlled. With a view to the **organisation's culture**, the AT on one hand perceives openness, solution-oriented awareness and the will for changes. On the other hand, the AT has to take note of FS reports about interfering interests which complicate strategic decisions. Both perspectives document that the intentions of FS-members still need to be channelised into a more effective quality management system.

Levels of maturity observed

Taking into account the preceding arguments, the AT considers the following maturity level as suitable to characterise the perceived situation:

→ The organisational setting, structures, material and human resources required for quality management...**have been implemented. The higher education institution has a solid and clear organisational structure. Structures and resources required for defining and implementing quality-related expectations as well as rules and standards have been defined on different levels and are implemented (level 2).**

(The next level to attain would be:)...have been established and are controlled. The tools, methods and procedures destined for the internal definition of quality-related expectations (objectives) and quality reviews are well-coordinated and appropriate for identifying any divergence from the objectives and taking measures with only little use of resources. The institution's quality management is part of the functions of its panels and management. The tools, methods and procedures destined for internal quality reviews are consequently orientated (among other things) to fulfil the institution's aims of good teaching and successful learning and, in terms of the



programmes / courses / trainings on offer, focus on the student and on the learning outcomes. The higher education institution knows whether its objectives are met on the different levels.

→ **Methods which lead to the intended outcomes in the institution's quality policy...have been implemented (level 2).**

(The next level to attain would be:)...have been established and are controlled. The processes to implement the institution's quality-related objectives are guided by the cyclical logic of planning, implementation, analysis of success and deduction of measures. The general requirements for quality in teaching and learning are assessed on a regular basis using only efforts and resources which are reasonable on a sustained basis. Inefficiencies in quality management procedures are identified and eliminated.

→ The predominant values and methods which guide most actions...**have a continuously visible positive effect on the intended outcomes. The higher education institution is governed by a systemic understanding of quality management. All relevant stakeholders have been identified and are involved on a regular basis. The people or entities in charge of assessing quality are independent in their decisions (level 2).**

(The next level to attain would be:)...support the organisation as a whole in strategically directing the processes used to achieve the intended results. The higher education institution actively supports the involvement of students and teaching staff. The institution is guided by the principle of openness, transparency and the protection of individuals involved, thus allowing them to participate and evaluate independently and without the risk of personal disadvantage. To increase synergies, the higher education institution supports internal, vertical networks and the exchange of experiences.

Recommendations

The AT recommends adopting a simpler, less fragmented structure with larger units, being closely interlinked with the faculty's broader fields of research and the FS study programmes. The units should be large enough to bear a critical mass of researchers being able to react flexibly on tendered research-topics and -projects. Restructuring should not lead to additional structures but to the substitution of present structures. Crucial in this context is that the decision-process regarding the denomination of chairs takes into account new developments in research.

With regard to previously discussed problems of finding consensus within strategy development, the engagement of an independent external moderator, coming from the academic world and being well versed in the perspectives of future research activities, may be a possible solution. This derives from the AT's perception that individual ideas related to strategy development are more than visible, but still need to be recognized and channelised. A neutral instance could ensure that



different and even opposing opinions are treated visibly and equally. The strategy of FS should be embedded into the declaration of a strong belief in the unity of research and teaching, with a view of teaching in its entirety.

Another option of structuring the faculty's tasks without implying new hierarchies could be the implementation of structured business processes. This would require a detailed but prioritised analysis of the faculty's tasks and a subsequent reframing of blueprints for good practice. This process offers an opportunity to think in process-related roles, including their rights and responsibilities instead of thinking in categories of hierarchy.

Evaluation Criterion I.3: Monitoring/self-examination

Evaluation questions

Which strategies and methods does the institution have to review the (quality-related) objectives and the quality management system?

Analysis and findings of the peers

Quality related objectives are reported to be regularly reviewed through internal self-reflection of activities and external evaluation and accreditation by the Slovene Agency NAKVIS. For internal monitoring purposes, FS has implemented a visible cycle of annual planning and annual reporting. The report compiled by the independent "FS Commission for Self-evaluation of Quality of the Study" comprises a self-critical review of the achievements in research-oriented as well as educational fields; it reflects on the status of implementation of adopted measures and proposes new ones. Regularly, the report relies on additional participation of stakeholders from academic as well as supporting units, the FS-management and further gathering of data (e.g. through student-surveys). For further development, the rules for participation should define the respective stakeholders more clearly. The annual report, as well as the establishment of a responsible independent committee, is seen as beneficial.

Nevertheless, the quality loop is not perceived as being closed yet. One already mentioned aspect observed by the AT is that the objectives have not been defined/stated specific enough to allow for an effective measurement. Another aspect refers to weaknesses resulting from the fragmented structure mentioned in chapter I.2. These problems address the coordination within study programmes and are only partly related to poor funding.

Levels of maturity observed

Taking into account the preceding arguments, the AT considers the following maturity level as suitable to characterise the perceived situation:

→ The review and adaptation of objectives...**have been implemented and take into consideration both the efficiency and the effect of the tools and methods used (level 2).**

(The next level to attain would be:)...are carried out on a regular basis (incl. structures, resources, processes). The institution is aware of the reasons for any divergence from the objectives and has solid data and information available to adapt the objectives where necessary. This affects neither the academic freedom of its members nor the participation in, nor the transparency of the organisation.

Recommendations

The AT recommends to better adapt the organisational structure to its functional needs and to further specify and prioritise the faculty's objectives, because both are deemed as prerequisites that monitoring procedures can be aligned to the objectives and unfold the desired corrective effect. The rules for stakeholders' participation in the evaluation process should be clarified.

II. Educational Programmes / Courses / Trainings

Evaluation Criterion II.1: Creation and development of programmes / courses / trainings

Evaluation questions

Institutional dimension: How is the creation and development of degree programmes organised in terms of organisational settings (responsibilities), structures, material and human resources?

Procedural dimension: What are the processes to create and further develop degree programmes? Who is involved, who is responsible, and who is informed? How does the institution incorporate relevant external (legal, social and professional) requirements?

Cultural dimension: Which values and methods are

supported or are expected of the people involved in terms of the possibilities to participate? This applies above all to members of the higher education institution and relevant stakeholders. How are they informed? What about conflicts? To what extent are relevant stakeholders informed and prepared to participate? How does the co-operation between all groups involved work?



Analysis and findings of the peers

The new study programmes are based on the Bologna Declaration (1999) and differ from the previous diploma-degree programmes. As to the creation and development of new programmes, FS reports about the implementation a multistage process in which the FS-Senate is the main actor for the initiation and adoption of new programmes, an expert group nominated by the dean prepares the drafts for new programmes and the FS-Departments, the FS Academic Assembly and students provide feedback on the drafts at several stages of the process. After adoption by the FS-Senate, programme drafts are reviewed by two independent reviewers at the level of UL, leading to the decision about adoption in the UL-Senate. Following that, the external accreditation process by NAKVIS is started. Within the whole process, the FS Vice-Dean for Education has the task to coordinate the communication of the different actors.

At present, the faculty offers nine programmes in total, four at bachelor's, four at master's and one at doctoral level. Two of these programmes (one bachelor, one master) are not yet implemented, partly due to the implementation-schedule anticipating a bachelor's cohort of a certain size and partly due to a delay in external accreditation processes. Regarding its programmes, the faculty reports to be within a renovation process whose intended outcomes are not fixed yet.

Some observations during the on-site audit reveal that this process and its embedding in the described institutional setting do not yet guarantee the achievement of the intended outcomes completely. From the perspective of the AT, the predominant principle underlying programme creation is based on particular sporting disciplines, while the broader subject of Sport Science could be strengthened. This presumably results from the coordinative effect of the chairs' informal engagement, although having no specific authority in this process. Especially at bachelor's level, programme-objectives are deemed as differentiated, while at course-level programmes considerably overlap each other. The discussions with students confirm that this results in expecting distinguished bachelor's programmes while at the same time being unable to recognize the differences between the programmes in the course of their studies. The discussions with staff reveal that staff-workload was considered as an additional driver for this programme structure. The AT took the view that an alternative approach for programme creation, focussing primarily on objectives and learning outcomes, is commendable.

Students report to participate in programme creation and development (e.g. in round tables for the renovation of programmes). However, some Bachelor students fear that the master's programme in Sports Training might not be ready for enrolment by the time of their graduation. This reveals a degree of uncertainty related to the processes of programme creation. Concerning the bachelor's programmes perceived as barely distinguished from each other, a proposal posed by the students is to prioritise and deepen the subjects, which are closely connected to the names

of the programmes. Partly, students advocate strengthening practice in sporting disciplines. Some proposals point to the process of programme development, referring to the implementation of some economical courses in the master's programme Management of Sports, which are perceived as poorly adapted to the programme-objectives. Both students and alumni agree, that competences summarized under the subject of employability still need to be strengthened in all programmes (e.g. subjects like *online-marketing* for sporting clubs). From the point of view of the AT, this derives from a lack of participation of external stakeholders in the programme-creation (e.g. alumni, sports professionals, industry).

At the level of staff, the AT does not perceive an already existing continuous participation in programme development. Expert groups discussing new programmes are reported to be recruited from departments, but discussions are said to take place rather on the level of full professors, who are obliged to collect feedback from their associates. Assistants are reported to be engaged not until the last stage preceding programme implementation. The subjects represented through the chairs also seem to limit the scope of engagement in programme-development, because only teaching staff, which is directly concerned is actively involved.

Regarding programme creation and development, the **institutional setting** and **procedures** are considered as being defined. For the next level of maturity, it would be required to enhance the participation of internal and external stakeholders, to implement and strengthen an approach primarily based on learning outcomes, and to consolidate the predictability of this process. In a **cultural perspective**, difficulties in finding a consensus are apparent. The AT does not by any means get the impression that information on decision-making is blocked, but at the same time it also couldn't recognize strong formalised mechanisms ensuring that information is disseminated sufficiently. A continuous management of conflicts moderating mid-term agreements is not visible presently.

Level of maturity observed

Taking into account the preceding arguments, the AT considers the following maturity level as suitable to characterise the perceived situation:

→ The organisational setting, structures, material and human resources required for the creation and further development of programmes / courses / training offers...**have been defined, i.e. rules, responsibilities and the possibilities for members of the higher education institution and relevant stakeholders (students and teaching staff) to participate (level 1).**

(The next level to attain would be:)...have been implemented. There are stipulations as to how the higher education institution decides on the creation and further development of course offers which the institution applies on a regular basis. At the same time, it guarantees up-to-date and



precise objectives in the way of intended learning outcomes of all its programmes / courses / trainings on offer. The rules, responsibilities and the possibilities for members of the higher education institution and relevant stakeholders (students and teaching staff) to participate have been defined and the rules in force are applied.

→ The processes to create and/or further develop programmes / courses / training offers...**have been defined (incl. procedure rules and responsibilities). The intended learning outcomes of each course on offer are at the root of its development (level 1).**

(The next level to attain would be:)...have been implemented. The procedure rules and responsibilities for the creation and/or further development of course offers have been communicated and are known to the target group(s). Among other things, this leads to the harmonisation of the intended learning outcomes of each course on offer and the stipulated internal and external requirements. Internal and external (legal, social and professional) factors and stakeholders are systematically integrated in the processes.

→ The predominant values and methods which guide most actions...**have a positive effect on the intended outcomes that becomes evident in some areas. There are some possibilities for members of the higher education institution and relevant stakeholders to participate, whom in turn are willing to participate and are informed about their tasks and opportunities from time to time. The management's expectations as to which groups should work together are well-known (level 1).**

(The next level to attain would be:)...have a continuously visible positive effect on the intended outcomes. There is a clear communication approach as to the possibilities and willingness to participate of the members of the higher education institution and relevant stakeholders, whom are continuously informed about their tasks and opportunities. As a general rule, the collaboration between the individual groups works well and would be described as positive by the participants. Any conflicts are moderated and resolved by the persons in charge on a regular basis. The institution guarantees that the intended learning outcomes of each course on offer are readily accessible to all relevant stakeholders, especially teaching staff and students, and are anchored in a way that allows all relevant stakeholders to refer to them.

Recommendations

The new study programmes should be better interlinked with the future strategy of FS. Therefore, the development should be focused on learning outcomes developed in collaboration between the faculty and external stakeholders (alumni, professionals, prospective employers). Taking into consideration that the fundamentals of sport studies are heavily intertwined with the respective "mother" disciplines, cooperation with colleagues in curricular development should be increased, too.



Structured life-long training programmes for coaches in Slovene federations in high-performance sport and the cooperating European sports federations could also be considered as an objective.

Evaluation Criterion II.2: Implementation of programmes / courses / trainings on offer

Evaluation questions

Institutional dimension: Which structures as well as material and human resources exist to implement the programmes / courses / trainings on offer?

Procedural dimension: What are the procedures when implementing the programmes / courses / trainings on offer? Who is involved, who is responsible, who is informed at what point?

Cultural dimension: What are the principles for allowing members of the higher education institution and relevant stakeholders to participate in implementing the programmes / courses / trainings on offer (organisation)? How do they translate? To what extent are relevant stakeholders informed and prepared to participate? Are the set rules and guidelines accepted by those affected by them? How are conflicts handled? How does the co-operation between all groups involved work?

Analysis and findings of the peers

Presently, FS offers four undergraduate programmes in *Sports Education*, *Kinesiology*, *Sports Training* and *Sports Recreation*, four graduate programmes (three consecutive masters to the three bachelor programmes mentioned first and the master in *Management of Sports*) and one doctoral programme in *Kinesiology*. Some of the bachelor's programmes are reported to be very popular, with student applications exceeding the number of tendered places three times. Programmes are reported to be advertised all over Slovenia. The admission criteria for the bachelor's programmes comprise several physical tests. Presently, the faculty discusses to elevate the required level, but a decision is still pending.

The figures presented in the SAR reveal that some programmes run smoothly in terms of students' interest and progression rates (especially *Kinesiology*). This is not the case for all programmes in the first cycle. *Sports Recreation* has been designed as a programme addressing already employed/self-employed professionals. Aside from a delay in the advertisement campaign, the Slovene government does not financially support part time studies - resulting in limited students' interest. For this reason, the programme is currently under reconstruction and has to be re-approved by NAKVIS. The bachelor's programme in *Sports Training* shows low progression rates – although considerably overlapping with *Kinesiology*. The SAR states an “extremely poor study



performance of students". In terms of quality management, an effective analysis of the causes has not been presented. It would be important to know whether the problem is connected to an academic ambition, to the eligibility of students or to an inadequate handling of progression rules. Another aspect already mentioned is the overlap between programmes. Courses are reported to be shared in the first year, subsequently followed by more programme specific courses. In contrary, bachelor students are apparently not aware of the differences between their programmes. As already mentioned, some unintended overlaps between courses are perceived to result from a lack of coordination.

In the second cycle, the number of enrolled students is only one fifth of student numbers at bachelor's level. Nearly two third of master's students are enrolled in the *Sports Education* programme, because teaching in secondary schools requires a master's degree, whereas other graduates are considered to perform with a bachelor's degree. Presently, only two programmes are implemented (*Sports Education* and *Kinesiology*). There appear to be problems with the transition of graduate cohorts at bachelor's level to the consecutive master's programmes. Regarding *Kinesiology*, the first graduate cohort could not directly enroll in the master's programme due to a delay in the accreditation procedure. In the case of *Sports Training*, the already mentioned scarce graduate cohort from the bachelor's programme led to the decision to postpone the tender the study places, although the programme has been accredited. *Management of Sports* needs to be accredited first before places can be tendered.

For the third cycle, dropout rates are reported to be considerably high due to unfavourable funding conditions. This issue is discussed in connection to human resource development in chapter III.2.

With regard to the implementation of the programmes, FS reports a teaching overload. There are still some students enrolled in the pre-reform programmes finishing their studies, but not attending courses anymore. A strategy the faculty pursues is to outsource workload for practical training to e.g. professional societies. In addition to that, the AT recommends the implementation of media operated forms of education (e.g. online-courses, MOODLE), because they presumably permit a reduction of teaching load in the mid-term and are an option to raise visibility. This does not necessarily require the larger scale of MOOCs. Apart from that, a simplification of the organisational structures and programmes at bachelor's level are expected to result in a relief of workload.

The **institutional setting** for the implementation of programmes has already been described in chapter I.2. It is considered as implemented, but not without restraints. The departments, whose task is reported to be programme creation and implementation, are not yet perceived to fulfil this function completely. This results in non-continuous communication channels and an overall difficult coordination of the programmes. Both are apparent when looking at the **procedures** of

programme implementation. The mentioned procedural deficiencies (e.g. organisation of the transition from first to second cycle, delay in accreditation procedures) do not allow processes to be labelled as implemented. Regarding the **organisations culture**, especially students demand a better, more cooperative communication between professors. This is perceived to indicate that the organisation's culture does not yet result in a continuously visible effect on the intended outcomes.

Level of maturity observed

Taking into account the preceding arguments, the AT considers the following maturity level as suitable to characterise the perceived situation:

→ The organisational setting, structures, material and human resources required to implement programmes / courses / training offers...**have been implemented. The persons and units involved (management, administration and academic) are aware of and fulfil their functions and responsibilities in implementing programmes / courses / trainings. The infrastructure used for teaching in general and the equipment of student workplaces in particular are sufficient in number and quality to achieve the intended learning outcomes of each course on offer (level 2).**

(The next level to attain would be:)...have been established and are controlled.

→ Processes used to achieve the intended results when implementing programmes / courses / trainings...**have been defined. The processes required for the organisation of the programmes / courses / trainings (e.g. time tables, organisation of exams, student advice services, facility management) have been established and stand on a solid basis. The people and units involved and their responsibilities have been defined (level 1).**

(The next level to attain would be:)...have been implemented. The processes required for the organisation of the programmes / courses / trainings are efficient and are used by the units in question on their own authority. They also allow for a vertical cooperation between units and panels, e.g. between the administration and academic units. The people and units involved are aware of their responsibilities.

→ The predominant values and methods which guide most actions...**have a positive effect on the intended outcomes that becomes evident in some areas. There is a definition of which members of the higher education institution, stakeholders or units should cooperate and in what way in order for the course organisation to run smoothly (level 1).**

(The next level to attain would be:)...have a continuously visible positive effect on the intended outcomes. It has been communicated which members of the higher education institution, stakeholders or units should co-operate and in what way in order for the course organisation to



run smoothly. There is a working co-operation between key units and panels, which keeps the course organisation in line with the institution's quality-orientated approach. All parties involved at the higher education institution apply and fulfill the rules and requirements they are affected by. The higher education institution supports the collaboration and mutual assistance of the different people and units involved.

Recommendations

It is quite usual that post-reform programmes need some adjustments. A consolidation and further development of programmes and organisational structures is already on the agenda of the faculty. The importance to assure a better programme-coordination has previously been mentioned in chapter I. Some UL-faculties solve this problem by installing programme-coordinators, but this is not necessarily the only possible solution for FS. In terms of priorities, a simplified and more efficient organisational structure is deemed as a prerequisite for an effective programme coordination. There are no further recommendations to be derived from this chapter.

In the context of the overall objectives of the faculty as well as UL, experimenting with forms of media-operated education should be considered. This approach is only deemed as successful when embedded into a broader university-wide project equipped with sufficient resources.

Evaluation Criterion II.3: Cooperations

Evaluation questions

Institutional dimension: How are co-operations organised to implement the programmes / courses / trainings on offer (structures and rules)?

Procedural dimension: What procedures are there to structure co-operations and implement them? Who is involved, who is responsible, and who is informed?

Cultural dimension: What are the principles that guide the institution when it comes to internal and external co-operations to structure and implement the programmes / courses / trainings on offer? How do the members of the higher education institution and relevant stakeholders participate? Are the set rules and guidelines accepted by those affected by them? How are conflicts handled?

Analysis and findings of the peers



Co-operation refers to three dimensions: internal co-operation with other UL-faculties, co-operation with external professional associations/bodies and industry, and co-operation with external institutions comprising international student and staff mobility as well as joint research.

In the area of education, FS reports to be embedded within UL in terms of imported and exported courses. FS lecturers provide courses for nearly all UL-faculties, but the closest connections persist to Human Sciences and Medicine. Students from other programmes (*Psychology, Physiotherapy*) attend their practical training at FS facilities. Overall, FS is perceived to be an open faculty demanding no compensation for supervising non-FS-students. However, some deficiencies regarding imported economical courses have already been mentioned. It might be an objective to integrate subject-specific-tasks/examples in these basic courses, thereby committing those courses to the objectives of the attending individual programmes. In this respect, the AT deems a quality assurance mechanism at level of UL to be the most effective option.

With regard to external co-operation with professional associations in sport, the connection to Slovene high-performance sport has already been mentioned as a perceived strength. Correspondingly, the faculty reports close co-operations with the National Sports Federation, the Slovene Olympic Committee, the Ministry of Sport, the European Basketball Federation (FIBA Europe), the European Handball Federation (EHF) and other associations. Another main field comprises co-operation with institutions in education and non-professional sport (kindergartens, schools, sport clubs). Students spend parts of their practical training in those institutions – to the benefit of both sides and sports in general. There is a strategy to further expand these co-operations, which are usually based on contracts between FS and those institutions. The co-operation with the sports industry is perceived to be developed. Reportedly, sports industry is not very strong in Slovenia, and FS mentions only individual examples of co-operation within teaching. In the general perception of the AT, a better overview of the graduates' performance would be beneficial for the development of a policy of keeping and maintaining contacts to the professional field.

Several objectives summarized under the topic of internationalisation are part of FS's strategy. It comprises objectives to strengthen student and staff mobility, the development of joint programmes and strategic options for co-operation (e.g. with universities in India and China). FS keeps and maintains partnerships with HEIs from abroad within the framework of ERASMUS+ and other mobility programmes. Co-operations are observed to be regularly reviewed (by "monitoring visits") in order to provide a good quality for outgoing-students. Another objective in this concern is to expand co-operations in Northern Europe.

Regarding international co-operation and a desired acquisition of more international students, the AT considers the legal framework fixing Slovene as language of instruction for compulsory courses as obstructive. It results in unfavourable conditions for incoming students (because additional



courses have to be provided) and lecturers (because they usually cannot be integrated into the core of course offers). FS reports that only in the PhD-cycle English would easily be possible. On one hand, the AT supports any effort of FS and UL to lobby against the legal framework so as to facilitate international mobility. On the other hand, the AT does not perceive FS already utilising its strategic options to the possible extend (e.g. by providing practical training and electives in English, by spending market money on acquiring teachers from abroad).

In summary, the AT deems that co-operation, although strong in some aspects, would benefit if embedded into an overall-concept. In case of educational internationalisation, the activities are aligned with strategic objectives, which are observed to be pursued but not already to be achieved. A concept also comprising joint research is missing in the perception of the AT, but it would be necessary to acquire external research funding, e.g. from EU-framework-programmes. Regarding the **institutional setting**, the AT observes several units holding certain responsibilities for co-operations (e.g. the Office for International Cooperation within the Institute of Kinesiology, the FS Institute for Sport functioning as an umbrella for professional activities, the FS-Management-Board being responsible for market funds). The faculty has established and maintains a network of partners utilised for education (e.g. *practical training, international mobility*). Thus, the institutional setting is considered as implemented. In a **procedural perspective**, the legal framework presently does not support that international cooperations are carried out in the framework of programme implementation. This would be required for labelling processes as implemented. In a **cultural perspective**, the discussion with students reveals that they are not fully aware of the benefits of international mobility. Some students are even reported to consider mobility as a disadvantage for employment in Slovenia. This leads the AT to the perception, that the benefits of international mobility are not communicated in a way that may lead to a continuously visible positive effect on the intended outcomes.

Level of maturity observed

Taking into account the preceding arguments, the AT considers the following maturity level as suitable to characterise the perceived situation:

→ The organisational setting, structures, material and human resources required for co-operations...**have been implemented, i.e. internal and external co-operations for course offers are used. External co-operations have been arranged and stand on a solid basis. Internal co-operations are guided by strictly defined rules and standards and do not depend on individuals (level 2).**

(The next level to attain would be:)...have been established and are controlled. As a general rule when implementing programmes / courses / trainings, internal and external co-operations are



used in line with the institution's definition of quality, its quality-related objectives and the intended learning outcomes.

→ Processes used to achieve the intended results in internal and external co-operations for course offers...**have been defined. Internal and external co-operations are taken into consideration and included in the planning for the design of new course offers on a regular basis. The respective responsibilities have been defined. Standards for the effectiveness and rules for carrying out such co-operations have been defined (level 1).**

(The next level to attain would be:)...have been implemented. Cooperations are carried out to implement programme / course / training offers and develop them further. The respective responsibilities are met and the rules and standards for internal and external cooperations are applied by all parties involved.

→ The predominant values and methods which guide most actions with respect to internal and external co-operations for course offers...**have a positive effect on the intended outcomes that becomes evident in some areas (level 1).**

(The next level to attain would be:)...have a continuously visible positive effect on the intended outcomes.

Recommendations

Concerning quality-assurance within imported courses, a mechanism at university level should be established.

Regarding the further development of co-operations the AT recommends developing and implementing an overall-concept not only focusing on international mobility but also comprising co-operation within research aiming at international research-funds. The joint promotion of doctoral studies together with other UL-faculties or other universities could also serve as an objective of co-operation.

In the case of alumni, the AT supports FS's already expressed desire for tracking graduates' careers. Embedded into an alumni-policy, this can be a beneficial step for establishing and developing professional contacts.

With a view to strengthening internationalisation, it is recommended to utilise ERASMUS+ to further establish the institutional setting. The AT advocates developing a policy at the level of UL that is supportive of applications (e.g. for ERASMUS+) and lobbies an elimination of legal obstacles at the political level.



Evaluation Criterion II.4: Examination systems and organisation of exams

Evaluation questions

Institutional dimension: What are the principles, rules and structural provisions that guide the methodology and form of exams? How are exams held and what are the rules in terms of setup/responsibilities, structures, material and human resources?

Procedural dimension: What are the processes used to choose the methodology and form of exams (including evaluation criteria)? What are the processes in organising exams? Who is involved, who is responsible, who is informed at what point?

Cultural dimension: Which values and methods are supported or expected of the people involved when structuring and organising exams? How can the relevant stakeholders get involved in structuring and organising exams? How are they informed about it? How does the co-operation between all groups involved work? Are the set rules and guidelines accepted by those affected by them? How are conflicts handled?

Analysis and findings of the peers

FS reports to define examination methods for each course within a programme-description, adopted by the FS-Senate. Major changes of compulsory subjects require an additional adoption process by NAKVIS. Whereas students correlate the choice of examination methods to certain chairs, individual lecturers perceive examination methods to be fixed. Exams are administered by an information system. The examination schedule is developed by the FS-Secretariat in co-operation with the Vice-Dean for Education. It is based on strict rules ensuring that students have enough time for preparation and that exams are processed and the results published closely to the examination date. Retaking of exams is possible up to four times. Students can appeal against assessments they perceive as unfair. Conflicts in this regard are handled by the Vice-Dean for Education.

Exams are reported to be conducted mostly as written exams, with practical exams limited to practical training in sporting disciplines. Accordingly, students characterise their exams as rather focussing on knowledge than on competences. An examination method, portrayed by students as very positive, takes place in "Sports Didactics" where seminar work and the results of practical and theoretical learning are compiled to a learning-portfolio. FS states that this kind of competence oriented examining is due to be further developed, but quite difficult to maintain due to student numbers.

Another issue is the perceived as considerably high factual number of exams. Examinations defined for single courses usually split into several partial exams. This leads to factual numbers

31

Operacijo delno financira Evropska unija, in sicer iz Evropskega socialnega sklada ter Ministrstvo za izobraževanje, znanost in šport. Operacija se izvaja v okviru operativnega programa razvoja človeških virov 2007 – 2013, razvojna prioriteta 3. »Razvoj človeških virov in vseživljenjskega učenja« prednostna usmeritev 3.3 »Kakovost, konkurenčnost in odzivnost visokega šolstva«.

summing up to ten exams per term, besides the fact that the students perceive the required knowledge as fragmented. In the context of progression rules allowing only failing one course with 6 ECTS per year, this causes some pressure. Another criticism refers to the comparability of exams. Students observe unequal respectively not yet fixed examination criteria. This results in exams being perceived as too easy (e.g. some exams in the Master of Physical Education).

The **institutional setting** is considered to be implemented with transparently defined responsibilities. The development and implementation of standards and rules focussing on learning-outcomes lead to the next level of maturity. This could be enabled by reducing the number of partial exams, developing more competence-oriented, joint exams. The implemented **procedures** provide a coordinated examination schedule, allowing for an early planning reliability for students. What is yet missing to achieve the next level of maturity is a quality assurance mechanism covering strengths and weaknesses of methods applied. The **organisation's culture** is perceived to result in a visible positive but not yet continuously positive effect. For the next level of maturity, defined and published assessment criteria would be required. A support at faculty's level, for instance publishing examples of competence-oriented exams as role models, facilitating a greater variety of exams and favouring joint exams, would be a way leading to the next level of maturity.

Level of maturity observed

Taking into account the preceding arguments, the AT considers the following maturity level as suitable to characterise the perceived situation:

→ The organisational setting, structures, material and human resources required for the a) methodology and form and b) organisation of exams...**have been implemented. The units/persons in charge at the higher education institution are aware of their responsibilities as well as of the applicable rules and standards and fulfil them according to a) and b). The criteria for evaluation have been communicated (a). The organisation of exams is generally well-coordinated and takes into consideration all aspects of academic feasibility (b). The people and units involved in organising exams have been informed about their responsibilities and functions and fulfil them (b). Registration and de-registration for exams is equal for all students (b). (level 2)**

(The next level to attain would be:)...have been established and are controlled. As a general rule, the methods and forms of assessment used serve to determine whether and to what extent the intended learning outcomes are achieved (a). The higher education institution has internal quality-related rules and standards for the methods and forms of assessment which take into consideration the principle of focusing on the learning outcomes. They are in line with the



institution's idea of good teaching and successful learning (a). The organisation of exams allows for the student progress in individual programmes / courses / trainings on offer to be effectively monitored. It also allows for individual types of student progression and takes into consideration different student needs, dispositions and circumstances (b).

→ Processes used to achieve the intended results in the a) methodology and form and b) organisation of exams...**have been implemented. The definition and communication of the methods and forms of assessment as well as performance-related expectations are guided by previously established processes (a). This way, all parties involved and especially the students are informed on time (a). The exam organisation processes also make sure that all parties involved and especially the students are informed on time (b). All assessments are coordinated in a way to grant the students enough preparation time (b). The results are available without great delay and do not stand in the way of student progression (b). (level 2)**

(The next level to attain would be:)...have been established and are controlled. The tools, methods and procedures employed also provide detailed information on the quality (strengths and weaknesses) of a) the methods and forms of assessment used and b) the organisation of exams. Based on this information, the institution plans how to continue developing its quality-related objectives.

→ The predominant values and methods which guide most actions...**have a positive effect on the intended outcomes that becomes evident in some areas (level 1).**

(The next level to attain would be:)...have a continuously visible positive effect on the intended outcomes. The students are assessed on the basis of published criteria, rules and procedures that are applied in a consistent way (a, b). The members of the higher education institution agree with the principles of holding transparent, comprehensible and methodically orientated exams (a, b). Cheating and giving or accepting any kind of personal advantage on either side is prevented (a, b). At least on the level of individual course offers, the units, persons or panels in charge align the planning, implementation and post-processing of exams (a, b).

Recommendations

In the perception of the AT, strengthening the focus of exams on learning outcomes would be a perspective of development. Developing a concept at faculty's level might be a suitable occasion to reflect on the number of partial exams and to develop outcome-based standards for examination, as students desire.



Evaluation Criterion II.5: Recognition of achievements

Evaluation questions

Institutional dimension: What are the rules, structures and responsibilities for the recognition of achievements obtained from other higher education institutions or in a non-academic setting?

Procedural dimension: What procedures have been defined for the recognition of achievements obtained from other higher education institutions or in a non-academic setting? Who is involved, who is responsible, and who is informed?

Cultural dimension: Which values and methods are supported or expected of the people involved when structuring and organising exams? How can the relevant stakeholders get involved in structuring and organising exams? How are they informed about it? How does the co-operation between all groups involved work? Are the set rules and guidelines accepted by those affected by them? How are conflicts handled?

Analysis and findings of the peers

UL has implemented recognition procedures in alignment with the requirements of the Lisbon Recognition Convention. With regard to the implemented **institutional setting** at FS, the “FS Commission for Recognition of Qualifications” is responsible for recognition decisions and the respective process. Recognition within mobility programmes is based on learning agreements. The AT confirms that this process is described transparently. The discussions during the on-site visit, especially the discussion with students, reveals that despite of defined responsibilities and processes, a perceived lack of information does not allow to label **procedures** required for recognition as implemented. Students were rather perceived as being unaware of their options, in fact considering the risk of missing topics while studying abroad. From the perspective of the **organisation’s culture**, this indicates that knowledge on internal procedures, although not perceived by any means to be blocked, is not facilitated proactively via continuous communication channels.

Level of maturity observed

Taking into account the preceding arguments, the AT considers the following maturity level as suitable to characterise the perceived situation:

→ The organisational setting, structures, material and human resources required for the recognition of external achievements...**have been implemented. The rules, structures and**



responsibilities for the recognition of achievements obtained from other higher education institutions or in a non-academic setting are effectively used (level 2).

→ *(The next level to attain would be:)...have been established and are controlled. The rules, structures and responsibilities for the recognition of achievements obtained from other higher education institutions or in a non-academic setting are integral parts of the institution's quality strategy or quality management. Divergences are consistently identified and steps to eliminate them are taken. The recognition focuses on learning outcomes and allows for differences in content provided that the outcomes achieved are equivalent.*

→ **Processes used to achieve the intended results in recognising external achievements...*have been defined, e.g. the procedures for the recognition of achievements obtained from other higher education institutions or in a non-academic setting (level 1).***

(The next level to attain would be:)...have been implemented, i.e. the procedures for the recognition of achievements obtained from other higher education institutions or in a non-academic setting are effectively complied with. The units/persons in charge at the higher education institution fulfil their responsibilities and apply the rules and standards. The procedures for the recognition of external student achievements have been communicated and are applied in a consistent way all throughout the institution.

→ **The predominant values and methods which guide most actions in recognising external achievements...*have a positive effect on the intended outcomes that becomes evident in some areas (level 1).***

(The next level to attain would be:)...have a continuously visible positive effect on the intended outcomes. The principles which guide the institution's rules and procedures for recognising external achievements have been communicated and are known to the students and teaching staff.

Recommendations

In the view of the AT, a stronger promotion of academic mobility including continuous information about recognition procedures and a flexible handling of recognition would lead to an elevated level of maturity. Another option would be the development of joint programmes e.g. in the framework of ERASMUS+, where recognition de facto becomes an automatism. This could be started by harmonising the curricula of certain terms within a well defined choice of partner universities.



Evaluation Criterion II.6: Assistance and advice

Evaluation questions

Institutional dimension: How does the institution offer and provide assistance and support for the students? What are the guiding principles? Which material and human resources are available?

Procedural dimension: What are the designated processes to structure the content of assistance and support? Who is in-volved, who is responsible, and who is informed? What are the processes of actually providing assistance and support? Who is involved, who is responsible, and who is informed? How are the involved parties and the target groups for assistance and support informed?

Cultural dimension: What are the guiding principles for assistance and support at the institution? Are the offers available used? If not, why not? How satisfied are the individual target groups with the assistance and support on offer? How does the co-operation between all groups involved work?

Analysis and findings of the peers

Assistance and advice comprises academic as well as administrative support. The organisational setting for administrative support is described in chapter III.4. It is perceived to provide adequate service addressing the substantial needs of academic education.

With the intention to provide guidance for students and to solve problems related to the educational process, the faculty is conducting a tutorship system. This comprises both senior-students assisting junior students and teacher tutors assisting study groups within certain study years. Special provisions for foreign students are available as well. The impact of this tutoring system was described in very positive terms by FS-members and students. However, some criticism refers to a respective authoritative arrangement which is still missing (because the concept has not already been adopted by the FS-Senate) and to the benefit for student-tutors not defined so far. PhD-students, in their hybrid status as Young Researchers at the same time employees and beneficiaries, are not covered by the tutorship system as yet. In general, FS reports considerably high drop-out rates at the third cycle, indicating the need for assistance. Another urgent need addressed by students is the absence of a support at faculty's level promoting spin-offs. A considerable number of students tend to develop their own business. This specific task cannot be supported by the career center at level of UL.



The **institutional setting** for academic support and advice is considered as implemented. In terms of **procedures**, some conceptual aspects of the tutorship system are not perceived to be fixed yet. Concerning this, an authoritative arrangement within the FS (as already planned) would be required for the next level of maturity in both perspectives. From the perspective of the **organisation's culture**, students report a positive and cooperative attitude towards their concerns. This is why the culture is perceived to result in a continuously visible positive effect.

Level of maturity observed

Taking into account the preceding arguments, the AT considers the following maturity level as suitable to characterise the presently perceived situation:

→ The organisational setting, structures, material and human resources required to provide assistance and advice to students...**have been implemented, i.e. the responsibilities and key topics/areas of assistance and advice services for students have been communicated. The students have access to assistance and advice in administrative and course-related questions and make use of the offer (level 2).**

(The next level to attain would be:)...have been established and are controlled. A consultation concept made to fit the needs of different student groups has been implemented all throughout the institution. The measures and tools required for evaluating and, where necessary, guaranteeing the effectiveness of differentiated consultation concepts for different student groups and potential students are available.

→ Processes used to achieve the intended results in providing assistance and advice to students...**have been defined. This includes the definition of responsibilities for a) structuring the content of assistance and advice and b) implementing the concept. The procedures, decision-making processes and information channels required to communicate and implement the concept have also been defined (level 1).**

(The next level to attain would be:)...have been implemented. The responsibilities for a) structuring the content of assistance and advice and b) implementing the concept are met. The procedures, decision-making processes and information channels required to communicate and implement the concept are complied with.

→ The predominant values and methods which guide most actions in providing assistance and advice to students...**have a continuously visible positive effect on the intended outcomes. The higher education institution or the units/persons in charge ensure that all information, assistance and advice services are well-known and easily accessible and that they do not depend solely on individual motivation (level 2).**



(The next level to attain would be:)...support the organisation as a whole in strategically directing the processes used to achieve the intended results. Among other things, the institution supports the advisory skills of the units/persons in charge according to its concept of assistance and advice. It also promotes an approach of providing assistance and advice which focuses on the student and takes into consideration the different needs and interests of different student groups.

Recommendations

The AT recommends extending the tutoring-systems to the PhD-students. Their special status needs some special provisions as well. This does not necessarily comprise one-to-one tutoring, but can also be achieved by e.g. an ombudsperson not being member of the faculty management.

In general, the concept of the tutoring-system should be adopted by the responsible FS-body to guarantee stable operation and further development.

Evaluation Criterion II.7: Monitoring/self-examination *also relevant to chapter I.3*

Evaluation questions

Who monitors how and at what point whether internal rules and procedures for documentation are complied with and whether they are efficient and have the desired effects? What happens to the results of such monitoring (procedure, when, who)?

Analysis of the peers

The annual quality-management-cycle has already been described in chapter I.3. Monitoring of the dimensions mentioned in this chapter depends to a certain degree on student surveys. FS mentions surveys at level of UL, which are recently conducted on compulsory basis. These surveys refer to the level of courses as well as to the broader perception of educational quality. FS additionally expresses the desire for tracking its graduates' performance. Lecturers are reported to be aware of the results of those surveys. FS-students report that in general, enhancements based on students' feedback are visible. The timeframe for the recently renewed (compulsory) survey is not seen as beneficial, because it is conducted prior to taking the exams, which influences the perception of quality. Furthermore student members in the discussions suspect students in general to respond hastily, because of the survey being placed just at the time of registration to the exams.



Overall, in the perception of the AT, it is not completely transparent to students as to whether quality loops are closed. Some problems closely connected to programme implementation (transition, scheduling) mentioned in the FS-Annual-Report in the context of (previous) proposals for enhancement have not been approached yet – although they are not directly dependent on resources. The problem with closing quality management cycles was rather perceived as a result from the difficult coordination already mentioned in chapter I.

Level of maturity observed

Taking into account the preceding arguments, the AT considers the following maturity level as suitable to characterise the perceived situation:

→ Review and adaptation, developing programmes / courses / trainings further and implementing them, co-operations, examination systems, organisation of exams, recognition of achievements, student assistance and advice: these elements...**are planned. To that purpose, quality-related expectations and the criteria used for evaluation have been defined (level 1).**

(The next level to attain would be:)...are employed on a regular basis and take into consideration both the efficiency and the effect of the tools and methods used.

Recommendations

The AT recommends to clear the organisational structure and to further specify and prioritise the faculty's objectives, because both aspects are deemed as prerequisites for monitoring procedures to be aligned to the objectives and to unfold the desired corrective effect.

II. Management of resources

Evaluation Criterion III.1: Material and human resources

Evaluation questions

Institutional dimension: What are the principles, rules, organisational settings (responsibilities) and structures that have been established for the management of material and human resources within the institution, especially in teaching and learning?

Procedural dimension: What are the management processes when it comes to material and human resources within the institution, especially in teaching and learning? Who is involved, who is responsible, and who is in-formed? How does the institution integrate external (legal and economic) requirements?

Cultural dimension: How can the members of the higher education institution and relevant stakeholders get involved in managing material and human resources for teaching and learning? What information is available on the management of material and financial resources? How is it distributed? Which values and methods are supported or expected of the people involved in terms of the use of resources? What are the guiding principles at the institution to avoid misuse or waste of resources? Are the set rules and guidelines accepted by those affected by them? How are conflicts handled?

Analysis of the peers

UL as a whole depends to about 65% on public funding allocated by the Slovene Ministry of Education. The rest is acquired by tendered research projects at national and international level and on the market. As a result of the economic crisis starting in 2008, public funding is reported to be decreasing. The faculties' budget is negotiated every year according to activity plans compiled by the faculties. Responsible for the allocation of the funds for education is the FS-Dean, consulted by the Vice-Deans and supported by the Financial and Accounting Department within the FS-Secretariat. As for support in human resource recruitment, the FS-Secretariat comprises the Human Resources Office. The dedication of public funds is reported to be subject to precise rules defining financial plans and financial reports. Responsible for decisions on non-public funds acquired from the private sector is the FS-Management Board. The management board also decides about discounts or financial support for students in difficult social situations.

In the recent past, FS's budget has been reduced by 25% - that way suspending a long-term strategy for the development of human resources. By not filling vacancies at the level of assistants,

40

Operacijo delno financira Evropska unija, in sicer iz Evropskega socialnega sklada ter Ministrstvo za izobraževanje, znanost in šport. Operacija se izvaja v okviru operativnega programa razvoja človeških virov 2007 – 2013, razvojna prioriteta 3. »Razvoj človeških virov in vseživljenjskega učenja« prednostna usmeritev 3.3 »Kakovost, konkurenčnost in odzivnost visokega šolstva«.

it results in a factual reduction of staff. Calls for positions are therefore sparse and conditions to acquire staff from abroad are perceived as not favourable. In the recent past, FS managed to renew its laboratories and facilities, which were perceived as well proportioned and up-to-date. By partnerships, FS additionally enables its students to join facilities owned by other institutions. Weaknesses perceived by FS are the absence of a restaurant and multimedia-classrooms suitable for modern teaching. Shortcomings especially pointed out by students were observed in the library, whose opening hours are notably limited and collide with courses. In addition, it does not provide adequately accessible working places for students, as well as in regard to the availability of some software packages (e.g. SPSS).

With respect to the **institutional setting**, the AT confirms that FS has implemented a structure which assures a well-functioning financial administration. The next level of maturity requires more autonomy in the distribution of resources and a long term strategy of acquiring and safeguarding resources. It has already been described in chapter I that the present strategy in the perception of the AT leads to funding to an only limited extent. A strategy comprising the acquisition of more (international) third party funding is needed. With regard to **procedures**, the above mentioned suboptimal solutions in the distribution of educational resources do not allow to label processes as implemented. In this context it is not absolutely clear as to whether the FS-Management Board utilizes its financial flexibility (e.g. by financing lecturers from abroad) in alignment with strategic priorities. From the perspective of the **organisation's culture**, which was perceived to result in a continuously visible positive effect, students demand a voice when laboratories are equipped. This indicates that the compensation of diverging interests is only gradually achieved.

Level of maturity observed

Taking into account the preceding arguments, the AT considers the following maturity level as suitable to characterise the perceived situation:

→ The organisational setting, structures, material and human resources...**have been implemented. The principles, rules, responsibilities and structures required to manage both material and human resources (and distribute them within the institution) have been set up effectively. Compliance-related rules and standards are also available (level 2).**

(The next level to attain would be:)... have been established and are controlled. The higher education institution has a good overview and control of its staff resources destined for teaching and learning as well as of their availability in the short and long run. It has significant influence on how the teaching staff fit to the programmes / courses / trainings offered (both in terms of the subject taught and teaching skills). It has sufficient funds and human resources in all sectors to implement its objectives for teaching and learning at least in the medium term (approx. 8 years).



Potential risks have been identified, evaluated and documented. The distribution and safeguarding of both material and human resources is in line with the development aims of the institution. The composition and training of the staff teams, especially among teaching staff, guarantee that the learning outcomes can be reached.

→ Processes used to achieve the intended results in managing material and human resources...**have been defined, i.e. the responsibilities, possibilities to participate and information channels. Rules and standards for employing academic staff members have also been defined. The procedures and decision-making processes for allocating and administering funds, managing the buildings and rooms and providing teaching material (e.g. literature, information technology, and laboratories) have been documented (level 1).**

(The next level to attain would be:)...have been implemented, i.e. the responsibilities, possibilities to participate, information channels, rules and standards. The system used to allocate and administer funds, manage the buildings and rooms and provide teaching material works well. The relevant rooms are easily accessible and can be used by the students. There is solid access to relevant literature, materials and data. The institution uses efficient systems to manage funds and material resources which favour long-term documentation as well as reliable resource planning and management. There is a standardised procedure for recruiting academic staff members (especially teaching staff). The procedure is appropriate for choosing the best applicant both in terms of the subjects taught and teaching skills.

→ The predominant values and methods which guide most actions in managing material and human resources...**have a continuously visible positive effect on the intended outcomes. The resource-related information for relevant stakeholders, possibilities to participate and basic rules for the use of material resources have been set up effectively. The higher education institution has rules and guidelines on how to use the resources available, increase their efficiency and avoid misuse or waste (level 2).**

(The next level to attain would be:)...support the organisation as a whole in strategically directing the processes used to achieve the intended results. The institution management, its administration and the academic units cooperate well to eliminate any shortfalls without delay. The higher education institution successfully and without any contradiction applies the principles of academic freedom and how the teaching staff fit to the programmes / courses / trainings offered. The units/persons in charge are able to successfully moderate any conflicts regarding funds and material resources by compensating diverging interests. The higher education institution supports a careful and cooperative approach in using the resources available on all levels. It actively demands adherence to compliance-related rules and standards. The members of the higher education institution agree with the principles of how to use the resources available.

Recommendations

It has already been recommended in chapter I to broaden the faculty's strategic scope by supporting third party funded research from international sources. In the perception of the AT, this needs some support at level of UL and the Slovene ministry.

Furthermore it should become visible to what degree students participate in the decision about funds, when students' interests (e.g. the equipment of laboratories) are directly affected. At least, they should be informed and heard before decisions are taken. In view of the recommended strengthening of research capacity, the access to library and international journals should be improved.

Evaluation Criterion III.2: Human resources development

Evaluation questions

Institutional dimension: What approaches and offers exist in terms of human resources development, especially in terms of technical development and teaching skills?

Procedural dimension: How does the institution implement its human resources development policy (processes)? Who is involved, who is responsible, and who is informed?

Cultural dimension: Which values and methodologies characterize how the members of the higher education institution deal with individual opportunities to develop and the individual need for development? Are the offers available used? If not, why? Are the target groups made aware of their opportunities for development?

Analysis and findings of the peers

The obviously constrained situation for human resource development has already been described in the preceding chapter. Because of this situation, FS pursues the strategy to keep the already considerably low number of about 10 PhD-students stable and at the same time to enhance quality of the PhD-cycle. This is due to the fact that neither the market nor FS is considered as able to absorb PhD-students. The AT on the one hand comprehends the situation and motivation underlying this strategy, but on the other hand also assumes PhD-students related to research applications and publications, an overall positive effect on research activities and fresh ideas for education. In the perception of the AT, a strategy is needed to acquire more international PhD-students, not necessarily looking for subsequent employment in Slovenia.



Concerning the **organisational setting**, the AT observes that offerings for human resources development are available. Further education regarding e.g. didactical skills is provided and frequently attended within the project KUL. Staff mobility is reported to depend vastly on externally funded projects. With a view to **procedures** of human resource development, a habilitation process structures academic progression, but the present criteria rather stipulate coaching activities related to high-performance-sport than independent scientific research. Students are enabled to formulate their opinion about habilitation on the basis of evaluation results. Both, the institutional setting and procedures are presently not embedded into an overall concept that fixes the underlying aim and the direction of human resource development. This derives from the observation that provisions for human resources development are available, but in a **cultural perspective** largely depend on the individual motivation, although this individual attitude was perceived to result in continuously visible positive effects.

Level of maturity observed

Taking into account the preceding arguments, the AT considers the following maturity level as suitable to characterise the perceived situation:

→ The organisational setting, structures, material and human resources for staff development...**have been defined, i.e. the rules and responsibilities. This includes programmes for teaching staff to continue developing both in subject-related terms and with regard to teaching skills (level 1).**

(The next level to attain would be...have been implemented. The relevant concepts are effectively put into practise. The target group (e.g. teaching staff) has been informed about their opportunities and the offers available. The units/persons in charge fulfil their responsibilities on a regular basis.

→ Processes used to achieve the intended results in staff development...**have been defined. The responsibilities have been assigned. The possibilities to participate and information channels have been planned. The procedures, decision-making processes and information channels required to implement opportunities for teaching staff have also been defined (level 1).**

(The next level to attain would be:)...have been implemented. Those in charge fulfil their responsibilities. There are possibilities to participate and information is available. All teaching staff have access to the information and resources required (e.g. leave of absence, travel funds) to take part in training/further education opportunities.

→ The predominant values and methods which guide most actions in staff development...**have a continuously visible positive effect on the intended outcomes. The target group uses the**



available opportunities for personal and subject-related development on a regular basis and is informed at regular intervals. The information is readily available (level 2).

(The next level to attain would be:)...support the organisation as a whole in acting in a predictive and proactive way. In order to do so, the institution considers the continued development and support of its teaching staff's subject-related and teaching skills a key element of its sustainability and compatibility with the developments of the national and international higher education area. This position is reflected in its staff development programmes and the respective policy on providing information.

Recommendations

The AT advocates the development of an overall concept of human-resources-development, fixing the objectives to prioritise human-resources-provisions and to launch measures specifically. This concept should comprise the acquisition of PhD-students from abroad, further academic development (in terms of *research-oriented, rhetorical and didactical skills* as well as *leadership and communication skills*), suitable habilitation criteria, academic mobility, appraisal interviews between employees and employers (taking into account student-feedback) and it should also stipulate alternatives to an academic career.

The AT also recommends to develop a set of incentives (temporary financial support, reduction of teaching obligations, support for international conferences) in order to foster research activities of the academic staff.

Evaluation Criterion III.3: Research

Evaluation questions

Institutional dimension: What approaches, structural provisions and responsibilities exist to combine teaching and research within the institution?

Procedural dimension: What are the procedures to combine teaching and research within the institution like? Who is involved, who is responsible, and who is informed?

Cultural dimension: Which values and methodologies are supported when it comes to combining teaching and research? How does the co-operation between all groups involved work?

Analysis and findings of the peers

Some aspects related to research have already been mentioned in chapter I. These can be summarized as unfavourable funding conditions, fragmented structures poorly suited to react on internationally tendered topics and a separation between research and teaching within the organisational structure. In general, the AT appreciates the listed publications and research projects presented by FS, but it deems them to be produced from small parts of the faculty, whereas the majority does not participate in research. Accordingly the faculty admits that about four fifths of staff does not participate in research-groups constituted around the laboratories. This derives from habilitation criteria rather stipulating coaching activities than research.

Research is reported to take place in the well-proportioned and up-to-date laboratories and facilities of FS. It is possible for students to participate, but it depends on individual motivation and it is not necessarily recognised within the study programme. Some statements made by staff demonstrate examples of students being integrated into research (e.g. diagnostics of sport recreation) while at the same time revealing that this is not conceptually embedded into objectives related to the quality of teaching. A broader integration of students is reported to be limited by staff capacity and size of student-groups. In the perception of the AT, an integration of students into research activities could be achieved by prioritising this objective in the education at bachelor's level and by considering this connection not to be additive, but as an integral part of it.

With regard to the **institutional setting**, the AT perceives the connection between research and education as being considered as an objective, but institutionally not yet implemented and stabilised. This also counts for related **procedures**, presently not assuring a well-functioning connection. The organisation's culture lacks continuity, with large parts of the faculty presently not participating in research.

Level of maturity observed

Taking into account the preceding arguments, the AT considers the following maturity level as suitable to characterise the perceived situation:

→ The organisational setting, structures and resources required to combine teaching and research...**have been defined, i.e. a plan to combine teaching and research including the responsibilities of implementing and developing it further. The allocation of the resources has been determined and the possibilities to participate as well as the information channels have been planned (level 1).**

(The next level to attain would be:)...have been implemented. A plan to combine teaching and research is implemented. Those in charge fulfil their responsibilities. Research activities lead to stimuli for the planning and further development of course offers or teaching units.



→ Processes used to achieve the intended results in combining teaching and research...**have been defined. The procedures, decision-making processes and information channels required to combine teaching and research have also been defined (level 1).**

(The next level to attain would be:)...have been implemented. The expected combination of teaching and research works well.

→ The predominant values and methods which guide most actions in combining teaching and research...**have a positive effect on the intended outcomes that becomes evident in some areas (level 1).**

(The next level to attain would be:)...have a continuously visible positive effect on the intended outcomes. Students are made aware of the research activities that are carried out in their academic unit and at the institution in general. The members of the higher education institution and all relevant stakeholders are informed about their tasks and opportunities as well as about the objectives of the institution in terms of combining teaching and research. Wherever possible, the teaching staff allow the students to participate in their research activities during any stage of the course.

Recommendations

In the present situation, stronger external incentives stipulating independent research at the level of UL are required. In the perception of the AT, this could encourage FS to adopt revised habilitation criteria, launch offerings for the further development of research competences and to elevate the level of both the overall as well as the individual's integration into research activities.

At the level of FS, research should not be considered as an additional element of the educational process but as an integrative element substituting subjects which are not prioritised by the educational objectives. The introduction of internal calls for up-to-date research topics in teaching, a central information about projects and activities going on at the laboratories and stronger incentives for students to participate (e.g. by recognising achieved competences and thus substituting other courses) are possible elements to foster the connection between research and teaching.

Evaluation Criterion III.4: Administration:**Evaluation questions**

Institutional dimension: What are the guiding principles and rules for the role and function of the administration in teaching and learning? What is the respective organisational setting (responsibilities)?

Procedural dimension: How are the individual administrative units involved in the processes of introducing, (further) developing and implementing programmes / courses / trainings as well as in their quality assurance? Who is involved, who is responsible, and who is informed?

Cultural dimension: Which values and methodologies are characteristic for the role of the administration in the processes of introducing, (further) developing and implementing programmes / courses / trainings as well as in their quality assurance? Which attitudes and methods are supported? How does the co-operation between all groups involved work? Are the set rules and guidelines accepted by those affected by them? How are conflicts handled?

Analysis and findings of the peers

Administrational support is provided by several units within FS: The FS-Secretariat, headed by the FS-Secretary, provides support regarding human resources, financial affairs and accounting as well as office maintenance. The FS Student Office, not being part of the FS-Secretariat, is jointly headed by the FS Secretary and the FS Vice-Dean for Education. The FS Office of Informatics, the FS Library and FS Multimedia Laboratory, together forming the FS Center for IT and Multimedia, are described as independent units in a supportive role. Apart from these services, the FS Institute of Kinesiology and the FS Institute of Sport offer support in close connection to research and professional activities.

Regarding the described **institutional setting**, the AT confirms that the implemented structure comprises the core supportive functions for academic education. Some services like the Multimedia Laboratory are above standard. Accordingly, the AT would have expected a corresponding strength in media operated educational methods. The responsibility for some services (e.g. public relations) is not directly visible. The library's equipment was not perceived as up to date the office hours (9-15) presently do not allow adequate self-learning and research. **Procedures** were perceived as implemented and obviously effective, as reported by all members of FS (with the exceptions mentioned in chapter III.1). As already mentioned in chapter I, the AT in general perceives a complex but in important respects also dysfunctional organisational structure. Although processes within this structure are considered as effective, the efficiency of coordination, partly relying solely on the FS-Dean, is perceived as difficult. For this reason, the

48

Operacijo delno financira Evropska unija, in sicer iz Evropskega socialnega sklada ter Ministrstvo za izobraževanje, znanost in šport. Operacija se izvaja v okviru operativnega programa razvoja človeških virov 2007 – 2013, razvojna prioriteta 3. »Razvoj človeških virov in vseživljenjskega učenja« prednostna usmeritev 3.3 »Kakovost, konkurenčnost in odzivnost visokega šolstva«.



institutional setting, procedures as well as the **organisation's culture**, which de facto constitutes too much of decentralised heterogeneity, cannot yet be labelled as established and controlled with regard to FS's strategy.

Level of maturity observed

Taking into account the preceding arguments, the AT considers the following maturity level as suitable to characterise the perceived situation:

→ The organisational setting, structures and resources required for the administration to support teaching and learning...**have been implemented. The administration is suitably structured and equipped to act as a (service) provider of the key processes of the institution (level 2).**

(The next level to attain would be:)...have been established and are controlled. As for the programmes / courses / trainings on offer, the administration supports their preparation, implementation and quality management both on an organisational level and with the data and information required.

→ Processes required for the administration to support teaching and learning as envisaged...**have been implemented. The individual administrative units have successfully been involved in the processes of introducing, developing (further) and implementing programmes / courses / trainings (level 2).**

(The next level to attain would be:)...have been established and are controlled. In administration, the budget, human resources and staff development activities are also planned according to their efficiency in supporting teaching and learning.

→ With regard to the desired supporting role which the administration is intended to play in teaching and learning, the predominant values and methods which guide most actions...**have a continuously visible positive effect. The expectations as to the administrative staff's role in the creation, implementation, further development and quality assurance of course offers are coherent and have been communicated. The higher education institution management ensures that the administration is aware of the institution's quality-related objectives for teaching and learning. The teaching staff and students have been informed about the responsibilities and contact persons working in administration (level 2).**

(The next level to attain would be:)...assist the organisation as a whole in strategically directing support processes. The higher education institution supports horizontal and independent co-operations between the administration and academic units. The administration and academic units/teaching staff support each other.



Recommendations

With regard to the coordination of administrative support, the AT recommends the introduction of a business management approach, starting with just a few well-chosen procedures closely connected to programme development and implementation. This approach can help to analyse and re-structure business processes and the accompanying process roles in a stronger alignment with the faculty's strategy.

Apart from that, the recommendation to develop a simplified organisational structure also counts for administrative services. In particular, the library should be considered as an objective for investment.

Results on Criterion III.5: Monitoring/self-examination

Evaluation questions

Who monitors how and at what point whether the principles are complied with and whether the resources are used in an effective and efficient way? Who monitors how and at what point whether the intended results in the use of resources are achieved? What happens to the results of such monitoring (follow-up procedure, timescale, persons involved)?

Analysis of the peers

Monitoring procedures referring to the management of resources is part of the already described annual cycle of planning and reporting conducted by the FS-management, adopted by the FS-Senate and controlled at level of UL. These procedures are considered as being defined. Nevertheless, it is not deemed adequate to label monitoring procedures as already implemented, because the required quality-related expectations and criteria are not visible.

Level of maturity observed

Taking into account the preceding arguments, the AT considers the following maturity level as suitable to characterise the perceived situation:

→ The rules, responsibilities, procedures and decision-making processes to review and adapt the management of both material and human resources...**have been defined (level 1)**.

(The next level to attain would be:)...have been implemented and take into consideration both the efficiency and the effect with which the resources are allocated. There are quality-related



expectations and criteria for reciprocal effects of staff resources, staff development, funds, equipment and the combination of teaching and administration and the quality of the programmes / courses / trainings offered.

Recommendations

The AT recommends to stronger align quality monitoring procedures and the faculty's objectives, as argued in chapter I.1 and chapter I.3. There are no further recommendations deriving from this chapter in addition to that.

III. Transparency and documentation

Evaluation Criterion IV.1: Rules and regulations for programmes / courses / trainings

Evaluation questions

Institutional dimension: Which rules and regulations for programmes / courses / trainings have been defined? Who do they affect? Which units of the organizational setting are responsible?

Procedural dimension: How are the documents that set the rules for studying at the institution developed? How are they published and updated? Who is involved, who is responsible, and who is informed? How are the members of the higher education institution and relevant stakeholders informed about the rules and regulations for programmes / courses / trainings that affect them? How does the institution integrate external (e.g. legal) requirements into the processes?

Cultural dimension: Which values and methodologies are characteristic for the role of the administration in the processes of introducing, (further) developing and implementing programmes / courses / trainings as well as in their quality assurance? Which attitudes and methods are supported? How does the co-operation between all groups involved work? Are the set rules and guidelines accepted by those affected by them? How are conflicts handled?

Analysis and findings of the peers

FS reports to organise and implement its programmes according to regulations which have been subject to accreditation. Rules affect (prospective) students and teaching staff as well as administrative employees in the faculty. Responsible for updating rules and regulations is the FS Commission for Education, which prepares the drafts for adoption in the FS-Senate. The important content of study-related rules is reported to be published on the FS-website. Every programme is accompanied by an information package not just comprising rules but also content-specific information, which is also presented in a diploma supplement for graduates. The rules itself have not been subject to the evaluation procedure.

The described **organisational setting** is perceived as established and controlled. With regards to **procedures**, several observations lead the AT to the perception that processes of adopting and publishing new rules have been defined. The same counts for the **organisation's culture**, which was perceived to result in a continuously visible positive effect on the intended outcomes. Possible enhancements comprise an elevated level of involvement of stakeholders in procedures of developing and implementing rules and regulations.

Level of maturity observed

Taking into account the preceding arguments, the AT considers the following maturity level as suitable to characterise the perceived situation:

→ The organizational setting, structures and resources required for documents containing the rules for programmes / courses / trainings...**have been established and are controlled. Information obtained from quality assurance is also used to further develop these documents (level 3).**

(The next level to attain would be:)...are developed further in a predictive and proactive way.

→ Processes used to achieve the intended results in terms of rules and the documentation about programmes / courses / trainings on offer...**have been implemented. The information channels and the collaboration to create and develop the documents containing the rules of a course work well. Those in charge fulfill their responsibilities. External (e.g. legal) requirements are integrated into the process of creating and developing the documents containing the rules of a course on a regular basis. (level 2)**

(The next level to attain would be:)...have been established and are controlled. Relevant information obtained from quality assurance (especially feedback from students and teaching staff) are taken into consideration when creating and developing the documents containing the rules of a course.

→ The predominant values and methods which guide most actions...**have a continuously visible positive effect on the intended outcomes. The teaching staff and students are informed about existing documents containing the rules of a course and any changes to such documents (level 2).**

(The next level to attain would be:)...support the organisation as a whole in strategically directing the processes used to achieve the intended results. The teaching staff and students are involved in the creation or modification of all documents containing the rules of a course.

Recommendations

To achieve the next level of maturity, a stronger involvement of students and teaching staff for quality assurance purposes is recommended.



Evaluation Criterion IV.2: Documentation

Evaluation questions

Institutional dimension: How are document management and filing systems organized? What are the guiding principles, rules and responsibilities? Which material and human resources are available?

Procedural dimension: What procedures do the documentation and filing of information involve, especially in teaching and learning and regarding programmes / courses / trainings? Who is involved, who is responsible, and who is informed? How are the members of the higher education institution and relevant stakeholders informed about programmes / courses / trainings on offer and their requirements within the institution? How are the external requirements for transparency and documentation which are relevant to the institution (e.g. disclosure obligations and voluntary publication) taken into account?

Cultural dimension: To what extent are the members of the higher education institution and relevant stakeholders in-formed about programmes / courses / trainings and their requirements within the institution? What is the institution's policy on providing information within and outside the institution? Which attitudes and methods are supported in its members?

Analysis and findings of the peers

FS reports to apply several information systems respective platforms. Apart from the student information system VIS, which is predominantly used by the FS Students' Office as well as FS-students, the faculty presents relevant information on its websites. The sufficiency of information is positively valued by students. Referring to the institutional setting, the responsibility and processes for updating websites was reportedly not defined. Another platform applied and characterised as functionally adequate, is MOODLE. Although stipulated by offerings for further education, students report that MOODLE is not used continuously within the faculty. On an internal website, information and documents for the FS-Senate are made available. Some statements characterise the information presented as sufficient, but not sufficiently used in a perspective on the organisation's culture. Other statements demand that the records on the FS-Senate should contain more relevant information.

The **institutional setting** responsible for documentation purposes was perceived as established and controlled. **Procedures** were considered as implemented, with the already identified shortcomings, FS has communicated during the on-site audit. Regarding the **organisation's culture**, the perceived heterogeneity also refers to the use of several platforms for the dissemination of documents.



Level of maturity observed

Taking into account the preceding arguments, the AT considers the following maturity level as suitable to characterise the perceived situation:

→ The organizational setting, structures and resources required to organize documents and filing systems...**have been established and are controlled. The institution has a system which manages all central documents and supports the processes of planning, implementing course offers and developing them further. The system also provides the units/persons in charge with the information they need to adopt measures (level 3).**

(The next level to attain would be:)...are developed further in a predictive and proactive way.

→ Processes used to achieve the intended results in the organization of documents and filing systems...**have been implemented. The management, administration, teaching staff and students involved have access to the documents relevant to them. All decisions are documented. Reasons are given for all decisions which have an impact on teaching staff and students. External requirements for documentation and transparency are continuously taken into consideration in the respective processes. (level 2)**

(The next level to attain would be:)...have been established and are controlled. In order to do so, the institution internally and externally provides target-group specific information about the programmes / courses / trainings on offer and their quality.

→ The predominant values and methods which guide most actions in the organization of documents and filing systems...**support the organisation as a whole in strategically directing the processes used to achieve the intended results (level 3).**

(The next level to attain would be:)...support the organisation as a whole in acting in a predictive and proactive way.

Recommendations

In general, a unification of information systems and a broader integration regarding their use is recommended.

Results on Criterion 3: Monitoring/self-examination

Questions

Who monitors how and at what point whether internal rules and procedures for documentation are complied with and whether they are efficient and have the desired effects? What happens to the results of such monitoring (procedure, when, who)?

Analysis and findings of the peers

Legal conformity of documents and rules is monitored by the FS-Secretary, who can consult the Legal Service of UL. Responsible for checking the compliance with internal rules and regulations rests with the FS-management in co-operation with the FS-Senate. The effectivity and efficiency of rules is subject to the self-evaluation process conducted by the FS Commission for Quality and Self-Evaluation of the Study. It proposes remedial actions and improvements referring to rules, which are decided and implemented by the FS-Management and the FS-Senate. The described monitoring procedures were perceived as implemented.

Level of maturity observed

Taking into account the preceding arguments, the AT considers the following maturity level as suitable to characterise the situation:

The rules, responsibilities, procedures and decision-making processes to review and adapt the institution's documentation management approach...**have been implemented and take into consideration both the efficiency and the effect with which the resources are allocated. The type and quality of documents used are assessed by the competent units on a regular basis. (level 2)**

(The next level to attain would be:)...have been established and are controlled. Where necessary, the institution systematically adopts measures to manage its documents in a way to eliminate any quality-related defects and make improvements (e.g. make sure they are up-to-date, accessible, reliable and comprehensible). All self-evaluation processes at the institution are based on evidence.

Recommendations

It was already recommended in chapter I.3 to clarify the rules for participation of stakeholders in the evaluation process. There are no additional recommendations derived from this chapter.

Appendix: Documents and Interview Partners



Documents provided by UL FS

University of Ljubljana, Faculty of Sport (18th of October 2014): Self-assessment Report for the purpose of ASIIN evaluation

University of Ljubljana, Faculty of Sport (27th of February 2014): Annual Report 2013. Business report with report on the quality. Financial report.



List of participants from UL and UL FS

Day 1, Monday 24 November 2014

Morning, before 9am: welcome greeting

Prof. Dr. Milan Žvan, PhD, Dean of the Faculty of Sport
Dr. Aleš Filipčič, president

Afternoon, 13:00-13:30: Brief presentation by management of university and faculty, questions

Afternoon, 13:30-14:30: Quality Management (Objectives, Governance)

University Management

Prof. Dr. Maja Makovec Brenčič, Vice Rector of UL
Mihaela Bauman Podojsteršek, Secretary General, t.b.c.
Prof. Dr. Marinka Drobnič-Košorok, president of UL Quality Committee
Polonca Miklavc Valenčič, Assistant to the Secretary general, Office for programme
(re)accreditation and Quality Office
Katja Kamšek, Quality Officer

Deans

Prof. Dr. Milan Žvan, PhD, Dean of the Faculty of Sport
Prof. Dr. Branko Škof, PhD, Vice-Dean for Education (FS)
Prof. Dr. Mojca Doupon Topić, Vice-Dean for Science and Research, FS
Dr. Janez Vodičar, Head of Institute of Sport, FS

Members of the Self-assessment Report group

Dr. Aleš Filipčič, president
Prof. Dr. Marjeta Kovač
Prof. Dr. Ivan Čuk
Dr. Maja Pori
Jožef Šimenko, student

Members of Commission for Self-evaluation and Quality, FS

Dr. Dorka Šajber, member
Dr. Matej Majerič, member

Afternoon, 14:45-15:45: Quality Management (Objectives, System)

Responsibles for study programmes

Prof. Dr. Branko Škof, PhD, Vice-Dean for Education (FS)
Prof. Dr. Marjeta Kovač
Prof. Dr. Vojko Strojnik
Prof. Dr. Ivan Čuk



Dr. Maja Pori
Ms Maja Ušeničnik Podgoršek , Head of Students Office
Ms Katarina Povržan, Secretary of Vice-Dean for Education
Ms Maja Koren, Secretary of Vice-Dean for Education
Ms Tatjana Mehle, Student's Office
Ms Helena Ilc, Student's Office

Members of Commission for Self-evaluation and Quality

Dr. Aleš Filipič, president
Dr. Dorka Šajber, member
Dr. Matej Majerič, member

Afternoon, 16:00-17:30: Educational Programmes/Courses/Trainings (creation, implementation, cooperations, examinations, recognition of achievements)

Responsibles for study programmes

Prof. Dr. Branko Škof, PhD, Vice-Dean for Education (FS)
Prof. Dr. Marjeta Kovač
Prof. Dr. Vojko Strojnik
Prof. Dr. Ivan Čuk
Dr. Maja Pori
Prof. Dr. Janez Pustovrh
Mr Igor Smolič, Secretary of Faculty of Sport
Ms Maja Ušeničnik Podgoršek , Head of Students Office
Ms Katarina Povržan, Secretary of Vice-Dean for Education
Ms Maja Koren, Secretary of Vice-Dean for Education

Members of respective committees / units involved in creation and implementation of programmes

Dr. Petra Zaletel
Dr. Blaž Jereb
Dr. Boro Štrumbelj
Dr. Gregor Starc
Dr. Bojan Leskošek

Examination body members

Prof. dr. Damir Karpljuk
Dr. Blaž Lešnik

Evening: joint dinner, ASIIN evaluation team + UL FS



Day 2, Tuesday 25 November 2014

Morning, 9:00-10:00: Educational Programmes/Courses/Trainings (creation, implementation, examinations)

Management of resources (Material and human resources, HR resources development, research, administration)

Representatives of teaching staff

Prof. Dr. Milan Čoh

Prof. Dr. Bojan Jošt

Prof. Dr. Gregor Jurak

Dr. Aleš Dolenc

Dr. Frane Erčulj

Dr. Marko Zadražnik

Dr. Samo Rauter

Dr. Tina Šifrar

Dr. Marko Šibila

Representatives of administration involved in implementation of study programmes, examination organisation, facilities, support services ecc.

Prof. Dr. Mojca Doupon Topić, Vice-Dean for Science and Research, FS

Dr. Janez Vodičar, Head of Institute of Sport, FS

Dr. Matej Supej

Mr Igor Smolić, Secretary of Faculty of Sport

Ms Anita Zakrajšek, Head of Financial and Accounting Department

Ms Maja Ušeničnik Podgoršek, Head of Students Office

Morning, 10:15-11:00: Educational Programmes/Courses/Trainings (creation, implementation, cooperations, examinations, recognition of achievements)

Student's representatives

Mr Juš Veličković

Mr Gregor Mišič

Ms Špela Bogataj

Mr Gašper Pinter

Ms Maja Sušin

Ms Urška Ahac

Mr Jure Čebokli

Mr Klemen Krejač

Mr Marko Čipič

Ms Daša Žagar

Mr Jožef Šimenko



Morning, 11:45-12:30: Management of resources (material and human resources, HR development)

Transparency and documentation (rules and regulations, documentation)

Deans

Prof. Dr. Milan Žvan, PhD, Dean of the Faculty of Sport (FS)

Prof. Dr. Branko Škof, PhD, Vice-Dean for Education (FS)

Prof. Dr. Mojca Doupon Topić, Vice-Dean for Science and Research, FS

Dr. Janez Vodičar, Head of Institute of Sport, FS

Faculty / Services Management

Mr Igor Smolić, Secretary of Faculty of Sport

Ms Anita Zakrajšek, Head of Financial and Accounting Department

Ms Maja Ušeničnik Podgoršek, Head of Students Office

Mr Matej Lekše, Head of IT and Multimedia Center

Ms Mojca Poznik, Head of Human Resources Department

Mr Jože Križaj, Office for International Cooperation

Members of Commission for Self-evaluation and Quality

Dr. Aleš Filipčič, president

Prof. Dr. Matej Tušak, member

Dr. Dorka Šajber, member

Dr. Matej Majerič, member

Afternoon, 13:45-14:45: "Joker Session"

Joint Visit of the FS facilities and laboratories

Afternoon, 15:45-16:15: Feedback

Deans

Prof. Dr. Milan Žvan, PhD, Dean of the Faculty of Sport (FS)

Prof. Dr. Branko Škof, PhD, Vice-Dean for Education (FS)

Prof. Dr. Mojca Doupon Topić, Vice-Dean for Science and Research, FS

Dr. Janez Vodičar, Head of Institute of Sport, FS

Mr Igor Smolić, Secretary of Faculty of Sport

Ms Anita Zakrajšek, Head of Financial and Accounting Department

Faculty / Services Management

Ms Maja Ušeničnik Podgoršek, Head of Students Office

Mr Matej Lekše, Head of IT and Multimedia Center

Ms Mojca Poznik, Head of Human Resources Department

Mr Jože Križaj, Office for International Cooperation

Members of Commission for Self-evaluation and Quality

Dr. Aleš Filipčič, president

Prof. Dr. Matej Tušak, member

Dr. Dorka Šajber, member

Dr. Matej Majerič, member