

Univerza v Ljubljani
Universitas Labacensis



University of Ljubljana

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Mission statement

- The University of Ljubljana practices **basic, applied and development research**, striving for excellence and quality of the highest standard in all fields of science and arts.
- **Based on its own research projects as well as advances in research at home and abroad, the University provides instruction and training** to prominent scientists and experts, capable of leading sustainable development, with a view to respecting the legacy of European Enlightenment and Humanism as well as human rights. The University also promotes interdisciplinary and multi-disciplinary studies.
- Achievements in the fields of science and arts are shared with other universities and institutions carrying out scientific research.



Mission statement

- The University of Ljubljana has a consolidating role in the academic community of professors, researchers, students and other associates, and strives to establish its fine reputation both at home and around the world. Its research, education, public activities and relations among its members are carried out based on the following **values**:
 - professional excellence or ensuring the highest possible quality,
 - academic freedom of its staff and students, particularly creative freedom,
 - autonomy in relation to the state, politics, capital or church,
 - humanism and human rights, including equal opportunity and solidarity.



University of Ljubljana(2013)

- 23 faculties
- 3 academies
- 160+222+21 accredited study programmes
- 5,519 employees
 - 1,285 university teachers (2,802 teaching staff)
 - 1,020 researchers
- 45,607 students
 - I. cycle 28,398
 - undergraduate 2,166
 - II: cycle 13,068
 - III. cycle 1,970
 - graduate 4
- Students' exchange
 - 1,000 outgoing,
 - 821 incoming



University of Ljubljana-vision

By 2020, the University of Ljubljana will be recognized as an internationally open and excellent research university, creatively contributing to the quality of life.

- ❑ Listed among the top 3% of the best universities in the world (the Shanghai Chart, UL classed among 402-503 out of 20,000)
- ❑ Top European Universities (UL classed among 169-201)
- ❑ Times THE-QS rankings (UL classed among 400-500)



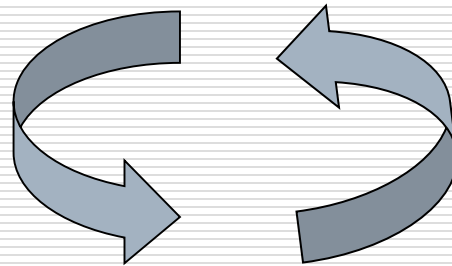
Standards and Guidelines for QA in EHEA (ESG 2005)

Internal QA

1. Policy and procedures
2. Approval, monitoring and periodic review of programmes and awards
3. Assessment of students
4. QA of teaching staff
5. Learning resources and student support
6. Information system
7. Public information

What is the most important principle in QA?

PLAN – DO – CHECK – ACT



Regular revision of all activities and implementation of recommendations

CLOSED QUALITY LOOPS – ALL LEVELS



Policy and procedures

- Mission and vision statement
- Strategy (2006, 2012-2020)
- Statute, Regulations,
- QA regulations based on national QA standards
 - Planing, reporting (2004)
 - Indicators (2006, 2013)
 - Student surveys (1968, 1976, 1996, 2003, 2008)
 - Self-evaluation procedure (2000)
 - External evaluation procedure (national, international)
(2003, 2007 EUA, 2013 NAKVIS, professional international
acreditations)



Approval, monitoring and periodic review of programmes and awards

Approval procedure

- ❑ University procedure (Study committee, Senat)
- ❑ National accreditation
- ❑ International accreditation

Monitoring, periodic review

- ❑ University procedures (annual planning, report including self-evaluation report)
- ❑ National level: 7-years cycles
- ❑ International level 5-10 years cycles



Assessment of students

- ❑ University Statute (ESG compliant)
- ❑ Faculty regulations
- ❑ **Criteria published in study program**
- ❑ Enrolment procedure at the national level

- ❑ Procedures for regular review of the implementation of the accredited criteria are not sufficient (upgraded within KUL)



QA of teaching staff

- ❑ International call for application
- ❑ External committee members required
- ❑ Accreditation of the habilitation criteria (national level)
- ❑ Habilitations criteria and procedures on the university level (3-5 year period)
- ❑ Student surveys, student opinion

- ❑ Missing well organised teaching staff support for Life long learning of teaching skills (KUL)



Learning resources and student support

- ❑ Lump sum financing system-financial autonomy

- ❑ Verified through accreditation procedure
- ❑ Annual reports, self-evaluation reports
- ❑ International external evaluations

- ❑ Tutorship system (2012)
- ❑ University Career Centre (2007-2013, 2013-2015)
- ❑ Library and information system
- ❑ International Office (2004)



Information system

- Study programmes, research projects
 - Students data basis
 - Enrolment, student progression and succes rates
 - Employees data basis
 - University key performance indicators
 - Planning and reporting
-
- Employability
 - Student surveys



Public information

- Enrolment documentation
- Annual reports and QA reports are published
- Information packages of the programmes are published
 - Information about the programmes
 - Intended learning outcomes
 - The qualification of the awards
 - Teaching, learning and assessment procedures



Development of QA system at the UL

- ❑ Official records based on the Act of Higher Education
- ❑ Student surveys (1968, 1976, 1996, 2003, 2008)
- ❑ Self-evaluation reports (2000)
- ❑ Annual planing(2004)
- ❑ Mission, vision, (2006)
- ❑ Strategy (2006-2009, 2012-2020)
- ❑ Annual reporting(2006)
- ❑ Key indicators (2006, 2013)
- ❑ **QA regulations(2008, 2014)**
- ❑ Annual evaluation of achievement of study programs (2010, 2014)
- ❑ Internal suport visits/internal evaluation (2014)

Thank you for your attention!