



REPUBLIC OF SLOVENIA
MINISTRY OF EDUCATION,
SCIENCE AND SPORT



UNIVERSITY OF NOVA GORICA

QUALITY ASSURANCE MANUAL

2013

1

»Operation part-financed by the European Union, the European Social Fund and the Ministry of Education, Science and Sport. Operation implemented in the framework of the Operational Programme for Human Resources Development for the Period 2007-2013, Priority axis 3: Development of human resources and lifelong learning; Main type of activity 3.3: Quality, competitiveness and responsiveness of higher education.«



REPUBLIC OF SLOVENIA
MINISTRY OF EDUCATION,
SCIENCE AND SPORT



Edited by:

Prof. Iztok Arčon, PhD, the chairman of the UNG Quality Assurance Committee

The manual was drawn up by members of the UNG Quality Assurance Committee:

Prof. Iztok Arčon, PhD, Asst. Prof. Martina Bergant Marušič, PhD, Asst. Prof. Ana Toroš, PhD, Asst. Prof. Ingrid Petrič, PhD, Melita Sternad Lemut, Asst. Prof. Darko Veberič, PhD, Asta Gregorič, PhD, Asst. Prof. Peter Purg, PhD, Peter Mišic (student representative).

The Quality Manual was reviewed and adopted by the UNG Senate at its regular 51st session on 11 July, 2013.



Table of contents

1. Introduction.....	4
2. Quality assurance strategies.....	5
3. Methodology of monitoring and assurance of quality of UNG study programmes ...	6
3.1. Structure of self-evaluation reports.....	8
3.2. Procedures for monitoring and assurance of quality, quality circle.....	10
3.3. Important elements in the quality assurance process of pedagogical work	12
4. Monitoring and assurance of quality of research work.....	14
5. Involvement of students in the process of monitoring and quality assurance	15
6. Credit system ECTS.....	17
Annex 1: Organisational chart »UNG quality circle«.....	20
Annex 2: Report on the monitoring of quality assurance procedures at UNG	21



1. Introduction

Quality assurance and international competitiveness in the field of pedagogical and research activities are of primary consideration or the commitment of our institution. The University of Nova Gorica strives for the creation of new knowledge through a harmonious cooperation of students and researchers, and for the transfer of knowledge to younger generations and into a business environment. Study programmes are focused on cooperation with industry and business environment. This is also something all employees of the University of Nova Gorica (hereinafter referred to as UNG) strive for. The main characteristic of undergraduate and graduate study programmes at UNG is learning from practical problems. Therefore, students are included in practical and research work within our institution or at partner research institutions, at higher education institutions or in industry. It is in this manner that conditions for the transfer of knowledge from academic institutions to a business environment are created, while the employment opportunities for our graduates are improving.

The evaluation intended for the assurance of quality of the implementation of study programmes is conducted every year within the schools of UNG. The annual self-evaluation report of a school is reviewed by the Dean and Senate of the respective faculty, academy or school. The study conditions are monitored by the Senate of an individual faculty, academy or school, which then submits proposals regarding possible improvements to the Rector of the University of Nova Gorica. The evaluation of research work is conducted at university level. It includes all research laboratories, institutes, UNG centres and individual researchers. The report on the research work is reviewed by the UNG Governing Board. Abstracts of all school and research reports are included in the Annual Self-Evaluation Report on Monitoring and Assurance of Quality of Pedagogical and Research Work at the University of Nova Gorica. The university report is reviewed by the Senate of UNG. Abstracts of the university report and of all UNG school reports are annually published on the UNG website.

Quality management at UNG is incorporated in the management of the university. Internal organization and management of UNG are similar to those of a modern company, rather than to those of a classic academic institution. Important role in the quality assurance is played by the Rector of UNG, both Vice Rectors, Deans of faculties, academies or schools, and by heads of UNG research units. Key decisions in the organization and management of issues related to the quality of pedagogical and research work are made at university level. Current issues regarding the personnel, material conditions, premises and other working conditions and support activities, required for the assurance of high-quality pedagogical and research work in all UNG units, are discussed at regular weekly meetings of the Rector, Vice Rectors, Deans and heads of research



units. Proposals for the improvement and elimination of discovered shortcomings are thus constantly collected, while the effects of implemented measures are monitored.

All activities related to the monitoring and quality assurance at the University are performed by the Quality Assurance Committee of the University of Nova Gorica. Professional support is provided to the Committee by resources services at UNG. Activities related to the quality assurance at individual schools of UNG are performed by Quality Coordinators, who are, by their function, also members of the University Quality Assurance Committee.

This document includes the quality assurance strategy at UNG, procedures and mechanisms of monitoring, assessment and assurance of quality at UNG, and self-evaluation procedures. It defines the rules, responsibilities, method of work and measures for monitoring and improving the quality, which are adhered to by UNG competent bodies and all other stakeholders in monitoring and assuring the quality.

2. Quality assurance strategies

Procedures, methods and strategies of quality assurance at UNG are defined in accordance with the national legislation and recommended European standards and guidelines - *European standards and guidelines for internal quality assurance within higher education institutions*¹. All procedures, methods and strategies of quality assurance at UNG are formally adopted by UNG competent bodies, and published on UNG websites.

UNG has a clearly defined mission and vision of its operations, as well as a strategy for attainment of set objectives. Quality assurance and international competitiveness in the field of pedagogical and research activities are of primary consideration or the commitment of our institution.

UNG is constantly developing its quality culture, working on the creation of quality brand, updating the procedures and strategy for the assurance of quality and its constant improvement in all its activities.

In compliance with the provisions of the Higher Education Act, the UNG Statutes and other UNG acts, the responsibility for the monitoring, assessing and assuring of the quality at UNG shall be borne by the Rector, both Vice Rectors and other UNG bodies. Monitoring, assessment and assurance of quality of study programmes and other activities of UNG faculties, academies and schools shall be the responsibility of respective deans, senates and other faculty/school bodies within the scope of their powers. The responsibility for the assurance of quality of research work in UNG research



units shall be borne by heads of research units in accordance with their competence. Quality assurance procedures involve all UNG employees and other stakeholders, including students.

The UNG Quality Assurance Committee shall be responsible, at UNG level, for the implementation of activities related to the monitoring, assessment and assurance of quality at UNG, and for presenting proposals and initiatives for the development of quality culture and updating of procedures and strategies, as well as for constant improvement of quality. At individual faculty, academy or school level, the responsibility for these activities shall be borne by respective quality coordinators, who are, by their function, also members of the University Quality Assurance Committee, within which they coordinate their activities. UNG Quality Assurance Committee is a permanent expert committee of the Senate of the University of Nova Gorica. Its duties and activities are defined in the Quality Manual of the University of Nova Gorica. The committee shall report on its work to the University Senate once a year.

3. Methodology of monitoring and assurance of quality of UNG study programmes

Monitoring, assessment and assurance of quality of UNG study programmes is implemented in accordance with the Higher Education Act and the following acts adopted by the Council of the Slovenian Quality Assurance Agency for Higher Education (NAKVIS): *Criteria for the Accreditation and External Evaluation of Higher Education Institutions and Study Programmes*, *Criteria for Transferring between Study Programmes*, *Criteria for the Allocation of Credits to Study Programmes under ECTS*, *Minimum Standards for the Appointment of Higher Education Teachers, Researchers and Faculty Assistants at Higher Education Institutions*, and other acts.

The primary mechanism for the monitoring, assessment and assurance of quality, for development of quality culture and updating of procedures and strategies for the assurance of quality and its constant improvement at UNG shall be self-evaluation. Self-evaluation shall be annually conducted according to a uniform methodology at all UNG units and at the university as a whole. The self-evaluation shall include the analysis of activities and achievements, as well as proposed measures for future development. The evaluation intended for the assurance of quality of the implementation of studyprogrammes is conducted every year within the schools of UNG. The evaluation of research work is conducted at university level. It includes all UNG research units (laboratories and centres) and researchers that conduct their research, applied or development projects within educational units of UNG.



Quality management at UNG is incorporated in the very management of the university. Key decisions in the organization and management of issues related to the quality of pedagogical and research work are made at university level. Important role in the quality assurance is played by the Rector of UNG, both Vice Rectors, Deans of schools, and by heads of research units that review and adopt the short-term development strategy. Current issues regarding the personnel, material conditions, premises and other working conditions and support activities, required for the assurance of high-quality pedagogical and research work in all UNG units, are discussed at regular weekly meetings of the Rector, Vice Rectors, Deans and heads of research units. Proposals for the improvement and elimination of discovered shortcomings are thus constantly collected, while the effects of implemented measures are monitored.

Proposals of teaching staff, support services and students for improvements in the contents and quality of study programmes are regularly collected within pedagogical units. Occasionally, seminars and workshops are organized for the teaching staff to discuss the current issues, important for a quality implementation of the pedagogical work. Occasional seminars are also an opportunity for the training of our professional staff.

The internal control of the quality of the pedagogical work at UNG is also conducted in the form of regular supervisions of the performance of pedagogical activities in undergraduate and graduate study programmes, whereby the supervisors are the Rector and two Vice Rectors of UNG. The main objective of the control is to determine the compliance of the performance of pedagogical activities with the adopted timetables and study contents. Deans of schools are informed of the findings and are tasked with rectifying the irregularities as soon as possible. They are also asked to take into consideration all the comments for the following academic year when preparing timetables and plans for the implementation of pedagogical activities.

The essential element of a self-evaluation is the annual self-evaluation report. Self-evaluation reports are drawn up by each of the UNG pedagogical units (faculty, academy, school). A separate self-evaluation report is drawn up at university level. It deals with the monitoring and assurance of quality of pedagogical and research work at UNG, including summaries of self-evaluation reports of individual pedagogical units, and the Annual report on the activities of UNG that analyses research achievements at UNG in detail.

Annual self-evaluation reports of UNG pedagogical units are reviewed by the dean and Senate of an individual faculty, academy or school, who also submit proposals regarding possible improvements of the Rector of the University of Nova Gorica. The university report is reviewed by the Senate of UNG. The annual report on research work at UNG is reviewed by the UNG Governing Board.



Self-evaluation reports of individual UNG schools and of UNG as a whole are published on UNG websites each year. Thus, all employees, students, stakeholders and interested public have access to them.

External supervision of the assurance of quality of all UNG operations is conducted through external supervision in the process of re-accreditation of UNG and its programmes by NAKVIS, as defined by the provisions of the national legislation. External evaluation is one of the important tools in the process of improving the system for quality assurance at UNG, contributing to the development of quality culture at UNG and to the development of internal supervision of quality within the institution.

Report drawn up by a group of experts during the process of external evaluation includes the strengths, examples of good practice, weaknesses and recommendations for improvement. All this is taken into consideration during the reformation process of the internal quality assurance system. The process includes short-term and long-term measures for elimination of discovered shortcomings and weaknesses with the purpose of ensuring constant improvement of quality in all areas of UNG operation.

3.1. Structure of self-evaluation reports

Self-evaluation reports of individual UNG schools and academies are drawn up by a uniform methodology and have the same structure, described below. Reports include the following: the operation of the higher education institution, personnel, implementation of education in all study programmes, students, material conditions; integration in the community, assurance of quality, innovation and development orientation.

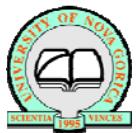
Self-evaluation report of the university contains an overview of the operation of university as a whole. Together with the above mentioned, it also contains the analysis of the operation of UNG resources services and other support activities, implemented at university level and providing support to UNG pedagogical and research units (Student Office, International Office, Career Centre, Alumni Club, UNG university library, UNG publisher, UNG Quality Assurance Committee, accounting, legal and human resources services of UNG, and other specialist services). Research activities conducted in individual UNG research units, and research achievements at UNG, are presented in detail in the Annual report on the activities of UNG. The self-evaluation report of the university also includes summaries of self-evaluation reports of all UNG pedagogical units.

Self-evaluation reports contain the following elements:



- mission, vision and strategy, operation, organization and management of individual unit or UNG as a whole, and quality assurance;
- analysis of the study programme implementation (compliance with the accredited content and scope of programme, admission requirements, methods of studies, teaching methods, curriculum, course contents, regular modernization of course contents, study rules, methods of testing and assessing of knowledge, sufficient provision of elective components within a programme). Recognizability of a study programme in the community, acquisition of new students and activities for provision of information to candidates prior to enrolment are also monitored and analysed;
- statistics of the studies (information on the studies prior to enrolment, enrolment in the first year, student transition rate, accomplishments by individual courses, number of graduates and average period of studying, the ratio between students and teaching staff, awards and achievements of students and graduates, etc.);
- monitoring and facilitation of student mobility and sufficient provision of elective components within study programmes on the basis of the European Credit Transfer and Accumulation System ECTS;
- organization of students, learning about the opinion of students regarding the quality of the studied contents and the implementation of the programme through student surveys on various topics, monitoring and analysis of the implementation of the practical training of students in companies;
- monitoring of the employment of graduates and a compilation of information from graduates on the applicability of obtained knowledge in the labour market;
- personnel, structure of academic and administrative personnel (selection and habilitation of teachers, professional qualifications of the administrative personnel, provision of the suitable ratio between the number of pedagogical staff and the number of students, monitoring and facilitation of scientific and professional advancement, and training of academic and administrative personnel);
- material conditions, premises and teaching aids (lecture theatres, computer room, library, study material, websites, equipment required for classes);
- funding of study activities (sources, structure);
- cooperation with industry and integration in the regional context and wider.

Each of the elements discussed in the self-evaluation report is accompanied by the assessment of current state and orientations, together with strengths, weaknesses and proposals for improvements.



3.2. Procedures for monitoring and assurance of quality, quality circle

Procedures for monitoring and assurance of quality are illustrated in the organizational chart, showing the UNG quality circle (Annex 1). The structure is multi-layered. The chart illustrates relationships between various stakeholders that are included in the process of monitoring and assurance of quality (students, teachers, heads of pedagogical units and university, resources services, external partners) in various procedures that are described in detail below.

Preparation of self-evaluation reports of UNG schools and academies:

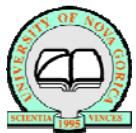
The responsibility for the preparation of self-evaluation reports at individual UNG schools and academies shall be borne by their respective quality coordinators. The reports are drawn up in cooperation with the dean, members of the Senate, all teaching staff in all study programmes, student representatives, school office, resources services and other stakeholders.

The quality coordinator monitors all the above mentioned self-evaluation elements in all areas of quality assurance throughout the year. Management, employees, student representatives and other stakeholders provide the coordinator with proposals for improvements. The coordinator also attends the meeting of the Senates and holds regular meetings with the dean in order to effectively coordinate the quality-related activities. The activities are documented in the Report on the monitoring of quality assurance procedures (Annex 2).

Twice a year, the quality coordinator reports to the UNG Quality Assurance Committee on the implementation of activities for monitoring and assurance of quality, and on all important achievements and improvements, examples of good practice and observations regarding the current state and trends at the school or academy. The UNG Quality Assurance Committee coordinates the work of all quality coordinators.

Based on the activities monitored throughout the year, and based on their findings, the quality coordinator prepares an analysis of the situation for each of the elements of the self-evaluation report. The analysis is done at the end of the year. The self-evaluation report thus includes findings on strengths and weaknesses of an individual school, as well as proposals for improvements in the next period.

Self-evaluation reports of pedagogical units shall be drawn up not later than by the end of November for the past academic year. The reports are then usually reviewed, supplemented and confirmed by the Senate of the school or academy at its regular session in November.



The quality coordinator provides the UNG Quality Assurance Committee with summaries of self-evaluation reports of individual schools or academies. These summaries are then included in the self-evaluation report of the university.

The dean regularly informs all school employees of resolutions, strategies and activities for the assurance or improvement of quality.

Self-evaluation reports of individual UNG schools are published on UNG websites. Thus, all employees, students, stakeholders and interested public have access to them.

Student representatives in the senate of an individual school or academy inform the Student Council and students of resolutions, strategies and activities for the assurance or improvement of quality, and collect possible proposals for improvements. These proposals are then submitted to the dean, senate and quality coordinator.

Preparation of a self-evaluation report of the university:

The responsibility for the preparation of a self-evaluation report of the university shall be borne by the Quality Assurance Committee. The report is drawn up in cooperation with the university management, UNG Student Council and UNG resources services (Student Office, International Office, Career Centre, Alumni Club, UNG university library, UNG publisher, accounting, legal and human resources services of UNG, and other specialist services).

The committee monitors all the above mentioned self-evaluation elements in all areas of quality assurance throughout the year. Proposals for improvements are submitted by the management, resources services, employees of UNG, UNG Student Council, student representatives in UNG bodies, and by other stakeholders. The activities are documented in the Report on the monitoring of quality assurance procedures (Annex 2).

Based on the activities monitored throughout the year, and based on their findings, the committee prepares an analysis of the situation for each of the elements of the self-evaluation report. The analysis is done at the end of the year. The analysis of the operation of resources services is conducted by the services themselves, and submitted to the UNG Quality Assurance Committee. The self-evaluation report thus includes findings on strengths and weaknesses, as well as proposals for improvements in the next period.

The self-evaluation report of the university is published on UNG websites. Thus, all employees, students, stakeholders and interested public have access to them.

Student representatives in the university senate and UNG Quality Assurance Committee inform the Student Council and students of resolutions, strategies and activities for the



assurance or improvement of quality, and collect possible proposals for improvements. These proposals are then submitted to the UNG Quality Assurance Committee.

3.3. Important elements in the quality assurance process of pedagogical work

An important element in the long-term assurance of quality of pedagogical and research work at UNG are common rules, adopted by UNG Senate in the form of acts or rules, governing the operation of the entire university. Among the key rules for quality assurance are as follows:

- Regulations for the determination of conditions and appointment procedures for research and teaching positions at the University of Nova Gorica;
- Rules for first-level study programmes;
- Rules for second-level study programmes;
- Rules on the process of applying for diploma or master's thesis and their defence;
- UNG tutorship system;
- Rules for third-level study programmes;
- Procedures for the approval to sit for exams and for recognition of ECTS credits for all fulfilled study obligations outside the enrolled third-level doctoral study programme, within other programmes at FPM or doctoral programmes outside the University of Nova Gorica.

The rules also include some measures for the assurance of quality and effectiveness of study programmes, such as the payment of exam fees on the basis of a progressive price scale for students who have not been able to pass the exam three times in a row. This measure should act as an incentive for students to better prepare for exams. Students can apply for exams through the UNG electronic system that provides students with individual access to their study results. To stimulate students to achieve better performance in their studies, UNG awards the best graduates from the 1st and 2nd level programmes with the Alumnus Primus commendation. This commendation is awarded to students who regularly pass their exams and graduate among the first from their generation. The Alumnus Optimus award is presented to graduates who have the best average grade among all the students, graduating in a certain academic year.



In addition to standard indicators, the quality of research work of graduate students in third-level study programmes is also monitored. In order to ensure the quality of doctoral dissertations and their comparability with the globally established quality standards, uniform study rules have been adopted. These rules define that the committee for the assessment of a doctoral dissertation consists of three members, whereby one of them has to be from a foreign university. All members have to be habilitated higher education teachers with appropriate academic titles. Mentors to students in doctoral study programmes can only be habilitated higher education teachers (assistant professor, associate professor, full professor), researchers or experts holding a doctoral degree. The mentor cannot be in the committee for the assessment of the doctoral dissertation. The mentor has to be present at the defense of the doctoral dissertation, but has no voting rights.

The enrolment in the first year of study is limited in all study programmes. Thus, the optimum number of students in view of the number of professors is guaranteed together with the execution of practical classes in small groups. It is in this manner that the quality of the implementation of the programme is preserved. Lectures and practical classes for part-time students are executed to the same extent as for full-time students. The objective of part-time studies is to enable the completion of studies and the acquisition of qualification to those students who had been enrolled as full-time students, but were unsuccessful and would now like to acquire additional knowledge and formal education within the framework of lifelong learning (employed students).

In professional higher education study programmes, special attention is devoted to the monitoring of the quality of practical training of students in enterprises, and to improving the relation between the mentor at the higher education institution, the student and the mentor in the enterprise during the training. Practical training of students is conducted on the basis of contracts on practical training, concluded with partner enterprises.

The facilitation of regular study habits throughout the academic year should be emphasized as it is one of the measures that should improve the transition rate of students, reduce the dropout rate, and contribute to a higher quality of student knowledge. In certain courses, knowledge is assessed by means of midterm exams, where students are able to assess their knowledge of the discussed topics during the year. Midterm exams with positive grades replace the final written part of the exam for that course. In some courses, students can complete some of their study requirements by means of seminar papers, submitted and presented during the course. The lecturer and assistant hold regular weekly contact hours, during which students are invited to come and discuss the potential difficulties they are having with the understanding of the discussed topics. Moreover, a tutorship system has been introduced that helps the students during their studies. Thus,



higher education teachers provide individual help to students in solving their problems during the studies. Each tutor is responsible for one or two students.

Special attention is devoted to the monitoring of the employment of graduates and the compilation of information from graduates on the applicability of obtained knowledge in the labour market. The objective of all UNG study programmes is to achieve and retain high employment rate (above 80%). Therefore, since the academic year of 2010/2011, the Career Centre has been providing support to graduates in finding their first employment. The specificity of individual profiles in search for employment is evident from the Diploma Supplement, issued by UNG in Slovenian and English.

The Alumni Club within UNG was established to connect all graduates with bachelor's, master's and doctoral degrees from all UNG study programmes. Members of the club are an important source of information on the employment of graduates and on the applicability of knowledge obtained during their studies at UNG. Some of this information is also obtained through surveys in companies where students carry out their practical training.

The academic staff of UNG are actively involved in the process of the assurance of quality of high education in Slovenia as experts of the Council of the Slovenian Quality Assurance Agency for Higher Education, as representatives in various government and other bodies at the national level, in the Slovenian Rectors' Conference and in the national group of promoters of the Bologna process in Slovenia.

4. Monitoring and assurance of quality of research work

Research work at UNG is conducted in UNG research laboratories and centres. Research and pedagogical work at UNG are closely linked. Our teaching staff is involved in the research work, executed in laboratories, centres and institutes, or outside UNG, while our researchers are involved in the pedagogical work at individual UNG schools. Graduate students are also included in the research work. Material conditions and the quality of research work performed at UNG are monitored by the management and the Governing Board of UNG. External control of the quality of our scholarly research work is conducted by the Council for Higher Education of the Republic of Slovenia, by founders of the University of Nova Gorica and through international cooperation. General public is informed of the UNG research and pedagogical activities through the UNG website, promotional brochures and through doors open days.

UNG research activity is presented in detail in the Annual report on the activities of the University of Nova Gorica, published annually by UNG in a printed and electronic form. The report includes the activities and results of all research units within the university,



both in the field of basic and applied research, their bibliography, international and domestic research programmes, projects and cooperation.

5. Involvement of students in the process of monitoring and quality assurance

Students are involved in the process of monitoring and quality assurance on several levels. Cooperation between UNG and students takes place through the UNG Student Council. Students have their representatives in the Governing Board and Senate of the University of Nova Gorica, as well as in senates of individual UNG faculties, academies and schools, and in the UNG Quality Assurance Committee.

All UNG students are directly involved in the monitoring and assurance of quality of pedagogical process through student surveys.

Student surveys

The quality assurance process also involves the students. In all study programmes conducted within the University of Nova Gorica, regular evaluation of pedagogical work is performed through student surveys. We learn about the opinion of students regarding the quality of the studied contents and the implementation of the programme through five thematic surveys:

- Course Evaluation Questionnaire for Students;
- Study Programme Evaluation Questionnaire for Students;
- Practical Training Evaluation Questionnaire for Students;
- Questionnaire on Provision of Information to Candidates Prior to Enrolment;
- Student Work Evaluation Form.

Surveys are anonymous. They can be completed in printed or electronic form. The purpose of electronic forms is to increase the efficiency of data collection and to automate the analysis.

The analyses of all surveys are presented in the self-evaluation reports of individual schools. The reports are published and can thus be accessed by all students, UNG staff and other stakeholders. However, results of individual *Course Evaluation Questionnaires for Students* are not public. All students are informed of the results and analyses of surveys through self-evaluation reports of individual schools, which are published



publicly. Self-evaluation reports include the results of these surveys in an anonymous form, i.e. average grades of all lecturers and assistants are presented without any names.

Through **Course Evaluation Questionnaire for Students**, student opinion on the quality of pedagogical work in individual courses is obtained. There are two versions of student surveys for this purpose: one of them is intended for the evaluation of quality of pedagogical work of lecturers, who hold regular lectures, while the other survey is conducted in cases when the course is implemented in the form of consultations (when less than five students enrol in the course). When all the lectures have been held, prior to examination period, students evaluate the pedagogical work of each individual lecturer and assistant. These surveys are submitted to students in printed form by school offices that also enter the collected data into special programmes for automatic analysis of grades, and perform a statistical analysis of survey results. The programmes also collect comments, remarks and opinions provided by students in the second part of the survey that contains open-type questions. In surveys conducted in the electronic form through UNG website, the analysis of results is performed automatically.

Individual survey results are not public, and are available to school management only. Each lecturer and assistant shall have the right and obligation to see the results of survey related to his or her work. Lecturers shall also have the right to see the results of survey related to the work of their assistants. This information provides lecturers and assistants with feedback on their work. They can learn about the weaknesses and strengths of their pedagogical work as seen by students, and are thus stimulated to improve their work. At the end of an academic year, the Dean of the school and the Rector hold individual interviews with lecturers, whereby the survey results serve as the starting point for improvements in the pedagogical process. *Student opinion on the pedagogical work of lecturers*, provided and used in the process of appointment for teaching positions, is obtained on the basis of results of these surveys. The analysis of surveys shall be performed by the UNG Quality Assurance Committee. Student representatives and representatives of Student Council also participate in this process.

Study Programme Evaluation Questionnaire for Students includes questions regarding the study programme, as well as questions related to the library, computer rooms, student office, Student Council and student extracurricular activities. The survey is conducted each year at the admission of students to the next year of study. On the basis of survey results, schools try to eliminate possible weaknesses and retain the positive qualities of the study programme.

Practical Training Evaluation Questionnaire for Students is conducted among the students in professional higher education study programmes after they have completed



the practical training. There are two versions of student surveys for this purpose: one of them is intended for the evaluation of practical training in companies, and conducted at the School of Engineering and Management, while the other is intended for the evaluation of practical training within the programmes at School for Viticulture and Enology, where practical training takes place in different partner wine cellars and wine-growing farms. Through these two surveys, schools are able to collect information on the quality of practical training. Additional information on the implementation of practical training is obtained through surveys from mentors in companies or partner institutions. Thus, schools can form an opinion on this part of pedagogical programme that takes place outside the schools.

Information on study programmes is provided to candidates or prospective students in following ways: with promotional brochures, websites, in various electronic media, information days, with presentations at secondary schools and with direct provision of information to candidates and their parents. The suitability and effectiveness of candidate informing is reviewed each year by means of the ***Questionnaire on Provision of Information to Candidates Prior to Enrolment***, which is filled out by all the students of the first year upon enrolment.

In compliance with the *Criteria for the Allocation of Credits to Study Programmes under ECTS*, adopted by the Council of NAKVIS at the 11th session on 18 November 2010, and published in the Official Gazette of the Republic of Slovenia, No 95/2010, on 29 November 2010, the workload of students enrolled in a new study programme should be monitored every year until the first enrolled generation graduates. Afterwards, this should be monitored every two years. Student workload is monitored through a student survey conducted after they pass their exams, namely through the ***Student Work Evaluation Form***.

6. Credit system ECTS

European Credit Transfer and Accumulation System ECTS is a credit system for high education that is used in the European higher education as a tool for assessing the workload of students in individual study programmes and all their educational units. ECTS credits are used to determine the student workload, required for the achievement of the final educational outcome.

In compliance with the national legislation governing the higher education, study programmes should also enable sufficient percentage of elective components within a programme so that students are able to create their own professional profile. They should also facilitate student mobility. For this purpose, the study requirements within all study programmes are evaluated with credits under the European Credit Transfer and



Accumulation System - ECTS, as stipulated by the *Criteria for the Allocation of Credits to Study Programmes under ECTS*, adopted by the Council of NAKVIS.

The ECTS credit system is a transfer and accumulation system. This means that, on one hand, it is used as the basis for the recognition of study requirements undertaken in Slovenia or abroad by a mobile student (e.g. student exchange within the Lifelong Learning Programme - Erasmus), while, on the other hand, it enables students to choose the study contents within a programme more freely.

The amount of actual student work is examined in all study programmes of the 1st, 2nd and 3rd level. This is done by means of a *Student Work Evaluation Form*. The results of these surveys show where corrections of the implementation of study programmes are required, in terms of the scope and distribution of student work during the academic year.

Recognition of ECTS credits

Recognition of students' knowledge obtained at other accredited study programmes and at other higher education institutions that follow the policy of the ECTS system is regulated in accordance with *Criteria for Transferring between Study Programmes* and *Criteria for the Allocation of Credits to Study Programmes under ECTS*, adopted by NAKVIS. The recognition procedures rely, as appropriate, on the EU advice on the ECTS system, published by EU (**ECTS users guide**, Brussels, 6 February 2009, available at http://ec.europa.eu/education/lifelong-learning-policy/doc48_en.htm).

Students submit their applications concerning recognition of their knowledge and competences obtained at other programmes to the Committee for Academic Affairs of the respective school. The Committee for Academic Affairs or a special expert committee of the programme's university teachers ascertains whether the obtained knowledge and competences, in their appropriateness and relevance, meet wholly or partially the general or subject specific competences as defined in the respective study programme. Based on these finding, the Committee for Academic Affairs proposes to the school Senate to recognise the student's obtained knowledge, evaluated according to the ECTS system, as a completed study requirement within the University's own respective programme. At the same time, the Committee defines which studying contents the student still needs to cover according to the programme or which studying contents from the programme need not be taken by the student, as the contents are appropriately covered by the knowledge obtained elsewhere.

A similar procedure is applied when it comes to recognising the student's knowledge, competences, training or capabilities obtained through non-formal education or in programmes that do not follow the policy of the ECTS system. In these cases, the



REPUBLIC OF SLOVENIA
MINISTRY OF EDUCATION,
SCIENCE AND SPORT

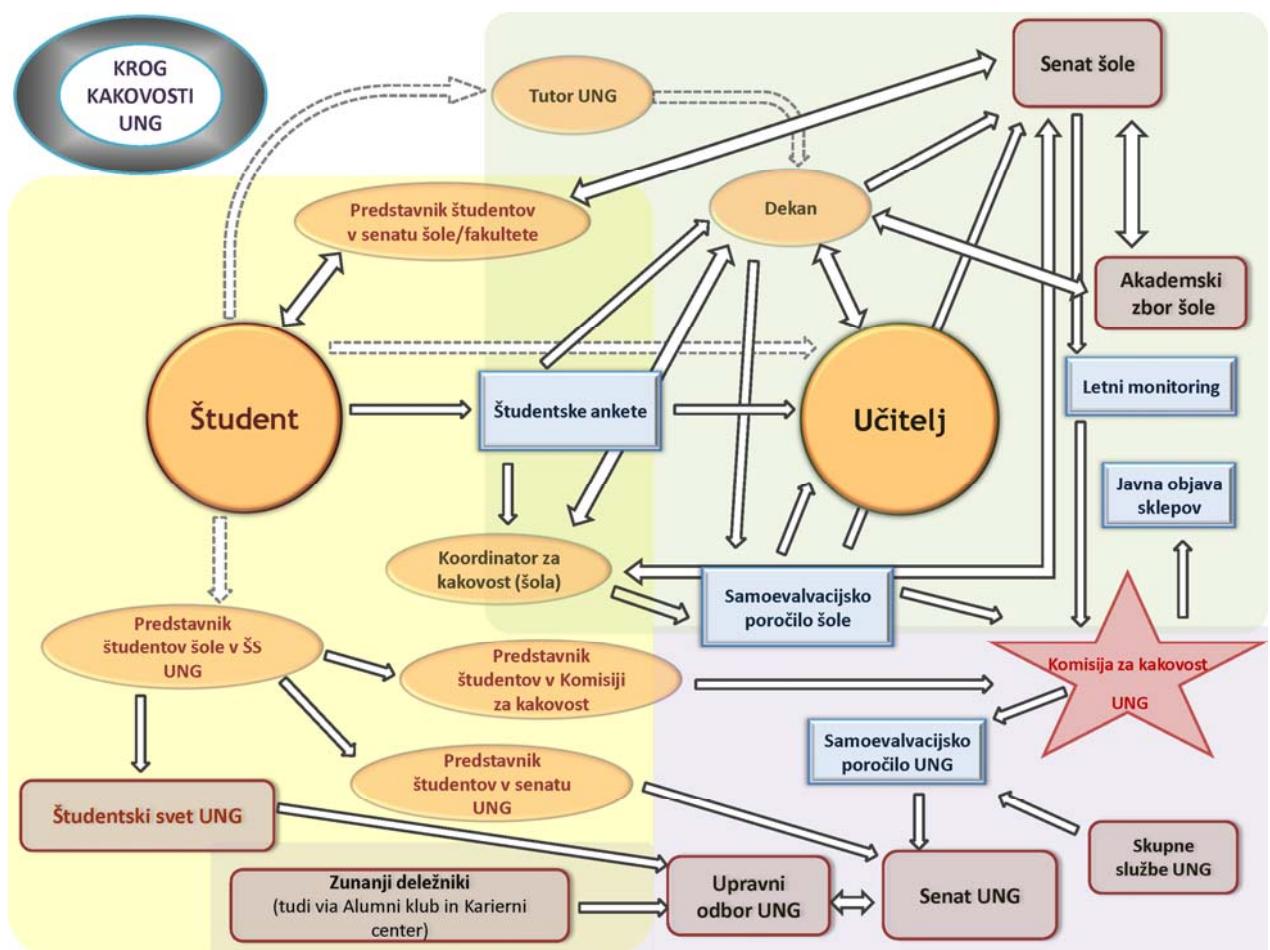


Committee for Academic Affairs or a special expert committee of the programme's university teachers set up specifically for this purpose, shall, on the basis of the submitted documents, ascertain whether the obtained knowledge and competences, in their content and appropriateness, meet the general or subject specific competences as defined in the respective study programme. The Committee shall assess the obtained knowledge and competences according to the ECTS system and shall accordingly propose to the school Senate to recognise the student's obtained knowledge as a completed study requirement within the respective programme.

In the case of the Erasmus programme student exchange, a trilateral agreement signed by the two universities and the student participating in the exchange programme shall stipulate the contents or subjects the student will cover at the university as well as the ECTS credits related to the subjects chosen. The knowledge obtained at the university will be recognised as successfully completed study requirements of the programme.

Annex 1: Organisational chart »UNG quality circle«

Organisational chart »UNG quality circle« illustrates procedures, stakeholders and mutual relationships in the implementation of monitoring and assurance of quality at UNG.

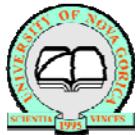




REPUBLIC OF SLOVENIA
MINISTRY OF EDUCATION,
SCIENCE AND SPORT



Annex 2: Report on the monitoring of quality assurance procedures at UNG



REPUBLIC OF SLOVENIA
MINISTRY OF EDUCATION,
SCIENCE AND SPORT



Report on the monitoring of quality assurance procedures at UNG as a whole

Quality Assurance Committee of the University of Nova Gorica

Academic year 2012/2013

Status: September 2013



REPUBLIC OF SLOVENIA
MINISTRY OF EDUCATION,
SCIENCE AND SPORT



How to use the document and who is it intended for

Report on the monitoring of quality assurance procedures is a tool used by members of the UNG Quality Assurance Committee during the year to monitor all the self-evaluation elements in all areas of quality assurance at UNG as a whole (*the operation of the higher education institution, personnel, organization and implementation of education in all study programmes, students, material conditions, integration in the community, assurance of quality, innovation and development orientation*).

The report consists of four chapters: *Table of activities, Important achievements or improvements, Examples of good practice and Observations on the current state and trends*. The structure of chapter Table of activities is similar to the structure of the self-evaluation report of UNG, enabling a fast and effective analysis of collected data, and the assessment of current state and orientations for each individual area in the self-evaluation report. Each activity listed and monitored in the Table of activities has to have clearly defined objectives (we need to know what exactly we want to achieve), measurable results that are relevant and real, as well as time-defined.

Based on the activities monitored throughout the year, and based on their findings, the UNG Quality Assurance Committee prepares an analysis of the situation for each of the chapters of the self-evaluation report. The analysis is done at the end of the year. The coordinator clearly and concisely presents the findings on strengths (important achievements and examples of good practice) and weaknesses (unsolved or new problems), as well as proposals for improvements in the next period.



REPUBLIC OF SLOVENIA
MINISTRY OF EDUCATION,
SCIENCE AND SPORT



Table of activities

Number of activity	Area of activity (objectives)	Sources	Action plan	<u>Performance criteria</u> <u>(measurable results)</u>	Proposer of activity and deadline for activity completion	Reporting on results: (who to and when)	Progress: (date of examination and description of state)
1 STRATEGY, ORGANIZATION, MANAGEMENT AND ASSURANCE OF QUALITY OF EDUCATIONAL AND RESEARCH WORK							
1.1							
2 EDUCATIONAL ACTIVITY							
2.1							
3 RESEARCH ACTIVITY							
3.1							
4 PERSONNEL							
4.1							

»Operation part-financed by the European Union, the European Social Fund and the Ministry of Education, Science and Sport. Operation implemented in the framework of the Operational Programme for Human Resources Development for the Period 2007-2013, Priority axis 3: Development of human resources and lifelong learning; Main type of activity 3.3: Quality, competitiveness and responsiveness of higher education.«



REPUBLIC OF SLOVENIA
MINISTRY OF EDUCATION,
SCIENCE AND SPORT



5.1							
6 MONITORING OF THE EMPLOYMENT OF GRADUATES, ALUMNI CLUB							
6.1							
7 DATA ON PREMISES FOR IMPLEMENTATION OF STUDY PROGRAMMES							
7.1							
8 FUNDING OF STUDY ACTIVITIES							
8.1							
9 COOPERATION WITH THE COMMUNITY							
9.1							
10. CAREER CENTRE							
10.1							
11. UNIVERSITY LIBRARY AND UNG PUBLISHER							

»Operation part-financed by the European Union, the European Social Fund and the Ministry of Education, Science and Sport. Operation implemented in the framework of the Operational Programme for Human Resources Development for the Period 2007-2013, Priority axis 3: Development of human resources and lifelong learning; Main type of activity 3.3: Quality, competitiveness and responsiveness of higher education.«



REPUBLIC OF SLOVENIA
MINISTRY OF EDUCATION,
SCIENCE AND SPORT



11.1								

12. INTERNATIONAL OFFICE AND MOBILITY

12.1								

13. STUDENT OFFICE

13.1								

14. OTHER UNG RESOURCES SERVICES

14.1								



REPUBLIC OF SLOVENIA
MINISTRY OF EDUCATION,
SCIENCE AND SPORT



Important achievements or improvements

Established achievement/improvement	Development strategy and increase of influence

Examples of good practice

Examples of good practice for dissemination	Author	Proposed method of dissemination

Observations on the current state, trends (based on the last report, taking into consideration preliminary reports and future guidelines ...)

Drawn up by:

Members of the UNG Quality Assurance Committee
Assurance Committee
Representatives of UNG resources services

Approved by:

Chairman of the UNG Quality



REPUBLIC OF SLOVENIA
MINISTRY OF EDUCATION,
SCIENCE AND SPORT



Report on the monitoring of quality assurance procedures at UNG school or academy

Quality Assurance Committee of the University of Nova Gorica

Academic year 2012/2013

Status: September 2013



REPUBLIC OF SLOVENIA
MINISTRY OF EDUCATION,
SCIENCE AND SPORT



How to use the document and who is it intended for

Report on the monitoring of quality assurance procedures is a tool used by quality coordinators and members of the UNG Quality Assurance Committee during the year to monitor all the self-evaluation elements in all areas of quality assurance at individual schools (*the operation of the higher education institution, personnel, organization and implementation of education in all study programmes, students, material conditions, integration in the community, assurance of quality, innovation and development orientation*).

The report consists of four chapters: *Table of activities, Important achievements or improvements, Examples of good practice and Observations on the current state and trends*. The structure of chapter Table of activities is similar to the structure of the self-evaluation report, enabling a fast and effective analysis of collected data, and the assessment of current state and orientations for each individual area in the self-evaluation report. Each activity listed and monitored in the Table of activities has to have clearly defined objectives (we need to know what exactly we want to achieve), measurable results that are relevant and real, as well as time-defined.

Based on the activities monitored throughout the year, and based on their findings, the quality coordinator prepares an analysis of the situation for each of the chapters of the self-evaluation report. The analysis is done at the end of the year. The coordinator clearly and concisely presents the findings on strengths (important achievements and examples of good practice) and weaknesses (unsolved or new problems), as well as proposals for improvements in the next period.



REPUBLIC OF SLOVENIA
MINISTRY OF EDUCATION,
SCIENCE AND SPORT



Table of activities

Number of activity	Area of activity (objectives)	Sources	Action plan	<u>Performance criteria</u> (measurable results)	Proposer of activity and deadline for activity completion	Reporting on results: (who to and when)	Progress: (date of examination and description of state)
1 STRATEGY, ORGANIZATION AND MANAGEMENT, QUALITY ASSURANCE							
1.1							
2 EDUCATIONAL ACTIVITY							
2.1							
3 RESEARCH ACTIVITY							
3.1							
4 PERSONNEL							
4.1							
5 STUDENTS							
5.1							

»Operation part-financed by the European Union, the European Social Fund and the Ministry of Education, Science and Sport. Operation implemented in the framework of the Operational Programme for Human Resources Development for the Period 2007-2013, Priority axis 3: Development of human resources and lifelong learning; Main type of activity 3.3: Quality, competitiveness and responsiveness of higher education.«



REPUBLIC OF SLOVENIA
MINISTRY OF EDUCATION,
SCIENCE AND SPORT



6 MONITORING OF THE EMPLOYMENT OF GRADUATES, ALUMNI CLUB							
6.1							
7 DATA ON PREMISES FOR IMPLEMENTATION OF STUDY PROGRAMMES							
7.1							
8 FUNDING OF STUDY ACTIVITIES							
8.1							
9. COOPERATION WITH THE COMMUNITY							
9.1							

»Operation part-financed by the European Union, the European Social Fund and the Ministry of Education, Science and Sport. Operation implemented in the framework of the Operational Programme for Human Resources Development for the Period 2007-2013, Priority axis 3: Development of human resources and lifelong learning; Main type of activity 3.3: Quality, competitiveness and responsiveness of higher education.«



REPUBLIC OF SLOVENIA
MINISTRY OF EDUCATION,
SCIENCE AND SPORT



Important achievements or improvements

Established achievement/improvement	Development strategy and increase of influence

Examples of good practice

Examples of good practice for dissemination	Author	Proposed method of dissemination

Observations on the current state, trends (based on the last report, taking into consideration preliminary reports and future guidelines ...)

Drawn up by:

UNG Quality Coordinator

Approved by:

Chairman of the UNG Quality Assurance Committee