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ASIIN
CONSULT

Evaluation Report

University of Ljubljana

Faculty of Civil and Geodetic Engineering

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Table of Content

Abbreviations:

ASIIN	=	Agency implementing the present evaluation procedure
AT	=	Audit Team
ERU	=	Education and Research Unit
FGG	=	Faculty of Civil and Geodetic Engineering
HEI	=	Higher Education Institution
SER	=	Self Evaluation Report
QADC	=	Quality Assurance and Development Commission
UL	=	University of Ljubljana

In order to facilitate the legibility of this document, any gender-specific terms used in this document apply to both women and men.

Executive summary

In the framework of project KUL, ASIIN conducted an evaluation at the *UL Faculty of Civil and Geodetic Engineering* in April 2014, leading to the following report. The report fixes waypoints on a journey towards a fully established quality management in higher education ensuring the institutional, procedural and cultural framework for good teaching and successful learning within the faculty. The evaluation by external peers followed an internal assessment delivering the information base to the external peers. Both, the internal and external assessment in the present evaluation exercise followed a pre-defined and agreed catalogue of evaluation criteria and subsequent assessment questions aiming at quality performance in teaching and learning.

Overall, the major findings and respective recommendations can be summarized as follows:

Regarding "Definition of quality"

Concerning the evaluation criteria agreed on with UL around the definition of quality for the faculty's activities and performance, the peers appreciate the overall strategy presented by the faculty. Nevertheless the visibility and consistency in implementing some strategic objectives should be strengthened to enhance the attractiveness of the faculty as central provider of research based high level teaching and learning in civil engineering: A major concern for the peers are the drop-out-rates in relation to admission counts. The faculty tries to increase admission counts via a marketing approach but at the same time does not seem to launch measures specific enough for reducing the significant drop-out-rates. Another aspect not sufficiently embodied in the strategy seems to be what can be summarized as "internationalization" within the teaching portfolio. Although the faculty stresses the importance of getting embedded in international flows of students and scientists, the peers at present cannot see that the faculty would already utilize the full scope of actions possible to achieve this goal. Proactively promoting English as a language of provision as well as academic mobility would support such internationalization (not only in the first cycle).

Concerning the development processes of FGG´s quality related objectives regarding its performance in teaching and learning connected to its strategy how to proceed on this path, a broader involvement of teaching staff, students and alumni should be encouraged. The peers had the impression that some important needs of FGG-stakeholders did not find entrance into the strategy. A major recommendation in this respect is, to rethink the study programmes offered (early in the first cycle) from a learners´ perspective. This could lead to easing theoretical burdens in the first years (by redistribution of e.g. mathematics and a stronger focus on practical experience), showing how interesting the subject of civil engineering can be in the real life. The peers strongly suggest developing an approach in teaching and studying that would enable the faculty to react on a higher diversity of learner types and needs than today. This would diminish the dependence from the availability of highly motivated study beginners with well founded basis in natural sciences and thus enlarge the possibilities to attract and support more students with potential but differ-

ent preparation and initial personal and mental disposition as traditionally expected at universities. By adapting the strategy following a didactically founded diversity approach, the level of education reached at the end as well as the solid science base of teaching and learning at the faculty could be maintained at the same time.

Regarding "Educational programmes / courses / trainings"

The group of evaluation criteria for assessing structures, procedures and cultural influences around the design and implementation of "educational programmes, courses and trainings" reflects also the question to what extent the FGG-strategy is visibly implemented into the study programmes. Although the peers appreciate the established structures and processes for the provision of the study programmes, there is room for improvement towards the implementation of strategic objectives of the faculty described in chapter I.

A major recommendation to enhance the alignment with the overall strategy is to integrate the FGG-Study Boards and those teaching staff without a formal role and function in FGG-bodies into the quality management activities. This derives from the peers´ perception of the FGG Quality Assurance and Development Commission being responsible for independent diagnosis and the proposal of measurements on quality enhancement, but without having a counterpart in the decision making bodies directly related to the study programmes. Concerning support and advice, the approach of the faculty is visible, but in perception of the peers not yet proactively directed towards the group where it is needed most (weak students in the first year of the first cycle). In this context the peers recommend to develop an approach (instruments, measures) which ensures an as-early-as-possible overview over the abilities and motivation of first year students.

Additionally, the faculty should adjust the relation to international partner universities (as already planned) with a focus on the comparability of curricula design. This is a prerequisite for the stronger internationalization of FGG´s study programmes.

Regarding "Management of resources"

Regarding the management of resources the peers are convinced that the organizational setting and the processes leading towards decisions, distribution, administration and control of funds and human resources are implemented. But the lack of strategic orientation with regards to some parts of the strategy counts for decisions on funds and human resources as well. At present, it is not yet visible that all parts of the faculty´s strategy find entrance into decisions on resources.

Therefore the processes of e.g. staff development should be framed by a concept relating the activities of FGG closer to strengths and weaknesses against the background of the faculty´s strategy. With regards to research - in this report consciously handled as a resource for high level teaching and learning – it is advisable in the view of the peers to implement a process guarantee-

ing the visibility of research at an early stage of studies, to spark the students´ interests from the beginning onwards.

Regarding "Transparency and documentation"

The evaluation criteria concerning transparency and documentation rely heavily on objectives and relevant activities leading towards those objectives. The faculty has implemented a system for the management of documents and distributes information to the relevant stakeholders. But, keeping in mind that important parts of the faculty are not yet visibly integrated into the quality management activities, in perception of the peers the level of transparency and the accompanying methods of monitoring and self-examination do not yet guarantee that the whole faculty is committed to shared objectives and all stakeholders know about the strategy to follow.

The recommendations of the peers aim at the establishment of broader integration and awareness concerning strategic and quality management objectives and procedures. A possible way leading to this could be the compilation of a handbook describing and updating quality management procedures within the faculty. This is just meant as an exemplary occasion to achieve necessary participation – there are certainly alternatives leading to the same goal. Until this broader level of involvement is achieved, it would be beneficial to entrust the Quality Assurance and Development Commission with a contemporary feedback on activities designated to foster integration.

A About the Evaluation Process

Evaluation subject	University of Ljubljana Faculty of Civil and Geodetic Engineering
Experts	Prof. Dr.-Ing. Hans-Joachim Bargstädt (Bauhaus-University Weimar) Prof. Dr.-Ing. Norbert Dichtl (Technical University of Braunschweig) Prof. Dr.-Ing. Eckart Kottkamp (formerly Hako Holding GmbH & Co. KG) Paul Pellekorn (Technical University of Munich)
Representative/s of ASIIN Headquarter	Ass. Iur. Melanie Gruner Birgit Hanny, M.A., M.B.A. Thorsten Zdebel, M.A.

Timeline	Date	Milestone
	06/02/2014	Submission of the final version of the self-assessment report of the faculty
	14-15/04/2014	Onsite visit of the peer group
	10/06/2014	Submission of the draft evaluation report
	01/07/2014	Feedback by UL FGG on the draft evaluation report
	21/07/2014	Submission of the final version of the evaluation report

Relevant criteria and sources	Criteria for the ASIIN System Seal / Institutional Accreditation / Institutional Assessment: Requirements for Good Teaching and Successful Learning (11/10/12) (used as evaluation criteria) http://www.asiin-ev.de/media/Criteria_for_the_ASIIN_System_Seal_2012-10-11.pdf Standards and Guidelines for Quality Assurance in the European Higher Education Area (2009)' http://www.enqa.eu/wp-content/uploads/2013/06/ESG_3edition-2.pdf

Description of the evaluation approach

ASIIN considers evaluation as an instrument for organizational development triggered by a two staged process of an internal self-evaluation followed by an audit of external peers. In the first stage members of the the evaluated organisation are asked to organize an internal self-reflection process under participation of relevant stakeholders leading to a self evaluation report (SER), which states a shared understanding or at least transparent views about strengths and weakness-es of the evaluated subject. *ASIIN* then combines an audit team representing suitable expertise concerning the evaluated subject, independency and a good match of the different stakeholder-perspectives engaged with or affected by the evaluated subject. This team reviews the SER and conducts a site visit at the institution, where the SER is validated in discussions with the relevant stakeholders. The findings are compiled in a report stating strengths and weaknesses from the external view and recommendations towards their enhancement.

In case of the evaluation of an internal quality management system for higher education institu-tions, the evaluation report and the site visit are structured by the *Criteria for the ASIIN System Seal / Institutional Accreditation / Institutional Assessment.* Overall, this set of criteria is designed for quality development in teaching and learning. It refers to (I) the definition of quality and its management, (II) their application on the educational provisions the Higher Education Institution (HEI) is offering, (III) the management of its resources and (IV) quality related transparency and documentation. Each aspect is considered in an *institutional*, *procedural* and *cultural* perspective or dimension. The approach is based on a system of so-called maturity levels. This makes for a comprehensive description of the development stage at which the quality management system of the institution presently is. A simplified version of the maturity grades is presented as follows:
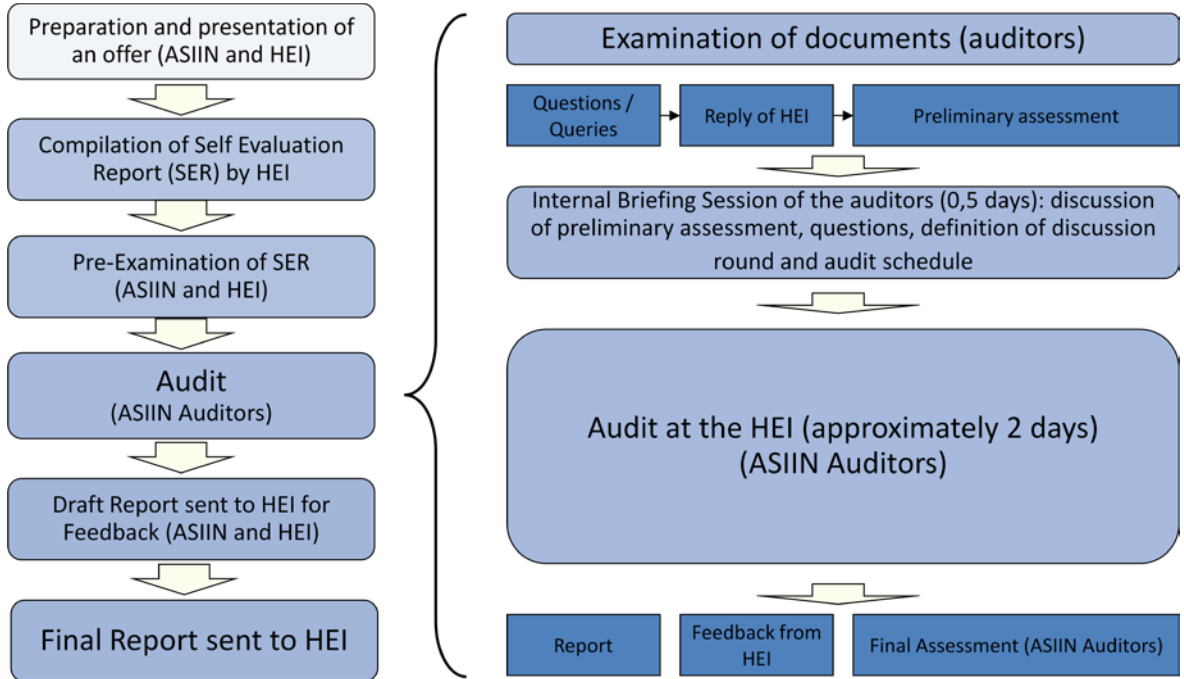
0 = non-existent
1 = defined
2 = implemented
3 = established and controlled
4 = predictive and proactive

The further report proceeds as follows: After a short executive summary outlining the central findings, a chapter is presented for each evaluation criterion beginning with related questions, the analysis and findings of the peers as well as the respective maturity level of the organization's structures, processes and their interaction with cultural characteristics observed by the peers regarding single criteria. Every chapter concludes with recommendations for further enhance-ment of quality and organizational maturity.

The ASIIN evaluation process is shown in an idealized version in the chart below:

Preparation and presentation of an offer (ASIIN and HEI)

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Compilation of Self Evaluation Report (SER) by HEI

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Pre-Examination of SER (ASIIN and HEI)

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Audit
(ASIIN Auditors)

↓

Draft Report sent to HEI for Feedback (ASIIN and HEI)

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Final Report sent to HEI

Examination of documents (auditors)

Questions / Queries → Reply of HEI → Preliminary assessment

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Internal Briefing Session of the auditors (0,5 days): discussion of preliminary assessment, questions, definition of discussion round and audit schedule

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Audit at the HEI (approximately 2 days)
(ASIIN Auditors)

↓

Report | Feedback from HEI | Final Assessment (ASIIN Auditors)

B Characteristics of the UL Faculty of Civil and Geodetic Engineering

The University of Ljubljana (UL) is the largest and most renowned university in Slovenia. Due to this unique position within the Slovenian higher education system, UL is committed to a strategy of international excellence in research, education and knowledge transfer.

Departing as decentralised university, integrating rather autonomous faculties over the past decades, the management of the university looks back at substantial progress towards the definition of common goals shared by all parts of UL. As a reference point for a continuous enhancement process of quality, visibility and feedback-orientation, UL launched the EU funded project KUL ("quality of UL") in 2013. It is dedicated to strengthen existing quality assurance mechanisms (with more integration and more comprehension) and to create new mechanisms (like quality enhancement visits or employee questionnaires) where they are considered to be useful for the stimulation of a coherent quality culture. In KUL, international accreditations and evaluations are foreseen to identify strengths and weaknesses in the faculties´ performance and to reveal their causes.

The Faculty of Civil and Geodetic Engineering (FGG) is part of UL from the founding in 1919 as a department of the former Technical Faculty. The present Faculty of Civil and Geodetic Engineering provides research, development as well undergraduate and postgraduate education in the areas of civil engineering, geodetic engineering, water management and environmental engineering. FGG has about 1.300 students studying in 5 undergraduate, 5 graduate and 1 doctoral programmes. There are close to 200 full-time employees, close to 90 of them are academic staff. The faculty is structured into three departments (*civil engineering*, *geodesy*, *environmental civil engineering*) and several administrative units. FGG reports to follow the recommendations of FEANI in designing its engineering education offers - the umbrella federation of national engineering associations at European level.

The faculty points at significant impacts of the economical crisis since 2008 leading to a crisis of the construction industry in Slovenia causing a significant decrease of student admissions. This was followed by a decrease of staff in adjustment to the reduced student numbers of one fifth in total. For this reason, an enhancement of the faculty´s attractiveness and internationality is a vital interest laid down in its development strategy until 2020.

C Analysis and Findings of Peers

I. Definition of quality

Evaluation Criterion I.1: Objectives

Evaluation questions

Institutional dimension: Which (quality-related) objectives exist and how are they defined, structured and fixed?

Procedural dimension: What are the processes to define, to implement, and to review the objectives on a regular basis? Who is involved, who is responsible, and who is informed?

Cultural dimension: Which values and methods are characteristic for the (quality-related) objectives of the institution, both in terms of content and how they are defined and developed?

Analysis and findings of the peers

From the organisations' culture perspective, in its´ SER, FGG states the following academic values as guiding principles for the faculty´s mission:

- professional excellence, i.e. assuring the highest possible quality level,
- academic freedom of co-workers and students, mainly freedom of creation,
- autonomy with respect to the state, politics, capital and religions, and
- humanism and human rights, including equal opportunities and solidarity.

In terms of the institutions development goals, generally FGG aims at becoming a visible and attractive point for civil and geodetic engineering within 500 kilometres. Referring to the role of the faculty towards civil engineering in the Slovenian society, a comparable level of visibility in the neighbouring countries is considered not to be given yet.

With regards to research, the strategy is intended to result in an improvement of the integration of faculty members in research work and a subsequent enhancement in quantity and visibility of scientific publications (SER p. 8, 30). To achieve these goals, measures are mentioned such as the acquisition of Young Researchers according to the calls of the Slovenian National Research Agency, the acquisition of projects in the framework-programmes of the European Union and other national and European research funds and a strengthened research focus through an improvement of the cooperation of research groups and the merging of "habilitation fields" in the near past.

Another chance to raise FGGs attractiveness and visibility in research and teaching is seen in the internationalisation of staff, students and study programmes. An improvement in the ARWU ranking is expected to be beneficial to raise attractiveness of UL to foreign researchers. Presently UL is

ranked between the 400rd and 500rd place in the ARWU (Shanghai "Academic Ranking of World Universities") and indicates to be striving towards a position beneath its first 300 universities. Research staff is recruited with open calls aiming at an international target area. Nevertheless the salaries are not considered to be competitive in an international environment.

With regards to teaching and studying, the objectives are formulated as follows (SER p. 8):

> "In more detail, the objectives of the UL FGG from the area of study are focused on the education of professionally qualified engineers of civil engineering, geodetic engineering and environmental civil engineering, as well as providing students an insight into the latest knowledge from their fields of expertise and introducing them to the activities in the national and international space."

The faculty tries to achieve higher admission counts with a diversification strategy for its study programmes, with promotion activities for the study programmes (advertisement campaign, use of social media like *facebook*) and with measures for the early integration of students in the faculty (II, 6: tutoring system). The problem, like it was communicated by the faculty management, does not only refer to the sheer numbers of admissions but to the preparation level and prerequisite competence profiles of incoming students ("not getting the right students"). The decrease of admissions since the economical crisis made a selection of students nearly impossible. Additionally, the faculty indicates a substantial amount of admissions just because of social security issues (I.2) by persons not interested in studying the respective subjects from the very beginning. Drop-out rates of nearly three forth of the students all over its first level study programmes are explained by the faculty with the circumstances described.

Concerning the internationalisation of study programmes through a broad offer of courses taught in English and the acquisition of international students the faculty management points at the following obstacles: Most important according to the faculty management is, that Slovene as a language of provision is fixed by law. English in the first and in the second cycle can only be implemented as an auxiliary provision parallel to courses on the same topics taught in Slovene. For the implementation of an already prepared international masters programme provided in English the faculty considers itself to be too small.

With regards to processes related to the planning, implementation, check and re-design of quality objectives the peers take into account that strategy development lies within in the responsibility of the faculty management. The faculty members are engaged in and informed by the commissions and chairs. The framework of the overall UL strategy reaches until 2020. The objectives are broken down by the faculty, which autonomously identifies its´ challenges for periods of two years. The strategy is brought into action by annual planning and annual reporting in responsibility of the faculty management. In the annual report, a specific chapter on quality assurance is provided by the FGG Quality Assurance and Development Commission (QADC), which acts in the function of an advisory board, proposing measures to the faculty management, which decides about the feasibility of these measures. Concerning progress towards the defined goals, the SER states that the "loop of reviewing the measures for improvements has not been defined yet" (SER

p. 38). The faculty management explained that many urgent matters in the near past constricted a forceful action towards those goals. Taking into the account the decrease of staff, the faculty was suffering and the adolescent status of the qa-project, the peers understand this perfectly.

In perception of the peers, the faculty management comes to a valid and shared diagnosis of the situation and derives overall relevant and achievable goals for its further development. Concerning the overall strategy, the peers understand the difficulty of being the first academic address for civil engineering in a small country: To provide service for the country´s infrastructural needs, FGG has to offer broad research and broad education. Without a strong national competition in research and education, FGG has to compete in an international environment. Nevertheless, in the peers' perspective there are some drawbacks preventing an effective implementation of the defined objectives.

The drop-out rate of estimated 75% does not seem to unfold its activating potential. The peers are aware of high drop-out-rates formerly being handled as a quality indicator for the academic standard of a programme. But taking into account decreasing cohorts in the demographical change, high drop-out rates rather indicate a loss of potential. The objective to reduce drop-out-rates is obviously present in the internal considerations and communication of faculty staff and management. In view of the peers, the present tutoring system, which is meant to reduce drop-out-rates, does not sufficiently challenge this issue. The reason is that in the first year of the first cycle, where the strongest impact is needed, it relies heavily on student tutors (II.6) – not on professors. Nevertheless the peers see several and important individual awareness, examples and activities of teachers and from the faculty management supporting students and the objective to rise their number whilst not losing quality. The peers however could not see a sustainable, documented analysis of reasons for the very high dropout rates and a coherent approach (measures and methods) to raise ability and interest for the study programmes of the faculty by all those that enrol and would have reasonable potential to successfully conclude such studies.

This would request to anchor a structured didactic approach towards the diversity of the potential students in the objectives of the faculty (**institutional dimension**). It would also need – in the peers view - a respective commitment (**cultural dimension**) to derive the objectives and activities not so much from the teachers' perspective ("the ideal student profile") – which is a traditional attitude in European universities all over the continent – but from the pre-requisites the different student groups bring with them. And it would finally lead to offering tailored support and didactics in the implementation of study programmes to raise the level of preparation in case of missing pre-requisites but also the ability to "survive" in a traditional university and engineering surrounding. The peers are convinced that such fundamental change in the approach towards the question "how to get in and sustainably attract students successful concluding the programmes in the end?" would signify a shift in focus from marketing and advertisement activities – not giving the these up entirely – towards working pro-actively with those potential students that have already found the way into the faculty's enrolment lists – upon whatever reasons.

Concerning the implementation of the cross section goal of internationalization, the peers are not convinced that the faculty utilises the full scope of action possible. There seem to be two options available, allowing courses held in English without running the same courses in Slovene. One option is to integrate visiting university teachers from abroad in the implementation of the programme. Another option would be the enrollment of a "larger number" of foreign students. Due to the importance of the faculty's education offers and its function as central think tank for civil engineering for Slovenian society the peers would also support any kind of policy of the faculty, investing in communication towards national policy makers in order to raise awareness on the interdependencies of high quality engineering education and its connection to international scientific and technical development driven by research projects and exchange in academic education at the same time.

The peers recognize also an inconsistency in the argumentation concerning the implementation of quality related objectives (**procedural dimension**): The faculty considers internationalisation as an important measure for its attractiveness to students. The present students and alumni strongly vote for progress in this direction, because they expect a great added benefit for working abroad after graduation. The faculty management reasons the mentioned difficulties for the implementation of English courses in undergraduate studies. At the same time, students vote for strengthening practical work in the first years of undergraduate studies, because they perceive the first year to be merely theoretical – not testing the individual motivation to work as a civil engineer in real life. This seems to derive from the culture of UL, with a tradition in rather theory-based compared to more project-based didactics. The faculty management explains that an extension of practice would result in faculty staff loosing credits and respective payment for teaching.

In the view of the peers, the described problem with the implementation of English as a language of provision would not depend solely on financial means; because setting free teaching resources would be possible through an extension of practical work in the first year and a rededication of the quite broad area of electives (II.1) (re-design in **institutional dimension**). This would require staff to be committed to new tasks (**cultural dimension**). Keeping in mind that student numbers in general are decreasing, that a stronger practical foundation of the first year is likely to reduce drop-out rates and that more English courses would be the best chance for the acquisition and integration of international incoming students and teaching staff, the peers consider this as a promising strategic option.

In general terms and upon their impressions discussing with the faculty management, teaching staff and students, the peers come to the conclusion that integration of faculty members and students in the strategy process could be enhanced and the latter based on broader involvement of internal stakeholders (**process and cultural dimension**). On one hand, the teaching staff did not seem to have a clear understanding of the faculties` strategy nor how it was developed. Teachers, students and alumni without role and function in bodies of the university and or the faculty seem somehow isolated from internal discussion processes and focused primarily on their individual activities than on co-operating and exchanging ideas and practices on how best pursuing the quality objectives of the faculty. The peers would consider the statement in the self evaluation report

on "insufficient interest in vertical communication" to fit into this analysis. The question then would be, under what conditions the interest in vertical communication could be increased. On the other hand, although one can recognise a sincere offer to students to participate in quality development of their study programs, some communicated student needs such as aiming at an extension of practical training or an enhancement of internationalisation did not find entrance in the objectives for teaching and learning.

Levels of maturity observed

The members of the audit team come to the conclusion that quality related objectives have been defined, but are not visibly implemented yet on a full scale.

They consider the processes of defining, implementing and reviewing of the strategies of FGG as visibly implemented, but presently not yet allowing full alignment towards the more general objectives of the faculty.

Regarding observable influence of organisational culture, positive effects on quality objectives' definition and implementation processes and their content are visible but not yet entirely positive in their impact on the effective achievement of the goals set.

→ Quality-related objectives…**have been defined (level 1).**

(The next level to attain would be:)…are visibly implemented.

→ The processes to define, implement and review objectives…**are visibly implemented. The responsibilities, participation and information channels are used as envisaged (level 2).**

(The next level to attain would be:)…are structured in a way that allows for the general objectives of the higher education institution and its teaching and learning units as well as the objectives for individual programmes / courses / trainings on offer to be coordinated. The relevant internal and external stake-holders of the higher education institution are included in the process of formulating and developing the objectives on a regular basis.

→ The predominant values and methods which guide most actions… **have a positive effect on the intended outcomes that becomes evident in some areas (level 1).**

(The next level to attain would be:)…have a continuously visible positive effect on the intended outcomes. The (quality-related) objectives of the overall organisation include teaching and learning.

Recommendations

The peers strongly support the efforts of FGG aiming at its internationalization and attractiveness for students and recommend to stay on the chosen road with some corrections regarding the

approaches chosen. This would mean to continue allocating funds and focusing strategy processes and measures on strong research fields within FGG to enhance its profile balancing it against the need of offering broad services and education in civil engineering to the country.

In respect of teaching and learning, the following aspects should be strengthened, to guarantee alignment with quality-related objects: Encourage systematically broader involvement of teaching staff, students and alumni without formal role and function in bodies in processes of defining and revising objectives and strategies. Concerning students, a stronger student oriented approach respecting their diversity in preparation for the university as well as individual / group dispositions and abilities to successfully study is needed. This would mean rather than stressing on generic marketing activities for possibly ideal students hidden out there in the world, developing solutions (didactics, curricular, supporting services etc.) and good practices on how to empower those already enrolled not to drop out in large numbers. With this regard the peers strongly support continuation of supporting services like the tutorships mentioned in the SER, but with an early involvement of professors (I.2).

So at least the first year could be re-designed for example towards smaller groups, offering practical experience on what engineering means in real life (including the experience, that it works better with mathematics) for attracting also those learner types not reachable with mere theory. The early implementation of courses held in English would also be beneficial.

Evaluation Criterion I.2: (Quality-) management systems/governance

Evaluation questions

Institutional dimension: How is the (quality-) management of the institution organised in terms of organisational settings (responsibilities), structures, material and human resources? Who is involved, who is responsible, and who is informed? How is the relation between the key sections within the institution (teaching, research, administration) structured?

Procedural dimension: How does the institution implement its quality-related policy (processes)?

Cultural dimension: Which values and methods are characteristic for the organisational setting and structures as well as the implementation of quality assurance and development within the institution (can be identified in management approaches, types of organisation etc.)? How does the cooperation between all groups involved work?

Analysis and findings of the peers

UL FGG is organized in three departments (*Civil Engineering*, *Geodesy* and *Environmental Civil Engineering*), each including several *Education and Research Units* (ERU: *chairs* and *research institutes*). Study programmes are closely related to the departments, which have a Study Board each. With exception of implementing a dedicated Commission for Quality Assurance and Development (QADC), FGG utilises its´ traditional governing structure for the implementation of quality assurance. This structure reflects the governmental structure of the university as a whole.

The implementation of quality assurance relies heavily on the dean and his supporting vice-deans. Besides from coordinating scientific research and educational work, the dean is responsible for reporting to the UL Senate and the Rector about the activities of the faculty towards shared objectives. In strategic decisions, the faculty management depends on two commissions representing the needs and requirements of ERUs and departments (III.1). In financial aspects and legal transactions, it has to establish an agreement with the FGG Governing Board. In decisions related to human resources, the FGG Personnel Commission represents the departments´ needs as a working body of the FGG-Senate. Students are organised in the FGG Student Council, which deliberates on all the matters concerning the rights, obligations and interests of students.

The UL FGG Senate is responsible for decisions on academic matters in the areas of research, innovation and educational activities of FGG (e.g. in case of the implementation of new study programmes). It consists of 27 members - one representative from each ERU and all in all six student representatives sent by the Student Council. As working bodies of the senate, each department has a Study Board responsible for study programmes in the respective field. Besides from the FGG Personnel Commission, the FGG Senate has three other preliminary commissions (*IT and library*, *student awards* and for *quality assurance*). The UL FGG Quality Assurance and Development Commission (QADC) is an important specific commission for quality assurance with an autonomous advisory function. The commission consists of employees from the relevant status groups within the faculty (*Assistant*, *Associate* and *Full Professors*, *students* and *representatives of the administration*). Its task is monitoring the situation of the faculty, reporting problems and suggesting measures to FGG management and compiling a report on improvements, which is part of the annual business report.

In the eyes of the peers, using the established **institutional** setting of the faculty (with the exception QADC) in principle facilitates the integration of quality assurance into the operation of the faculty. All relevant internal stakeholders are represented in the QADC, whose tasks consist of independent diagnosis and proposal of measures on quality related issues. This broad stakeholder-representation is at present not visible in the organisational setting for the decision making processes on funds and human resources. Additionally, the peers did not find evidence that the study boards, which are directly engaged in the provision of the study programmes, are already integrated into the quality management system. In perception of the peers, it is a systemic indicator of the yet adolescent implementation of quality management, that faculty members point at improvements like the *tutoring system*, *sports* and *extracurricular activities*, an *extension*

of excursions and *changes in examination schedules*, when they are asked about closing quality loops. In the eyes of the peers these precious constant improvements maintain student satisfaction with the operation of the faculty, but they are not the first choice in a strategic perspective.

The following observation in **process perspective** demonstrates this view: The faculty points out that the admission to undergraduate study programmes in Slovenia is to be seen under political objectives aiming at a high participation in higher education – leading to students enrolled because of social security issues.[1] Admission based on quality criteria, which would be possible if admission counts exceed the number of study places, is not possible for FGG.[2] This contributes to the drop-out rate of 75%, with most drop-outs taking place between the first and the second year. FGG reacts on this issue with repetitive courses e.g. in *maths*, *tutorials* and a *mentoring system*. At the same time FGG teaching staff finds it hard to promote class coherence at an early stage, because they recognise many students without an intrinsic relationship to the faculty. Additionally teaching staff admits that the weakest students are unlikely to ask for advice. They trace this problem back to the open admission and see the only option in the reduction of study places, which is politically unsound. In this perspective, the problem seems to be unsolvable. The same counts for the issue of internationalisation already mentioned in chapter I.1.

The peers share this argumentation only to a certain extent, because it is thought from a teachers´ perspective. From a students´ perspective it becomes evident that some lack of motivation in the first year derives from the theoretical focus of the curricula.[3] After discussion with students, the peers come to the conclusion that it would be a beneficial strategy to foster practical elements in the first year, to show how interesting the subject of *civil engineering* is in real life. Furthermore, the peers get the impression that without the possibility of selection by admission criteria, new student cohorts arrive as an amorphous mass. This means that some potential is lost which could be motivated and supported at an early point, because presently, no early measures guarantee the identification of this subgroup of students.

In a **cultural perspective** on values, the awareness concerning the present drop-out rate can be recognized– but only to certain extent. The measures of the present quality assurance system do not react on these deficiencies, because the causes are seen as unchangeable. The peers are aware of the legal boundaries of open admission. Keeping this in mind, they can imagine instruments not mandatory but difficult to bypass, which facilitate an early overview over the student cohorts and in this way enable the faculty to address students in an individual approach. The methods depend on the effort available. An individually committing method would be to invite students to a counselling interview at the beginning of studies. A method of less effort would be to conduct an online-self-assessment for the application documents, which is not leading to an obligatory selection decision, but which results are used for student counselling. With regards to

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[1] Up to now, there are no study fees (except from third cycle) and the admission to most programmes is open.

[2] This also counts for programmes in the second cycle (with minor differences between the processes).

[3] At the same time, students in the first year recognize the difference between secondary school education and university, which demands some self-adjustment.

the implementation of quality related objectives, these methods aim at a strong commitment between first-year-students and the faculty.

Levels of maturity observed

Taking into account the established organisational structure, the peers come to the conclusion that in terms of organisational settings, the quality assurance system is implemented. Nevertheless because of the yet incomplete implementation of quality related objectives, the peers are not convinced that the tools, methods and procedures destined for internal quality reviews are at present consequently orientated to fulfil the institution's aims.

In the eyes of the peers it is also shown that methods leading to the FGG quality policy are implemented. To reach the next level of maturity it would be necessary to close the quality loop by the mentioned correction of activities, aligning them with the objectives.

Therefore, the peers come to the conclusion that there are visible positive effects of the quality assurance methods of the faculty, but this positive effect cannot be recognized continuously.

→ The organisational setting, structures, material and human resources required for quality management**…have been implemented. The higher education institution has a solid and clear organisational structure. Structures and resources required for defining and implementing quality-related expectations as well as rules and standards have been defined on different levels and are implemented. (level 2)**

(The next level to attain would be:)…have been established and are controlled. The tools, methods and procedures destined for the internal definition of quality-related expectations (objectives) and quality reviews are well-coordinated and appropriate for identifying any divergence from the objectives and taking measures with only little use of resources. The institution's quality management is part of the functions of its panels and management. The tools, methods and procedures destined for internal quality reviews are consequently orientated (among other things) to fulfil the institution's aims of good teaching and successful learning and, in terms of the programmes / courses / trainings on offer, focus on the student and on the learning outcomes. The higher education institution knows whether its objectives are met on the different levels.

→ Methods which lead to the intended outcomes in the institution's quality policy**…have been implemented. (level 2)**

(The next level to attain would be:)…have been established and are controlled. The processes to implement the institution's quality-related objectives are guided by the cyclical logic of planning, implementation, analysis of success and deduction of measures. The general requirements for quality in teaching and learning are assessed on a regular basis using only efforts and resources

which are reasonable on a sustained basis. Inefficiencies in quality management procedures are identified and eliminated.

→ The predominant values and methods which guide most actions**…have a positive effect on the intended outcomes that becomes evident in some areas. As a general rule, the members of the higher education institution participate in quality assurance activities and the relevant stakeholders are involved in some areas. (level 1)**

(The next level to attain would be:)…have a continuously visible positive effect on the intended outcomes. The higher education institution is governed by a systemic understanding of quality management. All relevant stakeholders have been identified and are involved on a regular basis. The people or entities in charge of assessing quality are independent in their decisions.

Recommendations

In the eyes of the peers, a more continuous integration is needed to ensure that quality management reaches the operational level of the study programmes (I.1).

It has to be assured, that student needs (e.g. towards a stronger internationalization of their study programmes) are not only recognized when it comes to diagnosis and proposal, but also when it comes to decisions. In this respect the peers recommend to visibly integrate the FGG Study Boards into the quality assurance system, because these boards are directly responsible for the implementation of the study programmes.

Concerning teaching and studying, the peers recommend the implementation of an instrument that provides an early overview over the population of first year students, their competences and their motivation. The purpose is to install measures to commit students early to FGG.

Evaluation Criterion I.3: Monitoring/self-examination

Evaluation questions

Which strategies and methods does the institution have to review the (quality-related) objectives and the quality management system?

Analysis and findings of the peers

Every seven years, UL as a whole organization undergoes a process of external quality assurance by the Slovenian Quality Assurance Agency SQAA. Last time, this was conducted in 2012 without pointing out something specific about FGG (although FGG was integrated in this process). An external accreditation is also mandatory at the level of study programmes, which took place in 2008. A preliminary step in those external quality assurance processes is a self-evaluation. Self evaluations are conducted by the FGG QADC on an annual basis as a part of the business report. They

rely on short and long term objectives. Data on student progression (like drop-out-rates) and student feedback gathered by surveys is used to verify progression towards the defined objectives.

In the eyes of the peers, the process and the accompanying responsibilities seem to be defined and are obviously working. Some drawbacks can be observed (e.g. the Student Council complaining about not getting survey results on teachers automatically in case of election to titles). In general, FGG does not seem to be happy with the central approach UL is implementing currently to replace diverse surveys in the faculties. Overall, in the perception of the peers the practice of monitoring and self assessment does not yet seem to unfold its activating potential.

Levels of maturity observed

Overall, the peers are convinced that there is a process in place to review and adapt the objectives of FGG. The responsibilities are clearly defined. What prevents the peers from saying that these methods are implemented is that they obviously did not yet trigger action towards defined objectives.

→ The review and adaptation of objectives**…have been defined as a general rule. (level 1)**

(The next level to attain would be:)…have been implemented and take into consideration both the efficiency and the effect of the tools and methods used.

Recommendations

Suitable indicators for monitoring and self evaluation are always derived from concrete objectives. The peers recommend to work on the operationalization and implementation of quality-related objectives first and then to adjust the methods of monitoring and self evaluation.

II. Educational Programmes / Courses / Trainings

Evaluation Criterion II.1: Creation and development of programmes / courses / trainings

Evaluation questions

Institutional dimension: How is the creation and development of degree programmes organised in terms of organisational settings (responsibilities), structures, material and human resources?

Procedural dimension: What are the processes to create and further develop degree programmes? Who is involved, who is responsible, and who is informed? How does the institution incorporate relevant external (legal, social and professional) requirements?

Cultural dimension: Which values and methods are supported or are expected of the people involved in terms of the possibilities to participate? This applies above all to members of the higher education institution and relevant stakeholders. How are they informed? What about conflicts? To what extent are relevant stakeholders informed and prepared to participate? How does the cooperation between all groups involved work?

Analysis and findings of the peers

Creation and development of programmes is an important task for the faculty, because FGG follows a diversification strategy to increase admission counts (I.1). The decision about subjects and contents of programmes lies by the faculty. Related to its study programmes, it aims at attracting more students with the implementation of new study programmes on more economically oriented subjects (like "construction management"). The development of new programmes mainly takes place in the Study Boards of the departments. There is a defined decision making process starting in the FGG Study Board leading to the FGG Senate, which approves proposals for the implementation of new study programmes. Changes on course level are mostly initiated by the chairs, discussed in the Study Board and decided upon by the dean. In case of compulsory parts of the programme, changes have to be approved by SQAA. In case of electives the faculty aims at a ten-student-minimum as a rule of thumb. In reasonable cases some electives take place with less than ten students.

The integration of external stakeholder views is mandatory for the accreditation of new programmes by SQAA. In case of FGG this was realized in a Strategic Council (SER p. 13) representing *companies* and *industry*, the *chamber of commerce* and *students* (besides from *FGG management* und *teachers*). Some auxiliary instruments have been used in preparation of the programme development. First, FGG gathered views from alumni in a survey amongst the members of the faculty´s alumni club. Secondly, a curricular benchmarking was conducted to compare the programmes curriculum to three other established European programmes. This led to the implementation of several innovations in contents like *water engineering*, *social sciences*, *technical English* or *project management*. Because of the integration of a variety of stakeholder-views and the final

decision about the programme in the accreditation, the whole process of implementing pro-grammes takes one to one and a half years.

Overall, the **institutional setting** and the **processes** for programme and course development seem to be implemented. What prevents from labelling them as "established and controlled" are some drawbacks in the "integration factor" enabled by the **institutional setting**: On the level of teach-ers´ und lecturers´, a clear understanding of weaknesses in relation e.g. to the internationalisation of programmes is shown. Simultaneously, the peers did not recognise a clear understanding of the faculty´s strategy or its development. This led to the peers´ perception that teaching staff not participating in commissions was not properly involved. Additionally, students strongly articulate a need of more practice and fieldwork. In view of the peers, the total absence of this apparently urgent issue in the discussions with the faculty management points on a systemic matter. Con-cerning the development of courses, the faculty management justifies the presently high amount of electives with the need to cover the whole subject of civil-, geodetic- and environmental engi-neering. The discussion with teaching staff reveals that the amount of electives is seen quite criti-cal on the level actually involved in teaching. Obviously the present process did not enable FGG to rededicate electives (to a limited extent) towards courses held in English.

Therefore at present, the **procedures** of programme and course development do not yet guaran-tee a sufficient alignment with quality-related expectations. In a **cultural perspective**, the pre-dominant values and methods which guide most actions concerning the creation and develop-ment of programmes have positive effects on the intended outcomes in some areas. One good example for this is the integration of employers into the programme development, which pro-motes the benefit for students not working in academic fields.

Level of maturity observed

In view of the peers, the organisational setting for the development of programmes is imple-mented in a way that allows participation of the relevant stakeholders. The preparation of the mandatory accreditation ensures that programme development is conducted on the basis of learning outcomes.

The peers recognise that processes for the creation and development of programmes and courses are in place, but they wonder why the implemented processes did not enable FGG to rededicate the amount of electives on subjects more relevant to strategic objectives (e.g. supplementary courses taught in English). This is one example leading to the impression that the presently estab-lished processes do not yet guarantee an alignment with defined objectives.

In a view on the organisation´s culture, the peers come to the conclusion, that the quality man-agement system enables FGG to react flexible on students needs. But, at present, the quality management system does not guarantee enhancements in fields which affect the balance of teaching interests within the faculty. But this would be required to say that the predominant val-ues and methods have a continuously visible positive effect.

→ The organisational setting, structures, material and human resources required for the creation and further development of programmes / courses / training offers**. …have been implemented. There are stipulations as to how the higher education institution decides on the creation and further development of course offers which the institution applies on a regular basis. At the same time, it guarantees up-to-date and precise objectives in the way of intended learning outcomes of all its programmes / courses / trainings on offer. The rules, responsibilities and the possibilities for members of the higher education institution and relevant stakeholders (students and teaching staff) to participate have been defined and the rules in force are applied. (level 2)**

(The next level to attain would be:)…have been established and are controlled. The (further) development of course offers is guided by the institution's quality-related objectives and its idea of good teaching and successful learning. All adaptations to the definition of quality and its objectives are also applied when course offers are developed further.

→ The processes to create and/or further develop programmes / courses / training offers**…have been implemented. The procedure rules and responsibilities for the creation and/or further development of course offers have been communicated and are known to the target group(s). Among other things, this leads to the harmonisation of the intended learning outcomes of each course on offer and the stipulated internal and external requirements. Internal and external (legal, social and professional) factors and stakeholders are systematically integrated in the processes. (level 2)**

(The next level to attain would be:)…have been established and are controlled. Course offers are reviewed and developed further on a regular basis. All quality assurance results are integrated in the decision-making and management processes required to further develop course offers. There are regular assessments to check whether the programmes / courses / trainings offered by the higher education institution are in line with the institution's quality-related expectations as to good teaching and successful learning. It is also assessed whether the intended learning outcomes of the individual programmes / courses / trainings on offer are achieved. Quality assurance in programmes / courses / trainings on offer also provides the criteria to evaluate whether and to which extent the set objectives are viable and reasonable or have to be adapted.

→ The predominant values and methods which guide most actions**…have a positive effect on the intended outcomes that becomes evident in some areas. There are some possibilities for members of the higher education institution and relevant stakeholders to participate, whom in turn are willing to participate and are informed about their tasks and opportunities from time to time. The management's expectations as to which groups should work together are well-known. (level 1)**

(The next level to attain would be:)…have a continuously visible positive effect on the intended outcomes. There is a clear communication approach as to the possibilities and willingness to par-

ticipate of the members of the higher education institution and relevant stakeholders, whom are continuously informed about their tasks and opportunities. As a general rule, the collaboration between the individual groups works well and would be described as positive by the participants. Any conflicts are moderated and resolved by the persons in charge on a regular basis. The institution guarantees that the intended learning outcomes of each course on offer are readily accessible to all relevant stakeholders, especially teaching staff and students, and are anchored in a way that allows all relevant stakeholders to refer to them.

Recommendations

The orientation towards defined quality-related objectives should be strengthened to attain the next level on the maturity scale. In this strategic perspective, the peers strongly recommend re-thinking of programme development from the perspective of students´ needs and interests (e.g. by implementing practical knowledge at an earlier point of studies and a stronger internationalization policy). This is important to provoke and maintain students´ interest in the subjects of FGG.

Evaluation Criterion II.2: Implementation of programmes / courses / trainings on offer

Evaluation questions

Institutional dimension: Which structures as well as material and human resources exist to implement the programmes / courses / trainings on offer?

Procedural dimension: What are the procedures when implementing the programmes / courses / trainings on offer? Who is involved, who is responsible, who is informed at what point?

Cultural dimension: What are the principles for allowing members of the higher education institution and relevant stakeholders to participate in implementing the programmes / courses / trainings on offer (organisation)? How do they translate? To what extent are relevant stakeholders informed and prepared to participate? Are the set rules and guidelines accepted by those affected by them? How are conflicts handled? How does the cooperation between all groups involved work?

Analysis and findings of the peers

The organizational setting for the implementation of programmes are the three FGG departments (i.2). Each department has its own Study Board for first and second cycle studies and there is a joint Study Board for doctoral studies. These boards function as working bodies of the senate and consist of the heads of chairs, the Vice-Dean for Education and Development (resp. in case of the Study Board for doctoral studies the Vice-Dean for Research and International Affairs) and a student representative. Besides from preparing proposals for new study programmes, the Study Boards are responsible for the implementation of the study programmes. They are supported by

programme coordinators[4], who are responsible for smooth and effective procedures, up-to-date information to the outside world and communication with the classes.

Students are studying in a class system. This means that the coherence of an enrolled cohort is kept as long as the respective students can fulfill their obligations towards progression to the next year. If just minor obligations are missing, students can attend courses from the next year. But in principle, there is the possibility of repeating a whole year once in the whole course of studies. The *class* is also an important organizational point of reference, because the mentoring system is structured by classes and the student representation is class-based, because every class has a class council sending one member to the Student Council. This means in general, that every generation of students has its´ representation in the Student Council.

The educational process in the academic and the masters` study programmes is only conducted by habilitated university teachers. The programme of higher education professional studies can be conducted, besides from university teachers, also by (senior-) lecturers. Students in doctoral studies have two supervisors, the study supervisor (responsible for guidance regarding the courses at doctoral level) and a supervisor for the elaboration of the doctoral thesis. The maximum number of doctoral students a supervisor can adopt is limited up to five at a time.

For each study programme, the upcoming academic years are planned about one year in advance. The number of enrollment places is proposed by the Study Boards, confirmed by FGG Senate, passed to UL and sent to the Slovenian Ministry of Higher Education, Science and Technology for approval. The final number of enrollment places is published on the websites of UL and FGG. Enrollment is prepared by an information campaign on placates, information booklets, websites, social media (Facebook, LinkedIn), personal representation in secondary schools and information events for pupils at the faculty.

The syllabus for every academic year is proposed by the Study Boards after consultation with the heads of chairs, then evaluated by the Student Council and at last adopted by FGG Senate. The use of a scheduling-programme promotes compact schedules and a smart allocation of rooms. The information is published in the study information system until the end of March for the upcoming academic year, so that every student can inform himself about compulsory courses available. Electives are published in the midst of July (only) in Slovene. In this annual planning process, the course descriptions are updated by the course coordinators. Each student has to select and register for courses until the end of September. The spring and fall semester lasts 15 weeks each. Attendance in courses is mandatory, but only controlled in fieldwork. Courses are closed by examination periods in winter, spring and fall (II.4).

Overall, the peers appreciate the implemented **institutional setting** for the implementation of the study programmes. In their view, the responsibilities are clearly defined and the resources suitable. But in discussion with teaching staff, the peers got the impression that this organisational level was not involved to an extent, which ensures that strategic goals are incorporated in the

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[4] He is nominated by the heads of ERUs and appointed by the FGG Senate.

implementation of the study programmes. The **processes** are considered to be implemented, allowing e.g. the FGG Student Council and the FGG Senate to formulate their views on features of programme implementation. In view of the peers, FGG achieves an early planning reliability for its students. But with regards to the educational process, the peers would like to point out that the fixed class system can be an obstacle towards the implementation of more individualized didactics. In a perspective on the organisation´s **culture**, they therefore recognize some blind spots. E.g. they wonder why the electives, where they would assume courses held in English, are published only in Slovene – although this would be necessary to inform potential incoming students about the course offers of FGG. This is pointing at an incomplete adoption of the faculty´s strategy.

Level of maturity observed

Concerning the maturity level, the peers come to the conclusion that the **organisational setting**, structures, material and human resources and the **processes** required for the programmes are implemented. The peers appreciate the early planning process in the implementation of the programmes. In a perspective on the **organisation´s culture**, what is missing according to the peers is a somewhat more bottom-up approach in the integration of teaching staff in these planning and implementation processes. Additionally, some mentioned blind spots in the consideration of strategic options lead the peers to the opinion, that the maturity level in this respect does not exceed level "0".

→ The organisational setting, structures, material and human resources required to implement programmes / courses / training offers**…have been implemented. The persons and units involved (management, administration and academic) are aware of and fulfill their functions and responsibilities in implementing programmes / courses / trainings. The infrastructure used for teaching in general and the equipment of student workplaces in particular are sufficient in number and quality to achieve the intended learning outcomes of each course on offer. (level 2)**

(The next level to attain would be:)…have been established and are controlled.

→ Processes used to achieve the intended results when implementing programmes / courses / trainings**…have been implemented. The processes required for the organisation of the programmes / courses / trainings are efficient and are used by the units in question on their own authority. They also allow for a vertical cooperation between units and panels, e.g. between the administration and academic units. The people and units involved are aware of their responsibilities. (level 2)**

(The next level to attain would be:)…have been established and are controlled. The tools, methods and procedures employed also provide information from which the institution gains detailed insight into the quality (strengths and weaknesses) of the course organisation. There is a working

participation of teaching staff and students in the creation and further development of course offers.

→ The predominant values and methods which guide most actions**…have no visible positive effect on how programmes / courses / trainings are implemented. (level 0)**

(The next level to attain would be:)…have a positive effect on the intended outcomes that becomes evident in some areas. There is a definition of which members of the higher education institution, stakeholders or units should cooperate and in what way in order for the course organisation to run smoothly.

Recommendations

With regards to maximizing FGG´s visibility to students, the peers consider it to be a helpful hint to utilize satisfied FGG students and maybe pupils as ambassadors for the faculty. These students are very credible promoters and they have access to peer groups and networks sharing the same interests. This counts for face to face contacts and for social media as well. This difference to other representatives from the faculty should be considered and utilized in promoting FGG to the outside world.

Although the procedures of programme implementation are established well, the peers recommend to stimulate more integration of teaching staff and to raise its awareness concerning the strategic goals the study programmes are aiming at. This staff is very important for the realization of the faculty´s objectives.

In the perspective on processes, the peers recognize the broader function of the "class" as a reference point for support and student representation. But with regards to the faculty´s strategy and the attractiveness of its study programmes, the class system should not prevent a stronger individualization of didactics in the early years of studies.

Evaluation Criterion II.3: Cooperations

Evaluation questions

Institutional dimension: How are cooperations organised to implement the programmes / courses / trainings on offer (structures and rules)?

Procedural dimension: What procedures are there to structure cooperations and implement them? Who is involved, who is responsible, and who is informed?

Cultural dimension: What are the principles that guide the institution when it comes to internal and external cooperations to structure and implement the programmes / courses / trainings on offer? How do the members of the higher education institution and relevant stakeholders participate? Are the set rules and guidelines accepted by those affected by them? How are conflicts handled?

Analysis and findings of the peers

With regards to interinstitutional cooperation, UL FGG cooperates with other UL faculties in its study programmes, e.g. together with 12 faculties in the interdisciplinary doctoral study programme "Environmental Protection". Also, the 3rd cycle study "Built Environment" is implemented in cooperation with the Faculty of Natural Sciences and Engineering. FGG promotes an interdisciplinary exchange and its teachers are therefore present in other faculties (*Architecture, Health Sciences, Social Sciences, Natural Sciences and Engineering, Biotechnological Faculty* and faculties from other Slovenian universities) as well as FGG integrates a small amount of teaching from other subject areas. These interdisciplinary cooperations also extend to final thesis at all cycles (co-supervisors from other subject areas). FGG students can choose a certain amount of courses from other faculties – in the case of the third cycle they are obliged to do so. Vice versa the faculty has eliminated obstacles for students from outside FGG (for example by accrediting three elective courses tailored for students from non technical faculties).

Within Slovenia, students can spend parts of their studies at the universities of Maribor, Primorska and Nova Gorica (on the basis of an inter-universities` agreement). With regards to final theses, cooperation with industry in bachelors´ and masters` theses is also quite recent. In the international perspective, FGG is conducting a joint international masters´ programme with UNESCO-IHE, Technical University of Dresden and the Technical University of Catalonia, in which around twenty students are spending the last part of the third semester at FGG. Besides from unsponsored bilateral cooperations, FGG has bilateral agreements with thirty institutions throughout Europe within the framework of ERASMUS respective the new programme ERASMUS+. Other European exchange programmes aiming at Eastern Europe and the Balkan region are also frequented (Basileus, CEEPUS). For student exchange within ERASMUS, the present agreements offer around 50 exchanges in both directions, but only around half of them are realized.

With regards to the **institutional setting**, the discussion with faculty management, teaching staff and students reveals some obstacles for international mobility: For outgoing students it is quite difficult to comply with the progression rules of the class system. This only works in the case that outgoing students find accurately fitting courses at the partner universities and getting them agreed upon in advance. With the objective of student mobility without a loss of time, this puts a heavy load on the choice of partner universities. The problem with incoming students is that they are not really integrated in the student population because the regular lectures are held in Slovene. Therefore they rely on individual counseling from professors. In the case of students coming for their final theses, this is not considered as a problem. But for students coming in early stages, this requires an additional effort for assistance and support. In case of staff mobility, the invitation of incoming-professors is planned, but has not already been implemented. The handicap is, according to the faculty management, the language policy prohibiting regular compulsory courses held in other languages than Slovene.

Concerning the language issue in connection to international mobility, in perception of the peers´ the chain of argumentation runs in circles (not getting international staff and students because of courses taught in Slovene and vice versa). The argumentation refers to the additional costs for those lectures, while FGG at the same time admits that the cooperation with other faculties in the basic courses (e.g. mathematics) is not shared to the possible extent. Concerning the choice of partner universities, the faculty admits that cooperations often start with personal contacts and exchanges of professors. The adaptability of curricula is not a decisive factor. In a **procedural** perspective, cooperations are not revised on an annual basis, but FGG plans within the new Erasmus+ programme to review the existing bilateral agreements, to initiate new agreements, and to implement new initiatives to stimulate the exchange of students, teachers and staff. In a perspective on the organisation´s **culture**, the peers recognize an arising awareness concerning the importance and quality of cooperations. But at present they cannot see that the cooperations are yet utilized in a strategic sense.

Level of maturity observed

The peers are convinced that the cooperations of the faculty stand on a solid basis but the present obstacles for mobility reveal that cooperation are not yet in line with quality related objectives.

In the process perspective it becomes evident that the partner universities in terms of subjects are not fitting to an extent which allows student mobility without a loss of time. Presently, the programmes are not yet assessed and adapted on a regular basis, which would be required attain the next level.

In the frame of the strategic importance of internationalization and its benefit for graduates, a continuously visible effect is recognizable. This can be observed on the high awareness of students and staff concerning the importance of this issue. But at present, the effect does not go far enough to say that the predominant values and methods support the strategic orientation of cooperations. To review cooperations with the oncoming ERASMUS+ is a good step for further enhancement to achieve the next level.

→ The organisational setting, structures, material and human resources required for cooperations**…have been implemented, i.e. internal and external cooperations for course offers are used. External cooperations have been arranged and stand on a solid basis. Internal cooperations are guided by strictly defined rules and standards and do not depend on individuals. (level 2)**

(The next level to attain would be:)…have been established and are controlled. As a general rule when implementing programmes / courses / trainings, internal and external cooperations are used

in line with the institution's definition of quality, its quality-related objectives and the intended learning outcomes.

→ Processes used to achieve the intended results in internal and external cooperations for course offers**…have been implemented. Cooperations are carried out to implement programme / course / training offers and develop them further. The respective responsibilities are met and the rules and standards for internal and external cooperations are applied by all parties involved. (level 2)**

(The next level to attain would be:)…have been established and are controlled. The cooperations are assessed and, where necessary, adapted to programme / course / training course offers and develop them further.

→ The predominant values and methods which guide most actions with respect to internal and external cooperations for course offers **…have a continuously visible positive effect on the intended outcomes. (level 2)**

(The next level to attain would be:)…support the organisation as a whole in strategically directing the processes used to achieve the intended results. The higher education institution is guided by the principle of openness which favours the communication and cooperation between students and teaching staff within the institution and with external partners. It ensures that all its members are aware of the standards for cooperations which the institution has defined for itself.

Recommendations

The peers strongly recommend FGG to work on the acquisition of teaching staff from abroad in a structured cooperation for the first cycle. This would allow parts of study programmes to be held in English without accompanying them in Slovene.

Taking into account the planned review of cooperations for student and staff exchange, in the eyes of the peers the future choice of partner universities should be considered in a strong relation to the curricula of the FGG study programmes. The more compulsory parts the FGG study programmes contain in every semester, the more precisely fitting the choice of partner universities has to be. In one direction this could lead to the harmonization of curricula with partner universities in semesters especially considered for mobility. In another direction, a window of mobility could be achieved by concentrating the presently spread electives on one special semester. Both ways lead to a stronger internationalization of the study programmes.

Another approach for the first cycle would be to implement a window of mobility by focusing the electives on one semester, which are presently spread in small portions over several semesters.

Evaluation Criterion II.4: Examination systems and organisation of exams

Evaluation questions

Institutional dimension: What are the principles, rules and structural provisions that guide the methodology and form of exams? How are exams held and what are the rules in terms of setup/responsibilities, structures, material and human resources?

Procedural dimension: What are the processes used to choose the methodology and form of exams (including evaluation criteria)? What are the processes in organising exams? Who is involved, who is responsible, who is informed at what point?

Cultural dimension: Which values and methods are supported or expected of the people involved when structuring and organising exams? How can the relevant stakeholders get involved in structuring and organising exams? How are they informed about it? How does the cooperation between all groups involved work? Are the set rules and guidelines accepted by those affected by them? How are conflicts handled?

Analysis and findings of the peers

Examination in general is defined by the rules on the first and second cycle studies as well as the rules on the third cycle studies at FGG. They are specified for each course in the programme description and conducted in responsibility of the course coordinator, who prepares the annual course plan with regards to information on contents, compliance with obligations, acquiring of credit points, grading methods and compulsory literature. In general, every examination takes place three times a year (winter, spring and fall examination period) and the schedule allows students to sit for an exam twice after each lecture period and the third time in autumn. The rules define, that scheduling of exams has to prevent students from doing more than one examination on the same day. The results of the examinations, as defined by the rules, are published in the study information systems within eight days after the examination term – in case of joint examinations by several teachers this term is prolonged. The rules state explicitly that examination can have, according to the objectives of a study programme in terms of learning outcomes, practical parts. In general, FGG uses a variety of forms of exams. Oral exams are more frequent in form of project work and presentations. They are always conducted in public and must not exceed forty-five minutes. Written exams should not exceed four study lessons of 45 minutes. The ratio between oral and written exams splits, according to the programme responsible, into half-half. Complaints about exams are handled by the dean, who nominates three members to conciliate in the actual case.

The peers appreciate the **institutional setting** in which the exams are carried out. With regards to **processes**, the FGG faculty management states that the policy concerning the amount of options for retaking of exams has already been made stricter. This was done by the implementation of an application process, which ensures that sitting of exams is registered. Formerly, students and lec-

turers could withdraw the application – leading students to retaking of exams up to ten times. Now, retaking is limited up to six times with students paying from the fourth attempt on for an examination commission, which is conducting the examination. From the (German) perspective of the peers, six times are still a lot – German students usually have three times. In this respect, the peers recognize that FGG has to comply with an UL-policy fixed in the UL statutes. But nevertheless, they expect that in relation to drop-out-rates, the possible number of retakings may prevent weak and potentially not successful students from quitting their studies early (when necessary). The examination system is also to be seen in a big picture together with the open admission, the class system and progression rules. FGG describes in its SER p. 20 the positively perceived measures to balance progression rules (by careful adjustments) and examinations (by redistribution of demanding courses and replacement of lecturers), to ensure that an adequate amount of students is showing progress and at the same time nobody is forced to repeat whole years with just few obligations missing.

Level of maturity observed

The peers come to the conclusion that the organisational setting, structures, material and human resources required for the methodology and form and organisation of exams have been implemented. What prevents from a higher level is the inflexibility of the class system (mentioned in II.2), not allowing individualized students´ progress.

The peers appreciate the operative organization of exams. They come to the conclusion, that processes to achieve the intended results concerning examinations are implemented. For the next maturity level, the linkage between exams and quality related objectives of the faculty should be described more explicitly.

The organisation´s culture, as perceived by the peers, has a positive effect on the intended outcomes.

→ The organisational setting, structures, material and human resources required for the a) methodology and form and b) organisation of exams**…have been implemented. The units/persons in charge at the higher education institution are aware of their responsibilities as well as of the applicable rules and standards and fulfil them according to a) and b). The criteria for evaluation have been communicated (a). The organisation of exams is generally well-coordinated and takes into consideration all aspects of academic feasibility (b). The people and units involved in organising exams have been in-formed about their responsibilities and functions and fulfil them (b). Registration and de-registration for exams is equal for all students (b). (level 2)**

(The next level to attain would be:)…have been established and are controlled. As a general rule, the methods and forms of assessment used serve to determine whether and to what extent the intended learning outcomes are achieved (a). The higher education institution has internal quality-

related rules and standards for the methods and forms of assessment which take into consideration the principle of focusing on the learning outcomes. They are in line with the institution's idea of good teaching and successful learning (a). The organisation of exams allows for the student progress in individual programmes / courses / trainings on offer to be effectively monitored. It also allows for individual types of student progression and takes into consideration different student needs, dispositions and circumstances (b).

→ Processes used to achieve the intended results in the a) methodology and form and b) organisation of exams**…have been implemented. The definition and communication of the methods and forms of assessment as well as performance-related expectations are guided by previously established processes (a). This way, all parties involved and especially the students are informed on time (a). The exam organisation processes also make sure that all parties involved and especially the students are informed on time (b). All assessments are coordinated in a way to grant the students enough preparation time (b). The results are available without great delay and do not stand in the way of student progression (b). (level 2)**

(The next level to attain would be:)…have been established and are controlled. The tools, methods and procedures employed also provide detailed information on the quality (strengths and weaknesses) of a) the methods and forms of assessment used and b) the organisation of exams. Based on this information, the institution plans how to continue developing its quality-related objectives.

→ The predominant values and methods which guide most actions... **…have a positive effect on the intended outcomes that becomes evident in some areas. (level 1)**

(The next level to attain would be:)…have a continuously visible positive effect on the intended outcomes. The students are assessed on the basis of published criteria, rules and procedures that are applied in a consistent way (a, b). The members of the higher education institution agree with the principles of holding transparent, comprehensible and methodically orientated exams (a, b). Cheating and giving or accepting any kind of personal advantage on either side is prevented (a, b). At least on the level of individual course offers, the units, persons or panels in charge align the planning, implementation and post-processing of exams (a, b).

Recommendations

Overall, the peers strongly support the idea of further reducing the possible retaking of exams. In their view, this is likely to provoke a disciplinary effect on the study behavior.

Evaluation Criterion II.5: Recognition of achievements

Evaluation questions

Institutional dimension: What are the rules, structures and responsibilities for the recognition of achievements obtained from other higher education institutions or in a non-academic setting?

Procedural dimension: What procedures have been defined for the recognition of achievements obtained from other higher education institutions or in a non-academic setting? Who is involved, who is responsible, and who is informed?

Cultural dimension: Which values and methods are supported or expected of the people involved when structuring and organising exams? How can the relevant stakeholders get involved in structuring and organising exams? How are they informed about it? How does the cooperation between all groups involved work? Are the set rules and guidelines accepted by those affected by them? How are conflicts handled?

Analysis and findings of the peers

The FGG rules on the 1st and 2nd cycle studies define the responsibilities and the process for recognition of examinations and practical training. Recognition relies upon *course content*, *level of complexity* and *number of lectures* and *tutorial hours*. No maximum seems to be fixed for the recognition of external achievements. The decision lies by the course coordinator of the course to be substituted. It has to be confirmed by the Study Board. The FGG Office of Student Affairs provides administrative support in registering applications and grades. Concerning the efficacy of recognition programme responsibles and teaching staff describe the process of recognition as a merely formal procedure. The SER remarks:

> Recognitions of exams and other achievements are implemented without any major problems, provided that course coordinators of the courses in our programmes approve such recognition in advance. For this purpose, we introduced a formal procedure which has been successfully implemented into practice.

This was not confirmed by the discussion with students. They complained about difficulties in the recognition of achievements due to "professors sticking to their subjects". Obviously, the problem seems to be rather related to organizational settings than to processes. Students seem to be looking quite hard to find partner universities providing a good match to the courses at FGG.

Level of maturity observed

Taking into consideration the discussion with the faculty management, teaching staff and students, there seem to be difficulties towards an effective recognition process, because in the institutional setting, the decision belongs to the course coordinator of the course to be substituted. This prevents the peers from saying that the recognition of achievements is already effectively used. In this aspect it would be a good idea to centralize the responsibility a bit more on the Study Boards. A first step would be to define the application to be sent directly to the Study Boards for further distribution.

The peers appreciate the defined process. Concerning the efficacy of the recognition of achievements, views differ from each other, as mentioned above. This antilogy may result from recent changes which have not affected students` perception jet. But nevertheless it affects the peers´

view on the question how the process is handled: The procedure and the accompanying responsibilities are considered to be in place, but the recognition of achievements is not perceived to be broadly communicated and decided upon with the liberality necessary for progress towards the objective of internationalization.

In the perspective on the organisation´s culture, the peers get the impression of FGG complying with recognition standards set by law, without yet working on the prerequisites necessary to get those processes effective (II.3). They therefore consider the effect of the defined process to be visible, but not yet continuously visible.

→ The organisational setting, structures, material and human resources required for the recognition of external achievements**…have been defined, e.g. the rules, structures and responsibilities for the recognition of achievements obtained from other higher education institutions or in a non-academic setting. (level 1)**

→ *(The next level to attain would be:)…have been implemented. The rules, structures and responsibilities for the recognition of achievements obtained from other higher education institutions or in a non-academic setting are effectively used.*

→ Processes used to achieve the intended results in recognising external achievements**…have been defined, e.g. the procedures for the recognition of achievements obtained from other higher education institutions or in a non-academic setting. The responsibilities and information channels have also been defined. (level 1)**

(The next level to attain would be:)…have been implemented, i.e. the procedures for the recognition of achievements obtained from other higher education institutions or in a non-academic setting are effectively complied with. The units/persons in charge at the higher education institution fulfill their responsibilities and apply the rules and standards. The procedures for the recognition of external student achievements have been communicated and are applied in a consistent way all throughout the institution.

→ The predominant values and methods which guide most actions in recognising external achievements**…have a positive effect on the intended outcomes that becomes evident in some areas. (level 1)**

(The next level to attain would be:)…have a continuously visible positive effect on the intended outcomes. The principles which guide the institution's rules and procedures for recognising external achievements have been communicated and are known to the students and teaching staff.

Recommendations

The peers recommend focusing the decision about the recognition of courses more on the FGG Study Boards. In the framework of an overall fostered integration of the Study Boards into the

quality management, this would allow a stronger alignment with FGGs policy towards internationalisation.

Additionally, the peers recommend integrating cooperations into the framework of an overall strategic plan for internationalization. This is because their adaptability is a prerequisite for the effectivity of recognition processes.

Evaluation Criterion II.6: Assistance and advice

Evaluation questions

Institutional dimension: How does the institution offer and provide assistance and support for the students? What are the guiding principles? Which material and human resources are available?

Procedural dimension: What are the designated processes to structure the content of assistance and support? Who is in-volved, who is responsible, and who is informed? What are the processes of actually providing assistance and support? Who is involved, who is responsible, and who is informed? How are the involved parties and the target groups for assistance and support in-formed?

Cultural dimension: What are the guiding principles for assistance and support at the institution? Are the offers available used? If not, why not? How satisfied are the individual target groups with the assistance and support on offer? How does the cooperation between all groups involved work?

Analysis and findings of the peers

With the intention to provide guidance for students and to prevent high drop-out rates the faculty is conducting a tutoring system. In the first year of undergraduate studies, this tutoring system relies upon senior students to assist new students in a student-tutor ratio of ten on one. This advice is available also for students with special needs and for international students. Student tutors can get these activities recognized or they may be paid for their engagement, which is in both cases registered in the diploma supplement. Later on, tutorship is resumed by professors in a one on one ratio. Professors are available to students at their own request. At the same time the faculty admits that the weakest students are unlikely to ask for advice.

The peers very much appreciate the tutoring system of FGG, considering it to be implemented. The remaining weak point in the eyes of the peers is, that the impact of the approach does not take place early enough (in the first year). It reacts upon students´ request, where a proactive approach would be necessary. An early involvement of professors would be beneficial to raise their awareness concerning abilities and needs of first-year students. At the moment, students are treated equally where an adaption towards their individual (lack of) competences is needed.

Level of maturity observed

In perception of the peers, the organisational setting, structures, material and human resources required to provide assistance and advice to students are implemented and accessible to students. What is required for the next level would be a consultation concept, addressing students with differing prerequisites in competences and skills.

Although there are specific provisions implemented for students with special needs and international students, the lack of proactive orientation towards the weakest students as a group with special needs prevents the peers from labeling the maturity level as established and controlled.

With regards to the organisation´s culture, a positive effect in some areas is visible. To attain the next level and to prove a continuously visible effect, the approach has to become more proactive and oriented on students´ needs.

→ The organisational setting, structures, material and human resources required to provide assistance and advice to students**…have been implemented, i.e. the responsibilities and key topics/areas of assistance and advice services for students have been communicated. The students have access to assistance and advice in administrative and course-related questions and make use of the offer. (level 2)**

(The next level to attain would be:)…have been established and are controlled. A consultation concept made to fit the needs of different student groups has been implemented all throughout the institution. The measures and tools required for evaluating and, where necessary, guaranteeing the effectiveness of differentiated consultation concepts for different student groups and potential students are available.

→ Processes used to achieve the intended results in providing assistance and advice to students**…have been implemented. The responsibilities for a) structuring the content of assistance and advice and b) implementing the concept are met. The procedures, decision-making processes and information channels required to communicate and implement the concept are complied with. (level 2)**

(The next level to attain would be:)…have been established and are controlled. The procedures, decision-making processes and information channels required to communicate and implement the concept of assistance and advice are efficient and have the desired effects. Among other things, they include the needs of different student groups. Information and data obtained from quality assurance (e.g. the target group's satisfaction with the offer, effectiveness) are used to improve the existing assistance and advice services. The required decision-making processes and information channels are already in use.

→ The predominant values and methods which guide most actions in providing assistance and advice to students**...have a positive effect on the intended outcomes that becomes evident in**

some areas. The students are offered information and those in charge of providing assistance and advice are informed about their responsibilities. (level 1)

(The next level to attain would be:)...have a continuously visible positive effect on the intended outcomes. The higher education institution or the units/persons in charge ensure that all information, assistance and advice services are well-known and easily accessible and that they do not depend solely on individual motivation.

Recommendations

The peers suggest directing the efforts in support and advice more towards the weakest students. This group is not effectively treated by the tutoring system in a proactive way. This would require an early integration of professors into the tutoring system, raising their awareness of students´ abilities and needs.

Evaluation Criterion II.7: Monitoring/self-examination

Evaluation questions

Who monitors how and at what point whether internal rules and procedures for documentation are complied with and whether they are efficient and have the desired effects? What happens to the results of such monitoring (procedure, when, who)?

Analysis of the peers

The faculty uses a risk management system (called *risk register*) to monitor their operational activities. This register covers *student information*, *enrolling procedures*, *study coordination* as well as the *finalization of studies*. In this frame, FGG collects data on student progress as well as student feedback on the educational process. For the latter, FGG had an own student survey in the past, which is now being replaced by a university-wide approach. This survey covers student feedback on the framework of lectures (credits awarded, examination, etc.), self-assessments towards the achievement of knowledge and learning outcomes and feedback on the performance of teachers. First, the results are revised as a whole by the dean and the individual results by the respective teachers. In a second step, relevant results are facilitated amongst the heads of the ERUs and an anonymous overall presentation is made available to the faculty. This gives every teacher the opportunity to judge his own results towards the faculty average. Finally, the results are considered in the annual work plan and the annual report mentioned in chapter I.1.

In the eyes of the peers, the discussions with faculty management, students and teaching staff prove, that the surveys are used by FGG in a productive way e.g. to adjust credits and to install the right teachers for the right courses. But concerning the perceived lack towards a strategic

orientation on drop-out-rates and internationalization, the methods of monitoring and self assessment did not yet unfold their activating potential.

Level of maturity observed

As far as the peers can see, FGG matches the requirements for maturity level "2", because rules, responsibilities, procedures and decision-making processes to review and adapt the institution's documentation management approach have been implemented and they match to adjust resources in teaching and learning. For maturity level "3" it would be required to offensively detect high drop-out-rates and a lack of strategic internationalization as quality-related defects.

→ The rules, responsibilities, procedures and decision-making processes to review and adapt the institution's documentation management approach**…are employed on a regular basis and take into consideration both the efficiency and the effect of the tools and methods used. (level 2)**

(The next level to attain would be:) …are used on a regular basis. The higher education institution is in a position to identify on all levels whether the objectives for teaching and learning are met. The institution is aware of the reasons for any divergence from the objectives and has solid data and information available to adopt the necessary measures and adapt the objectives where necessary. This affects neither the academic freedom of its members nor the participation and transparency of the organisation. There is a significant level of participation in self-evaluation processes, especially among teaching staff and students.

Recommendations

The recommendation links back to the strategy of the faculty analysed in chapter I as a prerequisite of a good monitoring and self-evaluation approach. The journey towards these defined goals should be represented in the approach for monitoring and self-evaluation.

III. Management of resources

Evaluation Criterion III.1: Material and human resources

Evaluation questions

Institutional dimension: What are the principles, rules, organisational settings (responsibilities) and structures that have been established for the management of material and human resources within the institution, especially in teaching and learning?

Procedural dimension: What are the management processes when it comes to material and human resources within the institution, especially in teaching and learning? Who is involved, who is responsible, and who is in-formed? How does the institution integrate external (legal and economic) requirements?

Cultural dimension: How can the members of the higher education institution and relevant stakeholders get involved in managing material and human resources for teaching and learning? What information is available on the management of material and financial resources? How is it distributed? Which values and methods are supported or expected of the people involved in terms of the use of resources? What are the guiding principles at the institution to avoid misuse or waste of resources? Are the set rules and guidelines accepted by those affected by them? How are conflicts handled?

Analysis of the peers

With regards to material and human resources, FGG aims at providing a stable financial framework for the faculty's objectives and activities described in chapter I. Half of FGG´s budget comes from the Slovenian Ministry of Higher Education, Science and Technology, the other half is acquired at the research market or in industry. The income from study fees is very limited, because fees are only required for the third cycle and for part time studies. The funds for education are measured by the number of students and the number of diplomas of the last year. A financial cap ensures that recent changes in these indicators affect the funds of the faculty only in the long run. Most of the public budget is spent for salaries. Financial flexibility therefore seems to be limited. The budget is spent according to the FGG financial plan, which is prepared by the Vice-Dean for Economic Affairs and adopted by the FGG Governing Board, which represents the requirements and needs of the ERUs. Administrative support for these efforts comes from the Financial and Accounting Service.

With regards to human resources, FGG aims at providing conditions for the regular advancement, education and training of staff (including sabbaticals) and also at providing a healthy working environment for its´ employees. Professors are state employees with a workload of 6 hours up to 8 hours maximum a week. The workload of co-working staff is considerably higher. Lecturers from industry can only be invited for certain topics. In the near past, faculty staff was reduced to around 80% by utilizing retirements and stopping the further engagement of part time lecturers.

This happened in adaption to the already mentioned decreasing student numbers. After passing the bottom line, the faculty aims at upgrading their staff until 2017 by acquiring around twenty "Young Researchers" according to the calls of the Slovenian National Research Agency.

The appointment of teaching staff takes place on basis of internal and external (international) tenders for defined habilitation fields prepared by the FGG Personnel Commission, representing the FGG-departments, in collaboration with the dean. This happens in line with the conditions of public tenders defined by the national legislation. There is a habilitation system in place to assure that the appointment to titles is justified by performance in research and education. The stages of the academic career start at the position of Teaching Assistants, which are elected every three years. The positions ascend to *Assistant Professorship*, *Associate Professorship* and *Full Professorship*. In the habilitation process leading towards these stages, the academic performance has to be cyclically proved towards the habilitation criteria (mostly impact of publications und student feedback). At the stage of Assistant Professors and Associate Professors this happens every five years. After ten years as an Associate Professor, a teacher can be appointed as a Full Professor – the only permanent position in this system.

With regards to material and virtual conditions for teaching and learning, the faculty management points at some recent progress concerning the enhancement of physical infrastructure, investments in equipment and IT-infrastructure (SER p. 27 ff.). FGG furthermore plans to establish working-corners for students and to extend the accessibility of computer and reading rooms. Centralized computer equipment is seen as a deficiency. The faculty plans to solve this with a virtualization of computer rooms. Responsible for issues related to IT and library is the IT and Library Commission. Concerning material resources, the budget is spent according to the FGG financial plan, which is prepared by the Vice-Dean for Economic Affairs and adopted by the FGG Governing Board.

In the eyes of the peers the **institutional setting** for decisions with regards to funds, human and material resources are implemented. They appreciate that FGG managed to focus their fields of habilitation, because this defines the future scope on subjects. The peers strongly support the faculty in seeing a further chance for enhancement in the development of joint habilitation rules for UL, which would allow an enhancement of subject specific habilitation criteria. But there are some drawbacks:

At the moment it is not visible to what extent the decision making processes on funds and staff are aligned with quality management activities. Although there are six student members in the FGG-Senate (from 27 in total) taking part in the decision, the involvement does not guarantee e.g. an alignment of staff-recruitment with strategic objectives towards internationalization.

Level of maturity observed

The peers come to the conclusion that the organisational setting and structures for the management of material and human resources are implemented and are effectively working. What pre-

vents a higher maturity level is that the peers cannot see that the bodies responsible for crucial decisions are already committed visibly to quality management and FGG´s strategy.

Overall, the peers can see that processes to achieve the intended results in managing material and human resources are implemented. But, as stated in chapter II.1, concerning human resource management, the flexibility to reorganize the provision of courses seems to be limited. In a perspective on quality, this flexibility must be enhanced to strengthen the internationalization of programmes. The demonstration of this ability would be required to match the next maturity level.

Overall the peers recognize the strong representation of the ERUs in the strategic decision making process. A positive effect on the intended outcomes is visible, but the representation of students´ interests is limited – not allowing resources to be allocated e.g. for an effective internationalization of the faculty. This would be required for the next maturity level.

→ The organisational setting, structures, material and human resources**…have been implemented. The principles, rules, responsibilities and structures required to manage both material and human resources (and distribute them within the institution) have been set up effectively. Compliance-related rules and standards are also available. (level 2)**

(The next level to attain would be:)…have been established and are controlled. The higher education institution has a good overview and control of its staff resources destined for teaching and learning as well as of their availability in the short and long run. It has significant influence on how the teaching staff fit to the programmes / courses / trainings offered (both in terms of the subject taught and teaching skills). It has sufficient funds and human resources in all sectors to implement its objectives for teaching and learning at least in the medium term (approx. 8 years). Potential risks have been identified, evaluated and documented. The distribution and safeguarding of both material and human resources is in line with the development aims of the institution. The composition and training of the staff teams, especially among teaching staff, guarantee that the learning outcomes can be reached.

→ Processes used to achieve the intended results in managing material and human resources**…have been implemented, i.e. the responsibilities, possibilities to participate, information channels, rules and standards. The system used to allocate and administer funds, manage the buildings and rooms and provide teaching material works well. The relevant rooms are easily accessible and can be used by the students. There is solid access to relevant literature, materials and data. The institution uses efficient systems to manage funds and material resources which favour long-term documentation as well as reliable resource planning and management. There is a standardised procedure for recruiting academic staff members (especially teaching staff). The procedure is appropriate for choosing the best applicant both in terms of the subjects taught and teaching skills. (level 2)**

(The next level to attain would be:)...have been established and are controlled. This allows the institution to react to shortfalls in both material and human resources at short notice. Concerning the availability of teaching staff required to implement programme / course / training offers, the institution also reacts to quality-related divergences. Standardised procedures to fill vacancies and reallocate academic employment positions are in use. The procedures to employ part-time or visiting teaching staff are guided by the intended learning outcomes of each course which the candidates are to teach. The funds and equipment are allocated in a way which supports the best possible achievement of the intended learning outcomes in each course on offer. The regular adaptation to internal and external legal and economic requirements is a fixed element in the institution's resource management procedures.

→ The predominant values and methods which guide most actions in managing material and human resources**...have a positive effect on the intended outcomes that becomes evident in some areas. There are some possibilities to participate, basic rules for the use of material resources and resource-related information for relevant stakeholders. (level 1)**

(The next level to attain would be:)...have a continuously visible positive effect on the intended outcomes. The resource-related information for relevant stakeholders, possibilities to participate and basic rules for the use of material resources have been set up effectively. The higher education institution has rules and guidelines on how to use the resources available, increase their efficiency and avoid misuse or waste.

Recommendations

In perception of the peers, a visible integration of the bodies responsible for decisions on funds and human resources into the overall strategy is needed. A lack of the representation of student needs compromises a substantial progress e.g. in the field of internationalization.

Evaluation Criterion III.2: Human resources development

Evaluation questions

Institutional dimension: What approaches and offers exist in terms of human resources development, especially in terms of technical development and teaching skills?

Procedural dimension: How does the institution implement its human resources development policy (processes)? Who is involved, who is responsible, and who is informed?

Cultural dimension: Which values and methodologies characterize how the members of the higher education institution deal with individual opportunities to develop and the individual need for development? Are the offers available used? If not, why? Are the target groups made aware of their opportunities for development?

Analysis and findings of the peers

Additionally to the already described habilitation process, FGG provides financial support for sabbaticals. The budget of FGG has to anticipate this because there are no dedicated state funds available for this purpose. In the framework of project KUL, there are also offers for didactical training for academic staff, which are requested frequently. For the development of its´ administrative staff, the faculty conducts a workshop-programme and annual discussions with employees.

It becomes obvious that the processes for staff development have been implemented to a certain degree, ensuring distribution of information concerning staff development and thus promoting participation. What is missing is a concept as an overall framework, enabling the faculty to assess strengths and weaknesses for their staff development and deriving plans for future activities (with a special focus on internationalization of staff).

Level of maturity observed

Overall the peers consider the organizational setting, structures, material and human resources for staff development to be defined. What would be required for the next level would be a concept describing staff-development in relation to strategic objectives.

In a process perspective, the procedures for staff development seem to be implemented well, but they rely solely on the voluntary motivation of teachers. This does not ensure that staff development refers to strengths and weaknesses concerning the needs of FGG. This prevents a higher maturity level.

In a perspective on the organizations culture, the peers got the impression that the options for staff development are taken as "occasionally extras", not as regular provisions. For a higher maturity level, it should be proven that staff development is seen as a constant activity of the faculty with some conceptual guidance.

→ The organisational setting, structures, material and human resources for staff development**…have been defined, i.e. the rules and responsibilities. This includes programmes for teaching staff to continue developing both in subject-related terms and with regard to teaching skills. (level 1)**

(The next level to attain would be:)…have been implemented. The relevant concepts are effectively put into practice. The target group (e.g. teaching staff) has been informed about their opportunities and the offers available. The units/persons in charge fulfill their responsibilities on a regular basis.

→ Processes used to achieve the intended results in staff development**…have been implemented. Those in charge fulfill their responsibilities. There are possibilities to participate and information is available. All teaching staff have access to the information and resources required**

(e.g. leave of absence, travel funds) to take part in training/further education opportunities. (level 2)

(The next level to attain would be:)…have been established and are controlled. The tools, methods and procedures employed provide information from which the institution gains detailed insight into the strengths and weaknesses of its staff development approach. This puts the institution in a position to solve problems and plan future activities. Information and data obtained from quality management are used for the development of opportunities according to the institution's needs.

→ The predominant values and methods which guide most actions in staff development**…have a positive effect on the intended outcomes that becomes evident in some areas. Existing opportunities are used occasionally. There is some information about the opportunities for personal and subject-related development available to members of staff. (level 1)**

(The next level to attain would be:)...have a continuously visible positive effect on the intended outcomes. The target group uses the available opportunities for personal and subject-related development on a regular basis and is informed at regular intervals. The information is readily available.

Recommendations

To align staff development with the strategy, the peers recommend to develop an overall concept for staff development, which also integrates academic mobility and which assures that staff development does take place not only on a self-motivated basis.

Evaluation Criterion III.3: Research

Evaluation questions

Institutional dimension: What approaches, structural provisions and responsibilities exist to combine teaching and research within the institution?

Procedural dimension: What are the procedures to combine teaching and research within the institution like? Who is involved, who is responsible, and who is informed?

Cultural dimension: Which values and methodologies are supported when it comes to combining teaching and research? How does the cooperation between all groups involved work?

Analysis and findings of the peers

The faculty considers research as an essential prerequisite of the educational work. The main responsibility in this regard belongs to the Dean for Educational and Research Activity (SER p. 34). For the conduction of its´ research activities, the faculty is organized in the following research groups:

- E-Civil Engineering
- Geoinformational Infrastructure and Sustainable Development in Slovenia
- Building Structures and Building Physics
- Water Science and Geotechnics
- Structural Mechanics
- Earthquake Engineering
- Chemical Engineering

Research is mainly funded through calls and tenders by the Slovenian National Research Agency. At an international level the faculty strongly participates in the 7th Framework Programme of the European Union – although the faculty accepts some financial risks due to funding mechanisms.[5] Projects conducted in collaboration with the industry are also frequent. In this way FGG manages to acquire around half of its total budget.

The faculty admits that the connection between research and teaching is difficult to establish in the first and second cycle. It is especially strong in the third cycle. In the third cycle, two third of the 180 credit points to obtain are dedicated to research work in the mentioned fields. There are three possibilities to obtain a PhD. First, graduates at master level can get fully employed by the faculty as young researchers. In this case they are funded directly by the government. Secondly, PhD-Students can be working for one half in the industry and for the other half conducting research for their doctorate. The third and less frequented option would be to directly pay for the PhD-studies without any occupational relations to the faculty. In this case 4.000 € are charged per annum. Each year, 20-30 PhD-students enter the faculty. FGG newly introduced internal calls to organize the participation in externally acquired international research projects. The main procedure guaranteeing that research results diffuse into the educational practice is the habilitation process. In this process, the research performance of professors is constantly proved, until a professor is appointed to a full professorship.

Overall, the peers recognize the strengths of the faculty in research and development in an **institutional perspective**. Research and teaching is mainly combined in the third cycle and the necessary resources are also allocated at this level. But in consideration of environmental factors like decreasing student numbers the peers see the opportunity to implement research at an earlier stage of studies – e.g. in form of bachelors´ projects with a lower threshold. With regard to the established **processes** to combine research and teaching, students from the first and second cycle communicate a lack of information as a prerequisite for an early integration in research projects. They mention professors inviting them to participate in projects. But in their view this happens on an individual basis – there is no process guaranteeing the accessibility of information on research and the early integration of students in research projects. In a **cultural perspective**, the peers recommend to spark the interest of students in science and research as early as possible. This would be an adaption to the present environmental conditions of decreasing student cohorts.

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[5] The funding scheme is oriented at the milestones of a project. Therefore it is not guaranteed, that projects are funded to their finalization.

Level of maturity observed

The peers appreciate the participation of FGG in the "Creative path to practical knowledge" pro-gramme – which aims at an early integration of research in education. But all in all, they miss some proactive strategic planning in this perspective, because they think an early integration of research would be of great benefit to the faculty´s strategic objectives.

The peers can see that the habilitation process ensures that staff combines research and teaching in their individual performance. But this process does not necessary ensure that the integration of research in education is perceived by students at course level. In a strategic perspective it would be necessary to implement a process guaranteeing that research is visible at an earlier point of the study programmes to foster the sustainable commitment of students to the subject of civil engineering.

In a perspective on the "integration factor" provided by the organisation´s culture, the peers con-sider maturity level "1" as suitable. This is because there are positive effects in some areas deriv-ing from professors inviting first- and second-cycle-students to participate in research projects. But this effect is not continuously visible.

→ The organisational setting, structures and resources required to combine teaching and re-search**…have been defined, i.e. a plan to combine teaching and research including the responsi-bilities of implementing and developing it further. The allocation of the resources has been de-termined and the possibilities to participate as well as the information channels have been planned. (level 1)**

(The next level to attain would be:)…have been implemented. A plan to combine teaching and research is implemented. Those in charge fulfil their responsibilities. Research activities lead to stimuli for the planning and further development of course offers or teaching units.

→ Processes used to achieve the intended results in combining teaching and research**…have been defined. The procedures, decision-making processes and information channels required to combine teaching and research have also been defined. (level 1)**

(The next level to attain would be:)…have been implemented. The expected combination of teach-ing and research works well.

→ The predominant values and methods which guide most actions in combining teaching and research**...have a positive effect on the intended outcomes that becomes evident in some areas. (level 1)**

(The next level to attain would be:)...have a continuously visible positive effect on the intended outcomes. Students are made aware of the research activities that are carried out in their aca-demic unit and at the institution in general. The members of the higher education institution and

all relevant stakeholders are informed about their tasks and opportunities as well as about the objectives of the institution in terms of combining teaching and research. Wherever possible, the teaching staff allows the students to participate in their research activities during any stage of the course.

Recommendations

The peers strongly recommend the implementation of a process guaranteeing that up-to-date research is visible at an earlier point of studies. Maybe this can be achieved by internal calls for the latest research topics in elective courses. This is meant to sustainably commit students to the subject of civil engineering from the beginning of studies onwards.

Evaluation Criterion III.4: Administration:

Evaluation questions

Institutional dimension: What are the guiding principles and rules for the role and function of the administration in teaching and learning? What is the respective organisational setting (responsibilities)?

Procedural dimension: How are the individual administrational units involved in the processes of introducing, (further) developing and implementing programmes / courses / trainings as well as in their quality assurance? Who is involved, who is responsible, and who is informed?

Cultural dimension: Which values and methodologies are characteristic for the role of the administration in the processes of introducing, (further) developing and implementing programmes / courses / trainings as well as in their quality assurance? Which attitudes and methods are supported? How does the cooperation between all groups involved work? Are the set rules and guidelines accepted by those affected by them? How are conflicts handled?

Analysis and findings of the peers

The role of administration with regards to the study programmes is the role of a service provider. The implementation of the study programmes is supported by the faculty`s Office of Student Affairs, which employs three full-time and one part-time employees. It´s tasks cover student-information, student-counselling and administrative support for the study programmes. With regards to academic-exchange-programmes, students can consult the International Relations and Research Service. Career- and employment-counselling is offered by the Career Centre of the UL and a career advisor shared by the technical faculties of the UL. The faculty has an own library and IT-support, which provides IT-Infrastructure for the courses (eClassroom). Besides from this infrastructure for research and teaching, FGG provides complementary services to with regards to sports, leisure and health promotion.

In perception of the peers, FGG has a well established **institutional setting** for the provision of academic support. There are some drawbacks in the inclusion of administrative staff into decision making processes: The administrative structure of FGG is only involved in decision making **processes** if staff from the respective units takes part in commissions functioning as working bodies of the FGG Senate. In this function, the head of the FGG Office for Student Affairs is member of the Quality Assurance and Development Commission (QADC). Besides from that, administrative units are only engaged in the implementation of the programmes (enrollment, study information, organization of exams). For e.g. the implementation of mobility windows in the study programmes, which is likely to be promoted by the International Relations and Research Service, this involvement comes not early enough. In a **cultural** perspective the peers got the impression, that the administration could be considered not only as service providers upon the request of academics – but as experts working in fields of strategic importance to FGG.

Level of maturity observed

Overall, the peers agree that the administrative structure is well established (maturity level "3"). With the present level of integration of administrative units, it is only assured that the administration is involved in programme implementation – not in programme development. In the peers´ opinion, they should be in a cultural perspective considered as experts for certain fields (like internationalization). In a process perspective administrative staff should be involved in a more active role in the early programme development. This would be required to exceed a maturity level higher than "1".

→ The organisational setting, structures and resources required for the administration to support teaching and learning**…have been established and are controlled. As for the programmes / courses / trainings on offer, the administration supports their preparation, implementation and quality management both on an organizational level and with the data and information required. (level 3)**

(The next level to attain would be:)…are developed further in a predictive and proactive way. Expected or potential internal and external future challenges for the function of the administration in teaching and learning are identified and used as the basis for their continued structural development.

→ Processes required for the administration to support teaching and learning as envisaged**…have been defined, i.e. how the individual administrational units are involved in the processes of introducing, developing (further) and implementing programmes / courses / trainings. (level 1)**

(The next level to attain would be:)…have been implemented. The individual administrational units have successfully been involved in the processes of introducing, developing (further) and implementing programmes / courses / trainings.

→ With regard to the desired supporting role which the administration is intended play in teaching and learning, the predominant values and methods which guide most actions**...have a positive effect that becomes evident in some areas. The expectations as to the administrative staff's role in the creation, implementation, further development and quality assurance of course offers have been defined in some areas. (level 1)**

(The next level to attain would be:)...have a continuously visible positive effect. The expectations as to the administrative staff's role in the creation, implementation, further development and quality assurance of course offers are coherent and have been communicated. The higher education institution management ensures that the administration is aware of the institution's quality-related objectives for teaching and learning. The teaching staff and students have been informed about the responsibilities and contact persons working in administration.

Recommendations

The peers suggest involving administrative staff working in fields of strategic relevance into the early stages of programme development.

Results on Criterion III.5: Monitoring/self-examination

Evaluation questions

Who monitors how and at what point whether the principles are complied with and whether the resources are used in an effective and efficient way? Who monitors how and at what point whether the intended results in the use of resources are achieved? What happens to the results of such monitoring (follow-up procedure, timescale, persons involved)?

Analysis of the peers

With regards to resources, FGG complies with the FGG Accounting Rules and the Public Procurement Act concerning the external reporting on the expenditures of public funds. Responsible for the required financial planning and accounting is the FGG Governing Board. It´s financial report is part of the annual report compiled by the faculty. The external accounting on faculty level is directly examined by the ministry.

Concerning legal requirements the peers are convinced that FGGs matches the required standards. But concerning the monitoring and self assessment of the allocation of resources, the peers cannot see that FGG already manages to allocate resources in all areas of strategic importance to the faculty (first year of the first cycle, internationalization).

Level of maturity observed

In perception of the peers, the processes to review the allocation of resources are defined. A lack of strategic guidance prevents the peers from considering a higher maturity level.

→ The rules, responsibilities, procedures and decision-making processes to review and adapt the management of both material and human resources**…have been defined. (level 1)**

(The next level to attain would be:)…have been implemented and take into consideration both the efficiency and the effect with which the resources are allocated. There are quality-related expectations and criteria for reciprocal effects of staff resources, staff development, funds, equipment and the combination of teaching and administration and the quality of the programmes / courses / trainings offered.

Recommendations

The allocation of resources on fields of strategic importance should be represented in the monitoring and self-examination procedures concerning resources. This is not covered by the legal reporting obligations.

IV. Transparency and documentation

Evaluation Criterion IV.1: Rules and regulations for programmes / courses / trainings

Evaluation questions

Institutional dimension: Which rules and regulations for programmes / courses / trainings have been defined? Who do they affect? Which units of the organizational setting are responsible?

Procedural dimension: How are the documents that set the rules for studying at the institution developed? How are they published and updated? Who is involved, who is responsible, and who is informed? How are the members of the higher education institution and relevant stakeholders informed about the rules and regulations for programmes / courses / trainings that affect them? How does the institution integrate external (e.g. legal) requirements into the processes?

Cultural dimension: Which values and methodologies are characteristic for the role of the administration in the processes of introducing, (further) developing and implementing programmes / courses / trainings as well as in their quality assurance? Which attitudes and methods are supported? How does the cooperation between all groups involved work? Are the set rules and guidelines accepted by those affected by them? How are conflicts handled?

Analysis and findings of the peers

The UL FGG organises and implements the first cycle higher education professional and academic study programmes and the second cycle master study programmes as well as programmes of further training according to the Slovene Higher Education Act. The UL FGG Senate adopted two main Rules: Rules on the 1st and 2nd cycle studies as well as the Rules on the 3rd cycle doctoral studies. Those rules are accessible to the relevant stakeholders on the FGG websites. In perception of the peers they cover all relevant aspects of the study programmes.

In terms of processes how these rules are developed and adopted, the peers are convinced that the relevant processes are implemented. But they are not yet convinced that the strategy of the faculty, which should find its representation on the relevant rules and regulations, is yet sufficiently embodied in them.

Level of maturity observed

Concerning the institutional setting the peers come to the conclusion that the organizational setting for the definition of rules has been defined.

The processes seem to be implemented, but – at present – do not guarantee an alignment towards strategic objectives.

Therefore the continuously visible effect is missing in a cultural perspective.

→ The organizational setting, structures and resources required for documents containing the rules for programmes / courses / trainings**…have been defined, i.e. a set of rules and the documentation about programmes / courses / trainings on offer as well as the functions within the organizational setting that are in charge of defining, developing and administering them. (level 1)**

(The next level to attain would be:)…have been implemented. The documentation available accounts for the access to programmes / courses / trainings, the type, goals and student progression of the programmes / courses / trainings offered and the students' duties as well as responsibilities. It is readily accessible and comprehensible to all relevant stakeholders (especially students). The rules provide information on all aspects of studying including the learning outcomes of the programmes / courses / trainings on offer. Graduation documents ("Diploma Supplement") are issued in all programmes / courses / trainings on offer at the institution. The issued certificates and diplomas are clear and informative. They provide information on the aims, intended learning outcomes, structure and level of the course as well as about the student's performance.

→ Processes used to achieve the intended results in terms of rules and the documentation about programmes / courses / trainings on offer**…have been implemented. The information channels and the collaboration to create and develop the documents containing the rules of a course work well. Those in charge fulfill their responsibilities. External (e.g. legal) requirements are integrated into the process of creating and developing the documents containing the rules of a course on a regular basis. (level 2)**

(The next level to attain would be:)…have been established and are controlled. Relevant information obtained from quality assurance (especially feedback from students and teaching staff) are taken into consideration when creating and developing the documents containing the rules of a course.

→ The predominant values and methods which guide most actions**...have a positive effect on the intended outcomes that becomes evident in some areas. (level 1)**

(The next level to attain would be:)...have a continuously visible positive effect on the intended outcomes. The teaching staff and students are informed about existing documents containing the rules of a course and any changes to such documents.

Recommendations

The defined strategy should be reflected in the defined rules of the study programme, using the full scope of action possible.

Evaluation Criterion IV.2: Documentation

Evaluation questions

Institutional dimension: How are document management and filing systems organized? What are the guiding principles, rules and responsibilities? Which material and human resources are available?

Procedural dimension: What procedures do the documentation and filing of information involve, especially in teaching and learning and regarding programmes / courses / trainings? Who is involved, who is responsible, and who is informed? How are the members of the higher education institution and relevant stakeholders informed about programmes / courses / trainings on offer and their requirements within the institution? How are the external requirements for transparency and documentation which are relevant to the institution (e.g. disclosure obligations and voluntary publication) taken into account?

Cultural dimension: To what extent are the members of the higher education institution and relevant stakeholders in-formed about programmes / courses / trainings and their requirements within the institution? What is the institution's policy on providing information within and outside the institution? Which attitudes and methods are supported in its members?

Analysis and findings of the peers

An important tool for the management of documents for all stakeholders within the faculty is the FGG-Study-Information-System. There is a defined responsibility in the hands of the Head of the IT-Support-Services, guided by the IT-, Library and Publications Commission. In the discussion, this information system seemed to be used by all stakeholders and there are defined obligations e.g. the management of examinations. Furthermore, the faculty uses the digital repository DRUGG to ensure, that all final thesis are listed in the central library – in this way promoting a broad access to scientific results.

The peers appreciate the management of documents within FGG. What the peers are missing is a handbook describing the quality management responsibilities, procedures and documents for all faculty members.

Level of maturity observed

In perception of the peers, the organizational setting for the organization of documents and filing systems is defined. Concerning the documentation of quality management, a handbook would be required to achieve the next level.

The peers consider the processes leading to the defined results in the organization of documents to be implemented.

In the peers view, positive effects deriving from the organisation´s culture can be observed in some areas. To cover all areas and thereby achieving the next maturity level, it would be necessary to spread the information to external target groups (employers).

→ The organizational setting, structures and resources required to organize documents and filing systems**…have been defined. (level 1)**

(The next level to attain would be:)…have been implemented, i.e. the organization of documents and filing systems works as envisaged and in an efficient way. As a general rule, the different units and panels within the institution work with the principle of documentation when planning and implementing programmes / courses / trainings as well as in their quality assurance. The documentation and filing systems work and are in line with the respective legal and functional requirements.

→ Processes used to achieve the intended results in the organization of documents and filing systems**…have been implemented. The management, administration, teaching staff and students involved have access to the documents relevant to them. All decisions are documented. Reasons are given for all decisions which have an impact on teaching staff and students. External requirements for documentation and transparency are continuously taken into consideration in the respective processes. (level 2)**

(The next level to attain would be:)…have been established and are controlled. In order to do so, the institution internally and externally provides target-group specific information about the programmes / courses / trainings on offer and their quality.

→ The predominant values and methods which guide most actions in the organization of documents and filing systems**...have a positive effect on the intended outcomes that becomes evident in some areas. The minimum requirements as to the form and quality of documents created and used have been communicated. (level 1)**

(The next level to attain would be:)...have a continuously visible positive effect on the intended outcomes. The members of the higher education institution are aware of the minimum requirements as to the form and quality of documentation in their area of activity. The target group (especially students and course applicants), other higher education institutions and the labour market receive clear, relevant and useful information.

Recommendations

A handbook for the documentation of quality management procedures and their effects would be a good tool to spread information about the internal quality management system of FGG. The peers recommend to compile such a handbook with an extensive integration of faculty staff.

Results on Criterion 3: Monitoring/self-examination

Questions

Who monitors how and at what point whether the objectives and outcomes aimed at in the creation and further development of programmes / courses / trainings, organization (implementing the offer), cooperations, examination systems and organization of exams, recognition of achievements, assistance and advice are achieved? What happens to the results of such monitoring (procedure, when, who)?

Analysis and findings of the peers

Responsible for monitoring the objectives and outcomes is the QADC. In the eyes of the peers it is an effective approach to install a commission representing the internal stakeholder views, which is independent from the faculty management. It´s report is part of the business report the faculty compiles on an annual basis. But, and the SER p. 10 is supporting this, the peers got the impression that the QADC is presently focused on compiling this report, not on a constant monitoring of quality. Taken into account, that the quality assurance responsibilities are not yet distributed in a broader sense e.g. on the Study Boards (I.2), it is not guaranteed that the diagnosis and proposal of the QADC result in actions. In the eyes of the peers, the QADC should provide a more contemporary monitoring, until the quality management system achieves a broader integration within FGG.

Level of maturity observed

The peers come to the conclusion that reviews are employed on a regular basis. What is required for achieving the next level is a stronger link to strategic action and adaption of goals.

The rules, responsibilities, procedures and decision-making processes to review and adapt the institution's documentation management approach **…have been implemented and take into consideration both the efficiency and the effect with which the resources are allocated. The type and quality of documents used are assessed by the competent units on a regular basis. (level 2)**

(The next level to attain would be:) …have been established and are controlled. Where necessary, the institution systematically adopts measures to manage its documents in a way to eliminate any quality-related defects and make improvements (e.g. make sure they are up-to-date, accessible, reliable and comprehensible). All self-evaluation processes at the institution are based on evidence.

Recommendations

Until the quality management system of FGG achieves a broader integration into the faculty, the QADC should meet and report (not necessary in written form) more often (maybe in every quarter of the year). This is meant to provide contemporary feedback on the activities dedicated to foster integration.

Appendix: Relevant Documents and Interview Partners

Documents provided by UL FRI

Self-assessment report for the purpose of ASIIN evaluation, 6th of Feb 2014

Appendices:

Rules of the Faculty of Civil and Geodetic Engineering, University of Ljubljana, 2013

Rules on the 1st and 2nd cycle studies at the UL FGG, 2013

Rules on 3rd cycle doctoral study programme Built Environment at the UL FGG, 2011

The Statute of the University of Ljubljana (unofficially consolidated text – June 2012)

List of participants from UL and UL FRI

Day 1, Monday 14 April 2014

13.00pm – 13.30pm: Brief presentation by management of university and or faculty (10 mins) and panel questions
Afternoon, 13:30-14:30: Quality Management (Objectives, Governance)
Prof. Dr. Goran Turk, Vice Rector of UL
Polonca Miklavc Valenčič, Assistant Secretary general (Head of Quality Department, Head of Department for (re)accreditation of 1st and 2nd cycle study programmes)
Prof. Dr. Marinka Drobnič-Košorok, president of UL Quality Committee
Mihaela Bauman Podojsteršek, Rector's Assistant for Finance
Katja Kamšek, UL Quality Department
Prof. Dr. Matjaž Mikoš, Dean of UL FGG
Prof. Dr. Jože Korelc - Vice Dean for Research Activity and Education
Prof. Dr. Violeta Bokan Bosiljkov, Vice-Dean for Economic Affairs
Doc. Dr. Alma Zavodnik Lamovšek, Vice-dean for Student Affairs
Doc. Dr. Dušan Petrovič, Vice dean for Development and IA, president of UL FGG QADC
Majda Klobasa, UL FGG Secretary

Afternoon, 14:45-15:45: Quality Management (Objectives, System)
Prof. Dr. Matjaž Mikoš, Dean of UL FGG
Majda Klobasa, UL FGG Secretary
Quality Assurance and Development Commission:
Doc. Dr. Dušan Petrovič (president)
Doc. Dr. Drago Saje (vice president)
Doc. Dr. Alma Zavodnik Lamovšek, member, Vice-dean for Student Affairs
Prof. Dr. Janko Logar, member, Head of Department of Civil Engineering
Prof. Dr. Bojan Stopar, member, Head of Department of Geodetic Engineering
Doc. Dr. Simon Rusjan, member
Assist. Tilen Urbančič, member
Mojca Lorber, member, Office of Student Affairs

Afternoon, 16:00-17:30: Educational Programmes/Courses/Trainings (creation, implementation, cooperations, examinations, recognition of achievements)
Doc. Dr. Dušan Petrovič, Vice dean for Development and IA, president of UL FGG QADC
Doc. Dr. Alma Zavodnik Lamovšek, Vice-dean for Student Affairs
Prof. Dr. Janko Logar, Head of Department, study programme coordinator
Prof. Dr. Bojan Stopar, Head of Department, study programme coordinator
Doc. Dr. Mojca Šraj, Deputy-Head of Department, study programme coordinator Prof. Dr. Matjaž Četina, doctoral study programme coordinator
Doc. Dr. Tomo Cerovšek, Deputy-Head of Department
Mojca Lorber, Office of Student Affairs

Evening: joint dinner, ASIIN evaluation team + UL FGG

Day 2, Tuesday 15 April 2014

Morning, 9:00-10:00: Educational Programmes/Courses/Trainings (creation, implementation, examinations)
Management of resources (Material and human resources, HR resources development, research, administration)
Prof. Dr. Maruška Šubic Kovač, president of UL FGG Governing Board
Prof.dr. Mitja Brilly, professor
Prof. Dr. Matjaž Dolšek, professor
Mag. Samo Drobne, lecturer
Dr. Aleš Marjetič, teaching assistant
Darja Šemrov, teaching assistant
Mojca Lorber, Head of Office of Student Affairs
Romana Hudin, International Office and administrative support for research projects
Elizabeta Adamlje, administrative support for doctoral study
Marija Klančišar, Head of Financial and Accounting Services

Morning, 10:15-11:00: Educational Programmes/Courses/Trainings (creation, implementation, cooperations, examinations, recognition of achievements)
Prof. Dr. Maruška Šubic Kovač, president of UL FGG Alumni club
TBA, member of UL FGG Alumni club
TBA, member of UL FGG Alumni club
Marko Lavrenčič, vice president of UL FGG Student Council
Maja Mauko, member of UL FGG Student Council, BA level student
Manca Petek, member of UL FGG Student Council, BA level student
Jure Česnik, member of UL FGG Student Council, MA level student
Blaž Hudobivnik, PhD student

Morning, 11:15-12:00: Management of resources (material and human resources, HR development)
Transparency and documentation (rules and regulations, documentation)
Prof. Dr. Matjaž Mikoš, Dean of UL FGG
Majda Klobasa, UL FGG Secretary
Prof. Dr. Jože Korelc - Vice Dean for Research Activity and Education
Prof. Dr. Violeta Bokan Bosiljkov, Vice-Dean for Economic Affairs
Doc. Dr. Alma Zavodnik Lamovšek, Vice-dean for Student Affairs
Doc. Dr. Dušan Petrovič, Vice dean for Development and IA, president of UL FGG QADC
Prof. Dr. Bojan Stopar, Head of Personnel Commission

Afternoon, 13:30-14:30: "Joker Session"
Prof. Dr. Goran Turk, Vice Rector of UL
Polonca Miklavc Valenčič, Assistant Secretary general (Head of Quality Department, Head of Department for (re)accreditation of 1st and 2nd cycle study programmes)
Prof. Dr. Marinka Drobnič-Košorok, president of UL Quality Committee
Katja Kamšek, UL Quality Department
Prof. Dr. Matjaž Mikoš, Dean of UL FGG
Majda Klobasa, UL FGG Secretary
Prof. Dr. Jože Korelc - Vice Dean for Research Activity and Education

Prof. Dr. Violeta Bokan Bosiljkov, Vice-Dean for Economic Affairs
Doc. Dr. Alma Zavodnik Lamovšek, Vice-dean for Student Affairs
Doc. Dr. Dušan Petrovič, Vice dean for Development and IA, president of UL FGG QADC

Afternoon, 15:30-16:00: Feedback
Prof. Dr. Goran Turk, Vice Rector of UL
Polonca Miklavc Valenčič, Assistant Secretary general (Head of Quality Department, Head of Department for (re)accreditation of 1st and 2nd cycle study programmes)
Prof. Dr. Marinka Drobnič-Košorok, president of UL Quality Committee
Mihaela Bauman Podojsteršek, Rector's Assistant for Finance
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