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FINNISH EDUCATION EVALUATION CENTRE

AUDIT OF THE UNIVERSITY OF LJUBLJANA

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1.3 The evaluation and enhancement of education

- Korkeakoulun itsearviointi

Student surveys

The assessment of knowledge is covered by student surveys, where this aspect of the study process is monitored via a General Student Satisfaction Survey and a more specific Course Content and Provider Survey. In these two surveys, assessment is one of the fundamental dimensions of individual course provider quality verification, while these surveys also serve as the basis for the preparation of aggregate results by study programmes, UL Members and the UL as a whole. The results are considered each year by student affairs committees and quality committees at UL Members and at the UL level. To date, we have not detected systemic shortcomings regarding the correlation between assessment and the effort invested by students in the course. Individual discrepancies (non-systemic) are dealt with in the context of self-evaluation of study programmes, where the UL Rules on Student Surveys provide that the responsible person (study programme director, head of department/chair or dean) is required to take action, which is also what happens in practice (for more, see Student surveys, in Slovene).

During a review of reports on the use of student surveys at the Quality committee, specific areas of student surveys which will require more attention in renewal process were presented. These include the scope of the survey, the inclusion of competences and learning outcomes, the transparency and usefulness of extracts, publishing the surveys, scales, adaptations for doctoral programmes and adaptations for programmes with smaller numbers of students enrolled, the speed with which the results of the surveys are obtained (i.e. how up to date they are) and the inclusion of exchange students in the completion of surveys. On the basis of this review and our findings, we have prepared a proposal for a renewal of student surveys with an emphasis on

student-centred learning and teaching.

Self-evaluation of study programmes

Regular self-evaluation is carried out for each active study programme with the aim of monitoring and improving quality. Self-evaluation of study programmes thus serves to ensure the quality of programme provision, to monitor the current relevance and sustainability of each individual study programme, and as a process intended to promote successful and effective studying.

Self-evaluation of study programmes is the basis for overhauling and modifying programmes and represents a crucial mechanism for improving both the quality of programmes and the process of studying. Self-evaluation of study programmes is performed annually or every two years, and the conclusions of this process are incorporated into the Business and Quality Assurance Report of the UL Members and UL. In this way, as a central quality mechanism the process considers the results of all other mechanisms (planning study activities, student surveys, monitoring the employability of graduates, employee satisfaction, enhancement-led visits), analyses and recommendations, which together facilitate in-depth reflection and the more comprehensive formulation of improvement measures. In this way the self-assessment of study programmes is also integrated into the management of UL Members, which ensures a systemic consideration and response to the findings (for more, see 3.1 and Self-evaluation of study programmes).

The process of self-evaluation of a study programme also means involving other important stakeholders (staff, students, other stakeholders) in its preparation alongside the programme director. Employers, commissioners of services and graduates also contribute valuable feedback through which study programmes can monitor the needs of society and professional life and take them into account in programme provision. All participating stakeholders are likewise regularly informed about the key points of the self-evaluation report.

Enhancing the activities of support services

With the purpose of enhancing the activities of support services in UL Members and the UL, regular meetings of the college of deans, colleges of vice-deans, study programme directors and sectoral support services are held. The aim of these meetings is to improve coordination, the exchange of information and good practices, and the coordinated activity of UL Members and the UL in our areas of activity. Sectoral services are likewise involved in the functioning of UL bodies and their working bodies, such regular meetings can lead to common guidelines in solving common issues on different areas.

UL encourages support service staff to participate in training and mobility abroad (administrative staff mobility via Erasmus+, project work, job shadowing, etc.) in order to exchange good practices and identify improvements in their field of work (for more, see 3.2).

Strengths	Enhancement areas
The process of self-evaluation is practised at all levels and ensures quality throughout the whole university. Self-evaluation is carried out at a micro level through the self-evaluation of the study programme, which is an integral part of each UL member's annual self-evaluation. These reports are then included at the macro level in UL's annual self-evaluation report.	Increase participation of external stakeholders (businesses, strategic councils, employers, etc.) in self-evaluation processes. Enhance informal cooperation with a view to formalising the collection of proposals and opinions from external stakeholders.
Regular meetings of the deans' collegium, vice-deans, meetings of study programme directors and UL Members support services.	Better integration of the self-evaluation of study programmes into the functioning of the quality system in UL Members, so that those who conduct self-evaluations find it a useful and relevant tool.
Student survey reports for courses, teachers, study programmes, UL Members and at the UL level. Mid-term student survey reports for teachers to address any ongoing challenges in the provision of the teaching process during the year.	Review UL student surveys. Increase student motivation to complete such surveys so they understand that their feedback is important, useful, and will be considered, and provide appropriate "feedback on feedback".
Development of new learning methods, also fostered by the ICT, INOVUP project and ULTRA project.	Greater integration between areas of activity, especially between research and education.

1.3 The evaluation and enhancement of education

- Auditointiryhmän arvio

The student feedback system and self-assessments are key to ensuring the quality of education

The UL has systematic procedures in place for the collection, analysis, and use of both feedback and evaluation data for the enhancement of its educational provision. Both students and teachers are required to complete evaluation surveys at the UL. Students complete surveys after each course. All students get an invitation to complete the survey when enrolling for the exam. Although completing the survey is optional for the students, they provide the university with rich data for enhancement activities and for monitoring trends and serve as a fundamental tool for enhancing individual courses and overall programme quality. The teaching staff must also report received feedback to the dean of faculty or academy. The UL used to conduct graduate surveys,

but since 2020 the graduate surveys are conducted by the Ministry of higher education, science and innovation. HEIs can access overview data at programme and institutional levels. The use of the graduate tracking data was little discussed during the audit visit, suggesting that national survey data could perhaps be better utilised. There are many external stakeholders in the UL's quality loop to evaluate and to improve study programmes and other educational activities.

According to the self-assessment report, providing appropriate feedback on student feedback is an area for enhancement at the UL. Changes introduced based on student feedback are discussed at different bodies, such as faculty and academy senates, in which students are also members. Based on the audit visit, some students also receive feedback-on-feedback from their teachers, but there was variation in this. All faculties would benefit from such an approach. It motivates students to give feedback to see the effects of their feedback. Such an approach would also enhance the overall feedback culture at the university.

According to the audit visit, the student voice is recognised effectively in habilitation processes. Students (student councils) write summaries of feedback and the summaries are considered in the habilitation processes. Collaboration between the University Student Council, faculty councils, and individual faculties is constructive. Faculty student councils play a crucial role but could benefit from improved infrastructure support, such as dedicated rooms with necessary technology. Acknowledging the efforts of council members could enhance motivation and overall effectiveness.

Based on the audit visit, the university encourages evaluation and self-reflection among teachers. Study programmes compile self-assessments each year or every two years. In the self-assessments, programme administrators, students and external stakeholders describe the programme and highlight its strengths and weaknesses. A plan for improvements is included and is followed up in the subsequent evaluation cycle. The faculty-level self-assessments and improvements are communicated to the highest level at the university. The implementation of changes is discussed by various bodies and senates where students also participate as members.

According to the audit visit, the quality assessment processes are functional, but the effectiveness of the processes could be further enhanced. In addition to surveys, a deeper understanding could be gained by also collecting more in-depth data. For instance, conducting in-depth interviews or focus group discussions with students and teachers could provide a deeper insight into the challenges related to the quality of the educational provision. The periodical monitoring measures to assess the educational provision at the UL and at faculties allows for reactive actions. This could be improved by employing predictive analyses and learning analytics for a more proactive approach. The audit team recommends that the UL reviews its procedures for the evaluation of study programmes to ensure that important university-wide quality issues, such as dropouts, are discussed and improvement measures are taken and followed up (see also Chapter 3.3.). It would also be pivotal for the university to increasingly facilitate the sharing of its best practices in relation to the quality assurance and enhancement of educational provision across its faculties and academies.

The university is working proactively to meet the evolving competence needs

The UL proactively considers the evolving needs of society and the demands of working life when enhancing its study programmes. This is achieved through regular curriculum reviews, industry partnerships, research, and innovation centres. The UL's intention is to provide more interdisciplinary courses related to societal challenges is highly recommended. It would also be important to actively encourage students to participate in interdisciplinary courses and that credits are aligned. Increasing the number of interdisciplinary courses to address the evolving needs of society would be advantageous (see also discussion in Chapter 2.3). This step would prepare students to navigate complex, multifaceted challenges and contribute more effectively to their fields.

The UL also ensures that the teaching is based on the latest research findings. The UL encourages its academic staff to keep up to date on the newest research in their domains by providing opportunities for continuing professional development. This will help guarantee that teaching is in line with the results of the current research.

Support services at the UL integrate staff needs through collaborative efforts, involving feedback mechanisms, surveys, and open communication channels. According to the audit visit, the UL seeks to foster a positive work environment. Regular assessments and adjustments based on student and staff feedback contribute to the continuous improvement of support services. The support services enhance their activities through a student-centred approach, counselling, and career services as well as orientation programmes.

Opportunities for continuous learning are on the university's strategic agenda. Such opportunities will be introduced through the micro-credentials system shortly as discussed above. These will be a valuable addition to the existing provision which will presumably also benefit the university's degree students.

Through the use of assessments, evaluations, and feedback systems, the UL evaluates how well programmes achieve the specified learning goals. This analysis provides important insights into areas of success and areas for development, which supports continuous progress in programme delivery. Through consistent evaluation of the fit between goals and achievements, the UL maintains a high bar for educational excellence and works to provide high-level education.