

Presentation – International Sports Education Project



University Degree Study Program in Sports Coaching

(designed for table tennis coaches and players)



February, 2016.

Project:	University Degree Study Program in Sports Coaching (<i>designed for table tennis coaches and players</i>)
Project's main aim:	To provide an opportunity to table tennis players and coaches to gain well-rounded professional knowledge and acquire a university degree while pursuing their professional careers
Language of the study:	English
Starting date:	October 15, 2016
Duration of the study:	3 years (<i>Bachelor's degree study program</i> - 180 ECTS points) 2 years (<i>Master's degree study program*</i> - 120 ECTS points) <small>*Following a successful completion of the <i>Bachelor's degree study program</i></small>
Initiators & Organisers of the project:	Faculty of Kinesiology, University of Split , in cooperation with International Table Tennis Federation (ITTF) and European Table Tennis Union (ETTU) , and with a great support of their structures and committees - <i>ITTF Development and Education & Training; ITTF Sports Science & Medical Committee; ETTU Development Program</i>
Participating Institutions:	<i>Aspire Academy (QAT)</i> <i>Beijing Sports University (CHN)</i> <i>Center for Human Movement Sciences, University Medical Center Groningen, University of Groningen (NED)</i> <i>Centre for Sport Science and University Sports, University of Vienna (AUT)</i> <i>College of Human Kinetics, University of the Philippines (PHI)</i> <i>Department of Physical Education, National Taiwan Normal University (TPE)</i> <i>Faculdade de Ciências - Departamento de Educação Física, Univ Estadual Paulista (BRA)</i> <i>Faculty for Training Science and Sports Informatics, Technical University of Munich (GER)</i> <i>Faculty of Health, Sports and Human Movement Sciences, University "Vasile Alecsandri" of Bacau (ROM)</i> <i>Faculty of Humanities and Education University of Zaragoza (ESP)</i> <i>Faculty of Physical Activity and Health, Saxion University of Applied Sciences (NED)</i> <i>Faculty of Sport and Tourism, University EDUCONS (SRB)</i> <i>Faculty of Sport, University of Ljubljana (SLO)</i> <i>Institut für Sportwissenschaft, University of Würzburg (GER)</i> <i>Institute of Polymer Product Engineering, Johannes Kepler University (AUT)</i> <i>Laboratory of Vulnerabilities and Innovation in Sport (L-ViS), University of Lyon, University of Claude Bernard Lyon (FRA)</i> <i>St. Catherine specialty hospital (CRO)</i> <i>Takasaki University of Health & Welfare (JPN)</i> <i>University hospital Sveti Duh (CRO)</i> <i>Werner Schlager Academy (AUT)</i>

1. Introduction

Education is one of the most important assets for any person aiming to achieve success in career and life itself. In the modern world, rapid scientific and technological developments as well as fast exchange of information cause a constant affluence of new knowledges and training methods. Therefore, a high level of education, together with a continual ongoing personal improvement in the process of “lifelong learning”, should be a winning formula in achieving personal goals. The constant pursuit of knowledge, both in the form of a formal and voluntary self-motivated education, has become more than ever a necessity in almost any modern profession. An interdisciplinary and rapidly growing field of sports science and coaching is not an exception.

As a popular Olympic sport, table tennis is considered to be amongst most developed and globally widespread sports. Its top athletes and coaches constantly travel around the world playing in ITTF World Tour events and representing their nations in some of the biggest international tournaments, such as Continental and World Championships as well as the Olympic Games. Moreover, due to their professional duties in clubs, they very often live abroad, and some of them quite frequently change clubs and countries. Those are often the main causes that prevent high level players and coaches to acquire university education and benefit from it.

For *coaches*, university education could be both, an opportunity to extend their knowledge and apply it better in practice, and to acquire a university degree, which would make them more competitive on the global job market. For *players*, it could be an opportunity to prepare themselves for life and career following the completion of their active playing careers.



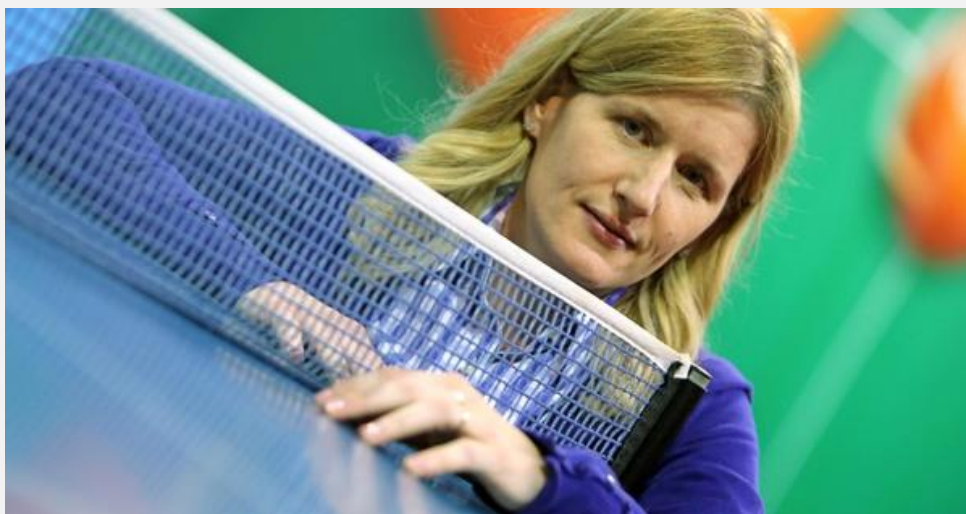
It should be emphasised that the *International Olympic Committee (IOC)* has recently started paying great attention to the “**Athlete Career and Education Programme**” with the aim to include athletes in educational programs during the course of their professional careers and immediately thereafter. In such a way, IOC wishes to prevent social marginalisation of ex athletes following the end of their sports careers, which is often the case. That is why the still active players should be encouraged to acquire necessary education, which would make it easier for them to transfer their vast practical experience and knowledge, enriching it with an additional theoretical and pedagogical frame. Hence, it would be much easier for them to adapt to their post-playing careers and it would also enable them to contribute more significantly to their communities and further development of their sport.

2. Background of the project

In some parts of the table tennis community and within the sports international and continental federations (*ITTF Development and Education & Training; ETTU Development Program*), one is well aware of the importance of including athletes and coaches in educational programs in order to enable them to develop professionally and to prevent social marginalisation of ex athletes following the conclusion of their sports careers. That is why an idea has arisen to organise a vast university education project that would benefit the whole table tennis community.

The aim of the project is to provide a possibility of acquiring a university education level in the field of sports science and coaching (*with additional emphasis on table tennis*) to a wider table tennis community by using all benefits of modern technologies (*such as “online” learning methods*) and academic resources that exist within the community.

In its first phase, the project successfully started with the Croatian language at the University of Split in the Academic Year 2014/15, for the group of South Eastern European (Balkan) countries in which the same or similar languages are spoken. The project was immediately recognised and supported by *ITTF (ITTF Development and ITTF Education & Training)*, consisting in co-financing scholarships for the first year of study for 9 students. Twelve students were successfully enrolled and the majority of them were former or active national team level players. The biggest name amongst them was Tamara Boroš, a former world's number 2.



The second phase of the project, launching the English language program, is scheduled to start in the Academic Year 2016/17. In this phase, the project is going to grow exponentially and, besides the University of Split, many other academic institutions worldwide will be included into the project by providing lecturers and organisational support for some practical parts of the program.

3. Project objectives

The **main objectives** of the project are:

- Providing an opportunity for players and coaches within the table tennis community to acquire a university education level while pursuing their professional careers.
- Giving a possibility to coaches to extend their professional knowledge and gain well-rounded skills and proficiency in the field of sports science and coaching.

The **secondary objectives** of the project are:

- Establishing international cooperation between different universities, countries and cultures, and promoting Olympic values such as excellence, friendship, and respect.
- Promoting educational projects that are using all benefits of global academic resources, international language and modern technologies for making quality studying accessible to a wider/global sports community.
- Promoting values of educational programs helping athletes to integrate more successfully to their communities following the conclusion of their sports careers.
- Developing students' skills set for life-long learning that spreads beyond the knowledge and competences acquired during the study and beyond the specific sports science field.
- Showing unity within the global table tennis family and its ability to carry out vast projects by using its own human and organisational resources for the benefit of the whole community.

4. Description of the study program

General description of the Bachelor's degree study program

The *Bachelor's degree study program in sports coaching with special emphasis to table tennis* is a multidisciplinary study program that covers basics of theoretical and practical knowledge in different areas of applied kinesiology/sports science and related scientific disciplines, and moreover adding to this generic knowledge some sports specific knowledge from the table tennis coaching science point of view.

The Bachelor's degree program consists of 32 courses + professional coaching practice + final project.

From 32 courses that constitute the program;

- 19 of the courses are **generic courses**, based on generic sports science disciplines and related scientific fields (*human anatomy & physiology, sports medicine, sports psychology, pedagogy, etc.*)
- 9 of them are **specific table tennis courses** that analyse the sport not only from a scientific perspective, but moreover from a practical education & coaching perspective.
- 4 **elective courses**, which students have to choose from the list of proposed courses (*the list contains both generic and specific courses as options*)



During the course of the study, besides the generic and specific courses and both practical and theoretical exams, students are obligated to conduct some **professional coaching practice**. It has to take place in a sports organisation (in some registered table tennis clubs) in the amount of 120 hours (2 x 60 hours) in the second and third year of study. Anyhow, if a student already possesses a certain coaching experience, with more than three years of coaching in a nationally registered table tennis club, the student can attach a document from a table tennis club and national association confirming his/her work experience as a coach.

Following a successful completion of all the exams, the students are obligated to do a **final thesis**, which means they need to successfully present and defend a final bachelor's thesis and by doing so acquire a **professional title** BACHELOR OF KINESIOLOGY - SPORTS COACHING (Professional bachelor of Table tennis).

Layout of the courses within the curriculum is presented below:

1st semestre courses	Hours (L/S/E)	ECTS	2nd semestre courses	Hours (L/S/E)	ECTS
Fundamentals of Kinesiology	75	6	Physiology of Sport and Exercise	75	7
Functional Anatomy	75	7	English language – advanced level	45	4
Basic Kinesiological Transformations	60	6	Fundamentals of Sports Pedagogy	45	4
Fundamentals of Informatics	40	3	Fundamentals of Biomechanics in Sports	60	6
History, Rules and Organisation of Table Tennis	30	3	Kinesiological Analysis of Table Tennis	30	3
Anthropological Analysis of Table Tennis	45	5	Methodology of Technical and Tactical Preparation in Table Tennis 1	60	6

3rd semestre courses	Hours (L/S/E)	ECTS	4th semestre courses	Hours (L/S/E)	ECTS
Theory and Methodology of Sports Training	60	6	Sports Medicine	60	6
Fundamentals of Sports Psychology	60	6	Fundamentals of Kinesiotherapy	60	6
Fundamentals of Statistics in Sports	60	5	Elective course	30	2
Methodology of Conditioning in Sports 1	30	4	Methodology of Conditioning in Table Tennis 2	30	4
Professional Coaching Practice (in a table tennis club)	60	5	Methodology of Technical and Tactical Preparation in Table Tennis 2	120	12
Elective course	60	4			

5th semestre courses	Hours (L/S/E)	ECTS	6th semestre courses	Hours (L/S/E)	ECTS
Fundamentals of Economics and Management in Sports	45	4	Nutrition and Nutritional Supplements in Sports	60	5
Performance Analysis in Sports	75	8	Selection and Talent Development in Sports	45	5
Programming of Training in Sports 1	45	5	Selection and Talent Development in Table Tennis	45	4
Programming of Training in Table Tennis 2	45	4	Control of the Training Level in Table Tennis	30	2
Professional Coaching Practice (in a table tennis club)	60	5	Elective course	60	4
Elective course	60	4	Final thesis	15	10

* Table tennis courses are marked in red.

* Elective courses are marked in blue - have to be chosen from a list of proposed courses.

* L/S/E - lecture/seminar/exercise

ECTS - European Credit Transfer and Accumulation System (is a standard for comparing the study attainment and performance of students of higher education across the European Union and other collaborating European countries. For successfully completed studies, ECTS credits are awarded. One academic year corresponds to 60 ECTS - credits that are equivalent to 1500–1800 hours of study in all countries respective of standard or qualification type and is used to facilitate transfer and progression throughout the Union)

The courses within the curriculum should enable students to acquire an extended and integrated sports science knowledge in general, combined with sports specific practical competences to perform advanced coaching functions in table tennis.

Curriculum and syllabuses are brought according to the *Scientific Activity and Higher Education Act* and other general acts of the *Ministry of Science, Education and Sports*. They are in coordination with the European Qualifications Framework, world standards and the Statutes of the *University of Split and Faculty of Kinesiology*.



Curriculum and syllabuses are created according to the needs of the labour market and directions of the *Chapter 2.3.2. European Association for Quality Assurance in Higher Education* which, among others, gives recommendation of making the *methods of long distance learning accessible*.

Model of studying

The study program is going to be conducted mainly by using ***Distance learning methods*** on the “Moodle” distance learning system, however ***classic/standardised learning methods*** are also going to be used on a smaller scale, in some parts of the sport specific courses.

The “Moodle” distance learning system is a free-software e-learning platform for creating and holding online courses on the Internet, which is used in more than 200 countries, in 70 languages, and by 1.200.000 teachers → 57.000.000 students.



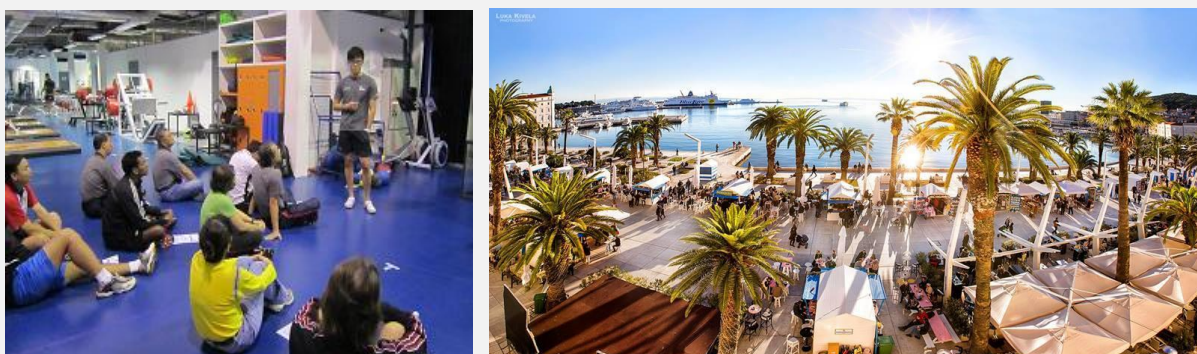
Some of its main features are:

- Provide digital teaching and learning materials in forms of interactive presentations and in audio/video materials
- Use videoconference applications for “online” classes
- Contain mechanisms for control of students’ access
- Control and follow the progress of students as it is also a database having a permanent trace on the activity of both teachers and students (teaching materials, preliminary exams, seminar papers, exams and so on)

Distance learning methods are going to be used both in all the generic courses and the sport specific courses, but in some specific courses they will be combined with the *Classic/standardised learning methods*.

Classic/standardised learning methods are going to be used in some *specific parts* of the program, within the specific courses requiring a larger amount of practical lessons (e.g. “*Methodology of Technical and Tactical Preparation in Table Tennis*”, “*Methodology of Conditioning in Table Tennis*”, “*Control of the Training Level in Table Tennis*”, etc.). Those types of specific courses, with lots of *practical components* included, would require a *physical presence of students for the duration of one to two weeks per year (60 – 90 hours per year)*.

Therefore, once a year, a specific practical part of the program is going to take place in Split or in some other partners’ institution locations best suited to the students – depending on the regions where the majority of the enrolled students come from, travelling & accommodation expenses, and conditions provided by the institution hosting that part of the program.



The practical part of the program would be organised each year in an off season period for the majority of players and coaches (e.g. *the month of June*) and would last approximately 7-10 days. (For students coming from the Southern Hemisphere countries, the timetable for the practical part of the program could be adjusted to their competitive seasons, if a substantial number of those applies for the programme).

The exact dates scheduled for the specific practical part of the program would be confirmed when official calendars for the forthcoming season are announced, so that the enrolled students and lecturers could have enough time to plan it in advance and benefit from cheaper airline tickets.

The presented model of studying has numerous comparative advantages:

- The model is geographically unlimited
- Possibility to study for top athletes and coaches during the course of their professional careers
- Availability to study for disabled people and athletes
- Possibility of an “online” engagement of top experts/lecturers from different universities
- Dominant use of distance learning systems allows for travelling and accommodation costs/expenses for the enrolled students to be minimised
- Proportional decrease of expenses enables possibility to enrol a smaller number of students

Lessons & exams

Lessons are held in forms of lectures and seminars, consultations, exercises, professional practice, and writing the final paper.

The majority of lessons are held “online”, provided via the “Moodle” long distance learning system.

All learning materials will be available in Power Point or PDF formats on the Moodle system or recorded and put on the system in the form of audio/video materials.

Some of the lectures would be held as *live “online” interactive presentations* according to a schedule which satisfies a student. Since the live “online” presentations can be recorded by the Moodle system, if a student is unable to attend the scheduled class (e.g. due to a fact he/she is in a completely different time zone), it would be available for him/her to see it afterwards.



Exams are taken:

- a) Via the “Moodle” distance learning system (*oral exams through Skype or Moodle system, online written tests, seminar paper, etc.*)
- b) Standard way (*oral, written and practical exams with a physical presence of students - only for some specific practical parts of the program*)
- c) Combined way (*combination of both methods - on some specific practical courses*)

Technical support and conditions

The university informatics service will provide a constant online support for students, while a person called “Moodle educator” will also be available to them for all the issues and help regarding the use of the “Moodle” e-learning platform.

Students, on their behalf, have to possess a basic IT literacy. They are also obligated to provide themselves a minimum of technical conditions necessary for using online distance learning systems. Therefore, on their own cost, they need to fulfil the following material and technical conditions and ensure:

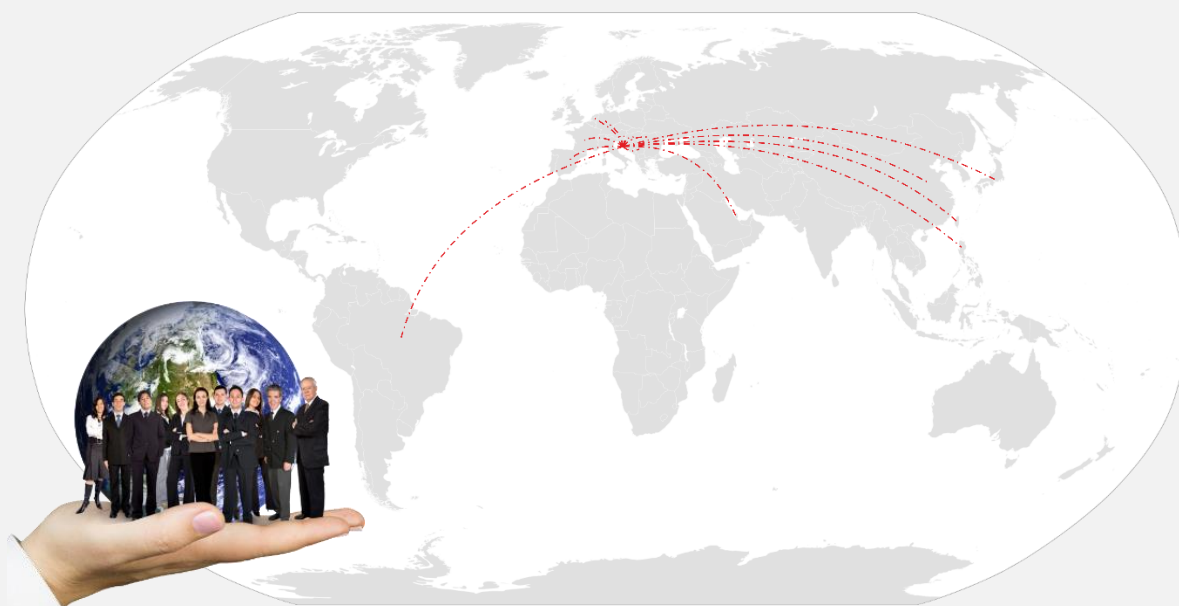
- Personal computer equipped with web camera, microphone, speakers
- Internet access (minimum: 4 Mbps download/256 kbps upload)
- Capability of recording multimedia content (video & audio)
- Applications: Internet browser supporting HTML5 and flash format (*Google Chrome, Mozilla Firefox, etc.*), communications applications (*Skype, etc.*) and applications that allow the use of documents such as: doc, docx, ppt, pptx, xls, pdf, jpg, mpg, avi, mov, flv, ect.



5. Lecturers

Team of *lecturers* consists of professors from different universities around the world; all of them with both highly distinguish academic credentials and practical experience, and a great majority of them with some table tennis background or bonds as well.

Lecturers come from more than 20 different institutions (universities/institutes/academies), located in 16 different countries. They all have numerous scientific (*well over a hundred of published papers in Web of Science indexed journals within them*) and educational competencies on the courses they teach.



Moreover, a large number of them also possess prominent professional table tennis references of some kind. Within the group there are some lecturers who were former national team level players or coaches, while the majority of others are scientists/researchers of the field or have been involved in some other role within the table tennis community.

Besides them some highest class table tennis coaches will also be engaged in the realisation of some table tennis specific courses within the practical part of the program.

Team of lecturers is constantly open to all those who are connected with the table tennis community and have academic credentials and professional competencies to be a part of the team, but were missed out initially. All of those are welcomed to join the team of lecturers if they think they can contribute to the project by providing their expertise on one or more of the courses within the curriculum*.

* In such a case please contact and send your CV to Goran Munivrana – The Project Manager (goran.munivrana@gmail.com)

At the moment the list of lecturers appears as follows:

	Name & title	Institution	Course
	Assist. Prof. Alessandro Zagatto, PhD	Faculdade de Ciências - Departamento de Educação Física Univ Estadual Paulista - UNESP, Bauru, Brazil	Physiology of Sport and Exercise
	Prof. Arnold Baca, PhD	Centre for Sport Science and University Sports Department of Biomechanics/Kinesiology and Applied Computer Science University of Vienna, Austria	Fundamentals of Biomechanics in Sport
	Prof. Billy Sperlich, PhD	Institut für Sportwissenschaft, University of Würzburg, Germany	Physiology of Sport and Exercise Sports Medicine
	Carlos Castellar Otín, PhD	Faculty of Humanities and Education University of Zaragoza, Spain	Fundamentals of sports' pedagogy
	Assist. Prof. Damir Hudetz, PhD M.D	University hospital Sveti Duh, Zagreb, Croatia St.Catherine specialty hospital, Zabok, Croatia University "Josip Juraj Strossmeyer", Osijek, Croatia	Sports Medicine
	Prof. Damir Sekulić, PhD	Faculty of Kinesiology University of Split, Croatia	Basic Kinesiological Transformations
	Prof. Fransisco Pradas de la Fuente, PhD	Faculty of Humanities and Education University of Zaragoza, Spain	Fundamentals of sports' pedagogy Control of the Level of Training in Table Tennis
	Assoc. Prof. Gabriela Ochiana, PhD	Faculty of Health, Sports and Human Movement Sciences Kinesiotherapy and Occupational Therapy Department University 'Vasile Alecsandri' of Bacau, Romania	Functional anatomy Fundamentals of Kinesiotherapy
	Assist. Prof. Goran Munivrana, PhD	Faculty of Kinesiology University of Split, Croatia	History, Rules and Organisation of Table Tennis Anthropological & Kinesiological Analysis of Table Tennis Methodology of Technical and Tactical Preparation in Table Tennis 1 & 2
	Assoc. Prof. Guillaume Martinent, PhD	Laboratory of Vulnerabilities and Innovation in Sport (L-ViS), University of Claude Bernard Lyon I – University of Lyon (FRA)	Fundamentals of Sports psychology Fundamentals of Statistics in sports
	Irene Faber, PhD	Faculty of Physical Activity and Health, Saxion University of Applied Sciences, Enschede, The Netherlands,	Fundamentals of Kinesiology Fundamentals of Statistics in sports Selection and Talent Development in Table Tennis
	Assoc. Prof. Jelena Paušić, PhD	Faculty of Kinesiology University of Split, Croatia	Fundamentals of Kinesiotherapy
	Assoc. Prof. Marije Elferink-Gemser, PhD	Center for Human Movement Sciences, University Medical Center Groningen, University of Groningen, The Netherlands	Selection and Talent Development in Sports

	Prof. Martin Lames, PhD	Faculty for Training Science and Sport Informatics Technical University Munich, Germany	Fundamentals of Informatics Performance Analysis in sports
	Michael Fuchs, M.Ed.	Faculty for Training Science and Sport Informatics Technical University Munich, Germany	Fundamentals of Informatics Performance Analysis in sports
	Michiyo Kimura, PhD	Takasaki University of Health & Welfare Takasaki city, Gunma, Japan	Nutrition and Nutritional Supplements in Sports
	Prof. Miran Kondric, PhD	Faculty of Sport University of Ljubljana, Slovenia	Methodology of Conditioning in Sports and in table tennis Methodology of Technical and Tactical Preparation in Table Tennis 1 Programming of training in Table Tennis 2
	Neven Cegnar, M.Ed.	Werner Schlager Academy, Schwechat, Austria ETTU	Methodology of Technical and Tactical Preparation in Table Tennis 2
	Nicolae Ochiana, PhD	Faculty of Health, Sports and Human Movement Sciences Physical Education and Sport Performance Department University 'Vasile Alecsandri' of Bacau, Romania	Fundamentals of Economics and Management in Sports Selection and Talent Development in Table Tennis
	Assoc. Prof. Oscar Yoshihiro S. Santelices, MSc	College of Human Kinetics, University of the Philippines, Diliman, Quezon City, Philippine	Theory and methodology of Sports Training Fundamentals of sports' pedagogy
	Assist. Prof. Petra Zaletel, PhD	Faculty of Sport University of Ljubljana Ljubljana, Slovenia	Nutrition and Nutritional Supplements in Sports
	Prof. Tsung-Min Hung, PhD	Department of Physical Education National Taiwan Normal University, Taipei, Taiwan	Fundamentals of Sports psychology
	Prof. Zhang Xiaopeng, PhD	CTTA Beijing Sports University, Beijing, China	Control of the Level of Training in Table Tennis
	Zlatko Novaković, M.Ed.	Aspire Academy, Doha, Qatar	Methodology of Technical and Tactical Preparation in Table Tennis 1 & 2
	Prof. Zoltan Major, PhD	Institute of Polymer Product Engineering Johannes Kepler University, Linz, Austria	Material properties and testing Basic simulation of sport devices
	Assoc. Prof. Zoran Djokic, PhD	Faculty of Sport and Tourism, University EDUCONS, Novi Sad, Serbia	Theory and methodology of Sports Training Programming of Training in Sport 1

* Full CV of each of the lecturers, with all of their academic, educational and professional competencies can be seen on the "online" version of the document by clicking on a lecturer name

6. Students

Having in mind the main objectives of the project and the fact that the program is conducted in the field of sports science and coaching, it is primarily intended for active or former players and coaches.

The presented model and the content of the study offer the following advantages to the target groups.

For players:

- Possibility to prepare themselves for life and career in the sport following the completion of their playing careers – *as already stated, the International Olympic Committee (IOC) has recently started paying great attention to the “Athlete Career and Education Programme” with the aim to include athletes in educational programs during the course of their professional career and immediately thereafter.*
- Opportunity to acquire necessary education, which would make it easier for them to transfer their knowledge and experience, enriched with additional pedagogical and theoretical framework, to some younger generations.

For coaches:

- Personal and professional development for intrinsically motivated coaches who want to acquire a broader and more extensive knowledge from different sports science fields and gain well-rounded professional knowledge.
- Opportunity to acquire a university degree as a formal educational document and an employment certificate which would make them more competitive on the global job market.

The presented model of studying enables both groups to actively study regardless of their professional duties in clubs, national teams or their current geographical location.

Considering sports achievements, acquired skills and competencies of students themselves (*top athletes and/or established coaches/experts*), it is important to emphasise that the study is based on the symbiosis of teachers and students in using any available resources with the aim of improving the teaching process quality.

Students are actively involved in the teaching process and they assess both quality of classes and engaged lecturers in a regular anonymous survey that is conducted following the completion of each semester. The results are used to evaluate and improve the teaching process.

7. Admission process

Who can apply for the study program?

Anyone who have a high/secondary school diploma or equivalent in his/her native country and have some minimum playing or coaching experience in the sport, as a necessary prerequisite for a successful participation in some of the program's practical courses.

Therefore, the basic admission requirements are as follows:

- a) High school diploma
 - Completion of high/secondary school (*in the total duration of 12 years*) or equivalent (e.g. a state graduation exam).
- b) Specific professional skills and qualifications
 - Evidence of playing or coaching experience in the sport (table tennis) for the duration of four years - *students have to attach a document from national association confirming his/her experience as a player or a coach.*
- c) Submitting all the documents necessary for completing *admission procedure*

Admission procedure:

- The admission procedure includes assessing requirements fulfilled by the applicant according to the admission documentation
- It may also include additional checks of candidates in case more than 50 students apply - *that is the maximum number of students per one academic year approved as the official enrolment quota.*

All the necessary information and documents related to **admission process** (*application, documents necessary for completing the admission procedure, deadline for the entries, etc.*) will be available on the Faculty web page on the following link:

<http://web.kfst.unist.hr/en/undergraduate-professional-studies-sport-coach-table-tennis/>

8. Tuition fees and financial support

Annual **tuition fee** amounts to **2.000,00 Euro**.

It means that students are obligated to pay **1.000,00 Euro** to the university bank account prior to the enrolment of each of the two semesters/terms forming one academic year (*first semester starting in October, second in March*) or they can pay the annual tuition fee in full before or at enrolment of each academic year.

Besides the tuition fee, students are also required to pay **application fee** and annual **enrolment fee**. Application fee amounts to **150,00 Euro** and the costs of the annual enrolment fee amounts around **50,00 Euro**. The fees cover all costs of admission procedure and institutional costs related to maintaining student's status in the university database systems, reporting required according to the Croatian Government regulations, IT, and financial services.

Application, tuition and enrolment fees cover all costs of the study except *travelling and accommodation costs* for the practical part of the program for the duration of 7-10 days per year.

Anyhow, those costs should be minimised as the exact dates scheduled for a specific practical part of the program would be confirmed well in advance, so it will be possible for students to buy cheaper airline tickets. Moreover, providing a favourable accommodation offer for students in a financial sense will be also set as one of the requirements for an institution hosting the practical part of the program (*e.g. if the practical part of the program is going to be conducted in Split approximate costs of accommodation in a high class student residence would range from 35-50 Euro for a single room to 26-35 Euro per person for a double room*).

A certain amount of **scholarships** is also going to be awarded per each year.

The students who will not be awarded with the scholarship in the first year of study, but successfully enrol the second year, will have priority in being awarded with the scholarship for the second/third year.

Students are also encouraged to seek for some financial support within their national associations and continental federations, national Olympic committees, ministry of sport, sports clubs, city sports departments, etc.

All the necessary information related to the payment procedure (*fees, methods and models of payment, currency, exchange rate, etc.*) will be available on the Faculty web page on the following link:

<http://web.kfst.unist.hr/en/undergraduate-professional-studies-sport-coach-table-tennis/>



9. Short recapitulation of the program's main features

- Quality professional staff
- Innovative long distance learning method
- Possibility to study independently on the geographical location and free time
- Decrease of expenses enables possibility of enrolling a smaller number of students
- Students with valuable sports experience
- Competitiveness on the labour market
- Coordination with the European Qualifications Framework and world standards
- Openness towards the sports clubs, associations, federations and institutions
- Continuous training and improvement of the study programs
- Using human and organisational resources within the table tennis community (*players, coaches, scientists, lecturers, officials, etc.*) for the benefit of the whole community



Partners & Sponsors of the project:

