

ACCREDITATION PROPOSAL

Higher education institution:	Study programme:
<input type="checkbox"/> First accreditation <input type="checkbox"/> Accreditation of transformation <input checked="" type="checkbox"/> Extension of accreditation	<input type="checkbox"/> First accreditation <input type="checkbox"/> Accreditation of a change <input type="checkbox"/> Extension of accreditation
Name and address of the higher education institution:	Name of the study programme:
UNIVERZA V LJUBLJANI Kongresni trg 12 1000 LJUBLJANA	

A. GENERAL INFORMATION ABOUT THE INSTITUTION

1. Type of higher education institution:

- university
 university member
 independent higher education institution
 number of participating higher education institutions is _____

2. Copy of the resolution(s) of the higher education institution:

Justification: Adopted by the 29 th session of the University of Ljubljana Senate, June 26, 2012 The UL Senate is acquainted with the application for extension of accreditation of the University of Ljubljana.

3. Information on the applicant:

Representative (name, function)	prof. dr. Radovan Stanislav Pejovnik, the Rector
Institution, organisation	Univerza v Ljubljani
Street name and number	Kongresni trg 12
Post code and location	1000 Ljubljana
Telephone/Fax	01 241 85 00 /01 241 86 60
E-mail address	rektorat@uni-lj.si

4. Information on university member or organisational unit in the case of accreditation of a study programme:

Representative (name, function)	President dr. Gregor Virant; Secretary general Mojca Prelesnik	
Institution, organisation	DRŽAVNI ZBOR	
Street name and number	Šubičeva ulica 4	
Post code and location	1102 Ljubljana	
Telephone	+ 01 478 94 00	
E-mail address	gp@dz-rs.si	

5. Information about the local community, enterprise, foundation and other participants in the founding of the institution:

Representative (name, function)	
Institution, organisation	
Street name and number	
Post code and location	
Telephone	
E-mail address	

Make copies of the table as required.

6. Information about the founder/founders (in the case of a public institution, the founder is the Republic of Slovenia):

Representative (name, function)	
Institution, organisation	
Street name and number	
Post code and location	
Telephone	
E-mail address	

B. AREAS OF ASSESSMENT

1. The mission, vision, objectives, strategy and organisation of the institution are clearly defined and published. yes no
- a) Educational, scholarly, research, artistic or professional objectives are clearly evident from the mission and vision of the higher education institution. yes no
- b) The strategy of the higher education institution contains a plan and methods for the realisation of objectives. yes no

- c) The internal organisation of the institution is planned and is transparent; the competences, functions and obligations of management, staff and students in management bodies are clearly defined.

yes no

Justification:

The UL mission is published on the website:

http://www.uni-lj.si/o_univerzi_v_ljubljani/poslanstvo_in_vizija_ul.aspx – in the UL Annual report for 2011 (ANNEX 3).

The UL vision is published on the website:

http://www.uni-lj.si/o_univerzi_v_ljubljani/poslanstvo_in_vizija_ul.aspx – in the UL Annual report for 2011 (ANNEX 3).

UL strategy:

The UL is currently preparing the 2020 strategic document. The strategy 2006-2009 (available on the website: http://www.uni-lj.si/o_univerzi_v_ljubljani/strategija_ul.aspx) is still followed with regard to strategic planning, exp. for annual work plans and reports, which provides continuity in performance. The new strategic goals will be prepared according to the new National higher education programme and according to the new Research and innovation strategy of the Republic of Slovenia, adopted in the middle of 2011. The UL intends to base the strategy on thorough inclusion of all the academic community and on actual facts and figures as starting points and platforms for future goals and actions. The strategy is planned to be adopted by the end of 2012.

The UL short-term and long-term goals, the actions and analyses are presented in the Annual reports, the last one (for 2011) is published on the website: http://www.uni-lj.si/files/ULJ/userfiles/ulj/o_univerzi_v_lj/letno_porocilo/Letnoporocilo2011objavasplet.pdf

The UL organigram is defined in the UL Statute (http://www.uni-lj.si/o_univerzi_v_ljubljani/predpisi_statut_ul_in_pravilniki/statut_univerze_v_ljubljani.aspx).

The UL bodies are presented on: http://www.uni-lj.si/o_univerzi_v_ljubljani/organi_univerze.aspx).

The detailed UL organizational structures including the UL Members' structures are in the ANNEX 29.

2. Indicate study programme/s:

The lists of accredited study programmes include the following data:

- a) Type of study programme
- b) Cycle
- c) Name of study programme
- d) National classification codes KLASIUS
- e) International classification codes ISCED

f) Artistic areas

The lists are prepared separately for:

- First cycle and single-cycle master study programmes: ANNEX 12
- Second cycle study programmes: ANNEX 13
- Third cycle study programmes: ANNEX 14
- Pre-reform undergraduate study programmes: ANNEX 15
- Pre-reform post-graduate study programmes – master and doctorate of science, master of art: ANNEX 16
- Pre-reform specialist study programmes: ANNEX 17
- Further education study programmes (first cycle level): ANNEX 18
- Further education study programmes (second cycle level): ANNEX 19

The lists include all the relevant data on the listed study programmes.

a) Definition of fields of study programmes according to the KLASIUS classification:

Name of programme:
Definition of study programme under KLASIUS-SRV: (Classify the programme according to the second and fourth classification level or enter the two-digit and five-digit code.) narrow type group – level: <input type="checkbox"/><input type="checkbox"/>
detailed type group – type: <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/>
Justification:
Definition of study programme under KLASIUS-P: (Classify the programme in one field, namely the prevailing field. Classify it by all for classification levels or enter the 1-digit, 2-digit, 3-digit and 4-digit codes. In the case of an interdisciplinary programme, copy the table as necessary.)
broad area <input type="checkbox"/>
narrow area <input type="checkbox"/><input type="checkbox"/>
detailed area <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/>
nationally specific area <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/>
Justification:

b) Definition of study areas under the ISCED classification:

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

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

Justification:

The UL is a comprehensive university providing study programmes in all areas of ISCED classification.

3. Academic disciplines under the Frascati classification:
(Indicate the majority area and list other areas in the justification.)

<input checked="" type="checkbox"/> natural sciences/mathematics	<input checked="" type="checkbox"/> social sciences
<input checked="" type="checkbox"/> engineering and technology	<input checked="" type="checkbox"/> humanities
<input checked="" type="checkbox"/> medical and health sciences	<input checked="" type="checkbox"/> other
<input checked="" type="checkbox"/> agricultural sciences	

Justification:

The UL is a comprehensive university conducting research in all areas of FRASCATTI classification.

4. Artistic disciplines:

Justification:
The UL is a comprehensive university conducting research and providing education in all artistic disciplines.

B.1 INSERTION IN THE ENVIRONMENT

5. The role of the institution and envisaged effects is defined in the immediate and broader environment in:

- economic development, yes no
- social development, yes no
- cultural development. yes no

Justification:

The UL is a comprehensive university, composed of 23 Member Faculties, 3 Member Academies and 3 Associated Members (see ANNEX 49). More than 6.200 staff are employed, approx. half of them are higher education teachers and associates, three quarters are teachers, associates and researchers, mostly all registered as researchers by SRA.

The UL employs the highest concentration of the national research potential. The UL enrolls more than two thirds of the Slovenian undergraduate students and single-cycle study programmes students, more than half of all the Slovenian second, third cycle and pre-reform undergraduate study programmes. The UL provides about half of all the accredited first and second cycle study programmes in the country and a quarter of the doctoral study. More than half of graduates are the UL graduates, more than two thirds are master study graduates and specialists and more than 80% of all the national doctorates are concluded at the UL (source: calculations based on the Si-STAT data). More than half of the scientific results are invented at the UL (see the table below: ISI Web of knowledge – 1 March, 2012; Business report for 2011).

Table 1: Number of all publications in the Republic of Slovenia and the UL from 2003 to 2011 (source: ISI Web of Knowledge).

Year	2003	2004	2005	2006	2007	2008	2009	2010	2011
R Slovenia	2057	1980	2557	2357	2650	3707	3749	3659	4040
University of Ljubljana	1047	973	1037	1188	1364	1668	1673	1623	1876
% of UL in RS	50.90	49.14	51.11	50.40	51.47	45.00	44.63	44.36	46.44

The UL is the central university in Slovenia regarding performance in areas of special social significance: generates new knowledge, educates citizens, contribute to the cultural, social and economic national development, transfer of knowledge and cooperation with the knowledge users. It is a favourable position to be complemented also with more visible presence in the international environment. This was achieved in 2011 despite restricted economic situation (see UL Annual report for 2011 – ANNEX 3).

Contribution to the economic development

The UL places particular emphasis to cooperation with environment – economic, social and cultural. The UL Members cooperate directly with various firms and companies from economic and other sectors; some actively participate in elaboration of study programmes. The UL contribution to the development of economy:

- researching in economy and other sectors
- developing patents and innovations for economy
- educating graduates with relevant competences and for economy
- qualifying young researchers and doctoral students for economy
- regular publishing of research results which are relevant for economy in scientific and other publications.

The effects are: higher proportion of modern technologies in economy, students, teachers, and researchers included in developmental activities of the economy, professionals included in education and teaching.

Some examples of the UL cooperation with economy:

- 7 Competence centres with cooperation contracts signed in 2010
- 700 projects with the knowledge users (other public research institutions, not including the projects financed by the SRA)
- more than 350 experts from economy included in teaching in the first cycle, more than 200 in the second cycle and more than 40 in the third cycle
- the UL office for transfer of knowledge and technologies
- offers life-long learning courses (6387 included in 2010. 168 forms of LLL planned for 2011 with 5938 participants – 483 provided for 3923 participants).

The table shows 4 the most important contributions according to the UL Members:

Table 2: Number of different forms of contribution to the economic environment (as seen by the UL Members)

Roles and contributions to the economy (4 most important)	
Possible answers	Number of the UL Members
Cooperation with economy organizations	17
Research for economy	9
Production of patents and innovations for economy	3
Active cooperation with economy in preparation of study programmes	2
Education graduates (emphasis on competences and employability)	10
Qualifying young researchers and doctoral students for economy	8
Regular publishing of research results relevant for economy in scientific and other publications	15
Contribution or influence on rapid changes in economy	0
Increase in proportion of high technology in economy	1
Students included in developmental activities of the economy	3
Teachers, and researchers included in developmental and research activities of the economy	13
Introduction of faster and more effective mechanisms for transfer of knowledge into practice	0
Other: courses of Chinese language for the Krka, Novo mesto, other languages courses for public (translation tools, musical theory courses, librarian courses, etc.)	6

Note: Since the UL Members only selected 4 the most important answers, some of the answers were not chosen (exp.: implementation of faster and more effective mechanisms for transfer of knowledge into practice). These activities are implemented nevertheless through some offices at the rectorate. Some UL Members also established institutes for applicative research.

List of organizations in Slovenia and abroad with which the UL actively cooperates: ANNEXES 33 AND 34

Contribution to the social and community development

- successful research and transfer of knowledge
- good education and international cooperation
- social dimension and inclusion of individual social groups
- increased internationalization
- provision of nationally important services.

The UL publishes research results in scientific and other reviews. Research is relevant to the societal development; the cooperation includes exchange of experts of all partners, participation of the local community and civil society in formation of study programmes, education of responsible graduates and encouraging active citizenship, encouragement of voluntary work within the community and the civil society. The UL develops patents and innovations, encourages doctoral theses in the area of social challenges, and introduces faster and more effective transfer mechanisms, which results in changing the social structure or in contributing to social cohesion and social mobility.

The Table 3 below shows 4 the most important forms of contributions according to the UL Members:

Table 3: Different forms of contributions according to the UL Members:

Roles and contributions to the economy (4 most important)	
Possible answers	Number of the UL Members
Cooperation with social organizations	15
Research for social development	19
Production of patents and innovations for social environment	1
Active cooperation with local community and civil society in preparation of study programmes	2
Education of responsible graduates and active citizens	6
Qualifying young researchers and doctoral students for economy	11
Regular publishing of research results in scientific and other publications	21
Contribution to rapid changes in societal structure or contribution to social cohesion and mobility	1
Encouraging and inclusion of students in developmental and voluntary work in local community and civil society	3
Teachers, and researchers included in developmental and applied research activities for social environment	11
Introduction of faster and more effective mechanisms for transfer of knowledge into social environment	5
Other: courses of English language for the UL MF staff, Japanese language course for the staff of Ministry of foreign affairs.	3

Note: Since the UL Members only selected 4 the most important answers, some number are lower than actual volume of activities. The synergy of effects of the UL as a whole is much more influential than presented in the table, exp. the UL affects the social mobility and the social cohesion development from the very beginning of its existence. Such an influence is still more important in the contemporary world and massive higher education.

List of organizations in Slovenia and abroad with which the UL actively cooperates: ANNEXES 33 AND 34

Contribution to cultural development

The UL contributes to cultural environment through cooperation with cultural organizations and through activities such as:

- significant number of artistic creations in Slovenia
- cooperation of teachers and students in international cultural environment (competitions, events)

- inclusion of cultural organizations in designing study programmes
- qualifying your researchers and doctoral students for cultural activities
- inclusion of teachers, professionals, artists and researchers in applied research and development in culture.

The UL Members research in culture (in creating and performing arts) and transfer research results to cultural environment. There are different artistic groups organized and active at the UL (choirs, orchestra) and a special attention is dedicated to the new terminology and its translation to Slovene language. Education in art and culture is primarily provided by the UL Member Academies, however other UL Members are quite often involved and active, exp. UL FFA, UL TEOF, UL NTF, UL BF, UL PEF, etc. Special achievements in this area in 2011 are described in ANNEX 59.

Table 4. Different contributions by the UL Members to cultural development

Roles and contributions to the cultural environment (4 most important)	
Possible answers	Number of the UL Members
Cooperation with cultural organizations	15
Research in culture (creation and performance in art)	19
Production of patents and innovations for cultural environment	1
Active cooperation with cultural organizations and institutions in study programmes' design, qualifying young researchers and doctoral students in artistic and cultural area	4
Regular publishing of research results in scientific and other publications	15
Participation of students in artistic and cultural activities	11
Teachers and researchers included in developmental and applied research activities for cultural environment	11
Introduction of faster and more effective mechanisms for transfer of knowledge into social environment	2
Other: -more than 1000 mostly top artistic performances, broadcasted by the RTVSLO, artistic performances throughout Slovenia -choir Peglus (UL PF) -Slovene terminology of modern foreign expressions -ethics - UL MF – more artistic groups (instrumental orchestra, musical groups, students choir, etc.	7

More info about cooperation with cultural organizations and cultural activities in ANNEXES 3 and 34, special achievements in ANNEX 59.

6. Educational activity reflects the employment needs of:

- the business sector,

yes no

Justification:

The UL designs its study programmes and the annual calls for enrolment with due responsibility and with consideration of various factors, such as expressed future students' interest, labour market needs, the UL capacities to deliver high quality education. The UL considers employability one of the major factors, besides other factors, such as increasing knowledge in society, personal development, more active citizenship.

The UL plans, designs and evaluates study programmes in cooperation with all national economic sectors. Experts from all the sectors are included in the delivery and provision of study programmes (as seen from the tables above).

The UL members were asked to expose 4 of the most important factors when deciding on the annual offer of available study places.

Table 5. The most important factors for defining the number of available places in study programmes

The list of possible factor which influence the number of available study places in the call for enrolment (the UL Members were asked to select 4 most important)

Possible answers	Number of UL Members
Number of offered study places in the past academic years	21
Employers' demand	8
Labour market demand	17
Demographic changes	9
Interest/demand of future students	21
Study conditions and capacities	21
Social/cultural significance of study	8
Employability analyses	7

- the non-business sector.

yes no

Justification:

The same as above.

7. The institute has agreements with enterprises on the practical training of the envisaged number of enrolled students. (Compulsory for all study programmes that include practical training.) yes no

Justification:

The UL provides possibilities for practical work during study, when it is required by the study programme. Various possibilities are:

- formal agreements with labour organizations
- individual agreements with labour organizations of individual student's choice
- other forms of individual agreements.

The UL provides conditions for practical experience and assures appropriate level of quality and professional provision. The mentors and their qualifications are monitored. A special training programme is prepared by the UL FF and the UL PEF also for other UL Members. The programme started in 2007.

The UL Members were asked to describe the possibilities of practical training provided.

Table 6. Possibilities of practical training provisions

Define the modes of practical training provision for the students	
Possible answers	Number of UL Members
Concluded formal agreements with practical training providers for all students in all relevant study programmes	10
Concluded formal agreements with practical training providers for most students in all relevant study programmes	8
Concluded formal agreements with practical training providers for most students in most relevant study programmes	1
In process of signing agreements on practical training	3
Individual agreements between students and practical training providers	6
Practical training abroad	2
None of above	2

Table 7. Defined criteria for practical training mentorship

Do you have criteria for practical training mentorship	
Possible answers	Number of UL Members
Yes, on the UL Member level	10
Yes, on the department level	4
Yes, on the sector level	0
Yes, on the level of the practical training coordinator	5
No	2
Other: Clinical exercises in Medicine and Dental medicine are provided by the UL MF teachers and assistants. Mentors in organizations are mostly staff with higher level of education than the students, relevant work experience and a position in the company (directors, heads of offices, etc.) The mentors are required to assess the student's practical training achievements in a special form which is then forwarded to the student's teacher at the faculty. The forms are then processed and analysed. Mentors of practical training in pharmacy are appointed by practical training units (pharmacies) based on the criteria set by the Chamber of Pharmacies in agreement with the Faculty of Pharmacy. The UL FFA organizes regular contacts and annual education of mentors. Criteria for mentors for future teachers in educational institutions are set by the education legislation. The mentor in school has to be full qualified as a teacher or counsellor. Practical training is provided by qualified coordinators (single-cycle study programme Architecture, first cycle study programme Urban Planning-assist. prof.dr. Alenka Fikfak and doc. dr. Ilka Čerpes)	5

Table 8. Forms of cooperation between practical training mentors and UL Members

Which are the forms of cooperation between practical training mentors and UL Members	
Possible answers	Number of UL Members
Additional training seminars for mentors	3
Training seminars for mentors	8
Coordinator in charge of all formalities regarding practical training (forms, contracts, insurance...)	16
Mentors are in contact with the UL Members' mentors through ICT	17
Members are in contact with the UL Members' mentors through meetings	8
UL Members' mentors select the practical training	12

base if necessary	
Students and both mentors cooperate on practical training projects	12
Students and both mentors cooperate on all issues of practical training process	8
Other: <ul style="list-style-type: none"> - UL Member's mentor monitors the practical training effects through the practical training report review. Practical training mentors are invited to the oral defence of the seminar presentation in most cases - Practical training mentors evaluate the practical training in a report - Practical training is supervised by coordinators who are constantly in contact with the practical training mentors (especially for the UL FA and the UL FFA students) 	6
ANNEX 21-The list of agreements on practical training provision and the number of included students.	

B.2 ACTIVITY OF THE INSTITUTION

8. The institution demonstrates defined methods and forms of connection of study programmes with the:

- scholarly yes no
- research, yes no
- artistic, yes no
- professional work of lecturers. yes no

Justification:

Results of research, scientific or artistic activities are included in individual study programmes by:

- regular publishing of individual articles by professors and associates in scientific and professional reviews,
- including of relevant contemporary world scientific knowledge in education,
- including of relevant contemporary themes and issues in seminars and projects and other forms of individual study,
- including of relevant contemporary own scientific knowledge in education,
- including of relevant contemporary themes and issues in diploma theses and dissertations
- widening access to professional literature,
- widening access to modern equipment (exercises),
- including students in scientific, research and artistic projects,
- updating of compulsory and recommended literature,
- including of relevant foreign professionals and professionals from practice in education,

- awarding students with »Prešeren Awards«,
- encouraging mobility of teachers and associates,
- publishing of professional reviews,
- taking part at various regional competitions.

The UL Members were asked to explain how the transfer of contemporary knowledge is provided (Table 9).

Table 9. Forms of contemporary knowledge transfer into education process

Which forms are used for transfer of contemporary knowledge into education process	
Possible answers	Number of UL Members
Widening access to professional literature	10
Regular publishing of individual articles by professors and associates in scientific and professional reviews	18
Publishing of professional reviews	5
Including of relevant contemporary world scientific knowledge in education	16
Including of relevant contemporary own scientific knowledge in education	13
including of relevant contemporary themes and issues in seminars and projects and other forms of individual study	16
Including of relevant contemporary themes and issues in diploma theses and dissertations	12
Updating of compulsory and recommended literature	7
Widening access to modern equipment (exercises)	10
Including students in scientific, research and artistic projects	10
Encouraging mobility of teachers and associates	6
Including of relevant foreign professionals	8
Including of professionals from practice in education	7
Offering calls for »Prešeren awards«	8
Offering calls for various others student awards	1
Taking part at various regional competitions	3

In the ANNEXES 30 and 31 there are lists of all the projects at the UL Members (ANNEX 30 – EU projects, Annex 31 (non-EU projects), disrespective of their status of the SICRIS registry. The list also includes data on students' inclusion in these projects, on forms of cooperation with other organizations, the number of included students, etc.

9. A proportion of teaching content in study programmes is directly based on the:

- scholarly, yes no
- research, yes no
- artistic yes no

work of lecturers.

Justification:

All teachers at the UL are also researchers; therefore their pedagogical work is closely connected to their research, scientific or artistic projects. There are scarce numerical indicators to define the exact proportion of the educational content, based on the scientific, research or artistic are of the individual teacher. From the point of view of the general

knowledge in a specific area, it is always necessary to include all the relevant general and individual knowledge and also individual student's experience gained from cooperation in projects.

Despite this integration, we have made an effort to estimate the proportion of individual teacher's research, scientific and artistic contribution. Here are averages according to the UL Members' estimation:

-first cycle: 30% (from 10-30% depending on compulsory or elective subjects)

-second cycle: from 30-70%

-third cycle: approx. 90%.

These data serve as a general orientation. It is estimated that around half of all the study programmes of the UL are based on all the relevant achievements, be it individual or collective knowledge. We follow the doctrine of including new achievements as soon as possible, especially in the third cycle.

10. The higher education institution has established (or, in the case of first accreditation, is establishing) scholarly, research, artistic or professional cooperation with Slovenian:

- higher education institutions, yes no
- institutes, yes no
- other organisations, yes no
- enterprises, yes no
- professional associations. yes no

11. The higher education institution has established (or, in the case of first accreditation, is establishing) scholarly, research, artistic or professional cooperation with foreign:

- higher education institutions, yes no
- institutes, yes no
- other organisations, yes no
- enterprises, yes no
- professional associations. yes no

Justification:

ANNEXES 33 and 34 - lists of national and foreign higher education institutions, research organizations and companies in cooperation with the UL.

ANNEXES 30 and 31 - lists of all the projects in running at the UL, including the info on the numbers of contracts.

Cooperation among the UL Members and among the UL and other national HE institutions is based on agreements and contracts. An agreement is signed regarding the exchange of students among all the UL Members for the purpose of selecting elective subjects:

http://www.uni-lj.si/o_univerzi_v_ljubljani/statut_in_pravilniki/izmenjava_studentov.aspx

This agreement is also a basis for bilateral agreement among individual UL Members (mostly between two UL Members) where there is more interest in such mobility.

ANNEX 60 - The UL is also one of the signatories of the agreement on student mobility among all the national universities.

B.3 STAFF

12. List of teaching staff, research staff and faculty assistants

Justification:

ANNEX 8 – list of research and teaching staff with info on habilitation titles

ANNEX 22 – list of teachers and associates on contractual work

13. Procedures for the selection, appointment and promotion of teachers, faculty assistants and researchers are prescribed and public. yes no

Justification:

Habilitation procedures are regulated and conducted according to rules and regulations published in the Official Journal of the Republic of Slovenia and available at the following websites:

Employment Relationships Act, [42/2002](#), OJ RS, No. [79/2006-ZZZPB-F](#), [46/2007](#) Odl.US: U-I-45/07, Up-249/06-22, [103/2007](#), [45/2008-ZArbit](#), [83/2009](#) Odl.US: U-I-284/06-26

Higher Education Act - [Zakon o visokem šolstvu \(ZViS-UPB3\)](#) OJ RS, št. [119/2006](#), [64/2008](#), [86/2009](#), [78/2011](#)

Research and Development Act - [Zakon o raziskovalni in razvojni dejavnosti \(ZRRD-UPB1\)](#) OJ RS, št. [22/2006](#), [112/2007](#), [9/2011](#)

Univeristy of Ljubljana Statute -Statut Univerze v Ljubljani OJ RS, No. [8/2005](#); OJ RS RS, No. [118/2005](#), [72/2006](#) ([76/2006](#) corr.), [59/2007](#) ([82/2007](#) corr.), [81/2007](#), [5/2008](#), [42/2008](#), [62/2008](#), [3/2009](#), [14/2009](#), [38/2009](#), [48/2009](#), [55/2009](#), [3/2010](#), [47/2010](#), [18/2011](#), [26/2011](#), [89/2011](#), [26/2012](#)

Public Sector Salary System Act - [Zakon o sistemu plač v javnem sektorju \(ZSPJS-UPB13\)](#) OJ RS, No. [108/2009](#), Odl.US: U-I-244/08-14, [13/2010](#), [16/2010](#) Odl.US: U-I-256/08-27, [50/2010](#) Odl.US: U-I-266/08-12, [59/2010](#), [85/2010](#), [94/2010-ZIU](#), [107/2010](#), [35/2011](#), [110/2011](#)-ZDIU12, [27/2012](#) Odl.US: U-I-249/10-27

Public Sector Collective Agreement -Kolektivna pogodba za javni sektor (KPJS) OJ RS, No. [57/2008](#), OJ RS, No. [86/2008](#), [3/2009](#), [16/2009](#), [23/2009](#), [33/2009](#), [48/2009](#), [91/2009](#), [8/2010](#) Odl.US: U-I-244/08-14, [31/2010](#), [83/2010](#), [89/2010](#), [89/2010](#), [89/2010](#), [59/2011](#),

[6/2012](#)

Collective Agreement for Education Sector in the Republic of Slovenia - Kolektivna pogodba za dejavnost vzgoje in izobraževanja v Republiki Sloveniji
OJ RS, No. [52/1994](#), OJ RS, No. [49/1995](#), [34/1996](#) ([45/1996](#) corr.), [51/1998](#), [28/1999](#), [39/1999-ZMPUPR](#), [39/2000](#), [56/2001](#), [64/2001](#) ([78/2001](#) corr.), [56/2002](#), [52/2007](#), [60/2008](#), [33/2010](#), [83/2010](#), [89/2010](#), [79/2011](#)

The UL Rules on Internal Organization and Sistemization of Work Placements - [Pravilnik o notranji organizaciji in sistemizaciji delovnih mest na UL](#)

The UL Rules on Progreession to Wage Groups - [Pravilnik o napredovanju v plačne razrede na Univerzi v Ljubljani](#) (Ur. l. RS št. 33/09), objavljen tudi na intranetu UL.

The UL Habilitation Criteria - [Merila za volitve v nazive visokošolskih učiteljev, znanstvenih delavcev in sodelavcev](#), dated 16. 10. 2001.

The UL Habilitation Criteria - [Merila za volitve v nazive visokošolskih učiteljev, znanstvenih delavcev in sodelavcev](#) dated 30. 6. 2009, valid until 1. 11. 2011.

The UL Habilitation Criteria - [Merila za volitve v nazive visokošolskih učiteljev, znanstvenih delavcev ter sodelavcev Univerze v Ljubljani](#), dated 25. 10. 2011, valid until **od 1. 11. 2011.**

The UL Rector's Decision on International Calls for Employment (dated 30.1.2008) and published on the internet -

http://intranet.uni-lj.si/univerzitetne_sluzbe/univerzitetna_kadrovska_sluzba.aspx

The UL Rector's Decision on Establishment of Employment Commission (dated 4.4. 2007) and published on the internet - http://intranet.uni-lj.si/univerzitetne_sluzbe/univerzitetna_kadrovska_sluzba.aspx

14. Criteria for appointments to positions (draft criteria in the case of first accreditation) take into account the minimum standards for appointment to positions defined by the Agency. yes no

Justification:

According to the provisions of the HE Act The UL adopted rules and procedures regarding habilitation criteria (dated 25.10.2011 and changed 24.4.2012) – published on:

http://www.uni-lj.si/files/ULJ/userfiles/ulj/o_univerzi_v_lj/Statut_in_pravilniki/Merila_za_volitve_v_nazive_25.10.2011.pdf

http://www.uni-lj.si/files/ULJ/userfiles/ulj/o_univerzi_v_lj/Statut_in_pravilniki/SpremembeMERIL-25042012.pdf

The criteria are based on the minimum standards, prescribed by the National Agency for Quality in Higher Education.

The rules comprise all the relevant provisions from 5.11.1996 (changes from 16.10.20101 ad 12.5.2009), not valid from 1.11.2011 and used in cases, defined in Articles 94 and 95 in the rules from 25.10.2011 (changes from 24.4.2012).

The rules from 5.11.1996 (changes from 16.10.2001 and 12.5.2009) are accessible on the website:

http://www.uni-lj.si/files/ULJ/userfiles/O_univerzi/Statut_in_pravilniki/merila.pdf

<http://www.uni-lj.si/files/ULJ/userfiles/DopolnitevMerilZaVolitve-vNaziveNaSenatu12.5.09.pdf>

All the documents relevant habilitation documents are published on the website:

[http://www.uni-](http://www.uni-lj.si/o_univerzi_v_ljubljani/predpisi_statut_ul_in_pravilniki/habilitacije.aspx)

[lj.si/o_univerzi_v_ljubljani/predpisi_statut_ul_in_pravilniki/habilitacije.aspx.](http://www.uni-lj.si/o_univerzi_v_ljubljani/predpisi_statut_ul_in_pravilniki/habilitacije.aspx)

15. All envisaged teachers and faculty assistants who will take part in the provision of study programmes have a suitable valid appointment. yes no

Justification:

ANNEXES 8 and 22 – lists of all the teachers and associates, engaged in education at the UL, with habilitation titles. All have met the required UL standards for awarding the titles.

16. Teachers and faculty assistants perform both educational work and scholarly, research, artistic or professional work. yes no

Justification:

All the teachers and associates are constantly meeting the challenge of connecting teaching with research, scientific and artistic activities. This is also required by the habilitation rules and criteria.

This ever changing balance makes it impossible to divide all the relevant activities into exact proportions- to define the volume of various work activities within the 40-hours week, the UL adopted Criteria for Evaluation of Teacher's and Associate's Workload, dated 22.1.2009:

[http://www.uni-](http://www.uni-lj.si/files/ULJ/userfiles/ulj/o_univerzi_v_lj/Statut_in_pravilniki/MerilaZaVrednotenjeDelaVisokosolskihUciteljevInSodelavcev_od09-10dalje.pdf)

[lj.si/files/ULJ/userfiles/ulj/o_univerzi_v_lj/Statut_in_pravilniki/MerilaZaVrednotenjeDelaVisokosolskihUciteljevInSodelavcev_od09-10dalje.pdf\)](http://www.uni-lj.si/files/ULJ/userfiles/ulj/o_univerzi_v_lj/Statut_in_pravilniki/MerilaZaVrednotenjeDelaVisokosolskihUciteljevInSodelavcev_od09-10dalje.pdf)

The Criteria define the following volume of teaching activities (NPO):

- assist. prof., assoc. professor, full professor 180 hours NPO per year – 6 hours NPO per week
- senior lecturer, lecturer and lector 270 hours NPO per year – 9 hours NPO per week
- assistant 300 hours NPO per year – 10 NPO per week

- junior expert, senior expert and expert adviser 480 NPO per year – 16 hours NPO per week

Other teaching staff, for which the Higher Education Act does not prescribe their teaching obligation, have to do 600 hours per year (20 hours per week) of teaching and of activities, related to teaching. There are 30 weeks of organized teaching per academic year.

The criteria for evaluation of teaching and associated activities define the minimum and maximum proportions between various forms of work in the Article 6.

Besides the direct teaching, there are also other proportions of associated activities defined in the criteria:

- 30-50% of workload (626-1044 working hours) for indirect educational activities,
- 30.50% of workload for basic research, professional and artistic activities,
- max. 10% of workload for cooperation in management.

If the max. proportion per person does not suffice for regular activities, defined in the study programmes for individual subjects, the Dean can decide upon additional workload of direct teaching contact. Besides prescribed proportion of research and scientific activities within 40 hours week, teachers can also participate in project by additional working contracts.

There is also possibility of flexibility in lesser teaching workload should there be possibilities within the study process and for the purposes of work on research projects. The teachers can be loaded with less hours of teaching than prescribed as minimum upon proposal of the Dean and by the decision of the Rector. The UL Member must substitute the teacher to provide the provision of teaching as defined by the study programmes.

Researchers are employed on research programme and on projects with the work contract and additional contracts.

Various combinations of staff workload are exploited at the UL in the framework of the legislation. Flexibility of workload forms and contents is very dynamic and some legislative constraints are detected in this area, representing administrative obstacles in changing the forms of workload.

The number of the UL staff (FTE) on 31.12.2011:

- 2866.3 teachers and associates (wage group D – teaching posts; 154.0 FTE on the UL Members Academies
- 1915.9 researchers (wage group H)
- 146.8 FTE work places in health area (wage group E).

17. The workload in educational work and in scholarly, research, artistic or professional work is defined. yes no

Justification:

See answer to the question 16.

18. A permanent system of support is in place to aid the development and advancement of junior faculty assistants. yes no

Justification:

The UL Members promote young teachers and associates primarily by their systems of doctoral study, young researchers and promotion to higher habilitation titles. They are included in research groups, programmes and participate in education and events at home and abroad.

The UL Members offer support to the young staff by:

- professional and administrative support in preparing, applying to and coordinating of projects/programmes
- publishing revised professional and scientific articles and publications
- additional non-financial incentives in publishing in international and domestic reviews, professional and scientific publications
- internal rules/criteria for publishing
- awarding prizes and decorations.

There are also other forms of specialised support with regard to different undertaken activities (research, teaching) such as including younger staff in research, development, artistic projects, consulting, additional education and training, co-financing of study and special awards.

The table below shows the forms of support, provided by the UL Members in promotion and establishment of the UL staff.

Table 10. Forms of support in promotion of the UL staff

Which forms do you use to promote the UL staff				
Possible answers	HE teachers and associates	HE researchers and research associates (young staff)	Professional/administration support staff	Number of UL Members
Deliverance of the reasarch and development funds	21	19	0	21
Review of the staff for purposes of individual promotion	14	13	12	15
Yearly career consultations	9	9	8	11
Support in meeting the habilitation requirements	21	21	3	22
Support in meeting the SRA qualification requirements	15	14	2	17

There are also forms of research tutorship, publications of summaries of research on the websites, counselling, organization of events, delivery of maeterial means for young researchers according to various criteria, organizing meetings and information dissemination on reasarch, development and srtistic achievements, pubishing info on successful project applications.

The UL Members pay special attention to transferring of scientific results into the relevant environment (economy, public sector, public calls...) Some practical examples:

- UL PEF – established special educational fund for support staff
- UL FE –cofinancing of doctoral study to young HE associates, yearly awarding of Vidmar awards for educational achievements
- UL EF and UL FSD – every young HE associate is appointed a mentor, the UL EF organizes seminars and workshops for developing teaching and research skills
- UL FDV organizes LLL seminars on entrepreneurship for young researchers, cheaper seminars, workshops and curses for acquiring various qualifications. There is unfortunately no availability for acquisition of national scholarships in the framework of the Public scholarship fund, since we belong to the public sector
- UL FF – organized training in psychology nad education in line with requirements of the habilitaion criteria
- UL BF, UL PEF and UL FRI –co-financing of doctoral study for young associates. The UL FRI awards special awards for publications of employed doctoral students
- UL FA – mentorship for all young associates, inclusion of all in research project gropus.

19. the higher education institution takes part in exchanges of teaching staff, assistants and researchers:

- in Slovenia,
- abroad.

yes no
 yes no

Justification:

ANNEX 47 – number of HE teachers and associates on exchange from 2006 onwards
ANNEX 37 – list of HE and research institutes hosting our staff on exchange

20. The higher education institution facilitates lifelong learning, training and professional development of all staff and provide them with advice on the development of their career path.

yes no

Justification:

UL Members' management is responsible for the qualifications of staff. Human resource departments are responsible for additional training and qualifications.

The UL is responsible for LLL and training as well as for professional development of the staff according to their work assignments, according to financial possibilities and according to the relevant legislation in the area of work and labour market.

Teaching and research staff

The most important forms of LLL for teaching staff is participation at national and international conferences and other events (financial means mainly come from the project in which the person participates, some minor funds also from the UL Member's lump sum).

Sabbatical year, external and internal education, summer schools also constitute a substantial part of LLL for the young teaching and research staff. There are more than 80% of teaching staff included in various forms of LLL on average at the UL.

Table 11. The most frequently used forms of LLL for teaching staff

Which are the most frequently used forms of LLL for teaching staff?	
Possible answers	Number of UL Members
Participation at conferences and other events abroad (project funds)	24
Participation at conferences and other events abroad (UL Member's funds)	13
Participation at conferences and other events in Slovenia (project funds)	21
Participation at conferences and other events in Slovenia (UL Member's funds)	8
Participation at summer schools abroad	6
Participation at summer schools in Slovenia	4
Internal trainings organized by the employer	9
External trainings financed by the employer	7
Sabbatical year	13
Staff exchange	14
Other: -individual funds allocated to individuals for trainings at home and abroad, Sabbatical years, shorter absence for preparation of doctoral dissertations or other - study leave - staff exchanges (ANNEX), staff mobility, informal and formal mobility abroad and at home, concluded staff mobility agreements with national and international HEI	

ANNEX 35 – the most frequent organizations offering LLL to our teaching staff. The LLL and trainings abroad constitute a substantial volume of the staff's LLL possibilities. ANNEX 31 – additional options of the LLL training.

Non-teaching staff (professional and administrative staff)

The most important forms of LLL for non-teaching staff is attendance internal and external trainings, conferences and other events in Slovenia and abroad. There is less exchange of staff possibilities. There is approx. 67% of these staff included in the LLL forms on average at the UL.

Table 12. The most frequently used form of LLL for non-teaching staff

Which are the most frequently used forms of LLL for non-teaching staff?	
Possible answers	Number of UL Members
Participation at conferences and other events abroad (project funds)	14
Participation at conferences and other events in Slovenia (project funds)	19
Participation at summer schools abroad	1
Participation at summer schools in Slovenia	1
Internal trainings organized by the employer	21
External trainings financed by the employer	22
Staff exchange	5
Other: -seminars and workshops (exp. on change of legislation...), organized by the UL Members, by the UL or by external providers -education for formal qualifications -LLL professional training -ICT training, etc.	

ANNEX 36 – the list of most frequent LLL providers for non-teaching staff

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21. The share of teachers who are (or, in the case of first accreditation, will be) employed at the institution on a full-time basis is 82.7 %.
22. The number of full-time teachers and faculty assistants (FTE) is 2.903 (2.828, 25 FTE) on December 31,2011 . The number of students per one (FTE) employee is 41.5 in persons and 44.2 in FTE on December 31, 2011 .
23. The number of students per teacher is 31.3 in persons and 31.3 v FTE on December 31, 2011. The number of students per teaching post is 17.6 in persons and 18.1 in FTE on December 31, 2011.
24. The number of students per administrative/technical worker is 26.4 in persons and 27 in FTE on December 31, 2011.
25. The structure and number of support staff will guarantee quality support for the provision of study programmes. yes no

Explanation of the calculation and answer to the question 21: Number of full time employed HE teachers (assist prof., assoc. prof. and full prof., lecturer, on 31.12.2011 is 1654. There are also contractual workers not employed at the UL – there were 345. All together there are 1999 teaching staff at the UL.

Justification:

University offices offer support to all the UL activities – educational, research, artistic and professional. The structure and the number of staff are satisfactory, though there is a trend of new and additional tasks on the UL level – reporting, project management, etc. The organization of the supporting UL services is in the ANNEX 29.

The communication with students (student offices, libraries, extracurricular activities, career centres, international offices, tutoring system, etc.) is an important task. ANNEX 10 shows the satisfaction of the UL students with the information flow on all the relevant activities and data.

The teacher-student contact is provided in teaching and learning process, consulting, e-mail communication, web-lectures, ICT systems, internet, intranet, etc.

Table 13. The most frequently used means of communication among teachers and students

Which are the most frequently used means of communication among teachers and students	
Possible answers	Number of UL Members
Consultations	26
e-mail	26
Forum	3
Web-lectures	8
Teacher tutors	15
meetings	11
UL Member seminars	0
Social netorking	1
Other:	10
-individual teaching	
-individual consultations	

-contact hours of education -educational conferences -departmental meetings -social networking -Meetings of the UL Member Senates, etc.	
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Note: The UL Members organize meetings and other events, which are not included in the table, since we asked for the most used forms.

Explanation to the tables below: There are substantial differences among the UL Members due to special characteristics of the study (exp. all the artistic academies have extremely low number of students per individual teacher, which is also the case for the UL MF, UL VF and partly for the UL BF). There is a favourable number of students per teacher also in study programmes offered by the UL FMF, the teachers however teach at other faculties and those students are not counted in the calculations of the ratio. There are more students or teachers typically at the UL EF, UL FDV, UL FSD, and the UL PF where there are larger groups in lectures and less individual work with students. The teaching staff, employed only contractually is not calculated in the ratio.

Some UL Members do not employ people for certain services (such as cleaning), which also influences the ratio students/non-teaching staff. The number of students in the calculations includes the students of the graduate study year.

Table 14. Number of students per teacher on December 31,2011

UL Member	No. of all students	Number of all employed teachers on 31.12.2011 (persons)	No. of students per teachers (persons)	Number of all employed teachers on 31.12.2011 (FTE)	No. of students per teachers (FTE)
UL AG	521	55	9.47	55.1	9.46
UL AGRFT	141	34	4.15	32	4.41
UL ALUO	474	40	11.85	40	11.85
UL BF	3080	113	27.26	123.54	24.93
UL EF	6139	111	55.31	106.35	57.72
UL FA	1249	30*	41.63	29.5	42.34
UL FDV	3709	113	32.82	112.52	32.96
UL FE	2039	63	32.37	75.75	26.92
UL FF	6980	279	25.02	293.55	23.78
UL FFA	1517	38	39.92	43.65	34.75
UL FGG	1746	57*	30.63	57*	30.63
UL FKKT	1647	43	38.30	50.81	32.41
UL FMF	1407	70	20.10	71.025	19.81
UL FPP	797	27	29.52	27	29.52
UL FRI	1512	37	40.86	40.86	37.00
UL FS	2760	56	49.29	58.4	47.26
UL FSD	978	15	65.20	15.15	64.55
UL FŠ	1031	33	31.24	37.45	27.53
UL FU	2246	22	102.09	21.05	106.70
UL MF	2362	98	24.10	66.55	35.49
UL NTF	1498	62	24.16	70.96	21.11
UL PEF	2766	70	39.51	78.68	35.16
UL PF	2076	37	56.11	37.49	55.37
UL TEOF	586	28	20.93	29.16	20.10
UL VF	471	26	18.12	29.43	16.00
UL ZF	2127	46	46.24	45	47.27
TOTAL UL	51859	1603	32.35	1647.98	31.47

Note: HE teacher posts_
-lector (lector, lector with master degree, lector with doctoral degree)

-lecturer (higher lecturer, lecturer)
 -teacher (assistant prof., assoc. prof., full prof.)

* data differ from the 2011 UL Annual report

Table 15. Number of students per associates on December 31, 2011

UL Member	No. of all students in 2011/12	Number of all employed associates on 31.12.2011 (persons)	No. of students per associates (persons)	Number of all employed associates on 31.12.2011 (FTE)	No. of students per associates (FTE)
UL AG	521	18	28.94	18	28.94
UL AGRFT	141	5	28.20	5.2	27.12
UL ALUO	474	4	118.50	3.7	128.11
UL BF	3080	116	26.55	125.72	24.50
UL EF	6139	30	204.63	27	227.37
UL FA	1249	35*	35.69	33.02*	37.83
UL FDV	3709	18	206.06	17.61	210.62
UL FE	2039	71	28.72	58.65	34.77
UL FF	6980	99	70.51	100.78	69.26
UL FFA	1517	32	47.41	36.7	41.34
UL FGG	1746	39*	44.76	38.44*	45.42
UL FKKT	1647	58	28.40	64.2	25.65
UL FMF	1407	41	34.32	42.75	32.91
UL FPP	797	12	66.42	12	66.42
UL FRI	1512	59	25.63	61.14	24.73
UL FS	2760	86	32.09	96.5	28.60
UL FSD	978	11	88.91	11.2	87.32
UL FŠ	1031	27	38.19	27.28	37.79
UL FU	2246	12	187.17	10	224.60
UL MF	2362	243	9.72	154.85	15.25
UL NTF	1498	34	44.06	38	39.42
UL PEF	2766	70	39.51	78.23	35.36
UL PF	2076	10	207.60	9.96	208.43
UL TEOF	586	17	34.47	14.01	41.83
UL VF	471	40	11.78	44.15	10.67
UL ZF	2127	34	62.56	32.5	65.45
TOTAL UL	51859	1182	43.87	1161.59	44.64

Note: associates' posts:

-assistant (assistant, assistant with master degree, assistant with doctoral degree)

-librarian (librarian, librarian with master degree, librarian with doctoral degree)

-professional associate (professional associate, higher professional associate, professional counsellor)

-skills teacher

*correction with regard to UL 2011 Annual report

Table 16. Number of students per teaching staff (teachers and associates) on December 31, 2011

UL Member	No. of all students in 2011/12	Number of all teaching staff on 31.12.2011 (persons)	No. of students per teaching staff (persons)	Number of all employed teaching staff on 31.12.2011 (FTE)	No. of students per teaching staff (FTE)
UL AG	521	73	7.14	73.1	7.13
UL AGRFT	141	39	3.62	37.2	3.79
UL ALUO	474	44	10.77	43.7	10.85
UL BF	3080	130	13.39	250.26	12.31
UL EF	6139	141	43.54	133.35	46.04
UL FA	1249	66*	18.92	62.7*	19.92
UL FDV	3709	131	28.31	130.13	28.50
UL FE	2039	135	15.10	135.4	15.06
UL FF	6980	409	17.08	424.83	16.43
UL FFA	1517	70	21.67	80.35	18.88

UL FGG	1746	97*	18.00	96.4*	18.11
UL FKKT	1647	101	16.31	115.01	14.32
UL FMF	1407	111	12.68	113.775	12.37
UL FPP	797	39	20.44	39	20.44
UL FRI	1512	97	15.59	103.2	14.65
UL FS	2760	142	19.44	154.9	17.82
UL FSD	978	27	36.22	27.35	35.76
UL FŠ	1031	60	17.18	64.73	15.93
UL FU	2246	34	66.06	31.05	72.33
UL MF	2362	341	6.93	221.4	10.67
UL NTF	1498	97	15.44	110.16	13.60
UL PEF	2766	141	19.62	158.06	17.50
UL PF	2076	47	44.17	47.45	43.75
UL TEOF	586	45	13.02	43.17	13.57
UL VF	471	66	7.14	73.58	6.40
UL ZF	2127	80	26.59	77.5	27.45
TOTAL UL	51859	2941	17.63	2866.30	18.09

Note:

In addition to the groups in Tables 15 and 16 (teachers and associates) there are some posts in the wage group D, not included in the teachers and associates groups: organizer of practical training (with master degree and with doctoral degree and teacher of Slovene in foreign universities) Therefore the Table 16 does not correspond to the sum of the previous two Tables.

*Correction with regard to the 2100 UL Annual report

Table 17. Number of students per staff in wage group J on December 31, 2011

UL Member	No. of all students in 2011/12	Number of all staff in wage group J on 31.12.2011 (persons)	No. of students per staff in wage group J (persons)	Number of all staff in wage group J on 31.12.2011 (FTE)	No. of students per staff in wage group J (FTE)
UL AG	521	11	47.36	11	47.36
UL AGRFT	141	21	6.71	21	6.71
UL ALUO	474	25	18.96	24	19.75
UL BF	3080	192	16.04	190	16.21
UL EF	6139	100	61.39	95.61	64.21
UL FA	1249	21	59.48	21	59.48
UL FDV	3709	82	45.23	80.58	46.03
UL FE	2039	93	21.92	89.65	22.74
UL FF	6980	141	49.50	136	51.32
UL FFA	1517	32	47.41	31	48.94
UL FGG	1746	47	37.15	46.5	37.55
UL FKKT	1647	67	24.58	67	24.58
UL FMF	1407	45	31.27	45	31.27
UL FPP	797	17	46.88	17	46.88
UL FRI	1512	27	56.00	27	56.00
UL FS	2760	97	28.45	93.9	29.39
UL FSD	978	18	54.33	16.5	59.27
UL FŠ	1031	35	29.46	35	29.46
UL FU	2246	32	70.19	32	70.19
UL MF	2362	272	8.68	264.98	8.91
UL NTF	1498	70	21.40	66.5	22.53
UL PEF	2766	56	49.39	54.15	51.08
UL PF	2076	23	90.26	22	94.36
UL TEOF	586	17	34.47	16.09	36.42
UL VF	471	274	1.72	273.68	1.72
UL ZF	2127	36	59.08	35.9	59.25
TOTAL UL	51859	1851	28.02	1813.04	28.60

Note: the wage group J – administrative-professional staff (information on these posts are available on the public sector information).

26. List of support staff – i.e. specialist, administrative and technical staff (by positions):

Justification:

ANNEX 24 – list of professional staff per work places and the UL Members.

ANNEX 23 – list of staff on other non-teaching work places (wage group E – work places in health care).

B.4 STUDENTS

27. The envisaged number of student places advertised is: ____ . / In the case of extended accreditation: The number of students is ____.

Justification:

Planned numbers of available study places in the following years. Source: UL 2012 work programme – ANNEX 5 (http://www.uni-lj.si/files/UL/userfiles/ulj/o_univerzi_v_lj/uni_arhiv/LetniProgramiDelalnPorocila/Program%20dela%20UL%20-2012%20-%209-.11.11.pdf):

The numbers for the next four years depend on a number of factors, such as interest and student demand, UL capacities and labour market demands, demographic trends, social/cultural significance of study. The numbers are estimated:

- academic year 2013/14 – 49.500
- academic year 2014/15 - 48.500
- academic year 2015/16 – 47.500.

Table 18. The most important factors for defining available study places

Which are four the most important factors for defining available study places	
Possible answers	Number of UL Members
Number of available places in previous academic years	21
Employers demands	8
Labour market demands	17
Demographic trends	9
Interest of students	21
Study capacities	21
Social/cultural significance of study	8
Employment analyses	7

28. The higher education institution provides advisory services connected with enrolment and information about studies and employment opportunities to candidates and already enrolled students. yes no

Justification:

Information on study, counselling services, enrolment and employment possibilities are available in student offices, international relations offices, from coordinators of international student exchange, career centres, secretariats of departments or in libraries. All UL Members offer info on the websites, information days, some visit secondary schools and cooperate with counselling services in secondary education. Some engage vice-deans for education and some coordinators/directors of study programmes.

Table 19. Offices responsible for informing students

Which are the offices responsible for information provision for students	
Possible answers	Number of UL Members
Student office	26
UL Member's career centre	14
International office	18
Library	3
Other: - vice-dean, dean - UL career centre (for UL FE, UL FGG, UL FKKT, UL FMF, UL FRI, UL FS, UL NTF - UL Member's secretariat - public relations office - departmental secretariats - coordinators of study programmes	8

Ways of providing information on counselling services, connected to enrolment, study programmes and employability are presented in the table below:

Table 20. Ways of information provision for students and future students

Choose the most important ways of information provision for students and future students	
Possible answers	Number of UL Members
Information on call for enrolment	19
Study programmes information packages	15
Presentations at secondary schools	21
Presentations at fairs and other events (Informativa, Študentska arena...)	17
Presentation on information days	23
Students tutors	7
Teachers tutors	6
UL Members' website	23
Publications in other media (articles...)	8
Advertising	6
Other: e-mail	2

Note: information days are organized by all the UL Members, some do not consider these days to be among 4 most important factors.

Table 21. Study programmes information packages

Information packages			
Possible answers	yes	no	Number of UL Members
Do you have information packages	26	0	26
Are they published	26	0	26
Are they translated to English	20	6	26
Do they have compulsory content	26	0	26
Are they regularly updated	26	0	26

29. The equality of all students is guaranteed.

yes no

Justification:

Justification:

The rights of students with special needs are provided by Article 238 of the UL Statute. There are students with special needs, renowned artists or athletes. In 2011/12 there are 634 such students registered at the UL.

The UL significantly improved the activities in support of these students, especially by introducing tutoring system in 2006/07. One of the forms of tutoring is supporting the students with special needs. IN 2008 there was a commission formed at the UL to prepare an act defining special rights of these students and prepare a concept for their support during study. The UL Members nominated coordinators of the supporting activities. The list of these coordinators is available on:

http://www.uni-lj.si/studij_na_univerzi/studenti_s_posebnimi_potrebami.aspx

The next step in 2009/10 was forming a register of the students with special needs by categories, as well as the list of special adaptations of study programme provision. The register is yearly, the categories are as follows:

- partial or complete loss of sight
- partial or complete loss of hearing
- speech and language disparities
- movement disparities
- lengthy or chronic disease
- learning difficulties
- mental health difficulties.

In 2009/10 there were 289 students with special needs registered at the UL an in 2010/11 289 and 11 graduated in 2011. We are fully aware that there are more students with special needs than registered, since many do not ask for any adaptations or additional support and are consequently not registered.

Table 22. Number of students with special needs in 2010/11

Category of disadvantage	Number of students
partial or complete loss of hearing	27
partial or complete loss of sight	22
lengthy or chronic disease	115
movement disparities	62
speech and language disparities	24
mental health difficulties	13
learning difficulties	26
TOTAL UL	289

Table 23. Number of graduates with special status in 2011 and number of students with special status in 2010/11 by UL Members

UL Member	Number of special status graduates	Number of special status students
UL ALUO	0	2
UL BF	ND	27
UL EF	ND	39
UL FA	ND	5
UL FDV	ND	22
UL FE	1	2
UL FF	2	47
UL FFA	ND	8
UL FGG	ND	7
UL FKKT	1	5
UL FMF	0	10
UL FPP	ND	1
UL FRI	1	14
UL FS	0	2
UL FSD	3	16
UL FU	2	26
UL MF	0	4
UL NTF	ND	10
UL PEF	1	15
UL PF	ND	7
UL VF	0	2
UL ZF	0	18
TOTAL	11	289

Note: ND-no data

In 2010/11 the UL established a Career centre and employed a career counsellor for students with special status and needs.

Adaptations applied by the UL Members are various and depend on the number of students with special needs and on individual student's needs. The adaptations are planned in cooperation with each student and according to possibilities (additional equipment, architectural adaptations, interpretations) and are subject to financial constraints. The adaptations are also dependent on individual study programmes and even subjects.

Adaptation regarding teaching and learning process are more flexible and enable students to use support in learning (assistants, pair and group learning, supplementary exercises) and have additional possibilities of examination terms, presentations of individual achievements (seminar results, diploma, master or doctoral theses). They are allowed to use library units longer, have access to special documentation regularly only available in reading rooms, examinations are adapted and the examination times are longer, they can sit examinations in parts, adaptations of examination materials (larger fonts, other forms...).

The UL PEF was included in an international project and the result is iSheds – website for support to students with dyslexia in the Central European countries and in the Balkan region: <http://www.isheds.eu/>.

30. It is evident from the (draft) statute of the institution that students will be able to:

- organise themselves,
 yes no
- participate in management bodies. yes no

Justification:

Students are autonomous in associating (Student organization on all levels – national, institutional). They are formally included in the UL government. They are represented in the UL Senate and the UL Members Senates (20%), all the UL and UL Member committees, the UL Governing Board and the UL Members Academic assemblies.

ANNEX 25 – list of commissions by UL Members and information on students' participation.

Besides participating as members in formal university bodies, there are also other important forms of organization and associating. The students are associating in other forms of student associations, such as student organizations and clubs (exp. I.V.S.A - International Veterinary Student Association, European Architecture Student Assembly (EASA), SKAM, EPSA – European pharmaceutical students association...) and in student tutoring. In some UL Members students' representatives are included in operation of each department, working groups and commissioned nominated by the UL Member Senate (exp. Commission for re-accreditation of the study programmes), some of the UL Members also appoint a student vice-dean, equal to other vice-deans of the UL Member.

Table 24. Other forms of students associations

Other forms of students associations	
Possible answers	Number of UL Members
Students organization	25
Students clubs	20
Student tutoring	18
Other: -traditional individual UL Members events - I.V.S.A - International Veterinary Student Association, European Architecture Student Assembly (EASA), SKAM, EPSA – European pharmaceutical students association...) and in student tutoring. In some UL Members students' representatives are included in operation of each department, working groups and commissioned nominated by the UL Member Senate (exp. Commission for re-accreditation of the study programmes), some UL Members also appoint a student vice-dean, equal to other vice-deans of the UL Member.	6

31. The method of testing and assessing knowledge enables students to follow their own progress and verify learning outcomes and competencies attained.

yes no

Justification:

Students can verify and follow their achievements in terms of expected learning outcomes by individual consultations with teachers, by different examinations, they can see their examination results and see their performance in comparison with other students' achievements through statistical data on individual examination results and progression results/rates. The student's own progress can be also verified with tutors, awards and other forms of progress verification.

Table 25. The most frequently used forms of monitoring students' progress

The most frequently used forms of monitoring students' progress		
Possible answers	Number of Members	Available to the relevant group of students
Providing information of student's progress through different forms of examination	25	10
Providing possibility of insight into written examination assessment	24	9
Providing individual consultations for students	25	7
Providing comparable statistics (subjects per year)	7	5
Providing progression comparability among students and subjects	11	5
Tutoring	19	8
Other: -public exposure of artistic achievements -average grade exposure for purposes of selecting students for the »Zois award« -public announcements of examination terms, individual consultation possibilities, examinations open to public -student tutoring -awards and decorations to the best students		

Public availability and transparency of assessment results is provided by announcements of examination terms, possibilities of individual consultations on examination results, right to be present at examinations of other students. Not all forms of assessment are available for verification to all, but only to the relevant group of students. Students have a right to appeal against the assessment grade, the right to repeat the examination and the right to examination before a commission.

Table 26. Forms of publication and information on assessment of learning outcomes

Where are the forms of publication and information on assessment of learning outcomes prescribed	
Possible answers	Number of UL Members
In the UL Member regulations on study	19
In other regulation of the UL Member	11
In the information package	14
Other: -Criteria and forms of assessment are available only for the UL Member partners. They were defined by the departments, programme coordinators, teachers and associates of individual subjects. The criteria and forms were approved by the UL Member Senate and are available at the intranet of the UL Member, at the Quality assurance office. The students are included in the relevant commissions and are fully cooperative and informed. The data are not available to other public. -information on the UL FMF: www.fmf.uni-lj.si -All information on individual subject, expected learning outcomes, forms and criteria for assessment are provided at the first lessons and later together with individual assessment results at consultations. -fa.uni-lj.si -information packages available to students and teachers and associates, not to wider public.	

32. During their studies students acquire suitable competencies and the possibility of inclusion in research and professional projects.

Justification:

The UL is a research institution, including research, scientific and artistic achievements into teaching and learning process. The teachers include the results of other and their own research in lectures, seminars, exercise and encourage students to participate in research projects – ANNEX 30 and 31 – number of students included in individual research projects.

33. Student workload is measured using a questionnaire and other instruments for measuring quality. yes no

Justification:

Information on student workload s gathered through the student surveys (Regulation on Student Surveys: http://www.uni-lj.si/o_univerzi_v_ljubljani/statut_in_pravilniki/pravilnik_o_studentski_anketi.aspx) used in 14 UL Members, currently introduced in 9 UL Members, while facing obstacles (ICT support) in 3 UL Members. Where there are no possibilities of introducing e-survey, the survey is conducted in paper.

In addition to information gathered by the surveys info is also obtained from the student representatives. There are also additional surveys, exp.:

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

-UL FFA – vice-dean conducts meetings with the representatives of students (study years, subject teachers). The students are overloaded in some subjects. The results of meetings and surveys are used to balance the students' workload more appropriately. In 2011, study literature was revised for this purpose, made some amendments to the study programme Pharmacy. Students participate actively in this matter.

-UL FRI – regular monitoring the students' workload through the network lecture room and using the results for redistribution of workload for better study effects.

-UL FU – regular monitoring of students' workload, no changes needed at the moment.

-UL ZF – e-survey, yearly consultations with students, there are over loadings in some programmes, efforts are made to redistribute more evenly.

- UL FDV – there are some amendments needed in distributing the students' workload especially in seminar work (UL Quality assurance report for 2011)

-UL PEF –Quality assurance commission and the Students Council intend to make an analysis on students' workload

-UL FF – plans to make a questionnaire and organize evaluation meetings

-UL FPP – plans to introduce the students survey.

In addition there are AD HOC studies for this purpose. In 2011 we conducted survey for all the UL students of all the UL study degree programmes. ANNEX 10 – analysis of the survey. Similar survey is planned for the future to have a constant view of education.

In 2011 the Quality assurance commission nominated a working group for improvement of the existing student survey from 2007. ANNEX 9 – analysis of the student surveys in the last 3 years. The UL Student Council nominated a focus group which gave a critical assessment on the content, implementation and the use of the survey. These reflections will be used by the working group.

34. The results of the student workload questionnaire and other instruments for measuring quality are taken into account when reallocating credits among course units. yes no

Justification:

The information on the actual student workload is used for formation and provision of study programmes, adaptation of teaching methods and information to students.

Table 27. Use of analyses of learning outcomes

How are the analyses of learning outcomes used for changes in educational programmes

Possible answers	Number of UL Members
Measures for improving the progression rate	22
Measures for shortening time of study	20
Changes to study programmes	22
Other measures for improvement of quality in study	16
Other: -students can choose electives in another UL Member, professionals from practice can teach with supervision of the university teacher (10% lectures, 19% exercises), partial examinations, (examination in 2 parts), analyses of competences, exhibited by the graduates in cooperation with employers according to their expectations -tutoring	4

Table 28. Effects of analyses on changes in study programmes

Effects of analyses on changes in study programmes (UL Members selected only the most relevant answers)

Possible answers	Number of UL Members
Changes of contents	22
Changes of workload	17
Changes of teachers	11
Changes of literature	16
Changes of teaching methods	18
Changes of progression requirements	10
Other: -Quality assurance system is constantly improving and influencing the study programmes, teaching and learning. New teaching and learning methods are constantly implemented, employers are included in quality assessment and improvement and development of study programmes	4

-study programmes are constantly changing in the following elements: teachers, study literature, contact hours) -more partial examinations	
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ANNEX 39 – measures and changes based on the UL self-evaluation.

35. The learning outcomes or competencies of graduates are appropriate to the level and content of the study programme. yes no

Justification:

Learning outcomes are based on individual discipline and are upgraded already within individual degree programmes, according to the provisions of the Higher Education Act (Article 33).

Upgrading of competences is also in accordance with international guidelines and reports upon which the European Qualification Framework is based (exp. Dublin descriptors). The Republic of Slovenia has no national qualification framework, but a national classification system – KLASIUS, where there are national education levels descriptors (KLASIUS-SRV)- our study programmes are fully in compliance with the descriptors of levels, sublevels – cycles.

All study programmes have an international comparison showing the relevant foreign programmes are quite comparable regarding the expected learning outcomes.

The description of knowledge, competences and skills is a compulsory part of every study programme and published in the programme information packages:

- Vodnik po prvostopenjskih študijskih programih Univerze v Ljubljani (ANNEX 55- Guide through the UL first cycle study programmes

http://www.uni-lj.si/files/ULJ/userfiles/ulj/o_univerzi_v_lj/univerzitetne_publicacije/Publikacije2011/VodnikPrvostopenjskiProgrami.pdf

-Vodnik po drugostopenjskih študijskih programih Univerze v Ljubljani (ANNEX 56 - Guide through the UL second cycle study programmes

http://www.uni-lj.si/files/ULJ/userfiles/ulj/2stopenjski_koncna_verzija.pdf

- Doktorski študij na Univerzi v Ljubljani (ANNEX 57- UL Doctoral study)

http://www.uni-lj.si/files/ULJ/userfiles/ulj/doktorski_studij.pdf

ANNEX 54- Graphic presentations of the accreditation procedure.

36. The higher education institution plans and facilitates student mobility both in Slovenia and abroad and recognises course units completed elsewhere.

yes no

Justification:

The UL mobility numbers are planned in the annual work plan and in the strategy. The work programme is adopted by the UL Governing Board in consent with the UL Senate. On average about 5% of increase in mobility is planned. The largest increase is planned in Erasmus, Erasmus Mundus and bilateral and multilateral agreements exchanges. Individual mobility of students is encouraged on their own initiative. Lately the mobility is not increasing according to plans. The reason is mostly financial in nature.

The UL Members are systematically promoting mobility programmes, especially Erasmus. The UL International office is included in all promotional activities, the coordinators are constantly informed on novelties and possibilities. Promotion is mostly provided on the websites.

The UL is connected to the other three Slovenian universities to increase the internal national mobility.

ANNEX 10 – students wish for more internal national inter institutional mobility.

Mobility is intended for all the students with at least first study year completed. The UL publishes calls and the selection of students is done by the UL Members. The criteria are: study results, motivation letter, language skills, extracurricular activities and other study achievements. In case there are more students than available mobility places there is a special selection procedure. The selected candidates then communicate with the UL International Office where they get the needed information and support (ANNEX 10 – student satisfaction results with information and support in mobility). The students have to conclude a learning agreement together with the home and host institution.

In the last 10 years the UL has systematically tried to attract more foreign students. Therefore several activities were organized: more teaching in English, more organized info and recreation events, tutors for foreign students, promotion material, websites in English, more support in exchange.

There are approx. 1500 foreign students per year. The highest number of exchange students is in the first cycle study programmes and the lowest on doctoral study. Most of the students go out after completed first year of study.

Table 29. Number of foreign students on exchange at the UL

UL Member	2006/07	2007/08	2008/09	2009/10	2010/11
UL AG	1	2	2	26	3
UL AGRFT	1	4	1	4	6
UL ALUO	26	19	0	43	24
UL BF	30	30	13	30	51
UL EF	183	291	219	264	515
UL FA	25	45	39	49	54
UL FDV	134	140	176	201	532
UL FE	8	11	3	13	11

UL FFA	22	11	18	50	45
UL FGG	9	14	5	8	12
UL FKKT	3	5	6	4	16
UL FMF	5	12	10	8	6
UL FPP	2	6	12	5	14
UL FRI	8	25	14	14	13
UL FSD	13	12	12	20	14
UL FS	15	15	13	19	19
UL FŠ	11	9	8	12	12
UL FU	5	25	51*	58	62*
UL FF	137	114	215	230	189
UL MF	56*	63*	76*	64*	79*
UL NTF	11	21	5	27	23
UL PEF	32	20	37	29	32
UL PF	14	8	25	72	63
UL TEOF	0	7	2	6	7
UL VF	2	1	8	6	9
UL ZF	17	0	8	12	17
TOTAL	718	857	977	1236	1807

*data differ from the UL 2011 Annual report

Table 30. Number of the UL students on exchange abroad

UL Member	2006/07	2007/08	2008/09	2009/10	2010/11
UL AG	6	46	10	10	10
UL AGRFT	3	3	2	3	3
UL ALUO	29	32	5	17	21
UL BF	39	18	14	30	31
UL EF	28	261	208	164	178
UL FA	33	45	32	37	41
UL FDV	63	160	139	125	126
UL FE	8	3	11	20	5
UL FFA	15	11	28	47	59
UL FGG	18	5	16	18	9
UL FKKT	15	3	6	12	10
UL FMF	5	6	6	15	20
UL FPP	3	1	5	11	9
UL FRI	19	11	30	22	26
UL FSD	5	22	13	13	16
UL FS	13	7	14	19	11
UL FŠ	16	8	14	16	6
UL FU	0	22	25	23	13
UL FF	239	179	172	300	176
UL MF	95*	115*	150*	143*	154*
UL NTF	28	3	22	17	16
UL PEF	37	39	22	13	37
UL PF	55	28	46	87	46
UL TEOF	3	1	9	3	5
UL VF	2	6	4	1	1
UL ZF	15	15	8	15	13
TOTAL	959	939	1035	1070	996

*data differ from the UL 2011 Annual report

The UL constantly monitors the effects of the reports on mobility from the exchange students. The problems detected are tackled immediately together with all the partners.

The UL Members were first introduced to the Compulsory instructions for international student exchange in 2007. The instructions define who can participate in the programme,

what the procedure is before going abroad and what the procedure for recognition of credits obtained abroad is. The instructions are very general; defining that each student must obtain at least 20 ECTS credit point abroad. The instructions were complemented in 2010 with instructions for recognition of obtained ECTS credit points. There are still some problems in implementing the learning agreement on the part of the foreign institutions regarding the provision of agreed courses.

The recognition problems are also connected to the problem of changing the learning agreement during exchange, due to lack of provision of the agreed contents and courses, which causes several problems upon return in the recognition process. Most of the problems however are solved. There are 42 applications on recognition of credits on average per UL Member. Approx. 89% of students receive recognition of the credits obtained abroad.

Approx. 9 applications per year are received outside the learning agreements and approx. 75% of obtained credits can be recognized. There are no students with any recognition. The obtained credits are recognized in full to the students on exchange according to bilateral agreements.

There are only 4 UL Members where students applied for recognition of non-formal learning abroad. These UL members have 8.4 applications on average per year: UL FSD – non-formal learning is fully recognized, which is also the case mostly the case on other three UL Members if the student can document the learning outcomes. Recognition is not granted for non-formal learning through student organization exchanges.

The UL received the following awards in the area of student mobility:

2006 – CMEPIUS – for high quality work in mobility

2007-European Apple of Quality, Success story in mobility by the Directorate of Education and Culture

2009 –ranked 12 among 4000 Erasmus institutions

List of mobility agreements between the UL and foreign institutions: http://www.uni-lj.si/mednarodne_izmenjave/pregled_sporazumov.aspx

Leonardo da Vinci mobility programme is available for graduates.

37. The institution allows internal elective courses.

yes no

Justification:

All UL study programmes provide students with possibilities of elective contents. The election is possible within a certain discipline/artistic area as well as within other disciplines. Such options open curriculum to individual interests of students. Study programmes offer subjects to students of other disciplines with certain adoptions.

The Criteria for ECTS credit points in study programmes (2004): (<http://www.uradni-list.si/1/objava.jsp?urlid=2004124&stevilka=5200>) and Criteria for ECTS credit points in study programmes (2010): (<http://www.uradni-list.si/1/objava.jsp?urlid=201095&stevilka=4995>).

The UL Senate adopted recommendations for election possibilities: 10% of election is divided into 5% of professional content choice and 5% for selection of any content, depending on individual interest of students and not related to the discipline of study.

To support the election process and subject offer the UL adopted the Regulation on exchange of students among the UL Members (2006): (http://www.uni-lj.si/files/ULJ/userfiles/O_univerzi/Statut_in_pravilniki/IzmenjavaStudentovMedClanicamiUL.pdf). These regulations prescribe ways of cooperation among the UL Members in the elective parts of study programmes and prevent elective contents to overlap with the compulsory contents of the programmes, providing the expected learning outcomes are achieved.

The doctoral study programmes offer special contents of elective subjects: generic knowledge and skills in the area of entrepreneurship, communication, project management and other special skills and knowledge: ([http://www.uni-lj.si/files/ULJ/userfiles/ulj/studij_na_univerzi/studij_3_stopnje/Generična zn 3 st sept 2009 dopolnjeno 2012 z v.pdf](http://www.uni-lj.si/files/ULJ/userfiles/ulj/studij_na_univerzi/studij_3_stopnje/Generična_zn_3_st_sept_2009_dopolnjeno_2012_z_v.pdf)).

The UL Doctoral School enables easier internal mobility for the purpose of election of contents through interdisciplinarity of doctoral study programmes. Students can also select electives at other HE or research institutions in cooperation with the UL (IJS, NIB, KI, etc.).

Table 31. The UL inner election

UL Member	2010/11		2009/10	
	Number of students who chose at least one subject at another UL Member	Number of students who came to choose at least one subject	Number of students who chose at least one subject at another UL Member	Number of students who came to choose at least one subject
UL AG	0	0	12	6
UL AGRFT	21	8	12	14
UL ALUO	0	0	25	3
UL BF	48	25	26	27
UL EF	2	81	1	3
UL FA	2	11	0	1
UL FDV	43	29	20	31
UL FE	5	7	6	13
UL FF	110	28	117	31
UL FFA	10	30	0	50
UL FGG	24	18	0	4
UL FKKT	32	4	26	3
UL FMF	51	53	30	1
UL FPP	0	0	0	0
UL FRI	19	4	13	4
UL FS	20	0	13	1
UL FSD	0	0	ND	ND
UL FŠ	8	6	10	3
UL FU	34	2	30	1
UL MF	5	20	3	13
UL NTF	16	12	13	12
UL PEF	0*	13	1	6

UL PF	5	6	ND	ND
UL TEOF	7	1	1	5
UL VF	4	7	6	5
UL ZF	22	0	0	0
TOTAL	488	365	365	237
*data differ from the data in the UL 2011 Annual report				

38. Practical training of students is monitored by suitably qualified coordinators of practical work yes no

Justification:

The UL provides good conditions for practical training of students and is constantly adopting measures for improvement. From the beginning of the reform in 2004 there were consultations on this subject organized in November 2006, November 2009 and in June 2011. These consultations bring together the UL and the UL Members management, student representatives, employers, university services and offices, the UL and the UL Members Career centres, relevant ministries. Foreign guest speakers were invited and the CMEPIUS representatives. There were also other activities:

-practical training was included in the study programmes and the students workload appointed ECTS credit points

-published »Guidelines for practical training at the UL« in 2007: http://www.unilj.si/files/ULJ/userfiles/ulj/studij_na_univerzi/dodiplomski_studij/SmernicePrakticnoUsposabljanje.pdf

with conceptual solutions for development of competences and skills, introduction of possibilities for practical training abroad, description of different roles and positions (students, employers, teachers, coordinators...). There are examples of good practices, templates of documents required

-the UL FF and the UL PEF developed a training programme for practical training mentors – the programme is offered to all the UL Members. There were 8 cycles of the programme from 2007 until 2011 with 212 participants

-health insurance for students during practical training was included in the UL student services price list

-start of preparations of the UL regulation on practical training provision.

Most of the UL Members have established criteria for selection of practical training mentors (36%). 20% of the UL members have criteria on the level of practical training coordinators, 16% on the level of departments or disciplines, 8% do not require compulsory practical training. 20% have other ways of practical training quality assurance – revision of practical training reports, practical training mentors attend diploma examination, evaluation of practical training. All the UL Members cooperate with organizations with trained practical training mentors and keep constant contact with the teacher coordinators.

Approx. One half of the UL Members have formal agreements with practical training mentors (exp. Cooperation agreements – 44% of all the UL Members). 56% of the UL Members have agreements with employers or firms and companies. Some UL Members have no formal agreements; they are concluded between individual students and practical

training providers. Some UL Members have tripartite agreements (student, UL Member, employer).

Mentors of practical training in the companies are cooperating with the teachers-mentors through ICT (64% of the UL members), with the UL Members coordinators or in formal cooperation (applications, agreements, materials etc. – 60% of the UL Members). Some mentors visit the learning bases (44%), cooperate in common projects (44%), cooperate in common trainings and seminars (32%), common meetings (28%) or cooperate as assistants and co-designers of the practical training programmes (28%).

More information in the answer to question 7, Chapter B.1. There is also information on concluded agreements.

39. Students are informed about the work of student councils. yes no

Justification:

Transparency of the Student Councils' activities is provided by the website information of contemporary activities and contents. The representatives of students can be contacted through these publications, forums and social networking. The Student Councils report on their work by publications, e-lecture rooms, seminars, workshops, and other forms of meetings as well as through student representatives of study years and programmes.

Some websites of the UL Members Student Councils:

- the UL EF: http://www.ef.uni-lj.si/za_studente/povezujmo_se
- the UL FF: Glasofil publication, departmental newspapers (EnGlist, Besedoholik...)
- the UL FFA: students handbook (issued every year primarily for the first year students) <https://www.facebook.com/sk=2361831622#!/profile.php?id=125285835>
- the UL BF (BfKO review)
- Forum ŠIS
- the UL FGG: Publication MOST
- the UL FŠ. Social network Sportblog
- more than 10 UL members: Facebook
- the UL FRI: review FRIK First aid for the greenhorns (<http://www.fri.uni-lj.si/si/izobrazevanje/>)
- the UL FMF: Colloquia www.fmfrevija.com .

B.5 MATERIAL CONDITIONS

40. The higher education institution has:

- its own premises suitable for educational and related activities – ANNEX 26,

suitable premises – ANNEX 27

41. The higher education institution has premises for:

- provision of education, yes no
- management of the institution, yes no
- secretarial offices, yes no
- student affairs department, yes no
- suitable sanitary facilities, yes no
- library. yes no

All these premises are in the same location.

yes no

Justification:

The UL owns and hires facilities for the educational, research, artistic and professional activities (ANNEXES 26 and 27).

42. Educational activities are supported by suitable, modern:

- information and communications technology, yes no
- educational technology, yes no
- equipment. yes no

Justification:

Table 32. The UL equipment

UL	Carrying amount of operating fixed assets on 31. 12 2011 in EUR
Teaching and learning equipment in lecture rooms	2.125.642.88
ICT equipment	4.487.171.46.
Laboratory equipment	16.826.284.92
Other equipment (machine...)	5.627.385.07
Other furniture	4.877.259.93
Total value	33.943.744.26

ANNEX 28 – detailed data by the UL Members.

43. Quality information and communications technology will also be permanently available to students. yes no

Premises and equipment are suitable for the performance of scholarly, research, artistic or professional activities. yes no

Justification:

The UL owns and hires facilities for the educational, research, artistic and professional activities (ANNEXES 26 and 27). The answer to previous question is specification of equipment and their carrying value.

44. Premises are suitable for students with special needs.

- yes
 partly
 no

Justification:

Architectural adaptations for access for physically impaired students:

- UL FDV
- UL FS
- UL PEF
- UL PF
- UL FSD
- UL FU
- ULFF
- UL FE
- UL FRI (except basement facilities)
- UL TEOF (Maribor) – analysis was prepared by the Association of the disabled students)

The financial means for elimination of physical obstacles to mobility are provided by the UL or the UL Members. There is no special financial support to this end from the national budget, though necessary and needed.

Beside the access adaptations, some UL Members offer special parking places, elevators with additional equipment (for the blind or the deaf), adapted sanitary rooms, tables and desks, ICT equipment, access to laboratory equipment, additional and adapted ICT access places.

Fire alarms are equipped with visual effects; technical instructions in case of evacuation are adopted so that they are understandable to all groups of students.

Students with special needs are aided where there are still obstacles to access and the teaching is done in accessible facilities.

45. Equipment is suitable for students with special needs.

- yes
 partly
 no

Justification:

Some UL Members already have special equipment and other technical support for students with special needs (the UL FRI and the UL FU – Frequency modulation device, the UL EF and the UL FF – written materials in digital form or with larger fonts, other UL Members also have possibilities of adapting literature to the most appropriate forms for use. In some cases cooperation with the Association of people with visual disparities results in transforming the materials in the most suitable forms.

There are no additional financial resources to provide interpreters for the students with hearing disparities. The interpreter is provided by the student and the financial means are partly refunded (Act on Use of Slovenian Sign Language (OJ RS, No. [96/2002](#)), The UL Members are trying to provide note writers in support of the students.

Special cooperation is in force with the Slovenian university rehabilitation institute Soča (URIS) for consultations regarding forms of ICT and other teaching and learning environment adaptations for different needs. It is an internal project going on through e-mail communication.

In 2010 the UL organized special trainings for HE teachers and associates for work with students with special needs and for their support. The project was financed by the ministry for higher education, the materials and workshops are available on the website:

http://videlectures.net/posebnepotrebe2010_ljubljana/.

The URI Soča workshop was not recorded due to protection of personal data.

Students with special needs are treated individually. Due to lack of necessary funds and systematic support on the part of the state, the University commission for students with special needs prepared regulations on special rights and responsibilities of these students, which will be implemented in the UL Statute. Some UL Members have established their own systems in their own regulations. The tutors for the students with special needs represent an added personal value to their actual and timely support. The register of the students with special needs show increased number of these students which brings new challenges to face and approach.

46. The higher education institution has a library within the institution providing library/information activities and access to suitable library material from:

- the fields of study provided by the higher education institution, yes no
- the scholarly, research artistic or professional activities of the higher education institution. yes no

47. The envisaged compulsory literature is available to students free of charge:

- in the library, yes no
- in a digital library or e-learning environment. yes no

48. The envisaged recommended literature is available to students free of charge:

- in the library, yes no

- in a digital library or e-learning environment. yes no

49. The higher education institution has signed agreements with public libraries and other libraries. yes no

Justification:

There are 39 university library units at the UL and two associated libraries (the NUK and the CTK). The libraries operate according to the Regulations on general requirements for the UL libraries' activities. The students pay fee which gives them right to use all the available facilities of the UL library system.

The library collection of the UL library units provides documentation for all the areas of the UL activities (more than 3 million of units in physical form, together with the NUK and the CTK – 6 million units). There are more than 60.000 licensed e-reviews, e-books and data bases in the digital libraries of the UL Members and in the e-learning environment.

The students are offered 1800 reading places, 2300 with the NUK and the CTK. Use of electronic sources is provided on 450 computer units, together with the CTK and the NUK 550 units and through EDUROAM wireless access. The UL libraries offer training to the students for use of all the available sources and cooperate in the ICT literacy programmes for students.

The UL signed the agreements with the NUK and the CTK for specific services offered to the UL students.

The regulations on the UL libraries operation and services:

http://www.uni-lj.si/files/ULJ/userfiles/ulj/knjiznice/Pravilniki_predpisi_drugi_dokumenti/PravilnikSplosniPogojPoslovanjaKnjiznic.pdf

50. Sources of funding are guaranteed for at least the period of accreditation. yes, in full
 partly
 no

Justification:

The UL financial sources are provided in the national budget for education and full time study on the first and second cycle (75% in 2011) and from other sources.

With these sources most of the costs are covered, purchase of new equipment and renewal of facilities is covered by market and services income. Despite economic crisis some market revenue is still contributing to higher quality of our activities.

The UL is a public institution, financed from the national budget; therefore the state funds are crucial for existence and activities of the UL. One of our strategic goals is also obtaining funds from market activities and services.

51. Financial and material resources enabling the realisation objectives from the strategic plan are guaranteed. yes no

Justification:

The UL achieved most of the priority strategic goals (Strategy 2006-09, annual reports, exp. 2011 Annual Report and ANNEX 11). The realization of the objectives was the results of our activities and of rational distribution of funds obtained from the national budget and other sources. The achievement of the strategic goals is possible by joint forces of quality staff, facilities and equipment. In certain areas the UL is facing serious spatial obstacles (all three academies, UL FKKT, UL FRI and UL FF) which are currently being tackled in the investment plans or in the first phases of new construction.

52. Funds for educational, scholarly, research, artistic or professional activities are guaranteed in the long term from various sources. yes no

Justification:

(SOURCE: IPO 2011 structure, for the purpose of the Rector's report):

Within the total UL revenue there are 75% of budgetary funds, 74% of which are the funds provided by the Ministry of Education, Science, Culture and Sport for education (full-time first and second cycle study programmes provision) and 20% of funds provided by the SRA for research. 11% of total revenue is market revenues, 9% are fees for part-time study and the doctoral study, 3% come from EU funds and 2% from professional UL services for customers. The shares are quite the same or stable for the last 5 years. The 2011 shares:

Table 33. Sources of funding by shares in 2011

1. National budget (75%)	248.346.696
MESCS (74%)	183.716.527
SRA, TIA, JAPTI, JAK (20%)	49.813.782
Other ministries (5%)	12.129.000
Municipal financial sources	91.227
National and EU budget (1%)	2.596.160
2. Market (11%)	35.686.315
3. Fees for part-time study and other contributions (9%)	30.919.172
4. EU (3%)	10.107.515
5. Non-budgetary revenue for	5.628.751

professional and other public services (2%)	

53. The higher education institution has signed medium-term and long-term contracts for the financing of academic, research, artistic or professional work.

yes no

Justification:

The UL is obtaining budgetary funds for educational activities on the basis of the Governmental Decree on Funding Higher Education and Other Institutions and on the basis of concluded agreement. Every part-time student also signs a study agreement.

Until 2102 the SRA funds were obtained according to a long-term agreement and annual annexes to the valid agreement defining annual funds. From 2012 annual agreements are signed. Every research project requires own agreement between the UL and the SRA.

To obtain the EU project funds there are contracts signed (with the EU Commission or coordinator, depending on the role in the partnership).

For other projects (exp. market, counselling, services, etc.) contract is signed between the UL and the funder or customer.

ANNEXES 30 and 31 – data about research projects and the contract numbers.

54. Funds destined for educational work or for scholarly, research, artistic or professional work are economically planned and efficiently distributed. yes no

Justification:

The main goal of the UL activities is effective operation through transparent procedures. The UL Government Board adopts criteria for distribution of the budgetary funds for education, equipment and maintenance. The funds are distributed according to defined criteria among the UL Members. Regarding purchase of equipment and maintenance there are priorities and criteria as well. The funds from the RSA are spent according to agreements and purpose of delivery.

The base for efficient and purposeful distribution of funds are the Criteria for evaluation of HE teachers and associates with precisely defined work obligations in terms of hours of teaching, forms and requirements for research of teachers and associates.

Every UL Member distributes the costs based on own criteria, mostly on proportions of income by different areas of activities.

The structure of expenditure:

55% for first and second cycle study programmes provision

16% for scientific research activities

9% for market activities

8% for professional activities

6% for investment and maintenance

4% for education activities for market

2% for other activities.

65.1% are costs of labour, 28.9% costs for products and services, 2.3% other costs.

55. The higher education institution monitors on an ongoing basis the expenditure of funds obtained and the effectiveness and efficiency of the expenditure by individual activities. yes no

Justification:

Monitoring of the spenditure is provided on various levels according to the distribution of responsibilities – individual project managers, the UL Members and the UL level.

Every UL Member has its own ICT system and keeps records on spenditure according to purposes and projects – ANNEX 32. The report is prepare annually and is compared to the plans thus providing monitoring of effectiveness of the spenditure. The report form is a part of the accounting records adopted by the UL Government Board.

Efficiency of the investments is measured against qualitative and quantitative indicators at the end of every year.

B.6 QUALITY ASSURANCE

56. Self-evaluations are carried out periodically yes no

Justification:

Self-evaluations are implemented annually and in accordance with the Regulation on the system of monitoring and quality assurance at the UL (adopted 24.6.2008: http://www.uni-lj.si/o_univerzi_v_ljubljani/predpisi_statut_ul_in_pravilniki/pravila_o_sistemu_spremljanja_in_zagotavljanja_kakovosti_univerze_v_ljubljani.aspx) – ANNEX 6, in line with the European Standards and Guidelines for Quality Assurance. The annual report on quality assurance is based on the self-evaluation. The regulation defines preparation of the self-evaluation report for the UL as well as for the UL Members (Chapter 4). The purpose of this report is revision of activities, improvements and implementation of the quality assurance on both levels. The report is included in the UL business report as required by the Regulations on the

UL work plan, financial plan and annual report (13.11.2007 - http://intranet.uni-lj.si/poslovno_porocilo.aspx, ANNEX 50).

The report includes assessment of the main university areas of activity, describes the situation and monitors the implementation of improvements in the past years. It is divided into two parts:

a) Description of all activity areas: 1. education, 2. research, development and art, 3. International activities, 4. Libraries and publishing activities, 5. Investments and maintenance, facilities and equipment, 6. Information system, 7. Human resources, staff, 8. Services for students, tutoring, student councils and extracurricular activities.

b) Description of actions for development and quality assurance: composition and performance of the commission for quality assurance, documents in this area, instruments, indicators, student surveys on teaching, other surveys and analyses, external evaluations and accreditations.

The responsible persons are deans and the rector (Act on Higher Education, 2006, Article 24). The report is elaborated by quality assurance commissions. It is consulted by the relevant student councils, the relevant senates and other university bodies. The UL Members' quality assurance reports constitute a base for the university quality assurance report.

The UL report on quality is presented to the UL Members, staff and students and is published (UL homepage: http://www.uni-lj.si/kakovost/samoevalvacijsko_porocilo.aspx), while the UL Members' reports are published on their websites (ANNEX 38). The reports are available to all partners.

The UL Members monitor all study programmes provision and take certain measures and changes in study programmes based on monitoring and results. The self-evaluation is conducted against criteria set by the national body and adapted criteria if necessary. As appropriate, the staff, students, graduates and customers are consulted according to the established rules and procedures before the assessment and improvement measures are proposed.

Self-evaluation can be complemented with external evaluation (or accreditation) of study programmes, done by external experts from other HE institutions or associations from Slovenia and from abroad. These evaluations (accreditations) are conducted also by international professional associations following their own rules.

The deans report to the rector if required.

The data about the quality of education, research, art and professional activities are collected and published to evaluate the situation, propose measures for improvement and introduce changes or adaptations.

Detailed instructions for self-evaluation reports are available on the website:

(http://www.uni-lj.si/kakovost/samoevalvacijsko_porocilo.aspx).

57. It is evident from the quality manual that the institution regularly monitors and improves the quality and efficiency of:

- | | | |
|----------------------|-----------------------------------------|-----------------------------|
| • educational work, | <input checked="" type="checkbox"/> yes | <input type="checkbox"/> no |
| • scholarly work, | <input checked="" type="checkbox"/> yes | <input type="checkbox"/> no |
| • research work, | <input checked="" type="checkbox"/> yes | <input type="checkbox"/> no |
| • artistic work, | <input checked="" type="checkbox"/> yes | <input type="checkbox"/> no |
| • professional work, | <input checked="" type="checkbox"/> yes | <input type="checkbox"/> no |

Justification:

The UL adopted the Rules of the UL Quality Assurance System (adopted 24.6.2008, published: the UL website: [Pravila o sistemu spremljanja in zagotavljanja kakovosti na Univerzi v Ljubljani](#)). The Rules include the main elements of the quality manual as defined by the Criteria for Accreditation and External Evaluation of HE Institutions and Study programmes (OJ RS, No. 95/2010) - [Merilih za akreditacijo in zunanjo evalvacijo visokošolskih zavodov in študijskih programov](#).

The Rules are in line with the European Standards and Guidelines for Quality Assurance and require inclusion of all the areas of activities of the UL and the UL Members in the self-evaluation process and report (Article 5, ANNEX 50, Article 13 of the Rules), which is also reflected in the reports' structure.

The report on quality includes:

-description of all activity areas: 1. education, 2. research, development and art, 3. International activities, 4. Libraries and publishing activities, 5. Investments and maintenance, facilities and equipment, 6. Information system, 7. Human resources, staff, 8. Services for students, tutoring, student councils and extracurricular activities. The description is using the UL quality indicators and the UL and the UL Member's' strategic priorities.

-description of actions for development and quality assurance: composition and performance of the commission for quality assurance, documents in this area, instruments, indicators, student surveys on teaching, other surveys and analyses, external evaluations and accreditations.

Concern for quality is also reflected in the Regulations on the UL work plan, financial plan and annual report (13.11.2007 - http://intranet.uni-lj.si/poslovno_porocilo.aspx). The mechanisms for monitoring and assuring quality are defined by Rules of the UL Quality Assurance System (adopted 24.6.2008, published: the UL website: [Pravila o sistemu spremljanja in zagotavljanja kakovosti na Univerzi v Ljubljani](#)).

General mechanisms for quality assurance are: planning and reporting, external evaluations, self-evaluations and accreditations: »PDCA – Plan, Do, Check, Act«.

Special tools are directed towards quality assurance in the area of staff (open calls for employment), habilitation, and professional trainings), students, study, student's support, study contents and teachers:

-student surveys are a constituent part of annual revisions on programmes, teachers and subjects and are a significantly important feedback intended for improvement measures in teaching and programmes. They are used in habilitation procedures and annual consultations with staff. They are conducted according to the rules and regulations on student surveys, adopted by the UL Senate (4.7.2007);

-international cooperation encouraged by the relevant UL and the UL Members' international and EU offices – exchanges of students, staff, joint programmes and projects;

-awards and decorations to staff, students and external experts according to the Rules on the UL awards and the Rules on the UL »Prešeren awards«. They are encouragement for excellency. The UL Members also have awarding systems.

Quality is also the matter of enrolment: To attract and retain students, we have introduced:

-tutoring system: tutoring by students and teachers is intended for constant support to students during the study. It improves the progression rates, completing studies and quality of knowledge;

-career centres: information platforms on study paths, practical training opportunities, international exchange possibilities, employment offers. They connect partners and provide exchange of offers as well as counselling and training;

-library information system: a system of libraries at the UL Members, associated NUK and CTK, information points at individual UL Members;

-extracurricular activities: sport, culture, social interaction activities, additional training to enrich student lives and cater for their specific interests. They complement the education in study programmes and contribute to development of generic competences of students. Extracurricular activities of a comparable standard to the programme subjects are evaluated with 3 ECTS credit points and can be accumulated.

The UL is introducing systematic monitoring of graduates to assess employment possibilities, career possibilities and acquired competences as provided by the study programme goals. The system will contribute information to the enrolment policy planning for both, prospective students and the UL. Some UL Members have already started this project and established the alumni clubs.

Research quality:

i)public funding of research according to the SRA rules requires external revision of applied programmes and projects, reporting and assessment of research results.

ii)quality of international research is assured by the funders (EU Commission, European Research Council, European Science Foundation, etc.) with rigorous tender requirements and evaluation procedures.

iii)quality of market research is monitored by the contractors.

Transfer of knowledge is provided through Innovation Development Institute, Ljubljana University Incubator, UL service for intellectual property, development of LLL and through the UL Members' autonomy to spend the funds, obtained by market services. These tools include quality of professional work and knowledge transfer processes.

Quality assurance of the UL professional services and offices is regulated by work contracts. The staff is assessed, some UL Members conduct annual consultations, etc. Partly it is also assessed by the student surveys.

58. All staff participate in self-evaluation.

yes no

Justification:

All staff are included in self-evaluation on the level of departments and services on various levels. They are members of different bodies and are included in management processes in various areas of activities (commissions and other bodies). The quality assurance report is publicly debated at the Senate sessions.

Teaching and non-teaching staff contribute to self-evaluation by:

- involvement in individual areas of quality assurance
- cooperation in introducing measures and proposals for improvement in the quality assurance report
- being a representative in the quality assurance committee or contributing through the representative
- involvement in discussions on the issues of quality on the levels of the UL and the UL Member
- access to the published quality assurance report and commenting and suggesting.

59. Students participate in self-evaluation.

yes no

Justification:

The UL and the UL Members Student councils participate in monitoring the educational activities according to their authorisation provided in the UL Statute and give suggestions for improvements. The UL Members student councils participate in habilitation procedures and give opinions on habilitation proposals for appointment to titles of teachers and associates. Representatives of students, nominated by Student councils, cooperate in commissions for quality assurance and bodies who implement the student surveys.

Students are included in self-evaluation at all stages of the process; by answering the survey and other questionnaires, by preparation of contributions to the report on quality, in the quality assurance commission, by contributing suggestions and improvement proposals, by participation in the consultation process at all levels of discussion about the quality assurance report (Student council, Senate, etc.), later by publishing the quality assurance report and providing access to it for all the relevant partners.

In self-evaluation process the students themselves implement the survey and participate in the work of the relevant university bodies. Their role in implementation of the survey is defined in the Rules on the Student Survey:

http://www.uni-lj.si/o_univerzi_v_ljubljani/statut_in_pravilniki/pravilnik_o_studentski_anketi.aspx.

Almost half of the UL Members include students in various other ways, such as group meetings, focus groups, department meetings, public consultations, additional questionnaires for improving teaching and learning, about a third of the UL Members offer additional activities (exp. selecting the teacher of the year, projects for improvement of teaching and learning...).

60. The management of the higher education institution informs staff and students of its decisions and is responsible for the quality and development of the institution.

yes no

Justification:

The UL management informs the staff and the students about the decisions and is responsible for quality and development of the institution. Information flow depends on the nature, purpose and the information target group.

The UL Members managements inform the staff and the students by:

- publishing reports and other documents (annual report, work programme, quality assurance report); (all UL Members and the UL rectorate)
- publishing decisions and minutes of the Senate sessions
- publishing internal instructions and rules and regulations on the intranet and other platforms for internal public or on the websites of the UL Members
- publishing key decisions on the announcement webpages
- e-mail.

The UL Members use various information systems for providing information for students, some UL Members also use SMS.

Important platforms for the information flow are also meetings, working days and other events, publishing articles in professional and scientific reviews. Two of the UL Members issue their own internal news.

Table 34. Informing students and staff about the management decisions

Ways of informing students about the management decisions	
Possible answers	Number of UL Members
publishing decision and minutes of Senate sessions	24
publishing internal instructions and rules and regulations on the intranet and other platforms for internal public or on the websites of the UL Members	23
e-mailing staff	25
e-mailing students	23
publishing key decisions on the announcement webpages	18
publishing internal news	2
publishing reports and other documents (annual report, work programme, quality assurance report); (all UL Members and the UL rectorate)	26
organization of meetings, working days and other events	16
Other:	
- information through the information system or SMS	

<ul style="list-style-type: none"> - publishing articles in professional and scientific reviews - regular meetings of students and management (department meetings) - monthly meetings of deans and students 	4
<p>The UL and the UL Members management is responsible for quality assurance and development of the institution:</p> <ul style="list-style-type: none"> -by implementing legal provisions -by self-evaluation -by work plan and realization -by strategic planning and activities -by forming and implementing internal system of quality assurance -by accrediting and providing study programmes -by reporting on quality -by proposing and implementing measures for improvement -by reporting annually on realized activities -by informing the interested public on achievements and their quality. <p>ANNEXES 39 and 40 – measures implemented on the basis of self-evaluation reports. Goals and measured by areas.</p>	

61. Measures, procedures and strategy for constant improvement of quality:

- | | |
|-------------------------------------------------|---------------------------------------------------------------------|
| • are formally adopted, | <input checked="" type="checkbox"/> yes <input type="checkbox"/> no |
| • are published, | <input checked="" type="checkbox"/> yes <input type="checkbox"/> no |
| • contain a definition of the role of staff, | <input checked="" type="checkbox"/> yes <input type="checkbox"/> no |
| • contain a definition of the role of students. | <input checked="" type="checkbox"/> yes <input type="checkbox"/> no |

Justification:

The legal and other relevant documents regulating activities for achieving strategic goals are published on the websites of the UL and the UL Members. Internal documents are published on the intranet and Share Point and other communication platforms. The documents are adopted as required, published and the partners informed about their roles and responsibilities.

The UL regulation: http://www.uni-lj.si/o_univerzi_v_ljubljani/predpisi_statut_ul_in_pravilniki.aspx:

Pravne in splošne zadeve	Legal and general affairs
Finance, računovodstvo, revizija	Finance, accounting, revision
Informacijski sistem	Information system
Kadri in habilitacije	Human resources and habilitation
Pedagoško delo	Education
Raziskovalno, razvojno delo in intelektualna lastnina	Research, development and intellectual property
Študijsko področje na UL	Education
Vpis na UL	Enrolment

Pravice in dolžnosti študentov	Rights and responsibilities of students
Obštudijska dejavnost	Extracurricular activities
Kakovost	Quality
Mednarodno sodelovanje	International cooperation
Varovanje gradiva	Documentation protection policy
Priznanja in nagrade na UL	Awards and decorations
Tutorstvo	Tutoring

The reports on quality (self-evaluation reports) are published on the website:

http://www.uni-lj.si/kakovost/samoevalvacijsko_porocilo.aspx, the UL Members reports are published on the respectful websites (ANNEX 38 – list of websites). Self-evaluation reports contain proposals for improvement measures. Realization of proposed measures is reported in the annual reports.

Internal UL Members rules and regulations are published on the platforms of the UL rectorate and the UL Members. The measures, procedures and strategic decisions for better quality are decided by the relevant decision making bodies (the Rector, deans, senates, government boards, student councils, commissions, other bodies).

62. The institution has formal tools for the:

- approval,
- monitoring,
- assessment

of study programmes.

yes no

yes no

yes no

Justification:

According to the UL Statute and the rules on organization of the UL Members the study programmes are designed within individual organizational units responsible for certain scientific, professional discipline or art and are the providers of the study programme. The programmes are adopted by the UL Member Senate as well as by the University Senate.

The programmes are designed according to the relevant legislation and the rules and regulations of the external national evaluation body (Council for Higher Education of the RS until 2010 and NAKVIS from 2011). These documents define compulsory parts of study programmes, accreditation application forms, contents and enclosures to the accreditation application.

The same forms, contents and enclosures, prescribed on the national level are used on the university level as well.

According to internal university rules the programmes are consulted and adopted on the level of the authorised bodies of the respectful UL Member and at the UL Senate. Upon adoption of the programme at the UL Member level, it is forwarded for formal inspection to the relevant university office. The programmes are consulted by the relevant working commission of the UL Senate (Commission for undergraduate study, Commission form aster

study and Commission for doctoral study). The commissions appoint three independent peer reviewers for each study programme (one or two experts in specific field not included in the programme provision, one members of the commission; in doctoral study one expert is foreign). The experts review the programme and report, suggest changes, improvements, additions or ask for explanations on details in the programme.

After receiving the reports the commissions adopt the programme and propose the adoption of the programme to the UL Senate. The UL Senate proposes accreditation of the programme to the NAKVIS.

In case of interdisciplinary study programmes, the programmes must be adopted by the Senates of all the participating UL Members. After accreditation of the programme a programme council is formed for quality assurance of the programme.

After accreditation is granted the programme is registered in the national registry of accredited study programmes with the ministry of higher education. The programme is subject of internal evaluation and subject to changes and improvements. Programmes are subjects to re-accreditation every seven years.

63. The institution has formal tools for the:

- monitoring,
- assessment

of competencies of graduates.

yes no
 yes no

Justification:

The UL evaluates and assesses the acquired competences of graduates first in the course of study and graduation. The doctoral study is completed by doctoral theses assessed by commissions with at least one external member (more than 80% of commissions).

For improving quality of study we are collecting feedbacks from employers and graduates on intended learning outcomes in new or reformed study programmes. Among the most reliable sources of such information are ALUMNI clubs, cooperation with employers and employment associations (chambers etc.) We are developing more or less formal forms of cooperation to gain crucial information on employment, employability and learning outcomes. All the partners concerned with the quality of study programmes are included.

The UL Members collect feedback on developed competences with surveys and questionnaires intended for graduates on employment and satisfaction with study. Here are some examples:

-UL EF – in 2008/09 a pilot project started monitoring achievement of learning outcomes on three study programmes and extended the project to all 22 programmes. The competences of graduates are especially assessed in diploma, master theses and doctoral dissertations and in cooperation with external evaluators. The competences are evaluated annually by steering committees including external members. Surveys are applied and offered to graduates a year after graduation.

- UL FU – started monitoring learning outcomes in 2010. Upon graduation graduates are offered a survey which will be repeated after 5 years.
- UL VF – from introduction of the long-cycle master study programme in 2008, evaluation of learning outcomes, ECTS workload and implementation of the study programme take place. First day competences are prescribed by the EAEVE standards, therefore the EAEV also assesses whether they are achieved upon graduation. In 2011 surveys were prepared on satisfaction of students with learning outcomes and employment prospects. Feedback is obtained also from the ALUMNI club and the Veterinary Chamber.
- UL FF – respective departments are responsible for evaluation of study results (ECTS, learning outcomes). Cooperation with employers increased significantly with reforming the study programmes in the last five years. A methodology of qualitative approach to learning outcomes assessment is being developed. Employment possibilities are evaluated by surveying of graduates.
- UL ALUO – research on graduates is currently on the way.
- UL BF – surveys of graduates started in 2002, in 2011 it was offered electronically and increased the response rate. The feedback includes information on time of employment after graduation, employment, assessment of relevance of acquired skills, competences and knowledge in comparison with employment tasks. Graduates can give additional comments to the survey questions. The survey was not offered to the graduates of the first cycle who continued study in the second cycle study programmes.
- UL TEOF – in 2011 a survey was conducted among graduates of the last five years. The surveys included questions on quality of study and graduates' assessment of their personal development.
- UL FE - in 2009 potential employers were asked to answer a survey regarding demand of graduates in electrical engineering, scholarships possibilities and offers, practical training during study connected to the electrical professions, interest for further training, feedback on quality of study and improvement proposals. The first part of the survey is offered to students at the end of their study and the second part a year later. The findings show that the employment rate of students towards the end of their study is high.
- UL FS – surveys graduates' satisfaction with study and new working environment. Most of the graduates are employed fast after graduation, 75% are satisfied with acquired qualification, 65% are satisfied with their work, some of them miss managerial, linguistic and practical skills.
- UL FMF – the student registration office collects information on employment and further career paths of the graduates. In 2012 an establishment of the ALUMNI club is planned and information support for data collection. The UL FMF graduates are employable since the students make contacts with employers already during their study.
- UL FŠ – intended survey on employment of graduates and their satisfaction with acquired qualifications.
- UL FRI – a survey was prepared for mentors of practical training in firms and companies for assessment of the level of the students qualifications required for work.

The UL is planning a system of comparable evaluation of employability of graduates (see answer to question 57, Chapter B.6. In 2011 a survey of graduates was proposed to be methodologically and contextually further developed by a nominated working group. From March 2012 the UL Members started collecting consents of graduates for use of their e-mail contacts to conduct the first total survey in spring 2013.

Useful information on achieved learning outcomes is collected through assessment of diploma and master theses and doctoral dissertations.

Some UL Members conduct projects and analyses connected to employability of graduates and the learning outcomes:

-UL FGG – TRP Razkorak

-UL FRI – surveys of the National Association of Colleges and Employers

-UL FFA – Pharmine

- UL VF – Tempus project (2002) – survey on labour market demands on veterinarians and employment trends to 2020. The study shows real situation. Most of the UL VF graduates get license and most of them get employment within a year after graduation.

Graduates' qualifications are evaluated at preparation of new study programmes and changes of the existing study programmes.

64. Data on the learning outcomes of students and the entire education process are regularly:

- collected,
- analysed.

yes no

yes no

Justification:

The UL uses quality indicators by areas or activities for work plans, business and quality assurance reports. Besides the UL indicators, the UL Members also use their specific indicators. On the UL level the following indicators are collected:

-progression rate

-share of repeated study years

-duration of study

-number of graduates.

The indicators are collected by study years, generations, subjects, programmes, cycles, and regarding the purpose of analyses at least once a year.

The UL Members are introducing systems of electronic collection of student progression indicators on a weekly basis for all the areas of education (teaching and learning, assessments).

The analyses of study are crucial for quality assurance of education. Feedback on learning outcomes and on teaching and learning are collected from tutors and other sources.

In addition to basic study efficiency indicators, the following indicators are collected:

-number and share of students included in international exchange

-number and share of registered foreign students

-number of students by cycles and types of programmes

- numerical ratio between the offered study places and registered first year students in the first study years
- number of students with special needs
- number of teachers and associates, researchers in exchange programmes.

Additional indicators:

- number of study programmes provided compared to the number of study programmes accredited
- number of students from other UL Members or institutions taking a subject at another UL Member
- student / teacher ratio
- number and percentage of students taking practical training during study
- number of students taking an elective subject at another HE institution
- number of offered joint study programmes by cycles
- number of accredited joint study programmes with foreign universities: coordination, partnership
- scientific doctorates/teachers ratio
- other indicators.

65. Criteria and methods for testing and assessing student learning outcomes are:

- publicly accessible, yes no
- consistently applied. yes no

Justification:

The grading scale and the assessment methods are prescribed by the UL Statute:

http://www.uni-lj.si/o_univerzi_v_ljubljani/predpisi_statut_ul_in_pravilniki/statut_univerze_v_ljubljani.aspx.

In addition to the statutory provisions the UL Members have adopted their own rules and regulation on learning assessment and examinations. The vice-rectors are responsible for respecting the rules in regulation in the area as well as other responsible for the quality of study. The examination periods must be planned in advance.

Analysis of learning outcomes influences changes in study programmes.

Table 35. Influences of learning outcomes analyses on changes in study programmes

Influences of learning outcomes analyses on changes in study programmes (the most important answers)	
Possible answers	Number of UL Members
Contents changes	22
Workload changes	17
Teacher changes	11
Literature changes	16
Teaching methods changes	18
Progression requirements changes	10
Other:	

-re-verification of study programme goals, revised curricula, encouraging learning, implementing new teaching methods, inclusion of partners, -minor changes in study programmes	4

66. Information on graduate employability is:

- collected,
- analysed,
- used.

<input checked="" type="checkbox"/>	yes	<input type="checkbox"/>	no
<input checked="" type="checkbox"/>	yes	<input type="checkbox"/>	no
<input checked="" type="checkbox"/>	yes	<input type="checkbox"/>	no

Justification:

Ever more UL Members keep systematic contact with their graduates or plan to do so. They use these contacts to obtain feedback and collect different data on employment from relevant bases (Employment office, Statistical Office, Chambers and other associations...), link with employers and collaborate in research:

-UL BF – surveys of graduates started in 2002, in 2011 it was offered electronically and increased the response rate. The feedback includes information on time of employment after graduation, employment, assessment of relevance of acquired skills, competences and knowledge in comparison with employment tasks. Graduates can give additional comments to the survey questions. The survey was not offered to the graduates of the first cycle who continued study in the second cycle study programmes.

-UL FS – surveys graduates' satisfaction with study and new working environment. Most of the graduates are employed fast after graduation, 75% are satisfied with acquired qualification, 65% are satisfied with their work, some of the miss managerial, linguistic and practical skills.

- UL FMF – the student registration office collects information on employment and further career paths of the graduates. In 2012 an establishment of the ALUMNI club is planned and information support for data collection. The UL FMF graduates are employable since the students make contacts with employers already during their study.

-UL FE - in 2009 potential employers were asked to answer a survey regarding demand of graduates in electrical engineering, scholarships possibilities and offers, practical training during study connected to the electrical professions, interest for further training, feedback on quality of study and improvement proposals. The first part of the survey is offered to students at the end of their study and the second part a year later. The findings show that the employment rate of students towards the end of their study is high.

- UL VF – Tempus project (2002) – survey on labour market demands on veterinarians and employment trends to 2020. The study shows real situation. Most of the UL VF graduates get license and most of them get employment within a year after graduation. In 2011 surveys were prepared for monitoring the students' and graduates' satisfaction with acquired qualifications and employability. Feedback is obtained also from the Veterinary Chamber.

-UL EF – all the students are invited to fill in surveys a year or later after the graduation (for generations 1995 until 2004). The analysis was elaborated four times:

*for students who graduated between 1995 and 2004

*for students who graduated in 2005

*for students who graduated in 2006, 2007 and 2008

*for students who graduated in 2009 and 2010.

All analyses are published: http://www.ef.uni-lj.si/alumni/spremljanje_diplomantov (rubrika Po študiju/Alumni/spremljanje diplomantov).

-UL TEOF – in 2011 a survey was conducted among graduates of the last five or ten years. The surveys included questions on quality of study and graduates' assessment of their personal development.

-UL FA monitors the labour market demands (demand and supply, work posts available), cooperate with employers' associations.

- UL FRI – a survey was prepared for mentors of practical training in firms and companies for assessment of the level of the students qualifications required for work.

-UL FFA was a part of analysis conducted within the EU project/Pharmine consortium: <http://www.pharmine.org/> about implementing the bologna reform in regulated profession education.

-UL NTF – results of expectations of graduates and employers were used in forming new programmes.

-UL FPP – decided to take on an ALUMNI club for systematic evaluation of employability and study satisfaction.

-UL PEF – planed evaluations of employability.

-UL AGRFT – planned activities for evaluation of employability and learning outcomes.

- UL FŠ – intended survey on employment of graduates and their satisfaction with acquired qualifications.

-UL ALUO – research on graduates and their employment status.

-UL FF – some departments evaluate ECTS workload, learning outcomes and graduates' employability.

For further info see answers to questions 57 and 63, Chapter B.6.

Information and feedback on employment status and possibilities are used for quality improvement measures in education provision, mainly for content and curricula revision, two thirds of the UL Members consider results important for development of teaching methods, workload re-distribution, compulsory literature changes, less for changes of teachers and progression requirements (two fifths of the UL Members).

67. Information on candidates' interest in studying is:

- collected,
- analysed,
- used.

yes no

yes no

yes no

Justification:

Information on first cycle study programmes interest is gathered through VPIS (national enrolment office). The interest in postgraduate study programmes is collected by the UL members. The information is collected in various information events and activities, websites etc. Information is also collected by the UL Career centres.

First cycle

VPIS collects data and published analysis every year. Some UL Members prepare their own analyses for their specific purposes and developments.

Second cycle

The first call for enrolment was published for the academic year 2005/06. The programmes represent a new form of HE education in Slovenia and most of the programmes were accredited between 2004 and 2012. Not all the programmes have been offered as yet, most of them are offered in 2012. The number of students is slowly rising as the information on the programmes and qualifications is being spread and understood by all partners. Due to economic situation and the system of financing of the second cycle study programmes, rationalization in offer of these programmes is needed and exercised in 2012/13. The data on the programmes' influence on the labour market is still scarce and not yet reliable.

Third cycle

The UL does not conduct a common analysis on interest for doctoral study For the three programmes coordinated on the level of the UL (Biomedicine, Statistics and Environmental Protection) brief analysis is prepared and presented to the programme councils with the following data:

- number of applicants
- number of foreign applicants
- distribution of application according to interest of areas of study
- numbers of candidates with scientific articles (articles are assessed by coordinators)
- number of candidates who do not meet the access requirements.

Information is used in promotion activities, offered study places, analyses and reports on quality.

68. Information is regularly published on:

- | | | |
|-----------------------------------|-----------------------------------------|-----------------------------|
| • provision of study programmes, | <input checked="" type="checkbox"/> yes | <input type="checkbox"/> no |
| • achievements of teaching staff, | <input checked="" type="checkbox"/> yes | <input type="checkbox"/> no |
| • achievements of researchers, | <input checked="" type="checkbox"/> yes | <input type="checkbox"/> no |
| • achievements of other staff. | <input checked="" type="checkbox"/> yes | <input type="checkbox"/> no |

Justification:

The UL publishes various brochures, information packages on programmes of study, enrolment and extracurricular activities (websites, publications, etc.).

Information packages include all the relevant data and information on study programmes of all types and cycles. The info is published on websites, some are translated in English. Information is regularly updated.

Table 36. Available information on provision of study programmes

Available information on provision of study programmes and periods of updating				
Possible answers	On a yearly basis	Twice a year	After adopting changes	Number of UL Members
Website, information package	8	0	24	26
Website, curricula and schedules	4	11	20	26
Website, consultation hours	6	5	22	24
Website, notification on updating	3	2	24	24
SMS, notification on provision changes	0	0	18	18
Other: -reporting to the UL Senates -publishing on the website as news -e-lecture room -internal ICT system platform -ŠiS -by e-mail, telephone				9

ANNEX 9 - the students' satisfaction survey results.

Information on staff achievements:

- website notification and publication
- COBISS and SICRISS
- website news
- bibliography information (website)
- list of projects (website).

Other forms of information:

- writing articles in professional and scientific reviews
- attending professional events
- Organization of round tables, exhibitions, workshops, seminars
- presentation of young researchers' achievements
- writing articles in other press
- awarding decorations and prizes
- issuing reviews.

Information individual achievements are published in reports and publications and in the rector's business report.

69. Strategic planning of the higher education institution is part of the quality assurance system. yes no

Justification:

Improvement measures based on reports on quality are realized and the results are measured against the strategic UL goals.

The quality indicators used in self-evaluation were developed and adopted together with the first UL strategy (2006-2009) for establishment of a comprehensive quality assurance system and for achieving the strategic aims. The indicators are improved and extended every year due to extended requirements for collecting various data.

In the future, better integration of processes leading to planning, reporting and quality improvement is needed.

ANNEXES 39, 40 – goals and measures and undertaken activities for quality assurance
ANNEXE 38 – UL Members self-evaluation reports.

70. The institution has clearly defined quality objectives for:

- education,

yes no

Justification:

The UL has clearly defined goals regarding quality of its activities, set in annual work plans with realization activities planned for each year. The work programme is published on:

http://www.uni-lj.si/files/ULJ/userfiles/ulj/o_univerzi_v_lj/uni_arhiv/LetniProgramiDelalnPorocila/Program%20dela%20UL%20-2012%20-%209-.11.11.pdf.

ANNEX 43 – quality goals and planned activities.

- scholarly and research work,

yes no

Justification:

The UL has clearly defined goals regarding quality of its activities, set in annual work plans with realization activities planned for each year. The work programme is published on:

http://www.uni-lj.si/files/ULJ/userfiles/ulj/o_univerzi_v_lj/uni_arhiv/LetniProgramiDelalnPorocila/Program%20dela%20UL%20-2012%20-%209-.11.11.pdf.

ANNEX 40 – quality goals and planned activities.

- artistic work,

yes no

Justification:

The UL has clearly defined goals regarding quality of its activities, set in annual work plans with realization activities planned for each year. The work programme is published on:

http://www.uni-lj.si/files/ULJ/userfiles/ulj/o_univerzi_v_lj/uni_arhiv/LetniProgramiDelalnPorocila/Program%20dela%20UL%20-2012%20-%209-.11.11.pdf.

ANNEX 41 – quality goals and planned activities.

- professional work,

yes no

Justification:

The UL has clearly defined goals regarding quality of its activities, set in annual work plans with realization activities planned for each year. The work programme is published on:

http://www.uni-lj.si/files/ULJ/userfiles/ulj/o_univerzi_v_lj/uni_arhiv/LetniProgramiDelalnPorocila/Program%20dela%20UL%20-2012%20-%209-.11.11.pdf.

ANNEX 42 – quality goals and planned activities.

- the institution as a whole,

yes no

Justification:

The UL has clearly defined goals regarding quality of its activities, set in annual work plans with realization activities planned for each year. The work programme is published on:

http://www.uni-lj.si/files/ULJ/userfiles/ulj/o_univerzi_v_lj/uni_arhiv/LetniProgramiDelalnPorocila/Program%20dela%20UL%20-2012%20-%209-.11.11.pdf.

ANNEX 43 – quality goals and planned activities. The UL level goals in the achievements plans are in Chapter 5 of the UL 2011 Business report (ANNEX 3) and the Analyses of the UL activities (ANNEX 11).

- international positioning and international recognition of achievements in all fields of activity.

yes no

Justification:

The UL has clearly defined goals regarding quality of its activities, set in annual work plans with realization activities planned for each year. The work programme is published on:

http://www.uni-lj.si/files/ULJ/userfiles/ulj/o_univerzi_v_lj/uni_arhiv/LetniProgramiDelalnPorocila/Program%20dela%20UL%20-2012%20-%209-.11.11.pdf.

ANNEX 44 – quality goals and planned activities.

71. The collection, processing and analysis of data obtained in self-evaluation procedures enable the establishing of whether quality assurance objectives have been achieved. yes no

Justification:

The purpose of self- evaluation data collecting, processing and analysing is intended for review of activities for achievements of goals. See the annual report (November 13, 2007: http://intranet.uni-lj.si/poslovno_porocilo.aspx).

The realization of improvement proposals is in the 2011 UL annual report: http://www.uni-lj.si/files/ULJ/userfiles/ulj/o_univerzi_v_lj/letno_porocilo/Letnoporocilo2011objavasplet.pdf together with the quality loop - in the Chapter 11.3.

The reports include analyses of the UL indicators by areas of activities. The UL Members use also specific indicators where applicable and needed. The indicators are used for detecting the situations (planned, realized).

See also the answers to the previous questions.

72. Self-evaluation findings are used in ongoing monitoring of subsequent decisions on measures to improve educational work, research and other work for the purpose of developing quality. yes no

Justification:

See also the answers to the previous questions.

The reports on quality are consulted at the level of the UL Members and at the UL level. In the 2011 quality assurance reports there are indications of realization of proposed improvement measures in 2010. Many measures were included in the 2011 work plan; some had to be postponed to later years (exp. financial reasons).

The realization of improvement proposals is in the 2011 UL annual report: http://www.uni-lj.si/files/ULJ/userfiles/ulj/o_univerzi_v_lj/letno_porocilo/Letnoporocilo2011objavasplet.pdf together with the quality loop - in the Chapter 11.3.

73. The collection, processing and analysis of data obtained in self-evaluation procedures enables effective assessment of the quality of education, scholarly work, research, artistic work or professional work:

- in the institution as a whole, yes no
- in all departments, yes no
- at all levels of education. yes no

Justification:

The UL self-evaluation is a tool for quality assessment and quality assurance regarding achieving the strategic goals at all levels and in all activities of the UL.

ANNEX 39 and 44, ANNEX 3 – improvement measures.

74. Self-evaluation reports are presented to all stakeholders. yes no

Justification:

The self-evaluation reports are presented and discussed at all levels and at all the relevant bodies of the UL and the UL Members and all the university community is included in the debate. By publishing the reports on the websites and by special presentations on the UL activities, the self-evaluation reports are available also to external partners.

The partners included in the UL or the UL Members bodies, are directly involved in the preparation phases of the self-evaluation reports.

Table 37. Presentation of the self-evaluation reports.

To which partners are the self-evaluation reports presented?	
Possible answers	Number of UL Members
Employers' associations	11
Professional associations	12
Ministry for higher education	14
Students	22
Educational workers and researchers associations	14
Interested publics	16
Local communities	12

75. The self-evaluation report is published. yes no

Justification:

The UL self-evaluation reports are published on the UL websites. The reports on quality: http://www.uni-lj.si/kakovost/samoevalvacijsko_porocilo.aspx, annual reports and work programme: http://www.uni-lj.si/kakovost/samoevalvacijsko_porocilo.aspx. The report on quality for 2011 is included in the UL 2011 Annual report.

ANNEX 38 – the UL Members self-evaluation reports

76. Students actively participate in/are active in:

- overall assessment of the situation, yes no
- formulation of measures, yes no
- development focuses (strategy) of the institution for subsequent work. yes no

Justification:

The rights and responsibility of the UL students is defined by the UL Statute:

http://www.uni-lj.si/o_univerzi_v_ljubljani/predpisi_statut_ul_in_pravilniki/pravice_in_dolznosti_studentov.aspx

The **UL Statute** also defines the responsibilities of the UL Students Council:

- gives opinion on the UL Statute and all the questions concerning the rights and responsibilities of students,
- gives opinion on candidates for the UL Rector's position,
- elects members of the university bodies and proposes candidates for members of the UL Senate commissions.

Self-evaluations and other matters concerning operation and strategic goals of the university are discussed on the university bodies' sessions. The students are represented in all the university bodies through their representatives, nominated by the UL Students Council and through their participation cooperate in all the matters of concern at the university. They are fully informed about all issues and have an equally responsible role as all other partners.

The students contribute in self-evaluation as described in answers to the previous questions

77. Self-evaluation has been carried out at the institution since ___2002 and according to the valid Regulation from 2008 .

78. Self-evaluation is carried out and a self-evaluation report prepared annually. yes no

Justification:

The UL self-evaluation is conducted according to the Regulation on the UL quality assurance

from 2008 (UL Quality assurance report for 2007). The first systematic self-evaluations started in 2000 and concerned all areas of organization and performance of the UL and the UL Members. Systematic quality issues started however to be addressed already in 1968 with education efficiency analyses and students surveys. Some major changes were adopted in 1976, 1996, 2003 and 2008.

Two of the UL Members started self-evaluation before 1996, twelve of them in 2000 and 2001, the next eight between 2002 and 2005. Two UL Members started self-evaluation between 2006 and 2009.

Twenty-two UL Members conduct self-evaluation regularly, every year at least from 2006 and the rest from 2009.

D. EXTENSION OF ACCREDITATION

D.1 EXTENSION OF ACCREDITATION OF A HIGHER EDUCATION INSTITUTION

1. The management of the higher education institution regularly informs staff and students of its decisions and is responsible for the quality and development of the institution. yes no

Justification:

See the answer to question 60, Chapter B.6.

2. The higher education institution has a management representative who is responsible for quality and development. yes no
3. The person responsible for quality assurance is (full name and function) _ prof. dr. Radovan Stanislav Pejovnik, the Rector.

Justification:

The Higher Education Act holds the Rector responsible for the quality of a university.

The UL is constantly concerned with the issues of quality and is deliberately and systematically including all the bodies and partners in the process of quality analyses, improvement measures proposals and implementations (Article 5 of the Regulations on the UL Quality Assurance):

http://www.uni-lj.si/o_univerzi_v_ljubljani/predpisi_statut_ul_in_pravilniki/pravila_o_sistemu_spremljanja_in_zagotavljanja_kakovosti_univerze_v_ljubljani.aspx).

The UL established a quality assurance commission to implement internal quality assurance systems and processes.

The UL Members' quality assurance is the responsibility of every dean. The UL members have quality assurance commissions; some are introducing vice-deans responsible for this area and directors of study programmes for this purpose:

Table 38. The UL Members' quality assurance responsibility

Do you have the following posts/functions?		
Possible answers	Yes	No
Vice-dean for quality assurance	1	20
Vice-dean for development	12	10
Quality manager	2	19
ECTS coordinator	13	10
Study programmes' director	19	7

Presidents of the quality assurance committees	26	0
Other: -vice-dean for artistic activities and for study matters -study programme directors -vice-dean for study matters -OSIC-N manager -vice-dean for education, vice-dean for research and development, vice-dean for financial affairs -vice-deans for individual study cycles, etc.		

4. The competences, powers and responsibilities of all staff are defined. yes no

5. Teaching staff, faculty assistants and researchers participate in the formulation and adoption of decisions on:

- educational activities, yes no
- scholarly activities, yes no
- research activities, yes no
- artistic activities, yes no
- professional activities. yes no

Justification:

See the answer to the question 1, Chapter B and the structure of the UL (the UL Statute):

http://www.uni-lj.si/o_univerzi_v_ljubljani/predpisi_statut_ul_in_pravilniki/statut_univerze_v_ljubljani.aspx.

The university bodies: http://www.uni-lj.si/o_univerzi_v_ljubljani/organi_univerze.aspx.

ANNEX 29 – The UL organization structure.

The teachers, associates and the researchers are represented in all the UL bodies and contribute to forming and adopting of all decisions relating to education, science, research, art and profession at the UL. They are included in all the self-evaluation processes (see the answer to the question 58, Chapter B.6.).

6. Students participate in the formulation and adoption of decisions on:

- educational activities, yes no
- scholarly activities, yes no
- research activities, yes no
- artistic activities, yes no
- professional activities. yes no

Justification:

See the answer to the question 76, Chapter B.6.

To emphasise-the students are considered an equal partner in all the UL activities, including education, research, projects, organization, management, planning, reporting, evaluation and improving.

7. Students participate in all bodies of the institution. yes no

Justification:

See the answers to all the previous questions.

8. The higher education institution has orderly records of its activity. yes no

Justification:

The UL keeps registers of all data, according to the provisions of the Higher Education Act (Article 81). The UL is adapting to keeping registers in the e-form as required by the changes to the HE legislation in 2011.

ANNEX 7 – The list of data in the UL registers

9. The higher education institution collects data on candidates' interest in enrolling in advertised study programmes and informs them about studying at the institution. yes no

10. The higher education institution carries out an annual analysis of enrolment. yes no

Justification:

See the answer to the question 67, Chapter B.6 regarding analyses of enrolment interest.

Table 39. Collection and analyses of enrolment interest

How do you collect and analyse the enrolment interest in addition to the VPIS analyses	
Possible answers	Number of UL Members
Surveys on occasions of information days (exp. visits of secondary schools)	21
Analyses of enrolment interest	12
Website surveys	3
Other: -analyses of applications for »differential« examinations -presentations of study programmes (secondary schools, HE fairs...)	4

Table 40. Use of enrolment interest analyses

How do you use information and analyses on enrolment interest?

Possible answers	Number of UL Members
For decisions on the number of offered study places	19
For proposals of visibility measures	18
For information packages contents	22
For website information contents and forms	18
For quality of study analyses	9
For quality assurance reports	11

Table 41. Additional enrolment analyses

Do you conduct additional analyses of enrolment to the ones prepared by the VPIS? Define.

Possible answers	Number of UL Members
Analyses of motives for choice of study	8
Analyses of information on previous education (matura assessment grades, type of secondary education, general assessment grades of previous educations...)	9
Analyses of previously enrolled generations' secondary education background and assessment grades	6
Analyses of enrolment for individual UL Member	17

The UL Members conduct annual analyses.

Table 42. Accessibility of information for candidates

How and where are the information on study and enrolment available for future students

Possible answers	Number of UL Members
Call for enrolment	19
Study programmes' information packages	15
Visits and presentations for secondary schools	21
Fairs and other events	17
Information days	23
Student tutors	7
Teacher tutors	6
UL Member website information	23
Articles in other media	8
Advertisements	6
Other: -e-mail	2

The share of students enrolled on the basis of the first application term is only relevant for the first cycle study programmes (it is 59.9%). The other two cycles offer one application term.

11. The higher education institution monitors:

- student learning outcomes,
- student progression,
- actual duration of studies.

yes no

yes no

yes no

Justification See answer to question 64, chapter B.6.

ANNEX 48 – duration of study by cycles according to the methodology defined by the NAKVIS

12. The higher education institution carries out an annual analysis of studies.

yes no

Justification:

The UL and the UL Members prepare annual study analysis annually. The data are published in annual reports and other presentations and reports.

Table 43. Sources used for study analysis:

Give sources used for study analysis	
Possible answers	Number of UL Members
Education indicators and other indicators	20
Registration analysis	23
Tutors' reports	11
Teachers' reports	9
Programme directors' reports	8

Other sources used in addition:

- teachers' and associates' reports
- report on international teacher and student mobility (ERASMUS)
- progression rate reports
- department reports
- student and graduate surveys reports, discussed issued at various UL Members' bodies
- reports on commissions dealing with students issues
- additional surveys results
- personal contributions of teachers, students, employers...

Table 44. Most commonly indicators used by UL Members for education analysis

Give the most commonly used indicators for your education analysis		
Possible answers	Yes	No
Number of provided study programmes compared to the number of accredited study programmes	20	5
Number of registered students by types and cycles of provided study programmes	24	1
Number of students who selected at least one elective subject and another UL Member	16	8
Number of hosting students of other UL Member or HEI who selected elective subject in programmes you provide	20	5
Number of provided joint study programmes by cycles	15	8
Ration between offered study places and accepted candidates in the first term of call for enrolment	24	1
Students/teacher ratio	20	5
Number (and ratio) of students who attended practical training	19	6
Number of registered students with special needs	24	1
Number of accredited joint study programmes with foreign universities (partnership, coordination)	13	9
Number of exchange students	25	0

Number of foreign students	25	0
Number of exchanged staff	24	2
Number and share of subjects provided in a foreign language	18	3
Number of doctorates/teacher ratio	10	11

Table 45. Use of education analysis

Use of education analysis	
Possible answers	Number of UL Members
For progression rate improvement measures	22
For duration of study improvement measures	20
For study programme improvement proposals	22
For other improvement measures and proposals	16
Other: -possibilities of selecting elective subjects at other UL Members and HEI, including professionals from working environment in education process (10% of lectures, 105 of exercises) for more practical problems solving examples, possibilities of partial examinations, introducing new evaluation methods (exp. evaluation of competences of graduates), inclusion of employers in the UL Members bodies, -system of tutors.	4

13. Proportion of students progressing to a higher year, by years:

- 1st year to 2nd year: _____%
- 2nd year 3rd year _____%

(Continue as necessary.)

Justification:

Tables below demonstrate progression rate by cycles. The NAKVIS definitions of net progression rate and progression rate are used:

»Net progression rate: number of enrolled in 2nd study year without the students repeating the 2nd year, divided by the number of enrolled in the 1st year in the previous academic year«.

»Progression rate: number of enrolled in 2nd study year (including the students repeating the year) divided by number of students enrolled in the 1st year in the previous academic year (including the students repeating the year)«.

The net progression rate should not exceed 100%, however, since the definition does not exclude transitions between programmes and e-enrolments after interruptions, the numbers can exceed 100% (see the tables).

The progression rates between the UL Members are different also due to specific programme progression requirements (50 ECTS or 60ECTS) as well as access requirements.

Table 46. Net progression rate – 1st cycle

CYCLE	TYPE OF STUDY	UL MEMBER	Net progression rate (1st – 2nd study year)	Net progression rate (2nd to 3rd study year)	CYCLE	TYPE OF STUDY	UL MEMBER	Net progression rate (1st – 2nd study year)	Net progression rate (2nd to 3rd study year)
	ACADEMIC STUDY PROGRAMMES	UL AG	96.00	93.00	FIRST (PART - TIME)	ACADEMIC STUDY PROGRAMMES	UL ALUO	100.00	100.00
		UL AGRFT	90.00	82.70			UL EF	10.47	16.30
		UL ALUO	98.00	87.00			UL FDV	35.06	44.83
		UL BF	67.73	87.16			UL FF	22.72	64.71
		UL EF	45.18	90.72			UL FKKT	96.15	ND
		UL FDV	55.80	79.57			UL FPP	60.00	ND
		UL FE	56.25	86.96			UL FSD	56.25	76.92

FIRST (FULL-TIME)		UL FF	65.54	86.48			UL FŠ	9.80	66.70
		UL FGG	26.95	29.03			UL FU	ND	60.00
		UL FKKT	56.25	71.20			UL PF	108.33	56.76
		UL FMF	45.83	88.40			UL TEOF	41.60	90.90
		UL FPP	69.57	90.48			UL EF	14.47	40.16
		UL FRI	37.50	54.17			UL FDV	44.44	ND
		UL FS	42.03	64.14			UL FGG	ND	74.24
		UL FSD	84.25	92.73			UL FKKT	40.00	60.00
		UL FŠ	78.10	63.30			UL FPP	75.00	106.67
		UL FU	63.80	56.90			UL FRI	14.29	100.00
		UL NTF	60.18	80.33			UL FU	54.10	44.00
		UL PEF	79.00	93.30			UL NTF	40.00	66.67
		UL PF	50.37	38.76			UL PEF	82.30	84.60
		UL TEOF	33.33	65.00			UL ZF	55.34	94.44
	UL ZF	72.34	98.18						
	UL FFA	71.00	96.70						
	UL BF	41.26	85.00						
	UL EF	22.60	80.32						
	UL FDV	16.67	69.23						
	UL FE	42.50	57.26						
	UL FGG	9.66	59.18						
	UL FKKT	24.79	34.78						
	UL FMF	46.84	63.89						
	UL FPP	41.94	91.36						
	UL FRI	18.64	75.76						
	UL FS	33.74	52.29						
	UL FU	25.20	66.00						
	UL NTF	46.40	66.67						
UL PEF	85.60	91.93							
UL ZF	68.47	87.43							

Table 47. Net progression rate – second cycle

CYCLE	TYPE OF STUDY	UL MEMBER	Net progression rate (1st – 2nd study year)	Net progression rate (2nd to 3rd study year)	CYCLE	TYPE OF STUDY	UL MEMBER	Net progression rate (1st – 2nd study year)	Net progression rate (2nd to 3rd study year)
SECOND	SINGLE CYCLE MASTER	UL FA	58.43	86.23	SECOND	SINGLE CYCLE MASTER	UL FA	31.25	ND
		UL FMF	17.14	114.29			UL FSD	ND	ND
		UL MF	89.26	104.40			UL TEOF	50.00	33.30
		UL TEOF	35.71	83.33			UL EF	66.51	ND
		UL VF	71.80	89.50			UL FDV	ND	ND

SECOND CYCLE (EITHOUT SINGLE CYCLE MASTER)	UL FFA	79.78	93.26		UL FF	100.00	64.29
	UL AGRFT	50.00	ND		UL FPP	83.33	ND
	UL BF	87.74	ND		UL FU	100.00	ND
	UL EF	61.31	ND		UL PEF	100.00	ND
	UL FDV	ND	ND		UL TEOF	ND	ND
	UL FF	88.00	97.87				
	UL FMF	72.22	ND				
	UL FPP	60.61	ND				
	UL FU	70.30	ND				
	UL NTF	79.31	ND				
	UL PEF	87.80	ND				
	UL TEOF	90.90	ND				
	UL ZF	83.15	ND				
	UL FFA	55.40	ND				

Table 48. Net progression rate –third cycle

CYCLE	STUDY PROGRAMME	Net progression rate (1st to 2nd study year)	Net progression rate (2nd to 3rd study year)
THIRD CYCLE (FULL-TIME)	Economics and business	100.00	100.00
	Chemistry sciences	89.00	96.00
	Kinesiology	47.36	55.00
	Legal studies	36.36	42.31
	Mechanical engineering	69.23	88.37
	Textile engineering, graphic communication and textile design	55.55	84.62
	Theology	86.36	72.72

THIRD CYCLE (PART-TIME)	Architecture	58.33	40.00
	Biomedicine	93.55	50.72
	Biosciences	81.00	82.30
	Economics and business	66.66	92.80
	Electrical engineering	92.98	60.47
	Built environment	80.00	73.00
	Humanities and social sciences	77.45	70.57
	Teacher education and educational sciences	90.90	94.11
	Chemical sciences	100.00	50.00
	Mathematics and physics	92.50	100.00
	Transport and maritime sciences	ND	ND
	Translation studies	ND	ND
	Computer and information science	73.08	60.00
	Statistics	85.72	50.00
Environmental protection	95.65	47.62	

Table 49. progression rate – 1st cycle

CYCLE	TYPE OF STUDY	UL MEMBER	Net progression rate (1st – 2nd study year)	Net progression rate (2nd to 3rd study year)	CYCLE	TYPE OF STUDY	UL MEMBER	Net progression rate (1st – 2nd study year)	Net progression rate (2nd to 3rd study year)
FIRST (FULL-TIME)	ACADEMIC STUDY PROGRAMMES	UL AG	97.00	91.00	FIRST (PART-TIME)	STUDY	UL ALUO	100.00	100.00
		UL AGRFT	93.75	79.31			UL EF	10.47	16.30
		UL ALUO	98.00	86.00			UL FDV	36.46	48.00
		UL BF	74.52	91.35			UL FF	14.79	68.57
		UL EF	39.90	77.62			UL FKKT	77.77	ND
		UL FDV	57.01	77.86			UL FPP	42.86	ND
		UL FE	52.49	74.36			UL FSD	66.04	76.92
		UL FF	53.73	79.34			UL FŠ	9.30	66.70
		UL FFA	75.77	96.96			UL FU	ND	58.30
		UL FGG	70.27	44.44			UL PF	81.70	56.76
		UL FKKT	71.33	67.30			UL TEOF	ND	ND
		UL FMF	42.50	77.71			UL EF	14.74	40.16
		UL FPP	59.26	90.48		UL FDV	44.44	ND	
		UL FRI	41.74	52.41		UL FGG	ND	140.85	
		UL FS	59.52	64.14		UL FKKT	44.00	59.09	
		UL FSD	84.44	92.73		UL FPP	71.34	103.23	
		UL FŠ	68.30	60.80		UL FRI	14.29	100.00	
		UL FU	62.40	60.40		UL FU	53.80	44.00	
		UL NTF	60.35	78.40		UL NTF	45.31	66.67	
		UL PEF	ND	ND		UL PEF	ND	ND	
		UL PF	63.10	38.76		UL ZF	55.65	88.52	
		UL TEOF	ND	ND					
		UL ZF	71.43	98.18					
		PROFESSIONAL STUDY	UL BF	43.85		93.33			
			UL EF	26.66		69.70			
			UL FDV	22.03		62.50			
	UL FE		47.02	51.30					
	UL FGG		28.34	48.39					
	UL FKKT		30.82	46.88					
	UL FMF	51.69	63.89						

		UL FPP	38.78	81.32		
		UL FRI	26.44	64.12		
		UL FS	40.69	54.05		
		UL FU	27.40	68.00		
		UL NTF	48.31	80.33		
		UL PEF	ND	ND		
		UL ZF	78.45	86.64		

Table 50. Progression rate – second cycle

CYCLE	TYPE OF STUDY	UL MEMBER	Net progression rate (1st – 2nd study year)	Net progression rate (2nd to 3rd study year)	CYCLE	TYPE OF STUDY	UL MEMBER	Net progression rate (1st – 2nd study year)	Net progression rate (2nd to 3rd study year)
SECOND (FULL-TIME)	SINGLE CYCLE MASTER	UL FA	81.32	91.30	SECOND CYCLE (PART-TIME)	SINGLE CYCLE MASTER	UL FA	62.50	ND
		UL FFA	81.91	99.43			UL FSD	ND	ND
		UL FMF	18.92	114.29			UL TEOF	ND	ND
		UL MF	ND	ND		UL EF	ND	ND	
		UL TEOF	ND	ND		UL FDV	ND	ND	
		UL VF	79.50	95.80		UL FF	100.00	64.29	
	SECOND CYCLE (EITHER SINGLE CYCLE MASTER)	UL AGRFT	66.60	ND		UL FPP	83.33	ND	
		UL BF	88.76	ND		UL FU	100.00	ND	
		UL EF	53.70	42.12		UL PEF	100.00	ND	
		UL FDV	90.09	ND		UL TEOF	ND	ND	
		UL FF	85.71	97.87					
		UL FFA	ND	ND					
		UL FMF	72.22	ND					
		UL FPP	48.78	ND					
		UL FU	69.10	ND					
		UL NTF	79.31	ND					
		UL PEF	87.80	ND					
		UL TEOF	ND	ND					
		UL ZF	83.30	ND					

Table 51. Progression rate –third cycle

CYCLE	STUDY PROGRAMME	Net progression rate (1st to 2nd study year)	Net progression rate (2nd to 3rd study year)
THIRD CYCLE (FULL-TIME)	Economics and business	108.30	100.00
	Chemistry sciences	89.00	96.00
	Kinesiology	47.36	55.00
	Legal studies	70.45	27.50
	Mechanical engineering	73.58	88.37
	Textile engineering, graphic communication and textile design	55.55	84.62
	Theology	86.36	72.72
THIRD CYCLE (PART-TIME)	Architecture	66.66	43.75
	Biomedicine	77.70	49.32
	Biosciences	81.00	77.60
	Economics and business	68.70	93.70

	Electrical engineering	91.38	60.47
	Built environment	80.00	73.00
	Humanities and social sciences	79.45	70.80
	Teacher education and educational science	90.90	95.00
	Chemical sciences	100.00	50.00
	Mathematics and physics	97.50	100.00
	Transport and maritime sciences	ND	ND
	Translation studies	ND	ND
	Computer and information science	62.07	60.00
	Statistics	93.75	50.00
	Environmental protection	100.00	45.45

Progression rate is being analysed only for the reformed study programmes according to the bologna guidelines, since the pre-reform study programmes are not being provided in the first three years anymore.

14. Proportion of students repeating a year, by years: ___%.

Justification:

Table 52. Share of students repeating a study year (first cycle – academic study programmes)

UL MEMBER	% of students repeating the first study year	% of students repeating the second study year	% of students repeating the third study year	% of students repeating the fourth study year
UL AGRFT	6.02	3.40		
UL ALUO	1.00	13.00		
UL BF	10.89	6.01		
UL EF	10.25	1.21		
UL FDV	17.65	11.81	9.10	0.13
UL FE	18.00	7.41		
UL FF	10.82	12.60		
UL FFA	9.22	0.00		
UL FGG	25.00	53.23		
UL FKKT	11.32	9.63		
UL FMF	21.97	13.01		
UL FPP	12.18	0.00		
UL FRI	12.02	16.67		
UL FS	19.60	25.76		
UL FSD	8.72	14.50		
UL FŠ	12.75	1.95		
UL FU	5.31	15.85		
UL NTF	12.78	4.80		
UL PEF	9.45	6.10		
UL PF	30.54	27.49		
UL TEOF	9.50	20.00		
UL ZF	10.64	1.82		
UL	12.77	11.97	4.55	0.08

Table 53. Share of students repeating a study year (first cycle -higher professional study programmes)

UL Member	% of students repeating the first study year	% of students repeating the second study year
UL BF	9.79	4.16
UL EF	13.87	3.68
UL FDV	15.97	7.69
UL FE	13.17	0.00
UL FGG	26.21	8.93
UL FKKT	19.93	13.00
UL FMF	8.86	25.00
UL FPP	13.71	5.77
UL FRI	20.34	4.04
UL FS	13.88	15.38
UL FU	7.61	3.86
UL NTF	13.73	4.86
UL PEF	4.01	3.61
UL ZF	12.64	6.91
UL	13.21	7.33

Table 54. Share of students repeating a study year (second cycle)

UL MEMBER	% of students repeating the first study year	% of students repeating the second study year	% of students repeating the third study year	% of students repeating the fourth study year
UL AGRFT	8.33			
UL BF	4.98			
UL EF	18.83			
UL FA	27.07	5.88	6.45	24.08
UL FDV	1.87			
ULFF	7.63	4.26		
ULFFA	16.86	2.20		
UL FMF	12.78	14.29		
UL FPP	11.76			
UL FU	6.08			
UL MF	7.65	10.74		
UL NTF	5.17			
UL TEOF	3.00	0.00		
UL VF	16.67	13.09	3.13	
UL	10.74	6.31	4.79	24.08

Table 55. Share of students repeating a study year (third cycle)

STUDY PROGRAMME	% of students repeating the first study year	% of students repeating the second study year
Architecture	0.00	0.00
Biomedicine	0.00	0.49
Biosciences	1.40	1.70
Economics and business	0.00	0.00
Electrical engineering		0.00
Built environment		

Humanities and social sciences	3.75	0.88
Teacher education and educational science	0.00	0.00
Chemical sciences	0.00	0.00
Kinesiology	0.00	
Mathematics and physics		
Transport and maritime sciences	0.00	
Legal studies	5.26	6.45
Translation studies		
Computer and information science	3.85	0.00
Social work		
Statistics	14.28	33.30
Mechanical engineering	1.92	
Theology	0.00	
Textile engineering, graphic communication and textile design		
Environmental protection	0.00	4.55
UL	2.03	3.95

ANNEX 45 – Reasons for the shares of students repeating a study year.

15. Average number of examination attempts: _seen from the justification tables__.

16. Average number of examination commissions: _seen from the justification tables__.

Justification:

Table 56. Numbers of examinations, repeated examinations, etc.

UL MEMBER	Number of all accesses to examinations in 2010/11	Number of all passed examinations	Number of subjects	Number of students who accessed examinations to	Number of examinations before a commission
UL AG	/*	ND	ND	ND	ND
UL AGRFT	1.177	1112	260	129	0
UL ALUO	3570	3332	305	336	0
UL BF*	24296	18520	1140	3116	412
UL EF	43036	27095	838	4917	924
UL FA	6129	4438	162	1025	0
UL FDV	21393	15120	489	3154	739
UL FE	12760	11138	302	1760	128
UL FF	57421	43747	2390	6073	677
UL FFA	14389	10902	162	1391	332
UL FGG*	16322	10485	362	1429	469
UL FKKT	13233	7712	441	1712	400
UL FMF	7686	6785	248	831	8
UL FPP*	5761	4062	854	951	513
UL FRI	13319	9253	254	1349	193
UL FS	19231	13458	256	2707	974
UL FSD	8871	7656	166	1118	44
UL FŠ	10103	5381	258	ND	200

UL FU	16682	10593	304	2873	570
UL MF	27929	22262	146	2004	122
UL NTF	12862	8856	582	1370	63
UL PEF	23105	19407	852	2017	76
UL PF	20302	11425	189	2307	1002
UL TEOF	ND	ND	540	ND	40
UI VF	2670	ND	68	402	23
UL ZF	13812	12568	214	1681	58
Total UL	396025	285307	11782	44652	7967

*data different from the data in the UL 2011 Annual report

Table 57. Statistical data on the number of examinations, accesses to examinations, etc.

UL MEMBER	Average number of all accesses to examinations until the examination is passed	Average number of all accesses to examinations per student/study year	Average number of examinations before commission in comparison with all accesses to examinations	Average number of examinations before a commission per student
UL AG	ND	ND	ND	ND
UL AGRFT	1.06	9.12	0.00	0.00
UL ALUO	1.07	10.63	0.00	0.00
UL BF*	1.32	7.8	0.02*	0.13
UL EF	1.59	8.75	0.02	0.19
UL FA	1.38	5.98	0.00	0.00
UL FDV	1.41	6.78	0.03	0.23
UL FE	1.15	7.25	0.01	0.07
UL FF	1.31	9.46	0.01	0.11
UL FFA	1.32	10.34	0.02	0.24
UL FGG*	1.56	11.42	0.03*	0.33
UL FKKT	1.72	7.73	0.03	0.23
UL FMF	1.13	9.25	0.00	0.01
UL FPP*	1.34	6.06	0.09*	0.54
UL FRI	1.44	9.87	0.01	0.14
UL FS	1.43	7.10	0.05	0.36
UL FSD	1.16	7.93	0.00	0.04
UL FŠ	1.88	Nd	0.02	ND
UL FU	1.57	5.81	0.03	0.20
UL MF	1.25	13.94	0.00	0.06
UL NTF	1.45	9.39	0.00	0.05
UL PEF	1.19	11.46	0.00	0.04
UL PF	1.78	8.80	0.05	0.43
UL TEOF	Nd	Nd	Nd	ND
UI VF	Nd	6.64	0.01	0.06
UL ZF	1.10	8.22	0.00	0.03
Total UL	1.39	8.87	0.02	0.18

Note: the calculation method is different from the one prescribed by the NAKVIS, to serve the purpose of presentation of the data.

*data different from the data in the UL 2011 Annual report

ANNEX 46 – Reasons for the results presented in the tables

17. Share of graduates in a generation in terms of the number of enrolled students in the last seven years:

Justification:

The UL does not collect data required by the NAKVIS (SQAA). Data on the programmes which are no longer provided are irrelevant, as for the new programmes, they are in the process of introduction.

For contemporary orientation the following was calculated on the existing collected data:

1. FIRST CYCLE academic study programmes:	students in 2008/09	4513
	graduates in 2011	1772

About 40% graduated without additional/graduation year (programmes of 3 years nominal duration). Since many students enrolled in the programmes offered by the UL FDV (4-year programmes), the expected results are even better. More comprehensive picture will be possible after collecting 2012 graduates.

2. SECOND CYCLE:	students in 2008/09	2803
	graduates in 2011	1532

About 20% of students graduated without additional/graduation year. As for other explanation see point 1.

ANNEX 45 – reasons and measures.

18. The higher education institution collects information about the further studies of its graduates.

yes no

19. The higher education institution monitors:

- graduates after completion of studies, yes no
- employers of its graduates. yes no

20. The higher education institution has a careers centre.

yes no

Justification:

The UL cooperates with employers and graduates and collects feedback on employability and qualifications for improvement measures and quality assurance. The cooperation runs at different levels, mostly at the level of the UL Members.

The UL Members organize ALUMNI clubs and various joint activities.

All the UL Members are included in the career centres network activities. Career counsellors offer advice, support to the students and help graduates in transition to the employment.

With the exception of the UL EF Career centre, all the others are financed by the ESF. And coordinated at the level of the UL.

The services of the UL career centres are free of charge. The activities are organized as visits to working environments, seminars, workshops, trainings, round tables.

Cooperation with employers mostly includes their presentations and students' visits to the working environment.

21. Graduate employment rate:

- in six months: ___%,
- in one year: ___%.

Justification:

The UL plans to establish a system for employability surveys and analyses (see answers to questions 57, 63 and 66 in Chapter B.6. In 2011 the graduates survey was prepared to be methodologically and conceptually further developed by the nominated working group. In March 2012 the UL Members started to gather consents for the use of e-mails for the purpose of survey conduct in the spring of 2013.

22. Surveys and other instruments for measuring quality are used to obtain the opinion of students on:

- the provision and organisation of study programmes as a whole, yes no
- pedagogical provision by subjects, yes no
- quality of services provided by technical or support services. yes no

Justification:

The students survey mostly proved feedbacks to the:

- teachers and associates
- programme directors.

ANNEX 9 – students survey analysis for the last 3 years

The students surveys are implemented from 1996. Similar surveys implemented by individual teachers and associates record even longer tradition. The students surveys are regulated by two documents: Regulations on implementation of the UL students survey:

[http://www.uni-](http://www.uni-lj.si/o_univerzi_v_ljubljani/statut_in_pravilniki/pravilnik_o_studentski_anketi.aspx)

[lj.si/o_univerzi_v_ljubljani/statut_in_pravilniki/pravilnik_o_studentski_anketi.aspx](http://www.uni-lj.si/o_univerzi_v_ljubljani/statut_in_pravilniki/pravilnik_o_studentski_anketi.aspx), adopted by the UL Senate in 2007. Until the introduction of the e-survey, the Rules on students survey on teaching were still in force:

http://www.uni-lj.si/o_univerzi_v_ljubljani/statut_in_pravilniki/izvajanje_anket.aspx, adopted by the UL Senate in 2003.

The Regulations on implementation of the UL students survey implies transitional period, so the old surveys could be still used by the UL Members until a comprehensive ICT system was introduced. The regulations regulate the implementation of the survey for the students of the first and the second cycle study programmes. Many UL Members use it also for the doctoral students.

The e-survey is implemented at 14 UL Members, is being introduced at 9 and the obstacles for introduction at three are being removed (exp. information system).

The students at the UL Members where still the old surveys are being conducted, grade their teachers with grades from 1 to 5. The results are intended for individual teachers' assessment in habilitation procedures.

The new e-survey (from 2007) is implemented with the purpose of overview of study programmes' provision (including services for students) and evaluation of teaching (to be filled in between the end of lectures and before the examinations). The surveys are not obligatory for students and are anonymous. Access to data is granted to the teaching staff (only relevant data on individual teacher), to the deans and bodies authorised in processes of habilitation. The survey is prescribed and so is the grading scale for the answers (-3, -1, +3, +1).

Implementation of the students surveys is often faced with various problems:

- insufficient participation
- insufficient ICT support
- methodological and implementation issues (when to apply the survey)
- e-form, paper-form
- etc.

To solve the issues a working group was nominated in 2012 and these efforts are supported by the UL Students Council.

Access to the survey results is granted to the deans who then deliver the results according to their purpose and relevance to authorised persons or departments, depending on the procedures and organization of individual UL Member. The results are considered as official secret.

The statistical presentation of the survey results is included in the reports on UL Members quality, as provided in the Article 12 of the Regulations on the UL Quality Assurance (adopted in June 24, 2008: http://www.uni-lj.si/o_univerzi_v_ljubljani/predpisi_statut_ul_in_pravilniki/pravila_o_sistemu_spremljanja_in_zagotavljanja_kakovosti_univerze_v_ljubljani.aspx).

Article 7 of the same document holds the deans responsible for implementation of the students surveys and authorises the deans to conduct consultations with the teaching staff.

In addition to the UL students surveys, there are many other questionnaires and surveys used by the UL Members (exp. on efficiency of study). The results are included in the quality assurance reports, published in special publications and used for implementation measures. There are surveys measuring satisfaction of the staff, evaluation of study process, evaluation of mobility, various analyses of research, students satisfaction surveys, etc. Some are contemporary, for separate areas, etc.

23. The following are informed of the results of surveys and other instruments for measuring quality:

- students, yes no
- teachers, yes no
- researchers, yes no
- technical staff. yes no

24. The results of surveys and other instruments for measuring quality are taken into account in the following:

- transformation, yes no
- modernisation, yes no
- development of study programmes, yes no
- improvement of teaching, yes no
- development of quality support services, yes no
- development of the overall quality of the institution or programme. yes no

Justification:

The results of surveys and other quality assurance tools are used for implementation of improvement measures. They are included in the reports on quality and other publications, for modifications, modernisation and development of study programmes, for better teaching and learning and for better support in education. Self-evaluation reports include a chapter on students surveys.

ANNEX 9 – results of the UL students survey.

ANNEX 38 – list of access data to the UL Members' self-evaluation reports

Results of the students survey are used for recommendations for appointment to HE teachers titles (habilitation procedures) – Criteria on the Appointment to the Titles of University Teacher, Researcher, and Associate of the University of Ljubljana: http://www.uni-lj.si/files/UL/userfiles/O_univerzi/Statut_in_pravilniki/merila.pdf.

The results on individual teacher evaluation in the surveys together with the comments of the Students council are a basis for assessing teaching qualifications in the habilitation procedures.

The same results are used for the topic of the deans' conversation with individual professors with lower assessment and evaluation, according to the Criteria and the UL Statute.

The results can also be used for the following purposes:

- UL FU – the results are used for recognition and application of good practices and their verification in the period (annually) following introduction of these practices. Examples of good assessments in the surveys are exposed.
- UL EF – electronic version enables additional analyses, the data are published on the UL Member's website. Summarised results are also available for students' representatives.
- UL TEOF – implemented student surveys on teaching, the assessments are mostly good (4 on a scale from 1 to 5). The results show relatively lower grades in interactive methods of teaching (mentorships, exercises, support) and for individual learning requirements. The management consults teachers with lower grades in assessment.
- UL FKKT – introduced students surveys in 2011. The students exposed some issues: high requirements in some subjects, teaching of some teachers, and organization of study), which will be dealt with special attention in 2012. Some good practices were identified to be implemented on a broader scale for better study results.
- UL FS – discusses the results of the survey at various levels and bodies to improve education.
- UL FE – in identified cases of bad practice the management takes measures for improvement.
- UL FRI –students propose using the results of the survey for rewarding individuals with good performance and for addressing the identified issues before the troubles escalate in negative assessment of teachers in habilitation procedures.

Information on students' workload are obtained from the students e-survey, used by 14 UL Members – more in answer to the questions in Chapter B.

For reform of study programmes and for comprehensive quality assurance also other sources of information are used.

25. The higher education institution annually plans its scholarly, research, artistic or professional work and reports on it to all stakeholders of the institution.

yes no

Justification:

Precise procedures for preparation of the work plan and the annual report as well as indicators for all UL activities are listed in the UL regulation:

- ANNEX 50 - UL rules for work plan, financial plan and annual report preparation
- ANNEX 51 – Handbook for preparation of data for work plan and the UL reports.

The work plan is adopted by the UL Government Board and approved by the UL Senate. The annual report is adopted by the UL Government Board. Self-evaluation report is adopted by the

UL Government Board and the UL Senate.

The rectorate defines annual goals and the indicators together with the UL Members. The indicators are qualitative and quantitative. The rectorate prepared the report also together with the UL Members.

26. The scholarly, research, artistic or professional activity of the higher education institution conforms to its strategic plan and national and European guidelines and standards. It is developed in all fields in which the institution provides study programmes yes no

Justification:

The UL strategic plan is in line with the Slovene and international guidelines, standards and goals. The UL is the only Slovenian university ranked on international university rankings.

27. The higher education institution ensures that modern scholarly, research, artistic or professional findings are used in its educational activities. yes no

Justification:

See answers to question 5 in Chapter B.1, 8 to 11 in Chapter B.2.

28. The higher education institution ensures that:

- staff disseminate the findings of their scholarly, research, artistic or professional work through regular publication in international and domestic peer-reviewed professional or scholarly publications or in the manner determined by the relevant discipline; yes no
- staff have patent applications and granted patents or artistic achievements as determined by international practice; yes no
- knowledge is transferred into practice (both to teaching at the institution and into the business and non-business sectors), yes no
- suitable records are kept of all this. yes no

Justification:

Answers to this question are partly in the Chapter B and in ANNEX 3.

Table 58. Publishing information on staff achievements

How do you publish staff achievements and how often?			
Possible answers	Promptly	Once a year or upon changes	Number of UL Members
Website – information on HE teachers	18	4	21
Website – information on bibliography oh HE	17	4	21

teachers and researchers (links)			
COBISS and SICRISS	22	3	25
Publishing news on HE teachers' and researchers' achievements	20	3	23
Website publishing news of staff achievements	12	2	14
Publishing achievements of HE teachers and researchers in UL Member's newsletter	3	4	7
Publishing achievements of other staff in UL Member's newsletter	3	3	6
Publishing of list of projects	15	4	19
Publishing achievements of young researchers	9	4	13
Website publishing achievements of all staff	14	2	16
Publishing newsletter	2	4	6
Other forms of achievements presentations	6	2	8
Publishing achievements of young researchers	8	3	11
Website publishing of achievements of all staff	12	3	15
Organization of exhibitions	11	2	13
Organization of round tables	12	4	16
Presentation of projects	15	3	17
Participation at professional events	18	2	19
Awarding prizes and decorations	6	4	10
Publishing articles in scientific and artistic reviews and other media	19	2	20
Publishing articles and contributions in various media	17	2	18
Other: -data base of social science research -scientific monographs -UL BF annual report			3

Patents and transfer of knowledge into practice

64% of the UL Members have a professionally –administrative project management support. We expect broader support due to increased number of research projects.

24% of the UL Members have a professionally –administrative intellectual property protection and patent protection support.

Many of the UL Members get the support from the rectorate for applications and patent protection. The UL also offers support in dissemination of scientific, research and artistic achievements of the staff with non-financial incentives, with internal rules or criteria for publishing, awarding and tutoring research, counselling in realizing ideas, marketing, organizing seminars, forums, round tables and meetings.

Some UL Members award young researchers with special awards (exp. »Dean's award«) and material incentives for research and publishing based on internal criteria.

Transfer of knowledge into practice runs through projects with economy or service sectors, through events and platforms where interaction between professional public and researchers is provided (tenders, exhibitions, common working groups...).

ANNEX 7 – list of the UL registers, additional to those prescribed by the Act on Higher Education.

Place and date: Ljubljana, 27.06.2012

Responsible person:
prof. dr. Radovan Stanislav Pejovnik
Univerza v Ljubljani, the Rector

Signature:

E. ANNEXES

E.4 EXTENSION OF ACCREDITATION OF A HIGHER EDUCATION INSTITUTION AND STUDY PROGRAMME

1. the act of establishment and the statute of the higher education institution;
- ANNEX (from 1.1 to 1.8) and ANNEX 2
2. the self-evaluation report of the higher education institution for the academic year before which external evaluation was carried out, and analysis of all the areas of activity of the higher education institution from all the years since the last accreditation, with identified weaknesses and measures for their elimination; - ANNEX 3 and ANNEX 11
3. the mission, vision and strategy of the higher education institution; - ANNEX 3
4. the annual programme of work of the higher education institution, for the last calendar year before the external evaluation and for the calendar year in which the external evaluation is taking place; - ANNEX 4 andn ANNEX 5
5. the financial report of the higher education institution for the last calendar year;
- ANNEX 3
6. the quality manual; - ANNEX 6
7. proofs of the quality of teachers, researchers and faculty assistants as recognised by the profession;- ANNEX 8
8. analyses of the results of student surveys or other forms of monitoring the opinion of students on the quality of the provision of the study programme for the last three academic years; if less than three years have passed since the last accreditation, for the entire period since the last accreditation; - ANNEX 9
9. analyses of the results of surveys and other forms of monitoring graduates of the higher education institution;
10. - ANNEX 10
11. a list of records kept by the higher education institution. - ANNEX 7

ANNEXES:

- I. Obligatory ANNEXES according to the application form for extension of accreditation requirements

ANNEX 1 : UL establishment act

ANNEX 1.1: Decree on transformation of the University of Ljubljana; (OJ RS, No. 82/94, 30.12.1994)

ANNEX 1.2: Decree on changes and supplements of the decree on transformation of the University of Ljubljana (OdPUL-A); (OJ RS, No. 77/95, 30.12.1995)

ANNEX 1.3: Decree on transformation of the University of Ljubljana (odPUL-1); OJ RS, No. 28/00, 30.3.2000)

ANNEX 1.4: Decree on changes and supplements of the decree on transformation of the University of Ljubljana (OdPUL-1A); (OJ RS, No. 33/03, 4.4.2003)

ANNEX 1.5: Decree on changes and supplements of the decree on transformation of the University of Ljubljana (OdPUL-1B); (OJ RS, No. 79/04, 19.7.2004)

ANNEX 1.6: Decree on changes and supplements of the decree on transformation of the University of Ljubljana (OdPUL-1C); (OJ RS, No. 36/04, 6.4.2006)

ANNEX 1.7: Decree on changes and supplements of the decree on transformation of the University of Ljubljana (OdPUL-1D); (OJ RS, No. 18/09, 9.3.2009)

ANNEX 1.8: Decree on changes and supplements of the decree on transformation of the University of Ljubljana (OdPUL-1E); (OJ RS, No. 83/10, 22.10.2010)

ANNEX 2: UL Statute

ANNEX 3: UL 2011 Annual report (including UL Quality assurance report and UL 2011 Financial statement report)

ANNEX 4: UL 2011 work plan

ANNEX 5: UL 2012 work plan

ANNEX 6: UL Regulation on quality assurance

ANNEX 7: Lists of all the UL registers

ANNEX 8: List of teaching and research staff with information on habilitation titles

ANNEX 9: Analysis of students surveys

ANNEX 10: Analysis of students survey on provision of study programmes

ANNEX 11: Analysis of all UL activities

II. ANNEXES – additional explanations to justification answers:

ANNEX 12: First cycle and single-cycle master study programmes

ANNEX 13: Second cycle study programmes

ANNEX 14: Third cycle study programmes

ANNEX 15: Pre-reform undergraduate study programmes

ANNEX 16: Pre-reform post-graduate study programmes – master and doctorate of science, master of art

ANNEX 17: Pre-reform specialist study programmes

ANNEX 18: Further education study programmes (first cycle level)

ANNEX 19: Further education study programmes (second cycle level)

ANNEX 20: List of practical training provision cooperation

ANNEX 21: Number of students attending practical training

ANNEX 22: List of additional teaching staff – not employed at the UL

ANNEX 23: Number of staff in wage group E

ANNEX 24: Number of staff in wage group J

ANNEX 25: List of the UL Members' commissions

ANNEX 26: UL's real estate property

ANNEX 27: Hired facilities

ANNEX 28: UL equipment and estimated value

ANNEX 29: UL Members organograms

ANNEX 30: EU projects

ANNEX 31: non-EU projects

ANNEX 32: Scheme for preparation and monitoring of financial plan

ANNEX 33: List of Slovene organizations cooperating with UL

ANNEX 34: List of foreign organizations cooperating with UL
ANNEX 35: List of the most frequent providers of teaching staff LLL programmes
ANNEX 36: List of the most frequent providers of non-teaching staff LLL programmes
ANNEX 37: List of organizations included in the staff exchange
ANNEX 38: List of access data to the UL Members' self-evaluation reports
ANNEX 39: Improvement measures based on self-evaluation
ANNEX 40: Scientific research activities – goals and measures
ANNEX 41: Artistic activities – goals and measures
ANNEX 42: Professional activities – goals and measures
ANNEX 43: UL Members – goals and measures
ANNEX 44: International cooperation – goals and measures
ANNEX 45: Reasons and measures for progression, duration of study, repeating study years
ANNEX 46: Reasons and measures for repeating examinations
ANNEX 47: Number of HE teachers in exchange from 2006
ANNEX 48: Duration of study

III. ANNEXES – additional explanations of situation and performance of the UL:

ANNEX 49: List of UL Members
ANNEX 50: Rules for preparation of the UL work plan, financial plan and annual report
ANNEX 51: User's guide for preparation of data for the UL work plan, financial plan and annual report
ANNEX 52: The UL practical training guidelines
ANNEX 53: Tutors' guide
ANNEX 54: Accreditation procedure charts
ANNEX 55: Guide through the UL first cycle study programmes
ANNEX 56: Guide through the UL second cycle study programmes
ANNEX 57: UL Doctoral study – presentation
ANNEX 58: List of international accreditations
ANNEX 59: 2011 UL Members' special achievements
ANNEX 60: Agreement among the UL, UM, UP, and UNG on student exchange

IV. ANNEXES – translations:

ANNEX 61: UL Statute-unofficially consolidated text from June, 2012
ANNEX 62: UL 2011 Quality assurance report -abstract
ANNEX 63: Criteria on the Appointment to the Titles of University Teacher, Researcher, and Associate of the University of Ljubljana and Amendments