

AUDIT OF THE UNIVERSITY OF LJUBLJANA

Tekijät **Marja Sutela, Lena Gumaelius, Damon Mohebbi, Attila Pausits, Marja-Leena Rinkineva, Mirella Nordblad & Mira Huusko. University of Ljubljana self-assessment (eds.) Marina Šučur, Vanja Perovšek & Maja Hosta**

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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

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.

Regular meetings of the deans' collegium, vice-deans, meetings of study programme directors and UL Members support services.

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.

Development of new learning methods, also fostered by the [ICT](#), [INOVUP project](#) and ULTRA project.

Enhancement areas

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.

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.

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".

Greater integration between areas of activity, especially between research and education.