

REPUBLIC OF SLOVENIA  
**MINISTRY OF EDUCATION,  
SCIENCE AND SPORT**



## University of Nova Gorica School of Humanities

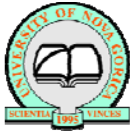
Quality monitoring, assessment and assurance

Report for academic year 2011/2012

November 2012

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The report was adopted by the Senate of the School of Humanities at the 50th session on 13 December 2012.

Dean: Prof. Katja Mihurko Poniž, PhD

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# 1 PRESENTATION OF THE SCHOOL OF HUMANITIES

Establishment of the School of Humanities, design of the first study programme (Slovene Studies) and further programme development

In the 2004/2005 academic year, the Nova Gorica Polytechnic, which was granted the status of University in 2006 and was renamed in the University of Nova Gorica (hereinafter referred to as UNG), introduced the university study programme in Slovene Studies. The programme gained public validity with the decision of the Council for Higher Education on 26 September 2003.

The university programme in Slovene studies was designed on the basis of the analyses of the study purposes, staffing needs and capabilities in the field of the humanities in the northern Primorska region, as well as on the basis of comparability with other regions in Slovenia. Considering its geographical and political location, the northern Primorska region defined by the state border on the one hand and by multiculturalism and multilingualism on the other is particularly inclined and open to exploring language, culture and sociolinguistic contents. In addition, one of the major criteria for substantiating the needs for Slovene Studies was the fact that at the time there were only three higher education centres in Slovenia offering university undergraduate programme in Slovene Studies. Compared to other scientific fields, e.g. economy, this situation accounted for much worse possibilities for the development of the Slovene Studies and a highly qualified staff.

The study programme established on the above mentioned grounds took into account the most productive characteristics of similar programmes of the three Slovenian universities and of some analogous study programmes of foreign universities. An important dimension was represented by additional contents that were used to fill the existing gaps and were associated in particular with the specificities of the margin of the Slovenian national space characterised by many regional distinctive features and different cultural traditions of the neighbouring nations of non-Slavic origin. This area of study offers the possibility of investigating the fundamental questions relating to the acceptance of and interference between different languages and literatures. These questions involve distinct regional features that interfere in terms of structure and meaning with the most topical issues of the contemporary globalisation phenomena on the one hand and of preserving the original identity on the other.

Already in the 2004/2005 academic year, the UNG started to reform its undergraduate and graduate study programmes. The aim of the reform was to bring the study programmes in line with principles and guidelines of the Bologna Declaration and with the properly adjusted new Slovenian legislation on higher education. The introduction of three-level study programmes was the main novelty in this regard. The qualification obtained at each level of study must ensure the employability of graduates (in Slovenia and in the EU countries) and as efficient as possible transition between individual levels of university and higher education professional programmes. The UNG's objective is to make its reformed and new study programmes consistent with economic needs and new social challenges, including the strengthening of the status of Slovenes living in the western borderland. It is of key importance for graduates to obtain the fundamental knowledge that will ensure the utmost flexibility to upgrade their knowledge in practice and in the process of lifelong learning.

As a result, the study programme in Slovene Studies is subject to constant updating. Each year a new elective course is added. In the 2005/2006 academic year, a reformed study programme that follows the criteria of the Bologna Declaration was designed by the former Stanislav Škrabec School of Slovene Studies, the predecessor of the present School of Humanities.

Concurrently with the proposed first level programme in Slovene Studies reformed according to the Bologna Declaration, we started to draw up the proposal for a new, second level programme in Slovene Studies. The first and

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second level programmes in Slovene Studies are based on the 3+2 principle. While the first level programme maintains the form of the previous university study programme in Slovene Studies, combining linguistic and literary/literary history contents characteristic of Slovene Studies, the second level study programme is divided into two directions: Linguistics and Literary Sciences.

After obtaining accreditation, the reformed Bologna first level study programme was first implemented in the 2007/2008 academic year, and enrolment at the old non-Bologna university study programme in Slovene Studies was abolished. The second level programme in Slovene Studies (direction Linguistics) was implemented for the first time in the same year, and preparations for the direction Literary Sciences were completed in the 2009/2010 academic year. In the 2010/2011 academic year, the School of Humanities started implementing both directions (Literary Sciences and Linguistics) at the second level study programme in Slovene Studies. In the same academic year, all the necessary documentation for the third direction at the second level programme in Slovene Studies was drawn up (Pedagogy direction).

In addition to developing the programme in Slovene Studies at the School of Humanities, attention was given to the expansion of a series of study programmes. Thus, two additional study programmes were designed and introduced in the 2007/2008 academic year: the first level Bologna study programme in Cultural History and the joint European Master in Migration and Intercultural Relations (EMMIR). The Cultural History programme was introduced with the aim to fill the gaps in the history-oriented study programmes in Slovene schools, which are too narrowly focused on basic history. The new programme approaches history in a wider context and educates students who will be able to connect the knowledge of history with the knowledge obtained from the auxiliary history sciences. Simultaneously, the programme similarly to the first level study programme in Slovene Studies takes account of the specificity of the local cultural and political environment. In terms of content, the second level Bologna study programme in Migration and Intercultural Relations is a fully interdisciplinary programme connecting sciences, such as Sociology, Political Sciences, History, Economy, Geography, Demography, Psychology and Law. Migration and Intercultural Relations programme is a novelty in the European market of study programmes and was recognised as such also by the European Union which provided financial support for its preparation. In 2011, the European Commission included the elite Erasmus Mundus cooperation and mobility programme.

In the 2010/2011 academic year, the School of Humanities offered four study programmes: first level Bologna study programme in Slovene Studies, second level Bologna study programme in Slovene Studies (direction: Linguistics), second level Bologna study programme in Slovene Studies (direction: Literary Sciences), first level Bologna study programme in Cultural History and second level Bologna study programme in Migrations and Intercultural Relations.

The first level study programme in Slovene Studies, the second level study programme in Slovene Studies – direction Linguistics, and the second level study programme in Slovene Studies – direction Literary Sciences were adopted and accredited (first level on 12 December 2006, second level – Linguistics on 7 March 2007, second level – Literary Sciences on 18 December 2009), and entered in the Register of Higher Education Study Programmes (first level on 17 January 2007, second level – Linguistics on 10 September 2007, second level – Literary Sciences on 9 March 2010). The first level study programme in Cultural History was accredited on 13 June 2006, and the second level study programme in Migration and Intercultural Relations was accredited on 11 May 2007.

The School of Humanities applies contemporary pedagogical practices supported by the most advanced developments in computer technology (regular online publication of lectures and exercises, individual and additional explanations via e-mail, submission of seminar papers, multimedia-assisted lectures etc.). In addition to allowing for distance learning, the programmes are unique for they envisage obligatory engagement of students in independent research work and gaining direct experience in the relative area of study.

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In the academic year 2008/2009, the School of Humanities awarded its first Bachelor's and Master's degrees. At the end of October 2011, it awarded a Master's degree in the framework of the Migration and Intercultural Relations study programme, three Master's degrees at the second level study programme in Slovene Studies, nineteen Bachelor's degrees at the university undergraduate level study programme in Slovene Studies, thirteen Bachelor's degrees at the first level Bologna study programme in Slovene Studies and five Bachelor's degrees at the first level Bologna study programme in Cultural History.

In the 2011/2012 academic year, the number of graduates was as follows: twelve B.A. graduates in Slovene Studies (first level), six B.A. graduates in Cultural History (first level), one M.A. graduate in Slovene Studies (second level).





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## **2 STRATEGY, ORGANISATIONAL STRUCTURE AND MANAGEMENT, RECORD KEEPING AND QUALITY ASSURANCE**

### **1.1. ORGANISATIONAL STRUCTURE**

From December 2008, the School of Humanities was run by the Dean Asst. Prof. Franc Marušič, PhD. From September 2011 the Dean-In-Office was Katja Mihurko Poniž, the current Dean elected in January 2012. The School consists of the following bodies: Senate with a student representative; each programme has its Academic Affairs Committee; each programme has a President of Diploma or Master Thesis Defence Committee; the School has a Quality Coordinator. The study programme in Migration and Intercultural Relations consists of an Academic Affairs Committee and a President of Defence Committee operative within the consortium which proposed the joint study programme.

The Senate members of the School of Humanities in the 2011/2012 academic year:

Prof. Katja Mihurko Poniž, PhD  
Asst. Prof. Rok Žaucer, PhD  
Asst. Prof. Franc Marušič, PhD  
Prof. Penka Stateva, PhD  
Prof. Petra Svoljšak, PhD  
Prof. Oto Luthar, PhD  
Prof. Igor Grdina, PhD  
Prof. Marina Lukšič Hacin, PhD  
Prof. Mirjam Milharčič Hladnik, PhD  
Asst. Prof. Jure Gombač, PhD  
Špela Brajer, student

The Academic Affairs Committee members of the undergraduate programmes in Slovene Studies in the 2011/2012 academic year:

Prof. Katja Mihurko Poniž, PhD (from 19 April 2012 Asst. Prof. Aleš Vaupotič, PhD)  
Asst. Prof. Franc Marušič, PhD  
Asst. Prof. Danila Zuljan Kumar, PhD  
Asst. Prof. Leonora Flis, PhD

The Academic Affairs Committee members of the undergraduate programme in Cultural History in the 2011/2012 academic year:

Asst. Prof. Petra Svoljšak, PhD  
Prof. Oto Luthar, PhD  
Asst. Prof. Bojan Godeša, PhD

The Academic Affairs Committee members of the second level programme in Slovene Studies – Linguistics in the 2011/2012 academic year:

Asst. Prof. Franc Marušič, PhD  
A/prof. Artur Stepanov, PhD

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A/prof. Penka Stateva, PhD

The Academic Affairs Committee members of the second level programme in Slovene Studies – Literary Sciences in the 2011/2012 academic year:

Prof. Katja Mihurko Poniž, PhD  
Asst. Prof. Barbara Preglej, PhD  
Asst. Prof. Leonora Flis, PhD

The Academic Affairs Committee members of the second level programme in Migrations and Intercultural Relations (JMMIR) in the 2011/2012 academic year:

Prof. Marina Lukšič Hacin, PhD  
Prof. Mirjam Milharčič Hladnik, PhD  
Asst. Prof. Jure Gombač, PhD

The current Presidents of the Diploma Thesis Defence Committee at the undergraduate study programmes:

Asst. Prof. Aleš Vaupotič, PhD (Bachelor's thesis in the field of Literary Sciences)  
A/prof. Penka Stateva, PhD (Bachelor's thesis in the field of Linguistics)

The current President of the Master Thesis Defence Committee at the second level study programme in Slovene Studies, direction Linguistics:

Asst. Prof. Franc Marušič, PhD

The current President of the Master Thesis Defence Committee at the second level study programme in Slovene Studies, direction Literary Sciences:

Asst. Prof. Aleš Vaupotič, PhD

The present Quality Coordinator of the School of Humanities:

Asst. Prof. Ana Toroš, PhD

Information about the library, publisher, quality office, students office, financial service, legal service, personnel service, international service and other administrative staff are common to all UNG Schools and are presented in the University Report on monitoring, assessment and quality assurance. In principle, the School of Humanities offers only educational activity. Research activities in the field of humanities is organized within the framework of the Institute for Cultural Studies. From the human resources perspective, the institutions share many of their full-time employees.

## **1.2. MISSION**

The School of Humanities's mission is to pass on traditional and new humanistic discoveries (so far rarely passed on to students in Slovenian space) based on current internationally relevant scientific findings, to integrate these contents in the Slovenian space and to foster multiculturalism. The added value of the programmes at the School of Humanities is represented by contents that are extremely important for a tolerant intercultural dialogue in the borderland. The study of humanities is vital in such space, for it helps understand the past which was once the major factor that made coexistence difficult. However, in a Europe without borders, respect of national identity, Slovene language and culture, which UNG maintains at a high level through study and scientific contents, is likewise important.

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### **1.3. VISION**

By following scientific excellence and ensuring the highest educational standards, the School of Humanities aims at enriching the Goriška region as well as Slovenian and international space with new scientific discoveries and programmes, thus promoting networking between academic and social public in the space in which it is operative.

### **1.4. STRATEGIC PLAN OF THE SCHOOL OF HUMANITIES**

The strategic plan of the School of Humanities is part of the university plan named Programme of Activities of the University of Nova Gorica: Development Plan for the 2010-2025 Period. The Development plan is accessible as supplement to the University Report on Quality.

### **1.5. QUALITY MANAGEMENT**

The School of Humanities applies the same process of quality monitoring as UNG. The members of University Quality Committee is appointed by the UNG Senate. As quality coordinator, the Quality Committee of the School of Humanities draws up a self-evaluation report. The School of Humanities carries out the same questionnaires as other UNG Schools. The self-evaluation report is adopted by the School's Senate.

Until December 2009, the quality coordinator of the School of Humanities was Franc Marušič, who was also appointed Dean in December 2008 and therefore passed his role as quality coordinator on to Rok Žaucer in December 2009. In the 2011/2012 academic year, the quality coordinator was Ana Toroš.

The School's management notes that it will have to work intensively to find common solutions at the university level in order to remedy weaknesses mentioned in last year's report and not remedied in the 2010/2011 academic year, and in order to realise the set goals that have not been realised.

### **1.6. ASSESSMENT OF CURRENT STATE AND GUIDELINES**

Advantages of the School of Humanities

- Small-size that allows for greater flexibility.
  - Since the introduction of its first humanities programme, the School has been gradually widening the array of its study programmes.
  - The School wishes to broaden its educational mission by introducing new programmes, a double-major studies and a Pedagogy direction at the second level programme in Slovene Studies.
- FH offers study contents not available at any other comparable university programmes in Slovenia.

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– Full-time university colleagues are divided into two units: the unit for educational activity (School of Humanities) and research activity (Research Centre for Humanities), which enable them to be active both in the field of teaching and research-doing, integrating the latest scientific and research discoveries in the pedagogical process.

#### Weaknesses

– The same people perform too many functions, resulting in the narrowing of the spectre of new ideas, administrative staff overload and reduced efficiency due to diversification of roles.

#### Opportunities for improvement

- Increase the number of employees (administrative and pedagogic staff). In the 2011/2012 academic year, a new colleague was employed.
- Expansion and addition of new programmes, and above all introduction of a double-major studies at the first level study programme for students of Linguistics (e.g. Slovene Studies and Italian Studies). It has been noted that in the 2011/2012 academic year the Italian Studies programme did not attract so much interest to achieve full enrolment in view of the fact that the same programme is already offered by two universities that equally failed to achieve full enrolment. A course is being designed that will merge Russian and Informatics.
- Introduction of the Pedagogy direction at the second level study programme in Slovene Studies. In the 2010/2011 academic year, all the necessary documentation was prepared for this direction. We were waiting for the Faculty of Education (PF) of the University of Ljubljana, which at first expressed its interest in collaborating, to complement the material. A number of meetings were arranged between the Dean of FH and the Vice-Dean of PF for Academic Affairs. However, there was no response to the prepared final material despite the Dean's collaboration and therefore we ceased to collaborate. As long as there is no possibility to obtain new concessions, the new programme with the Pedagogy direction will not undergo the accreditation process due to a shortage of staff qualified for implementing pedagogic courses.

#### 2. 6. Assessment of current state and guidelines from 2006/2007 to 2010/2011

So far, the smallness and flexibility of the School of Humanities have represented an advantage. Among the weaknesses, however, are overloading of employed lecturers with administrative work owing to the shortage of employees. In line with this, FH sees the opportunity for improving the situation in additional employment, although the current economic crisis hinders the realisation of this goal. On the other hand, FH has introduced the Bologna system over the last years, broadened the array of study programmes, provided training of its staff (young researchers), attracted foreign lecturers and students and enhanced the ties with foreign universities, thus improving the situation from year to year.



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### **3 EDUCATION – STUDY ACTIVITY**

#### **1.7. FIRST LEVEL STUDY PROGRAMME IN SLOVENE STUDIES**

The study programme in Slovene Studies that provides students with the basic knowledge in the field of Slovene language and literature has been complemented with other interdisciplinary study programmes. Basic and traditional disciplines of Slovene Studies are complemented with a wide array of specialist knowledge/courses. These are regularly updated and expanded with the aim to increase course selection in line with new scientific discoveries, social needs and students' wishes. The programme also offers the study of languages and literature of neighbouring nations (Italians, Friulian people, Austrians), as well as the possibility to expand knowledge on the linguistic and literary reality of the Slovenian minority in Italy and Austria. Students are also given the opportunity to obtain basic knowledge in the area of informatics and some other auxiliary sciences. Special emphasis is given to basic knowledge in the area of Linguistics and literary theory (general linguistics, methodology of literary work, world literature, etc.).

The goal of both undergraduate study programmes in Slovene Studies (the 4-year university study programme in Slovene Studies and the first level study programme in Slovene Studies) is to train our graduates to become expert and integral personalities able to understand and master complex issues relating to Slovene language and literature. Our graduates are thus required to perform in-depth and comprehensive research into the Slovene language and literature in relation to general and specific phenomena which are all the more pronounced at the crossroads of cultures and nations. Moreover, the programme aims at qualifying graduates to be able to establish thorough and productive relationships with experts from different scientific disciplines who are required to collaborate in solving practical and research problems in the field of Slovene and similar sciences, while at the same time training its students so as to be able to perform independent applied work.

The basic contents of the curriculum of the Slovene Studies programme are concentrated in the first two years. This gives students a good and wide basic knowledge in the area of Slovene Sciences and the necessary preliminary knowledge for understanding the connections between different fields and phenomena of related sciences. In addition to compulsory courses, third-year students may choose from a series of elective and specialist courses. These are designed and classified so as to help students to properly upgrade their knowledge obtained from the compulsory courses. Language courses provide the possibility of learning languages of neighbouring nations and English language. Students are trained to work with computer programs used in linguistic area and other humanistic sciences and become acquainted with possibilities offered by various electronic materials and databases. On the initiative of students of Slovene Studies who expressed great interest in the French and English language, the two languages were included in the elective foreign language courses.

In the 2007/2008 academic year, three first-year courses were divided internally into lectures and exercises or seminars, since students of the computer course required more exercises, while those of General Linguistics and Introduction to the Study of Literature including Literary Theory required more lectures. Sociolinguistics was added as a compulsory course in the second year programme, replacing the obligatory selective course General Linguistics (which was moved already a year earlier to the first-year programme), and the second obligatory selective course was added to the elective courses.

In the 2009/2010 academic year, the first level Bologna study programme in Slovene Studies was reorganised and its three full-year courses (Slovene Language I, Slovene Language II, Slovene Language III) broken down into five

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semestral and two half-semestral courses (Slovene Language I – Standard Literary Slovene, Slovene Language I – Phonetics, Slovene Language II – Morphology, Slovene Language II – Syntax, Slovene Language III – Text Linguistics, Slovene Language III – Semantics, Slovene Language III – Linguistic Seminar). Among other advantages, abolishing full-year courses offers the possibility to easily host students on Erasmus exchange for one semester.

Information about the first level study programme in Slovene Studies is available to public at <http://www.ung.si/si/studijjski-programi/101832/>. In the 2009/2010 academic year, the first cohort of students graduated from Slovene Studies.

## **1.8. SECOND LEVEL STUDY PROGRAMME IN SLOVENE STUDIES**

In the 2007/2008 academic year, the second level study programme in Slovene Studies, direction Linguistics, was introduced at the School of Humanities of the University of Nova Gorica. The study programme is the result of the Bologna reform of the university study programme in Slovene Studies. Later on, the direction of Literary Sciences was added to the direction of Linguistics, which was first implemented in the 2010/2011 academic year. The main goal of the study programme is to qualify experts to be able to perform, on the basis of the obtained theoretical, methodological and empirical knowledge, independent professional work in the area of Slovene studies, independent implementation and management of scientific and research projects etc.

Following the first three years of its implementation, the direction of Linguistics obtained the status of unique study programme in Slovenia, since compared to linguistic programmes of other Slovene universities, the direction of Linguistics is focused on exploring language within the framework of the western school of linguistics. Its programme is designed accordingly on the basis of established Master's study programmes in England, Germany, the United States of America, Canada, Italy etc.

M.A. graduates will have the opportunity to continue their studies at doctoral level in accordance with enrolment requirements of individual programmes. Since 2010/2011, graduates in Linguistics may continue their studies at the three level study programme in Linguistics at the UNG Graduate School.

Information about the second level study programme in Slovene Studies is available to public at <http://www.ung.si/si/studijjski-programi/106586/> (direction Linguistics) and <http://www.ung.si/si/studijjski-programi/168569/> (direction Literary Sciences). In the 2008/2009 academic year, the first cohort of students graduated from Linguistics.

## **1.9. SECOND LEVEL STUDY PROGRAMME IN MIGRATION AND INTERCULTURAL RELATIONS**

The European Master in Migration and Intercultural Relations is the result of a collaboration between European and African Universities under the direction of the University of Oldenburg (Germany). In the 2011/12 academic year,

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the programme was implemented for the first time with the support of the elite Erasmus Mundus collaboration and mobility programme.

The European Commission recognised the programme as unique, in particular due to its interdisciplinary and intercultural aspect. The study is centred on human rights, democratic values, welfare state and labour market, i. e. on the challenges of both the members of the EU and the wider global world.

Thanks to the Erasmus Mundus programme, the study programme in Migration and Intercultural Relations will familiarize the Slovenian space with the challenges that we, too, face, as well as will promote our knowledge and vision of the future in the academic space of the EU, Africa and worldwide. The fundamental goal of the international study programme is to qualify experts to manage or individually implement scientific and research projects on the basis of obtained theoretical, methodological and empirical knowledge, with special focus on interdisciplinary approaches and transcultural aspects of migration. Following their insight into the practical work with migrants in the intercultural context, they will be able to critically evaluate the existing migration studies and current practices and strategies in the framework of migration and integration policies. With the obtained expert knowledge in planning, coordinating and evaluating activities in this field, they will be able to help design and implement strategies of the formal, legal and practical management of intercultural relations pertaining to migrations.

Participating universities: University of Nova Gorica (Slovenia), University of Oldenburg (Germany), University of Stavanger (Norway), University of South Bohemia (Czech Republic), Ahfad University for Women (Sudan), Makerere University Kampala (Uganda) and Mbarara University of Science & Technology (Uganda).

First year study will take place in Germany and Norway, while second year students will move, depending on the selected module, to the partner university that executes that module. The number of available scholarships is limited.

For more information visit: <http://www.emmir.org>

## **1.10. FIRST LEVEL STUDY PROGRAMME IN CULTURAL HISTORY**

In the 2007/2008 academic year, first level three-year undergraduate study programme in Cultural History was implemented for the first time at the School of Humanities of the University of Nova Gorica. The programme is designed to meet the guidelines of the Bologna Declaration.

The innovative and original study programme in Cultural History is based on the Slovene cultural and historical tradition, for the Slovenes as a community have long considered culture to be the key element and possibility of our independence. For this reason, cultural history is from the time development perspective undoubtedly one of the main humanistic disciplines in Slovenia and was finally established as independent programme at the University of Nova Gorica.

The study programme in Cultural History consists of those topics necessary for a successful performing of profession of Bachelor of History. The main aim of the study programme is to qualify experts to perform a job in the area of research, cultural and administrative activities. In order to achieve the set goals, students are familiarised with the basic contents of cultural history, history of ideas and ideologies, and intellectual development.

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A large part of the study programme is dedicated to Antiquity which substantially marks the development of the northern Primorska region. At the same time, the programme in Cultural History consists of many contents and areas (legal history, church history, agrarian history, cultural heritage, history of the person and its role, history of ideas) that are originally part of the Slovene study tradition. This makes possible the introduction of basic and elective courses and the establishment of an appropriate connection with other humanistic and sociological contents both in terms of content and methodology.

In addition to theoretical knowledge, students widen their horizons by solving concrete tasks and investigating topics interesting both for the local and international space. At the intersection of the Slavic, Roman and German world, the study of history also offers great support to the Slovene community abroad.

Graduates with a B.A. in History will be able to continue their studies in the so-called pedagogic module (that provides pedagogic-andragogic education necessary for performing the profession of teacher or professor of history) at specialist and training courses, at Master's and doctoral programmes of various directions within the Humanities and Social Sciences.

Information about the first level study programme in Cultural History is available to public at:  
<http://www.ung.si/si/studijski-programi/101809/>.

## **1.11. ENROLMENT REQUIREMENTS AND MODE OF STUDY**

The number of places available in the first year of the first level study programmes in Slovene Sciences and Cultural History and second level study programme in Slovene Sciences (for the academic year 2011/2012) was limited to 70 (with 30 available places in the Slovene Sciences programme and 40 available places in the Cultural History programme). In the second level study programme in Migration and Intercultural Relations, the number of places was limited to 30. As what regards the first level programmes, experience so far has shown that this is the maximum possible number of students per professor and that performing practical exercises and seminars in small groups will help maintain the quality of programme implementation. In this sense, enrolment requirements remain unchanged, allowing applicants who have completed secondary education with the school-leaving exam and applicants who have completed vocational matura to enroll in both first level study programmes, providing they have passed a matura final examination in history, sociology, philosophy or psychology for the programme Slovene Studies and history, geography, sociology or art history for the programme Cultural History. The chosen subject shall not be the subject that the applicant passed at the vocational matura examination.

If the number of places needs to be limited as a result of too many applications, the applicants to the programme Slovene Studies will be chosen based on:

- results of final exam that accounts for 60 percentage points;
- GPA during the 3<sup>rd</sup> and 4<sup>th</sup> year that accounts for 30 percentage points;
- mark in Slovene Language during the 3<sup>rd</sup> and 4<sup>th</sup> year that accounts for 10 percentage points.

Applicants to the programme Cultural History will be chosen based on:

- results of final exam that accounts for 60 percentage points;
- GPA during the 3<sup>rd</sup> and 4<sup>th</sup> year that accounts for 40 percentage points.

Enrolment requirements for the second level programme in Slovene Studies, direction Linguistics, remain unchanged and are brought in line with the enrolment requirements of the direction Literary Sciences introduced in the 2011/2012 academic year. Applicants who have completed the first level programme with at least 180 ETCS in the

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field of Slovene Studies, Comparative Slavic Linguistics, General Linguistics, Classical Philology and other humanistic programmes comprising contents from the field of Linguistic Sciences may apply to the direction Linguistics, and applicants who have completed first level study programme with at least 180 ETCS in the field of Slovene Studies, Comparative literature, Classical Philology and other humanistic programmes which comprise contents in the field of Literary Sciences may apply to the direction Literary Sciences. If the number of places needs to be limited as a result of too many applications, the applicants will be chosen on the basis of their GPA at the first level programme (grade point average of exams accounts for 60 percentage points and the final mark of the thesis accounts for 40 percentage points).

In the 2010/2011 academic year, enrolment at the reformed second level European programme Migration and Intercultural Relations (Erasmus Mundus) was introduced.

Applicants who have completed the first level study programme in sociology, history, cultural studies, pedagogy, law, economy and journalism with an average mark not less than 8 may apply to this programme. Applicants are required to have preliminary knowledge in the fields of migration, intercultural relations and empirical research methods and to submit a certificate about the relevant modules completed at an undergraduate level. Applicants whose native language is other than English and who have finished a non-English study programme at an undergraduate level must submit a certificate testifying to their knowledge of the English language. The selection of applicants is performed by an International Consortium of Collaborating Universities on the basis of the results of final exams at the previous study programme, experiences in the field of migration and intercultural relations, motivations and language knowledge. Collaborating universities: University of Nova Gorica (Slovenia), University of Oldenburg (Germany), University of Stavanger (Norway), University of South Bohemia (Czech Republic), Ahfad University for Women (Sudan), Makerere University Kampala (Uganda) and Mbarara University of Science & Technology (Uganda).

All four accredited programmes offer a full-time study mode.

The modern learning and teaching methods foster learning achievements – both in terms of improving general and area-specific knowledge and skills – employment, further study and personal development. The used methods of knowledge assessment and evaluation are in line with the set goals and learning achievements of the programmes. The educational process is performed by a qualified teaching staff with adequate academic qualifications.

The study at all four study programmes terminates with a diploma or master's thesis that awards students a programme-specific qualification title. Within the framework of the study programme reformed according to the Bologna system, the Graduate School of UNG offers the third level study (for the field of Linguistics) from October 2010/2011. Students have the possibility to continue their studies at a graduate level of any university in Slovenia or abroad.

## **1.12. OTHER MEASURES FOR IMPROVING STUDY PERFORMANCE**

In addition to the aforesaid, the UNG has adopted other measures for improving study performance, for example fostering students to attend office hours more often. In order to encourage students to better prepare for exams, exam fees have been introduced for students sitting an exam more than three times. Conditions for the recognition of reliefs in the promotion of students to the next curricular year on the basis of health problems have been complemented, making the process more transparent and reducing the possibilities of abuse. At the level of the

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School of Humanities, in the 2009/2010 academic year the Academic Affairs Committee of the first level study programme in Slovene Studies drew up a set of rules to be followed by students who wish to submit their requests to the Committee. The rules will facilitate the preparation of requests and will enable the Committee to be more efficient in addressing the requests. The faculty has also prepared a subpage on the University's webpage containing the most commonly used standard forms.

The goal of the UNG study programmes is to achieve and maintain a high level of employment. Therefore, the student's office provides assistance to graduates in searching for their first employment. The recognisability of the specificity of the individual profile in searching for employment is guaranteed by an enclosure to the diploma issued by the UNG in Slovene language and at the request of the graduates also in English.

Testifying to the quality implementation of study programmes at the UNG is a close connection between the research and pedagogic work. The pedagogic workers at the FH perform research work through the Research Centre for Humanities (the former Institute for Cultural Studies) and in collaboration with other research and pedagogic institutions. The material conditions and quality of research at the UNG is monitored by the school's management and governing board. External scientific research quality assessment is performed by the Ministry of Higher Education, Science and Technology, founders of the UNG and through international collaborations.

All study programmes at the School of Humanities – with descriptions, credit evaluation, curriculum, enrolment requirements etc. – are publicly accessible on the FH webpage with links to individual study programmes: <http://www.ung.si/si/o-univerzi/sole/4000/>. Detailed information is also available in a leaflet and Faculty's booklet (last published in December 2010).

A few years ago, the University of Nova Gorica introduced a study information system developed in collaboration with the company Literal d. o. o. The project is designed as an online application which assists students, lecturers and other personnel in implementing the study process. The project is primarily aimed at standardising communication with students throughout the course of their studies at the University. To this end, the system offers students detailed information about the study programmes, curriculum and possibilities of the study as well as information about the study environment. Special emphasis is given to the presentation of research activity. The students registered in the UNG system have the possibility to keep track of the course of their studies. Enrolment, electronic grade book, exam registration, overview of the study material and access to study regulations at one spot help reduce the administrative work that students were required to do so far. The centralised system facilitates and simplifies management tasks and communication to lecturers and administrative staff. They have constant access to updated information about any aspect of the study process as well as to statistical summaries that enable them to keep track of the study quality. A special emphasis in the system development was given to a thorough user experience and the ease of using the system.

Types and number of study programmes implemented by the FH in the 2011/2012 academic year

| Types of study programmes                     | Yes/No | No. of programmes | Total no. of enrolled students (all curricular years are taken into account) |
|---|--------|-------------------|--|
| Pre-reform study programmes                   |        |                   |  |
| Higher education professional study programme | No     | 0                 | 0  |
| University study programmes                   | No     | 0                 | 2*   |
| Bologna study programmes                      |        |                   |  |
| 1 <sup>st</sup> level study programmes        | Yes    | 2                 | 65   |
| 2 <sup>nd</sup> level study programmes        | Yes    | 2                 | 12   |



Analysis of enrolment in the first year (students of all undergraduate study programmes are taken into account)

| Academic year<br>Indicator                              | 2009/10 | 2010/11 | 2011/12 | 2012/13 |
|---|---------|---------|---------|---------|
| No. of places   | 70      | 70      | 70      | 80      |
| No. of applicants                                       | 40      | 16      | 35      | 22      |
| No. of admitted students                                | 34      | 15      | 21      | 15      |
| No. of admitted students according to their first wish  | 3       | 3       | 7       | 14      |
| No. of admitted students in the second application term | 13      | 8       | 11      | 9       |
| No. of admitted students in the third application term  | 18      | 1       | 3       | 2       |
| Secondary education GPA of admitted students            | 63.75   | 60.04   | 51.8    | *       |
| No. of enrolled students in pre-reform study programmes | -       | -       | -       | -       |
| No. of enrolled students in Bologna study programmes    | 29      | 16      | 20      | 15      |

\*data not available

Analysis of enrolled students in the 2012/2013 academic year by sex (all curricular years are taken into account)

| Number and share of students           |           | Female |           | Male |           | Total |
|--|-----------|--------|-----------|------|-----------|-------|
|  |           | No.    | Share (%) | No.  | Share (%) | No.   |
| Pre-reform study programmes            |           |        |           |      |           |       |
| Undergraduate programmes               | Full-time |        |           |      |           |       |
|  | Part-time |        |           |      |           |       |
| Bologna study programmes               |           |        |           |      |           |       |
| 1 <sup>st</sup> level study programmes | Full-time | 43     | 78.2      | 12   | 21.8      | 55    |
|  | Part-time | 1      | 50.0      | 1    | 50.0      | 2     |
| 2 <sup>nd</sup> level study programmes | Full-time | 14     | 93.4      | 1    | 6.6       | 15    |
|  | Part-time |        |           |      |           |       |

Analysis of enrolled students with special needs (students of all study programmes are taken into consideration)

| Academic year<br>Indicator         | 2007/08 | 2008/09 | 2009/10 | 2010/11 | 2011/12 |
|------------------------------------|---------|---------|---------|---------|---------|
| No. of students with special needs | 0       | 0       | 1       | 1       | 1       |

Education (students of all study programmes are taken into consideration)

| Academic year<br>Indicator                             | 2008/09 | 2009/10 | 2010/11 | 2011/12 |
|--|---------|---------|---------|---------|
| Average no. of individual exam repetitions per student | 1.17    | 1.09    | 1,11    | 1.07    |
| Average no. of commission exams in individual course   | 0       | 0       | 0       | 0       |
| Average mark of passed exams                           | 8.10    | 8.04    | 8.05    | 8.04    |

Analysis of student transition and study duration (students of all study programmes are taken into consideration)

| Academic year | Number of students   |                | Share of repeaters   |                | Transition (share)                      |                | No. of graduates | Study duration in years |      |      |
|---------------|----------------------|----------------|----------------------|----------------|---|----------------|------------------|-------------------------|------|------|
|               | 1 <sup>st</sup> year | All curricular | 1 <sup>st</sup> year | All curricular | from 1 <sup>st</sup> to 2 <sup>nd</sup> | All curricular |                  | Average                 | Min. | Max. |
|               |                      |                |                      |                |   |                |                  |                         |      |      |



|           |    | years |      | years | year | years |    |     |      |      |
|-----------|----|-------|------|-------|------|-------|----|-----|------|------|
| 2006/2007 | 35 | 88    | 8.5  | 10.2  | 48.6 | 64.8  | 0  | 0   | 0    | 0    |
| 2007/2008 | 48 | 112   | 0    | 4.5   | 75   | 75    | 1  | 1.9 | 1.9  | 1.9  |
| 2008/2009 | 40 | 126   | 5    | 3.2   | 62.5 | 87.3  | 2  | 3.5 | 1.9  | 5    |
| 2009/2010 | 37 | 139   | 5.4  | 5.8   | 46   | 80.9  | 13 | 4.5 | 2.75 | 6    |
| 2010/2011 | 25 | 111   | 16.0 | 4.5   | 65.4 | 67.5  | 18 | 4.7 | 1.66 | 6.66 |
| 2011/2012 | 27 | 79    | 3.7  | 3.8   | 85.2 | 81.4  | 27 | 4.6 | 1.92 | 7.92 |

Analysis of graduates (graduates of all study programmes are taken into consideration)

| Academic year<br>Indicator             | 2008/2009 | 2009/2010 | 2010/2011 | 2011/2012 |
|--|-----------|-----------|-----------|-----------|
| No. of enrolment places per graduate   | 50        | 8.2       | 5.5       | 3.7       |
| Average diploma mark                   | 0         | 0         | 0         | 0         |
| Share of graduates in the regular term | 100       | 61.5      | 50.0      | 41        |

Higher education teachers, colleagues and student ratio (FTE is taken into account)

| Indicator                                      | 2007/2008 | 2008/2009 | 2009/2010 | 2010/2011* | 2011/2012** |
|--|-----------|-----------|-----------|------------|-------------|
| No. of students per higher education teacher   |           | 12.2      | 7.96      | 2.18       | 3.03        |
| No. of students per higher education colleague |           |           | 18.14     | 6.8        | 13.72       |

\*no. of students / number of professors and assistants

\*\*no. of students / FTE number of all professors and assistants in the programme

## 1.13. ASSESSMENT OF CURRENT STATE AND GUIDELINES

### Advantages

- Compared to other higher education institutions, FH has a very good student-lecturer ratio.
- Low average number of exam repetitions.

### Weaknesses

- Enrolment is still low which could compromise concession financing. This year, enrolment fell once again (from 35 compared to last year's 22 students). On the other hand, the number of enrolled students who chose a course at the FH UNG as a first choice is increasing, while the average secondary school mark is lower.
- Male/female disproportion of students is not improving.
- In the present academic year, the number of repeaters fell.
- Spatial dispersion of the administrative management and lecturers at the Migration and Intercultural Relations programme. Certain administration tasks have been taken on by the FH secretary. Following regular meetings between the Dean and programme Director, the spatial dispersion of the director and lecturers no longer represented a problem.

### Opportunities for improvement

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– Increased promotion of the study at the School of Humanities supported by an enhanced, more active, innovative and self-initiative university public relations service aimed at attracting more students.

To this end, activities were organised in the present academic year within the framework of the Week of UNG (round table Youth and Slovene Language, discussion evening Language and Literature in New Media, workshop Migration and Multiculturality), the scientific publication of the UNG Publisher was presented in the Ljubljana Konzorcij, and meetings with cultural societies were organised in Venetian Slovenia. Lectures at secondary schools were arranged and some of them also carried out. A scientific symposium Perspectives of Minoritarian Literature was organised in Gorizia. Book presentation of the FH colleagues will be organised in the future. Presentation of the study programmes at the FH was carried out for Slovenian pupils living in Trieste.

– As member of a small and therefore perhaps more flexible institution with an excellent student-lecturer ratio, FH could focus more on attracting students with special needs.

In the present academic year, this was performed in the context of other promotional activities.

– As member of the institution on a border region, FH could focus more on attracting students from Italy (especially Slovenian students living in Italy to first level programmes and Italian students to some of the second level programmes). In order to guarantee more visibility, FH should further enhance collaboration between its staff and Trieste and Udine university staff (through projects, visiting professors, etc.), organise symposia, student literary evenings, presentations of scientific monographs of the UNG Publisher (such as was for example the international symposium on Ljubka Šorli that took place in Gorizia's Cultural Centre in 2010).

In the 2011/2012 academic year, FH presented in the National House in Trieste a scientific monograph dealing with the topic of Trieste, which was published by the UNG Publisher. This work was presented (to students of Slovene studies and Translation (direction Slovene Studies)) at the University of Trieste in the form of two invited lectures. Moreover, an international symposium Perspective of Minoritarian Literature was organised in November in Gorizia in collaboration with FH (in the spaces of the Slovene Education Consortium and Damir Feigl Slovene Library). The symposium was accompanied by literary evening of Slovenian poets from Italy. Moreover, with the aim to foster promotion FH organised activities within the framework of the Week of UNG (round table Youth and Slovene Language, discussion evening Language and Literature in New Media, workshop Migration and Multiculturality), the scientific publication of the UNG Publisher was presented in Konzorcij, and meetings with cultural societies were organised in Venetian Slovenia. Lectures at secondary schools were arranged and some of them also carried out. A scientific symposium Perspectives of Minoritarian Literature was organised in Gorizia. Book presentation of the FH colleagues will be organised in the future. Presentation of the study programmes at the FH was carried out for Slovenian pupils living in Trieste.

– The increase of the number of study programmes and introduction of double-major studies would aid to better recognition of FH and – as a result of increased employment possibilities – to an easier decision of pupils to enrol at FH. The possibility of introducing the study programme in Russian and Informatics is being discussed. At present, assessments are undertaken to determine whether this would increase the number of students. On the basis of the results of the assessment will be decided whether it is reasonable to continue the preparation of the programme.

– Considering a low average number of exam repetitions, consideration may be given to decrease the possible exam dates to one date per exam period.

– Attempt by the UNG management to influence the Ministry for Higher Education, Science and Technology and NAKVIS (Slovenian Quality Assurance Agency for Higher Education to lower the limit of enrolment to institutions with higher rate of enrolment in order to distribute students more equally (in light of the fact that there are four first level programmes in Slovene Studies in Slovenia). This possibility is being discussed with the management.

Within the framework of the planned reform of the study programmes at the FH and depending on the results of students' questionnaire, the following shall be taken into account:

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- If possible, lectures on a fortnightly basis will be suspended and lectures on a weekly basis introduced.

### 3. 7. Assessment of current state and guidelines from 2006/2007 to 2010/2011

Over the years, FH has maintained an excellent student-lecturer ratio. On the other hand, a low number of enrollments may compromise the concession co-financing. Therefore, FH strives each year for a diverse promotion that would attract Slovenian and foreign students. Over the years, FH has also adopted some measures which have increased the quality of the study process (exam dates, an updated study information system, diploma thesis review deadline, etc.).

## 4 SCIENTIFIC AND RESEARCH ACTIVITY

The UNG schools perform exclusively pedagogic activity, while research activity takes place within the framework of the UNG research units: laboratories, research centres and institutes. Today, research activity at UNG is carried out within the framework of six laboratories, four research centres and one institute (Centre for Biomedical Sciences and Engineering, Laboratory for Quantum Optics, Laboratory for Environmental Research, Laboratory for Multiphase Processes, Laboratory of Organic Matter Physics, Laboratory for Astroparticle Physics, Material Research Laboratory, Centre for Atmospheric Research, Wine Research Centre, Centre for Systems and Information Technology, Research Centre for Humanities).

The schools are open units in which researchers and experts employed in the UNG research units or external institutions operate in the educational field. The schools are not legal entities.

Educational process is implemented on the basis of research and expert work at the UNG. Researchers at the UNG must give special attention to integration into the international research processes and projects. Researchers and teachers are expected to be scientists and experts with international experiences and with a wide knowledge of various areas. Therefore, according to the title election rules candidates for the status of assistant professors or scientist associate (or higher) are required to have completed postdoctoral training or studies abroad.

The School of Humanities is closely connected with the Research Centre for Humanities at which two umbrella research courses are being implemented, Literary Sciences and Language and Cognitive Sciences.





## 5 STAFF REQUIREMENTS

### 1.14. HIGHER EDUCATION TEACHERS AND COLLEAGUES AND SCIENTIFIC WORKERS AND COLLEAGUES

The educational process is carried out by higher education teachers and colleagues who are properly habilitated for their respective field of work on the basis of their educational, expert and academic qualifications.

The number of all UNG employees teaching at the FH as of 31 October 2012 and the plan of new employments for the year 2013, by tariff groups

| Level:                                     | V. | FTE | VI. | FTE | VII. | FTE  | VIII. | FTE  | IX. | FTE  |
|--|----|-----|-----|-----|------|------|-------|------|-----|------|
| Number of employees as of 31 October 2012  |    |     |     |     | 3    | 1.50 | 1     | 0.57 | 24  | 4.54 |
| Number of new employments in the year 2013 |    |     |     |     |      |      |       |      | 1   | 0.20 |

Number of promotions in the year 2012

| Promotions                       | Higher education teachers and colleagues | Scientific workers | Administrative and professional and technical staff |
|----------------------------------|--|--------------------|---|
| Regular promotions at work       | 10                                       | 0                  | 0   |
| Extraordinary promotions at work | 0  | 0                  | 0   |

Number of higher education teachers having an employment relationship with UNG as of 31 October 2012 and teaching at FH

| Employment relationship           | Full professor |              | Associate professor |             | Assistant professor |              | Senior lecturer |             | Lecturer |             |
|-----------------------------------|----------------|--------------|---------------------|-------------|---------------------|--------------|-----------------|-------------|----------|-------------|
|                                   | No.            | FTE          | No.                 | FTE         | No.                 | FTE          | No.             | FTE         | No.      | FTE         |
| Salaried employees                |                |              | 2                   | 1.63        | 4                   | 3.08         | 1               | 0.57        | 1        | 0.55        |
| Part-time employment relationship |                |              | 1                   | 0.61        |                     |              |                 |             |          |             |
| Full-time employment relationship | 4              | 13.17        | 4                   | 4.5         | 6                   | 8.00         |                 |             |          |             |
| Contract workers*                 | 1              | 0.33         | 1                   | 0.33        | 12                  | 4.75         |                 |             | 3        | 2.97        |
| <b>TOTAL</b>                      | <b>5</b>       | <b>13.50</b> | <b>8</b>            | <b>7.07</b> | <b>22</b>           | <b>15.83</b> | <b>1</b>        | <b>0.57</b> | <b>4</b> | <b>3.52</b> |

\* the FTE for contract workers is calculated as (no. of lecture hours per year)/(15x2x6) for assistant professors and professors and (no.of lecture hours per year)/(15x2x9) for senior lecturers and lecturers

The number of higher education teachers having an employment relationship with UNG (plan for 31 December 2013) and teaching at FH

| Employment relationship | Full professor |     | Associate professor |      | Assistant professor |      | Senior lecturer |      | Lecturer |      |
|-------------------------|----------------|-----|---------------------|------|---------------------|------|-----------------|------|----------|------|
|                         | No.            | FTE | No.                 | FTE  | No.                 | FTE  | No.             | FTE  | No.      | FTE  |
| Salaried employees      |                |     | 2                   | 1.63 | 4                   | 3.08 | 1               | 0.57 | 1        | 0.55 |

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|                                   |          |              |          |             |           |              |          |             |          |             |
|-----------------------------------|----------|--------------|----------|-------------|-----------|--------------|----------|-------------|----------|-------------|
| Part-time employment relationship |          |              | 1        | 0.61        |           |              |          |             |          |             |
| Full-time employment relationship | 4        | 13.17        | 4        | 4.5         | 7         | 8.20         |          |             |          |             |
| Contract workers                  | 1        | 0.33         | 1        | 0.33        | 12        | 4.75         |          |             | 3        | 2.97        |
| <b>TOTAL</b>                      | <b>5</b> | <b>13.50</b> | <b>8</b> | <b>7.07</b> | <b>23</b> | <b>16.03</b> | <b>1</b> | <b>0.57</b> | <b>4</b> | <b>3.52</b> |

Number of assistants having an employment relationship with UNG as of 31 October 2012 and teaching at FH

| Employment relationship           | Assistant |             | AM/AS |     | AD       |             |
|-----------------------------------|-----------|-------------|-------|-----|----------|-------------|
|                                   | No.       | FTE         | No.   | FTE | No.      | FTE         |
| Salaried employees                | 2         | 0.43        |       |     |          |             |
| Part-time employment relationship | 1         | 1.07        |       |     |          |             |
| Full-time employment relationship |           |             |       |     | 2        | 3.00        |
| Contract workers*                 | 2         | 0.18        |       |     | 5        | 0.87        |
| <b>TOTAL</b>                      | <b>5</b>  | <b>1.68</b> |       |     | <b>7</b> | <b>3.87</b> |

\* the FTE for contract workers is calculated as (no. of lecture hours per year)/(15x2x10) for assistants

Number of elections at FH in the year 2012 and plan for the year 2013

| Title                    | No. of employees whose title election expired in 2012 | No. of all title elections in 2012 | No. of employees whose title election will expire in 2013 | Planned no. of all title elections in 2013 |
|--------------------------|---|------------------------------------|---|--|
| Full professor           |   | 1                                  |   |  |
| Associate professor      |   | 5                                  |   | 1  |
| Assistant professor      | 4   | 5                                  | 4   | 5  |
| Scientific worker        |   |                                    |   |  |
| Senior lecturer          |   |                                    |   |  |
| Lecturer                 |   |                                    |   | 2  |
| Assistant with a PhD     |   |                                    |   |  |
| Assistant with an MA     |   |                                    |   |  |
| Asistant                 | 3   | 15                                 |   | 4  |
| Foreign language teacher |   |                                    |   | 2  |

Indicators of exchange of higher education teachers and colleagues at FH

| Academic year<br>Indicator   | Undergraduate study                      |   |                                | Graduate study |         |   |
|--|--|---|--------------------------------|----------------|---------|---|
|  | 2009/10                                  | 2010/11   | 2011/12                        | 2008/09        | 2009/10 | 2010/11   |
| Number of visiting higher education teachers taking part in the educational process at a higher education institution (VZ) | 1 (Alenka J. Doležal)                    | 1 (Georgio Cadorini)                                  |                                |                |         |   |
| Number of higher education teachers taking part in the educational process abroad as visiting professors                   | 3 (Amanda S., Katja M. P., Danila Z. K.) | 4 (Katja M. P., Danila Z. K., Franc M., Mitja Sardoč) | 7*, Ana Toroš, Arthur Stepanov |                |         | Mirjam Milharčič Hladnik, Marina Lukšič Hacina, Jure Gombač |





|   |  |  |    |  |  |                              |
|---|--|--|----|--|--|------------------------------|
|   |  |  |    |  |  | Milan Mesič,<br>Mitja Sarđoč |
| Number of higher education colleagues undergoing education abroad |  | 4 (Katja M. P., Rok Ž., Urša P., Slavica K.) | 3* |  |  |                              |

\*data in the framework of the Erasmus mobility

## 1.15. ADMINISTRATIVE, PROFESSIONAL AND TECHNICAL STAFF

This personnel is described in the university self-evaluation report because corporate services and other support actions are operative at the university level. Therefore, the chapter on administrative, professional and technical workers is presented in detail at the university level where administration, student office, international office, library and editor are operative within the framework of corporate services. The schools employs the Dean as head of school and a secretary. The School of Humanities and the Research Centre for Humanities share one secretary.

## 1.16. ASSESSMENT OF CURRENT STATE AND GUIDELINES

### Advantages

- Higher education teachers are recognized researchers from the University or other research institutes in Slovenia, mainly from the Scientific Research Centre of the Slovenian Academy of Sciences and Arts (ZRC SAZU).
- Higher education teachers maintain regular contacts with foreign universities.

### Weaknesses

- This year (2011/2012) the number of colleagues at FH decreased, and the number of promotions rised. Due to a decrease in the number of lecturers, the pedagogic overload increased.
- Shortage of full-time employees at the School results in:
  - a more difficult organization of pedagogic process;
  - worse availability of a relatively high part of colleagues (foreign and supplementary employed colleagues) both for students and the remaining staff;
    - a more difficult internal communication havinf as a consequence a poor information of colleagues about the course of programme implementation, changes, school activities, etc.;
    - additional overload of full-time employees who have to manage administrative work;
    - reduced visibility of FH in the wider society because the number of FH colleagues finding themselves in the environment where the topic of Humanities/Slovene Studies/History are discussed is inevitably relatively low;
- There are no full-time employees from the School of Humanities at the Cultural History programme.
- Lack of the service offering technical assistance to the School's colleagues in the use of their 'personal' service computer equipment and taking care of the maintenance of class computer equipment.

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- Due to cuts of funds for concessions and ARRS funds for research activities, the proposed measures could not be implemented.

#### Opportunities for improvement

- Increase the number of full-time employed colleagues to be included at the FH study programmes.
- Further management of international exchange of higher education teachers and colleagues (which is being implemented successfully every year).
- As the FH colleagues are required to publish articles in foreign journals (and in foreign language), in order to be promoted to academic ranks, it would be advisable to give full-time employees a flat-rate compensation (e. g. 1000 EUR) for covering translation costs as well as translations of projects for ARRS. From the aspect of translating, particularly demanding are scientific articles in the field of literary science which require a competent translator with qualified knowledge in the field of literature who is able to translate literary (metaphoric) language. Only by choosing a top translator, will the translation be comparable to the quality of the source text. Otherwise, prestigious foreign journals receive articles which are simplified compared to the source text, provoking a comical effect. Moreover, projects submitted to ARRS are unconvincing for the Commission as a result of a bad translation, which reduces the possibility for obtaining research funds. In the 2011/2012 academic year, the School of Humanities failed to implement the proposed measures due to the cut in funds for concessions and funds allocated by the ARRS for research activity.

#### 5. 3. Assessment of current state and guidelines from 2006/2007 to 2010/2011

A constant advantage of FH is a large number of university teachers (Slovenian and foreign) that contributes to the width and diversification of FH programmes. On the other hand, FH has not enough full-time employees resulting in an increased overload of employed colleagues and at the same time smaller visibility of FH in society in general. For this reason, FH strives for increasing the number of its employees. Nevertheless, in recent years the FH team is enhanced by young researchers, the number of which is increasing on an annual basis. This is how FH provides for the training of its staff.



## 6 STUDENTS AT THE SCHOOL OF HUMANITIES

Students have a representative in the School's Senate who is elected among all full-time students. The student representative in the Senate has no right to vote. In this academic year, the student representative in the School's Senate was Špela Brajer. FH students who are not part of the Student Council of the UNG are not separately organised.

### 1.17. STATISTICAL INFORMATION ABOUT THE STUDY ACTIVITY

Statistical information about study activity for the study programmes at the School of Humanities in previous years is given below. The statistical indicators take account of the following factors:

- enrolment of students,
- enrolment in the first year,
- structure of first year students by type of completed secondary education,
- structure of first year students by mode of completing secondary education,
- implementation of the study programme,
- comparison of the dynamics in the number of students by academic years and curricular years,
- structure of students by sex,
- average exam mark,
- analysis of promotion by curricular years,
- duration and termination of study programme,
- average study duration of full-time students.

### 1.18. University study programme in Slovene Studies

#### Student enrolment

Number of places, applications and enrolment in the 1<sup>st</sup> year

| Academic year | Full-time study  |                   |      |
|---------------|------------------|-------------------|------|
|               | Number of places | Enrolled students | Min* |
| 2004/2005     | 40               | 42                | -    |
| 2005/2006     | 40               | 39                | -    |
| 2006/2007     | 40               | 31                | -    |

\*minimum number of points in case of limited enrolment.

Structure of first-year students by type of completed secondary education (in %).

| Completed secondary education     | 2005/2006 | 2006/2007 |
|-----------------------------------|-----------|-----------|
| Grammar School                    | 79.6      | 74.2      |
| Economic technician               | 5.1       | 16.1      |
| Other Secondary Vocational School | 12.8      | 9.7       |



|                                     |     |     |
|-------------------------------------|-----|-----|
| Secondary Vocational School (3 + 2) | 2,5 | 0   |
| Total                               | 100 | 100 |

Structure of first-year students by mode of completing secondary education

| Academic year | Matura exam (%) | PI/ZI* (%) | Total (%) |
|---------------|-----------------|------------|-----------|
| 2004/2005     | 50              | 50         | 100       |
| 2005/2006     | 92.3            | 7.7        | 100       |
| 2006/2007     | 90.3            | 9.7        | 100       |

\*PI/ZI = vocational matura exam or final exam taken by pupils of secondary vocational schools.

## Study programme implementation

Comparison of the dynamics of the number of students per academic years and curricular years

| Academic year | 1 <sup>st</sup> year | 2 <sup>nd</sup> year | 3 <sup>rd</sup> year | 4 <sup>th</sup> year | Graduation candidates | Total |
|---------------|----------------------|----------------------|----------------------|----------------------|-----------------------|-------|
| 2004/2005     | 42                   |                      |                      |                      |                       | 42    |
| 2005/2006     | 44                   | 25                   |                      |                      |                       | 69    |
| 2006/2007     | 34                   | 34                   | 19                   |                      |                       | 87    |
| 2007/2008     |                      | 20                   | 25                   | 16                   |                       | 61    |
| 2008/2009     |                      |                      | 13                   | 21                   | 14                    | 48    |
| 2009/2010     |                      |                      |                      | 8                    | 23                    | 31    |
| 2010/2011     |                      |                      |                      |                      | 12                    | 12    |
| 2011/2012     |                      |                      |                      |                      | 2                     | 2     |

Structure of students by sex

| Academic year | Male (%) | Female (%) |
|---------------|----------|------------|
| 2004/2005     | 5        | 95         |
| 2005/2006     | 8.7      | 91.3       |
| 2006/2007     | 3.5      | 96.5       |
| 2007/2008     | 1.6      | 98.4       |
| 2008/2009     | 0        | 100        |
| 2009/10       | 0        | 100        |
| 2010/2011     | 0        | 100        |
| 2011/2012     | 0        | 100        |

Average exam mark

| Academic year | Average mark |
|---------------|--------------|
| 2006/2007     | 8.1          |
| 2007/2008     | 8.04         |
| 2008/2009     | 8.36         |
| 2009/2010     | 8.22         |
| 2010/2011     | 7.89         |
| 2011/2012     | 7.33         |



Analysis of the promotion to the next curricular year

| Academic year | Transition from 1 <sup>st</sup> to 2 <sup>nd</sup> curricular year (%)   | Transition from 2 <sup>nd</sup> to 3 <sup>rd</sup> curricular year (%) | Transition from 3 <sup>rd</sup> to 4 <sup>th</sup> curricular year (%) | Transitions of the whole study programme (%) |
|---------------|--|--|--|--|
| 2002/2003     | No data available. The first cohort of students was enrolled in the 1 <sup>st</sup> year in the 2004/2005 academic year. |  |  |  |
| 2003/2004     |  |  |  |  |
| 2004/2005     | 59.5   | -  | -  | 59.5   |
| Actual        | 83.3   |  |  | 83.3   |
| 2005/2006     | 63.6   | 76   |  | 68.1   |
| Actual        | 77.7   |  |  | 77   |
| 2006/2007     | 47   | 70.5   | 84.2   | 64.4   |
| Actual        | 88.8   |  |  | 78.8   |
| 2007/2008     | -  | 55   | 84   | 71.1   |
| Actual        | -  |  |  | 71.1   |
| 2008/2009     | -  | -  | 61.5   | 61.5   |
| Actual        | -  |  |  | 61.5   |
| 2009/2010     | -  | -  | -  | -  |
| Actual        | -  |  |  | -  |

## Duration and termination of the study programme

Average study duration of full-time students

| Academic year | No. of diplomas   | Study duration (in years) |      |      |
|---------------|---|---------------------------|------|------|
|               |   | Average                   | Min. | Max. |
| 2007/2008     | There are no graduates so far. The first cohort of students was enrolled in the 1 <sup>st</sup> year in the 2004/2005 academic year.<br>The first graduates are expected in 2008. |                           |      |      |
| 2008/2009     | 1   | 5                         | 5    | 5    |
| 2009/2010     | 7   | 5.3                       | 4.75 | 6    |
| 2010/2011     | 8   | 6.14                      | 5.58 | 6.66 |
| 2011/2012     | 8   | 6.44                      | 5.66 | 7.92 |



## 1.19. First level university study programme in Slovene Studies

### Student enrolment

Number of places, applications and enrolment in the 1<sup>st</sup> year

| Academic year | Full-time study programme |                   |      |
|---------------|---------------------------|-------------------|------|
|               | Number of places          | Enrolled students | Min* |
| 2007/2008     | 40                        | 31                | -    |
| 2008/2009     | 30                        | 20                | -    |
| 2009/2010     | 30                        | 14                | -    |
| 2010/2011     | 30                        | 11                | -    |
| 2011/2012     | 30                        | 7                 | -    |
| 2012/2013     | 30                        | 7                 | -    |

\*minimum number of points in case of limited enrolment.

Structure of the first-year students by type of completed secondary education (in %).

| Completed Secondary Education       | 2007/08 | 2008/09 | 2009/10 | 2010/11 | 2011/2012 | 2012/2013 |
|-------------------------------------|---------|---------|---------|---------|-----------|-----------|
| Grammar School                      | 58.1    | 50      | 86      | 81.8    | 42.9      | 85.7      |
| Economic technician                 | 16.1    | 15      | 0       | 9.1     | 14.2      | 14.3      |
| Other Secondary Vocational School   | 25.8    | 35      | 14      | 9.1     | 42.9      | 0         |
| Secondary Vocational School (3 + 2) | 0       | 0       | 0       | 0       | 0         | 0         |
| Total                               | 100     | 100     | 100     | 100     | 100       | 100       |

Structure of first-year students enrolled in part-time study programmes by type of completed secondary education (in %).

| Completed Secondary Education       | 2012/2013 |
|-------------------------------------|-----------|
| Grammar School                      | 100       |
| Economic Technician                 | 0         |
| Other Secondary Vocational School   | 0         |
| Secondary Vocational School (3 + 2) | 0         |
| Total                               | 100       |

Structure of first-year students by mode of completing secondary education

| Academic year | Matura exam (%) | PM/ZI* (%) | Total (%) |
|---------------|-----------------|------------|-----------|
|               |                 |            |           |

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|           |      |        |     |
|-----------|------|--------|-----|
| 2007/2008 | 74   | 26     | 100 |
| 2008/2009 | 60   | 40     | 100 |
| 2009/2010 | 93   | 7      | 100 |
| 2010/2011 | 90.9 | 9.1**  | 100 |
| 2011/2012 | 57.1 | 42.9   | 100 |
| 2012/2013 | 85.7 | 14.3** | 100 |

\*PM/ZI = vocational matura exam or final exam taken by pupils of secondary vocational schools.

\*\*passed a vocational matura exam and an additional matura subject

Enrolment in the first year according to completed secondary education

| Completed Secondary Education                          | Number of students |
|--|--------------------|
| Nova Gorica Grammar School                             | 3                  |
| Šentvid Grammar School                                 | 1                  |
| Nova Gorica Secondary School of Economics and Commerce | 1                  |
| Veno Pilon Ajdovščina Secondary School                 | 1                  |
| Koper Secondary Technical School                       | 1                  |
| Srečko Kosovel Sežana School Centre                    | 1                  |

## Study programme implementation

Comparison of the dynamics in the number of students by curricular years

| Academic year | 1 <sup>st</sup> year | 2 <sup>nd</sup> year | 3 <sup>rd</sup> year | Graduate candidates. | Total |
|---------------|----------------------|----------------------|----------------------|----------------------|-------|
| 2007/2008     | 31                   |                      |                      |                      | 31    |
| 2008/2009     | 21                   | 27                   |                      |                      | 48    |
| 2009/2010     | 15                   | 18                   | 32                   |                      | 65    |
| 2010/2011     | 13                   | 7                    | 17                   | 25                   | 62    |
| 2011/2012     | 8                    | 12                   | 5                    | 14                   | 39    |
| 2012/2013     | 7                    | 10                   | 9                    | 7                    | 33    |

Comparison of the dynamics in the number of students enrolled in part-time study programme by curricular years

| Academic year | 1 <sup>st</sup> year | 2 <sup>nd</sup> year | 3 <sup>rd</sup> year | Graduate candidates | Total |
|---------------|----------------------|----------------------|----------------------|---------------------|-------|
| 2012/2013     | 1                    | -                    | -                    | -                   | 1     |

Structure of students by sex

| Academic year | Male (%) | Female (%) |
|---------------|----------|------------|
| 2007/2008     | 3.3      | 96.7       |
| 2008/2009     | 2.1      | 97.9       |
| 2009/2010     | 0        | 100        |
| 2010/2011     | 1.6      | 98.4       |



|           |      |      |
|-----------|------|------|
| 2011/2012 | 7.7  | 92.3 |
| 2012/2013 | 12.2 | 87.8 |

Average exam mark

| Academic year | Average mark |
|---------------|--------------|
| 2006/2007     | -            |
| 2007/2008     | 7.8          |
| 2008/2009     | 7.75         |
| 2009/2010     | 7.76         |
| 2010/2011     | 7.86         |
| 2011/2012     | 7.85         |

Analysis of the promotion to the next curricular year

| Academic year | Transition from 1 <sup>st</sup> to 2 <sup>nd</sup> curricular year (%) | Transition from 2 <sup>nd</sup> to 3 <sup>rd</sup> curricular year (%) | Transition from 3 <sup>rd</sup> curricular year to graduate candidate (%) | Transitions for the whole study programme (%) |
|---------------|--|--|---|---|
| 2007/2008     | 67.7   | -  | -   | 67.7  |
| Actual        | 84   |  |   | 84  |
| 2008/2009     | 57.1   | 118.5  | -   | 91.7  |
| Actual        | 92.3   |  |   | 110   |
| 2009/2010     | 40   | 94.4   | 78  | 73.8  |
| Actual        | 60   | 94.4   | 100   | 90.6  |
| 2010/2011     | 84.6   | 71.4   | 82.3  | 81.1  |
| Actual        | 91.7   | 71.4   | 100   | 90.9  |
| 2011/2012     | 112.5  | 75   | 140   | 90.0  |
| Actual        | 112.5  |  |   | 90.0  |

The percentage of transition is calculated as a ratio between the number of students who have fulfilled the conditions for promotion to next curricular year and the number of all students in a curricular year. In the process of normalisation, the actual transition in the first year takes account only of those students who attended lectures and completed at least one of their curriculum requirements (excluding the fictitiously enrolled students who failed to complete any of the curriculum requirements in an academic year).

The actual transition in the third curricular year takes account only of those students who applied for graduate status (excluding those students who failed to apply for graduate status).

The data on the number of students at individual courses and the average exam mark (Slovene Studies, 1. level): 191 – number of students, average mark 7.85.





## Duration and termination of the study programme

Average study duration of full-time students

| Academic year | No. of graduates   | Study duration (in years) |       |      |
|---------------|--|---------------------------|-------|------|
|               |  | Average                   | Min.  | Max. |
| 2008/2009     | There are no graduates so far. The first cohort of students was enrolled in the first year in the academic year 2007/2008.<br>The first graduates are expected in 2010/11. |                           |       |      |
| 2009/2010     | 4  | 4                         | 3     | 5    |
| 2010/2011     | 8  | 3.66                      | 1.66* | 5    |
| 2011/2012     | 12   | 4.25                      | 3.41  | 5    |

\*a student enrolled for the first time directly to third year

## 1.20. Second level university study programme in Slovene Studies

### Student enrolment

Number of places, applications and enrolment in the first year

| Academic year | Full-time study programme |                   |      |
|---------------|---------------------------|-------------------|------|
|               | Number of places          | Enrolled students | Min* |
| 2007/2008     | 40                        | 5*                | -    |
| 2008/2009     | 30                        | 8*                | -    |
| 2009/2010     | 30                        | 3                 | -    |
| 2010/2011     | 30                        | 5***              | -    |
| 2011/2012     | 30                        | 6                 | -    |
| 2012/2013     | 30                        | 7                 | -    |

\*4 students are studying within the framework of Erasmus programme

\*\*1 student is enrolled directly in the second curricular year

\*\*\*1 student is enrolled directly in the second curricular year

Data on previous education:

| Academic year | Study programme |                      |               |                        |       |
|---------------|-----------------|----------------------|---------------|------------------------|-------|
|               | University      | University 1. Level. | Higher School | Higher School 1. Level | Total |
| 2009/10       | 3*              | -                    | -             | -                      | 3     |
| 2010/11       | 1*              | 4                    | -             | -                      | 5     |



|           |   |   |   |   |   |
|-----------|---|---|---|---|---|
| 2011/2012 | 0 | 5 | 1 | 0 | 6 |
| 2012/2013 | 0 | 7 | 0 | 0 | 7 |

\*graduate candidate of the study programme in Slovene Studies

Analysis of the promotion to the next curricular year

| Academic year | Transition from 1 <sup>st</sup> to 2 <sup>nd</sup> curricular year (%) | Transition from 2 <sup>nd</sup> curricular year to graduate candidate | Transitions for the whole study programme (%) |
|---------------|--|---|---|
| 2011/12       | 100  | 50  | 100   |

Data on the number of students attending individual courses and average exam mark:

| Course  | Average mark | No. of students |
|---|--------------|-----------------|
| Feminist literary criticism   | 8            | 1               |
| Literary methodologies  | 8            | 5               |
| Methodologies in intercultural studies  | 9            | 5               |
| Images of femininity in myths and their reception in the Slovenian literature | 7.4          | 5               |
| Syntax  | 7.6          | 5               |
| Sociology of gender   | 8.75         | 4               |
| Contemporary literary theory  | 7.8          | 5               |
| Gender stereotypes in the Slovenian youth literature                          | 9.2          | 5               |
| Feminist literary criticism   | 9            | 2               |
| Images of femininity in myths and their reception in the Slovenian literature | 9.33         | 3               |
| Sociology of gender   | 8            | 1               |
| Contemporary literary theory  | 6            | 1               |
| Gender stereotypes in the Slovenian youth literature                          | 9            | 1               |
| Phonetics and Phonology   | 8            | 2               |
| Formal Foundations of Linguistic Theory                                       | 9.5          | 2               |
| Individual research work I  | Passed       | 6               |
| Individual research work II   | Passed       | 4               |
| Corpus Linguistics  | 10           | 1               |
| Pragmatics  | 10           | 2               |
| Psycholinguistics   | 9            | 1               |
| Semantics   | 10           | 1               |
| Syntax  | 10           | 2               |
| Syntax II   | 10           | 1               |
| Slovene Language for foreigners   | 10           | 2               |
| Total   | 8.6          | 67              |



## Average study duration

| Academic year | No. of diplomas   | Study duration (in years) |      |      |
|---------------|---|---------------------------|------|------|
|               |   | Average                   | Min. | Max. |
| 2007/2008     | There are no graduates so far. The first cohort of students was enrolled in the first year of the academic year 2007/2008.<br>The first graduates are expected in 2008. |                           |      |      |
| 2008/2009     | 1   | 1.9                       | 1.9  | 1.9  |
| 2009/2010     | 2   | 2.88                      | 2.75 | 3    |
| 2010/2011     | 0   | 0                         | 0    | 0    |
| 2011/2012     | 1   | 1.92                      | 1.92 | 1.92 |

## 1.21. First level university study programme in Cultural History

### Student enrolment

Number of places, applications and enrolment in the first year

| Academic year | Full-time study programme |                   |      |
|---------------|---------------------------|-------------------|------|
|               | Number of places          | Enrolled students | Min* |
| 2007/2008     | 40                        | 12                | -    |
| 2008/2009     | 40                        | 10                | -    |
| 2009/2010     | 40                        | 15                | -    |
| 2010/2011     | 40                        | 5                 | -    |
| 2011/2012     | 40                        | 13                | -    |
| 2012/2013     | 40                        | 6                 | -    |

\* minimum number of points in case of limited enrolment.

Structure of the first-year students by type of completed secondary education (in %).

| Completed secondary education       | 2008/2009 | 2009/2010 | 2010/2011 | 2011/12 | 2012/13 |
|-------------------------------------|-----------|-----------|-----------|---------|---------|
| Grammar School                      | 70        | 86.7      | 40        | 77      | 50      |
| Economic Technician                 | 10        | 13.3      | 20        | 8       | 33      |
| Other Secondary Vocational School   | 20        | 0         | 40        | 15      | 17      |
| Secondary Vocational School (3 + 2) | 0         | 0         | 0         | 0       | 0       |
| Total                               | 100       | 100       | 100       | 100     | 100     |



Structure of first-year students enrolled in a part-time study programme by type of completed secondary education (in %).

| Completed Secondary Education       | 2012/2013  |
|-------------------------------------|------------|
| Grammar School                      | 100        |
| Economic Technician                 | 0          |
| Other Secondary Vocational School   | 0          |
| Secondary Vocational School (3 + 2) | 0          |
| <b>Total</b>                        | <b>100</b> |

Structure of first-year student by mode of completing secondary education

| Academic year | Matura exam (%) | PM/ZI* (%) | Total (%) |
|---------------|-----------------|------------|-----------|
| 2007/2008     | 83.4            | 16,6       | 100       |
| 2008/2009     | 90              | 10         | 100       |
| 2009/2010     | 100             | 0          | 100       |
| 2010/2011     | 80              | 20**       | 100       |
| 2011/2012     | 77              | 23         | 100       |
| 2012/2013     | 50              | 50         | 100       |

\*PM/ZI = vocational matura exam or final exam taken by pupils of secondary vocational schools.

\*\*passed a vocational matura exam and an additional matura subject

Enrolment in the first year by completed secondary education

| Completed secondary education                           | Number of students |
|---|--------------------|
| Nova Gorica Grammar School                              | 2                  |
| Nova Gorica Secondary School of Economics and Commerce  | 1                  |
| Radovljica Secondary School of Economics and Tourism    | 1                  |
| Ljubljana Secondary School of Construction              | 1                  |
| Kranj Secondary School of Economics and Social Sciences | 1                  |
| Nova Gorica Technical School Centre                     | 1                  |

## Study programme implementation

Comparison of the dynamics in the number of students by curricular years

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| Academic year | 1 <sup>st</sup> year | 2 <sup>nd</sup> year | 3 <sup>rd</sup> year | Graduate candidates | Total |
|---------------|----------------------|----------------------|----------------------|---------------------|-------|
| 2007/2008     | 12                   |                      |                      |                     | 12    |
| 2008/2009     | 11                   | 5                    |                      |                     | 16    |
| 2009/2010     | 15                   | 11                   | 5                    |                     | 31    |
| 2010/2011     | 7                    | 7                    | 8                    | 4                   | 26    |
| 2011/2012     | 13                   | 4                    | 5                    | 4                   | 26    |
| 2012/2013     | 6                    | 8                    | 3                    | 5                   | 22    |

Comparison of the dynamics in the number of part-time students by curricular years

| Academic year | 1 <sup>st</sup> year | 2 <sup>nd</sup> year | 3 <sup>rd</sup> year | Graduate candidates | Total |
|---------------|----------------------|----------------------|----------------------|---------------------|-------|
| 2012/2013     | 1                    | -                    | -                    | -                   | 1     |

Structure of full-time students by sex

| Academic year | Male (%) | Female (%) |
|---------------|----------|------------|
| 2007/2008     | 50       | 50         |
| 2008/2009     | 50       | 50         |
| 2009/2010     | 39       | 61         |
| 2010/2011     | 46.2     | 53.8       |
| 2011/2012     | 34.6     | 65.4       |
| 2012/2013     | 36.4     | 63.6       |

Structure of part-time students by sex

| Academic year | Male (%) | Female (%) |
|---------------|----------|------------|
| 2012/2013     | 100      | 0          |

Average exam mark

| Academic year | Average mark |
|---------------|--------------|
| 2007/2008     | 8.5          |
| 2008/2009     | 8.3          |
| 2009/2010     | 8.7          |
| 2010/2011     | 8.4          |
| 2012/2013     | 8.1          |

Analysis of the promotion to the next curricular year

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| Academic year | Transition from 1 <sup>st</sup> to 2 <sup>nd</sup> year (%) | Transition from 2 <sup>nd</sup> to 3 <sup>rd</sup> year (%) | Transition from 3 <sup>rd</sup> year to graduate candidate (%) | Transitions for the whole study programme (%) |
|---------------|---|---|--|---|
| 2007/2008     | 33.3  |   | -  | 33.3  |
| Actual        | 80  |   | -  | 80  |
| 2008/2009     | 100   | 100   | -  | 100   |
| Actual        | 110   |   |  | 106   |
| 2009/2010     | 46.7  | 72.3  | 80   | 61.3  |
| Actual        | 77.8  | 72.3  | 100  | 79.2  |
| 2010/2011     | 43.0  | 71.4  | 50   | 54.5  |
| Actual        | 50.0  | 71.4  | 100  | 70.6  |
| 2011/2012     | 61.5  | 75.0  | 100  | 64.7  |
| Actual        | 88.8  |   |  | 84.6  |

The percentage of transition is calculated as a ratio between the number of students who have fulfilled the conditions for promotion to next curricular year and the number of all students in a curricular year. In the process of normalisation, the actual transition in the first year takes account only of those students who attended lectures and completed at least one of their curriculum requirements (excluding the fictitiously enrolled students who failed to fulfil any of the curriculum requirements in the academic year).

The actual transition in the third year takes account only of those students who applied for graduate status (excluding those students who failed to apply for graduate status).

## Duration and termination of the study programme

### Average study duration of full-time students

| Academic year | No. of graduates   | Study duration (in years) |      |      |
|---------------|--|---------------------------|------|------|
|               |  | Average                   | Min. | Max. |
| 2008/2009     | There are no graduates so far. The first cohort of students was enrolled in the first year in the academic year 2007/2008.<br>The first graduates are expected in 2010/11. |                           |      |      |
| 2009/2010     | There are no graduates so far. The first cohort of students was enrolled in the first year in the academic year 2007/2008.<br>The first graduates are expected in 2010/11. |                           |      |      |
| 2010/2011     | 2  | 3.46                      | 3    | 3.92 |
| 2011/2012     | 6  | 3.38                      | 3    | 4.08 |



## 1.22. A Master study programme Migration and Intercultural Relations (JMMIR)

### Student enrolment

Data on student enrolment in the first year:

| Academic year | Number of places               | Enrolled students | Limit |
|---------------|--------------------------------|-------------------|-------|
| 2006/2007     | Limited                        | 1                 | -     |
| 2007/2008     | No enrolment places announced. |                   |       |
| 2008/2009     | No enrolment places announced. |                   |       |
| 2009/2010     | 7                              | 3                 | -     |
| 2010/2011     | No enrolment places announced. |                   |       |

Migration and Intercultural Relations is a joint programme in which many students are enrolled within the framework of the consortium, as shown in the table above. The data reported in the table take into account only students enrolled in the joint study programme at the UNG.

Data on previous education:

| Academic year | Study programme |                              |       |
|---------------|-----------------|------------------------------|-------|
|               | University      | Higher education institution | Total |
| 2006/2007     | 1               | 0                            | 1     |
| 2009/2010     | 3               |                              | 3     |
| 2010/2011     | -               | -                            | -     |

Data on the promotion to the next curricular year and termination of studies in the 2010/2011 academic year

|   |   |
|---|---|
| Total number of students enrolled in 2010/2011  | 2 |
| Students who completed their studies in 2009/2010   | 0 |
| Students who completed all the exam requirements for the Master's and doctoral thesis     | 2 |
| Students promoted to next curricular year   | - |
| Students who failed to fulfill the conditions for enrolment into the next curricular year | - |
| Students who dropped out  | - |
| Total performance   | - |



Data on the number of students attending individual courses and average exam mark:

| Course   | Average mark | No. of students |
|--|--------------|-----------------|
| Project practice   | 9.5          | 2               |
| A Czech Perspective on Migration                                 | 8            | 2               |
| A Northern European Perspective on Migration                     | 7.5          | 2               |
| Migration and Small Nations                                      | 8            | 1               |
| Course in National Programme I                                   | 8            | 1               |
| Intensive Programme  | 10           | 1               |
| Migration Phenomena of Portugal: A Southern European Perspective | 7            | 1               |
| Total  | 8.3          | 10              |

### **1.23. 5.6 B European Master in Migration and Intercultural Relationships (EMMIR, Erasmus Mundus)**

The European Master in Migration and Intercultural Relations is the result of a collaboration between European and African Universities under the direction of the University of Oldenburg (Germany). In the 2011/12 academic year, the programme was implemented for the first time with the support of the elite Erasmus Mundus collaboration and mobility programme.

The European Commission recognised the programme as unique, in particular due to its interdisciplinary and intercultural aspect. The study is centred on human rights, democratic values, welfare state and labour market, i. e. on the challenges of both the members of the EU and the wider global world.

Collaborating universities: University of Nova Gorica (Slovenia), University of Oldenburg (Germany), University of Stavanger (Norway), University of South Bohemia (Czech Republic), Ahfad University for Women (Sudan), Makerere University Kampala (Uganda) and Mbarara University of Science & Technology (Uganda).

First year study will take place in Germany and Norway, while second year students will move, depending on the selected module, to the partner university that executes that module. The number of available scholarships is limited. At the end of 2012, the first cohort of enrolled students completed the third semester, and the second generation of students completed the first semester. The study programme EMMIR, an upgraded programme of the accredited study programme JMMIR, has been undergoing the process of accreditation since September 2012.

#### Curriculum

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1. year

Module MM11 Introduction to Migration Studies (compulsory course)

German Language and Culture – 2 ECTS

Studying Global Migration in the 21<sup>st</sup> Century (Intensive phase) - 6 ECTS

Module MM12 Evaluating and Developing Research Methods for Transcultural Contexts (compulsory course)

Research Methods for Transcultural Contexts – 10 ECTS

Migration and Intercultural Relations: Disciplinary Perspectives – Theroretical Foundations – 4 ECTS

Module MM13 Theorising Historical and Contemporary Migration Processes & Intercultural Relations (compulsory course)

Global Migration – Contextualising African Migration – 3 ECTS

Theorising Contemporary Migration and Intercultural Relations – 3 ECTS

Historical Dimension of Migration – 2 ECTS

Module MM21 Emigration and Immigration: A Northern European Perspective (compulsory course)

Norwegian Language and Culture – 2 ECTS

Scandinavia: Historical and Contemporary Migration – 10 ECTS

Module MM22 Theorising Migration and Multiculturalism (general elective course)

Citizenship, Multiculturalism and Pluralism – 6 ECTS

Controversies over Multiculturalism – 6 ECTS

Migration and Integration – 6 ECTS

Migration, Borders and Citizenship – 6 ECTS

Migration, Gender, Culture – 6 ECTS

Migration, Gender, Development: African Perspectives – 6 ECTS

2. year

Module MM31 Project practice (theme research groups)

Project practice (theme research groups) – 15 ECTS

Module MM32 Research Foci: Migration and Multicultural Societies (General elective course)

Migration and Small Nations – 15 ECTS

Forced Migration, Gender and (Post-) Conflict - 15 ECTS

Diversity and Education – 15 ECTS

Representation, Ethnicity and Nation State – 15 ECTS

Gender and Multiculturalism – 15 ECTS

Theories and Methods in Migration Studies – 15 ECTS

Module MM41 Dissertation (compulsory course)

MA Dissertation – Dissertation and Research Colloquium – 28 ECTS

MA Dissertation – Proposal Colloquium – 2 ECTS

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In the 2011/12 academic year, The National Agency of the Republic of Slovenia chose the programme EMMIR as a quality programme in higher education (NAKVIS) as well as an example of good practice. The programme was included in the European project JOQUAR which aims at standardising European procedures of accreditation of joint study programmes.

## 1.24. STUDENT MOBILITY

The University of Nova Gorica has been part of the Erasmus programme – Lifelong learning since 2003 when it obtained for the first time the Erasmus university certificate. Erasmus university certificate is a precondition for the European collaboration within the Erasmus activities. The programme offers various opportunities of international mobility and collaboration in the international space to the participants of the tertiary education.

Within the framework of the Erasmus programme, the University concluded 68 bilateral agreements with institutions from 22 different countries in the 2011/2012 academic year.

Analysis of the mobility of FH students

| Academic year<br>Indicator  | 2008/09 | 2009/10 | 2010/11 | 2011/12   |
|---|---------|---------|---------|---|
| No. of students in other higher education institutions in Slovenia  |         |         |         |   |
| No. of students from other higher education institutions in Slovenia  |         |         |         | 1   |
| No. of students in foreign higher education institutions  |         | 2       | 5       |   |
| No. of foreign students completing part of their study at a higher education institution                              | 6       |         |         | 43 +<br>1 (Erasmus)                               |
| No. of foreign students in higher education institutions  |         |         |         |   |
| No. of recognized foreign certificates (or curricular requirements completed abroad) in higher education institutions |         |         |         | 2   |
| No. of students on placement abroad   |         |         |         |   |
| No. of foreign students on placement in Slovenia  |         |         |         | 1 Erasm<br>(Research<br>Centre for<br>Humanities) |

In addition to other programmes, FH offers the joint programme Migrations and Intercultural Relations implemented in collaboration with other five foreign institutions. The table above takes no account of FH students enrolled in the mentioned programme through one of the five partner institutions and of students in foreign higher education institutions enrolled to the mentioned programme through FH UNG.



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## **1.25. AWARDS AND ACHIEVEMENTS OF STUDENTS AND GRADUATES**

Anja Mugerli, FH graduate (Slovene Studies), the 2011 Castello di Duino literary prize  
Aleksandra Čehovin, award for best eco picture book, the Založba Morfem publishing house, June 2012  
Petra Kavčič, the Slavic Society of Slovenia's award for diploma thesis, September 2012

## **1.26. MONITORING THE EMPLOYABILITY OF GRADUATES**

The UNG devotes special attention to the monitoring of its graduates' employability and the compilation of feedback from them on the applicability of obtained knowledge in the labour market. The aim of all UNG study programmes is to achieve and retain high employability levels, which is why the Student Office has been providing support to graduates in finding their first employment.

In the academic year of 2011/12, 19 students completed their studies at the FH (12 of them from the first-level study programme in Slovene Studies, 6 of them from the first-level study programme in Cultural History, and one of them from the second-level study programme in Slovene Studies).

The Student Office does not monitor the employment status of students who have completed the Migration and Intercultural Relations programme as students of other five partner institutions implementing the programme.

In order to obtain as much information as possible on the needs of local companies and commercial organisations, we conducted a brief survey in 2005/06 which showed that commercial organisations and companies would, in principle, take on apprentices, support their further education, especially in PR, and provide at least partial funding for it.

In 2006/07, we prepared a plan for practical and specialist modules and offered it to students as an extracurricular activity in 2007/08. It was a 30-hour module providing practical knowledge with some established journalists and editors working in the Slovene media. The module has not been made a component part of the accredited study programme yet.

## **1.27. ALUMNI CLUB OF THE UNIVERSITY OF NOVA GORICA**

In 2004, the Alumni Club 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 feedback on the employability of graduates and on the applicability of knowledge obtained during their studies at the UNG. Some of this information is also obtained through surveys at companies where students carry out their practical training.



## 1.28. ANALYSIS OF STUDENT SURVEYS

We learn about the opinion of students regarding the quality of the studied contents and the implementation of the programme through four thematic surveys:

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

The surveys are anonymous.

Through the *Course Evaluation Questionnaire for Students*, student opinion on the quality of pedagogical work in individual courses is obtained. When all the lectures have been held, prior to the examination period (winter examination period for half-year courses of the winter semester, and spring examination period for half-year courses of the summer semester and all-year courses), students evaluate the pedagogical work of each individual lecturer and assistant. The survey results are not public, and are available to school management only. Each lecturer has access to the results of the survey related to his or her work. This information provides lecturers with feedback, enabling them to learn about the weaknesses and strengths of their pedagogical work as seen by students, and thus stimulating them to make improvements. 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 these survey results.

Within the FH study programmes, additional feedback was obtained by means of the *Study Programme Evaluation Questionnaire for Students* which, in addition to questions pertaining to the study programme, includes questions related to the library, computer rooms, the School Office and the Student Office. The suitability and effectiveness of candidate informing was reviewed by means of the *Questionnaire on Provision of Information to Candidates Prior to Enrolment*.

After a new study programme has been introduced, the actual workload of students is verified every academic year until the first enrolled generation graduates, in line with the Criteria for the Allocation of Credits to Study Programmes under ECTS adopted by the Council of the Republic of Slovenia for Higher Education on 12 November 2014. Afterwards, the workload is monitored at least every two years. Student workload is monitored through a student survey conducted after they pass their exams, namely by means of the *Student Work Evaluation Form*. According to the survey by means of which the workload of students was monitored for the 2010/2011 academic year, students observed, in nearly every course, a significantly lesser workload in view of the ECTS credits by means of which the courses were evaluated. This could perhaps also be attributed to the lack of understanding and carelessness in answering of the survey questions, as students left some questions unanswered. Due to an error occurring in the survey system, the analysis of surveys monitoring the workload of students was not possible for the 2011/2012 academic year.

The analyses and findings of student surveys are presented in annexes. In order to ensure the protection of personal data, the results of student surveys regarding the quality of courses held by individual lecturers are not included. Only qualitative evaluation of student surveys is provided here.

The qualitative survey analysis has shown that the FH students have once again given very good grades to their lecturers, as the average grade was above 3 and no one was graded negatively. Students commended the availability, breadth of knowledge, expertise and diligence of lecturers, and emphasized their effort put into the preparation of lectures, as well as their interesting explanations and the use of audio and video equipment. They pointed out that the



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subject matter is presented in a comprehensible and organized manner, that the lecturers are relaxed and always willing to provide additional explanation. Students and lecturers have a good mutual relationship. Students find it important that subject matter is presented in an innovative manner, and that they are able to participate in lectures and seminars.

Students observed that a few lecturers present the subject matter in a disorganised and incomprehensible manner. They go through the subject matter too fast, without including specific examples or taking the students' prior knowledge into consideration. Students pointed out instances of disrespectful treatment of students by certain lecturers. In some cases, inconsistencies between the professor and the assistant were observed. Cultural History students have the most complaints regarding excessive amounts of exam study material.

In principle, students are critical of too lengthy lectures (back to back classes extending over 4 periods or more at a time) or, alternatively, lectures that are too fragmentary (i.e. a lecture is held every fortnight). They suggest that overly extensive courses be divided in two courses. They also have problems with several obligations in one course (midterm exam, seminar paper, and exam). Perhaps it would make sense to divide such courses into two parts: a course that is to be completed with an exam, and a seminar where the focus would be on preparing a good seminar paper.

Problems in pedagogical work were observed in language courses due to inadequate computer equipment. In Latin and German language courses, students of Cultural History would like there to be some emphasis on ancient medieval terminology which would help them when transcribing old documents.

Cultural History students have also pointed out a problem concerning the number of hours in the English language course, where they have the same number of hours as students of Slovene Studies but receive less credits for the same study obligations. At the same time, they would like for the English language course to be adapted to their studies so that they could familiarize themselves with the English terminology needed by historians.

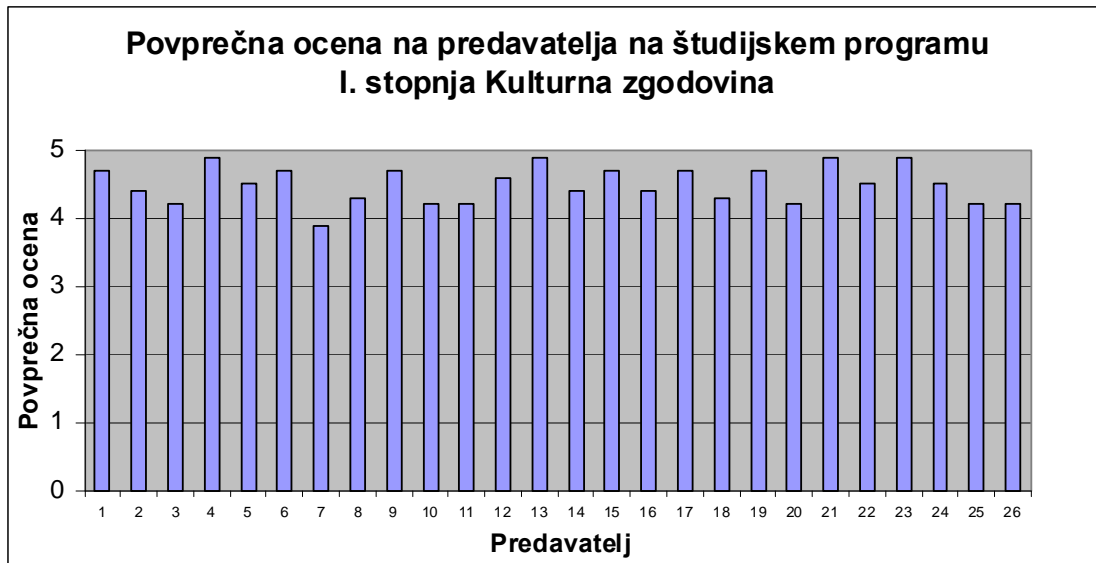
It was mainly the students of Cultural History who would like to have more expert field trips and practical work in the archives. For that reason, they commended the lecturers who took them to see cultural monuments in the direct vicinity of their parent university.

#### ANALYSIS OF STUDENT SURVEYS (2011/2012 ACADEMIC YEAR)

Average grade for individual lecturers in Cultural History – Level I study programme

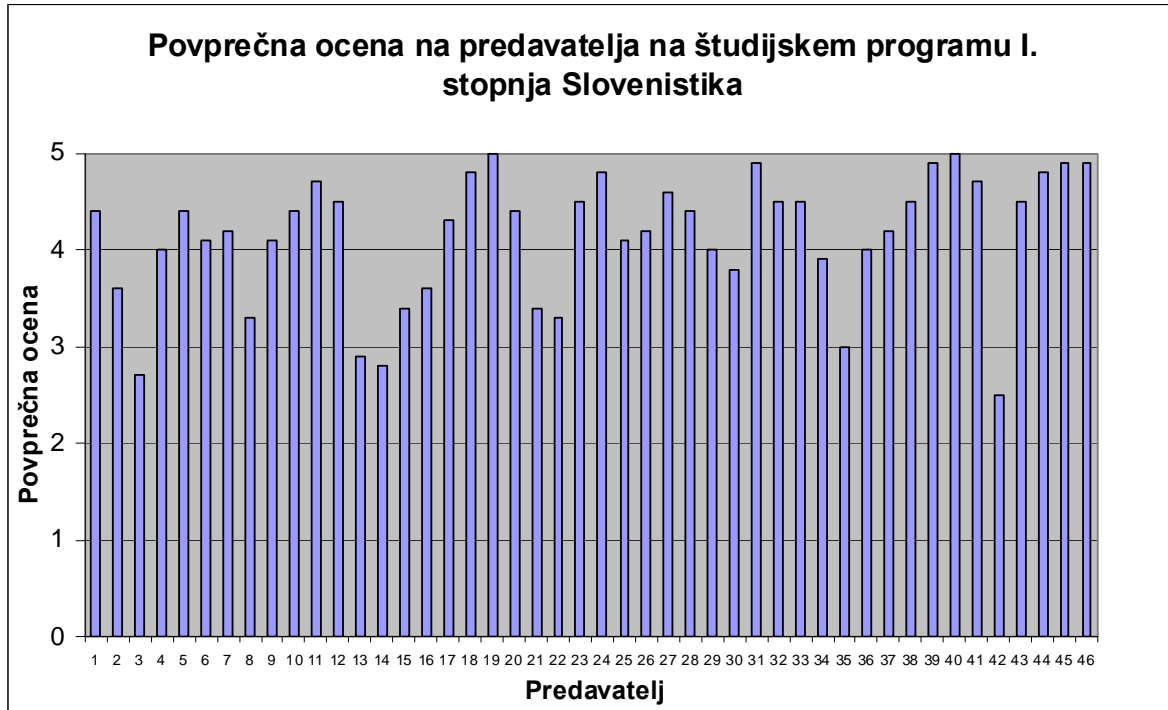
45

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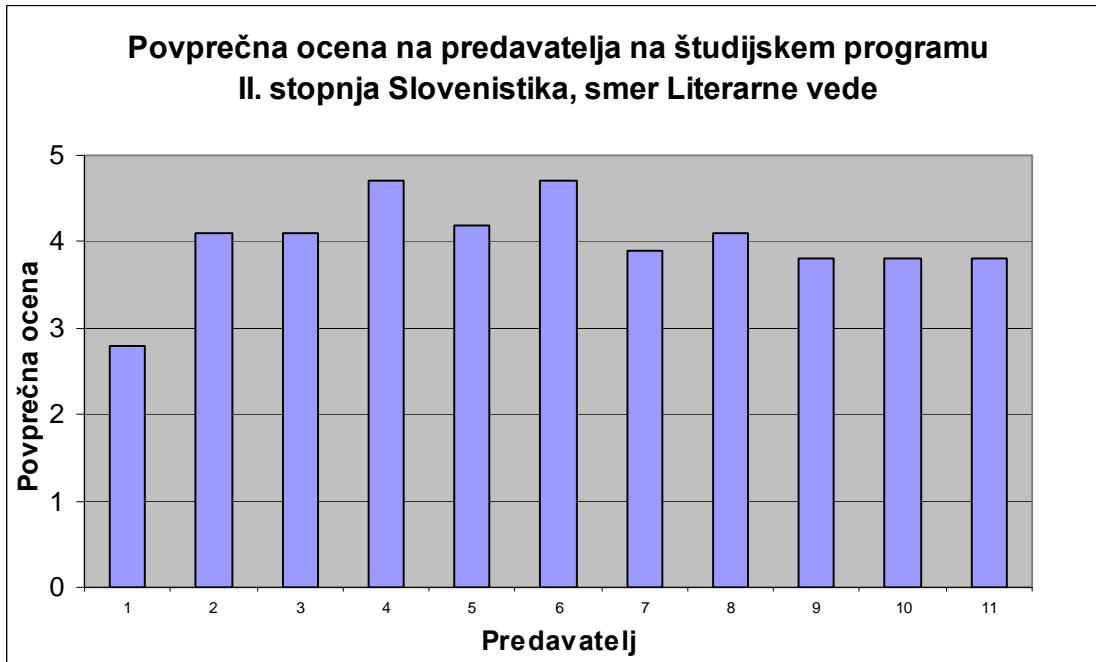




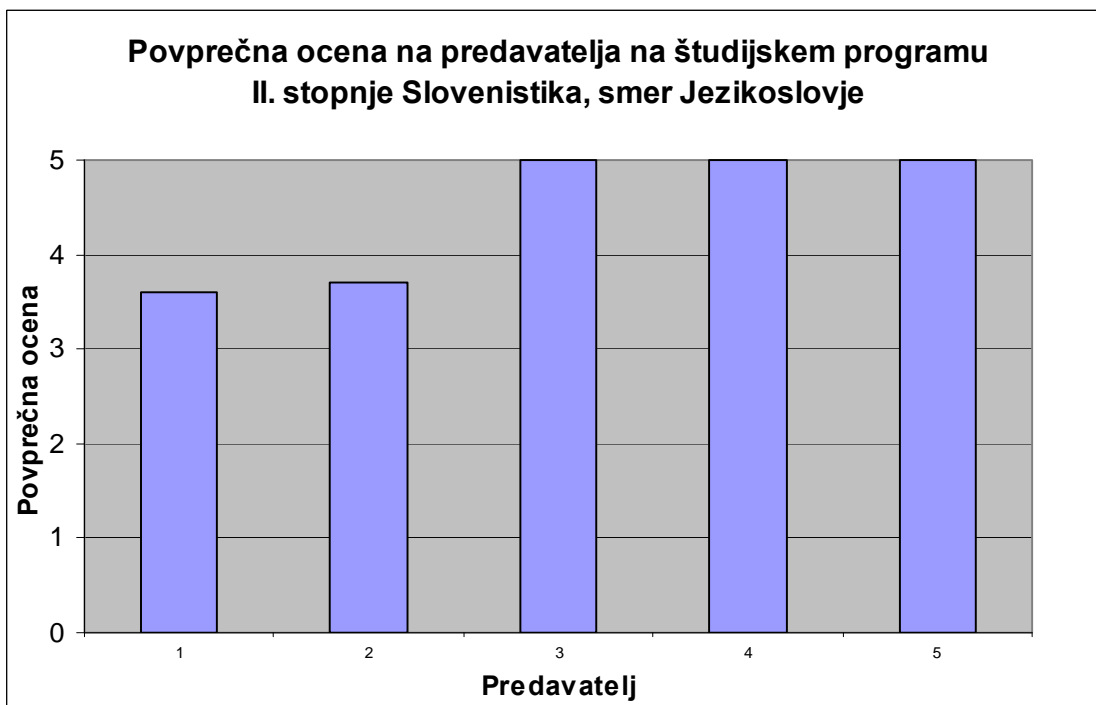
Average grade for individual lecturers in Slovene Studies – Level I study programme



Average grade for individual lecturers in Slovene Studies – Level II study programme (Literary Science)



Average grade for individual lecturers in Slovene Studies – Level II study programme (Linguistics)







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Student surveys on the quality of pedagogical work of all teachers and assistants were carefully processed, and summarized student opinion was presented to the Senate of the School. It would still appear that students often do not take these questionnaires seriously, resulting in a small number of completed questionnaires and preventing a serious assessment of the current situation, which is especially the case for some courses in senior years.

## **1.29. ASSESSMENT OF CURRENT STATE AND GUIDELINES**

### Strengths

- A small number of students enables fewer students per lecturer, facilitating student-lecturer contact. This makes it much easier for students to access the lecturers.
- A small number of students in lecture halls enables a completely different type of class where students are able to actively contribute to the lecture.

### Weaknesses

- Low enrolment rates accompanied by the decreasing enrolment trend could endanger concessional financing. Due to financial outlays, a small number of students presents a problem in forming a range of available elective courses.
- A relatively low level of student mobility despite a significant number of Erasmus contracts in place, both in terms of FH students leaving on Erasmus exchanges and arrival of foreign students to the FH

### Opportunities for improvement

- The increase in the number of enrolled students must represent one of the top priorities for the FH. This year, we have again tried to attract students in various ways:
  - by presenting UNG' published work in Ljubljana (Konzorcij), Nova Gorica (UNG) and Trieste, Italy (National Hall),
  - by FH associates appearing in the media,
  - through activities organised during the University Week,
  - by organizing the international symposium entitled The Future of Minority Literatures, a literary evening with Slovenian poets from Italy,
  - by meeting with cultural societies in Venetian Slovenia,
  - through the FH page on Facebook,
  - by presenting the FH on TV Primorka.

We believe that these activities aimed at increasing the enrolment rates and recognisability of the FH are well worked-out, but we must continue implementing them, as their actual effects will probably be seen only in a few years' time. For this year (2012/2013), we have, among other things, once again organised lectures at secondary schools.

- We encourage the FH students to endeavour to establish a Student Organisation of the University of Nova Gorica and then incorporate it in the Slovenian Student Union in which student organisations of all Slovenian universities are taking part, with the exception of the UNG. In relation to this, Špela Brajer, President of the UNG Student Council, said that nothing was done about this in the 2011/2012 academic year but that procedures in this direction are to be initiated as soon as possible.

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- There should be more promotion of studies at the School of Humanities (full-time studies as well as in the framework of Erasmus exchanges), in Slovenia and abroad, supported by a reinforced, more active and innovative University PR service acting on its own initiative.
- The FH employees and students are encouraged to actively participate by contributing at the UNG Aktualno news portal, thus bringing the work at the FH UNG closer to future students. The portal is administered by Ana Toroš, PhD, a FH associate.
- Following the example of some other UNG schools, preparatory workshops for future students (revision of knowledge obtained in secondary school) could be organised in September.
- In order to achieve greater recognisability among the Nova Gorica secondary school students, we could organise various workshops on the UNG premises, covering the fields of Slovene Studies and Cultural History.
- It transpired with regard to student surveys that students do not fully understand what is meant by the question of whether the lecturer was available even after the lectures. Their interpretation of the question is literal, namely whether the lecturers were available during the break, immediately after the lecture. In fact, the aim of the question is to find out whether a professor has held weekly office hours. The question should therefore be rephrased: "Was the lecturer available during the scheduled office hours (once a week)?" The proposal was given to the Chairman of the Quality Assurance Committee.
- In order for student grades given by the lecturers to have greater meaning, it would make sense for each lecturer to have the option of annotating their opinion on the student grades received, along with comments (i.e. after the lectures are completed, the lecturers could also have the option of taking a survey in which the work of individual years could be evaluated). This proposal will be discussed in the course of this academic year.

#### 6. 12. Assessment of current state and guidelines from 2006/2007 to 2011/2012

Each year, high levels of satisfaction with the programme and lecturers are mostly reflected in the results of student surveys. This is also a result of favourable lecturer-student ratios which enable more personal contacts to be established. Students are less satisfied with regard to the study literature available at the UNG library, but the FH strives to constantly extend the selection of books. It is also getting students accustomed to availing themselves of the options enabled by the libraries situated in the direct vicinity of UNG, in Nova Gorica and Gorizia. Throughout all these years, the FH has been endeavouring to retain or even increase the enrolment rate. For this purpose, it carries out various activities every year with the aim of attracting students, monitoring their effectiveness through surveys and, based on the results, searches for new options of presenting the FH to future students.



## 7 PREMISES AND EQUIPMENT USED FOR EDUCATIONAL ACTIVITIES

Spatial conditions include information on the square-metre surface of classrooms, lecture halls and other premises used for direct implementation of the study programme. In addition to the premises intended for direct implementation of the study process, we currently have at our disposal, in the framework of the School (though shared with the Research Centre for Humanities), 12 offices, of which 9 are used for full-time research and teaching University staff (with a maximum of two lecturers/researchers per office), one for the School Office and two for outside and part-time staff. In 2009/2010, we have (once again in cooperation with the Research Centre for Humanities, formerly known as the Institute for Cultural Studies) acquired the use of a larger space in which we have arranged work premises for some of the assistants and young researchers etc. by installing partition walls.

In the academic year of 2004/05, the School implemented the Slovene Studies university study programme in the P-9 lecture hall (71.28 m<sup>2</sup>) on the premises located at the border crossing in Rožna dolina (Nova Gorica), which is situated in the direct vicinity of the University, and in the computer classroom (56.68 m<sup>2</sup>) on the University premises in Nova Gorica at Vipavska 13. For the purposes of implementing the programme for students of two different years in the 2005/06 academic year, we have leased a classroom at the Nova Gorica School Centre in the afternoons, whereby the optimum running of the study process was ensured, with minimum overlaps in elective courses. In the 2006/07 academic year, the School acquired three lecture halls (P-9, P-8 and P-7) in order to facilitate smooth implementation of the study programme, namely within the Rožna dolina border crossing (total surface: 219.43 m<sup>2</sup>), and a computer classroom on the University premises at Vipavska 13 where lectures are held in several groups, while each student has direct computer access to software and the Internet. The construction works carried out on the premises at the Rožna Dolina border crossing during the 2006 summer holidays enabled students and lecturers direct access to toilet facilities and all three lecture halls without them having to go around the entire building and cross the police border check (there are no more checks since Slovenia's joining the Schengen area in December 2007).

The introduction of new study programmes in the 2007/2008 academic year resulted in the increased need for more classrooms. The School currently uses three more lecture halls (seminar classroom, P-3 and the P-5 lecture hall shared with the School of Engineering and Management) in the University of Nova Gorica building at Vipavska 13, along with 11 offices for lecturers and researchers.

The process of equipping classrooms with PCs and projectors began in the 2008/09 academic year. In addition to the equipment listed in the table, the School also purchased two Dictaphones in the academic year of 2007/08. A common university study information system is available at the School for the needs of the study process. In the previous academic year, 2010/2011, additional PCs were purchased for all classrooms, and so all classrooms are now fitted with PCs, projectors and speakers. Purchases made in 2011/2012 include another three PCs.

The list of available multimedia equipment used to implement the School's educational activities is given in the table below:

| Type of equipment           | Number |
|-----------------------------|--------|
| Computer equipment by users |        |
| For students                | 20     |



|  |    |
|--|----|
| For non-pedagogical staff              | 1  |
| For teachers                           | 17 |
| Equipment of lecture halls             |    |
| Laptop computers                       | 3  |
| Portable projectors                    | 1  |
| PCs in lecture halls                   | 5  |
| Stationary projectors in lecture halls | 5  |
| CD players                             | 4  |
| Overhead projectors                    | 3  |

\*Data obtained in the course of December 2011 inventory were taken into account.

### **1.30. ASSESSMENT OF CURRENT STATE AND GUIDELINES**

#### Strengths

- A reference library with numerous books that are unavailable elsewhere in Slovenia
- Proximity of a well-stocked study library in Nova Gorica, as well as of the Slovenian and Italian library in Gorizia, Italy, and all other infrastructure available within the conurbation area of Gorizia and Nova Gorica.
- A relatively adequate situation with regard to office space for full-time staff, i.e. space where members of full-time staff prepare the pedagogical process, when compared with faculties of humanities/arts at some other Slovenian universities

#### Weaknesses

- Lack of a service to maintain computer equipment in classrooms
- Inadequate heating during the colder season and lack of cooling during the warmer season in offices where the preparation of the pedagogical process takes place
- Inaccessibility of the School Office and staff offices for wheelchair users
- Inadequate website in terms of content and design
- Outdated, poorly functional, inflexible and slow information system
- General strict separation of the educational (FH) and research (Research Centre for Humanities) activities accompanied by unavoidable division of offices, various equipment and employments results in administrative overlaps and duplication which leads to the question of whether it is sensible to manage both units separately.

#### Opportunities for improvement

- Further supplementing of the library by means of new purchases
- Establishing connections between the University library and other libraries in the region (e.g. the France Bevk Public Library in Nova Gorica) that would allow students and staff to borrow their library material for free and, above all, enable the FH UNG pedagogical and research staff to borrow local studies material which is otherwise subject to inter-library loans and must be ordered from libraries situated farther away. The proposal was sent by the FH to the France Bevk Public Library in Nova Gorica and the loan process is now arranged.
- Contact with the University's computer support service for the purposes of computer equipment maintenance
- Furnishing of current offices, where the pedagogical process is prepared, with adequate heating and air-conditioning (regardless of long-term plans to move to other locations/future campus), as conditions during the summer months are unbearable and harmful to health, with effective work nearly impossible at temperatures that high (exceeding even 30°C), while the FH staff work there at least 8 hours a day.



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- Establishment of a system that would enable at least partially automated collection and processing of student survey results. In 2011/2012, the UNG prepared an e-survey on the workload of students, but, due to a system error, we will be able to use and analyse only surveys taken in the following academic year (2012/2013).

#### 7. 1. Assessment of current state and guidelines from 2006/2007 to 2010/2011

The FH advantage lies in its office capacities, as offices are mostly occupied by one lecturer. This enables thorough preparation for lectures and adequate conditions for research work. The weakness of these rooms is evident during the summer when the offices become very hot (30°C and over), as there is no air-conditioning. As a result, work suffers during the summer season. The FH is attempting to solve the problem temporarily by moving the staff into the air-conditioned library where students also spend their time.



## 8 FUNDING OF STUDY ACTIVITIES

### 1.31. FINANCIAL RESOURCES AND STRUCTURE

The UNG obtains resources enabling it to function from tuition fees, funding of educational programmes and research projects by the Ministry of Higher Education, Science and Technology, and revenues arising from founders, international and industrial projects, and donors. The University is also the founder of the Edvard Rusjan Foundation, the only university foundation in Slovenia and one of the few in Europe, the purpose of which is to raise donor funds to be used for UNG growth as well as the expansion and implementation of activities.

FH revenue structure (in %)

|   | 2009        | 2010  | 2011  | 2012   |
|---|-------------|-------|---|--|
| Revenues acquired in the market (tuition fees, applied projects etc.) |             | 2.3%  | €10,000   | This information can be added after 31 <sup>st</sup> December 2012<br>Funds to implement the EMMIR programme<br>32,642 |
| Revenues arising from budgetary resources (RS)                        | €532,282.94 | 97.7% | *Concession Slovene Studies Level 1<br>266,769.00<br>Concession Level 2<br>17,875.00<br>Concession Cultural History Level 1<br>193,072.00 | Concession Slovene Studies<br>281,332<br>Concession Level 2<br>18,024<br>Concession Cultural History<br>228,349        |
| Donations and subsidies   |             |       | 400   | 0  |

\*Inflows for the entire 2011 calendar year

In addition, the School used funds for investment works as well as other acquisitions and maintenance work.



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## **1.32. ASSESSMENT OF CURRENT STATE AND GUIDELINES**

### Strengths

- Low study costs due to a large number of staff with contractual employment

### Weaknesses

- Insufficient funds arising from concession due to the fund distribution methods at the University level
- Being a non-state school, the FH does not have access to the same amounts as other, state schools.
- Low enrolment rate which could endanger the concession funds
- Low ability to attract non-budgetary resources and the resulting need to rely on concession funds

### Opportunities for improvement

- Increase in the funds arising from concessions through a more just fund distribution method within the University
- Attempts at increasing the ability to attract non-budgetary resources. The School obtained funds to implement the EMMIR programme, CMEPIUS funds, language course enrolment fees and tuition fees.

### 8. 2. Assessment of current state and guidelines from 2006/2007 to 2010/2011

Throughout all the years, the FH strength was in low study costs due to a large number of associates with contractual employment. Insufficient funds arising from concession represent a weakness. The FH therefore strives to acquire more non-budgetary resources.



## 9 COOPERATION WITH THE COMMUNITY

The FH is endeavouring to establish cooperation with other higher education institutions, with the Slovenian community in Italy (Trieste, Gorizia, and University of Udine) and within Slovenia (Faculty of Education, University of Maribor). After unsuccessful talks with the Faculty of Education, University of Maribor, we were making plans with the Faculty of Education, University of Ljubljana, so that students of Slovene Studies could take the pedagogical module enabling them to acquire pedagogical and andragogical education but, in the end, these plans were not realised either.

Moreover, the FH includes all those interested in its activities, in the fields of education, science and research, arts or specialist fields, and strives to connect the scientific and research, art and specialist work with development projects and research taking place in both economic and non-economic areas. The FH participates in the exchange of students, higher education teachers, faculty assistants, researchers and research fellows in the Republic of Slovenia and abroad. It also cooperates with non-university educational institutions, e.g. the Slovene Educational Consortium (Slovik) of Gorizia.

The following is a list of companies with which the UNG either has contracts on cooperation or is cooperating with them already:

Abanka Vipava  
Adria Mobil, d. o. o. Novo Mesto  
AET Tolmin d. o. o. Tolmin  
Agroind Vipava 1894 Vipava d. d., Vinarska cesta 5, 5271 Vipava  
Airmobil d. o. o. Šempeter pri Novi Gorici  
AJ Kogoj d. o. o., Miren  
Alpos Šentjur d. o. o., Šentjur  
Aluminij Montal d. d., Komen  
Apros d. o. o., Novo Mesto  
BIT s. p., Nova Gorica  
Business solutions d. o. o., Šempeter pri Novi Gorici  
Cimos Commerce, d. d. Koper  
Efekt d. o. o., Črniče  
Esal d. o. o., Deskle  
Elektro Primorska d. d. Nova Gorica Erjavčeva ulica 22, 5000 Nova Gorica  
Extra d. o. o., Nova Gorica  
Final d. d., Nova Gorica  
France d. o. o.  
Fructal d. d. Živilska industrija Tovarniška cesta 7, 5270 Ajdovščina  
GOAP d. o. o., Solkan  
Gopack d. o. o., Solkan  
Goriške opekarne d. d., Renče  
Gospodarska zbornica Slovenije (Chamber of Commerce and Industry of Slovenia)  
Gostol-Gopan d. o. o., Nova Gorica  
Gradišče d. o. o., Cerknica  
Hisoft plus d. o. o., Šempas  
HIT d. d., Nova Gorica  
IMPOL d. d. Partizanska cesta 38, SI-3210 Slovenska Bistrica  
Institut Jožef Stefan, Ljubljana  
Intereuropa d. d., Koper  
Intra Lighting d. o. o., Miren  
Iskra Avtoelektrika d. d. Polje 15, 5290 Šempeter pri Gorici  
Kemplas d. o. o. Dekani 3A, 6271 Dekani  
Kmetijska zadruga Goriška Brda Dobrovo Hum 0N, 5211 Kojsko  
Kmetijska zadruga Vipava z. o. o., Goriška cesta 13, 5271 Vipava



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European Social Fund

Kmetijsko gozdarska zbornica Slovenije (Chamber of Agriculture and Forestry of Slovenia)

Kmetijsko gozdarski zavod Nova Gorica, Pri hrastu 18, 5000 Nova Gorica

Kolektor d. o. o., Idrija

Komunala Nova Gorica d. d. cesta 25. junija 1, 5000 Nova Gorica

Kraški vodovod d. o. o., Sežana

Lipa d. d., Ajdovščina

Lozej d. o. o., Ajdovščina

Luka Koper d. d., Koper

Martex d. o. o., Volčja Draga

Meblo Jogi d. o. o., Nova Gorica

Meblo PTRC d. o. o., Nova Gorica

Meblo TOP d. o. o., Nova Gorica

Metalflex d. o. o., Tolmin

Mestna Industrija Primorske (MIP) d. d., Nova Gorica

Mitol d. d.

Mizar d. d.

Mladinska knjiga Založba, d. d.

OKM d. o. o., Ajdovščina

Okroglica d. d.,

Osnovna šola Ivana Roba

Petrič d. o. o., Ajdovščina

Pipistrel d. o. o. Ajdovščina

Plama-pur d. d.

Plin ekspert d. o. o.

Primorje d. d. Ajdovščina

Primorski tehnološki park, Vipavska 13, Nova Gorica

Projekt d. d., Nova Gorica

Regijska razvojna agencija, Šempeter pri Novi Gorici

Rotomatika d. o. o., Spodnja Idrija

Salonit Anhovo, Gradbeni materiali d. d. Vojkova ulica 1, 5210 Deskle

Selekcijsko trsničarsko središče Vrhpolje, Vrhpolje 38a, 5271 Vipava

Simp d. o. o., Šempeter pri NG

SENG d. o. o., Nova Gorica

Soške elektrarne Erjavčeva ulica 20, 5000 Nova Gorica

Spin d. o. o., Solkan

Splošna bolnišnica Franca Derganca, Šempeter

Systemec d. o. o., Solkan

S. K. M. d. o. o.

SŽ ACRONI d. o. o., Cesta Borisa Kidriča 44, SI-4270 Jesenice

Ščit d. o. o., Kojsko



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Štore-Steel d. o. o., Železarska cesta 3, SI-3220 Štore  
TKK Srpenica d. d., Srpenica  
Teams d. o. o.  
Tehniški srednješolski center, Nova Gorica  
Tekstina d. d. Ajdovščina Tovarniška cesta 15, 5270 Ajdovščina  
Vinska klet »Goriška Brda«, z. o. o., Zadružna cesta 9, Dobrovo  
Zavarovalnica Maribor d.d., Maribor

### **1.33. ASSESSMENT OF CURRENT STATE AND GUIDELINES**

#### Strengths

- A good network of companies which have already proven themselves willing to cooperate with the UNG
- We already cooperate with a number of higher education institutions both near and far.

#### Weaknesses

- There is no true cooperation between the FH and the institutions which would actually require people with the employment profile for which the FH provides education.
- In order to raise the local awareness of the existence of the School and the studies it offers, the FH also endeavoured to organise various events taking place within the community, but these attempts were not successful due to differing views at the University.

#### Opportunities for improvement

- More cooperation and contacts

This year (2011/2012 and the beginning of 2012/2013), important steps were made towards establishing contact with the Slovenian community in Italy. We have established a close contact with the University of Trieste, and presented UNG's published work (the Humanities collection) at the National Hall in Trieste and at both study programmes of the University of Trieste where one can study the Slovenian language and literature. We have also made contact with the Slovenian cultural societies in the Province of Udine and, together with the Slovene Educational Consortium, organised an international conference entitled *The Future of Minority Literatures* which took place in Gorizia. We cooperated with the Slovene Library of Dr Damir Feigel in Gorizia and used this opportunity to invite Slovenian poets from Italy. What is more, we informed students of Slovene Studies on the work of said institutions in Gorizia and enabled them to take a guided expert tour of their premises.

9. 1. Assessment of current state and guidelines from 2006/2007 to 2010/2011



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The UNG has in place a broad network of connections with companies and other organisations, while the FH strives to establish contacts with institutions which would actually require people with the employment profile for which the FH provides education. This network is gradually expanded every year.



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## 10 SUMMARY

The introduction of a non-pedagogical university study programme in Slovene Studies and thus also the first study programme in Humanities in 2004/05 represented a novelty at the University of Nova Gorica. High enrolment of students following the introduction of the programme confirmed the fact that the study programme focused on the understanding of particularities, issues and phenomena that are especially prominent at the juncture of cultures and nationalities, was interesting for students from the northern Primorska region and from other parts of Slovenia. The programme was therefore reformed in accordance with the Bologna Declaration. Moreover, due to the high interest in the study programme in Slovene Studies with such an orientation, a first-level study programme in Cultural History was also introduced at the FH. Our range of study programmes was later expanded with a second-level double-subject study programme in Slovene Studies that enables first-level graduates in Slovene Studies to continue their studies. A joint study programme in Migration and Intercultural Relations is also available to students.

Data on the possibility of future improvements and progress is collected constantly. Inquiries are directed at the assessment of the current situation and at future employment requirements in two target groups. The first group would consist of enterprises that employ graduates from science study programmes which provide possibilities of devising specialized study contents (language of profession, writing of effective texts, communication, creative writing). The second group would include enterprises that employ graduates in humanities (e.g. research and educational institutions, publishing business, media, culture and animation, administrative institutions). In the future, we would like to provide our students with more possibilities to attend similar study programmes at foreign universities. Through organization of international symposia and participation of foreign professors in our pedagogical process, we would like to increase the quality of our study programmes and make them more appealing to foreign students as well. We have already managed to attract some students through the Erasmus mobility programme, however, we believe that the number of foreign students will be even higher in the future. These students will not only enliven the student life at the University, but will also promote our study programmes at their home institutions.

Following the initial warm reception of the School, we have lately been dealing with alarmingly low enrolment rates which could endanger the concession portion of funding for several programmes. This could be attributed to the increasing range of study programmes in humanities and social sciences available to students, and to a smaller number of secondary school students in each new generation. We put a lot of effort in promoting the School and its programmes (for a few years, workshops for secondary school teachers were held, dealing with literary topics for the matura exam; a national linguistics conference was organized to increase the recognisability of Slovene Studies at the FH UNG, which could also be facilitated with the help of the Student Section; in 2011/2012, we were active in establishing contact with the Slovene community in Italy). However, these promotional efforts do not and will not suffice to increase the enrolment rates. Therefore, more promotional activities should be provided by the University as a whole.



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This would require a reinforced, more active and innovative University service for public relations that would act on its own initiative. At the School level, indirect self-promotion could be done (by public appearances of the FH UNG employees in their professional roles) through a greater number of staff with full-time employment, which is especially true of the Cultural History programme. Provision of pedagogical second-level study programme in Slovene Studies would make studying at the FH even more appealing. A wider range of study programmes and the possibility of double-subject studies would also increase the interest in the enrolment at the FH. According to the student survey results, the university website is one of the factors on the basis of which secondary school students decide on the university. Therefore, an overall modernization (as regards the information, content, marketing and design) of outdated and unattractive University web pages would be required to promote the FH or increase the enrolment rates.

With the restructuring of the former Stanislav Škrabec School of Slovene Studies into the School of Humanities with two undergraduate (Slovene Studies and Cultural History) and two graduate study programmes (Migration and Intercultural Relations, Slovene Studies – Linguistics and Literary Science), a greater number of classrooms and offices for the teaching staff is required. In recent years, offices were reorganized, bringing advantages to some associates with full-time employment, and some disadvantages to others. We thus need to continue to strive for more suitable premises. Current premises require better utilization, especially in terms of heating during the winter and cooling during the summer months. Moreover, lecture theatres need to be better equipped. A service responsible for computer or multimedia equipment is also required.

When compared with other similar faculties in Slovenia, the School of Humanities of the UNG offers several advantages, including the small size of the University, enabling high flexibility in programme organization, moderate full-time teaching staff workload, resulting in their ability to do more research work and be informed of the latest findings in their respective disciplines, and a great number of higher education teachers and assistants included in the pedagogical process. The lectured content is thus more diverse, the student-teacher ratio is favourable and the availability of professors greater. However, some of these characteristics also have certain downsides. The small size of the institution, accompanied by few promotional activities, results in poor recognisability of the University and thus also of the School. Moderate workload of a small number of FH associates with full-time employment and too weak common services are often compensated for by relatively higher administrative workload. The advantage of a high number of higher education teachers and assistants included in the pedagogical activity is neutralized by the fact that most of the staff (especially in the Cultural History programme) are employed at the UNG only part-time, making them unavailable to students, and unstimulated in administrative and promotional activities of the FH and the UNG, which also results in fewer ideas for better management and organization of the FH. At both the School and University level, the above-mentioned characteristics will have to be examined, and a decision will have to be made as to which characteristics should be retained, how their positive aspects should be maintained, and their negative properties neutralized.



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## 11 Selfevaluation report for the programme EMMIR

### SELF-EVALUATION REPORT

#### 1.) INTRODUCTION

European Master in Migration and Intercultural Relations (EMMIR) is a first African-European Erasmus Mundus Master Course in Migration Studies. The first cohort was set out to study in September 2011.

EMMIR is jointly [run by three African and four European universities, facilitated by a wider network of partners](#).

EMMIR is [a unique study programme](#) focusing on migration through an intercultural approach. It provides profound theoretical skills in migration studies combined with field work in Europe and Africa. It is designed as a multidisciplinary programme that addresses important contemporary issues in an emerging field of study.

In the 21st century, migration processes - multidirectional in their spatial as well as social and cultural structure - increasingly contribute to the shaping of societies. Consequently, the presence of migrants adds emphasis to intercultural relations and intercultural communication, which are of key concern for social cohesion.

Arguably, migration and globalisation may be considered twin processes. They contest concepts of the nation state, including territoriality and citizenship, and direct attention to questions of social justice and human rights, peace and conflict. They also lead to the emergence e.g. of new concepts of identity and transnational social spaces. Answers to policy questions linked to phenomena as diverse as voluntary and forced migration, internal displacement and transcontinental flows, movement of unskilled labourers and brain drainers need differentiated investigation and evaluation as well as complex negotiation.

EMMIR responds to this rising importance by providing state of the art education in theoretical concepts, empirical methods and transdisciplinary approaches to migration studies. Teaching and research in EMMIR address issues that currently rank highly on the global agenda - and need expertise on transnational, transcultural and transdisciplinary level. Migration and mobility, flight, displacement and refuge - globally and (supra)nationally discussed primarily on a policy level - touch decisive dimensions in economic and social development, demography, international relations, political theory and cultural cooperation, to name some, not all of the key areas. Sustainable answers bridging the interests of nation states (incl. their welfare systems and labour markets) with human rights, democratic values and globality have yet to be found. Research on intercultural relations and intercultural communication is closely linked to these questions and frequently key to the understanding of problems and conflict.

The curriculum takes into account all forms of migration and displacement. Related issues to be addressed are intercultural conflict resolution mechanisms, multi cultural governance issues and global/regional integration.





EMMIR includes [study periods in Europe and Africa](#). Students' mobility is understood as a key to mutual understanding of different views and cultures of migration and movement and will sharpen intercultural sensitivity.

EMMIR students become acquainted with different cultures and academic traditions and gain knowledge about migration issues in internships. They gain profound skills and [specialise in of the four programme foci](#), this provides them with excellent chances for employment in national and international governmental and private sector organisations or in academia. Graduates are awarded a joint degree by the EMMIR partner universities.

## 2.) GENERAL OVERVIEW

### 2.1. Overview of the joint programme

- Name of qualification: Master degree
- Number of credits: 120 ECTS
- Specialisations:
- ISCED field of study:

Definition of study areas under the ISCED classification:

(Indicate the majority area and list other areas in the justification.)

|   |  |
|---|--|
| <input type="checkbox"/> (14) teacher training and education science      | <input type="checkbox"/> (52) engineering and engineering trades |
| <input type="checkbox"/> (21) arts  | <input type="checkbox"/> (54) manufacturing and processing       |
| <input type="checkbox"/> (22) humanities                                  | <input type="checkbox"/> (58) architecture and building          |
| x <input checked="" type="checkbox"/> (31) social and behavioural science | <input type="checkbox"/> (62) agriculture, forestry and fishery  |
| <input type="checkbox"/> (32) journalism and information                  | <input type="checkbox"/> (64) veterinary                         |
| <input type="checkbox"/> (34) business and administration                 | <input type="checkbox"/> (72) health                             |
| <input type="checkbox"/> (38) law   | <input type="checkbox"/> (76) social services                    |
| <input type="checkbox"/> (42) life sciences                               | <input type="checkbox"/> (81) personal services                  |
| <input type="checkbox"/> (44) physical sciences                           | <input type="checkbox"/> (84) transport services                 |
| <input type="checkbox"/> (46) mathematics and statistics                  | <input type="checkbox"/> (85) environmental protection           |
| <input type="checkbox"/> (48) computing                                   | <input type="checkbox"/> (86) security services                  |

Justification: Migration studies contain primarily fields of the sciences like sociology, political science, law, communication and economy.

- Locations:

EMMIR starts annually in September at the University of Oldenburg (Germany) with a four weeks intensive phase focusing on overviews as well as exemplary approaches to key areas in migration studies and intercultural relations. The semester continues with modules on transdisciplinary methods/methodology



and theory. For semester two all students move to Stavanger (Norway), they contextualise their studies and furthermore concentrate on key areas and concepts. In their third semester students work in thematic research teams as the frame and support structure for often individualised work in project-based internships. Depending on their internship placement and/or the research focus module, students move on to another partner institution, either in Europe or in Africa. For the fourth semester, supervision groups are formed that attend the research colloquium at their selected partner university. Students dedicate the fourth semester entirely to writing their thesis.

|            |  |
|------------|--|
| Semester 1 | Full cohort in Oldenburg   |
| Semester 2 | Full cohort in Stavanger   |
| Semester 3 | Focus module and internship<br>Research Teams/Supervision Groups in the Czech Republic, Germany, Norway, Slovenia, Sudan and Uganda  |
| Semester 4 | Master thesis<br>Proposal Colloquium in Oldenburg (start of semester)<br>Supervision Groups in the Czech Republic, Germany, Norway, Slovenia, Sudan and Uganda<br>Graduation ceremony in Oldenburg |

## 2.2. Overview of the consortium

The [Consortium](#) consists of delegates from the following institutions:

- Carl von Ossietzky Universität Oldenburg (University of Oldenburg, Germany, UOL)
- Ahfad University for Women, Omdurman, Sudan (AUW)
- Makerere University Kampala, Uganda (MUK)
- Mbarara University of Science & Technology in Uganda (MUST)
- Univerza v Novi Gorici (University of Nova Gorica, Slovenia, UNG)
- Jihočeská univerzita v Českých Budějovicích (University of South Bohemia, Czech Republic, USB)
- Universitetet in Stavanger (University of Stavanger, Norway, UIS).

[EMMIR Partners](#) in the consortium represent multidisciplinary expertise in migration studies and intersecting fields, such as gender studies, cultural studies, and education and development studies. All institutions in the consortium are public, except Afhad University for Women and Univerza v Novi Gorici are private institutions.

The role of the organisation in the programme:

Carl von Ossietzky Universität Oldenburg (University of Oldenburg, Germany, UOL)

UOL forms the pivotal point of the EMMIR consortium as it is a key partner in the consortia merging to implement the course. It maintains long and medium term running cooperations with all partners, which



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reflects in its commitment to coordinate the administration and implementation of the course - facilitated through the Working Group Migration- Gender-Politics. UniOL maintains a considerable amount of regional, national and international cooperations with Gos and NGOs active in the fields concerned, that already proved helpful in broadening graduates' employment prospects. UOL hosts all EMMIR students for a 4 week Intensive Phase and the subsequent 1st semester and again at the end of the 3rd semester for a proposal colloquium. In the 4th semester UOL staff supervises students' thesis work. UOL provides excellent facilities and services for hosting international students and scholars.

#### Ahfad University for Women, Omdurman, Sudan (AUW)

AUW staff plays an active role as full partner in the EMMIR consortium. Staff participates in the joint first semester intensive phase in Oldenburg and all consortium meetings. One teacher per course edition is assigned to provide lectures at one of the two European universities hosting the first two semesters, based on a scholars' scholarship. AUW hosts a number of EMMIR students in the third semester and teach a module. Besides, it supports the students hosted in finding and carrying out adequate internships, facilitated by a network of associates. In the fourth semester AUW staff closely supervises students in writing their Master's theses.

#### Makerere University Kampala, Uganda (MUK)

MUK staff plays an active role as full partner in the EMMIR consortium. Staff participates in the joint first semester Intensive Phase in Oldenburg and consortium meetings. One teacher per course edition is assigned to provide lectures at the University of Oldenburg in the first semester of EMMIR based on a scholars' scholarship. In the third semester MUK students in the first semester and teach a module. Besides, it supports students hosted in organising and carrying out adequate internships, facilitated by a wide network of associates. In the fourth semester MUK staff closely supervises students in writing their Master's theses.

#### Mbarara University of Science & Technology in Uganda (MUST)

MUST staff plays an active role as full partner in the EMMIR consortium. Staff participates in the joint first semester Intensive Phase in Oldenburg and consortium meetings. One teacher per course edition is assigned to provide lectures at one of the two European universities hosting the first two semesters, based on a scholars' scholarship. MUST hosts EMMIR students in the third semester and teach a module. Besides, it supports students hosted in organising and carrying out adequate internships, facilitated by a network of associates (GO/NGO, private/public). In the fourth semester MUST staff facilitates the supervision of students writing their Master's theses.

#### Univerza v Novi Gorici (University of Nova Gorica, Slovenia, UNG)

UNG staff contributes to teaching and advice in the Intensive Phase and the Proposal Colloquium. It co-teaches the second semester with UiS in Stavanger, hosts and teach a number of students in the third semester. The University's international office provides assistance with travel, accommodation, and all other arrangements upon arrival; teachers involved provides full study support and offer guidance to students conducting research for their assignments and final papers. They also supports students



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organisation of internships with one of the various associated partners. In the fourth semester, UNG professors attend to students' master thesis writing. Besides, UNG staff acts as active members of the EMMIR Consortium Committee.

Jihočeská univerzita v Českých Budějovicích (University of South Bohemia, Czech Republic, USB) Academic as well as administrative staff of USB provides a complete range of services connected with hosting students, with organising internships, and with teaching modules and thesis supervision. It hosts a number of students in the third semester. USB staff also contributes to the EMMIR Intensive Phase and the Proposal Colloquium as well as supervision of Master Thesis writing. USB developed a wide network of formal and informal contacts to NGO's, local/regional/national authorities, researchers and employers involved in issues of migration and integration, gender, and human rights. This network provides students with placements for project-based internships and access to resources for their theses.

Universitetet i Stavanger (University of Stavanger, Norway, UiS)

In the first semester, the University of Stavanger is part of the Intensive Phase along with other partners. In the second semester, UiS is the hosting campus for the participating students and share teaching responsibilities with other partners. Support is offered to students conducting research for their assignments and final papers. In the third semester, UiS hosts a limited number of students who decide to spend a semester in Norway. Students do their Internship Course while in Stavanger in the third semester and have support in making practical arrangements for such work. In the fourth semester UiS, along with other partners, takes part in tutoring and supervising a group of students doing research for their MA. UiS Studies Department and International Office provides assistance with travel, accommodation and other arrangements upon arrival.

The consortium awards graduates a joint degree by all seven universities in accordance with Bologna criteria. In all countries there are no legal obstacles in awarding such a degree. Student graduation ceremonies take place in Oldenburg annually in September.

### 2.3. Overview of relevant external quality assurance

External Quality Assurance measures are taken on four levels:

1. To assure the programme's quality the EMMIR Consortium Coordinators convene an advisory board composed of delegates of associates and other experts in the field. Enquired for participation in the board so far are

- Dr. Claudia Lohrenscheit, Director of Department of Human Rights Education, German Institute for Human Rights,
- Honey Deihimi, Lower Saxon Commissioner for Integration,
- Prof. Dr. Yasemin Karakaşoğlu, Professor in Intercultural Education, Bremen University,
- Prof. Dr. Fatima Sadiqi, Professor of Linguistics and Gender Studies, Fez University Morocco, Member of the UN Committee for Development Policy.

The advisory board annually meets in December. On the basis of a) the consortium committee evaluation report, b) third semester student thesis proposals and c) meetings with teachers and first and third semester



students it proposes quality assurance measures. The Consortium Committee aims at integrating further national, international and professional bodies into the board for further External Quality Assurance.

2. The National Agencies for Erasmus Mundus in each partner country: in Germany Deutscher Akademischer Austauschdienst (DAAD, [www.daad.de](http://www.daad.de)), on Norway Norwegian Agency for Quality in Education (NOKUT, [www.nokut.no](http://www.nokut.no)), in Czech Republic Accreditation Commission (ACCR, <http://www.akreditacnikomise.cz/en.html>) and in Slovenia Slovenian Quality Assurance Agency for Higher Education (SQAA, [www.nakvis.si](http://www.nakvis.si)), as well as Erasmus Mundus experts in Brussels are invited to review and monitor the programme annually. Their written responses are recorded in the documents of the consortium committee and are taken into account in the annual evaluation report which also determines the future direction of the programme.

3. The two Ugandan universities in the consortium offer programs accredited by Uganda National Council for Higher Education (NCHE). And are partners in the Quality assurance network DIES. DIES officers at the partner universities are assigned to monitor and ensure that quality is observed when offering programs at the partner universities.

4. In addition, associate member organisations and international organisations to which the consortium has close connections (not part of the board) are invited to monitor and assess the content and programme each year. As an additional measure, academic and administrative staff from the partner universities present the programme at various international conferences, and the feedback received from these efforts – both from academic and administrative peers – also provide a significant quality assurance measure for the programme.

Accreditation status (or procedure) and period of accreditation

**Recognition status**

| Name of the Degree Awarding Organisation    | Already recognized? | Expected recognition date or validity end date (/next review date) |
|---|---------------------|--|
| Carl von Ossietzky Universität Oldenburg    | No                  | Early 2011   |
| Universitetet i Stavanger                   | Yes                 | End of 2011  |
| Jihočeská univerzita v Českých Budějovicích | Yes                 | April 2012   |
| Univerza v Novi Gorici                      | Yes                 | 2017   |
| Makerere University Kampala                 | No                  | End of 2010  |
| Mbarara University of Science & Technology  | No                  | End of 2010  |
| Ahfad University For Women                  | No                  | End of 2010  |

3.) ASSESSMENT CRITERIA



## Standard 1. General conditions

### Criterion 1a: Recognition

Upon successful completion of the Masters programme, students are awarded a joint degree issued by all seven institutions represented in the consortium committee. The degree greatly enhances students' professional options on the European and international labour markets since it mirrors a unique trans-national study and research experience.

Four of the seven institutions forming EMMIR offered a joint degree, JMMIR. In all EMMIR partner countries, joint degrees are recognised and issuing a joint degree poses no problems. National agencies in Norway, Slovenia and the Czech Republic (and Croatia) accredited JMMIR in the period between 2006 and 2008. All national agencies were informed of the kind and extent of changes made while developing JMMIR into EMMIR. The modules contributed to JMMIR by the University of Oldenburg became accredited in 2008 as part of the study programme Democratic Citizenship Education; recognition of the full EMMIR programme happened in 2011. Recognition of the programme at the African partner universities has been initiated and was granted in the course of 2010.

### Criterion 1b: Cooperation agreement

The EMMIR **Coordinator** is the representative of the coordinating Institution. He/she shall organise all collaborative efforts between Partners in compliance with The Framework Partnership Agreement and Specific Grant Agreements. He/she is the link between the EACEA (Education, Audiovisual and Culture Executive Agency) and the Partners and shall see to the affective application of the Framework Partnership Agreement and Specific Grant Agreements. The Coordinating Institution shall manage in particular the following activities:

- general coordination and initiation of EMMIR programme activities in collaboration with the Partners,
- coordination of the decision making procedure,
- preparation and execution of the EMMIR Consortium Committee's two annual meetings,
- creation of tools shared between the Partners such as programme website, information materials, application forms, evaluation and quality assurance guidelines and tools, etc.,
- development of communication tools,
- calculation of participation costs and distribution of funds to Partner institutions,
- complementary proposals and applications within the Erasmus Mundus programme,
- management of Quality Assurance,
- certification of joint degree, etc.

Each Partner shall organize and realize the EMMIR programme activities in its own institution, and specifically:

- the implementation and promotion of EMMIR,
- the management of the funds distributed by the Coordinating Institution,
- overall assistance to students and scholars visiting its institution, prior to and during their stays,



- particularity with regards to the documents required by its national immigration policy and by providing all the documentation and explanations to assist the applicants,
- supervision of students' and scholars' status regarding national immigration policy during their stay,
  - academic admission and registration,
  - arrangement and booking of accommodation,
  - organisation of student transport, where necessary, within the country of the hosting Partner (e.g., from airport to university) during the periods of compulsory mobility.

#### Admission procedure:

All students fulfilling the minimum requirements as elaborated in the admission regulations are free to apply for EMMIR. All relevant information and forms are available online from the course website and the participating universities' websites well in advance. The deadline for applications is announced by the Consortium Committee minimum prior 4 months to the respective date. The coordinators aim at providing full online application procedures at the time of the first announcement of the course.

Applications have to be addressed to The University of Oldenburg's Registration Office; there applications are pre-screened for formal requirements. All applications fulfilling the formal requirements are given over to the Consortium Committee for final assessment; the Committee treats all applications efficiently and effectively. The applicants are informed about the progress of their application, the Consortium seeks to keep the overall process as short as possible.

#### Minimum requirements:

The programme builds upon a first degree such as a Bachelor's degree or an equivalent qualification in a related field (Social sciences, History, Cultural studies, Educational sciences, Law, Economics, and Journalism). In addition applicants have to document

- Knowledge of migration studies, intercultural relations and empirical methods (modules completed at the undergraduate level, papers, essays and examination results are considered valid documentation).

Preference will also be given to qualified applicants who have pertinent professional experience.

- Proficiency in English (IELTS  $\geq$  6.5; Cambridge Advanced  $\geq$  B; or equivalent)

- Proficiency in a second language relevant to migration studies given fluency English.

Further, the application has to be accompanied by

- Applicant's CV detailing professional career, including certificates of advanced training

- A Statement of Purpose clarifying the applicant's motivation to study the course. Applicants are especially asked to elaborate on their professional or practical experience in the field of migration or migration studies and their intended focus or specialisation.

- Applicants for an Erasmus Mundus scholarship have to include the relevant form provided on the course website.

**Admission** requirements incorporate the national admission requirements of each partner university. Admission requirements for the European Master in Migration and Intercultural Relations are as





follows:

- The programme builds upon a first degree such as a Bachelor’s degree or an equivalent qualification in a related field (Social sciences, History, Cultural studies, Educational sciences, Law, Economics, and Journalism). The final grade must be a minimum of C+ and proven by certificates.
- Preliminary transcripts are acceptable when applying, but the final degree certificate is required before the start of the programme.
- Applicants have to document knowledge of migration studies, intercultural relations and empirical methods. Modules completed at the undergraduate level, papers, essays and examination results are considered valid documentation. Preference are also be given to qualified applicants who, in addition, have relevant professional experience.
- Applicants whose native language is not English or whose undergraduate instruction was not in English must demonstrate proficiency in English by the application deadline.
- Non-native English speakers who fall in one of the following categories may request an English language proficiency waiver:
  - Applicants from countries where English is one of several official languages,
  - Applicants who have obtained their undergraduate degree from a university where English is the main language of instruction,
  - Applicants who, within the past five years, had spent a minimum of two consecutive academic years of study at a recognized English-language university and have studied programs in English,
  - Applicants whose native language is English must demonstrate proficiency in a second language relevant to migration studies.

**Selection procedure**

The Consortium Committee appoints a Selection Board consisting of one committee member per partner institution (summing up to seven board members). Based on the documents provided the Consortium Committee Selection Board compiles a ranking list of applicants. The applicants qualification are assessed through the following criteria:

| Criterion                                      | Minimum score required* | Maximum score* | Weighting |
|--|-------------------------|----------------|-----------|
| Level of academic qualification                | 2                       | 3              | 30%       |
| Relevance of academic qualification            | 1                       | 3              | 20%       |
| Relevance and level of research experience     | 1                       | 3              | 15%       |
| Relevance and level of professional experience | 0                       | 3              | 15%       |
| Statement of Purpose                           | 1                       | 3              | 10%       |



|                                      |   |   |     |
|--------------------------------------|---|---|-----|
| Proficiency in second/third language | 1 | 3 | 10% |
|--------------------------------------|---|---|-----|

\*(3 points = excellent; 2 points = very good; 1 point = good; 0 points = weak/not pertinent/not available)

A ranking list of applicants is compiled based on the weighted average of all board members' vote. In case of equal qualification the female applicant or applicant with special needs is preferred.

**Mobility-** Each year, around 25 students are welcomed in Oldenburg for the first semester where there is a joint intensive phase for all students, combining an extensive introduction to the structure of the course, introductory teaching by all partners, and cultural and language training in German. The first semester takes place at the University of Oldenburg from September to December of year one (15 weeks); the second semester takes place from January to May (15 weeks). For the third semester, student are hosted by a partner university of their choice to study one focus module and fulfil a project-based intership. Before the final semester, a proposal colloquium leads to the formation of supervision groups continuing in the fourth semester in order to support the research and thesis writing.

Examination regulations, student assessment and recognition of credits in the consortium

Examiners

- The module examinations and assessments are conducted by the relevant subject specialists and other legitimate examiners who are members of staff at a partner university. Retired or past professors also have the right to conduct examinations and assessments.
- Examiners are appointed after deciding on the modules to be offered.
- Examiners must hold at least the qualification being examined, or an equivalent qualification. The Consortium Committee shall ensure that the examiners for a particular module are legitimate and established lecturers/professors.
- The examinations for a given module will be assessed by one examiner, ideally the lecturer in charge of the module.

Admission to Modules and Module Examinations

- Students may enrol for modules as long as the grounds for exclusion in § 21 (3) do not apply. All those enrolled in a module are admitted to all the examinations and assessments in that module.
- Each module is completed with assessments and an examination. These take place during the courses of study for the module and should be completed by the end of the semester in which the last lecture in a module is given.
- One module can be stipulated as a prerequisite for another module.

ECTS

- ECTS are awarded on the basis of successful attendance of modules. They reflect the average workload for the course requirement.
- Students should obtain 30 ECTS each semester.
- In order to obtain 15 ECTS for the Internship Module, students have to submit confirmation of the internship and the project report.



- The dissertation is valued at 30 ECTS and active participation in the proposal colloquium and the dissertation colloquium is compulsory.

#### Type of degree and awarding modalities

Students are awarded the joint degree of 'European Master in Migration and Intercultural Relations' (MA) by the EMMIR Consortium Committee. Students also receive a Diploma supplement. The purpose of the supplement is to provide sufficient independent data to improve international transparency and the fair academic and professional recognition of qualifications. It is designed to provide a description of the nature, level, context, content and status of the course that was followed and successfully completed by the individual qualification to which the supplement is appended.

#### Teaching language(s)

The common course language is English, native and non-native speakers are involved in teaching; anyhow all partner universities make provision for at least the use of the language(s) spoken in the respective countries.

#### Coordination responsibilities regarding internal quality assurance

The consortium follows a comprehensive strategy and implements sustainable mechanisms for internal evaluation. Each year the consortium committee delivers an evaluation report to the cooperating universities including precise suggestions on how to improve or adjust courses. This report is based on partners' regular review of the quality of the course content and the teaching and on the results from evaluation procedures on three levels:

- Students' performance are assessed in two ways. On the one hand, students are expected to pass all scheduled final examinations. On the other hand most coursework is based on small weekly or bi-weekly assignments (reflection papers, response papers, biography). If a student fails to deliver these assignments in due time, he/she will be offered a counselling interview with the responsible teacher. Small assignments in this regard contribute to a steady workload for students and constitute a reliable form of assessment of the students' performance.
  - In return students are asked to fill in an anonymous qualitative online-evaluation form upon the completion of each module, assessing among other things the a) information and support granted, b) implementation of academic objectives, c) quality of teaching, d) workload, e) materials and media used, f) content of the module, and g) personal experiences. In addition students are asked to evaluate each full semester; additionally to the categories above students are asked to assess the overall organisation, accommodation and infrastructure provided. Serious issues are dealt with immediately by the consortium coordinator.
- Students also have the opportunity to use seminar groups/tutorial hours to provide informal feedback to the teaching staff regarding the content and delivery of the course. In addition, students elect a representative to the consortium committee, who represents their interests and also fulfil an important internal evaluation function in the committee.
- Guest lectures/ representatives from associated partners are invited to provide peer review of the



management and implementation of the programme at strategic points of the course.

#### Administration of student's data and performance records

Managing an Erasmus Mundus master programme that is organized in an international context requires lots of administration. In order to make this administration as efficient as possible it has been developed EConsort (<http://econsort.ugent.be>).

EConsort is a tool which combines all administrative aspects of Erasmus Mundus courses. Dossiers of students, scholars, teachers, applicants can all be managed with this tool. Course-curricula and course-organization, file archives, a series of reporting and communication tools (emails, public website, internal student information platform) all integrate fluently.

EConsort is generic: for each consortium with its own needs and specifications, it can be designed easily through a webbased interface. Database fields can be made and organized in forms and reports according to the users wishes. All this through online interfaces and not requiring high-skilled informaticians.

The web-based management platform eConsort was adapted and all information about the students, including assignments and grading, are managed transparently via this tool (which is accessible to all lecturers). Students have individual websites to communicate and manage their course selection, submit assignments and follow up their mobility path information. All students have made extensive use of the tool.

#### Support for student mobility

Organisation of student transportation (organisation from country to country for compulsory mobility between periods) shall manage the Coordinating Institution. Each Partner shall organize and realize the student transport, where necessary, within the country of the hosting Partner (e.g. from airport to university) during the periods of compulsory mobility.

#### Public information on the programme

The implementation and promotion of EMMIR shall organize and realize each Partner in its own institution. The Coordinating Institution shall ensure a development of communication tools like documents for promotion and presentation and website.

The consortium runs a website to promote the course. It contains information and advice tailored to the needs and expectations of BA graduates looking for an attractive international study programme. The website refers explicitly to the Erasmus Mundus Programme and provides potential students with all necessary information about the academic, financial and administrative aspects of the course, about the selection criteria. A virtual student advisor leads students through the programme and presents them precise information on how EMMIR contributes to their future career prospects. Online promotion is complemented by an 8 page information leaflet. All publications are designed according to a corporate



design developed on behalf of the Consortium Committee. Besides EMMIR are promoted at various master portals (such as mastersportal.eu and ukcoursefinder.com), education fairs (such as Study World, Education Expo, Indian Education Fair, EAIE). Academics affiliated to the programme as well as students promote the programme during attendance and paper presentations at relevant international conferences. Programme flyers are distributed at all these venues.

#### Financial organisation

The EACEA, acting under powers delegated by the CEC, funds the Consortium annually. The funds, referenced in the Framework Partnership Agreement and Specific Grant Agreements, are paid to the coordinating institution, and can be summarized as follows:

- Consortium allocation: Annual flat rate of 30.000€ within the Erasmus Mundus programme, to cover internal expenses of the Consortium, travel costs for Consortium Committee meetings and the Consortium's administrative and organisational costs.
- Grants: Scholarships within the Erasmus Mundus programme pay participation costs. The annual rate for tuition is determined for the duration of the Consortium Agreement, i.e. 8000€ for TC students and 4000€ for EU students annually. The participation costs shall be paid to the Consortium Committee and administered by the Coordinating Institution. The latter shall be updated yearly, to specify the exact financial scheme according to the number of students in each category, enrolled in successive EMMIR classes. Part of participation costs shall be distributed between the Partners according to the following rules:

(It is important to note in this instance that the Norwegian partner is legally prohibited from accepting participation costs. It is therefore agreed upon that Norway will get the entire 30 000 € lumpsum in lieu of participation costs to cover costs for running the programme.)

- a) The following part of the Consortium Committee income from participation costs incurs no matter where students go and what amount of ECTS they earn at which university to provide proper implementation of EMMIR:
  - 25.000€ per year are deducted to a 50% position at the coordinating institution to the academic coordination of EMMIR. He/she is based at the coordinating institution but spent time at the partner institutions if necessary,
  - 2.000€ per year are deducted to the three African partner institutions in order to provide the assistance and infrastructure for EMMIR students.
- b) 75% of the Consortium Committee income from participation costs are distributed according to the teaching and supervision partners provide:
  - 13,5% are divided among partners contributing to the intensive phase (6 ECTS) and the Proposal colloquium (4 ECTS) and used to cover for IP related travelling,
  - 16,5% for teaching and hosting in the first semester (24 ECTS),
  - 21% for teaching and hosting in the second semester (total of 30 ECTS, UiS and UNG),
  - 15% for teaching and supervision in the third semester (7% to be distributed according to the modules students take, 7% for internship supervision),
  - 9% for the fourth semester thesis supervision and running colloquium.



The shares of the third and fourth semester are distributed according to the number of students hosted and supervised.

- Should an enrolled student fail to participate in part or full in the EMMIR programme and he/she is not replaced by another student, the Consortium Committee Coordinator shall have to return part or the totality of the grant to the EACEA. If clearly required by EACEA, the Partners shall renounce the funds due, and return the corresponding funds to the Coordinating Institution, including those corresponding to registration if the enrolled student never came to the Partner Institution.

- The remainder of the participation costs received by the Coordinating Institution together with the Consortium allocation shall cover expenses resulting from the organisation and logistics of the EMMIR programme as follows:

- Student insurance costs as requires by EM
- Other necessary student expences which by EM rules cannot be charged to the students themselves
- Other expenses if approved by the Consortium and the Coordinating Institution.

With regard to financial management, figures show that overall, the lump sum of €30,000 does not cover the full amount of the expenses needed to manage the consortium of 4 European and 3 African universities. In year one, approx. €20,000 was spent to cover travel and accommodation for CCM3 in Oldenburg and CCM4, including the Selection Board, in Stavanger. € 8,000 was paid as administrative support to the four financially weaker partner universities (to make sure they are able to meet all requirements in managing their contribution to the EMMC). Another €4,000 was used to buy the licence for eConsort (<http://econsort.ugent.be/eramun.asp?t=edu>) as a major communication tool in the partnership and to print posters and postcards as dissemination tools.

Promotion of the programme included a website, posters, postcards, an entry in a DAAD publication, articles on partner websites, promotional lectures at partner universities, radio and TV interviews, fairs (as stated by applicants, probably in promotional material by the EACEA). EMMIR managed to attract a reasonable number of self-paying students (it admitted four students over and above the expected number for the calculation of the middle income scenario). (Annex 1)

Change in partnership



Four of seven institutions forming EMMIR offered a joint degree, JMMIR. The joint MA in migration and intercultural relations course was provided by 6 universities: Nova Gorica, Oldenburg, Stavanger, Lisbon, České Budejovice and Zagreb.

The course changes result from the fact that to apply for the Erasmus Mundus call, it was necessary to adapt to the call requirements in the enrolment dynamic, the working method and composition of the consortium, which had to be expanded to non-European universities. All of this shaped the parameters of a substantive restructuring – the new programme contains all the elements offered in the previous course, while adding new options that increase the quality of the course.

Given the requirements of Erasmus Mundus, we are transferring from bi-annual to annual enrolment. The JMMIR course was conducted as a distance learning course (in combination with brief visits in person by teachers). Owing to the requirements of the Erasmus Mundus call, the consortium partners changed the method of study, so that the first semester is conducted physically at the University of Oldenburg, the second at the University of Stavanger and the third semester is conducted at various partner universities (students have the option of choosing).

The described consortium changes also dictated changes among those in charge of subjects. A section of the teachers in the JMMIR partnership who did not join the EMMIR are no longer collaborating in the course. Their subjects have been taken over by other colleagues, or they have been incorporated substantively into related subjects. Some teachers have stayed with us and will be guest professors.

In the application for Erasmus Mundus status we included subjects that are already accredited and have been provided within the context of JMMIR, while there are also some new subjects. This is linked to the fact that owing to Erasmus Mundus, the new study programme places greater emphasis on women's and African studies.

#### Criterion 1c: Added value

At the core of EMMIR is the idea that in migration studies and in intercultural relations, it is paramount to work towards the integration of the multiplicity of perspectives in order to develop new answers and new concepts. A multinational and multilingual group of African and European scholars working with an even more diverse group of students, in a balanced and structured way, is a still unique set-up and resonates very well with political and social conditions in other continents, namely Africa and Asia. EMMIR works in both directions: it brings quality African scholarship into European higher education and it brings European scholarship to Africa, including the dissemination of the Bologna process.

Added value on each national level:

- the degree of internationalisation, teacher and student mobility
- the linked transnational curriculum development, programme management and research activities

Added value on EMMC level:

- brings cultural studies (combined with social science perspective) into EMMC migration studies,
- combines migration studies with development studies and gender studies,
- combines European with Non-European/namely African/transcontinental/global perspectives,





- specific language policy to promote bi-/multilinguality: entire programme taught in English, but other language expertise fostered
    - a. German as the most widely spoken language in the EU
    - b. several lesser spoken European languages (Norwegian, Czech, Slovene, Croat)
    - c. African languages and Arabic
  - modules developed cooperatively and specifically for the Joint Master, resulting in high degree of programme integration,
  - built on cooperation between African and European universities
  - ‘decentralized’ approach to migration and intercultural relations, via the strong representation of small European countries in the partnership and via the African partners.
- Added value on international level:  
 In 2006, the UN Secretary-General pointed out “We are only beginning to learn how we make migration work more consistently for development. Each of us holds a piece of the migration puzzle, but none has the whole picture. It is time to start putting it together.” EMMIR seeks to challenge Africa’s underrepresentation in migration studies and in the global migration discourse and to bring forward its recognition in a global academic context, facilitated by
- promoting to focus on African migration processes and their global enmeshment
  - implementing migration studies at African HEIs, and
  - contributing to global research desiderata: migration and development.

Standard 2. Intended learning outcomes

Criterion 2a: Shared

The learning outcomes, which focus on problem solving skills and knowledge transfer, are clearly articulated and shared by all partners. The partners’ institutional commitment is reflected in the partnership agreement. All partners agree to actively participate in and fulfil the tasks of the Consortium Committee and to take on academic, financial and management responsibilities through representation in the Committee. There are two representatives in the Committee from each institution, meeting each semester. Further, all partners endorse to contribute to the Intensive Phase at the beginning of the programme through teaching, tutoring, grading and advise. The IP is a strong symbol of the integration of the partners. Students and scholars are present at the IP where the entire programme is presented. Carrying out each semester is dependent on successful collaboration in teaching and tutoring between the various partners involved. All partners also commit to co-teaching modules especially during the first and second semester (based on Erasmus Mundus Scholarships and EEA contracts). The continuous exchange of staff on the one hand enhance the programme integration and also lend added value to students, and on the other hand it contributes to strengthening strategic partnerships and networks between partner institutions. In addition all partners affirm their participation in the supervision of selected Master theses in the fourth semester. The partners’ roles mainly differ in the number of students hosted. While the University of Oldenburg and the University of Stavanger host the full cohort for one semester each, the other partners host smaller groups of students according to research foci. All partners hosting students in the third semester actively support





students in organising adequate project-based internship placements linked to student's individual research and employment interests. The partnership agreement accounts for this variety of roles.

Criterion 2b: Level

The intended learning outcomes align with the corresponding level in the Framework for Qualifications in the European Higher Education Area (the so-called Dublin descriptors). A student, upon successful completion of the joint master's in Migration and Intercultural Relations, shall have acquired

- an overview of migration processes in the past (a) and present (b), their structures and consequences, including the ability to critically evaluate categories and approaches of migration research and to apply them in a reflecting manner (LO 1 a, b),
- in-depth knowledge about theories on migration (a) and intercultural relations/multiculturalism, (b) and the ability to contextualize them in related fields (LO 2 a, b),
- knowledge about and experience with research methodology/methods for transcultural contexts (LO 3),
- knowledge about how to design a research agenda, how to develop and conduct research projects (LO 4),
- other module specific knowledge and competencies (e.g. understanding of processes of identity formation) (LO 5),
- understanding of the relevance of disciplinary as well as multi-/inter-/transdisciplinary approaches to specific research questions including the ability to position one's own and other work (LO 6), an individual profile (LO 7): linking his/her disciplinary with transdisciplinary perspectives, having expert knowledge in a specific area, documented through internship and MA thesis, further accentuated by:
- a bi-/multilingual profile (LO 8), applied in the context of EMMIR for research, interaction in the field (internship) and/or academic writing,
- experience in handling new media and communication technology (LO 9),
- the ability to present work results to various audiences/in a variety of contexts (LO 10),
- expertise in academic writing in English (LO 11), documented in various genres (e.g. abstract, prospectus, report, research paper/thesis, book review)
- competencies in self-management, including e.g. goal-setting and decision-making (LO 12),
- the ability to engage in self-reflective interaction, including the identification and critique of power-driven, discriminating forms of communication/interaction (LO 13)
- competencies in team-work in inter-/ trans-cultural contexts and skills around orienting oneself and working in hitherto unfamiliar areas/countries (LO 14).
- knowledge on gender concepts, strategies and policies in a variety of cultural/national contexts. (LO 15).

The cross-cutting aim of all learning outcomes is to impact problem solving skills and the ability of knowledge transfer.

Criterion 2c: Subject/discipline

In a globalising labour market – including academia - expertise in migration and intercultural relations in



combination with a bi-/multilingual profile and experience in the field offers chances for employment on international as well as national level, namely research, teaching and media, administration, coordination and management in governmental and non-governmental organisations. In order to train for a labour market demanding flexibility, self-motivation and problem-solving skills, the didactics of EMMIR are built around the idea that young professionals need state of the art, in-depth-knowledge in their field plus the tools to present and negotiate, to apply and to conceptualize, to cooperate, administrate and to manage. In cooperation with numerous actors and institutions in the field (associates and others) students are exposed to specific labour market segments, they gather experience that they actively link to the study programme and their specialisation. The catalogue of EMMIR learning outcomes is a combination of academic skills with skills more accentuated in other labour market segments.

The cross-cutting aim of all learning outcomes is to impact problem solving skills and the ability of knowledge transfer. Graduates are qualified to pursue doctoral studies or employment with national and international governmental and non-governmental institutions dealing with migration, intercultural competence and education, namely intersecting with development issues and/or gender issues.

### Standard 3. Programme Criterion 3a: Admission

#### Admission requirements

- The programme builds upon a **first degree** such as a Bachelor's degree (or an equivalent qualification) in a field related to migration studies: e.g. Social sciences, History, Cultural studies, Educational sciences, Law, Economics, Development Studies and Journalism.
- The **final grade** of the first degree must be a minimum (or equivalent) of C+ and proven by certificates. You are expected to provide documentation of a **final first degree** by the deadline (a transcript attesting that you took all exams necessary to finish the programme is accepted).
- Applicants have to document **knowledge of migration studies**, intercultural relations and empirical methods. Modules completed at the undergraduate level, papers, essays and examination results are considered valid documentation. Preference is also given to qualified applicants who, in addition, have relevant professional experience.
- The **last degree obtained** must not be older than 5 years.

#### Selection process

Assessment of the applications is carried out by the Consortium Committee Selection Board. Applicants who fail to provide necessary documentation are excluded from further application procedures. Accepted applicants receive a letter of acceptance from the Consortium Committee as well as an official notification from the University of Oldenburg. The notification of acceptance contains further information about how to register for the programme and a deadline for registration. If this deadline is not met, the notification of acceptance is null and void.

The Consortium Committee Selection Board takes into account the following:

- relevance and level of academic qualification
- relevance and level of research/professional experience



- motivation
- proficiency in second/third language.

#### Criterion 3b: Structure

The two key terms of reference for this study programme are migration and intercultural relations. Migration is understood here as encompassing all forms of international migration, voluntary as well as forced movements. Internal displacement, prominent especially in African contexts, are also addressed. Intercultural relations include not only communication and other forms of interaction between the majority and resident minorities/diasporic communities within nation states but also interethnic relations in the (inter-)national arena and beyond nation states – including multinational settings and concepts such as multiculturalism or cosmopolitanism.

The two year-Master's course (120 ECTS) are divided into four semesters. Most modules on offer have been specifically developed for the joint study programme, many of them have been tested with two cohorts of international students. An important structural element is the EMMIR academic coordination office at the University of Oldenburg, working in close contact with all partners and communicating with students on group as well as on individual level to facilitate orientation in the study programme plus providing support in the development of each student's individual specialisation.

#### Year 1

To start year 1 at the beginning of September with a period of four weeks of intensive teaching makes it possible to balance the academic calendars of all involved universities for the two consecutive years of study. Students spend their first semester in Germany at the University of Oldenburg, but from the very beginning they become acquainted with all partner universities (incl. associated universities) and their academic teachers (cooperative and team teaching). The introductory intensive phase 'Studying Global Migration in the 21st century' are taught jointly by professors, experts and researchers and provide students with state of the art overviews as well as exemplary approaches to key areas in migration studies and intercultural relations. In order to share standards for the evaluation of students' work and, as a measure of quality assurance, presentations and written work during the IP are graded jointly. The European consortium has gathered experience with this form of teaching through four Erasmus IPs, in 2009 also the start-up for cooperation with the IMMIS consortium.

At the end of the Intensive Phase each student is provided with an individual study plan, sketching his/her focus and mobility track and linking the courses visited with his/her individual profile and objectives. All teachers present are involved in advice and discussions in this regard. Beginning during the introductory intensive phase but going on all semester, students attend a course on "German Language and Culture" in order to 'locate' themselves in German university and society and to foster multilingual expertise. The other two modules in semester 1 focus on pertinent, necessarily transdisciplinary methods/methodology and on theory. For the two modules, academic staff at the University of Oldenburg (involving professors from two faculties: cultural studies/languages plus education/social sciences) are cooperating with at least one African EMMC scholar's scholarship holder plus invited



guest speakers. For semester two, students move to the University of Stavanger – i.e. to a different cultural and economic setting in Europe. After the first semester in the largest EU member state, located in the centre of the EU and with (at least in absolute numbers) large in-migration in the last half-century, they move to one of the small European nation states, geographically on the periphery, but with a very dynamic economy: Stavanger being the economic hub of the Norwegian oil/gas production and with a current need for migrant labour. The first module for the second semester leads to a systematic reflection and contextualisation of the processes students are exposed to. The Module “Emigration and Immigration: A Northern European Perspective” is complemented by a smaller part on “Norwegian Language and Culture” (in analogy to the first semester). For the second module in semester 2, several European universities, representing small nations, join forces to present EMMIR students with theoretical perspectives on key areas and concepts: e.g. integration, borders and citizenship, multiculturalism. Integrated in this module, a second scholar’s scholarship holder from an African partner university further develop the African perspectives student have been introduced to in the first semester. At the end of year 1, students have further developed their concept for individual specialisation and research perspective in the field.

#### Year 2

In their third semester (resp. starting at the end of the teaching period of semester 2), students work in thematic research teams as the frame and support structure (incl. academic supervision) for often individualised work in project based internships. Depending on their internship placement and/or the research focus module, students move on to another partner university: either in Europe or in Africa. Internships especially allow for applied and outreach work, students are encouraged and supported to work ‘in the field’, including empirical research as the project dimension of their internship. All partner universities facilitate internship placements (primarily with associates) and engage in academic supervision. EMMC scholar’s scholarships for European partners are scheduled to provide for co-supervision of students doing their internships, focus module and/or theses with the African partners and for team-teaching in the modules offered at the African universities.

Student scholarship holders from the EU can spend the full second study year at one of the African partner universities; Scholarship holders from Third Countries are allowed to attend either the focus module or their internship at one of the African partner universities if his/her intended specialisation necessitates such. Preferably Third Country scholarship holders students remain at one of the European partner universities for the full second study year.

In combination with the focus module, students start developing the concept for their thesis – and the full cohort meet at the end of semester three for another, brief intensive phase/proposal colloquium (all partners involved) in order to prepare for their thesis on a theoretical and methodological level – in cooperation with supervisors.

For the fourth and last semester, supervision groups are formed that attend the research colloquium at their selected partner university. Students are supposed to dedicate the fourth semester entirely to writing their thesis to be submitted in July. The graduation ceremony takes place in Oldenburg in the beginning of September.



1. Semester - University of Oldenburg, Germany
  - Introduction to Migration Studies
    - Studying Global Migration in the 21st Century (Intensive Phase)
    - German Language and Culture
  - Evaluating and Developing Research Methods for Transcultural Contexts
    - Research Methodology for Transcultural Contexts
    - Migration & Intercultural Relations: Disciplinary Perspectives - Theoretical Foundations
    - Academic Writing and Presentation Skills
  - Theorizing Historical and Contemporary Migration Processes & Intercultural Relations
    - Historical Dimensions of Migration
    - Theorizing Contemporary Migration & Intercultural Relations
    - Global Migration - Contextualising African Migration
2. Semester - University of Stavanger, Norway
  - Emigration and Immigration: A Northern European Perspective
    - Scandinavia: Historical and Contemporary Migration
    - Norwegian Language and Culture
  - Theorizing Migration and Multiculturalism
    1. Migration and Integration
    2. Migration, Borders and Citizenship
    3. Migration, Gender, Development: African Perspectives
    4. Migration, Gender, Culture
    5. Controversies over Multiculturalism
    6. Citizenship, Multiculturalism and Pluralism
3. Semester - all partner universities
  - Project-based Internship (thematic research teams)
  - Research Foci: Migration & Multicultural Societies
    1. Gender and Multiculturalism (AUW)
    2. Forced Migration, Gender and (Post-)Conflict (MAK/MUST)
    3. Migration and Small Nations (UNG)
    4. Methods and Theory in Migration Studies (UO)
    5. Representation, Ethnicity and Nation State (USB)
    6. Diversity and Education (UiS)
4. Semester - all partner universities
  - MA Dissertation
    - Proposal Colloquium (at UO)



- Dissertation and Research Colloquium (supervision groups)

Criterion 3c: Credits

The study programme comprises 120 ECTS credits in total.

Modules:

MM11 Introduction to Migration Studies (8 ECTS)

Studying Global Migration in the 21st century (Intensive Phase) (6 ECTS)

German Language (2 ECTS)

MM12 Evaluating and Developing Research Methods for Transcultural Contexts (14 ECTS)

Research Methods for Transcultural Context (10 ECTS)

Migration & Intercultural Relations: Disciplinary Perspectives- Theoretical Foundations (4 ECTS)

MM13 Theorizing Historical and Contemporary Migration Processes & Intercultural Relations (8 ECTS)

Historical Dimensions of Migration (2 ECTS)

Theorizing Contemporary Migration & Intercultural relations (3 ECTS)

Global Migration- Contextualising African Migration (3 ECTS)

MM21 Emigration and Immigration: A Northern European Perspective (12 ECTS)

MM22 Theorizing Migration and Multiculturalism (18 ECTS)

MM31 Project-based [Internship](#) (thematic research teams) (15 ECTS)

MM32 Research Foci: Migration & Multicultural Societies (15 ECTS)

MM41 MA Dissertation (30 ECTS)

Proposal Colloquium (2 ECTS)

Dissertation and Research Colloquium (supervision groups, 28 ECTS)

Standard 4. Internal quality assurance system

Criterion 4a: Common understanding

The internal evaluation measures are comprehensive and assure quality. Representatives from associated partners are deeply involved in the international evaluation process. Furthermore students send a representative in the Consortium Committee. This ensures shorten communication links with responsible persons.

Criterion 4b: Stakeholder involvement

The internal evaluation measures are comprehensive and assure quality. Representatives from associated partners and students are deeply involved in the internal evaluation process. Furthermore students send a representative in the Consortium Committee. This ensures shorten communication links with responsible persons.

Criterion 4c: Continuous improvement



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The consortium follows a comprehensive strategy and implements sustainable mechanisms for internal evaluation. Each year the consortium committee delivers an evaluation report to the cooperating universities including precise suggestions on how to improve or adjust courses. This report is based on partners' regular review of the *quality of the course* content and the teaching and on the results from evaluation procedures on three levels:

1. Students' performance is assessed in two ways. On the one hand, students are expected to pass all scheduled final examinations. On the other hand most coursework is based on small weekly or bi-weekly assignments (reflection papers, response papers, bibliography). If a student fails to deliver these assignments in due time, he/she is offered a counselling interview with the responsible teacher. Small assignments in this regard contribute to a steady workload for students and constitute a reliable form of assessment of the students' performance.

2. In return students are asked to fill in an anonymous qualitative online-evaluation form upon the completion of each module, assessing among other things the a) information and support granted, b) implementation of academic objectives, c) quality of teaching, d) workload, e) materials and media used, f) content of the module, and g) personal experiences. In addition students are asked to evaluate each full semester; additionally to the categories above students are asked to assess the overall organisation, accommodation and infrastructure provided. Serious issues are dealt with immediately by the consortium coordinator.

Students also have the opportunity to use seminar groups/tutorial hours to provide informal feedback to the teaching staff regarding the content and delivery of the course. In addition, students elect a representative to the consortium committee, who represents their interests and also fulfil an important internal evaluation function in the committee.

3. Guest lectures/ representatives from associated partners are invited to provide peer review of the management and implementation of the programme at strategic points of the course.

#### Standard 5. Facilities and student support

##### Criterion 5a: Facilities

The Carl von Ossietzky University Oldenburg was founded in 1973, making it one of youngest universities in Germany. The university offers a diverse array of courses with a strong orientation towards research. Over 80 bachelor's and master's degree programmes are offered in a broad range of subjects, including the natural sciences, economics, law, social studies, languages, cultural studies, education, computing science, mathematics, and the state exam in medicine.

The university is divided into six faculties, which are spread over two campuses. The Wechloy Campus is home to the natural sciences programmes, as well as a cafeteria, a departmental library (Bereichsbibliothek Wechloy), and outdoor sport facilities. The Haarentor Campus is home to all the other faculties, the main cafeteria (Mensa), the central library (Zentralbibliothek), the International Student Office, as well as the sport centre (Sportzentrum). Each of the two locations is about one kilometre from the other, and can be reached quickly by bus or bicycle. Carl von Ossietzky University Oldenburg has its own website:





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<http://www.uni-oldenburg.de/en/>.

The University of Nova Gorica provides its educational, research and other activities in Nova Gorica, Ajdovščina and Italian Gorizia. There are two large size classroom for 80 to 90 students, three medium size classrooms for 40 to 50 students, four lecture rooms for 20 to 25 students, computer lab, ten research laboratories, a student laboratory, library, computer room and office space with 40 employees and for visiting professors. Part of the teaching and research activity is conducted at other locations: ZRC SAZU (Academy of Sciences and Arts) in Ljubljana, Karst Research Institute of ZRC SAZU in Postojna, Ex Convento di Sant Elena in Venice, laboratories of the Università IUAV di Venezia in Venice, Otlica atmospheric research observatory, and at the Laboratory for Multiphase Processes in Ljubljana. The premises are equipped in such a way as to facilitate scientific, research and expert activities. The University of Nova Gorica has its own website: <http://www.ung.si>, which provides essential information on the organisation and functioning of the University of Nova Gorica, information on the education offered (presentations of schools), presentations of research activities (laboratories and centres), the library and link to the library database, notices relating to events at the University and useful links to other internet databases.

The University of South Bohemia in České Budějovice has been founded in 1991 and recently, it is built by eight faculties. Its basis was formed from the two oldest faculties, the Pedagogical (founded in 1948) and the Faculty of Agriculture (founded in 1960). The university is a research institution focusing mainly on natural science, social science and humanities. A significant aspect of the scientific research activities is close cooperation with the Academy of Sciences of the Czech Republic. Currently, the university has almost 13 thousand of students in the Bachelor, Master and Doctoral Studies.

The university campus is located 20 minutes by foot from the city centre and with easy access to the nature. The main campus is located in the district of Čtyři Dvory, some of the faculties are situated in the city centre, some of the departments of the Faculty of Fisheries and Protection of Waters are in a small town of Vodňany and the Institute of Physical Biology is situated in the chateau of Nové Hrady.

1.1. The University of South Bohemia has its own website: <http://www.jcu.cz/>, which provides informations about Faculties, study programmes, international relations, University Library, informations for students, employees and for public.

1.2. The University of Stavanger

has about 9200 students and 1100 administration, faculty and service staff. The university (<http://www.uis.no/frontpage/>) is organized in three Faculties, comprising a total of 14 departments/schools and two National Research Centres, as well as the Museum of Archaeology. The university also has a unit for lifelong learning called UiS Pluss.

Many of the externally financed research activities are performed in cooperation with research institute - International Research Institute of Stavanger (IRIS). Several other research centres are organised as consortiums of The University of Stavanger, IRIS and other actors.

The Faculties are located at Ullandhaug (main University campus) with the exception of the Department of Music and Dance, which is located in idyllic surroundings in the city centre, near the Stavanger Concert





Hall in Bjergsted Park. The University Library consist of three departments, one at Ullandhaug, one at the archaeological museum and one in Bjergsted Park, near Stavanger city centre.

#### Criterion 5b: Support

The Consortium Committee aims at providing future students with the means to be perfectly prepared for their study in Europe. Prior to their arrival they make familiar with the culture(s) they will live in and the academic environment of EMMIR. Immediately after their admission is confirmed by the Consortium Committee, he/she receives an information package including

- A student handbook covering all relevant information regarding travel preparations, arrival in Germany and the study programme:

a) Preparations: EMMIR Advisors – Visa – Accommodation – Buddies – Language courses – Travelling to Oldenburg – Insurance // FAQ.

b) First steps in Germany/Oldenburg: Destinations – Student's life in Oldenburg – The orientation week and other events – Access to University facilities – Residence permit and registration // FAQ.

c) EMMIR: Structure of the programme – The mobility path – EMMIR objectives and implementation // Partner institutions and foci – Staff responsible – Schedule – The degree and awarding ceremony // Module descriptions incl. reading lists – Teaching forms and assignments – Study and internship regulations // The IP // FAQ.

- An official letter of acceptance and invitation letter for visa application procedures plus contact details of the programme manager responsible for support in these procedures at University of Oldenburg's International Student Office.

- A special pre-arrival package by the University of Oldenburg's International Student Office, tailored to the needs of international students and including information on practical issues such as opening a bank account and a calendar of events for international students.

- The student agreement to be signed.

- Information about the University of Oldenburg's offer to participate in a preparatory German language course (Beginners' level) right before the start of the programme.

- After choosing their mobility track, students receive similar information packages about the institutions hosting the following semesters. EMMIR coordinator in Oldenburg assist students going to a non-European country in semester three with visa procedures.

Besides the consortium developed an online platform especially designed for the needs of EMMIR students.

It contains all relevant information on the partner institutions, the course structure, the modules and assignments and the mobility path. With the pre-arrival package students receive a password to get access to the platform. For further enquiry Consortium coordinators offer advice via Skype.

#### Criterion 5c: Services

All partner universities run international offices or contact desks for international students; they – in consultation with the EMMIR coordinator – provide hosted students and scholars with assistance regarding



all significant aspects of their stay at the respective university. These offices are well established at all European partner universities; the consortium committee deducts part of the implementation costs to improve international students' assistance at the African partner universities. A basic description of the services provided by each partner university are part of the student handbook provided by University of Oldenburg after registration; detailed information on services can be found in individual information packages from partners made available in Oldenburg and online. First contact to the students after registration is made by the EMMIR coordinator – in consultation with University of Oldenburg's International Student Office – immediately after the student's registration. The coordinator makes sure that all relevant information is communicated to facilitate a sound start of the studies at the respective partner university. Main areas of support offered include assistance with visa applications, accommodation, getting around campus and town, paper/administrative work etc. All EMMIR students can apply online for arrangement of airport pickup at one of the three international airports located in the surrounding area (Bremen, Hamburg, Hannover) prior to their travel to Oldenburg. The other institutions offer similar services. The University of Oldenburg's International Student Office plays a key role in setting up a network of the participating institutions' international offices. This network helps to exchange experiences and to facilitate comprehensive advice of students and scholars heading from one university to another. All European partner universities dispose of low-budget student halls/dormitories and assist students with applying for a room in one of them. If EMMIR students apply well in advance, a place in one of the student halls/dormitories can be guaranteed. Apart from that, however, all partner institutions offer visiting students and scholars support in finding a private accommodation for the time of their stay (e.g. flat-sharing, single apartments etc.). The African partner universities offer students help in finding reasonable and secure (oncampus) accommodation that meets their expectation. All universities dispose of IT facilities available to students and scholars – computer/internet facilities with printing service are either located in the university library, or in separate rooms with wireless internet. However, African partners experience bandwidth problems time and again that can not be solved on the institutional level. The partner universities hosting third country scholars provide them with special office space. They have the possibility to work in a fully equipped office, including PC, printer and copy facilities and internet access. At the universities hosting a great deal of the cohort (Oldenburg, Stavanger) the international offices arrange for special international students' orientation days covering all relevant aspects regarding the institution and its facilities, the town and extracurricular activities, and day to day life. Besides well-developed Buddy programmes – voluntary student networks enabling exchange students to get individual peer support in all different organisational matters –help international students to minimise the culture shock. The two universities hosting the students in the first two semesters have long standing experience in hosting international students. Moreover, the intensive phase conducted by all partners in Oldenburg in the first semester plays an important role in orienting the students. In the first days of the IP they are made familiar not only with the institution and the study programme but as well with the personnel responsible. Teachers from all partner universities are present and introduce their faculties and their focus areas which facilitates further communication within the programme. The University of Oldenburg offers the perfect environment for starting EMMIR. Teaching is characterised



by its interdisciplinary approach and by the intensive support offered to students. About 11,000 students are enrolled, including a considerably numerous international student population of more than 1,000; the atmosphere is friendly and the size manageable; it is easy to get to know other students and the two campuses can readily be navigated. Besides, the City of Oldenburg has about 150.000 residents and features everything a student might need: plenty of social and cultural life at moderate costs. Quality of living in Oldenburg is high. The university runs a cooperation with the University of Bremen's Department for Intercultural Education. Being registered at the University of Oldenburg entitles students to take classes at Bremen University – it's a 30 minutes train ride from Oldenburg to Bremen, transport is free for students. The University of Stavanger, Norway, has about 8500 students and 1200 administration, faculty and service staff. The academic activity is organized in 3 faculties, the Museum of Archaeology and also includes two national centres of expertise. International Research Institute of Stavanger (IRIS), part-owned by the university is the hub of cutting edge research in the region and nation and set the tone for a progressive and innovative university where research and quality are in focus. UiS, offers a fresh and dynamic student experience on a campus characterized by stunning nature and strong multicultural focus. Situated in the most attractive region in the country, the University has become increasingly attractive to international students and can offer a multitude of cultural- and leisure activities. Considering its 300.000 inhabitants, the region can also offer good housing opportunities and a dynamic labour market. The consortium strives to provide all students with equal opportunities. All European institutions represented in the consortium (apart from UNG) are barrier-free and promote universal access. Assistance is given to any student who requires special assistance, adjustments or equipment during his/her studies or exam period. Anyhow, students are asked to check the opportunities in advance. In addition, the consortium committee tries to provide students with the possibility to be accompanied by their family, especially in the visa application procedure and in finding adequate accommodation and (if applicable) child care. Anyhow, the consortium committee does not make any financial commitment to it and adverts applicants to the fact that German embassies in third countries have differing policies concerning visas for families.

Standard 6. Teaching and learning

Criterion 6a: Staff

See the Annex 2.

Criterion 6b: Assessment of students

The EMMIR module examinations and assessments together comprise the professional Master degree. Throughout the course students are asked to prove their commitment toward a successful completion of the programme. Student's attendance of all scheduled classes, tutorials and other forms of meetings with teachers and/or fellow students is considered integral part of the assignments. Assignments are graded according to a shared framework.

Requirements for examinations and assessments guarantee standards in terms of the period of study and the content of the course, which is geared towards professional practice. Thus, all assignments are intended to



test students' ability and skills to work according to academic principles and for transition to professional practice. Most courses require a number of weekly or bi-weekly small assignments and a concluding final paper.

The module requirements may contain several components. While the kinds of assignment vary according to the instructors' course design and projected learning outcomes, there are shared standards for each kind of assignment to ensure reliability for students and the quality of EMMIR.

#### Criterion 6c: Achievement

The learning outcomes, which focus on problem solving skills and knowledge transfer, are clearly articulated. Very positive is the fact that the single outcomes are marked with the corresponding courses. Therefore they can be easily verified. The outcomes are realistic and meet the demand of the market. The graduates gain deep skills in this specific field with excellent chances for employments in national and international governmental and private sector organizations.

#### Standard 7. National component (country)

See the Annex 3.

#### Annexes

*Annex 1:* Progress report

*Annex 2:* Qualifications and experience of relevant (key) staff involved in the joint programme

*Annex 3:* National component

*Annex 4:* The cooperation agreement approved (signed) by the consortium partners

*Annex 5:* The joint programme's curriculum

*Annex 6:* One example of the awarded Diploma Supplement



## PART A: TECHNICAL PART

### 1.1 Academic observations

All 26 EMMIR students spent their first semester at the University of Oldenburg, Germany and are currently at the University of Stavanger, Norway. Teachers involved delivered a total of 328 contact hours (core and electives) for the students:

- Intensive Phase (IP) *Studying Global Migration in the 21<sup>st</sup> Century* (5 to 27 September 2010): total of 87 hours (71 hours in class plus 16 hours on field trips)
- *German language course*: 48 hours in total (two lecturers giving 24 hrs each)
- MM12 *Evaluating and Developing Research Methods for Transcultural Contexts*: 115 hours in total (64 hours in core module; 51 hours in electives)
- MM13 *Theorizing Historical and Contemporary Migration Processes & Intercultural Relations*: 78 hours in total (30 hours in core module; 48 hours in electives)

All planned activities and events took place as scheduled, including weekly meetings, workshops, study trips and tutorials. A slight adjustment to the schedule for assignments in the modules was negotiated (in accordance with the ECTS/workload). Overall the student performance was extraordinary: from the start, the cohort was highly motivated and all students displayed their qualifications and expertise in active participation, submitted their assignments as well as showing individual initiative. So far, the structure of the curriculum seems to allow all students to keep to the deadlines and finish the study programme in the set time (24 months).

A very successful event – with regard to both dissemination and academic content of the programme – was the official opening of EMMIR in September 2012. Three international guests delivered presentations on relevant current issues in the field of migration studies.



An internal evaluation was conducted on different levels: workshop-based (electives) and per module. The outcome showed that some adaptations to the curriculum will be necessary for the second cohort. Central aspects of the evaluation of the first semester include:

- stronger focus on introduction to migration studies/theory during the IP
- a more thorough consideration of quantitative methods
- an integration of discussion/reading groups into the semester schedule
- courses on German language and society should be on an academic level rather than concentrating on daily life

At the February 2012 Consortium Committee Meeting at the University of Stavanger, the revised structure of the Intensive Phase (IP, to take place for cohort 2 in September 2012 at the University of Oldenburg) was approved, taking into account the findings of the evaluations. The two semester 1 core modules will be revised in May/June 2012. The revision process will include the participation of student representatives.

#### 1.2 Administrative & financial management within the Consortium

The core activities of the Consortium are managed by the EMMIR team at the University of Oldenburg. Between February 2011 and February 2012, four Consortium Committee Meetings (CCM) took place:

- CCM1 and Selection Board Meeting, including signing of the Consortium Agreement and Financial Framework (Oldenburg, February 2011)
- CCM2 and Curriculum Development Workshop (Oldenburg, June 2011)
- CCM3 and Official Opening of EMMIR (Oldenburg, September 2011)
- CCM4 and Selection Board Meeting (Stavanger, February 2012)

All meetings lasted at least one day (often two full days) and all relevant issues were discussed and jointly decided upon (predominantly unanimous votes). In each case, all partner institutions delegated at least one representative.



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A call for applications for the second cohort was launched on 27 August 2011 on the programme's website [www.emmir.org](http://www.emmir.org). The deadline given was 31 December 2011. The subsequent process of student selection for the second cohort underwent slight changes, due mainly to the adaption of the web-based management tool 'eConsort'. The tool enables a joint evaluation process of applications and makes selection even more thorough and transparent for all partners involved. A second innovation implemented made it necessary for all applicants to upload scans of all relevant documents required (including diplomas, transcripts and language test results); as a result, all selection board members were able to carry out quality assessments well before the decisive meeting of the selection board. Every eligible application was assessed by two university lecturers from different partner institutions. All partners developed and deepened their relations to associate partner institutions. This is important since the associates are primarily responsible for internship placements. Furthermore this collaboration is underpinned by academic activities, e.g. conferences with EMMIR student participation. With regard to financial management, figures show that overall, the lump sum of €30,000 does not cover the full amount of the expenses needed to manage the consortium of 4 European and 3 African universities. In year one, approx. €20,000 was spent to cover travel and accommodation for CCM3 in Oldenburg and CCM4, including the Selection Board, in Stavanger. € 8,000 was paid as administrative support to the four financially weaker partner universities (to make sure they are able to meet all requirements in managing their contribution to the EMMC). Another €4,000 was used to buy the licence for eConsort (<http://econsort.ugent.be/eramun.asp?t=edu>) as a major communication tool in the partnership and to print posters (attachment 1) and postcards (attachment 2) as dissemination tools.

Promotion of the programme included a website, posters, postcards, an entry in a DAAD publication, articles on partner websites, promotional lectures at partner universities, radio and TV interviews, fairs (as stated by applicants, probably in promotional material by the EACEA). EMMIR managed to attract a reasonable number of self-paying students (it admitted four students over and above the expected number for the calculation of the middle income scenario).



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Preparations for third semester internships and modules are ongoing; all partners contribute intensively to realise each student's individual mobility path. Some placements are already set; all mobility path negotiations will be finalised by 31 March 2012.

### 1.3 Enrolled students' and invited scholars' activities

Activities in the first semester comprised the EMMIR Intensive Phase (including orientation days carried out in collaboration with the International Student Office, workshops, work groups and field visits) and two core modules (including lectures, seminars, workshops, a lecture series and a study trip). Independent study was not only encouraged but essential to successful participation in the modules. It included preparation of research projects in small work groups, followed by presentations in class as well as individual assignments such as book reviews, reflection papers and a research-oriented term paper.

At all times, students were encouraged and helped to contact local institutions relevant to their work and to their group projects (such as municipal institutions and NGOs working in the field).

Initial consultations concerning each student's mobility path took place: students had the opportunity to familiarise themselves with the possibilities of mobility within EMMIR, in particular during the Intensive Phase where each partner institution presented its profile and network of associated partners. The development of an individual mobility path was the focus of several individual and group meetings. Scholars and invited guest lecturers on both national and international levels gave public lectures, workshops, language tutoring and participated in the joint grading of EMMIR students' performance (in group presentations and written assignments). Each scholars' scholarship holder was required to contribute to EMMIR teaching by providing a workshop of 8 contact hours and a public lecture. In addition, most scholars contributed selectively to the two core modules. As mentioned above, three international speakers (two from Africa, one from the US) contributed to the programme's official opening in September 2011.





With regard to research, initial meetings for future cooperation with other departments took place; currently joint publications and a conference presentation by partners and selected scholars' scholarship holders are being conceptualised.

1.4 Positive experience  
1<sup>st</sup> cohort/edition

In the module evaluation, students made a very strong statement about the necessity and quality of "Academic Writing" that was conducted as individual coaching. Furthermore, the study trip "Gender and Genocide" was very well received as it combined in-depth work on a subject by exploring some aspects of the host country Germany. The intensive collaboration of students and lecturers during the Intensive Phase and the subsequent joint grading by all partners allowed students to get an idea of the Consortium and its mechanisms and possibilities.

The web-based management platform eConsort was adapted and all information about the students, including assignments and grading, was managed transparently via this tool (which is accessible to all lecturers). Students have individual websites to communicate and manage their course selection, submit assignments and follow up their mobility path information. All students made extensive use of the tool.

So far, there have been no drop-outs; all students have kept to the deadlines and close communication on relevant issues is ongoing with all students. (The only exception: at the end of February 2012, one Category B scholarship holder asked for sick leave.)

2<sup>nd</sup> cohort/edition

The use of the management tool eConsort helped to improve and simplify the assessment of cohort 2 applications. All partners contributed to the online assessment of the quality of eligible candidates.

1.5 Preparation for the next intake and progress made towards delivery of a joint degree.  
Next intake



All procedures took place as scheduled. The call for applications was opened 1 September and closed 31 December 2011. The selection of applications for student scholarships was finalised at the Stavanger Selection Board Meeting on 10 February 2012. A further call for self-paying students will be launched on 15 March 2012 (deadline for applications will be 15 June 2012). As mentioned above, the Intensive Phase that is to take place in September 2012 has already been revised, the syllabi for the core modules will be revised and, if necessary adapted. A new call for scholars' scholarships will be published after the signing of the cohort 2 specific grant agreement. Selected scholars in the field will be addressed directly to attract them to contribute specifically to EMMIR teaching. With regard to the general mobility path for the first and the second semester, no changes are being considered.

#### Joint degree

EMMIR will award a joint degree as documented in the CAFF (see § 5). The draft Diploma Supplement will be finalised in CCM 5/September 2012, one year before actual delivery.

#### 1.6 Problems and difficulties encountered

##### 1) Accessibility/Entry Visa

All students received their visas in time. Support by the EMMIR team was needed by many of the visa applicants, which turned out to be time-consuming.

##### 2) Residence Permits/Costs

The EMMIR team was able to solve all questions regarding residence permits for Germany. In particular, two students from Indonesia and Bangladesh encountered serious problems when applying for a Schengen residence permit.

Before the full cohort moved to Stavanger, it was almost impossible to get reliable information on the prerequisites for student permits in Norway: information received from Norwegian embassies in Germany, the Norwegian government's websites and local police authorities in Stavanger was contradictory. In particular, the fees relating to such permits were not communicated transparently. In addition, they were very high.



3) Banking

Banking turned out to be an issue. Most German banks do not accept contact addresses outside Germany. For the moment, all letters related to banking issues are being sent to the EMMIR office at the University of Oldenburg.

4) Mobility Path

Concerning the mobility path, students requested more detailed information regarding the possibilities and conditions. The coordinator is aware that the guidance provided to students needs improvement. This process is ongoing.

1.7 “Any other information”

n/a

1.8 Website URL of the Master course

EMMIR is available online at <http://www.emmir.org>

1.9 Follow-up since the last report

Not pertinent as this is the first progress report.

1.10 Specify the amount of participation costs charged to European and non-European students enrolled in the Master course:

A. Participation cost for EU-students (per academic year) in EUR: 4,000

B. Participation cost for non-EU students (per academic year) in EUR: 8,000

C. Degree awarded to graduated students of this edition:

No degrees have been awarded so far as the first cohort is still in its first year. The degree awarded at the end of the two-year master programme will be a joint degree.

D. If applicable, please report on any remaining difficulties in the degree awarding process, and comment the solution(s) proposed by the consortium: n/a



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Date:

Signature of the Coordinator Dr. Lydia Potts:



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Slovenia

Joint study programmes are study programmes leading to a qualification which a higher education institution adopts and provides together with one or more other higher education institutions from the Republic of Slovenia or another country.

For the accreditation of a joint study programme, the criteria for the initial accreditation of a study programme shall apply *mutatis mutandis*.

Assessment criteria

Joint study programmes shall also be assessed according to the following criteria:

1. a foreign higher education institution taking part in the provision of a joint study programme shall be accredited or suitably recognised in the country in which it operates and shall have also commenced the procedure for the accreditation or recognition of the joint study programme in its own country;
2. the cooperation of higher education institutions in the provision of a joint study programme is defined in accordance with these criteria, in particular in connection with the fundamental objectives of the programme, the enrolment of students, the progression of studies, teaching languages, learning outcomes and the completion of education, and self-evaluation;
3. the parts of the study programme provided by higher education institutions from the Republic of Slovenia are relevant and justified in terms of content and delivery.

The delivery of a joint study programme shall be defined by higher education institutions.

**RE-ACCREDITATION**

The procedure for re-accreditation of a higher education institution or study programme begins at the proposal of the applicant, where the assessment and evidence procedure is carried out by means of external evaluation and concludes with a decision on the re-accreditation.

External evaluation is the process of complete assessment of the performance of a higher education institution in terms of the provision of study programmes.

By means of external evaluation, assessment is carried out by all areas which are the subject of assessment in the initial accreditation of a higher education institution or study programmes under these criteria.

Areas which are the subject of assessment of the quality of a higher education institution are the following:

1. integration with the environment;
2. functioning of the higher education institution;
3. human resources;
4. students;
5. material conditions (premises, equipment, library and information activity and funding);
6. quality assurance, innovation and development orientation.

Study programmes shall also be assessed in terms of the organisation and provision of education.

Progress shall be measured by the following criteria:

1. an enhanced, formalised and publicly accessible strategy, procedures and measures;



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2. the development and regular use of formal tools to ensure the system of quality, documented monitoring of achievements in the provision of study programmes, the learning outcomes of students and the evaluation of relevant stakeholders;
  3. a stable staff structure and the development thereof;
  4. the constant connection and cooperation of staff, students and other stakeholders with the environment;
  5. suitable and stable conditions and resources (inputs) guaranteeing the quality provision of study programmes and the current development thereof;
  6. the constant collection and analysis of data important for the efficient management and implementation of study programmes and related support activities;
  7. identification of errors and weaknesses in the implementation of study programmes in the self-evaluation process and their elimination in the process of development of these programmes;
- 
8. the organisation of public access to information on the results of the implementation of study programmes, the learning outcomes of students and the scholarly, research, artistic and professional achievements of staff;
  9. the regular presentation and organisation of discussion of self-evaluation reports or other documented findings of self-evaluation in all management bodies for the sake of the autonomous and responsible management of activities and the running of the higher education institution, the quality provision of study programmes and the development of the latter.  
(integration with the environment)
- A higher education institution shall demonstrate its integration with the environment:
1. through a published mission and development strategy containing a definition of its role in the economic, social and cultural development of the immediate and broader environment, in particular by identifying the effects that the functioning of the higher education institution will have on the environment and the rational use of public resources;
  2. through its connection with the development of the immediate and broader environment and dialogue with these environments – and in particular with its graduates;
  3. by keeping informed of the employment status of its graduates;
  4. by monitoring learning outcomes and acquired competences, to facilitate its students and graduates apart from the employment and continuing education also their inclusion in social processes and public life;
  5. through monitoring the competitiveness in the labour market of graduates of its study programmes.  
(functioning of the higher education institution)
- A higher education institution shall operate in accordance with its mission and development vision, which it shall demonstrate in the following ways:
1. through clearly evident educational, scholarly, research, artistic or professional objectives and a strategy of operation and development of the institution and study programmes;
  2. through a plan and methods for realisation of the objectives set;
- 
3. through clear internal organisation and transparent operation of all bodies;



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4. through clearly defined competences, functions and duties of management, staff and students in management bodies;
5. through the fact that all staff, students and bodies act in accordance with relevant general legal acts;
6. through operation in the fields for which it was founded, which it demonstrates by means of:
  - scholarly, research, artistic or professional work in the context of programmes and projects;
  - the suitably organised implementation of these programmes and projects, and
  - publications of the achievements of this work in a manner to which the profession accords scholarly, research, artistic or professional relevance;
7. through established scholarly, research, artistic or professional cooperation with other higher education institutions, institutes or other organisations;
8. universities shall demonstrate the scholarly, research, artistic or professional results of their work in the field of at least three academic disciplines, while faculties shall do so in the field of at least one academic discipline;
9. through constant inclusion of the results of scholarly, research, artistic or professional work in education in accordance with the strategy of the higher education institution;
10. through the constant renovation and updating of learning contents with the results of scholarly, research, artistic or professional work which is assessed by quality criteria;
11. through coordination of student enrolment with the needs of relevant environments;
12. through agreements with various organisations on the practical training of its students (if this is part of study programmes); professional colleges shall do so through the organisation of the practical education and training of its students and the on-going verification of the preparation and competences of mentors in practice;
13. through the constant comparison of planned and achieved learning outcomes of students and the competences of graduates and modernisation of the implementation of study programmes;
14. by ensuring the responsibility of the institution towards students in the following:
  - help in the organised acquisition of knowledge and skills at other higher education institutions, including internally, nationally and internationally supported mobility;
  - recognition of knowledge and skills acquired at other higher education institutions;
  - advisory services connected with enrolment and other information connected with studies, e.g. career centres;
15. through the suitable organisation of students and their participation in decision-making in all management bodies of the institution;
16. through regular monitoring of the advancement of students through the study programme and the length of studies, and through the design and implementation of measures in the case of an insufficient student transition rate;
17. by keeping informed of the employment status of its graduates;
18. through monitoring the competitiveness in the labour market of graduates of its study programmes. (human resources)



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The higher education institution shall have an established staff structure which corresponds in terms of size and quality to the scholarly, research, artistic or professional work connected with fields of study or study programmes.

The suitability of the staff structure shall be demonstrated:

1. by the number and structure of those participating in study programmes who perform scholarly, research, artistic or professional work;
2. by a staffing plan and proofs of the forms of participation of all higher education teachers, faculty assistants and researchers and of international mobility and the organisation and implementation of sabbatical year;
3. through effective and transparent procedures for appointment to positions and a field structure for appointments that guarantees a stable staff structure and the development thereof;
4. by proofs of the valid appointment to positions of all higher education teachers and faculty assistants involved in the provision of study programmes;
5. by a structure and number of support staff – i.e. professional, administrative and technical staff – that ensure quality support for the provision of study programmes;
6. by the fact that the members of the senate are chosen in such a way that all fields of study, academic disciplines or artistic fields of the institution are equally represented;
7. by observing the minimum standards of the Agency for the appointment of higher education teachers, researchers and faculty assistants at higher education institutions in the standards for the appointment of higher education teachers, researchers and faculty assistants at the institution;
8. through a suitably organised service providing support to the pedagogical process; the staff of this service shall be employed at the institution.

(students)

A higher education institution shall demonstrate its orientation towards students and their quality education:

1. through coordination of student enrolment with the needs of relevant environments;
2. through inclusion of students in the scholarly, research, artistic or professional activities of the institution by linking them with programme groups and project groups and including them in the on-going work of these groups;
3. by providing the following for students:
  - assistance in the organised acquisition of knowledge and skills at other higher education institutions;
  - recognition of knowledge and skills acquired at other higher education institutions;
  - advisory services connected with enrolment and other information connected with studies;
4. through clearly defined competences, functions and duties of students in management bodies;
5. through the participation of students in the evaluation and modernisation of the provision of study programmes;
6. through the fact that students act in accordance with relevant general legal acts;
7. through the suitable organisation of students and their participation in decision-making in all management bodies of the institution and in improvement of the quality of the higher education institution;





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8. by monitoring learning outcomes and acquired competences, to facilitate its students and graduates apart from the employment and continuing education also their inclusion in social processes and public life;
9. by informing students about graduate employment outcomes.

(material conditions)

A higher education institution shall demonstrate quality material conditions for the implementation of all its activities, namely that:

1. it has suitable premises and equipment for the realisation of its mission, vision and objectives;
2. it has suitable premises and equipment for the provision of study programmes and other related activities of the institution such as scholarly, research, artistic or professional work;
3. the work of the institution and the provision of study programmes are supported by modern information and communication technology, other educational technology and other equipment necessary for the provision of study programmes and for scholarly, research, artistic or professional activities;
4. high-quality information and communication technology is permanently available to students;
5. with a library within the institution which provides suitable library and information services, access to relevant bibliographic material from the fields of the study programmes of the institution and the scholarly, research, artistic and professional fields developed by the institution;
6. study material and electronic databases correspond to the content and level of the study programmes and the library conforms to the provisions of the Libraries Act;
7. the suitability of premises and equipment shall be demonstrated by proofs of ownership or tenancy and an inventory of equipment used for the implementation of the activities of a higher education institution;

8. the premises of the institution are in a location that enables the uninterrupted provision of study programmes and scholarly, research, artistic or professional work, and are suitable for the number of students enrolled;

9. premises and equipment are suitable for students with special needs;

10. the institution regularly prepares plans for the provision of financial, material and other resources (inputs) necessary for the operation of the institution, and verifies their implementation;

11. funds are guaranteed for all study programmes provided by the institution and all related activities of the institution (scholarly, research, artistic or professional work) and other support activities.

(quality assurance)

The quality assurance system of the higher education institution shall be suitable and effective and comparable within the European Higher Education Area; it shall include all processes important for the performance of the institution and the provision of study programmes and the constant improving of quality. The functioning of the institution shall be planned on a permanent and comprehensive basis; the implementation of plans shall be monitored regularly and errors and weaknesses shall be remedied.

The institution shall regularly carry out self-evaluation, which shall include:

1. evaluation of teaching, provided by students and other relevant stakeholders from the environment,
2. evaluation of all activities,
3. evaluation of the sufficiency and diversity of resources from the national and international environments and of financial efficiency,



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4. documentation of the development of the higher education institution in connection with the development of the relevant environment,
5. documentation of weaknesses and errors,
6. analysis of achievements, and
7. assessment of the quality of all activities of the higher education institution and formulation of proposals for improvements.

The documented findings on the quality of the performance of the institution, analysis of these findings and proposed measures for improvement shall be available in self-evaluation reports and shall be published. Through quality assurance the higher education institution directs and develops a culture of quality.

Assessment procedure

There are no additional elements that need to be included in the assessment procedure.