

**NOTE:** The UL quality assurance report for 2011 represents the Chapter 11 of the UL Bussines Report for 2011, which means that the content links to other contents. As it is now an isolated chapter, there is a risk of certain misunderstandings, confusion or lack of additional explanation data.

UL Members	Used Abbreviations
Academy of Music	UL AG
Academy of Theatre, radio, Film and Television	UL AGRFT
Academy of Fine Arts and Design	UL ALUO
Biotechnical Faculty	UL BF
Faculty of Economics	UL EF
Faculty of Architecture	UL FA
Faculty of Social Sciences	UL FDV
Faculty of Electrical Engineering	UL FE
Faculty of Pharmacy	UL FFA
Faculty of Civil and Geodetic Engineering	UL FGG
Faculty of Chemistry and Chemical Technology	UL FKKT
Faculty of Mathematics and Physics	UL FMF
Faculty of Maritime Studies and Transport	UL FPP
Faculty of Computer and Information Science	UL FRI
Faculty of Social Work	UL FSD
Faculty of Mechanical Engineering	UL FS
Faculty of Sport	UL FŠ
Faculty of Administration	UL FU
Faculty of Arts	UL FF
Faculty of Medicine	UL MF
Faculty of Natural Sciences and Engineering	UL NTF
Faculty of Education	ULPeF
Faculty of Theology	UL TEOF
Faculty of Law	UL PF
Veterinary Faculty	UL VF
Faculty of Health Science	UL ZF

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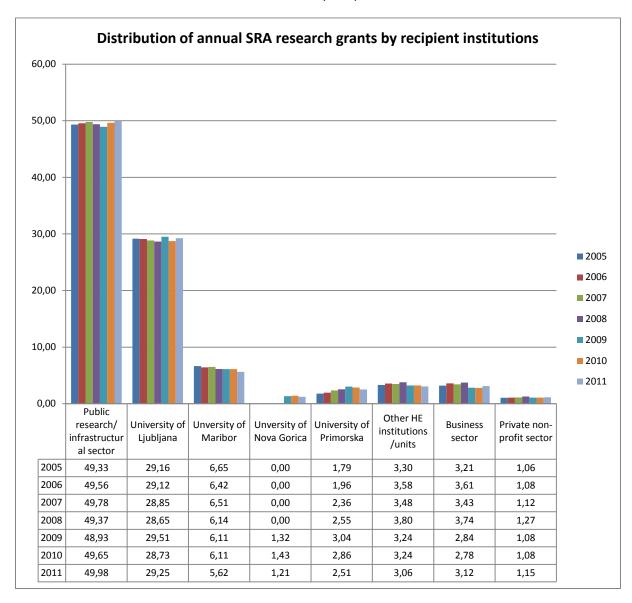
# 1. REPORT ON QUALITY ASSURANCE OF THE UNIVERSITY OF LJUBLJANA FOR 2011

#### 1.1 Areas of self-evaluation

# 1.1.1 Research and development

#### **ENVIRONMENT**

Chart 1 Distribution of annual SRA research funds by recipient institutions



Source. SRA web site: <a href="http://www.arrs.gov.si/sl/finan/letpor/">http://www.arrs.gov.si/sl/finan/letpor/</a>

Register of researchers: data on the number of researchers in the SICRIS show there are 3740 registered researchers at the UL. A total of 4123 are employed at workplaces of the salary group D (university staff and teachers) and H (researchers). There are only about 380

employees who are not registered researchers in the SICRIS system and therefore have no researcher code at the Slovenian Research Agency (hereinafter: SRA).

Table 1: Researchers employed at the UL

	realization	plan	realization
	2010	2011	2011
Number of all researchers registered in the SRA base,			
who are employed as researchers (academic staff,	2.446	0.44.4	2.740
researchers, young researchers and postdoctoral	3.146	3.414	3.740
researchers)			
Number of young researchers registered in the SRA	544	554	620
base	044	55	020
Number of postdoctoral researchers registered in the	19	62	36
SRA base	, 0	<u> </u>	

There are 14.193 researchers in the SICRIS base (source: website http://sicris.izum.si/), of whome there are 26% UL employeesUL; the UL obtains about 29% of the SRA research funds (source: SRA). The percentage is persistent during the last 7 years.

#### UNIVERSITY OF LIUBLIANA SCIENTIFIC PUBLICATIONS AND CITATIONS

To follow the UL mission regarding creation and dissemination of knowledge and achieving the goal of boosting good quality research we collect data at the level of the UL on research achievements. Numbers and quality of publications are monitored, lists of relevant journals for specific scientific fields are prepared, wider opportunities for publishing by publishing own scientific journals with increased international integration and visibility are offered.

The UL Member faculties and academies (hereinafter: The UL Members) are working hard on improving the quality and intensity of publishing, e.g.,

The trend of publications in top journals in the UL EF is positive, but a substantial asymmetry between individuals was noted – a significant proportion of the teaching staff has not cited publications in the past five years. Since we believe that the publication of such increases global visibility, as well as the probability of obtaining research and consultancy projects for both the domestic and international market, we develop and introduce a system of incentives for quality research work, in particular for publishing in top journals: (additional funding for individual research, Award for best article published in the past year, less teaching hours for individuals). In order to achieve this goal, we conducted consultations in 2011 with individuals who do not achieve the expected results, consequently individual research plans were drawn up, which will be monitored every year.

At the UL FU, we upgraded the system of monitoring and measuring R & D and teaching through the introduction of "pedagogical research factor", which stimulates the academic staff for scientific and development activities and publishing.

The analysis of the total UL MF publications which are published as results of doctoral theses showed that they are published in renown international reviews and that their number increases.

The number of the UL FE scientific publications and their visibility (citations) remains approx. on the level of the previous years or slightly rising. The interest in publishing and the

number of publications in prestigious journals is growing. There is a trend of publishing books and book chapters.

An important aspect of research is integration in the international environment, the indicator of publishing with foreign partners in recognized journals has not met our plans, as shown in Figure 13 in Chapter 5.

Quality and the number of scientific publications at the UL increases, as already mentioned in the Chapter 5. Inspite of the fact that the University probabaly already reached the threshold of the number of publications as a whole, we believe that we can improve the research and consequently the quality of the publications by increasing interdisciplinary research and international cooperation in particular.

#### **DESIGNING RESEARCH FRAMEWORK**

Inadequate means of funding from the state and its agency SRA is still representing one of the major obstacles for implementation of research and development, and for achievement of better results. Due to almost exclusively project funding model in research, the university has no possibility of independent research and cooperation with foreign universities, and therefore most of the international university research activities are dependent on participation in European projects. The particular challenges:

The UL FDV points at unequal position of the social sciences in the SRA tenders and consequently unbalanced selection between various disciplines. At the UL FSD, the problem in obtaining international projects is the tenders' requirement of own financial contribution. Since the UL FSD can only spare small amounts of the budget for this purpose, the application to major projects of this type is not possible. The UL AGRFT points at the nonsystematic funding of art and at the lack of flexible links between teaching and research workload. The UL MF has actively participated in the preparation of the National Research and Development Progamme and is also actively involved in the bodies of the SRA and the UL. Through this participation the UL MF draws attention to the funding of biomedical sciences.

The UL would expect an increase in budget for implementation of pervasive ideas and would like the evaluation of the SRA as soon as possible, to enhance further successful cooperation with partners from the economy in the application projects and for reduction of time needed from an idea to the product.

The UL expects positive developments in regulation and funding of research in the Republic of Slovenia, which would go in the direction of providing basic funding for research (e.g., responsibilities of the founder and research lump sum funds) and solving the problems of differences in the costs and the hourly rate for research between various types of research organizations (universities and research institutes).

#### SYSTEM SUPPORT FOR ACQUISITION OF PROJECTS AND FOR PROJECT MANAGEMENT

The University Office for European Projects regularly collects, publishes and informs the UL Members about the open European calls, tenders and other funding opportunities for

research, teaching and development activities from the European funds. To help the researchers and educators, the UL office provides on-line intranet available information on European programmes, publishes and collects various manuals and documents, shares best practices to assist in submitting proposals and reporting on ongoing projects. There is an online possibility of search for partners for cooperation projects in FP7, EU research and technological development. To ensure legaly and financially consistent projects at the UL, the office offers assistance in preparing the documentation and helps checking the relevance of documentation. Keeping records of the European projects is necessary to monitor these activities at the UL, as well as for referencing the applications for projects and reporting to the relevant state institutions. In the summer of 2011, the office started with the ACCESS database and with the register with over 3000 registered partners, cooperating with the UL in various European research and education projects. The University office for research and development provides advice to the UL in applying to tenders of the SRA, and coordinates communication between the UL Members in conducting the R & D on behalf of the University, on the one hand and coordinates communication with the SRA and other national authorities on the other hand.

We consider the good organization at the UL regarding the EU projects, e.g. assistance in the preparation of the UL Member s for the European Commission audits, a good practice, already implemented at the UL FFA, the UL FS, and at the UL FKKT for the FP7 audits, conducted by the European Commission. It also brings positive results in the support of the university offices in the preparation of project applications, exp.: the UL EF successfully applied for a large project called COST, which it also coordinates. In support of applications we try to ensure that research activities are supported by proper organization of research (supporting professional staff services, communication channels, infrastructure, etc.). To improve the process of preparing applications, internal rules governing this area (e.g., the UL EF and the UL FSD are being prepared, training of project managers is being organized for educators and researchers (e.g., the UL FPP, the UL FŠ), we strive to increase cooperation with contextual project managers (for example Faculty of Economics). We also organized a one day seminar on how to prepare applications for the FP7 with foreign experts and a number of trainings at the UL Members where the participation was quite high. As described in section 5, we are pleased with the acquisition of ERC Starting Grant for our researcher. Training was organized also for application to these calls.

The performance of the UL applications to the EU projects is quite satisfactory. The number and value of the project grows. To a large extent the possibilities offered by these projects to the University (with all the contextual activities) are exploited. We estimate we could be more successful in getting projects with a coordinating role of the UL, as well as gain more European Research Council projects. To achieve this goal, we need to enlarge research groups and a critical mass of research bases.

#### **SYSTEM IMPROVEMENT MEASURES**

The UL Members are encouraged to a higher quality research collaboration with various activities on the level of the system: actions, events, discussions and awards. The UL Members are also trying to increase innovation research (e.g., the UL EF), interdisciplinarity (e.g., the UL FF, the UL FFA), integration between individual departments and the

preparation and implementation of projects (e.g., the UL BF, the UL FGG, the UL PeF, and the UL VF).

We believe that our organization and legal measures have improved, e.g.,

- at the UL EF, we paid special attention to promoting insight, diversity, innovation in scientific research and to encouraging teachers to contribute to the development of science, as well as to contribute to the practice (that is, knowledge transfer to industry, public sector and other organizations and the use of research results);
- the UL FF has ambitions to become one of the leading Slovenian research institutes for interdisciplinary projects. We plan to triple the number of partnerships and enhance the research potential that we have in this Member;
- to increase the links between research groups and the exploitation of knowledge already present at the BFy, we introduce the presentation of individual research groups and set priorities in research;
- the UL VF plans to use the research equipment and effectively integrate individual researchers, research groups. We also wish to pay greater attention to the well-established foreign partners for successfully reporting on international project;
- the UL FFA adopted stimulation measures to improve the quality of publications, to promoe interdisciplinary approaches to research and greater integration into the European space (e.g., organization of the Faculty Research Day, awards to young researchers for outstanding achievement;
- the UL EF increased internationalization and research excellence in the service by employing foreign researchers;
- at the UL ZF there is a lack of research staff, so they intend to recruit additional researchers in the framework of the existing research team. Also in 2011, a renowned foreign researcher was employed on a short-term basis;
- the UL Members establish new research centres (e.g., the UL PeF) for improvement of production, use and maintenance of equipment and infrastructure centers;
- the UL MF operates infrastructural centers with modern equipment, one of them became the hub for European infrastructure EIXIR, thereby increasing the possibility of investment in infrastructure.

#### **RESEARCHERS' MOBILITY**

As already presented in the Chapter 5, the mobility of the satff is slightly increasing, but we want to improve significantly. Our activities in 2011 were as follows:

We organized the presentation of opportunities for mobility of researchers, where we informed about open calls and various other options for financing the mobility of researchers. We have increased awareness of foreign researchers with information materials. We began developing strategies for recruiting researchers in accordance with the European Charter for Researchers and Code of Conduct for the Recruitment of Researchers. Only with the implementation and compliance of both documents, the UL can continue to participate in European research programmes and increase the mobility of researchers. The UL also joined the second group of European organizations, which will implement this strategy and is committed to develop it by the end of 2012.

Cooperation with environment (such as economy and services) is well developed at the UL (Chapters 3 and 5), particularly at the level of the UL Members in the field of engineering and science. We are meeting the needs of the environment through mutually interesting contents of cooperation, as well as the organization of activities.

Cooperation of the UL with the environment is significantly influenced by the current economic situation, which in addition to having the financial implications, also affects education (e.g., a significant number of young researchers at the UL FDV withdrew from the educational contract and their doctorates, due to situation in their companies or businesses).

We believe that we can improve in the area of patent applications and protection of intellectual property and marketing. We would like to integrate the processes and improve access to accurate information for the UL Members and the employees.

#### ART

Most of the artistic activity is taking place at the academies, some, however also at the UL FF, the UL FA, the UL PeF, the UL FDV, and the UL NTF. The academies jointly organize the Triada annual event where the students actively take part. The UL Members interact with one another in the artistic and other projects and produce interesting interdisciplinary developments, which are described in the Chapter 3.

We estimate that the artistic activity is significantly affected by the external context of its evaluation, funding and regulation. The academies are faced with severe spatial and financial problems for many years now. Their offer educational programmes is not yet complete (e.g., the third study cycle) due to internal and external uncertainties in production of the programmes. We wish for the necessary national funding assistance to stabilize the financial and spatial conditions, and we will continue to adapt and organize the activities on a high quality level as much as possible in the given situation.

#### INTEGARTION OF RESEARCH, ART AND EDUCATION

As a research university, we actively connect educational, artistic and research work. Ways of doing it are differen. Here are some examples: the first ever scientific cooperation between researchers of the art academies in one research programme, the use of research equipment for teaching purposes, student involvement in research and projects, communicating the research through seminars, research students tasks and organization of various competitions, offering research elective courses, holiday workshops, implementation of research work; the cycle of student concerts, where the students present their own compositions, participation in national and international exhibitions, and many others.

We believe that we are successful in bringing together the three basic pillars of activities. And we intend to so also in the future.

#### **KEY ACHIEVEMENTS, CHALLENGES AND MEASURES**

**Table 2**: Key achievements and challenges in research

Key achievements, strengths and good practice in	Explanation of the impact on the quality
the area (three)	
Acquisition of the ERC Starting Grant Project	This is a very prestigious funding which has a positive impact on ranking of the UL, the result also indicated the importance of investment in staff training.
Presentation of opportunities for mobility of researchers, education on applications to FP7 calls, and implementation of internal education at faculties	Education and training of researchers enhances their ability to obtain additional funding for research and mobility of researchers.
Preparing the Member faculties and academies for the revision of the European Commission at three UL Members	Through the experience of the EU reviews the knowledge and the quality of financial management and monitoring of EU projects improves and reduces risks.
Establishing professional support for intellectual property affairs at the Rectorate	Intellectual property is at least partially regulated
Measures implemented at the level of the UL Members to improve cooperation, interdisciplinarity and quality of research, measures to increase the quality and intensity of publishing	Improvement of cooperation, interdisciplinarity and quality of research, improvment of quality and intensity of publishing
Major weaknesses, improvement opportunities and	Suggested improvement measures
challenges in the area (three)	
Lack of IT support for research	Continue with implementation of IT support to research, that will enable researchers to manage the projects and will enable professional services of the UL Members to review, gather and exchange the necessary information on the research.
Increase coordination of FP7 project at the level of the University, transparency and information on the EU programmes	Increase help to the UL Members in preparing applications for the FP7, preparing the EU Programmes Guide
Fragmentation of research	Continue implementing improvement measures at the level of the UL Members and measures to achieve greater integration of research at the level of the UL
Some researchers are still not registered at the SRA	Adopt the decision that all the researchers should be registered at the SRA
The most important points in the past year which a	ffected the quality of the field (three of the
above)	,
Obtaining the ERC project	
Lack of IT support for research	
Preparing the UL Members for the revision of the European Commiss	ion at three UL Members

#### 1.1.2 Education

# **EXTERNAL ENVIRONMENT**

When analyzing the number of students enrolled at the UL, it is important to consider the general demographic trends, as the number of youth with completed secondary education in the Republic of Slovenia has been decreasing and the trend is expected to continue. The analyses on the national level also indicate a relatively small increase in enrollment numbers at the independent HEI in comparison with the universities.

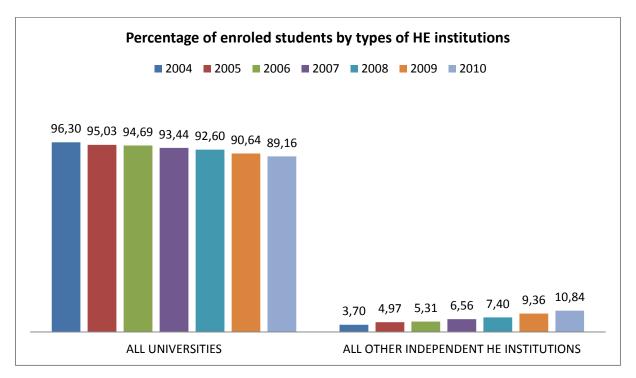
Table 3: Number of enroled students by HEI in the Repulic of Slovenia in 2011

	2004	2005	2006	2007	2008
University of Ljubljana	63.118	62.690	62.314	61.210	60.284
University of Maribor	27.408	26.592	25.531	24.221	23.363
University of Primorska	5.392	6.264	6.256	6.344	6.490

University of Nova Gorica	-	-	696	749	725
Independent HEI	3.689	5.002	5.316	6.497	7.266

Source: SORS, SI-STAT base

**Chart 2**: Percentage of enroled students by types of HEI in the Republic of Slovenia from 2004 - 2010

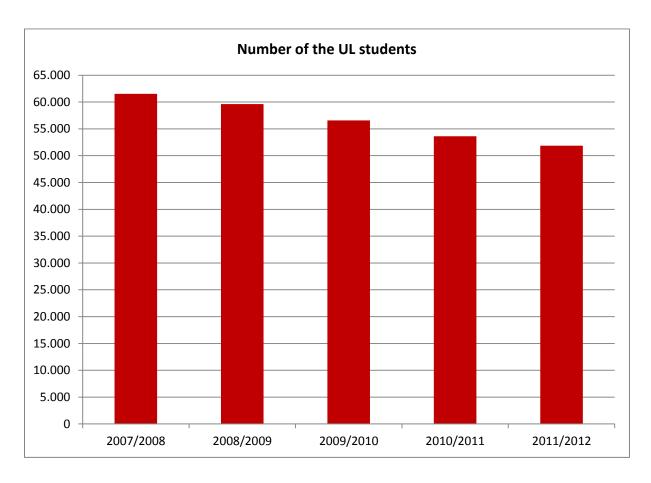


Source: SORS, SI-STAT base

# ENROLMENT AND NUMBER OF STUDENTS AT THE UL

The enrollment in the UL is decreased at approx. the same percentage as the percentage of the potential students' generation decrease in the context of demographic trends, as show below.

Chart 3: Number of students, enroled in the UL



Nevertheless, as already stated in the Chapter 5, the interest in studying at the UL is high, since there are still more applications than available places, for enrolment into all study programmes at all study cycles. We assess that the UL is attractive for potential students because of its quality and its improvement, but we also believe that we have even increased their interest through more available information, e.g.,

The UL FS - The results of *more active approach* to informing candidates (*to encourage* interest of *candidates* with higher assessment and understanding of engineering through intensive marketing communications, visiting secondary schools, revising promotion materials) are reflected in a larger number of first applications for registration.

The UL PeF - Information *and* promotion activities *of* the first cycle study programmes resulted in significant increase in the proportion of the first applications in the academic year 2010/11.

The UL FRI - interest for study in the key study programmes was increased to the extent that the access to these programmes had to be restricted.

The UL is accountable for the enrolment policy, so the numbers of available study places are adjusted to the needs of the society, expressed interest of potential students, our spatial possibilities, the size of generations, labor market conditions and other factors; e.g.,

The UL EF - There is still high interest recorded, but the number of available places was reduced for cca 10% due to smaller generations, other business schools, and general public opinion on social sciences.

The UL MF - Due to lack of available facilities, the number of available places for study was reduced in order to kepp the standards and quality of education uncompromised.

The UL PeF - In the academic year 2010/11 enrollment in the two first cycle study programmes which recorded high interest and good employment prospects, increased. In 2012/13 the plan is to reduce the number of available places in some programmes, where the groups of students in the laboratory and tutorials are larger due to lack of funding.

We estimate that, despite of the unfavourable demographic trends and other contextual factors, we are quite successful in recruiting students. Our goal is to further improve our quality, and consequently increase interest for study at the UL among the Slovenian students, as well as increase the number of foreign students.

#### **PART-TIME STUDY**

Enrolment of part-time students at the UL decreases, some UL Members do not offer this form of study (the UL FFA, the UL BF in 2011/12, the UL FE), others do not enroll students in some centres, where they used to (the FS banned offer in Maribor and Nova Gorica, the UL FU offers programmes only in Ljubljana and Žalec) or do not enrol students in all study years (the UL MF offers part-time study only in the first year of programmes, students then continue on a full-time basis). Part-time enrollment decreases also due to the fact that in the recent years, employers are generally less ready to fund study of their employees (e.g., the UL FKKT).

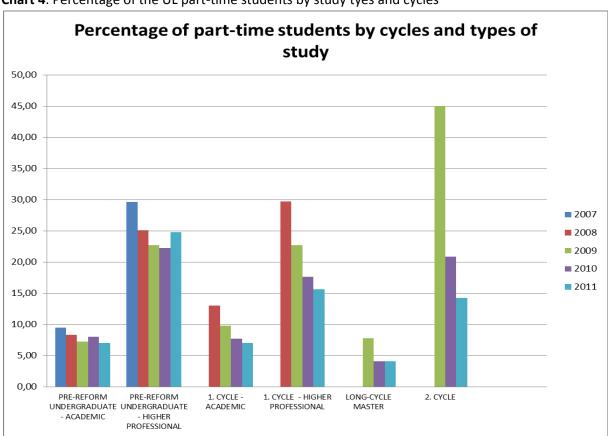


Chart 4: Percentage of the UL part-time students by study tyes and cycles

#### IMPROVING OUALITY AND EFFICIENCY OF EDUCATION

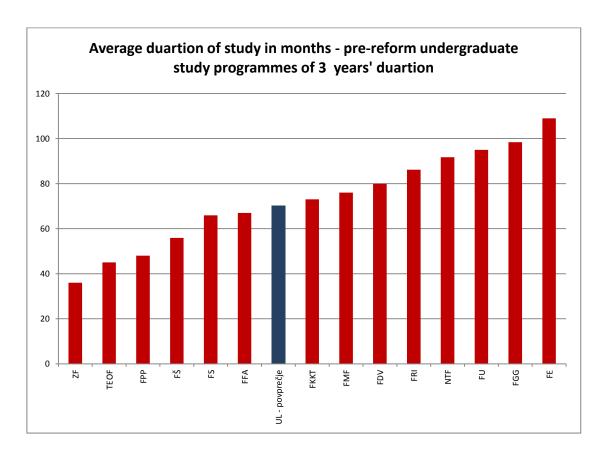
The UL continuously improves the quality of education and the students' experience. We monitor the performance of education and introduce systems to provide continuous monitoring of study requirements (e.g., the UL FPP, the UL FS, the UL MF, the UL PeF, the UL FS, the UL FPP), which are sometimes also included in the new IT systems supporting education. We have also introduced the mentor of the year (e.g., the UL FPP, the UL FS).

# **DURATION OF STUDY AND ACTIVE APPROACHES**

To improve the efficiency and quality of education we introduced a number of additional activities and approaches. The major impact on the quality lies within the mentoring and tutoring (e.g., the UL FPP, the UL MF), information provision for students is improved (e.g., the UL BF, the UL FMF), a variety of additional meetings is offered (e.g., the UL FFA, the UL FS, the UL TEOF), and a number of other ativities: individual counseling (e.g., the UL FMF, the UL MF) or active policy of consultation hours (e.g., the UL FFA), modification of requirements in certain subjects without reducing the level of complexity (e.g., the UL FFA: abolishing compulsory tests before the exam, the UL BF, the UL FRI: introducing more demanding conditions for progression, the UL FRI: introduction of compulsory presence in classes), integration of advanced studies in individual subjects is facilitated (e.g., the UL TEOF: create a more gradual progression in certain subjects in the first cycle study programmes), introduction of additional examination terms following the students' request (e.g., the UL FS), students are additionally encouraged to complete their study (the UL BF, the UL FDV, the UL FMF, the UL FPP), published lecture notes and other materials in the online classroom. Introductory courses and similar activities are organized for the first-year students (e.g., the UL FRI, the UL FS), additional hour demonstrators are offered (e.g., the UL FPP) for the first-year students also additional hours of exercises and homework assignments on certain items, assistance of tutors at homework (e.g., the UL FMF) to increase the progression rate. For completing the second cycle study programmes and for better transition to doctoral study, methodological seminars are organized for preparation of the disposition of the master thesis and doctoral dissertation (e.g., the UL FDV).

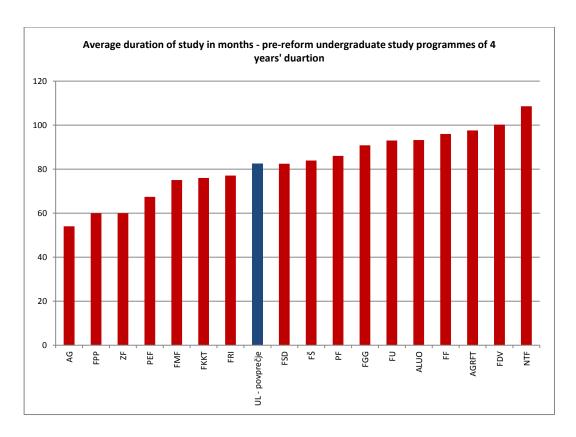
The curricular reform (the Bologna reform) and also our activities, e.g., providing additional assistance to students as described above, resulted in shortening the time of study at the UL. The average duration of studies in the previous three-year programmes at the UL was 70.3 months (students who graduated in 2011 and very much so also the previous generations of graduates), which is almost two years longer than the nominal duration of study programmes, including a graduation year, which is a student's legal right. The non-reformed study programmes were completed during the so called graduation year. This contributed to a legitimate prolongation of study for an additional year to the nominal duration of the programme. Therefore this additional year is included in the time provided for completion of the study.

**Chart 5:** Average duration of study in months (pre-reform study undergraduate study programmes of 3 year nominal duration).



Similarly, in the previous four-year academic programmes, the average duration of studies was 82.4 months (for graduates in 2011), which is again almost two years longer than the duration of the programme, together with the graduation year. Similar data are for graduates of these programmes in previous years.

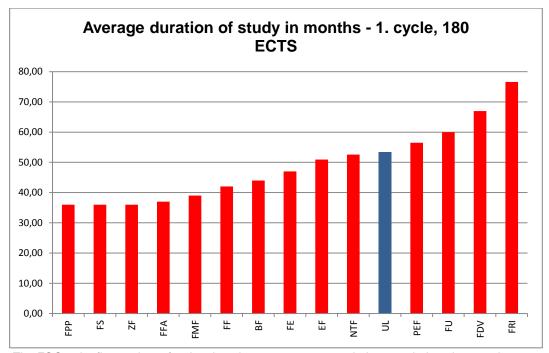
**Chart 6:** Average duration of study in months (pre-reform study undergraduate study programmes of 4 years' duration)



In the two previous types of undergraduate programmes, students at most of the UL Members studied longer than expected time, taking into account the graduation year (graduates of 2011).

In determining the duration of the study in the reformed study programmes it should be noted that the number of graduates is relatively low due to still introducing of some programmes and that these are only the first available data. For a realistic picture of the duration of the studies in the new programmes, it is therefore necessary to wait several more years. However, given the first details of the reformed study programmes, it is obvious that in the first study cycle of 3 years duration, the recorded completion time in 2011 was on average 54 months at the UL. The renewed study programmes, unlike the previous ones, include the preparation of the graduation thesis within the time of the nominal length of study. On average, the graduates of the reformed study programmes were studying for about a year and a half longer than the nominal duration of the programme (if we consider a graduation year, it is less than half a year) This is an improvement compared to the former situation. In addition, there are more UL Members, registering graduates completing their studies within the stipulated time, than before.

**Chart 7:** Average duration of study in months – new first cycle study programmes of 3 years duration



The FGG – the first-cycle professional study programmes recorded 33 enroled students and 12 graduates, 21 students took the graduation year

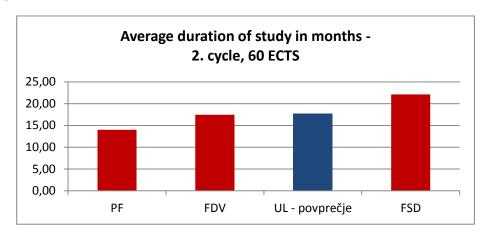
There was 1 graduate on part-time study on the basisi of recognition of prior learning, there are no graduation year students yet enroled.

The first-cycle academic study programme has not been completed by any student, in 2011/12the first students are enrolled in the third year of study – we expect first graduates in September 2012. The FRI- Data show the students, enrolled in the pre-reform undergraduate study programmes, switched to the new programmes and graduated from the new programmes.

In the first cycle study programmes of four years' duration, the data are available only for the FDV, the students completed their study in an average of 57.9 months. This means that on the average these students do not take additional graduation year to complete their studies.

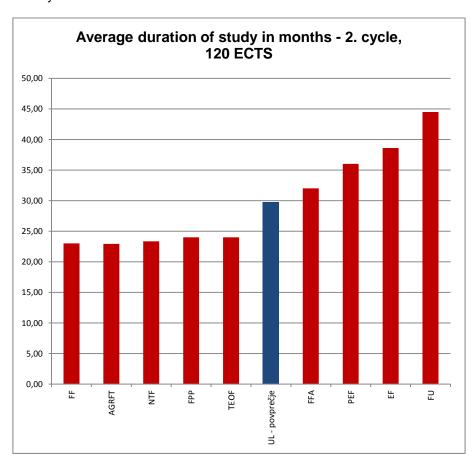
The results are even better in the second cycle reformed study programmes. According to the currently available data, the students at all the UL Members, offering a one-year postgraduate program in 2011, completed the programme in less than two years.

**Chart 8**: Average duration of study in months – 2.cycle study programmes of 1 year duration.



Even the students of two-year postgraduate study programmes completed their studies in less than three years on average.

**Chart 9**: Average duration of study in months – new 2. cycle study programmes of 2 years duration.



Greater emphasis is given to active learning and teaching methods in the reformed study programmes, e.g., the UL FGG notes that the introduction of the revised curriculum spurred

renovation of teaching methods, meetings of departments, intensive exchange of experience and good practices. Learning process is organized in small groups wherever possible and interaction is encouraged: available teachers and course work helps students to monitor progress and teamwork. We also use modern methods and equipment for teaching (e.g., Smart board, simulator, vessels and growing proportion of e-learning material in the UL FPP) and online classrooms. Study motivation increases with the involvement of students in the project and research work.

We find that the new methods of work and assessment have an impact on the higher progression rate, e.g., in the reformed study programmes at the UL MF, there is increased attendance at lectures in the first two years, the average attendance is higher in clinical subjects, but in the last two years also increased from the pre-clinical subjects and reduced the number of repeated examinations.

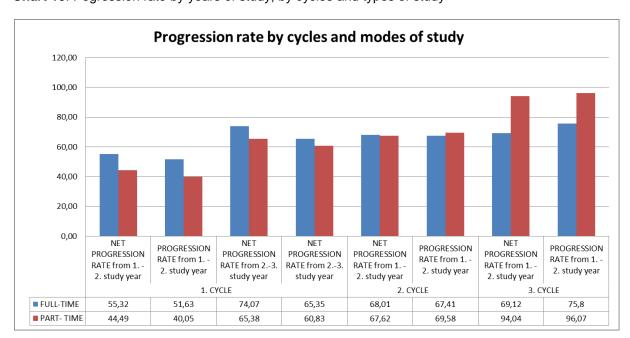


Chart 10: Pogression rate by years of study, by cycles and types of study

Note: The net progression rate includes only the students first enrolled, without the students re-enroled. Method of calculation: (number of the students first time enrolled in year n +1 (11/12) / number of the students first enrolled in year n (10/11)) \* 100

Note: In the progression, only the students first enrolled are included, without the students re-enrolled. Method of calculation: (number of students enrolled in year n +1 (11/12) / number of students enrolled in year n (10/11)) \* 100

<b>Table 4:</b> Net progression rate from first to second study year in 1 and 2 cycle study	,
programmes	

	1. in 2. stopnja			1. stopnja			2. stopnja		
	PART- TIME	FULL-TIME	ALL	PART- TIME	FULL-TIME	ALL	PART- TIME	FULL-TIME	ALL
UL FPP	5,00	24,00	14,50	5,00	27,50	16,25	5,00	17,00	11,00
UL FGG		18,31	18,31		18,31	18,31			
UL FRI	14,29	28,07	23,48	14,29	28,07	23,48			
UL EF	30,48	43,03	36,76	12,47	33,89	23,18	66,51	61,31	63,91
UL FŠ	9,80	78,10	43,95	9,80	78,10	43,95			

UL FA	31,25	58,43	44,84				31,25	58,43	44,84
UL FMF		45,51	45,51		46,34	46,34		44,68	44,68
UL FS		46,40	46,40		46,40	46,40			
UL TEOF	45,80	53,31	50,31	41,60	33,33	37,47	50,00	63,31	58,87
UI FKKT	68,08	45,76	54,69	68,08	45,76	54,69			
UL FE		54,95	54,95		54,95	54,95			
UL FDV	55,91	54,26	55,09	39,75	36,24	37,99	88,23	90,31	89,27
UL	51,34	59,03	56,77	44,49	55,32	52,15	67,62	68,01	67,90
UL NTF	50,00	61,95	58,97	50,00	51,11	50,74		83,64	83,64
UL FU	77,05	53,10	62,68	54,10	44,50	47,70	100,00	70,30	85,15
UL BF		65,58	65,58		54,50	54,50		87,74	87,74
UL FFA		75,36	75,36		79,9	79,9		58,7	58,7
UL FF	61,36	76,77	69,07	22,72	65,54	44,13	100,00	88,00	94,00
UL FSD	56,25	84,25	70,25	56,25	84,25	70,25			
UL ZF	55,34	71,80	70,30	55,34	71,80	70,30			
UL PF	108,33	50,37	79,35	108,33	50,37	79,35			
UL PEF	91,15	84,13	86,94	82,30	82,30	82,30	100,00	87,80	93,90
UL AGRFT		87,50	87,50		90,00	90,00		50,00	50,00
UL MF		89,26	89,26					89,26	89,26
UL VF		93,33	93,33					93,33	93,33
UL ALUO	100,00	98,00	99,00	100,00	98,00	99,00			

Note: The net progression rate includes only the students first enrolled, without the students re-enroled. Method of calculation: (number of the students first time enrolled in year n +1 (11/12) / number of the students first enrolled in year n (10/11)) \* 100

A special challenge are the second cycle study programmes of the Bologna process, since they represent a new cycle of higher education in Slovenia There are some new concepts in the introduction and practical implementation of the cycle, as well as some uncertainty about the interest of students and consequently also uncertainty about enrolment, which presents problems in planning of our educational work. We are working on improving communication and enrollment in the second cycle, e.g., the UL FGG started preregistration in the second cycle study programmes. On the other hand, the UL FSD notices high level of interest for master study programme, despite the fact that only part-time study is availbale (full-time study is not offered yet (it is planned to offer full-time study when the first cycle graduates will complete their studies at the UL FSD).

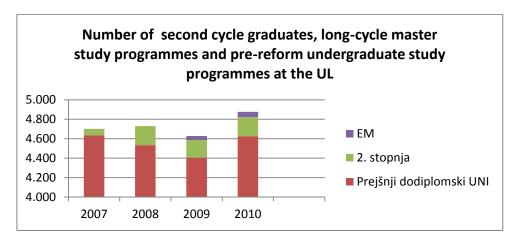
The first students in some of the second cycle study programmes have shown rather poor starting knowledge. They mostly come from the higher professional study programmes (e.g., the UL FGG), so there is a reason to believe that candidates from such programmes need to imrove their entry qualifications through additional or entry examinations. We are also faced with external or legal problems regarding the student status (social and health insurance and other social rights and benefits regarding transport, lodging...), between completing the firt cycle study and entering the second cycle study.

# **COMPLETING PRE-REFORM STUDY PROGRAMMES**

The UL is providing the last years of the non-reformed undergraduate study programmes. Despite this fact, there is some increase in the enrolment in these last years (e.g., the UL FKKT in the fourth year), since the students wish to take opportunity of completing these

programmes. This presents an additional challenge of ensuring the quality of the entire study process, in particular of the exercises (e.g., the UL FKKT). Motivating the students to comlete their studies in time is one of various activities offered to these students, beside individual approach, preparatory courses, and other, and consequently the number of graduates in the non-reformed undergraduate study programmes increased (e.g. , the UL FE, the UL FU, the UL FDV, the UL FFA, the UL FS, the UL AG, the UL ALUO). Students can also continue their study in the reformed programmes. The UL FRI succeeded to attract substantial number of potential drop-out students, to enter the reformed programmes and complete their studies.

**Chart 11:** Number of graduates of long-cycle master study programmes, of second cycle study programmes and of pre-reform undergraduate study programmes



#### OFFER OF OPTIONAL SUBJECTS BETWEEN THE UL MEMBERS

The UL students can also choose between optional subjects, offered outside of their study programme, at another UL Member or at any other HEI. The offer of optional courses has increased compared to the previous year (Table 11, Chapter 3), but this area is still facing several challenges. A systematic approach, effective coordination and substantial information support is needed to support this activity.

We estimate that the students' academic performance is significantly improved and supported. Will continue to implement and strengthen the activities described above.

# **ORGANIZATION OF PRACTICE**

We provide practical training for students of those programmes which require practical training. This is carried out mainly through institutional arrangements or contracts with the economic and public sectors, and through cooperation agreements, or individual arrangements of the students themselves, where the UL joins to assure the quality and performance. In the context of existing learning bases (i.e., the organizations in which students can be engaged in practice) and due to larger number of HEI in Slovenia, there are some areas where we face shortage of learning bases in practice. This problem is solved in

different ways, e.g., continuous effort to increase the number of bases, new arrangements as well as implementation of flexible practices (e.g., the UL FFA organizes practice in two parts, which means in practice implementation half of the internship in the graaduation year for half of a generation). The decison by the ministry of higher education and health not to financially support practical training of medical students and of future teachers is posing serious problem in the system of financing public services (e.g., the UL ZF).

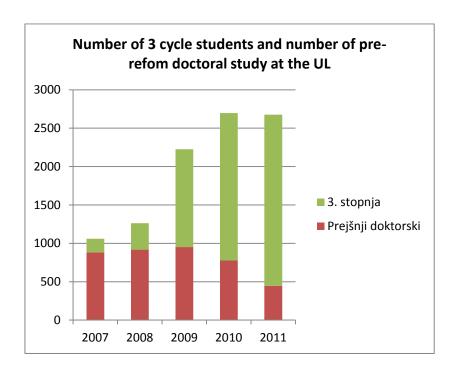
We provide quality performance and proper mentoring regardless of the above problems. We provide training for coordinators of practical training, who keep contacts with the companies or organizations that provide practice and help organize practical training.

We believe that we must strengthen the capacity of particular learning bases in the coming year, and continue to prepare companies and other organizations and job trainers to provide practical training.

#### **DOCTORAL STUDY**

Following our goal to strengthen the research at the UL, special attention is devoted to doctoral studies. We are proud that we have reduced the number of doctoral study programmes and that we designed interdisciplinary study programmes on the third cycle. In 2011, the numbers of available places were not increased for access to doctoral studies. This is for the purpose of keeping quality standards in these programmes, since we noted an impact on quality in 2009/10 when there was a substantial rise in the offer of enrolment places.

**Chart 12**: Number of 3 cycle students and number of pre-reform doctoral study at the UL.



To raise the quality of doctoral studies, measures are taken in all the following phases: information for candidates before the study, selection of candidates, presentation and

support for a new system of financing (for those who are young researchers), and support activities during the study and support in completing.

The PeF, for example, offered an information day, which was conducted in April, candidates are offered help in developing ideas for the dissertation and allowed more time to consider about the study programme, the topis and the mentor.

In 2011, a new system of doctoral scholarships was introduced and conducted within the Doctoral School. The funds were provided by the EU and the University acted as an Agent of the ministry of higher education. In the autumn 2011, a new call for the generation of 2011 was prepared and published, in which the university is acting independently and not as an agent of the Ministry.

In 2011, the three Programme Boards of the doctoral programmes, that are coordinated at the level of the UL (Medicine, Statistics, Environmental Protection) regularly met. The Doctoral School, coordinating six doctoral study programmes (3 pre-reform and 3 reformed) conducted a survey on the satisfaction of doctoral students in doctoral programmes: Environmental Protection and Statistics, analyzed by the Programme Boards of both doctral programmes. Doctoral school also offerc support to the UL Members, implementing doctoral programmes. Two meetings were held with the professional services of the UL Members in the field of doctoral study, where we also we invited representatives of the ministry to explain the calls for co-financing, scholarships, etc.

We have successfully accomplished all the internal processes of the doctoral study quality assessment. In 2011, the Commission for doctoral studies, under the authority of the University Senate, gave its approval to the 1076 themes of doctoral dissertations, which is 80% more than in 2010. It also addressed several small changes to the programmes. We organized all the promotions in which the Rector promoted 306 new doctors of science.

In 2011/12, we continue to promote cooperation with research institutes and foreign universities, e.g.,

The UL FMF - The advantage of the doctoral programme, which includes the FMF, is a close relationship with the Institute Jozef Stefan (IJS), in the case o module in physics, the IJS researchers participate in the elaboration of the students' doctoral theses. The studentscan use the present research equipment at the Institute of Mathematics during their study of the modules in mathematics in co-operation with the Institute of Mathematics, physics and mechanics.

The UL PeF - In 2011, the Pef Doctoral school was assessed by the International Doctoral School Culture, Education, Communication, which consists of a consortium of universities.

The UL - The doctoral study programme Biomedicine organised a visit for eight teachers (with the FFA, the MF, the VF and the NIB) to the universities in Italy, Switzerland, Spain, Israel, Britain and Sweden, Croatia, totaling more than seven months

The UL – The Head of the Doctoral School participated in several workshops in the framework of the EUA-CDE, as well as actively collaborated in the EUA-CDE (Council for Doctoral Education), acted as an invited lecturer at various universities abroad (Croatia, Albania).

Already at the beginning of 2011, we further improved the already agreed criteria for doctoral study quality assurance. They relate to the selection of mentors, the Commission for doctoralstudy, appointment process, and the requirement to publish at least one article of the first authorship of doctors.

At the doctoral level, we find the following challenges in particular:

- different position of doctoral students who are employed. Even when the topis of their doctoral theses are related to their work, most of the study is seriously disrupted by their workload,
- heterogeneity of students enrolled in interdisciplinary programmes (e.g., the UL FF), in which the programme is implemented at several HEI,
- large interest and enrollment in some doctoral programmes in the recent years
- neglected artistic fields at the doctoral level.

#### **KEY ACHIEVEMENTS, CHALLENGES AND MEASURES**

**Table 5**: Key achievements and challenges in education

Key achievements, strengths and good practice in the	Explanation of the impact on the quality
area (three)	
Introduction of continuous monitoring of the study and its continuous improvement.	Revision of strengths and weaknesses of the study process, possibility of eliminating shortcomings towards improvement.
Improvement of education efficiency in the reformed study programmes, compared to the pre-reform programmes, increase the number of the UL Members, where students complete their studies before expected time.	Learning process in the reformed study programmes at some of the UL Members facilitates progression through the study programmes within the stipulated time.
The process of preparing the call for enrolment into the doctoral study programmes for the academic year 2012/2013 started earlier, in autumn, according to the University Senate decison. In December, the proposal of the call text was forwarded to the relevant ministry of higher education.	Since the call will be published on 1 March (before 1 June) the applicants have more time to select an appropriate mentor and course content, and more time for formalities (recognition, collection of relevant documentation for the application).
Implementation of a student survey on their satisfaction in the doctoral study programmes.	Restructuring of certain subjects, change of professors, better information to students,adaptation of implementation time.
Introduction of programme directors on the first and second cycle programmes.	Improved transparency of the implementation of study programmes, satisfaction of teachers and students, consequent adaptation in programmes.
Annual revision of information packages on study programmes of the first and second cycle.	Transparency of study programmes and better information to help prospective students decide on their study.
Publication of the Guides to the first and secod cycle study programmes.	Comprehensive information and presentation of the UL study programmes of the first and second cycle for the first time in joint publication.
Major weaknesses, improvement opportunities and	Suggested improvement measures
challenges in the area (three)	
Providing possibilities of more selection of elective subjects among the UL Members.	Streamlining procedures to choose electives, prepare a set of elective courses at the UL Members, explore possibilities of providing elective courses tailored to

	students of other UL Members, explore possibilities for greater coordination in the implementation of provision of electives in order to avoid overlapping.
No consensus on the number of available study places in the call for enrolment into doctoral study programmes in 2011/2012.	Achieving reduction of offered study places in doctoral study programmes with the responsible persons at the UL Members. Organize a conference on doctoral studies. Proposal to amend the access requirements for the doctoral study programmes in the Higher Education
The UL offers elective subjects on generic skills in doctoral study programmes for three consecutive years. The response of the UL Members in inadequately weak.	Achieve funding of elective subjects in doctoral study programmes, offered to doctoral students between the UL Members.
The most important points in the past year which affected the quality of the field (three of the above)	Explanation for choosing the points
Nontransparent accreditation and re-accreditation procedures and amount of required documentation.	Overloaded professional staff with administrative tasks, consequently less systematic improvements of study programmes.
Introduction of constant monitoring of education process for the purpose of improvement.	Revision of strengths and weaknesses of the study process, possibility of eliminating shortcomings towards improvement.
Improve efficiency of study in the reformed study programmes, compared to the non-reformed programmes, increase the number of UL Members, where students complete their studies before expected time.	Learning process in the reformed study programmes at some of the UL Members enables progression through the study programmes within the stipulated time.
Adopted decisions, complementing the consensed criteria for quality assurance of doctoral study, regarding choice of mentors, nomination of doctoral commissions and regarding the requirement of publishing at least one article, where the doctoral student is the first author.	Doctoral student mentors must be active in research, such commissions are more competent for assessment and are following the student drom the beginning to the end of the doctoral study.
	The effects of the published article with the doctoral student as the first author, will be visible in the near future.
On-line applications for enrolment into some doctoral study programmes and the implementation of the student satisfaction survey.	From the organization point of view, we are getting closer to the simplification and unification of applications for study, to suit the candidates for study.

#### 1.1.3 International Activities

# **STUDENT MOBILITY**

Internal and external evaluation of the international activities was performed in 2011. Evaluation of the Erasmus programme was conducted by the Centre of the RS for Mobility and European Education and Training Programmes, and found that the University introduced a well-functioning system of implementation of the Erasmus activities and established a risk management system for grants. The report recommended that the University considered adopting a university mobility strategy, regarding the following aspects: whether the UL regards mobility as a tool for achieving a specific goal or just as an activity that is carried out

because of the availability of funds. The report also considers the use of funds of the mobility as a support for the University mobility strategy.

#### **EXCHANGE NUMBERS**

In 2010/2011, the mobility of students increased compared to 2009/2010, so the number of foreign exchange students at the UL rised well above the planned number, while the number of our outgoing students was below the target (Section 3.4). Nevertheless, given the existing opportunities in the Slovenian higher education system, we believe we are on the whole successful in the field of international mobility. The total of slightly less than 8% of those who graduated in 2011 went on an exchange during their studies. We have seen substantial differences among the UL Members; the percentage of graduates on exchange during their studies varies from 0% to 20%.

**Table 6** Number of graduates in 2011, who were on a student exchange during their studies and the number of foreign graduates in 2011, by study cycles

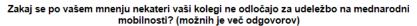
				Percentage
	Number of		Percentage of	of foreign
	graduates on	Foreign	graduates on	citizens
	exchange during	graduates in	exchange during	among the
STUDY CYCLE	their study	2011	their study	graduates
FIRST CYCLE				
PROGRAMMES	252	47	9,07	1,69
SECOND CYCLE				
PROGRAMMES	6	13	1,90	4,13
UNDERGRADUATE STUDY				
PROGRAMMES	369	60	7,90	1,29
DOCTORAL STUDY				
PROGRAMMES	9	11	3,02	3,69
MASTER STUDY				
PROGRAMMES	1	14	0,37	5,24
TOTAL	637	145	7,65	1,74

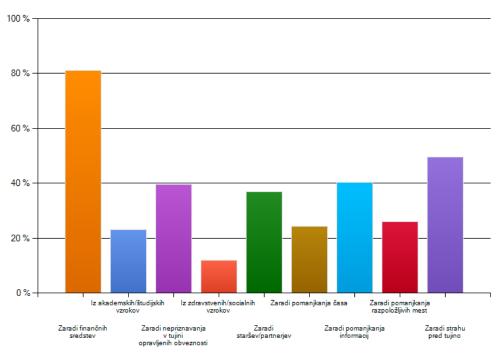
Lack of funds and the introduction of the Bologna reform represent an obstacle for increasing the number of exchange students. The students are not likely to go on exchange during their first cycle of study. For example: despite intense activity in support of mobility in 2010/11 at the Faculty of Administration, only about half of the registered students actualy went abroad. In addition to overloaded students, the reasons are primarily social in nature (scholarships do not cover all the costs of exchange), poor language skills and failing to fulfill the criteria for progression to the next study year. At the Faculty of Economics we intend to promote study abroad for socially vulnerable students by creating a fund for internationalization and support for socially disadvantaged students.

At the beginning of the 2012, the UL started a major study on the Bologna process and the implementation of the reformed programmes, which we intend to complete by May 2012. The first results of the student survey are very useful. We can see that the students do not take the exchange opportunity mainly for financial reasons, and also because of fear of foreign countries and other personal reasons (e.g., the family). Students state that non-recognition of

study results, obtained abroad, represent a major obstacle for mobility, too. For example, the Chart 33 and 34 show how students responded to a question on the reasons for not going abroad. The answers of the students of all three cycles are are very similar.

Chart 13 (33): Reasons of first cycle students for not going on exchange abroad.





Approx. 80% financial situation

Approx. 20% academic/study situation

Approx. 40% non-recognition of foreign study

Approx. 15% health/social situation

Approx. 38% parents/partners

Approx. 22% lack of time

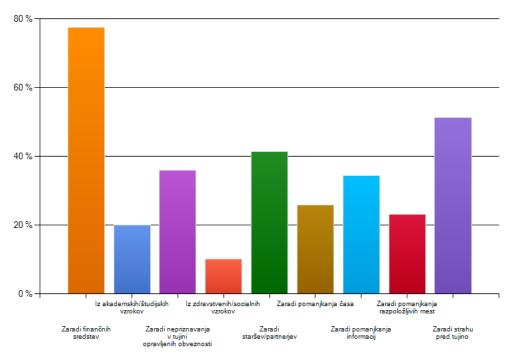
Approx. 40% lack of information

Approx. 23% lack of available places

Approx. 44% fear of going abroad

Note: 7.090 respondents, first cycle students

# Zakaj se po vašem mnenju nekateri vaši kolegi ne odločajo za udeležbo na mednarodni mobilnosti? (možnih je več odgovorov)



Approx. 78% financial situation

Approx. 20% academic/study situation

Approx. 38% non-recognition of foreign study

Approx. 10% health/social situation

Approx. 41% parents/partners

Approx. 22% lack of time

Approx. 38 % lack of information

Approx. 22% lack of available places

Approx. 44% fear of going abroad

Note: 1.768 respondents, second cycle students

#### Examples of encouraging the students to go on exchange:

The UL MF - In 2010/11 and in 2011/12, the Faculty of Medicine noted increased interest in exchange and reached the balance between the incoming and outgoing exchange, which is an indicator of international recognition of the faculty.

The UL EF - increased the numer of incoming students and reduced the imbalance of mobility.

The UL VF - hosted a relatively large number of foreign students to experience practical training during 2011, while the outgoing mobility is still weak.

The FS - offers practical training in foreign firms.

We estimate that despite the decrease in the mobility of students in the 2010/2011, the UL successfully implemented international student mobility in the present economic situation and taking into account the reduction of students due to demographic trends. Regarding the recognition of study results, obtained aborad, there are some cases of non-recognition, but this is mainly a consequence of changes in the agreements, e.g., the student who goes abroad cannot folow the requirements of the agreement because the host institutions does not provide for it. It may also happen, that the students themselves perform other requirements than agreed, without knowledge of the sending university. In this context, we need to improve the information on the exchange requirements and obligations.

#### MOBILITY INFORMATION AND SUPPORT

# Support to the UL outgoing students

Information and coordination of student mobility flows decentralized with the assistance of the University International Office. The Office is included in the presentations offered by Individual UL Members, at student fairs, and in informing the coordinators of student exchange, nomnated ba the UL Members, of the latest opportunities and mobility. Most promotion is published on the website. Support for international activities is provided by the professional services and the tutors at the UL Members. The UL ZF obtained some financial support the end of 2011 and established an international project office; the UL FFA introduced a Vice-dean for international cooperation. Coordinators of mobility are engaged at individual UL Members to inform the students of the mobility opportunities (the UL AG, the UL FE, the UL FFA, the UL FU) to interview the candidates who were on exchange (the UL FA), to create platforms for students' meetings, to encourage individual counseling (the UL EF) and encourage mobility for individual subjects (the UL FA). At the UL FF, an additional Erasmus call was published, to increase mobilty, the UL FE were prepared instructions for exchange. Students are specially prepared for going abroad at the UL EF included in various workshops upon their return. In 2011, a meeting of the CEEPUS coordinators was held at the UL VF in order to increase mobility. There, we agreed upon a strategy for student activity, within which students can benefit from scholarships fro visting workshops and provision of practical training at partner institutions.

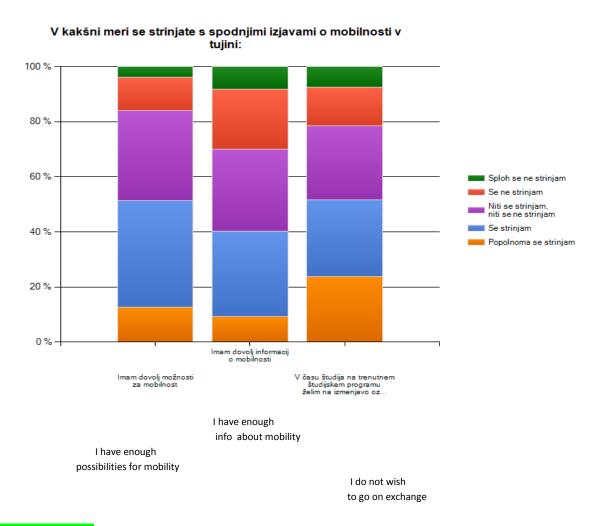
We are also improving the IT mobility support by e-registry of mobility (the UL FPP, the UL FF offers inscription in the UL FF application of the students in the Welcome Day), which allows us to monitor the study requirements as defined by the agreements.

International cooperation and cooperation in various mobility projects require a lot of paperwork, difficult to perform by educatirs. International cooperation is significantly improved if administrative staff is employed for this purpose. The UL FSD employed an administrator and dramatically increased international activities. Two courses in English were organized for the administrative staff to work with foreign students at the MF, with high participation (30 employees). The UL FU increased internationalization with eorganization of the English language courses for all employees.

We found that most of the students believe they have sufficient possibilities for mobility and that about half the students are satisfied with the information on exchange options, as shown

in the charts below; 35 and 36. In the future we want to improve mobility information for students.

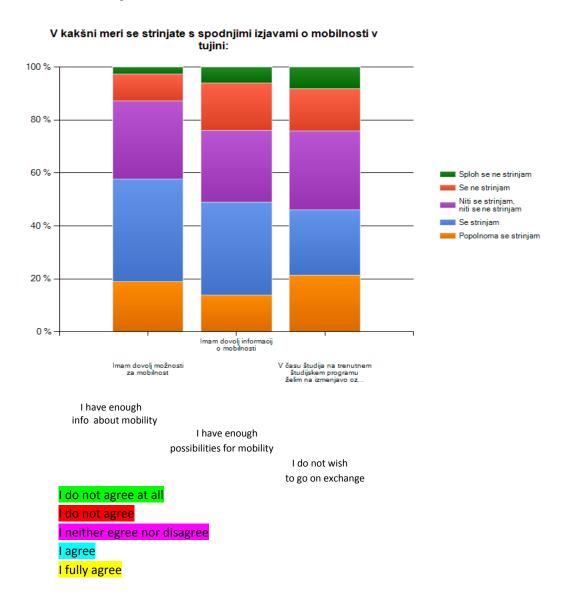
**Chart 15:** Responds of the first cycle students on information and interst for mobility- Level of agreement with the below statements



I do not agree at all
I do not agree
I neither egree nor disagree
I agree
I fully agree

Note: 7.146 respondents of first cycle students

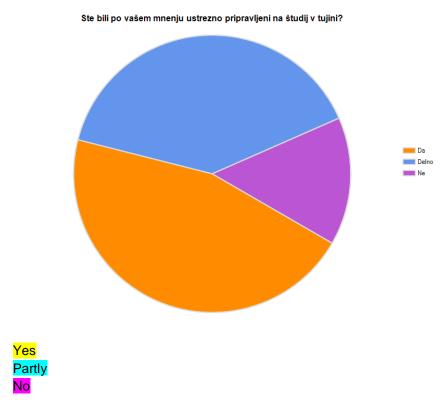
**Chart 16**: Answers of second cycle students on information and interst for mobility – Level of agreement with the below statements



Note: 1.776 respondents of second cycle students

Most of the exchange students say they were well prepared for the exchange.

**Chart 17**: Respondentss of first cycle studies on their preparation on mobility – Were you well prepaired for study abroad?



Note: 282 respondents of first cycle studies

Most of the mobile students get information about studying abroad from their teachers, international services and the career center at the UL. They are mostly satisfied with the information about the study and similar obligations; however, they lack preparation for cultural environment and life in the host country. The repondents of the first and second cycle gave similar answers.

We see that we are relatively successful in informing our students about mobility and its possibilities. Nevertheless, we believe that the students' preparation in terms of total information can still be improved, especially in the acquisition of 'soft skills' and preparation for different cultural environment. We want to improve the information support for monitoring exchanges, e.g., the UL FU intends to establish a system that would allow local and foreign students on exchange to apply electronically and to manage exchange by electronic means.

#### The UL support for incoming students

The university service provides information for foreign students, for their accommodation and provides opportunities for them to actively involve in extracurricular activities. The UL systematicly supports and co-finances courses of Slovene language for foreign students and foreign students and provides all the bonuses of the local students. The UL Members organize more informative and recreational events for foreign students, assign tutors to

support them, prepare promotion materials and websites more transparent. The University Office financially supports these activities through organization of mobility.

Inclusion of teachers in the mobility programmes would increase, if it was taken into account in the habilitation procedures and workloads. The UL FSD included evaluation of teachers, who worked for foreign Erasmus students, to promote work of professoors with foreign students.

#### Recognition of education obtained abroad

The examinations and other study results from abroad are recognized in accordance with the instructions at the level of the UL. We also encourage careful selection of foreign partners. Examples of recognition:

The UL FA - concludes agreements only for obligatory subjects, other subjects are recognised according to the principle of similarity. Due to recognition difficulties, the students of the Faculty of Architecture suggest agreement fro all the mobility study requirements.

The UL FKKT - introduction of a principle of recognition subjects from a specific institution aso for the next generation of students.

The UL FF - defined procedures and forms for recognition of foreign education, the departments are encouraged to carefully select mobility partners with related study programmes and to pre-agreed study arrangements.

#### **TEACHING IN FOREIGN LANGUAGES**

It is estimated that the number of foreign exchange students and full course of study would increase if the university systematically introduced teaching of subjects in foreign languages, which needs to be additionally funded. Despite the problem of funding at the level of the RS, we managed to increase the offer of subjects, taught in foreign languages.

**Table 7:** Number of all subjects, taught in foreign language anad the number of the University Members with this offer

Academic year	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
Number of subjects	61*	78*	194**	259**	481
Number of Members	6	10	12	11	14

<sup>\*</sup>Annuall report 2007

<sup>\*\*</sup>Annual report 2009

**Table 8:** Percentage of subjects, offered in foreign languages – without doctoral study

	Number of subjects offered in	
	foreign language by UL	Percentage of subjects offered in foreign
MEMBER	Members	language by UL Members
UL AG	0	0,00
UL AGRFT	0	0,00
UL ALUO	0	0,00
UL FSD	0	0,00
UL FŠ	0	0,00
UL FF	7	0,28
UL ZF	1	0,42
UL NTF	5	0,87
UL BF	12	1,63
UL FRI	3	2,22
UL FU	3	2,52
UL FMF	7	2,55
UL TEOF	20	6,37
UL FDV	33	7,42
UL MF	20	10,42
UL FPP	40	13,94
UL PF	19	16,67
UL EF	171	35,63
UL FA	43	46,24
UL FE	0	0,00
FFA	0	0,00
UL FGG	0	0,00
UL FKKT	0	0,00
UL FS	NP	NP
UL PEF	0	0,00
UL VF	0	0,00
TOTAL UL	384	3,95

Table 9: Number of subjects, offered in foreign languages in individual doctoral study programes

	Number of subjects in		Percentage of	
	the programme, offered	Full number of	subjects, offered in	
Study programme	in foreign lagnuage	programme subjects	foreign language	
Architecture	2	25	8,00%	
Biomedicine	0	284	0,00%	
Bioscience	0	157	0,00%	
Economy and bussines	13	13	100,00%	
Electrical Science	8	46	17,39%	
Built Environment	0	0	0,00%	
Humanities and Social				
Sciences	3	420	0,71%	
Teacher Training and				
Educational Science	0	28	0,00%	

Chemical Sience	11	23	47,83%	
Kinesiology	21	21	100,00%	
Mathematics and Physics	29	37	78,38%	
Maritime Studies and				
Transport	0	33	0,00%	
Law	0	88	0,00%	
Translation Studies	0	0	0,00%	
Computer and Information				
Science	1	14	7,14%	
Social Work	3	3	100,00%	
Statistics	1	23	4,35%	
Mechanical Engineering	5	67	7,46%	
Textile, Graphics and				
Textile Design	0	78	0,00%	
Theology	0	80	0,00%	
Encironmental Protection	0	40	0,00%	
Science and Engineering				
of Materials	0	20	0,00%	
TOTAL UL	97	1.500	6,47%	

Inspite of financial constraints, the UL has managed to increase the offer of subjects, taught in foreign languages. Other related activities:

More information to foreign students about the offer of individual subjects, taught in foreign language (the UL BF,the UL FE,the UL FMF, the UL FSD, the UL TEOF).

Designing a concept of provision of subjects, taiught in English for better quality and wider offer (the UL FMF, the UL FRI, the UL FSD).

Better inclusion of foreign students in full-time study.

Better relation of foreign students to Slovene culture and language.

#### Cooperation for wider offer:

- agreements between the UL FDV, the UL EF nad the UL FU and between the UL FDV, the UL PF and the UL FF, the incoming students to the UL FDV can choose subjects in English from the signature partners, mainly on the first cycle, after completed enrolment procedure, and practically in all cases in limited offer. The UL FDV hosts the students of other participating Members.
- -The Commission for international cooperation at the UL FU suggested that the offer of subjects, taught in foreign languages be provided through elective subjects, which would be provided in English also for the Slovene students, the other subjects would have introductory part in English, foreign students would present their seminars).
- The UL FKKT organizes a series of invited lecturers within a subject of a dotoral study. All the employees and other students are invited.

To improve the supply of study courses in English, we plan to:

- Prepare the UL FF module Slovene Studies in English, for all visiting students at the UL. At the UL FF we also offer a course of Slovenian for all students on an exchange, not only Erasmus student;
- at the UL EF we would like to put greater emphasis on learning the Slovene language, so we intend to prepare a free intensive course of Slovene language;

- the UL MF plans to extend the good practice of provision of studies on some chairs / clinics also to other chairs/clinics;
- the UL FSD plans to include a block of courses in English of at least 20 ECTS for Erasmus students.

#### **ENROLED FOREIGN STUDENTS**

In 2011/12, there were 1.538 foreign students enrolled in the UL study programmes, which is 18% more than in the previous academic year.

There are 21 agreements on double diplomas, the UL signed with foreign universities. Some UL Members are included in the provision of joint study programmes and there are new planned:

The UL PeF - cooperated in a successful international project European Primary Teacher Education and cooperated in preparation of a joint study programme of 60 ECTS, which will enable students to take part in a foreign first cycle study. The programme influences our international recognition and provide for better cooperation between researchers and educators of participating institutions.

The UL FF - provides 5 accredited joint study programmes.

The UL FMF - cooperates with the University of Trieste in provision of a dual diploma (first cycle study programme Mathematics) and thus create wider employment possibilities for students.

The UL FU - There are some difficulties we encounter with the joint study programmes arrangements. The FU could not invite students to enrol in the joint programme, since the partner institution failed to accredit it in time.

#### **STAFF MOBILITY**

Less mobility is within staff. The mobility of teachers is small in general, primarily because of their overload with teaching, low scholarships and lack of information. Very few of the UL Members' teaching staff practice sabbatical year, again due to lack of financial resources and overload, which represent an obstacle for pedagogical and research activities.

We believe that better information flow on mobility opportunities, more planning of training especially of younger staff and their replacements during the absence, would encourage staff mobility.

#### **KEY ACHIEVEMENTS. CHALLENGES AND MEASURES**

**Table 10**: Key achievements, challenges and measures in international relation activities

Key achievements, strengths and good practice in the area (three)	Explanation of the impact on the quality		
More foreign students than planned.	Exchange enriches and raises the quality of education		
	at home and strengthen our reputation abroad.		
Better terms and conditions for mobility for both, incoming and	Better conditions are a precondition for more mobility		
outgoing students.	and for more interest in mobility.		

Better information. More connections with foreign universities.	
Acquisition of additional funds through Public foundation. More offer	
of subjects taught in foreign languages, better residence	
opportunities, introduction of tutors.	
More international cooperation.	Mobility brings experience and exchange of good
	practice.
Major weaknesses, improvement opportunities and	Suggested improvement measures
challenges in the area (three)	
Lack of encouragement and recognition og pedagogical work with	Recognition of work with foreign students through
foreign students.	habilitation criteria.
Unsufficient IT support for registration of mobility.	Establishing of e-registry.
Suspension of scholarships for foreign students in Slovenia.	Establishing a fund for foreign students, suggestions
	for amandments to legislation.
Unsufficinet offer of subjects, taught in foreign languages.	More teaching in foreign languages enables more
	incoming mobility. Modules or groups of subjects in
	foreign languages, expands choice. Additional funding.
The most important points in the past year which af	fected the quality of the field (three of the
above)	
Lack of IT support.	
Lack of subjects taught in foreign languages.	

# 1.1.4 Library and publishing activities

#### **LIBRARY ACTIVITIES**

There are 39 HE libraries at the UL Members and departments and two university libraries as associated UL Members (CTK – Central technical Library and NUK – National and Unviesity Library). The system is decentralised with no main university library as an internal unit.

Common functionalities of the UL library system are:

- common regulation on general conditions of working,
- programme equipment for automatic activities of the libraries (COBISS.SI on the national level),
- cooperation in consortia for acquisition or supporting access to electronc information sources,
- there is access possible through the portal of Digital library of the UL, to access more than 60.000 licensed e-reviews, e-books and data bases (http://dikul.uni-lj.si),
- one library card for each student fro access to all the UL libraries, including the CTK and the NUK,
- the UL price list defines payable services of the UL libraries and sets limits of prices,
- promotional activities (brochures, professional visits from abroad or abroad).

Table 11: Individual data on the UL library system activities from 2007–2011 (without the CTK and the NUK)

indicator	2007	2008	2009	2010	2011	index 2011:2007
Number of the UL students (EPZ)	59.383	59.314	56.340	53.609	51.859*	87
Number of the UL teachers and researchers (EPZ)	4.524	4.063	4.058	4.051	3.882*	86

Active users of the UL libraries	70.517	71.809	73.017	69.843	67.898	96
Number of professional staff in the UL libraries (EPZ)	170	168,1	168	168,8	170,8	100
Number of units added to the library units on physical carriers (books and other)	56.145	64.552	62.552	59.284	60.321	107
borrowings (home, reading facilities, inter-libraries)	1.310.486	1.351.544	1.306.146	1.226.567	1.198.323	91
Number of attendants of various forms of trainings for the UL library system users	6.148	6.351	7.523	8.069	7.005	114
Number of attendants of various forms of information literacy trainings, included in the study programmes (with cooperation of librarians)	2.213	2.104	2.326	2.904	2.818	127
Number of created and edited entries in COBISS.SI for the researchers' bibliographies (all kinds of material)	40.493	38.184	40.999	39.236	40.307	100
Number of digital documents, prepared by the UL libraries for collections	5.323	2.941	3.440	4.292	6.584	124
Number of insights in complete texts of digital collections, operated by the UL libraries + number of insights in complete texts of consortia souces	Data not collected	Data not collected	1.261.851 + 1.291.449	1.379.582 + 2.244.950	2.091.952 + 2.700.751	188**
Number of reading seats	1.720	1.734	1.709	1.847	1.813	105
Funds for purchasing of all library units (EUR)	3.090.063	3.016.356	3.239.300	2.971.308	2.937.843	95
Funds for electronic sources or for access to electronic sources (EUR)	451.846	338.017	506.319	547.768	707.560	157

<sup>\*</sup> Transition from reporting by the UL libraries to the use of official UL data, by the number of teachers and researchers also change of data collection at the level of the UL.

Information on the operation of the UL library system from 2007 to 2011 in the Table 41 show the stable operation of the decentralized system of 39 units in an environment of higher classical library (data for the report on the quality of the UL without CTK and NUL). Perceived trends specific to academic libraries around the world: the reduction of rent units in physical media, a strong increase in the use of electronic resources and services, increased need for places for quiet study and various forms of group work.

Following the initiative of the Unvieristy Student Council, the CTK and the NUK conducted a preliminary survey of the students' requests and requirements and realized a test of extension of opening hours in 2011 (http://www.dlib.si/details/URN:NBN: SI: DOC-YVFHFDAJ). Taking into account the physical and financial options, both librarriesextended the open reading rooms hour in 2012- CTK until midnight, except during the summer months, and the NUK until 22.00 for six months a year during exam periods. The students' response was very good and the occupancy of the libraries in the evening large. However, the UL library needs more space (for a total deposit library).

Our libraries started to offer new contemporary and innovative services in 2011, such as connection to study material on-line, accession to the on-line student services, the library cataloque (the UL FDV), establishing or renewing digital collections of higher education works and publications of individual University Mebers (the UL FDV, the UL FGG, the UL FSD, the UL PeF, the UL EF).

There are a few UL Members which are at present establishing an open repository (the UL FE, the UL FRI, the UL ZF) and upon other members, we are considering establishing a common university repository at the UL.

In December 2011, the UL FGG in cooperation with the UL FRI started its open digital repository, called DRUGG. It is palced in the opencode digital environment ePrints. It contains 1100 higher education works. Already during the first month about 10.000 visits to the repository were recorded, 15% from international space. There are digital opencode repositories also at the UL FRI and the UL PeF.

We help updating information literacy and introduce tutoring for effective information sources use (the UL FU), we are preparing to establish the users training at some UL Members, which would be evaluated with ECTS credit points (e.g., the UL TEOF) and forms of elearning (e.g., the UL FE). The central library of social sciences Joze Goričar (the UL FDV) has established several virtual classrooms. More dislocated archiving or rearranging library premises would gain additional space for users (e.g., the UL EF, the UL FDV, the UL FPP, the UL MF, the UL NTF, the UL MF, the UL FE and the UL FRI, where there is a plan for dislocation of the library due to the moving of the UL FRI), so would also placement of material for free approach.

Part of the problem remains unresolved, for example lack of available suitable facilities (the UL AG, the UL ALUO, the UL AGRFT, the UL FF, the UL FMF) and organizational dispersion of the Central Library of the Humanities at the Faculty of Arts. The European Documentation Centre, which works in the UL EF library, is included in the UL infrastructral centres in 2011 to acquire additional resources.

The number of participants of organized education for the UL library users, and various forms of information literacy, which are included in the study programmes and includes participation of librarians, is increasing, but we believe that better informational literacy significantly contributes to better research and learning outcomes. Our goal is to include the criteria for information literacy more in the study programmes and prepare online information literacy modules for faculty, researchers and students (publication: Criteria and indicators of information literacy in higher education, 2010).

A special feature of the Slovene libraries is a bibliography entry records for researchers, which are the basis for the evaluation of teachers and researchers for the purposes of appointment to the titleas and for the project applications. Foreign academic libraries do not offer this service (which is usually at the level of institutions, in Slovenia SICRIS operates at the national level), which requires a permanent additional education.

The establishment of the digital library at the UL is progressing too slowly, compared to the situation in the countries of the European Union. The digital library should contain licensed open access to scientific sources, higher education written works, scientific and other publications of the University, published research, study and teaching materials and research databases. Provision of access to the licensed electronic information resources through the funding of the Public Agency for Research RS is quite appropriate, however, unrealized remains an institutional repository for university work, published research, study and study guides and other publications of universities and the establishment of research databases.

To provide better and more economical purchase of literature for the UL Members, we improve coordination of purchasing, provide user needs respondent delivery, purchase compulsory and recommended literature, cooperate with HE teachers (e.g., the UL FA, the UL AG the system is at the stage of being established due to lack of interest of teachers and funds, also at the UL FE and the UL FRI cooperation with teachers has not yet reached the expected results). Our libraries carry out evaluations of their services, periodically or occasionally (e.g., the UL FDV, the UL FU). Thus, for example the evaluation of student satisfaction with the literature at the UL PeF showed that the students are generally satisfied with the libraries' offer. Due to the integration of the UL FKKT library with the CTK is adequate and accessibility is better. It is also respodning quickly to the student needs. For example the UL FSD library provides assistance to users with special needs (digital materials for the visually impaired, unimpeded access for disabled), the UL EF offers to students with special needs workstation with the braille line.

The UL is a partner in projects for building and upgrading the infrastructure and open access OpenAIRE OpenAIREplus, but in the absence of the central university library and the indoor unit of a university library and due to the decentralized system, which consists mainly of small libraries, creates an environment of open access lagging far behind the other universities in the European countries. The EC funding programme Horizon 2020 will require compulsory and free availability of publications and open access to research data on the pilot scale. The UL should therefore establish an open access infrastructure until the beginning of the Horizon 2020 programme in 2014. Good practice examples of innovative services in academic libraries overseas also include adjustments to sites of libraries, library catalogues and digital collections for use on mobile devices (smart phones, tablet computers). HE libraries manage home university research database (data Librarian) and offer technical support for publishing of scientific journals (e.g. with software Open Journal Systems), and connect publications to the research data. In an environment of open access, different models are used to protect copyright and publication of research data. Librarians assist higher education researchers in fulfilling the mandatory requirements of funders for free access to publications from publicly funded research and help them understand legal aspects of copyright. With opening of bibliographic records, library catalogues contents can be connected with any relevant field of human creativity (i.e. semantic web, Linked Open Data). The focus of academic libraries is moving from providing information to support the creation of knowledge.

The UL will not be able to reach the above standars within the existing structure; the establishment of the UL Library will be required, organized as an internal unit of the University, primarily for the implementation of advanced services in an electronic

environment. The University started the activities towards this goal in 2011 and will continue in 2012.

Higher education libraries annually report to the Centre for the development of libraries in the NUK. The very extensive set of data that is openly accessible provides a base for assessment of the quality of their services (http://bibsist.nuk.uni-lj.si/statistika/index.php)

### **PUBLISHING ACTIVITIES**

The UL conducts diverse and intense publishing activities; some UL Members provide quality activities and introduce a more comprehensive approach. We publish scientific journals, monographs, and bulletins (the UL AG, the UL ALUO, the UL EF, the UL FDV, the UL FF, the UL FSD, the UL FS, the UL FS, the UL FU, the UL NTF, the UL PeF, the UL TEOF) to enable publication of scientific and technical literature and thus encourage expanded scientific research, professional and artistic achievements. We improve and computerize procedures in publishing, and introduce new approaches.

The UL FDV - in 2011, we published simultaneously printed and e-books, thus increasing accessibility and possibility of using the resources for the blind and visualy impaired students

The UL TEOF - improved the procedure from application for co-financing to publishing books.

The UL FE - the rules for publishing were updated.

We are trying to raise the influence factor of our scientific and professional journals and their international impact, e.g.,

The UL FS - made web-site more transparent to achieve beter citation rate, introduced new system of labeling of articles for better connection of different research and will help develop new disciplines.

The UL FU - scientific journal was indexed by respectful international bibliographic databases, which confirms the quality of the publication, the authors references are now better and the possibility of winning projects is improved.

The UL PeF - started publishing an international journal with an international publishing board and with open access. We intend to prpare a plan of including the publications into international bases. The PeF publishing house issues publications in Slovene and English language.

The UL EF - renewed the scientific review and by taking over the publishing role we geered the journal into the applied bussines studies. From approval of an article to its publishing, all the procedure is conducted electronically in the Open Journal System. The journal has a new image. The publications are internationalized, also top authosr participate in publishing their articles in the review.

Publishing own research journals to make research and its results more visible and for better recognition of research and other achievements (the UL FSD, 1969-2010; the UL VF, digital collection 2006-2011).

Graphic images of the collections are being renewed (the UL FF, the UL FŠ).

The UL AG - started to record and archiving the concerts of the UL AG and transmitting them live through the internet.

Most of the UL Members publishes textbooks and other teaching material, introduce e-books and on-line purchase (e.g., the UL FPP, in plan at the UL FF).

The statutory protection of archives and museum material of the UL is provided by the University Office for Archve and Musem services. The Office caters mainly for the effective implementation of primary archival and museum work (for collection and documentation of movable cultural heritage in the area of semi-university education in Ljubljana and the present University of Ljubljana) as well as the project activity, focused primarily on the public presentation of archives and museum material: temporary and permanent exhibitions, publications and popular science (scientific) articles on the University past, and protection of its materials, publications, etc. separate publications. In 2011, in addition to professional treatment of archival material of the UL FF and of the University Rectorate, the office presented their publishing activities in recent years to the public at home and abroad: the present book collection of the museum and the UL archive, the exhibition and exhibition catalogue has increased awareness of the honorary doctorates, awarded at the UL. The Office is faced with lack of storage facilities, lack of additional equipment for the protection of archives and museum material and information support, which would allow creation of modern museum and archive electronic records

### **KEY ACHIEVEMENTS, CHALLENGES AND MEASURES**

Table 12: Key achievements, challenges and measures in international relation activities

Key achievements, strengths and good practice in the	Explanation of the impact on the quality		
area (three)			
Stable operation fo the UL library system, regardless of challenges in the environment in which it operates.	Has positive effect on study achievements and better visibility of the research publications.		
Cooperation of the UL in consortia for better access to electronic information sources.	Provision of quality information sources in an agreeable contextual volume for teachers, researhers and students.		
Organized and good input of researchers' bibliography in the COBISS.SI system.	Researchers' bibliographies are a way of evaluation of research and professional work for appointment to titles and for applications for co-financed projects.		
Major weaknesses, improvement opportunities and	Suggested improvement measures		
challenges in the area (three)			
Decentralized organization of the UL library system, lack of a university library as an internal university unit.	Profesionalization of services on the leval of the library system and establishment of the University library.		
Non sufficient and too slow transition of information sources to electronic environment.	Establishment of institutional repository for compulsory deposit of HE works, research publications and other university publications, establishment of other contemporary services in electronic environment.		
Nonsufficient volume of information literacy services.	Increase offer of training for users of libraries and information literacy skills within the study programmes.		
The most important points in the past year which af	fected the quality of the field (three of the		
above)			
Decentralized organization of the UL library system, lack of a university library as an internal university unit.			
Non sufficient and too slow transition of information sources to electronic environment (especiallyl establishing of institutional repository).			
Insufficient volume of information literacy services.			

### 1.1.5 Investments, maintenance, facilities and equipment

### **SPATIAL ISSUES**

Some of the UL Members are faced with lack of suitable facilities and the problems connected to this situation. Consequently, the learning process takes place under poor conditions, making it less effective as learning activities can not be optimally deployed; the UL is less homogeneous in this respect. Such problems are solved with educationa ctivities scheduled from early morning until late at night (e.g. all academies of arts, UL FE, UL FF, UL FMF, UL VF, UL ZF, UL FFA), or even on weekends (the UL ZF) and renting of premises. Spatial conditions are poor also at the UL FSD, UL FKKT, UL Pef, UL FPP and the UL MF. New premises are needed also for FMF. Procedures for the construction of the three academies are delayed because the purchase of land was not possible due to their ownership by the beneficiaries of denationalisation. Amendments of the project are submitted for discussion. The UL ALUO is in need for more resources for the implementation of the study process, characterized by an individual approach to students, and lack of suitable premises and equipment, we expect that the quality of studies in the future despite the renewal of the courses will drop. The UL AG is most in need for concert hall for the training of larger orchestras and concert activities.

These troubles are tackled with short-term measures, such as:

The UL BF - after building an extension of the UL BF and fter renewal of facilities of the dean's office, the Department of Landscape architecture gained new facilities.

The UL FKKT - renewed the premises and equipment of newly rented facilities of the Departmen of biochemistry and thus improved working conditions. We opened the classrooms for examinations with renting the facilities.

The UL VF - provision of exercise for smaller groups of students, which can be achieved with a balanced schedule of courses. We plan a larger facility for exercising and decrease the costs of study.

The implementation of the study process at the UL Members that have multiple locations, is a challenge for us in terms of coordination, e.g., the UL FKKT, the UL FF at 24 locations. Spatial separation of the different UL BF departments represents an obstacle for better use of laboratories and often results in duplication of facilities. We would like to create a system of coordination of laboratories, where feasible.

### **EQUIPMENT**

According to our estimation, there are some UL Members with good equipment (e.g., the UL FE, the UL FFA, the UL FMF, the UL FPP, the UL FU), it is however harder to provide good equipment in rented premises. We are satisfied with the following measures, adopted in 2011:

The UL TEOF - renewed some classrooms and offered contemporary learning technologies thus encouraging students for better preparation of students for their future employment tasks.

The UL FKKT – equipment of the computer room with mini-computers for better spatial and energy saving effect.

The UL FS – renewal of the computer room. Since the computers are not fully available to all students, since lectures are also held in the room, we also installed computers in the library. We renewed the communication facilities of the faculty, established a new form and way of communicating with students.

The UL FŠ - renewal of the sport centre Grintovec so that the surfaces of the hall are suitable for multipurpose use. We acquired new space for laboratories and for sports exercise. We intend to finish the energetic optimization of sports facilities.

The UL Members use more equipment for interactive methods of teaching and learning, and include research equipment in the learning process, for example simulators, classrooms with "voting systems" phantom head, IP cameras, bronchoscopes and Doppler ultrasound. We are facing lack of funds for the purchase and maintenance of equipment for practical teaching process.

We strive for ecological sustainability, e.g., the UL NTF was involved in the IRI study (programme in energy rehabilitation of the UL buildings to affect rational use of energy; at the UL FE and the UL FRI, we switched to waste separation. Several other UL Members have established a system of energy saving, waste separation, etc.

## RENEWAL OF PREMISES AND EQUIPMENT FOR STUDENTS WITH SPECIAL NEEDS

We are renewing our premises always with the view of removing obstacles for students with special needs, e.g.,

The UL FE and the UL FRI – renovation of the elevators equipoment and labeled the premises to improve accessibility for mobility impaired students also by moving switches and labels in Braille.

The UL FA – installation of an elevator to enable access to classrooms for mobility impaired students.

The UL FU – replacement of the front door to facilitate access for disabled students.

The UL TEOF – adaptation of the premises and removed architectural barriers, adequately equipped the toilets according to the plan.

The FF - installation of special security fences, renovated the hallways markings for the visually impaired students, the planned renovation of the lift was delayed due to lengthy procurement procedures.

The UL F – installation of ramps for access to the atrium and the installation of automatic doors at the four entrances for mobility impaired students.

### **RESEARCH EQUIPMENT**

In 2011, we have acquired new larger research equipment (e.g., the UL FFA). We strive for rational use of the existing research equipment and cooperation:

The UL BF - management organizes the activities so that the equipment is available to all the research groups.

The UL FKKT - To maintain larger research equipment and improve its availability, an infrastructural centre was established at the UL FKKT. We started new major research equipment (NMR, SEM, LC-MC) and started to use it for education of undergraduate students, which results in greater interest for diploma theses in the area. The equipment is also available for other organizations.

### **KEY ACHIEVEMENTS, CHALLENGES AND MEASURES**

Table 13: Key achievements and challenges in the area of investment and education

Key achievements, strengths and good practice in the	Explanation of the impact on the quality		
area (three)			
Forming the real-esatte register.	Overview of the UL real-estate and the situation in the Land Registry and the Surveying and Mapping Authority of the RS.		
Acquiring EU financing for the UL FKKT and UL FRI project.	Possible building of the new UL FKKT and UL FRI facilities, solution of spatial problems and improving the study conditions.		
Intensifying project activities for the UL MF.	Solution of poor spatial conditions of two UL MF institutes.		
Major weaknesses, improvement opportunities and	Suggested improvement measures		
challenges in the area (three)			
Overloaded human resource capacities.	Surching possibilities for new employments.		
Lack of funds for the investment and maintenance.	Use of experience from the project UL FKKT and UL FRI.		
Lack of legal support in the area of investments, real-estate and maintenance	More legal support in the area of investments, realestate and maintenance.		
The most important points in the past year which af	fected the quality of the field (three of the		
above)			
Establishment of real-estate register.			
Pridobitev EU sredstev za projekt UL FKKT FRI.			
Acquisition of the EU funds for the project UL FKKT and UL FRI.			
Overloaded human resource capacities.			

### 1.1.6 Information system

### IT SUPPORT FOR TEACHING AND LEARNING

To support the implementation of high quality study process, an efective IT support is needed for information exchange and supply, for provision and storage of study and other materials, and for online support to teaching and learning. For this purpose we use the world web, LCD displays and virtual classrooms. In practice, the online classrooms operate within the opencode envirnment Moodle (http://moodle.org/), their use is increasing in both teaching and learning. The spread of the IT support use is highly dependant on the motivation of staff

for their use and the mastering of the required IT skills. The UL should pay special attention to further training of employees in this area.

#### IT SUPPORT FOR PROCESS MANAGEMENT

The UL uses on a number of solutions for IT support in the area of process management. In the IT study support only, there are five different solutions at the moment: VIS eŠtudent3G, eŠtudent and a joint IT environment of the UL EF and the UL FRI. These programmes solutions are not connected. Consequently, the carbon capture data is manual (the UL Members export data from their systems and they are manually assembled at the level of the UL). Therefore constant checking of data is required and high time pressures are present constantly. The UL began the project PAUL (the UL data aggregation project). The result of the project will be a platform for integration of the existing information systems of the UL, which will provide a simple oversight UL and enable effective internal and external reporting. The project has already passed the first phase - the analysis of information needs. We believe that it is neccessary to establish a single model or solution for all members of the UL. The joint procurement for the selection of the document management system for the whole UL can be seen as an example of good practice.

Student register is supported by the previously mentioned IT supporting solutions. Due to dissatisfaction of users on the platform eŠtudent the UL Members decided to switch to the VIS, where there is more satisfaction with the support (the change of the IT support programmes was reported by: the UL FFA, the UL FPP, the UL PeF, the UL FKKT, the UL FRI, the UL AGRET, the UL AG, the UL FMF, the UL TEOF, the UL FA, and the UL FE).

Here are some plans to improve the IT support:

The UL BF - intention to improve the VIS IT support and form a unique platform to support the teaching and learning .

The UL VF - uses the eŠ3G IT system, however the reliability of the system is inadequate. The problems started even in the very students enrolment process, they were enrolled manually. The User's guide is being prepared to improve the reliability of the IT support.

The UL FU - introduction of on-line applications for enrolment and simplified the enrolment.

The UL FF - developing a comprehensive IT system for electronic enrolment, access to the data bases and publishing of study materials.

The UL FS - uses the eŠ3G which enables electronic applications to examinations and kepps electronic records of the programmes. The web-site is used for information exchange; in the future the improvement of the study programmes information package is planed. The students and the candidates are also addressed through the FAQ web-page.

The UL EF - is in the process of own IT support. In 2011 the first phase of the IT reform was implemented; IT support for planning and measuring of leraning outcomes. The UL EF started with unification of the IT and the operation manner for all three cycles and we renewed the internet site. We have renewed the IT support of the accreditation process and started to adapt the study IT support to the e-VŠ.

The comments on the IT support of human resource management are similar to the comments on the IT support of education:

- the UL TEOF notes that the IT support called QuickTime provides only for basic support in exchange the data with the UL central services, there is a lack of connectivity with business support IT systems, therefore representing a burden for the Human Resources office;
- the UL FMF intends to abolish the QuickTime support and introduce a human resource module of VIS in 2012.

Together with the providers we will need to find suitable IT solutions.

For overall good operation, all the UL units need integrated IT solutions or individual modules connections (e.g. study informatics, human resources, etc.), which can eliminate duplication of effort and difficulty in collecting data. We also plan the renovation and computerization of business processes.

### **COMMON SUPPORT FOR INFRASTRUCTURE**

The backbone network Metulj provides high-quality network connectivity and Internet access in all the UL Members. Each UL Member is guaranteed transfer rate of 1 Gb / s. The consolidation of three Metulj network nodes into two nodes provides for lower costs of maintaining the network in the future. The key part of the network is active directory service on the entire UL, at this time ensuring a minimum level of managing user identities. The identity management is certainly a strategic area where the UL must make a significant step forward in the near future; some activities are already underway (introduction of a common identity of the student). The UL introduces a new service ArnesAAI (based on the AD), which allows users easy access to new online services with existing user names. In the area of infrastructure we are understaffed and therefore use outsourcing possibilities, which are not always the optimal solution.

In order to improve reliability and security of the IT systems at the UL we constantly update computer equipment and the methods of its administration. In the further development of the information services the latest principles of cloud computing will be considered. The recently prepared security policy is a quality tool for the introduction of procedural improvements.

The UL is is very large and complex organization in terms of IT support; there is a weak connection between the UL Members. The IT challenges are tackled on a partial basis. Due to staffing shortages, intensified coordination at the UL levet is not possible, the UL Members initiatives to connect in similar projects is most welcome. The present experience on projects that were carried out in the involvement of more Members, is very positive, e.g., the UL TEOF cooperation with the UL IT Office is very satisfactory in rapid, active coordination and good communication. The UL VF estimates that the common public tender for the purchase of computer equipment at the level of the UL significantly reduces the administrative burdens for the UL Members.

The UL will dedicate special attention to the IT teams bonding. We will continue with the School of Informatics and the IT professionals' regular meetings to improve personal

contacts and to continue cooperation on joint projects. We will carry out other activities that will contribute to greater motivation and better relations in the IT teams.

### **KEY ACHIEVEMENTS, CHALLENGES AND MEASURES**

 Table 14: Key achievements and challenges in the IT systems

There were two important steps taken in the area of safety policy, which provide higher level of the IT support.
The common public call for the whole UL is good practice for introduction of the IT solutions. One solution for the UL is saving time and money.
Higher reliability of the IT support to teaching and learning, analyses, upgrading possibilities
Every step of consolidation improves management and reduces costs.
Suggested improvement measures
With the PAUL project the automatic data collection and reporting will be possible at the level of the UL and will cover all the activities areas.
In 2011, the first steps were taken towards the regulated IT support in educational activities, however it is not yet finished (abolishing maintenance of the eŠtudent, transition to VIS, starting of the project PAUL). The activities need to continue also because of the exposed problems.
Encourage cooperation between the UL Members on the IT projects and establishment of a common Service for supporting of common projects. There is some progresss in this field, but not sufficient. We will continue to invite the Members to cooperation in common IT projects.
 <b>Iffected the quality of the field</b> (three of the
cational process, making the on-line student surveys (as
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### 1.1.7 Human Resources, Staff

Intended higher quality of the education and the concept that we introduced with the reformed study programmes provide more interactive teaching and learning methods (working in small groups, etc.). Therefore the teachers are more burdened than before. More workload is also the consequence of an additional year of organized study process at the second cycle and sometimes increased number of enrolled students. The latter has increased the need for additional employment of teaching staff, which was limited in the past year because of financial constraints and general constraints on public sector employment.

The Slovene system causes a significant staff shortage at the level of the UL. The employees are overloaded, working overtime, new employments are not possible. In comparison with foreign universities the students/teachers ratio is less agreeable - 35.6 (OECD average is 14.9 students per teacher and the EU21 and 15.5 students per teacher) Source: OECD (2011), Education at a Glance 2011: OECD Indicators OECD Publishing. <a href="http://dx.doi.org/10.1787/eag-2011-en">http://dx.doi.org/10.1787/eag-2011-en</a>).

 Table 15: Student/teacher ratio (full professor, assoc. professor, assis. prof.)

UL Member	Number of students per teacher
UL AG	9,47
UL AGRFT	4,15
UL ALUO	11,85
UL BF	29,06
UL EF	64,62
UL FA	46,26
UL FDV	35,32
UL FE	33,98
UL FF	32,47
UL FFA	41,00
UL FGG	17,12
UL FKKT	40,17
UL FMF	20,10
UL FPP	41,95
UL FRI	42,00
UL FS	55,20
UL FSD	65,20
UL FŠ	31,24
UL FU	149,73
UL MF	24,60
UL NTF	25,39
UL PEF	42,55
UL PF	56,11
UL TEOF	20,93
UL VF	18,12
UL ZF	163,62
Average UL	35,06

The academic staff is facing the challenge of successful linking of teaching, research, artistic and professional work. In this context, the academicstaff is overloaded with teaching. At some UL Members individual workloads are distributed within legal options; the teachers are exempted from teaching to working on research projects, and participate in research groups in related institutes. The flexibility of the relationship between the research and teaching is reflected in the negligible proportion of employees that dynamically adapt the quantity of each other's burdens in the limited legal frameworks. The transition between one and another form of employment is hindered by administratively rigid labour legislatin.

The lack of staff not only affects the quality of the study process, but also limits the possibilities of developing new programmes and greater involvement in international cooperation. The number of teaching staff has even decreased (the AG), mostly due to retirement. The disproportion between the volume of work and number of employees is increasing, although at some Members the need for educators is partially met by part-time replacements (the UL AG, the UL AGRFT). Part-time employmenst are common to provide elective subjects (the UL FGG, the UL FMF). The number of the university staff, especially assistants, remains insufficient.

To cope with the problems caused by restrictions on public sector employment, we introduce a more comprehensive approach to managing human resources at most of the UL Members. With such an approach we want to increase cooperation between departments, between employees and the management, e.g.,

The UL FGG - developed a risk register in which there is a comprehensive approach to development of educational, research and administration staff. The responsibility for the human resource management is transferred to departments. There are workshops for the employees to improve the organizational atmosphere (in 2011 there was a workshop entitled "Strategy of conflict solving".

The UL FS - encourages education of staff for obtaining higher level of qualifications for all the posts wherever LLL is needed. All the staff is included in the English language courses, entrepreneurship courses and the MATLAB trainings.

The UL BF - engaged the Career Centre to systematically offer the LLL courses.

The UL FPP - annually plans the human resource management for every employee.

The UI PeF - plans to start individualised career planning for the employees.

The UL FKKT - plans for annual consultations of the management with the employees for better motivation and guidance.

The UL EF - individual consultations with the administration staff, including their career prospects and assessment of their success factors. The teachers, who do not reach the required qualifications are already annually consulted with the dean, the vice deans and the human resource management: a comprehensive system of human resource management is in preparation.

The UL TEOF – replacing individual consultations with group consultations of the Dean with the whole department. The reaction is positive, as is to the "TEOF day" for intensive cooperation of all partners at the UL TEOF.

The UL FKKT - Before the academic year 2011/12, the FKKT organized a pedagogical conference to expose the problems and search for solutions and good practices.

The UL VF – introduction of regular meetings of the administrative staff with the Vice Dean.

The UL FDV – continuation of a successful project of the common IT base for support of exchange of data relating to teaching and research workload, staff and working posts with the data on wages. This should improve the reporting and analysing of human resource issues for individual areas of activities of the UL FDV.

Increased attention is devoted to the suitable qualification structure and good teaching skills of teachers at the UL Members. The qualification structure improved with additional cofinancing of education, habilitation of younger colleagues, involving staff from the working environment, and employing a large number of foreign experts.

**Table 16**: Number of higher education teachers, associates, researchers, professionals and laboratory asistants whi will attend education or training as planed in 2011

	realization 2010	realization 2011
		_
Number of sabbaticals	17	6
Number of staff in the formal		
education programmes	2.073	740
Number of staff in non-formal learning		
programmes	663	1.794

Educational qualifications of staff are becoming increasingly important, which is also identified by the students. They want the teachers to be open to constructive criticism of the student representatives in case of bad results at the student survey. At the FFA students are satisfied with the positive developments in teaching with the necessary responsibility rather than formality, as was the case in the past. The UL Members are encouraged to offer trainings in modern methods and tools for teaching and learning, for example:

The UL TEOF provided a few trainings for use of contemporary teaching aids (interactive blackboard, e-media). The VF registers low interest of teachers to join the teacher training courses. The UL FE encourages and organizes the training courses for the staff, especially in education and performance skills. The UL FF conducted a winter school of higher education didactics for teachers and assistants. Also young researchers expressed a wish to attend a shorter course in the subject, so there is an idea of implementing such a course for the reasearchers and the assistants before they start teaching.

At the end of 2011, new criteria for appointment to the titles of university teachers, researchers and colleagues were adopted at the end of 2011, to and comply with minimum standards set by the NAKVIS for awarding titles to teachers, researchers and academic staff at higher education institutions. The UL Members were preparing the Annex to the criteria and compiling lists of relevant journals for scoring in habilitation procedures in individual areas. The area is complemented with additional elements. Various initiatives for greater involvement of international and educational aspects of the criteria are emerging (work with foreign students, teacher tutoring, faculty development courses, etc.).

The already described links between research, teaching and artistic creation activities brings about problems in habilitation and we find that we are faced with the following problems:

Habilitation procedures regards and assess research or artistic activities.

There is a significant time span between information on the UL Member Senate decisions and the UL Senate decisions

The Annexes to the Criteria for Appointment to Titles of HE Teachers, Researchers and Associates of the UL for individual UL Members were not adopted yet, which causes procedural inconsistencies (e.g., assessment of internationally reagarded work).

Weak responsiveness of students in answering the student surveys and inappropriately formulated questions – the results are one of the factors in teaching skills assessment.

Employment of non-habilitated teachers through international calls is impossible and the procedures of recognition of other habilitations too long.

We think that the external regulatory and financial framework affects the human resources area with limitations quite strongly, which prevents us from excercising autonomy in this field. The most striking result is that we have difficulties with staff shortages and inadequate number of assistants. We estimate that, within the given possibilities, the measures of human resource development are being successfully implemented (e.g., education), with some room still for improvement., We will develop a monitoring system of career development, counseling, education and international exchanges in a more systematic ways. We will improve internal processes (e.g., habilitation) and their application in time. The attention to preventing of internal reproduction and recruitment of staff will be strengthened by increasing employments of foreign teachers, assistants and researchers. We will improve the opportunities and incentives for the training of academic staff and higher education.

### **KEY ACHIEVMENTS, CHALLENGES AND MEASURES**

Table 17: Key achievements and challenges in the area of human resource management

Key achievements, strengths and good practice in the	Explanation of the impact on the quality		
area (three)			
Introducing more comprehensive approaches to the human resources development at the evel of the UL Members (career plans, annual consultations, further development of qualifications, team bondings, etc.).	Developing more systematic approach to human resources management and to individual's career development, improving working conditions, encouraging cooperation beteen departments, staff and management, improving work efficiency.		
New Criteria for Appointment to Titles of HE Teachers, Researchers and Associates of the UL were adopted in 2011.	Complying with the Minimum Standards for appointment to Titles of HE teachers, Researchers and Associates in HEI, adopted by NAKVIS for removal of obstacles in the accreditation procedures.		
Major weaknesses, improvement opportunities and	Suggested improvement measures		
challenges in the area (three)			
Delays in adopting the Annexes to the Criteria for Appointment to Titles of HE Teachers, Researchers and Associates of the UL cause some comfusion in the habilitation processes.	Adopting the Annexes to the Criteria for Appointment to Titles of HE Teachers, Researchers and Associates of the UL for individual UL Members.		
Lack of encouragment and ssessment of teachers' work with foreign students and teacher's tutoring work.	Create possibilities for assessment of teachers' work with foreign students and teacher's tutoring work, within (indirects) teaching workload.  These two activities should be included in the habilitation criteria.		
Insufficient possibilities and incentives fo further education in the area of HE didactics.	Inclusion of suggestion to support the HE didactics in the UL strategy (e.g., establishment of a centre for		

development of the HE didactics, accrediting a further education programme in this area).

## The most important points in the past year which affected the quality of the field (three of the above)

Removing obstacles in the area of habilitation in accreditation procedures.

Disproportion between the workload and the number of staff is increasing with implementation of reformed study programmes, despite contracting external experts for partly coveing the teaching needs..

Introduction of more comprehensive human resource management at the level of the UL Members (career plans, annual consultations, further development of qualifications, team bondings, etc.)

### 1.1.8 Student services, tutoring, Student Council and extracurricular activities

# INFORMATION PROVISION AND COUNSELING REGARDING CHOICE OF STUDY

The UL offers various and numerous information and advice to the future students for theri slection of study. There is the Application and Admission Information Service, which maintains all tender procedures and applications for the first and the long-cycle master study programmes, providing information to candidates and preparing annual analysis of applications. A lot of information on the UL study oppportunities is provided by the career counselors, the UL Members improve presentations of specific study provision to the prospectvie students. They organize information days, visits to secondary schools, the UL FFA offers a pre-information day, the UL FF organizes meetings with secondary schools' advisory offices. The UL FSD also established contacts with school counselors. At some UL Members there are also public relations offices or officers (e.g., the UL EF, the UL FDV), in comprehensive information material preparations and representations of individual UL Members, students and tutors are involved to help the candidates to present aspects of the study, interested candidates.

The UL participates at the annual education fair called Informativa. The first year (2009) the presentation of the UL Members was not coordinated, later the UL was presented comprehensively with the common image, lectures, and presentations of individual UL Members in the common area at the fair. In 2011, the presentation was upgraded and adapted for the future generations of students; we established a working group bringing together representatives of the UL Members to improve our visibility. We have prepared an interesting promotional material, rather than lecturing, there was more emphasis on interesting projects and achievements of students and staff, in the form of an event with the guests on the main stage.

### **STUDENT OFFICES**

The study process requires good operation of the student support and administration services, which is highly dependant on the corresponding IT support. The UL Members improved their IT support substantially with a common platform to which most of the UL Members joined recently. Other improvements are also implemented, however there is still the need for better IT support of communication between the UL Members and the UL management and the central offices.

### **TUTORING AT THE UL**

In 2007, the UL introduced a system of tutors, which was defined as a systematic support of students through their study. In addition, the academic development and solving problems occuring during the time of study, this activity is also focused on the student's personality development. There are very different models of tutoring dveloped t various UL Members, depending on students' needs and abilities, and commitment of the students and staff. Challenges that are faced in particular: establishing contact with students, student workload in the reformed programmes, and teacher involvement in tutoring.

For the first year students the UL Members offer introductory tutorials, more events are organized every year that help students get acquainted with the study and life at the UL, improve communication and integration in the academic community (e.g., the UL EF, introductory day for freshmen; the UL TEOF). The UL Members introduce additional and new forms of tutoring, especially the teaching of subject tutoring with the aim of improving the efficiency of study.

The UL FDV notes decrease of student's interest for the help of the tutors each year. The students are less interested in attending meetings and tutorial hours, probably due to the fact that teachers-tutors are more available for informal advice and are more accessible for contacts (during regular contact hours in the teaching process) and other modes of information provision.

At the UL AGRFT and the UL ALUO, the tutoring has a different form, due to specific study environment. Part of the assitance, neded by the students is offered by teachers in hte second study year and partly ba the senior years' students and the representatives of the Student Council. At the UL AG there is formal tutoring, and a suggestion to introduce tutoring for foreign students.

In order to evaluate the effects of the tutoring, especially teacher-tutoring, some UL Members developed evaluation systems (the UL MF). The evaluation revealed the need for competence development of teachers-tutors at the level of the UL, exchange of practices between the UL Members in setting up systems of teacher-tutoring, for more feedback of the students and for evaluation of the effects of teaching (and other forms of tutoring), which will be considered in the preparation of subsequent events for the coordination and development of tutoring at the level of the UL. The initiative to reward teachers-tutors was repeatedly exposed and suggested to revise the habilitation criteria in this respect.

# COUNSELLING AND ASSISTANCE FOR THE STUDENTS WITH SPECIAL NEEDS

The UL Members appointed a person responsible for care and support to students with special needs. Specific forms of tutoring were also established for the same purpose. The UL provides coordination of tutoring, special education and training courses for tutors and staff to work with students with special needs. In 2011, there were different workshops on mental disorders, the relevant themes connected to students with special needs were covered

through education and training were substantially involved, as well as training for coordinators, tutors at the UL. In addition to events taking place at the level of the UL, also some UL Members organize relevant events; increasing emphasis is on individual counseling (e.g., the UL FU, the UL EF, the UL FF).

The UL career centers pay special attention to career development of students and graduates with disabilities. In 2011, there was a number of events for their career development. In collaboration with the professional institutions, we organized the conference on the transition of students with disabilities to the labor market. We have established a career counseling specifically for students with special needs, we have also established cooperation with the Association of Disabled Students Ljubljana and introduced the business hours, at which we offer to students with special needs, individual career counseling.

This area of activities at the level of the UL is going to be regulated by regulations and amendments to the UL Statute and the study order regulation. Some UL Members adopted their own policies and other documents (e.g., the UL TEOF).

The UL Members develop better system support, materials, equipment and rooms for students with special needs:

The UL FF - Students with special needs at the FF are provided teacher and student tutoring assistance. Each student with special needs has an individual plan of adjustments and a schedule for fulfillment of study requirements, about which all the relevant teachers are informed. This way the number of students who exercised their status just before the exam period is reduced, the procedure for the students (they do not need to make the arrangements for the adjustment to each teacher separately) is simplified and information is provided to all the teachers on the students who need special treatment.

The UL FU - In 2011, there were several services organized for the students with special needs: regular office hours, regular monthly meetings, a panel discussion "Best practices of career development for students with special needs" and workshop "New legislation in the disability field" and "Job search a little differently".

The UL EF - counseling and tutoring for students with special needs is organized within the Center for counseling and student development (CESR). The center conducts individual counseling and regular meetings. In 2011, at the job fair, particular attention was payed to employment of graduates with disabilities.

The UL FSD – there is a process of digitization of mandatory essays for visually impaired students, students with special needs are not charged for note copying.

The UL TEOF – there are updated website links to information for students with special needs. Teachers-tutors and studenzs-tutors are cooperating in counseling thereby intensifying tutoring for students with special needs.

### Career centres project

Through the UL career centers project, the UL established a well-functioning network of career points at the level of the UL Members. Consulting, workshops and many other events are organized within this project. The UL students received career counseling and workshops very well and want to extend the activities within the permanent career center (especially by the UL VF and the UL ZF).

We have established a co-operation with the Chamber of Commerce Slovenia, the Slovenian human resource association, the University Student Organisation. The Employment Service of Slovenia, we have established cooperation in the education and between the career counselors to share information.

The project has also been facing a series of problems. The staff is overloaded with administrative tasks on the project and the fulfillment of the set of indicators, which is time consuming and effects development of activities. Another challenge is uncertainty about the existence of these activities after the project. Therefore, we are planing to implement further activities in collaboration with the UL Members, employers and other stakeholders at the beginning of 2012.

### Career counselling activities

The career guidance activities are independently conducted at the CERŠ at the UL EF and at the CRPO at the UL FU. At the UL EF there are numerous workshops for students, advice, and information on study matters are available, information on job offers and vacancies, student work, practices, and in 2011 there was a job fair organized. By linking the career centers of the UL and Slovenia we achieved better information for advisers and students and joint actions, where appropriate. There should be a permanent financing of the career centers.

### **ALUMNI ACTIVITIES**

We assess the ALUMNI activity as a very good basis for obtaining information from graduates about their study experience and monitoring of employment, which contributes to improving of our work. The Alumni clubs are also important for participation in the activities and possible joint projects in the future. Therefore, an increasing number of the UL Members with established ALUMNI activities or clubs, e.g.,

The UL TEOF - The ALUMNI Association has not been set up yet, there is, however intensifying of the TEOF's management efforts to find potential employers and introduce them to the students. The ALUMNI activities are stronger in the field of marriage and family therapy.

The UL FU - The Alumni Club has been operating since 2007, long-term cooperation agreements are concluded with many employers, intended for development of public administration as a profession. The UL FU Career Point organized a second conference with contributions of the student's, who have established direct contact with employers.

The UL FMF – The students are associated with the institutions, potential employers in the fields of mathematics and especially finance. At the cycle of lectures on "What do physics do", the students get an insight into the different areas of work and employment opportunities. The web pages regularly publish various job offers.

The UL AG – The web sites are supplemented by the ALUMNI Club information site.

The UL FKKT and the UL VF - ALUMNI clubs are active.

The UL EF - Implemented accelerated activities to increase the number of members and refine the database of members and set up the team of international Alumni club of Beta Gamma Sigma, which combines the best graduate business schools accredited by the American AACSB.

## <u>ACTIVITIES OF STUDENT COUNCILS, STUDENT ORGANIZATIONS AND EXTRACURRICULAR ACTIVITIES OF STUDENTS</u>

The Student Council report is a part of the UL annual report. The cooperation between the Student Councils and the managements of the UL and the UL Members is good. The students are generally satisfied with solving of problems and the possibilities of active participation. Below are some examples of the UL Member Student Councils, student initiatives, participation of students in management and a wide range of extracurricular activities, offered by all the UL Members:

The UI FDV – The 50th anniversary of the FDV, the three umbrella student organizations organized 50 events in 50 days in collaboration with student associations of the FDV.

The UL FSD – The FSD Student Council cooperates well with the management, the Council managed to attract students with projects that are interesting for them and in this way increase the visibility of the Student Council. One of such projects are "Learning groups", where the students can give suggestions for improvment of the study process.

The UL TEOF – The TEOF STident Council organized the second "TEOF day" and the this time the alumni also attended the event.

The UL FU - In 2011 regular monthly meetings were iorganized with the STudetn Council representatives, where open questions were addressed and common activities were organized.

The UL FSD – Students' activism is actively developing, the students and the teachers are cooperating in the project "Establishing community". In 2011, there was a student occupation of the UL FSD, encouraging dialog between the students and the management and the existing groups of students at the FSD (regular meetings of the group and the dean, with the full-time and part-time students all with the purpose of improvement of the study at the UL FSD).

The UL FF – Discussions on quality issues were affected by dynamic events at the student occupation of the UI FF.

Table 18: Key achievements and challenges in the area of extracurricular student activities

Key achievements, strengths and good practice in the	Explanation of the impact on the quality	
area (three)		
Activities of the UL career centres within the Career centres project, establishing of career counselling for students with special needs.	Development of additional competencies of students, widening access and service offers for students with special needs.	
Focus on the teacher-tutors and subject – tutoring.	Current solving of problems, adapting study to student needs, possible identification of challenges in order to improve the system.	
More interesting presentation of study and life at the UL at the Informativa '11 fair.	Bringing the UL closer to the new generation and transfer of promotion between the UL Members.	
Students' formal and non-formal activities.	Mostly good cooperation between the students and the managmenet, improvement initiatives, detection of weaknesses.	
Major weaknesses, improvement opportunities and	Suggested improvement measures	
challenges in the area (three)		
The funds for the Career centres project are not provided for the period after the ESF funding expires.	Assess the needs and willingness to run the project after the funding period, seek possibilities of external funding sources.	
Lack of system tools for assessment of the teachers-tutors.	Establish possibilities for assessment of tutorial workload within the teaching workload, consideration of the assessment in the habilitation procedures.	
Delays in establishment of following the employability of the graduates at the level of the UL.	Prepare a survey for following the employability until the end of 2011.	
The most important points in the past year which af	fected the quality of the field (three of the	
above)		
Active participation of career activities an the level of the UL within the for students wuth special needs.	e Career centres project, formation of career counselling	
The funds for the Career centres project are not provided for the period after the ESF funding expires.		
Focus on the teacher-tutors and subject – tutoring.		

### 1.2 Quality assurance system

### 1.2.1 Quality assurance activities

### THE UL AND THE UL MEMBERS REPORTS ON QUALITY ASSURANCE

Key elements of the UL internal quality assurance system are annual self-evaluation report and the report on quality. In 2011, we upgraded the system and through improved self-evaluation reports, greater visibility of the quality loop was achieved. Already in 2010, the UL Members included a table summary of chapters and key achievements in the reported fields of activities, challenges and proposals for action. The reports on quality in 2011 contain a table of realization, indicating how the proposed measures for improvement were implemented. The UL Members reports show, that a number of measures have already been implemented in 2011, many of them were involved in the 2012 work programme while others were not realized for various reasons, mainly due to lack of funds.

With this improvement, an overview on the cycle of self-evaluation process is provided, better display of quality loop at the level of the UL Members and the entire UL and an increase in usefulness of the reports, e.g., the UL FFA estimates that the new system represents a "useful support for a more structured presentation of the quality aspects of the

faculty, especially if the same approach will continue in the future. This would allow a systematic insight in the possibility of upgrading and measures for the future, which may lead to better understanding and standardization of treatment on quality of individual UL Member in the future. "

The reports of the UL Members reflect monitoring, quality assurance and improvement processes, since many UL Members included the effects of various improvement efforts in the reports. There are still many UL Members describing activities and listing data rather than exposing evaluations, findings or detected trends of development. More emphasis should be given to systems, their evaluation and the measures for improvements in the area, and indications for the potential use of the existing good practice.

The UL found out that the UL Members need more feedback on the quality of the reports and advice on how to improve it. Therefore, the University Service, in addition to workshops, where the UL Members were given instructions for the preparation of the 2011 reports (December 2011), prepared also individual feedbacks from Members on how to improve the report (February-March 2012). In most cases the following guidelines were given:

- include more evaluation findings, the areas of system adaptations, effects of certain activities, rather than systemic approaches to descriptions of activities in the fields and data:
- pay more attention to the preparation of the tables and to the key achievements, strengths, challenges and proposals for action;
- propose measures fit for the purpose of achieving the goals;
- propose internal actions, even when the UL Member detects a need to change an external situation;
- increase the consistency of the report chapters and data in the report.

The UL collects data on indicators relating to the system, based on past strategies that is complemented and elaborated each year, as the need for the collection and monitoring of heterogeneous data increases. It is neccessary to establish a long- term and a stable system with the detailed definitions of data and an IT supported data base for reliable analyses of various indicators and phenomena at the level of the UL, thereby allowing the preparation of various substantive analyses. Currently it can happen that the UL Members repeatedly send the same information for different purposes and needs of internal and external reporting.

### **OUALITY ASSURANCE SYSTEMS AT THE LEVEL OF THE UL MEMBERS**

The UL Members are improving their quality assurance systems and develop ways of monitoring and improving the study activities. The UL Members with a professional associations accreditations of study programmes soon began with the introduction of quality assessment systems and they also take account of external standards. Based on the results of the student surveys, some UL Members have developed successful ways of improving the quality (more in the section on the student surveys). The UL Members form quality feedback loops at the level of programmes, individual study years, they nominate study programme coordinators, study year coordinators, e.g.,

The UL EF - developed quality management system and uses direct and indirect methods of monitoring quality. The indirect emthods include, in addition to student surveys, external evaluation of written examinations and the steering committee, the direct method, however, means measuring the achievement of learning objectives. The loop of evaluation instruments for the teaching and learning process (The EF solutions are examples of good practice in this area included in the American AACSB). Recommendations and guidelines for the further development of research and teaching process are developed within the EF Council. The quality system must be extended to doctoral studies. The EF makes annual analyses of subjects in the view of the progresion rate and the results of student surveys. In subjects with a low progression rate, at the same time assessed rather low through the student survey, an external evaluation of written examinations is implemented, where we try to determine the compliance of the test questions with the examination topics and the intended learning outcomes suitability of the examination.

*The UL* FE - In 2011, the implementation of the reformed programmes was monitored and the study on efficiency of study analysed. In the doctoral studies, the intention is to continue monitoring the implementation (consultation on doctoral studies, treatment issues, preparation of substantive reports, presentations, seminars ...).

The **UL** FS - System of ongoing monitoring of the performance study requirements was introduced, which allows rapis identification of problems and optimizes the allocation of workload to students and teachers.

The UL PeF - Regular monitoring of study requirements for individual study programmes was introduced. Teachers-tutors and students with below-average achievements prepare individual strategies for completing the study year, students with good achievements are encouraged to participate in additional activities (publishing articles in professional publications, participation in projects, study abroad, help other students with difficulties, etc.).

The UL FFA - Systematic verification and improvement of the reformed programmes continues (meetings of the coordinators of each subject and the student representatives; the UL FFA Senate adopting measures for improvement).

The UL FRI – The programme coordinators form the study process monitoring group. The group record comments and suggest improvements. They also ensure the curricula contents are consistent with recommendations of the international professional organizations.

The UL FSD - 2011 was devoted to the evaluation of study programmes. The evaluation included subjects of the first and the second years, the results were identified weaknesses and strengths of the programme.

The UL FF - The departments analyzed data on enrollment, progression rate, duration of study, etc. and prepared a strategy for action in the field of study in the next period. Annual evaluation interviews were conducted to establish a dialogue between the students and the teachers, and agree on common goals of quality improvement. To establish a comprehensive monitoring study process further information from teachers and the Alumni is needed. A network of departmental committees is formed, which will get more concrete information on the indicators and improve the information exchange.

The UL AGRFT - annual internal evaluation of study programmes are regular. In 2011 changes in first-cycle study programmes were prepared.

The UL MF - The commission responsible for monitoring the implementation of the reformed study programme keeps an eye on the quality of studies, among other commissions, since the need was detected for regular monitoring and improvement. The Commission members are the coordinators of each year and are also responsible for liaising with the student representatives. In 2011, the Commission focused on preparations for the introduction of the revised programme in the fourth and fifth year of study, where the changes are major.

The UL TEOF – It is an important for the quality system to link loops of individual organizational units through the programme coordinators' activities.

The UL ZF - In 2011, preparations started for internal evaluation of quality of study programmes. A quality service would be needed for continuous support and a uniform system of quality indicators at the level of the UL, for accurate information and IT support. The implementation of the Commission's recommendations to the FA Senate is monitored.

The UL FS – An established comprehensive system for monitoring and analyzing of study implementation is planed, the survey is also intended to monitor the employability of graduates and their satisfaction with the acquired competencies. Student satisfaction with the studies is intended to be analyzed with new criteria, the effectiveness of tutoring, career counseling and other extracurricular activities.

The UL FMF - Intention to establish a system for accurate updating of study programmes' contents (the integration of scientific achievements, educational suitability and matching the learning outcomes to the labour market needs). The Programme Board will be nominated, an advisory body to the FMF Senate for study programmes which has to be connected to the institute of Study programme manager, which already operates in the Mathematics Department.

The UL FU - Implementing adopted measures on the basis of the report on quality is monthly revised by the Commission for quality assurance and the FU Senate.

Some UL Members also use nonformal methods and elements that contribute to quality improvement:

- In addition to formal treatment of the quality issues at the evel of the UL AGRFT bodies, there is an intensive and informal way of gathering information for the assessment of quality, due to small number of the students and the staff. In addition to the feedback received from the student surveys, there is a well-developed model of communication within the teaching-working groups, where the students can talk directly with the teachers. The issues of conflict are resolved through open dialogue and, if necessary, mediation.
- The UL BF obtains information on the quality of performance and compliance with the study programme curriculum in a direct conversation with the students who have completed certain programs or courses.
- The UL VF Vice-Dean for the academic affairs held regular meetings with the teachers of individual study years to consult on the current issues of each year. The meetings have proved to be a good starting point for decision-making panel.
- The UL FŠ reports that every study year has a teacher mentor; in 2011 the mentors held meetings with the students and tackled current issues, needed to be solved.
- The UL ALUO organizes discussions with students about study improvements and in the preparation of study programmes also takes into account the opinion of the graduates. Based on the analysis of proposals by students from the previous year and the results of a survey among teachers, the UL ALUO intends to organize more methodological studies, streamline the students' workload and increase the level of proficiency at graduation. There was was a meeting between the students and the teachers at the initiative of students in 2011.

In the 2011 reports the UL members also report on the documents for regulating the quality (e.g., strategic documents, individual policies, quality indicators, adapted to each UL Member or area) and structural changes (e.g., introduction of new functions, etc.) or plans.

Some UL Members States have introduced incentives to promote quality (e.g., awards for the best professors, Vidmar prizes, awards for the quality of the service staff of professional, administrative and technical services).

#### **COMMON EVENTS**

The UL organizes events related to quality assurance, study visits and various trainings, some improvements are also encouraged by events and activities of the students themselves, e.g.,

The UL - hosted two experts in the area of quality assurance. Within the LLL Erasmus Staff Mobility, they came from the University of Hamburg and from the Eastern-technical University in Turkey. To transfer their experience, the UL organized a Quality week with presentations and discussions at the level of the UL and at the level of the the UL Members (the VF, the FU, the Ef and the TEOF).

The UL - In 2011, two workshops were organized for the preparation of reports (one early in the second end of the year, since the preparation of reports for 2011 started as soon as the data were available), in the autumn, there was a meeting to prepare for accreditation procedure, where the UL Members were informed about criteria, the external evaluation process, the expectations of external evaluators, as well as about practical experience in preparation for the external evaluation, which requires numerous changes and teamwork.

The UL FSD - In 2011, the FSD was faced with the »students' occupation« which brought about active participation of the occupation groups and interaction with management and existing groups of the FSD students. During the occupation of the UL FSD, the students performed a variety of events that have been beneficial to all members of the academic community - workshops and organized discussions on the shortcomings of the study process. The group now meets regularly with the Dean, with full-time and part-time students, to improve and better organize the studies at the UL FSD.

The UL FSD – The FSD Student Council runs a project carried out "Teaching group", where the students can express themselves and suggest improvements in the study process.

The UL TEOF - In 2011, the issue of plagiarism and unacceptable ways of writing seminars and otherasignments was exposed. They presented the experience of the FDV and the e-possibility of identification of the parts of copied texts.

The UL EF - Quality Department prepares specific training on the subject didactics of higher education, new teaching approaches, etc.

## 1.2.2 Composition and functioning of the Commission/other body responsible for quality

Most of the UL Members have appointed commissions for quality assurance to write the quality assurance reports. The Commissions consist of teachers' and students' representatives, with the exception of the UL FA, where there were no repersentatives of the stduents. However, the commission proposed the appointment of a student representative. In some commissions there are also representatives of management (the UL EF – the Dean, the UL FSD, - the Vice Dean, the UL FU - the Dean; the UL FKKT – the Dean, the UL

AGRFT – the Secretary, the UL ZF – the Vice Dean) in the commissions at the UL EF, the UL FF and the UL AGRFT, there are also the representatives of professional staff.

### PREPARATION OF REPORT ON QUALITY ASSURANCE

The reports on quality assurance are prepared by all the UL Members' services. The reports are discussed at the Member Senate sessions and at the Member Students Council sessions. Many suggestions for improvements which are listed in the reports can be realized already during the year, others are planned for implementation in the coming year, some, however, are harder to implement (e.g., the realization requires additional funding or long-term structural changes).

At some UL Members, the approach to quality issues and the quality culture is rather integrated:

FU established a Center for Educational Excellence, which integrates activities towards improvement of teaching and learning, Ef established a Quality Service with the same purpose. VF formed a unit for quality assurance responsible for accreditation and the system of quality assurance in the area of laboratory testings. FPP has the quality assurance commission and also a Quality network, which is involved in activities for better study at the faculty.

The UL EF - established a Quality Service with the same purpose.

The UL VF - formed a unit for quality assurance responsible for accreditation and the system of quality assurance in the area of laboratory testings.

The UL FPP - has a Quality assurance commission and also a Quality network, which is involved in activities for better study at the faculty.

At the level of the UL, the responsibility for quality assurance system lies within the Commission for quality assurance and the University Office for quality assurance, monitoring and reporting, founded in the summer of 2011. Before this date, the quality assurance system was primarily the responsibility of the University Office for quality and student services. In the autumn of 2011, the extensive preparation for the accreditation of the University began, including elaboration of tools for the review of the situation, collection of data, analyses, and correction measures proposals, filling the application forms and preparing the enclosures. Both, the University service and the Commission actively participate at the working meetings of the Vice Deans for academic activity, regularly held by the Vice Rector. The meetings help dealing with quality issues and exchange good practies between the UL Members.

### 1.2.3 Sudent Surveys

The UL student survey is still not implemented in a unique electronic version due to various electronic systems used the level of the UL Members, some of which were not used for the purpose of student surveys. By implementing similar IT systems at the UL Members, we also expect the implementation of the survey in the electronic form.

The Commission for quality assurance assembled a working group to evaluate the student survey and to improve the University Regulation on the implementation of the student surveys. In 2012, the working group is expected to prepare proposals for improvement of

student survey content and methodology to make it more user-friendly and the results more credible.

The student survey results are routinely used for quality improvement and in habilitation procedures, where the results represent a base for the UL Members to conduct interviews with teachers, analyze the results and use them to improve, some already established a loop for improvement on the basis of the studetn survey results:

The UL FU - uses the results of the student survey to exchange good practice, to verify the effects of the measures taken on a yearly basis, and to verify if the results of the taken measures influence the results of the further student surveys. The FU established that the activities had a significant effect on the study process as a whole. The directors of study programmes and the heads of departments propose improvement measures and verify their imfluence after a year of implementation. The general results of the student surveys are presented and good practive as well as high performance exposed. The described activities have a postitve impact on the quality of the study process.

The UL TEOF - detected that the study surveys show highly graded assessment of the educational work in general (over 4 on a scale from 1-5), with a lower assessment of interactive working methods (mentoring, excercises, assistance) and individual student workload. In case of bad results from the survey, the UL TEOF management conducts consultations with students and proposes improvement measures.

The UL FKKT - started with e-student surveys in 2011. In general the assesments are good; the exposed problems (overloaded subjects, works of individual teachers, organization of study) are intended for special treatment in 2012. Especially important exposed issues will be discussed at the Member Student Council sessions and improvement masures proposed. The good practice extracted from the results of the survey will be used for promotion of improvement measures.

The UL FS - presents the results of the student survey at the sessions of the Commission for quality assurance, at the Dean's College, at the Member Senate sessions and the Academic Assembly meetings.

The UL EF - in case of detected serious problem, the management conducts consultations with the teachers and students to solve the problems.

The UL FRI - students suggest using the results of the student survey for the purpose of individual teacher's progress and for addressing the problems before they escalate and result in a negative assessment of a teacher in habilitation procedures.

Here are some more examples from the UL Members' quality assurance reports, showing the challenges and changes driven by the implementation of the student surveys:

- The UL FFA faced a problem comparing the old results to the new ones when the UL FFA started implementing the e-survey and a different scale for assessment ( 3 to + 3). The student participation in the survey participation increased.
- The UL FDV uses various channels to inform and motivate students to answer the student survey (e-student office, web sites, Facebook).
- The UL FFA exposes that the survey does not include the evaluation of the examination, because the students answer before taking examinations.
- The UL NTF Student Council suggests further improvements of the survey, particularly dissemination of information on student responses and the management improvement measures applications. The student survey efficiency would be improved by publishing the results.

- Due to lack of IT support, the implementation of student surveys at the ZF is very poor, so the UL ZF Student Council intends to become more actively involved in the implementation.
- The UL EF adjusted the instructions for implementation of the student survey to be in line with the University Regulation on student surveys. A general survey was prepared at the level of the UL EF. The UL EF also plans a renovation of their IT support to surveys, analysis and reporting, which will bring significant progress.
- 1.2.4. Implementation of other surveys, analyses and methods for obtaining feedback from various groups and their impact on quality

### Interviewing graduates

In 2011, we started to prepare for collecting data on employment of the UL graduates. A draft proposal to establish a survey was launched, and the survey will be developed in 2012 by a special working group, both methodologically and contextually. By March 2012, some UL Members started to collect consent for contact data of our graduates. More and more UL Members follow employability data with different methods, or are planning to set up ways of monitoring. Data from various accessible databases are collected, the UL Members cooperate with employers, some participate in research on employability in their field.

### LEARNING OUTCOMES, STUDENTS' WORKLOAD AND OTHER SURVEYS

Some UL Members are developing systems of quality assurance which include monitoring of expected and achieved learning outcomes (knowledge, skills and competences):

The UL EF - measured the learning objectives and the results will be discussed at the relevant levels and bodies. Suggested improvements will be implemented in 2012/13. An IT support is intended also for measurements of achieving the objectives.

The UL FU - started monitoring achieving the expected leraning outcomes in 2010. Graduates were invited to complete a survey, which is going to be repeated after 5 years.

The UL VF - after the introduction of the reformed long-cycle master study programme at the UL VF (2008) there are regular evaluations of achieving the intended learning outcomes, of the students' workload and of the implementation of the reformed curricula. The results are presented at the UL VF Senate. The EAEVE standards prescribe the first day competences (competence of graduates at their first day of employment), therefore the learning objectives of the study programme Veterinary science were monitored already through an external evaluation process of the EAEVE commission

The UL FMF - intends to introduce a Programme Council to monitor the study programmes from the point of view of the partners (members of the Council will be representatives of the educational, scientific, economic area and students).

The UL FF - keeps contacts with graduates, monitors achieving of the learning outcomes and the students' workload. Cooperation with the potential employers has increased with the reform of curricula.

The UL Members monitor the students' workload and the ECTS system or intend to do so:

The UL VF - monitors the students' workload, analyses the results of surveys, consults on the possible measures and suggests improvements.

The UL FFA - implemented changes in the study programme Pharmacy in 2011, which distributed the ECTS credit point estimated workload more evenly through the programme. The students express a wish to participate more in optimization of study programmes and subjects.

The UL FDV - intends to make a revision of the students' workload and reviewing possible integration of subjects through the studets' project work, based on interdisciplinarity of the study year subjects.

The UL PeF – the Commission for quality assurance and the UL PEF Student Council intend to conduct a research on student workload within individual study subjects.

The UL Members also engage in other surveys and analyzes (e.g., efficiency studies), their results are used to suggest improvements in some areas. There are already implemented or planned activities, e.g., monitoring the staff satisfaction, evaluation of the study process, evaluation of mobility and practical training, different analyses of research and development activities, additional student satisfaction surveys ... Some are occasional, for specific areas, and other periodic and a part of the quality assurance system.

#### 1.2.4 External evaluations and accreditations

In the autumn of 2011, the UL started preparations for re-accreditation. The timetable and the plan of activities were prepared by the Working Group, led by the Rector. The coordination and the preparation were organized by the University service for quality assurance, analyses and reporting. At the end of 2011, the UL Members appointed contact persons who attended the working sessions and were responsible for preparing and collecting the material in the process of preparing the application. In 2011, the UL Members were preparing new, mostly second and third-cycle study programmes for the accreditation process at the UL and at the national agency - NAKVIS. There were also many small changes in the programmes to improve their implementation. The preparation of new programmes, preparation for the re-accreditation and the preparation of amendments are responses to changes in the relevant environment.

The Members with an international sectoral programme or institution accreditation (The UL EF, the UL FU, the UL VF, the UL FPP and the UL TEOF) continued the activities for complying with the relevant standards or accreditation, with extending scopes, levels, labels, etc. .. In 2011, also the UL FKKT acquired an international accreditation; the FS is preparing the application for such an accreditation.

- In 2011, the UL FU was awarded the international EAPAA accreditation of the first cycle academic and the higher professional study programmes in Administration and both programmes were approved conform to the European standards in terms of content, structure and implementation. Since 2008, the FU was awarded the same accreditation for the second cycle study programme. Preparing for the international and national accreditation has encouraged a number of improvements (collecting data, managing registres, improving English language skills of the FU staff, and improving the quality of teamwork).

- The UL FKKT received an international Eurobachelor Label for the first cycle study programme Chemistry, the FEANI accreditation is planned for the second cycle study programmes in the area of technology. The UL FKKT was granted a special commendation for the organization of practical work in laboratories by the Eurobachelor label Accreditation Commission.
- In 2011, the UL EF prepared the annual progress report for the European EQUIS accreditation. The visit of the agency reperesentatives is planned for 2012. The EF is continuing with the activities to acquire reaccreditation of the American AACSB in 2013. In 2011, the TedQual accreditation of tourist programmes is still valid, the UL EF joined the United Nations initiative for the implementation of principles for responsible education in the field of management (PRME).
- The UL VF received a conditional statement by the international commission for regional accreditation in 2009, despite the positive assessment, because the ECOVE Board did not entirely agree with the report. In 2010, the weakness has been addressed with the introduction of 24-hour emergency services for all animals, which was also associated with high financial input. In 2011, the UL VF was re-evaluated and re-listed as the positivelly evaluated veterinary teaching institutions without the first category weaknesses.
- The UL TEOF followed the suggestions of the external AVEPRO evaluation and amended the long-cycle master study programme in Theology for the upcoming accreditation.
  - The UL FPP the maritime study programmes are verified by the IMO and in line with the international STCW Convention. Based on the external evaluation of the programme Boating and Marine engineering by the International Agency for Maritime Safety Agency (EMSA), the UL FPP prepared a plan for improvements, which include mainly the establishment of a comprehensive quality system, regulating the exercise of practical training for some skills, and additional equipment. The FPP intends to maintain the professional accreditation of the study programmes and to ensure that all the STCW quality standards are met, which is associated with high-value equipment. An alternative is to amend the study programme and carry out practical work outside of the UL FPP. The UL FPP Department of Maritime carries out internal audits in accordance with the standards of the international sectoral program accreditation STCW.
- The UL FS continues activities for the international accreditation of the first and the second cycle study programmes, which will improve the quality of study; by obtaining the title EURO engineer, the graduates are expecting better employment possiblities.
- The AG has no possibility of international accreditation of the study programmes. By taking part at international competitions as well as at other international events, the AG reaches similar standards as the standards of the international accreditations.

International professional accreditation, awards, research, development and internationally recognized artistic performances increase reputation and graduates' employment

prospects. They also influence numerous improvements in various areas as well as the quality.

In 2011, the UL FF, the UL FU and the UL FDV prepared for re-accreditation and external evaluation of study programmes:

- The UL EF the accreditation of first-cycle and 13 second-cycle study programmes and preparation for the external evaluators visit in 2012.
- The UL FU the accreditation of two first cycle study programmes in Administration and one second-cycle programme.
- The UL FDV the activities in the field of study in 2011 aimed primarily at the reaccreditation of the first-cycle study programmes and at the accreditation of new second-cycle study programmes. The programmes were revised and improved and the implementation costs rationalized. The Commission for quality assurance recommended adopting rules and procedures for external evaluation and accreditation at the level of the UL FDV.

### **KEY ACHIEVEMENTS, CHALLENGES AND MEASURES**

Table 19 Key achievements and challenges in the area of external evaluation and accreditation

accreditation	
Key achievements, strengths and good practice in the	Explanation of the impact on the quality
area (three)	
Better visibility of the quality loops at the level of the University and the UL Members	Increase of importance of quality assurance systems.
Start of coordinated preparation for re-accreditation of the UL.	More informed UL Members about the requirements and procedures of accreditation and re-accreditation, preparation for the processes by reviewing the stuation to make improvement action plans.
Implementation of quality systems for monitoring and improving of	Monitoring quality of education as a prerequisite for its
study process.	improvement.
Major weaknesses, improvement opportunities and	Suggested improvement measures
challenges in the area (three)	
Izboljšave študentskih anket	Revision and impriovement of the student survey and the University Regulation on the student survey.
Improvement of student surveys	
Monitoring employment of graduates.	Implementation of graduate survey within the Career Centres.
Data collection and data bases.	IT supports for data collection and data bases.
The most important points in the past year which	Explanation of selected points
affected the quality of the field (three of the above)	
Recognition of quality loops at the level of the UL and the UL Members.	Increase of importance of quality assurance systems.
Data collection and data bases.	Unreliable data, duplicated activities at the level of the UL and the UL Members for collection of reliable data, lack of communication between the University Offices.
Start of coordinated preparation for re-accreditation of the UL.	More informed UL Members about the requirements and procedures of accreditation and re-accreditation, preparation for the processes by reviewing the stuation to make improvement action plans.