Internal Management and Study Programme Quality Monitoring Processes

at the University of Maribor
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Intent and purpose

This document governs the internal management process and the study programme monitoring process at the University of Maribor (UM), and defines the process of developing and approving new study programmes and changes to study programmes, the curriculum drafting process, and the policy of planning Calls for Enrolment. This document also defines powers and rules of procedure of UM governing bodies, their committees, and authorized support departments responsible for process management that participate in giving opinions and taking decisions.

By regulating the internal management and study programme quality monitoring processes the UM institutes a quality assurance system in higher education and teaching, which extends to the learning environment and relevant connections to research work, all while ensuring compliance of risk management associated with study programmes with applicable regulations. The quality system is designed in a manner where the planning, implementation, evaluations and execution of action plans represent a closed loop.

This document is based on various practices and internal regulations of UM, merged into a single document by accounting for amendments to the Higher Education Act (December 2016; hereinafter: ZVIS) and Standards and Guidelines for Quality Assurance in the European Higher Education Area (available at: http://www.enqa.eu/index.php/home/esg/; hereinafter: ESG 2015). In addition to respective standards, the document is based on the following quality assurance principles:

- The basic responsibility for quality assurance is held by UM;
- The quality system observes the diversity of faculties, study programmes and students;
- The quality system is developed in a manner that promotes and enables the development of a culture of quality;
- The system takes into account relevant needs and expectations of students, other stakeholders and the society as a whole.

Following the ZVIS amendment, which terminated re-accreditations of study programmes, the University took on the power and responsibility of monitoring and improving the quality of its study programmes. The factor material to proper functioning of the quality assurance system is cooperation and common awareness of all internal stakeholders, in particular the University management, faculties’ management (as per Article 24 of ZVIS, the faculty dean is authorized to monitor, assess and ensure quality of the faculty, its study programme, research, artistic and professional work, as well as the preparation of the annual quality assurance report), and the UM Senate as the highest-ranked academic body authorized to adopt decisions with final force. Members of UM governing bodies, their committees and authorized support staff responsible for process management are expected to act with due professional diligence and responsibility, comply with rules governing conflict of interest, and comply with other applicable regulations and internal acts of UM. Due to the diversity of stakeholders in higher education and the diversity of their views on quality assurance, it is imperative that these views are properly observed in all relevant processes.

The document lays down the following processes that comprise the quality assurance system for study programmes at UM:

1. Planning, development and approval of new study programmes;
2. Study programme change approval process;
3. Drafting of curriculums;
4. Integration of study programme in the Call for Enrolment and allocating study vacancies;
5. Assurance of support services and assistance to students;
6. Monitoring and improving the quality of study programmes;
7. Collection of data and indicators underlying study programme quality monitoring;
8. **Professional support to faculties.**

**Process manager:**
Department of Education and Student Affairs (DESA).

In addition to this framework document, which governs in particular the internal management system and the system of monitoring study programme quality that includes reference to and extracts from applicable internal regulations of UM, the quality monitoring line at UM is governed in detail by the following documents that will be aligned with applicable regulations as well:

- Quality manual of UM,
- Rules on quality assessment at UM;
- Criteria for the selection and approval of evaluators for purposes of internal evaluation at UM.

**Roles of authorized support staff and advisers:**

In all processes and procedures referred to above, faculties have at their disposal professional support provided by competent advisors of the Department of Education and Student Affairs at UM headquarters (Rectorate).

Authorized support staff (who are commonly advisers as well) manage internal evaluation procedures and assist expert panels who perform internal programme evaluations.

Authorized support staff and advisers are ensured independence and impartiality at work, and perform their duties in line with the principles of professionalism, impartiality, rule of law and political neutrality.
1 Planning, development and approval of new study programmes

Degree study programmes and credential study programmes are adopted by the Senate of the University of Maribor by proposal of the faculty senate or senates (for inter-faculty study programmes). The University needs to obtain accreditation for the new study programme from the Slovenian Quality Assurance Agency for Higher Education (hereinafter: SQAA).

The faculty intending to develop a new study programme shall first declare its intent in the education plan approved by the faculty senate and Senate of UM. Adding the faculty’s proposal to the education plan does not yet give the faculty permission to develop a new study programme or consent to include the proposal in the Call for Enrolment.

Following the indication of the intent to develop a new study programme in the education plan, the faculty may proceed with preparing the application to obtain preliminary consent for the development of the new study programme. The application is first subject to assessment by the Rector’s Council, who may request of the faculty to deliver additional explanation or supplementations. The application and opinion of the Rector’s Council are subsequently delivered for approval to the Senate UM and, if the study programme is a full-time programme, to the Board of Directors of UM. Preliminary consent of competent bodies to launch the process of developing a new study programme is a precondition for the full accreditation application. The application for preliminary consent is enclosed to this document (Appendix 1).

The faculty shall prepare the application for the first study programme accreditation in accordance with ZVIS and SQAA regulations and ensure the application is approved by the faculty senate in accordance with internal rules. Students, representatives of prospective employees (programme councils, employee associations, competent ministries, etc.) and other interested stakeholders shall be given a chance to participate in the study programme development process at faculty-level. Following approval by the faculty senate, the application shall be subject to formal review by the competent department of the Rectorate (Department of Education and Student Affairs). By request of the faculty, the Department may advise the faculty during the study programme development process, and assists in preparing the documentation underlying the application.

The faculty shall submit the application to the Senate of UM. The Senate of UM approves the new study programme by proposal and recommendation of the competent committee of the Senate of UM.

Following approval by the Senate of UM, the competent support department shall submit the application to SQAA in order to formally launch the accreditation process.

For inter-faculty, interdisciplinary study programmes, the parties shall first enter into an agreement to appoint a steering committee for the study programme responsible for the coordination of implementation and development of the study programme. The agreement shall also stipulate powers and responsibilities of faculties involved.

For joint study programmes, the study programme development and approval process managed by competent bodies of UM is identical to the single study programme, with the exception that the process can be completed by filing the application with SQAA in the manner laid down by the Agency. Pursuant to Article 33 b of ZVIS, for joint study programmes the faculty intends to implement in cooperation with foreign higher education institutions accredited with agencies recognized in the European Quality Assurance Register (EQUAR), the first accreditation process may be implemented by any agency listed under EQUAR.
2 Study programme change approval process

Pursuant to the Higher Education Act (Official Journal of RS, No. 32/12 – official consolidated version, 40/11 - ZUPJS-A, 40/12 - ZUJF, 57/12 - ZPCP-2D, 109/12, 85/14 and 75/16; ZVIS), the University shall have the power to change mandatory and other elements of study programmes under the procedure applied to adopt study programmes. The University shall notify any change of mandatory elements of study programmes to SQAA within 20 days of adopting the change in the manner laid down by SQAA. The higher education institution shall also publish changes to mandatory elements of study programmes on its official website.

Mandatory elements of degree study programmes are as follows (selected elements shall be applied to 3rd cycle (doctoral) programmes on a mutatis mutandis basis):

- General information on study programme (name, cycle, type, duration and indication whether the programme is interdisciplinary, single-major, double-major, teaching, non-teaching or joint study programme);
- Definition of baseline objectives of the programme, general and topic-specific skills and competencies or learning outcomes acquired through the programme;
- Curriculum, including the definition of credits acquired through respective courses under the European Credit Transfer and Accumulation System (ECTS) and share of elective courses in the curriculum;
- Enrolment criteria and selection criteria in case of limited vacancies;
- Criteria for the recognition of qualifications and skills acquired prior to enrolment;
- Grading criteria;
- Programme advancement criteria;
- Programme change criteria;
- Manner of programme implementation;
- Graduation criteria;
- Criteria for completion of programme stages, if the programme is divided into stages;
- Field of study of the study programme under the KLASIUS Classification of education and training and under the Frascati Field of Science classification;
- Classification under the national qualifications framework, QF-EHEA, and EQF;
- Professional title acquired after completion of study programme, pursuant to applicable law.

Mandatory elements of credential study programmes are as follows:

- General information on study programme (name, type, duration);
- Definition of baseline objectives of the programme, general and topic-specific skills and competencies or learning outcomes acquired through the programme;
- Curriculum, including the definition of ECTS credits acquired and share of elective courses in the curriculum;
- Enrolment criteria and selection criteria in case of limited vacancies;
- Criteria for the recognition of qualifications and skills acquired prior to enrolment;
- Grading criteria;
- Programme advancement criteria;
- Manner of programme implementation;
- Programme completion criteria.

By Decision No. 35, taken in the 13th ordinary meeting of the Senate of UM of 24 September 2012, the Senate granted faculties the authority to independently decide on minor changes to study programmes, in particular changes to study materials (literature), changes in teaching and learning
methods, manner and relevant share of course grading, and track record of course convenors in respective curriculums. Faculties shall promptly communicate decisions relating to changes referred to above to the competent department of the Rectorate of UM and duly update curriculums in the Bologna-degree course unit catalogue.

Changes to mandatory elements of study programmes enter into force as of the beginning of the next academic year, if adopted by the Senate of UM and delivered to SQAA prior to the Government of the Republic of Slovenia approving the Call for Enrolment.

Optional elements of study programmes shall enter into force as of the beginning of the next academic year, if adopted by the Senate of UM and senates of faculties no later than 30 September. Optional elements of study programmes under this category are as follows:

- Updates to curriculum (e.g. literature, subject matter, objectives, conditions to join);
- Reallocation of contact hours under a particular course that has no impact on the curriculum (e.g. reallocation of contact hours between various types of practical classes);
- Replacement of course convenors.

Changes to study programmes may enter into force as of the first enrolment of a particular generation of students, or as of a particular academic year and shall apply to all years of study at once. The latter shall not apply to replacements of course convenors, which may become effective immediately if immediate entry into force is required due to termination of employment, appointment to new position, retirement or death of the convenor, etc. Article 66 of ZVIS, which stipulates the right of students to continue education and advance in the programme under terms and conditions applicable at enrolment, shall be applied mutatis mutandis to any change implementation. The proposal on applicability of particular changes shall be filed by the faculty senate parallel to the proposal for approval of changes by UM governing bodies. The date of entry into force shall be laid down in the Decision of the Senate of UM.

Updated study programmes, including all approved changes, are published every year on the UM website prior to the release of the Call for Enrolment for the upcoming academic year. Faculties shall have the responsibility of updating and submitting documents to be released to the Department of Education and Student Affairs, so as to ensure that the public and relevant stakeholders are informed of study programmes and activities of UM. This ensures due publicity, reliability and accuracy of information on activities of UM.

Changes to existing study programmes at UM are adopted by following an internally developed procedure that defines criteria for the assessment of respective changes, as well as additional criteria to be observed during the process (Appendix 2). In addition to content-related and formal compliance, the process consists of the assessment of whether changes to study programmes are justified in terms of findings that suggest actual issues in a particular programme (changes are commonly based on findings made during the annual study programme self-evaluation process, however, can also be based directly on results of various surveys, performance indicators, data processing, findings made by programme councils, comparison with international programmes or international accreditation standards, recent developments in the field of higher education, initiatives of students or other stakeholders, alignment with strategic objectives in higher education at UM, other changes agreed on at University level, etc.). The assessment also extends to whether proposed changes may result in greater shortcomings or non-compliance, as defined by the Criteria for accreditation and external evaluation of higher education institutions and study programmes. To ensure full compliance with the aforementioned criteria, the assessment extends to whether the study programme will represent a comprehensive unit in terms of content and structure even after the adoption of changes, and whether the curriculums and syllabus will maintain the connection with objectives of the programme and the competencies planned to be acquired through the programme. The assessment further extends to
whether the changes will not create a completely new study programme that would require new accreditation (e.g. no changes to classification under KLASIUS P-16, type of programme, baseline objectives and majority of competencies and learning outcomes acquired through the programme, as well as the title and professional title acquired through the programme).

The proposal to change mandatory constituents of study programmes shall be adopted by the faculty senate and delivered to the Senate of UM for approval. The proposal, commonly submitted annually, is delivered either prior to or along with the approval of the Call for Enrolment for the upcoming academic year. For inter-faculty study programmes, the proposals shall be approved by senates of all participating faculties, unless otherwise stipulated by the agreement entered into by participating faculties. Each September, the competent department of the Rectorate defines in detail the scope of tasks, including deadlines for the submission of proposals on changes to study programmes. It is recommended that faculties propose changes to enrolment terms two years prior to the implementation and publish the changes immediately after approval in order to allow future students to take knowledge of the changes in time. The latter applies in particular to changes relating to enrolment criteria or criteria for the selection of candidates in case of limited vacancy, in particular to changes relating to mandatory subjects future candidates need to take at their high school closing exam (matura), bridging exams and manner of skill testing.

The following decisions taken in the 17th ordinary meeting of the Senate of UM, dated 29 January 2013, are of relevance with regard to changes to study programmes:

1. The Senate of UM hereby decides that 1st cycle study programmes and single MSc programmes consist of an average of 750 contact hours per year of study or proportionally fewer, if the programme concerned is a programme with low enrolment into a particular programme/course/major. Vocational programmes for qualifications regulated by EU Directives are an exception to the rule referred to in the preceding sentence, if so stipulated by the Directive.

2. The Senate of UM hereby decides that 2nd cycle programmes consist of an average of 600 contact hours per year of study or proportionally fewer, if the programme concerned is a programme with low enrolment into a particular programme/course/major. Vocational programmes for qualifications regulated by EU Directives are an exception to the rule referred to in the preceding sentence, if so stipulated by the Directive.

3 Drafting of curriculums

Each accredited course unit within a study programme at the University of Maribor shall have a detailed curriculum in Slovene and English, as adopted by competent bodies. Curriculums are created using a prescribed template.

Curriculums shall be defined in a manner ensuring integration of contents, and ensuring that all learning outcomes and competencies of graduates planned in the study programme are realized in full. Study objectives and results of respective course units shall be compliant with the level and type of the study programme.

The process of drawing up and updating curriculums is based on the Instructions on completing the ‘Course unit curriculum’ template, which define the manner of recording respective details of the course unit to ensure compliance with the syllabus. The instructions contain content-related and other instructions/recommendations for the definition of terms and conditions for course integration, fulfilment of study obligations, description of course contents, manner of listing study materials and
sources, definition of goals, competencies and planned learning outcomes, teaching and learning methods and manner of interim and final course grading. The track record of the course convenor relating to a particular course unit are an integral part of the curriculum and an element material to the final approval of the convenorship.

Curriculums should be designed in a manner encouraging students to adopt an active role in the teaching, learning and course-grading process, as this promotes the motivation of students, provides a chance to self-reflect and participate in the learning process. We recommend using different teaching methods, depending on the planned learning outcomes, which encourage students to actively participate in the process.

One of the goals of UM is to promote and expand the use of digital technologies in the teaching and learning process and the use of said technologies for didactical purposes.

Course convenors shall have the responsibility of developing and regularly updating the curriculums. If difficulties or shortcomings are determined with regard to a particular curriculum during the course of the quality monitoring processes (self-evaluation, surveys, programme council meetings, etc.), competent committees or bodies of faculties shall have the right to demand upgrades to the curriculum.

Applicable curriculums are available to the public on the UM website and in the course unit catalogue, available at [https://aips.um.si/PredmetiBP5/main.asp](https://aips.um.si/PredmetiBP5/main.asp). Public availability of curriculums ensures transparency and publicity of University operations. Faculties shall complete the catalogue until the publication of the Call for Enrolment for the upcoming academic year.

Appendix: Instructions on completing the ‘Course unit curriculum’ template.

4 Integration of study programme in the Call for Enrolment and allocating study vacancies

In preparing Calls for Enrolment UM observes provisions of ZVIS and the Rules on the call for enrolment and enrolment in higher education. Enrolment policy planning is at all times based on the principle of sustainability and social responsibility.

The Call for Enrolment comprises accredited study programmes of the University of Maribor, as proposed by senates of respective faculties. The Senate of UM shall have the power to decide to temporarily remove or not include a study programme in the Call for Enrolment and the power to propose termination of the study programme. The latter applies to cases of the extraordinary low interest in certain study programmes in past years, ongoing extraordinary evaluation of a particular study programme, major non-compliance in the implementation of a particular study programme determined during the course of internal review procedures, or results of the internal programme evaluation process that call for material changes to a particular study programme. In case of extraordinary low interest in a particular study programme, prior to adopting a final decision as regards to termination, the University shall examine the need for graduates in this particular field in the job market, and examine the options of educating this particular profile of graduates under an associated or comparable study programme.

The following criteria shall be observed in developing proposals on vacancies in 1st and 2nd cycle study programmes:

1. Interest of candidates in past years;
2. Percentage of students advancing from the 1st to the 2nd year of study in past years;
3 Employment opportunities for graduates;
4 Staffing and material capacities of faculties and the University.

The Call for Enrolment may only include doctoral study programmes in fields of study where doctoral students can be allocated to partake in research programmes or projects. With regard to planned vacancies in respective doctoral study programmes, faculties shall ensure sufficient supervisory staff who are active researchers in the field of doctoral study concerned, as per the rules governing doctoral studies at UM.

Data for purposes laid down in Points 1 through 3 of Paragraph 3 are collected in the manner laid down in Chapter 7 of this document. With regard to the alignment of candidates’ interest with available vacancies, we recommend that the number of vacancies does not exceed, in principle, the average number of students enrolled in the 1st year of respective study programmes in the last two years by more than 10% (if the number of vacancies is 30 or more). In case of study programmes with unrestricted enrolment, the number of vacancies shall account for the percentage of students who did not pass or take any exams during the past years (s. c. fictional enrolment).
5 Support services and assistance for students

The following is a list and description of activities implemented by respective faculties for purposes of providing students with counselling services, information, adjustment to various student groups, their needs and mode of study, and assistance for students prior to and during the enrolment process, during their time of study, and during the process of completing their studies.

Pre-enrolment and at-enrolment activities

1. Information days, visits to high schools, meetings with career counsellors, science and technology days for grammar school pupils and high school students at faculties, open days, training and career fairs, topic-specific workshops, summer and winter schools for high school students, opportunities for high school students to engage in research work under the mentorship of UM professors, cooperation with the Association for technical culture of Slovenia, cooperation with museums.

2. Career counselling for future students (Career Centre, VPIS (Enrolment and Admission Service), Department of Education and Student Affairs, faculty student councils and Student Council of UM, etc.).

3. Introductory week for UM freshmen prior to the beginning of the academic year (including introductory seminars and lectures on topics on which high school students have deficiencies in knowledge and skill).

4. Integration of foreign students into activities to mitigate the culture shock associated with their relocation to Slovenia (development of intercultural skills and competencies, Slovene language classes and introduction to Slovenian culture).

Activities during time of study

1. Mentors and tutors

All faculties of UM keep a tutorship system, based on underlying implementation principles adopted by the Senate of UM. Selected faculties have additional mentors, demonstrators, etc., who assist students in various ways.

Faculties employ the following forms of tutorship:

Entry-level tutorship: Implemented in the early stage, i.e. 1st year of studies, and primarily focused on easing 1st year students into their studies at UM. Entry-level tutorship is provided by student tutors and professor tutors and entails: Integration of students into the university environment, building relationships between students and professors and between students and the institution as a whole based on humanistic ideas, partnership and common endeavours to attain study-based goals.

Content-specific tutorship: Implemented throughout the duration of studies for purposes of ensuring greater efficiency of learning outcomes. Content-based tutorship is primarily provided by professor tutors, with the help of student tutors, and entails: Discussion of key study points and selected topics, enhancing previously acquired skills and knowledge, strengthening the ability to connect topics and critical evaluation, additional help in understanding and learning the curriculum, advising on elective

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1 https://www.um.si/univerza/dokumentni-center/akti/GlavniDokumenti2013/Tutorski%20sistem%20Univerze%20v%20Mariboru%20%20izhod%20%20uvedbo.PDF
courses, assisting in planning exam dates, encouraging and motivating students to study on a daily basis, advising on training, advising and assisting in international student exchange, and advising students on their participation in extracurricular activities.

**Exit tutorship:** Implemented at exit, i.e. during the last year of study, and primarily intended for ensuring timely completion of studies, as well as for counselling students on future studies at home or abroad and on available career paths after their studies. Exit tutorship is provided by professor tutors, with the help of the Career Centre of UM. Exit tutorship can also be provided by the mentor of the student’s closing thesis.

2. Learning assistance in courses causing problems to students

In addition to introductory seminars, faculties provide their students with learning assistance in selected courses that have a low passing percentage.

3. Activities of the Career Centre

The Career Centre of UM organizes, implements and participates in a broad range of activities, including: Personal career counselling, scholarship and grant opportunities, field trips to prospective employers, job interviews, and various workshops (motivation and dealing with stress, creative thinking, public speaking, effective learning methods, career planning, etc.). For more information, visit https://kc.um.si/english.

4. Special student status and special conditions for education

Pursuant to the Statute of the University of Maribor, students can apply for the following special student status categories:
- World-class athlete student status;
- Recognized artist student status;
- Student with long-term illness;
- Student with disabilities;
- Student with University-level office (Student Vice-Rector, student vice-deans and secretary of the Student Council of UM).
- Other students eligible for special conditions for education due to special circumstances.

A student who acquires special status, and is thus entitled to special conditions for education, shall meet all obligations of the study programme he or she is enrolled to, and shall be entitled to the following rights and privileges:
- Right to reduced mandatory attendance and granted absence from study obligations in agreement with the course professor.
- Right to complete practical classes at a later date, extended submission deadline for seminar papers, mid-term testing, etc.
- Right to take exams outside of published dates in accordance with the Rules on examination and grading of the University of Maribor.
- The right to retake a year and advance to senior year, and the right to extend the student status by one year due to justifiable causes, providing the student meets the terms laid down in the Statute of UM and terms pertinent to the study programme.
Details on obtaining special status are laid down in the Rules on students with special status of UM\textsuperscript{2} and the Rules on study process for students with disabilities of UM.\textsuperscript{3}

\textsuperscript{2} https://www.um.si/univerza/dokumentni-center/akti/Pravilnik%20o%20%5Ctudentih%20%5Cposebnim%20%5Cstatusom.pdf

\textsuperscript{3} https://www.um.si/univerza/dokumentni-center/akti/Strani/studij-na-um.aspx
5. Use of e-learning materials

UM supports the development of e-learning by means of the Moodle learning environment and regularly organizes employee training courses on Moodle e-learning. All faculties have coordinators who cooperate in the development of e-learning policies and provide assistance to faculty staff in terms of basic use of the application.

Under the project DIDAKT.UM, we established a UM-wide Centre for teaching support, which provides assistance to professors and staff for the use of ICT in teaching and learning.

UM also encourages faculties to conduct parts of their study programmes in e-form, providing the faculty has adequate staffing and material means for e-learning and is able to produce planned learning outcomes and competencies of graduates. Prior to introduction, any e-learning means and materials need to be reviewed in terms of compliance with SQAA criteria and internal regulations of the University of Maribor.

6. Projects, scientific research and professional work

Students are given a variety of opportunities to engage in project-based, research or professional work, either as part of extracurricular activities or under their regular study obligations. In case of the latter, the work shall be graded accordingly in terms of credits.

7. Slovenian language and culture classes (acquiring intercultural and multicultural skills and competencies) for foreign students and foreign language learning for Slovenian students

End-of-study activities

1. Additional exam term for the final exam

In agreement with the course convenor or course holder, students may sit the final exam prior to their diploma or prior to the completion of studies outside of the formally published exam terms, as laid down by the Rules on examination and grading of UM.

2. Interviews with students who terminated their studies for purpose of re-integration and completion of studies.

Review of open study obligations, selecting a tutor, setting a timeline, etc.
6  Monitoring and improving study programme quality

At the University of Maribor we follow the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015, available at http://www.enqa.eu/index.php/home/esg/) that focus on quality assurance in higher education learning and teaching, including the learning environment and relevant links to research and innovation (ESG pg. 7).

The following internal and external stakeholders are part of the interviews, evaluations, reflections and development of proposals for the improvement of study programmes, in particular:

- Higher education teaching staff working under an employment relationship,
- Higher education teaching staff working under other contractual relationships,
- Students,
- Alumni,
- Non-teaching staff,
- Employers (programme council, etc.),
- Foreign experts,
- Other external stakeholders (professional associations, civil initiatives, etc.).

6.1 Regular programme self-evaluations

The University of Maribor regularly monitors and audits the implementation of study programmes in order to assess whether the programmes meet planned objectives, and whether the needs of students and society are adequately met. The purpose of quality monitoring is to ensure continuous quality improvement.

Faculties perform annual programme self-evaluations, the purpose of which is to assess and audit the implementation, as well as to ensure systematic improvement of the quality of study programmes. The implementation of the aforementioned tasks falls under the authority and responsibility of deans of faculties, competent Vice-Deans and study programme managers. A detailed allocation of tasks falls under the authority of deans of respective faculties. Employees, students and other stakeholders shall have the duty to participate in the implementation of said activities. Study programme self-evaluation reports are notified to the Quality Assurance Committees of respective faculties, which subsequently include the reports into their self-evaluation reports. The reports are brought to the attention of competent faculty committees for undergraduate/postgraduate studies.

Data collected during the study programme self-evaluation process is duly analysed and applied as the basis of remedial and mitigating action, as well as the basis for proposals aimed at implementing improvements and ensuring that study programmes are topical and up-to-date.

The following areas and lines are subject to assessment in the programme self-evaluation process:

- Contents of the study programme with respect to the most recent studies and research in a particular field in order to ensure that the programme is topical and up-to-date.
- Interest in the study programme, eligibility of candidates, study completion rate, study completion success rate, workload of students, internationalization of study programme.
- Relation to work environment and employability of alumni.
- Implementation of the study programme in a manner that encourages students to adopt an active role in the learning and teaching process (student-oriented teaching, learning and grading).
- Adequacy and effectiveness of student examination and grading processes.
- Satisfaction of students with the teaching process and study programme.
• Teaching and research track records of participating higher education teachers.
• Learning and teaching environment, support services and adequacy of support services with regard to a particular study programme.

Under the programme self-evaluation process, the following lines are subject to assessment:
• Programme content in terms of the latest scientific research and advancement in a particular field of science, which ensures the programme is up to date and topical.
• Interest in the study programme, eligibility of candidates, student advancement rate, programme success rate, volume of study obligations, internationalization of study programme.
• Integration with the job market and employability of graduates.
• Implementation of the study programme in a manner that encourages students to adopt an active role in the learning process (student-focused learning, teaching and grading).
• Adequacy and efficiency of student examination and grading processes.
• Satisfaction of students with teaching and the study programme in general.
• Teaching and research track record of participating higher education teachers.
• Learning environment, support services and adequacy of services under the study programme.

Content-based assumptions underlying the study programme self-evaluation report are available in the appendix. The self-evaluation report shall be short, concise and shall not exceed 10 pages per study programme.

Self-evaluation reports on respective study programmes are an integral part of the overall self-evaluation reports of respective faculties, and subject to approval by the senates of the faculties. Self-evaluation reports include a summary of proposed measures contained in the self-evaluation reports on respective study programmes, implementation deadlines, and persons responsible for implementation. Particular emphasis shall be given to outstanding tasks highlighted in last year’s self-evaluation report. Reports shall be brought to the attention of relevant internal and external stakeholders.

The faculty shall publish a summary of the self-evaluation report on its website. Full reports shall be published on the UM intranet. Relevant stakeholders shall be notified of findings and results of the study programme self-evaluation process.

Authorized support staff and advisers examine the study programme self-evaluation reports, take summary of best practice cases and weakness, and draw up an aggregate report to be delivered to competent committees of the Senate of UM (Committee for Graduate Studies, Committee for Postgraduate Studies, Quality Assessment Committee). The purpose is to monitor study programmes University-wide, determine programme strengths and weakness, and propose to relevant UM bodies the necessary systemic changes.

6.2 Internal programme evaluations

Internal programme evaluations are independent evaluations of study programmes conducted periodically by UM, so that each study programme is subject to evaluation at least once every 5 years. By means of the internal programme evaluation process, faculties can prepare for external programme evaluations. Moreover, by means of internal programme evaluations, UM is able to obtain external/impartial insight into the realization of goals of individual study programmes, thus testing the efficiency of its internal quality assurance system at individual faculties. Areas subject to independent evaluation under the internal programme evaluation process include study programmes, their implementation, realization of planned goals and realization of students’ needs and the needs of
society as a whole. As a rule, study programmes are evaluated under the same criteria as applied in
the self-evaluation of study programmes. In addition, the internal programme evaluation also focuses
on the evaluation of progress made since the last external and/or internal evaluation, as well as on the
efficiency of the internal quality assurance systems of respective faculties.

As a rule, internal programme evaluations are conducted on a group of study programmes of various
cycles (full vertical approach) offered by a particular faculty, as this also allows for the evaluation of
the adequacy of learning outcomes and competencies with regard to the type and cycle of studies
(including EQF, QF-EHEA and SQF), potential duplication of contents, etc. The full vertical programme
evaluation can extend to several programmes within the same cycle (e.g. vocational and university
programme in the same field; programmes of the same cycle that are partially related; programmes of
the same cycle implemented by different faculties, which represent a coherent whole).

Rules on quality assessment at the University of Maribor apply mutatis mutandis to internal
programme evaluations.

The Quality Assessment Committee of UM adopts the plan of independent internal programme
evaluations of study programmes or groups of study programmes by proposal of the competent
Committee for Graduate Studies or Committee for Postgraduate Studies no later than June every year
for the upcoming academic year. Planned evaluations shall be implemented in the next calendar year.

The Department for Quality and Sustainable Development drafts a proposal on evaluators who will
conduct internal programme evaluations, selecting from a list of competent evaluators and in
accordance with the Criteria for the selection and approval of evaluators for internal evaluation
purposes at the University of Maribor. The Quality Assessment Committee adopts the proposal on
evaluators and delivers it to the Rector.

The Rector, by proposal of the University Quality Assessment Committee, appoints the internal
evaluation committee within one month and authorizes the committee to conduct the evaluation of a
study programme or group of study programmes. The internal evaluation committee shall consist of
at least three members, all of whom shall be independent evaluators in the field of higher education
and science, and shall not be in an employment or other contractual relationship with the faculty
implementing the study programmes subject to evaluation. At least one higher education professor-
evaluator who is not employed at the University of Maribor shall be appointed to the committee,
whereas at least one higher education professor-evaluator shall hold relevant ranks in one of the fields
relating to study programmes that are subject to evaluation (foreign evaluators shall hold comparable
rank or right to teach at the corresponding university education level in their country of origin). The
committee shall also include a student representative, who shall not be a student of the faculty
implementing the study programme subject to evaluation.

One of the members of the internal evaluation committee who is a higher education professor with
ranks in the field relating to study programmes that are subject to evaluation shall be elected
committee chair. The evaluation process is managed by a competent employee of the Rectorate
support department, who had received regular training on the matter and has the necessary
qualifications and experience.

When appointing the committee, the Rector shall also set the period in which the faculty shall submit
required documentation to the person in charge of the internal programme evaluation. The period
shall not be shorter than 30 days.
Under the internal programme evaluation process, the competent support department of the Rectorate, in cooperation with the relevant faculty, shall provide the committee with the following documentation:

- Mission, vision and strategic plan of the faculty.
- Latest version of applicable study programmes, including at least all mandatory constituents of respective study programmes.
- Programme self-evaluation reports on all previously evaluated study programmes for the period since the last internal programme evaluation.
- Latest reports from external SQAA experts who evaluated the study programmes concerned under the re-accreditation process (when reasonable), extraordinary evaluation process or sample evaluation process.
- Other documents the evaluation committee or faculty consider material to the evaluation process and assessment of the state of affairs.

The competent staff member of the Department of Education and Student Affairs shall review the required documentation within one month and, in the event of shortcomings and errors, request remedial action (e.g. compliance of study programme with applicable legislation, SQAA regulations and UM regulations, recommendations of UM bodies, etc.) or an elaboration of why the faculty decided not to observe a particular comment or remark (in case of indirect non-compliance). Remedial action may include changes to study programmes.

After the application is considered formally complete, it is submitted to the competent person in charge of the evaluation process.

After receiving the documentation, the internal evaluation committee analyses the documents and, in agreement with the faculty, decides on a date of the evaluation visit.

The evaluation visit comprises interviews conducted by committee members with teaching and non-teaching staff, faculty management, student representatives, alumni and external stakeholders. The faculty shall ensure evaluation committee members are given full insight during the visit into any documentation required for the evaluation, as it may occur that evaluation experts will require additional material information and data to clarify any open issues. During the evaluation committee visit, the managers of evaluated study programmes and staff members who participate in processes relating to study programmes under evaluation shall be available to the committee.

The internal evaluation committee shall draft a valuation report within 30 days after the visit and submit the report to the competent staff member in charge of the evaluation process. The internal evaluation report can consist of separate parts, one per study programme evaluated, or can be delivered in aggregate form. If delivered in aggregate form, the report shall clearly indicate which finding and evaluation relates to which study programme. First, the competent staff member in charge of the evaluation process shall bring the report to the attention of the faculty dean and study programme managers, who are subsequently given the chance to submit remarks to the report within 15 days. The evaluation committee examines the remarks within 15 days and takes them into account, providing they result in the remedying of potential prior misunderstandings. The report is considered final after the expiration of the 15-day period.

The competent staff member in charge of the evaluation process brings the final evaluation report to the attention of the faculty dean and requests that the faculty prepare an action plan within 60 days. The action plan shall be approved by the faculty senate.
Competent committees and the Senate of UM examine the final internal evaluation report, along with potential remarks, and the subsequent action plan detailing corrective measures. **If the report indicates major irregularities or non-compliance with regulations, the Senate of UM instructs the faculty to take corrective action until the deadline imposed by the Senate. If the faculty fails to remedy the irregularities within the imposed deadline, the Senate adopts a decision in the next Senate meeting to suspend the study programme for a predetermined period or gradually terminate the programme in full. In case of gradual termination, no 1st year vacancies shall be published for the study programme in the next academic year, however, the study programme shall remain valid and in force until the final generation of students who enrolled in the 1st year have entered their last year of the programme, plus one year. The decision of the Senate is published on the UM website and brought to the attention of students enrolled in this study programme.**

The executive summary of the internal evaluation committee report and the decision of the Senate of UM are also brought to the attention of internal and external stakeholders.

UM organizes training courses for candidates for internal evaluation committees and competent staff members in charge of evaluation procedures.
7 Collection of data and indicators for study programme quality monitoring

Programme self-evaluations, as well as internal and external evaluations, require systematic collection of data and indicators, which respective faculties and the University subsequently analyse, discuss, propose improvements to, and obtain feedback on. Data and indicators are prepared using a single methodology in order to ensure transparent oversight of quality per individual segment.

For evaluation purposes The Department of Education and Student Affairs, in cooperation with the Computer Centre of UM (CCUM) and Career Centre, provides the management of UM and faculties with the following material data (information) collected from different sources:

a) List of course units and course convenors that experienced students failing the course for the fourth consecutive (and subsequent) time, including an indication of the times the student sat the exam.

b) Results of the survey on teaching performance of higher education teaching and non-teaching staff (feedback provided in the form of reports on the implementation of measures, submitted by faculty deans).

c) Results of the students’ workload survey, broken down per course unit.

d) Results of the student satisfaction survey, based on the opinion of students given after completing their studies for each study programme (comprehensive assessment of the quality of content and implementation of the study programme, realization of competencies, support services, faculty equipment, etc.).

e) Indicators for the higher education sector, as adopted by the Senate of UM on 8 July 2014.

f) Analysis of data on enrolment into undergraduate study programmes.

g) Detailed data on candidates accepted to undergraduate study programmes in the 1st and 2nd application round, broken down per type and manner of completion of high school education, sum total of credits collected in the high school exit exam/vocational exit exam or other exit exam, overall grade achieved in final years of high school, credits collected in individual classes that count towards the exit exam total, etc.

h) Analysis of data on enrolment into postgraduate study programmes.

i) Analysis of data on employability and employment rate of alumni (starting in 2017).

j) Other information per decision of UM bodies.

Persons responsible for collecting data and information referred to above and delivery deadlines:

<table>
<thead>
<tr>
<th>Information to be collected until deadline</th>
<th>Deadline</th>
<th>Person responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>15 October</td>
<td>CCUM, DESA</td>
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<td>b)</td>
<td>15 November</td>
<td>CCUM, DESA</td>
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<tr>
<td>c)</td>
<td>15 November</td>
<td>CCUM, DESA</td>
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<td>d)</td>
<td>1 November</td>
<td>CCUM, Career Centre DESA</td>
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<td>e)</td>
<td>15 December; indicators related to last year’s graduates: 15 February</td>
<td>CCUM, DESA</td>
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<td>f)</td>
<td>1 December</td>
<td>DESA (Enrolment and Admission)</td>
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<td>g)</td>
<td>1 December</td>
<td>DESA (Enrolment and Admission)</td>
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<td>h)</td>
<td>1 February</td>
<td>DESA (Office for Education and Student Affairs)</td>
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<tr>
<td>i)</td>
<td>1 November</td>
<td>CCUM, Career Centre</td>
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<td>j</td>
<td>As per decision of competent body.</td>
<td>As per decision of competent body.</td>
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</tbody>
</table>
8 Professional support to faculties

In all processes and procedures referred to herein, faculties have at their disposal expert support provided by advisers of the Department of Education and Student Affairs.

Advisers need to have at least 5 years of experience in higher education.

Advisers shall take regular training in the following fields:
- Legal regulation, organization and functioning of the higher education system in the Republic of Slovenia.
- European higher education standards and guidelines and characteristics of the European higher education environment.
- Internal regulations of UM governing education.
- Quality assurance in higher education.

The University of Maribor maintains an internal list of staff members authorized to provide independent counsel and/or manage the internal study programme evaluation process, cooperate in training/advisory visits to faculties, or as members of internal programme evaluation committees.

Under the programme self-evaluation or internal programme evaluation process, advisers give counsel to faculties regarding the preparation of the action plan. If advisers determine the need for systemic changes on a University-wide level, they notify the head of the relevant department and the competent Vice-Rector.

Appendices:

1 Application for preliminary consent to initiate preparatory activities for the accreditation of a new study programme
2 Internal process of approving changes to UM study programmes
3 Instructions for completing the ‘Course curriculum’ template
4 Internal study programme evaluation process at UM
5 Content-based assumptions underlying the study programme self-evaluation report
Appendix 1: Application for preliminary consent to initiate preparatory activities for the accreditation of a new study programme

PROPONENT FACULTY:

Date: 
No.: 410-xxxxx

RECTOR’S COUNCIL
SENATE OF UM
BOARD OF DIRECTORS OF UM (for full time study programmes)

SUBJECT: Application for preliminary consent to initiate preparatory activities for the accreditation of a new study programme

1. Title of study programme:

2. Type of study programme:
   - vocational higher education
   - Bachelor’s
   - Master’s
   - Single Master’s
   - Doctoral,
   - Professional training.

3. Cycle of study programme:
   - First
   - Second
   - Third

4. Duration of study programme:
   - 1 year
   - 2 years
   - 3 years
   - 4 years
   - 5 years
   - 6 years

5. The study programme is:
   - single-major
   - double-major
   - teaching
   - non-teaching
   - interdisciplinary
   - joint
   - other: _______________ .
6. Planned implementation manner and number of vacancies:
   ☐ full-time, number of vacancies: ______________
   ☐ part-time, number of vacancies: ______________

7. The study programme will replace an existing study programme: ☐ yes ☐ no
   Reasoning:

8. Compliance of proposal with strategic objectives of UM:
   Reasoning:

9. Objectives of proposed study programme
   List:

10. Planned learning outcomes:
    List:

11. The programme ensures diversity of study programmes offered by UM and diversity in general:
    Reasoning:

12. Integration of the study programme into the existing range of UM study programmes is ensured:
    Reasoning:

13. Need for this type of professional profile:
    Reasoning:
14. Syllabus (or provide in appendix):

### 1st semester

<table>
<thead>
<tr>
<th>No.</th>
<th>Course</th>
<th>Course convenor</th>
<th>Contact hours</th>
<th>Lect.</th>
<th>Sem.</th>
<th>Pract.</th>
<th>Clinical work</th>
<th>Other study units</th>
<th>Ind. study</th>
<th>∑ hours</th>
<th>ECTS</th>
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**TOTAL**

**SHARE**

### 2nd semester

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<th>No.</th>
<th>Course</th>
<th>Course convenor</th>
<th>Contact hours</th>
<th>Lect.</th>
<th>Sem.</th>
<th>Pract.</th>
<th>Clinical work</th>
<th>Other study units</th>
<th>Ind. study</th>
<th>∑ hours</th>
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**TOTAL**

**SHARE**

### Elective courses

<table>
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<th>No.</th>
<th>Course</th>
<th>Course convenor</th>
<th>Contact hours</th>
<th>Lect.</th>
<th>Sem.</th>
<th>Pract.</th>
<th>Clinical work</th>
<th>Other study units</th>
<th>Ind. study</th>
<th>∑ hours</th>
<th>ECTS</th>
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</table>

**TOTAL**
15. Share of elective courses per study year (relation between ECTS credits the student is awarded from required and elective courses)

<table>
<thead>
<tr>
<th>Year of study</th>
<th>Required courses</th>
<th>Elective courses</th>
<th>Practical training</th>
<th>BSc/MSc thesis or PhD dissertation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1\textsuperscript{st}</td>
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<tr>
<td>Total</td>
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</table>

16. Foreign study programmes used as the basis for international comparability:

Reasoning:

17. Manner of implementation and envisaged practical training instructors (if practical training is part of the syllabus):

Reasoning:

18. Staffing conditions

<table>
<thead>
<tr>
<th>No.</th>
<th>Name and surname</th>
<th>Rank</th>
<th>Field of appointment (habilitation)</th>
<th>Date of last appointment (habilitation)</th>
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</table>

Note: For joint programmes, indicate course convenors from foreign higher education institutions.

19. Financial assessment of study programme implementation and planned funding sources:

Reasoning:

20. Participation of prospective employers, students and other stakeholders in the development of the study programme:

Reasoning:

21. Integration in and compliance with Slovenian Qualifications Framework (http://www.nok.si/)

Reasoning:
22. Compliance of proposal with basic principles of higher education under recommendations of the Council of Europe:

Reasoning (preparing students to become active and responsible citizens, preparing students for the profession, ensuring personal development of students, promoting research and innovation):

23. Compliance with EU Directive and consent of competent ministry (for regulated professions):

Reasoning:

24. Other information material to the decision-making process by discretion of the faculty:

Reasoning:

Additional details for doctoral study programmes:

1. Field of science planned course convenors and mentors participating in the doctoral study programme are experts in:

Reasoning:

2. Compliance of proposal with the Salzburg Principles:

Reasoning:

3. Assurance of critical mass in research:

Reasoning: Indicate active programme groups or research projects doctoral students may participate in, etc.

4. Extent and manner of acquisition of transferrable skills and knowledge of doctoral students:

Reasoning:

---

4 Recommendation of the Committee of Ministers to member States on ensuring quality education, available at [https://search.coe.int/cm/Pages/result_details.aspx?ObjectID=09000016805c94fb](https://search.coe.int/cm/Pages/result_details.aspx?ObjectID=09000016805c94fb).

Quality education shall be understood as education which:
- helps pupils and students become responsible citizens;
- improves their employability;
- develops each pupil’s and student’s personality;
- creates a broad range of advanced knowledge and promotes research and innovation.
5. Manner of monitoring progress of doctoral students:

Reasoning, if not clear from syllabus.

6. Compliance with UM Doctoral School standards:

Reasoning, if not clear from syllabus.

Additional details for joint study programmes:

1. Details on partners, their references and accreditation:

Reasoning:

2. Information on share of obligations carried by UM under the joint study programme:

Reasoning:

Contact person – study programme manager: __________________________

Responsible person at faculty: __________________________
## Appendix 2: Internal process of approving changes to UM study programmes

<table>
<thead>
<tr>
<th>Change</th>
<th>Evaluation criteria</th>
<th>Additional condition/proof</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study programme title</td>
<td>The title reflects the contents of the study programme.</td>
<td>-</td>
</tr>
<tr>
<td>Field of study under the Classification of Education and Training (KLASIUS)</td>
<td>Main field with regard to the content of the study programme.</td>
<td>The faculty has been given accreditation for the field concerned (per Decree on Conversion of UM).</td>
</tr>
<tr>
<td>Field of science (FOS) under Frascati classification</td>
<td>Main field with regard to the research track record of course convenors.</td>
<td>-</td>
</tr>
<tr>
<td>Classification under the Slovenian Qualifications Framework (SQF), QF-EHEA, and EQF</td>
<td>Adequacy of classification with regard to learning outcomes and acquired competences; alignment of SQF with the EQF for Lifelong Learning and QF-EHEA.</td>
<td>Compliance of proposal with the Slovenian Qualifications Framework Act (ZSOK; OJ RS, No. 104/2015).</td>
</tr>
<tr>
<td>Programme duration</td>
<td>Time required to complete the study programme measured in academic years. Subject to compliance control in terms of Article 36 of the Higher Education Act (ZVIS).</td>
<td>-</td>
</tr>
<tr>
<td>Proponent (joint, inter-faculty)</td>
<td>Integration into study programme, allocation of powers and duties.</td>
<td>Decisions of senates of all participating organizations. Harmonization of Cooperation Agreement.</td>
</tr>
<tr>
<td>Basic programme objectives</td>
<td>Meet the level and type of study and the graduate profile, are internationally comparable, external stakeholders participated in the development of objectives.</td>
<td>-</td>
</tr>
<tr>
<td>General and subject-specific competencies acquired through the programme</td>
<td>Meet the level and type of study and the graduate profile, are internationally comparable, reflect the needs of external stakeholders.</td>
<td>Results of student satisfaction survey. Results of survey on employment and employability.</td>
</tr>
<tr>
<td>Learning outcomes</td>
<td>Pursuant to ZSOK, learning outcomes are defined as the knowledge, skills, and competencies standardized to meet a particular qualification level. Learning outcomes shall be measureable and verifiable in terms of whether they have been achieved. Learning outcomes describe the knowledge and skills students should be able to display, and topics they should understand after completing the study unit. Verbs recommended to describe learning outcomes:</td>
<td>Results of student satisfaction survey. Results of survey on employment and employability.</td>
</tr>
</tbody>
</table>
| **Change of curriculum:**  
<p>| - <strong>Change of contact hour total</strong> | Compliance with Article 37 of ZVIS: Undergraduate study programmes shall comprise no less than 20 and no more than 30 hours of lectures, seminars and practicals per week for 30 weeks per year. If the study programme includes practical training, the total workload for students shall not exceed 40 hours per week and 42 weeks per year. Ensure graduates acquire planned competencies and realize planned learning outcomes. | Decision of Senate of UM: Average of up to 750 contact hours for 1st cycle and up to 600 contact hours for 2nd cycle programmes. |
| - <strong>Change of ECTS credits</strong> | Alignment with Criteria for credit assignment to study programmes according to ECTS. Based on the results of the survey on students’ workload. Each ECTS credit relates to the student workload (1 ECTS = 25-30 hours of student work). | Results of the survey on students’ workload. |
| - <strong>Swap of study units between semesters</strong> | Alignment with Criteria for credit assignment to study programmes according to ECTS. Horizontal approach. | - |
| - <strong>Swap of study units between years of study</strong> | Alignment with Criteria for credit assignment to study programmes according to ECTS. Vertical approach. | - |
| - <strong>Introducing or cancelling elective study units</strong> | Up-to-date contents, interest of students. Funding in the event of extended implementation secured. Electivity of courses (choosing between 3 or 6 ECTS credits). Appointment to rank based on the decision of the Senate of UM. | At least 3 courses offered for each elective course. |
| - <strong>Introducing or cancelling required study units</strong> | Adequacy with regard to objectives and competencies of graduates. Up-to-date contents. | - |</p>
<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
<th>Action/Consideration</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Introducing or cancelling fields of study or modules</td>
<td>Up-to-date contents, interest of students and employers. Adequacy with regard to objectives and competencies of graduates. Secured funding in the event of introducing new fields of study or modules.</td>
<td>If necessary, depending on the volume of changes: Internal/external expert.</td>
</tr>
<tr>
<td>- Changing the volume of elective courses</td>
<td>Linked to objectives and learning outcomes. Alignment with Criteria for credit assignment to study programmes according to ECTS. Secured funding in the event of enhancing the volume of elective courses.</td>
<td>Min. 10%</td>
</tr>
<tr>
<td>- Renaming the study unit</td>
<td>Adequate with regard to content and relevance.</td>
<td>-</td>
</tr>
<tr>
<td>Changing the volume of implementation of elective courses/modules/part-time studies</td>
<td>Ensure graduates acquire planned competencies. We recommend to implement the survey to determine the interest of students for respective elective courses at the end of the spring semester. The curriculum shall include courses to be implemented in full. Courses shall be made available to others as well. Ensure nomenclature is harmonized.</td>
<td></td>
</tr>
<tr>
<td>Changing the volume of implementation of required courses/modules</td>
<td>-</td>
<td>Cannot be changed, as the required curriculum needs to be implemented in full (per Senate of UM decision of 21 June 2010).</td>
</tr>
<tr>
<td>Enrolment terms and selection criteria applied in case of limited vacancies</td>
<td>Alignment with ZVIS, adequate selection of fields of study, ensure system for selecting the best candidates available.</td>
<td>-</td>
</tr>
<tr>
<td>Switching study programmes</td>
<td>Alignment with advancement criteria, decide on relevance of bridging exams in case of skills and qualifications acquired previously, alignment with fields of study in the enrolment criteria.</td>
<td>-</td>
</tr>
<tr>
<td>Criteria for the recognition of qualifications and competencies obtained prior to enrolment</td>
<td>Alignment with internal regulations.</td>
<td></td>
</tr>
<tr>
<td><strong>Programme advancement criteria</strong></td>
<td>Ensure regular advancement from year to year and completion of studies in due time.</td>
<td>Minimum of 45 ECTS, advancement contingent upon preselected courses.</td>
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<td>----------------------------------</td>
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<tr>
<td><strong>Type of study (full-time, part-time)</strong></td>
<td>Ensure conditions for proper implementation.</td>
<td>Full-time programme contingent upon consent of UM Board of Directors regarding available funding.</td>
</tr>
<tr>
<td><strong>Programme completion criteria</strong></td>
<td>Adequacy and international comparability of final thesis.</td>
<td></td>
</tr>
<tr>
<td><strong>Professional/academic title (with the exception of abbreviations)</strong></td>
<td>Compliance with the Professional and Academic Titles Act, grammatical accuracy of abbreviations.</td>
<td></td>
</tr>
<tr>
<td><strong>E-learning contact hours</strong></td>
<td>Ensure graduates obtain planned skills and competencies.</td>
<td>Necessary equipment and e-learning materials available.</td>
</tr>
<tr>
<td><strong>Updating syllabuses (literature, contents, objectives, learning outcomes, conditions to begin career)</strong></td>
<td>Up-to-date contents + instructions in Appendix 3.</td>
<td>-</td>
</tr>
<tr>
<td><strong>Grading manner and terms of the overall grade of the study unit</strong></td>
<td>Clear definition of percentages respective study units contribute to the final grade; adequacy with regard to the composition of the study unit (practicals, seminar, etc.). The examination and grading manner is set up in a way that allows for proper measurement of the realization of learning outcomes.</td>
<td>If possible, testing shall be held mid-term.</td>
</tr>
<tr>
<td><strong>Course convenors</strong></td>
<td>Adequacy of rank, track record in the study unit, number of courses managed at UM.</td>
<td>Higher education teachers can manage courses they actually develop and which relate to his or her research work. As a rule, a course shall be managed by a single course convenor. Research work of course convenors under 3rd cycle programmes shall be compliant with the Rules on doctoral studies.</td>
</tr>
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</table>
Appendix 3: Instructions on completing the ‘Course Curriculum’ template

1. **Course**
   Indicate title of study unit (aligned with the syllabus).

2. **Study programme and cycle**
   Indicate title of study programme and cycle (1st cycle university programme, 1st cycle vocational programme, 2nd cycle, 2nd single Master’s cycle, 3rd cycle).

3. **Field of study**
   Indicate field of study, if the course is field-dependant.

4. **Year of study**
   Indicate year of study.

5. **Semester**
   Indicate semester (1st, 2nd, 3rd, etc.). If the course is implemented over several semesters (e.g. elective courses), indicate all semesters in which the course is implemented.

6. **Course type**
   Indicate type as either elective or required.

7. **University course code**
   Leave blank. A course code is assigned when the course is logged into AIPS.

8. **Lectures**
   Indicate lecture hours; hours need to be aligned with the syllabus (if the course consists of e-lectures as well, indicate hours separately for standard and e-lectures). Observe Article 37 of ZVIS: Undergraduate study programmes shall consist of at least 20 and no more than 30 hours of lectures, seminars and practicals per week (number of contact hours). If the study programme includes practical training, the total students’ workload shall not exceed 40 hours per week and 42 weeks per year. The volume of contact hours shall be consistent with achieving the planned learning outcomes and competencies of graduates.

9. **Seminar**
   Indicate seminar hours; hours shall be aligned with the syllabus (if the course consists of e-seminars as well, indicate hours separately for standard and e-seminars). For undergraduate studies, observe Article 37 of ZVIS.

10. **Practicals**
    Indicate hour per respective type of practicals and TOTAL practicals (hours shall be aligned with the syllabus). If the course consists of e-practicals as well, indicate hours separately for standard and e-practicals. For undergraduate studies, observe Article 37 of ZVIS.

11. **Clinical work**
    Clinical work shall be indicated under a special category in the SQAA template. Indicate hours of clinical work, which shall be aligned with the syllabus (indicate only faculties that implement this type of practical training). Observe the Directive 2005/36/EC of the European Parliament and of the Council and Article 37 of ZVIS.

12. **Other study forms**
    Indicate the hours of other study forms implemented, which shall be aligned with the syllabus (e.g. presentations, training lectures).

13. **Independent coursework**
    Indicate the independent coursework hours, which shall be aligned with the syllabus. Independent coursework is understood as the volume of work (in hours) a student commonly needs, in addition to available contact hours, to complete all obligations planned in the study.
programme (preparing for lectures, homework, independent project work, writing various reports, studying literature, testing and examinations, etc.).

14. ECTS credits
Indicate the number of ECTS credits the course carries, which shall be aligned with the syllabus. A year of studies brings 60 ECTS credits, whereas a semester brings 30 ECTS credits.

15. Course convenor
Indicate the course convenor. As a rule, a course shall be managed by a single course convenor, unless exceptional circumstances dictate a different approach, e.g. interdisciplinary course, course held at a dislocated unit, etc. In the aforementioned case, the course can be managed by two persons. The course convenor shall hold an adequate rank and have a relevant track record in the field of study the course relates to. For doctoral programme courses, the Rules on doctoral studies lay down additional criteria course convenor need to meet.

16. a. Language of lectures
Lectures are commonly held in Slovenian. Exceptions to the rule are laid down in Article 8 of ZVIS.5

17. b. Language of practicals
Practicals are commonly held in Slovenian. Exceptions to the rule are laid down in Article 8 of ZVIS.

18. Terms to partake in the study process and take study obligations
Under terms to partake in the study process, indicate recommended skills and knowledge students require to follow the contents of the course (e.g. knowledge of chemistry obtained in high school or in lower years of study as a precondition to partake in the course on analytical chemistry). Do not indicate course titles or skills and knowledge students obtain in a different course implemented in the same semester under this category. Under terms to take study obligations, indicate terms and obligations students need to meet prior to taking the exam in this particular course (e.g. students need to meet 80% attendance in practicals, write a seminar paper, score at least 50% on the written exam or complete a course considered a direct continuation of this course, etc. in order to take the oral exam).

19. Content
Indicate the content of the course (as a summarized text or by bullet points), the volume of which shall be aligned with the time available or ECTS credits the course carries. Contents of different courses shall not be identical.

20. Primary materials and sources
Indicate relevant materials and sources while taking into account that the volume of materials needs be proportional to the independent work assigned to students. In case of a greater volume of materials and sources, divide materials into primary and secondary. Primary materials shall be of a type available to students.

21. Objective and competencies
When indicating the course objectives, take into account that objectives define the purpose of studies and the goals we wish to achieve with a particular course. We recommend to use the following verbs when indicating the objectives: be able to, understand, determine, have command of, achieve. Competencies: general, subject-specific, etc.

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5 If the higher education institution provides a public service, the following units may be held in a foreign language: foreign language study programmes, parts of study programmes in case respective units are held by foreign visiting higher education teachers or if a larger volume of foreign students are enrolled in the programme, and study programmes in whole, providing the higher education institution offers these programmes in Slovenian as well.
We recommend to refer to the practical manual *Writing and Using Learning Outcomes* written by dr. Declan Kennedy.

22. **Planned study results (learning outcomes)**
Take into account that learning outcomes need to be measureable, subject to monitoring and evaluation, and need to allow follow-up as to their realization. Learning outcomes describe what students should know, understand or be able to display after completing the course. You should strive for the students to develop higher-order thinking skills (analysis, synthesis, evaluation). We recommend to use the following verbs when indicating learning outcomes: distinguish, select, compile, adjust, define. We recommend to indicate fewer learning outcomes in the “overarching” category, rather than a greater number of “superficial” (e.g. 5-8 overarching outcomes). When indicating learning outcomes, take into account the time available for a particular course. Indicate the learning outcomes of the study programme the outcomes of the course will contribute to.
For more, cf. dr. Declan Kennedy: *Writing and Using Learning Outcomes*

23. **Teaching and learning methods**
Methods shall be aligned with the type of contact hours. For e-learning, indicate methods accordingly. Clearly indicate the relation to planned learning outcomes and grading formats. We recommend using different teaching methods, suitable with regard to the planned learning outcomes, which encourage students to adopt an active role in shaping the teaching process.
The primary objective of UM is to increase the volume and use of ICT in teaching and learning.

24. **Grading format and share (in %)**
The examination and grading format shall be determined in a manner that allows for adequate measurement of learning outcomes. Students shall be given feedback on the level of planned learning outcomes they achieved (for mid-term and end-of-term examination). The grading manner, criteria, and the percentage of the overall score of the student’s work shall be defined in detail (e.g. refrain from using terms such as “written or oral exam”), as should the threshold required to pass respective interim examinations (e.g. a passing score on the mid-term paper is a precondition for taking the final exam; a passing score shall be defined as 50% or more). In designing the grading manner, course developers shall selected from the AIPS codebook (e.g. for the grading manner of the category “project paper with presentation”, we recommend to select the project as the grading manner, and define the manner by selecting one of the preset grading options). Moreover, we recommend using the single grading scale, available at:
https://www.um.si/studij/dodiplomski-studij/Documents/Predlog%20ocenjevalne%20lestvice_oktober_2014.docx
The grading system shall be used for all students and under equal terms, and shall be implemented in accordance with prescribed procedures.
If the grading system of a particular course derogates from the applicable syllabus, the student shall have the right to appeal.

25. **Track record of the course convenor**
Indicate 3-5 major achievements of the course convenor in the field of science related to the course he or she is managing during the last 5 years.
For doctoral programme courses, the Rules on doctoral studies lay down additional criteria course convenor need to meet.
Appendix 4: Internal study programme evaluation process at UM

**Request for comments to report (15 days)**

- **UM faculty**
  - Comments to expert report + action plan
  - Materials for evaluation

**Committee for Graduate Studies/Committee for Postgraduate Studies**
(approves evaluation plan draft)

**DESA**

**QAC**
(aproves evaluation plan, proposes evaluators)

**Rector**
(appoints Evaluation Committee within 1 month, sets deadline for delivery of documents)

**Senate of UM**

**Assessment of proposal and evaluation visit**

**Evaluation report**
(max 1 month)

**Final report + action plan**

**Non-qualified opinion**

**Remedial action period**

**Senate of UM decision**

*Senate of UM: If the faculty fails to take remedial action within the imposed deadline, the Senate adopts a decision in its next meeting suspending the implementation of the study programme for a particular period of time, or terminating the programme in full.*

**KEY:**
- DESA – Department of Education and Student Affairs
- DQSA – Department for Quality and Sustainable Development

*Senate of UM: If the faculty fails to take remedial action within the imposed deadline, the Senate adopts a decision in its next meeting suspending the implementation of the study programme for a particular period of time, or terminating the programme in full.
Appendix 5: Content-based assumptions underlying the study programme self-evaluation report

1. Faculty:
2. Title of study programme:
3. Academic year of internal evaluation (hereinafter the term “last year” shall apply to the academic year in which the programme was subject to self-evaluation).

4. Type of study programme:
   - vocational higher education
   - Bachelor’s
   - Master’s
   - single Master’s,
   - Doctoral,
   - training programme

5. Cycle of study programme:
   - first
   - second
   - third

6. Duration of study programme:
   - 1 year
   - 2 years
   - 3 years
   - 4 years
   - 5 years
   - 6 years

7. The study programme is:
   - single-major
   - double-major
   - teaching
   - non-teaching
   - interdisciplinary
   - joint
   - other: ____________________.

8. Study programme manager:

9. Indicate recommendations for the evaluated study programme implemented during last year (or years prior, if the impact of the activity is shown only after a longer period of time and has materialized during last year), and indicate impediments if no recommendations were implemented.

E.g.:

<table>
<thead>
<tr>
<th>Proposed measure</th>
<th>Implementation assessment</th>
<th>Impact of measure</th>
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10. Stakeholders involved in interviews, evaluations, reflection on study programme and development of proposals on study programme improvements during last year:
   - higher education teaching and non-teaching staff in an employment relationship
   - higher education teaching and non-teaching staff in other contractual relationships
   - students
graduates (ALUMNI)
non-teaching staff
employers (programme council, other)
foreign experts
other external stakeholders.

Appendix: documents (minutes of meetings) certifying the above statements by discretion of the faculty.

11. Indicate main findings and recommendations for study programme quality improvement, proposed in the evaluation meetings you held with stakeholders. Considering the discussion in the meetings, please analyse the contents of the study programme in terms of relevance (i.e. link to scientific research and on par with the development of the field of science/profession).

E.g.

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Findings</th>
<th>Proposed measures</th>
<th>Person responsible</th>
<th>Implementation deadline</th>
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12. Please state main findings and proposed measures arising from the results of the survey on teaching performance of higher education teaching and non-teaching staff.

E.g.

<table>
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<tr>
<th>Findings</th>
<th>Proposed measures</th>
<th>Person responsible</th>
<th>Implementation deadline</th>
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13. Indicate main findings and proposed measures arising from the survey on students’ workload per individual courses.

14. Indicate main findings and proposed measures arising from last year’s student satisfaction survey (assessment of quality of content and implementation of study programme, realization of competencies, support services, faculty equipment, etc.).

15. Indicate main findings and proposed measures arising from the analysis of education indicators.

**NUMBER OF STUDENTS ENROLLED PER YEAR OF STUDY**

<table>
<thead>
<tr>
<th>P01 – INTEREST SHOWN IN PROGRAMME</th>
</tr>
</thead>
<tbody>
<tr>
<td>P02 – RELATIONSHIP BETWEEN STUDENTS AND PROFESSORS</td>
</tr>
<tr>
<td>P03 – STUDENT SUCCESS RATE</td>
</tr>
</tbody>
</table>

**NUMBER OF GRADUATES**

<table>
<thead>
<tr>
<th>P04 – PROGRAMME COMPLETION RATE</th>
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<tr>
<td>P05 – STUDENT SATISFACTION</td>
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</table>
16. Indicate main findings and proposed measures arising from the analysis of data on enrolment in undergraduate/postgraduate study programmes during last year. Please observe detailed data on candidates accepted to undergraduate students in the 1st and 2nd application round with regard to the type and manner of completion of high school education, sum total of credits in high school exit exam/vocational exit exam or other exit exam, grade achieved in final years of high school, credits collected in individual classes that count towards the exit exam total, etc.

17. Indicate main findings and proposed measures arising from the analysis of implementation of study programme in terms of encouraging students to adopt an active role in the teaching and learning process and introducing teaching innovations (e.g. student-focused learning, teaching and grading, etc.). Indicate main findings and proposed measures relating to the learning environment, use of digital technologies in the teaching and learning process, and support services.

18. Indicate main findings and proposed measures arising from the assessment of the adequacy of the course examination and grading system. Special attention should be given to course units and/or course convenors that experienced students failing the exam for the fourth consequent (and subsequent) time during the last year. Please assess whether course graders have knowledge of the Rules on examination and grading at the University of Maribor, the grading scale, and whether they partake in additional training on the examination and grading process.

19. Indicate main findings and proposed measures arising from the analysis of the workplace practical training programme and analysis of student work in scientific, professional, research, or art projects under Article 33 of ZVIS (when the latter are part of the study programme). If research work is not part of the study programme, findings and measures should be indicated with regard to the opportunities for students to engage in research work.

20. Indicate main findings and proposed measures arising from the analysis of employability and employment rate of alumni (UM-level data will be available as of 2017; not mandatory for 3rd cycle study programmes).

21. Indicate main findings and proposed measures regarding the adequacy of teaching and research track record of course convenors in the study programme evaluated (including comparison of international subject-specific references).

22. Indicate main findings and other measures you propose with regard to the quality of the teaching process and realization of learning outcomes not referred to under preceding points (e.g. study materials and their adequacy with regard to the teaching manner and format and the needs of students, relevance and accessibility of study materials, adequacy of time tables, equipment and other necessities for the implementation of the study programme, including adjustment of facilities for people with disabilities, etc.).

23. Considering the answers given above, indicate changes to the study programme you intend to propose for approval in order to improve the quality of the study programme.
<table>
<thead>
<tr>
<th>Proposed measure</th>
<th>Person responsible</th>
<th>Implementation deadline</th>
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