

AUDIT OF THE UNIVERSITY OF LJUBLJANA

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1.1 The planning of education

- Högskolans självvärdering

Accreditation of new study programmes

UL's strategic goals in the educational field are the provision of a broad and diverse range of study programmes based on the development of disciplines and the modernisation of key competences, knowledge and skills in accordance with the requirements of a sustainable future and Society 5.0. The fundamental principles of education are based on the values of social responsibility, ethics, cooperation and the strengthening of critical thinking. UL is autonomous in its decisions on proposed new study programmes, for which [SQAA](#) awards accreditation for an indefinite period and carries out sample and extraordinary evaluations. Students participate in the competent bodies at UL Members and the UL. External experts act as peer-reviewers in the process of accreditation of new study programmes at the UL and at [SQAA](#).

Development and modification of study programmes

Under existing legislation, the university is responsible for developing and modifying accredited study programmes so as to take into account the suggestions and needs of providers, students or external stakeholders. Students and external stakeholders are included in regular self-evaluations of study programmes. They can also communicate suggestions via student surveys and other formal and informal meetings and conversations with supervisors, study programme directors or vice-deans.

Procedures for the accreditation and modification of study programmes (Ba-Ma, and PhD) are set out in the Instructions for the management of degree study programmes of the UL (available in the intranet).

For the purpose of managing data on study programmes as laid down by the [Higher Education Act \(ZViS\)](#) and in order to support the process of their modification, UL has developed the Electronic Register of Study Programmes – EŠP (for more, see 1.4).

As required by the [ZViS](#) envisaged learning outcomes are a compulsory component of a study programme. They are divided into general competences and subject-specific competences. In terms of levels, they follow the level descriptors contained in the [ZViS](#) and the [Slovenian Qualifications Framework](#), while in terms of recommendations they follow Bloom's taxonomy of learning objectives.

Learning methods, testing methods and the learning environment support the achievement of learning objectives, which is verified in two cycles:

- in the process of accreditation via peer-reviewers (external experts) – peer learning activity,
- in the process of maintaining and improving quality via student surveys and self-evaluations of study programmes.

Course providers are encouraged to evaluate course syllabuses every year and verify the connection of methods of work with learning objectives. UL Members are responsible for approving syllabus contents.

Pilot projects as part of ULTRA (a project from the Recovery and Resilience Plan 2022–2025) are focused on renewal of the curricula of all 29 professional higher education study programmes at UL. These projects are inter- and multidisciplinary. The key objectives of curriculum renewal are the introduction of twin (green and digital) competences and the development of a system of micro-credentials. The renewal is being tested in two evaluation cycles; the final report will contain guidelines from the competent ministry for the development of a national strategy for LLL and education with micro-credentials.

Connections of study programmes with the working environment

Professional bachelor study programmes are legally required to include work experience (placements, internships). The same applies to academic bachelor study programmes in the fields of education, healthcare, medicine and the arts and those leading to qualifications for occupations that are regulated at the European level. An increasing amount of practical training or practical course elements are also being incorporated into study programmes via projects, in order to introduce problem-based learning and student-focused learning. Study programmes for the most part include compulsory or elective practical experience in the working environment, along with applied assignments/seminars and tutorials, while doctoral programmes also include research in the context of research projects connected to real challenges of the environment/society.

External experts as mentors participate in the provision of individual course contents.

Study programmes for continuing education are additionally connected to the working

environment and needs for specialised knowledge. In the context of LLL, a prototype of cooperation with the Chamber of Commerce is being prepared, which will serve as a basis for designing an educational offer involving micro-credentials. Other forms of LLL in the form of summer schools, courses, seminars, training sessions or conferences are offered to various interest groups (for more, see 2.).

Internationalisation in education

Internationalisation is available to students (exchanges) and graduates (practical training abroad). UL also takes part in bilateral cooperation for double degree programmes and accredits [joint study programmes](#) in which student mobility is compulsory. Agreements on joint implementation of research and co-supervision of UL students' doctoral theses in cooperation with a foreign university or research institution (co-tutelle) represent a special form of cooperation (for more, see 4).

All UL Members offer groups of courses in English for the needs of international students participating in mobility programmes. UL Members provide some study programmes in English because many foreign students enrol in them. Foreign students are offered the opportunity to learn Slovene in the one-year [Year Plus](#) programme (for more, see 1.4).

Incorporation of research and innovation/artistic activities into learning and teaching

Responsibility for education is held by higher education teachers with habilitation and references in the fields they teach. In order to obtain and maintain or be appointed to a more senior rank, they must demonstrate research or artistic achievements in this field. They regularly transfer their research activities into the study programme as part of the teaching process or supervision. UL encourages international teacher exchanges since these lead to new cooperation or enhance existing cooperation both in research and in educational activities, in this way making an important contribution to the pedagogical and professional development of teachers and to their development as researchers. A large number of domestic, international and EU projects contribute to competences of graduates, the international mobility of students and teachers and visiting lectureships by foreign lecturers. Diversified and in-depth research cooperation with a range of prestigious universities and institutes in other countries creates a favourable environment for students and their subsequent integration in academic and economic spheres.

Student workload is measured via student surveys, individual interviews with students and conversations of students and coordinators of individual academic fields, supervisors/co-supervisors, lecturers and course providers, and student representatives on bodies of UL Members and the university.

Student surveys allow us to assess the actual workload estimates, expressed in ECTS credit points and actual student workload and differences between the individual course units making up a study programme. Reports are prepared at the UL Members and programmes level and at the UL level. Five-year trends are monitored at all levels (for more, see 1.3).

Strengths

Transparency of procedures for the planning and development of study programmes.

The Electronic Study Programmes Register (EŠP) ensures the transparency of procedures, data and development of study programmes.

The long and high-quality tradition of Life Long Learning (LLL).

Well-developed alumni relations and a high-quality career counselling system.

Good cooperation with foreign universities and institutions, resulting in internationally comparable and competitive UL study programmes.

Enhancement areas

Introduce new methods for quality assurance of new content, especially for micro-credits.

Clear communication of new content development and public visibility of the UL's commitment to the goals of a sustainable society.

Conversion of old LLL models to new environments by issuing e-certificates, tokens, etc.

Develop tools for communicating with society to identify any needs for new knowledge.

Develop interdisciplinary study programmes and coordinate the development of interdisciplinary courses by multiple UL Members to achieve greater integration, considering a bottom-up approach.