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ASIIN CONSULT

Evaluation Report

University of Ljubljana

Faculty of Pharmacy

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Operacijo delno financira Evropska unija, in sicer iz Evropskega socialnega sklada ter Ministrstvo za izobraževanje, znanost in šport. Operacija se izvaja v okviru operativnega programa razvoja človeških virov 2007 – 2013, razvojna prioriteta 3. »Razvoj človeških virov in vseživljenjskega učenja« prednostna usmeritev 3.3 »Kakovost, konkurenčnost in odzivnost visokega šolstva«.

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Abbreviations:

ASIIN	=	Agency implementing the present evaluation procedure
AT	=	Audit Team (sometimes referred to as “peers” = belonging to the same profession)
FFA	=	Faculty of Pharmacy
HE	=	Higher Education
HEI	=	Higher Education Institution
SAR	=	Self Assessment Report (used identical with “Self-Evaluation-Report”)
CQAA	=	Commission for Quality Assurance and Accreditation
UL	=	University of Ljubljana
QA	=	Quality Assurance

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 Pharmacy* in November 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 was prepared by an internal self assessment of the faculty delivering the information base for the external evaluation. Both, the internal and external assessment in the present evaluation exercise follow 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 are summarized as follows:

Regarding the criteria on "Definition of quality", FFA is perceived to embed quality-related objectives within a comprehensive system of objectives, serving as a basis for the strategic long term development of the faculty. The verified focus on fundamental-research-based education could even be stressed more explicitly within this concept. FFA succeeds to implement its objectives visibly and to stabilise them by a coherent organisational culture.

In perception of the AT, the faculty should pursue the chosen strategy, implement a visible framework for its established contacts towards alumni and industry as well as pursue (but also critically question) strategy-related monitoring procedures.

Regarding the criteria on "Educational programmes / courses / trainings", the institutional setting and procedures for programme creation and development are perceived as established and controlled – but nearly on the threshold of being overregulated. Concerning programme implementation, the installed FFA-Programme-Coordinators are deemed to provide an important coordinative function contributing to the impression of an established and controlled programme-implementation.

The AT recommends further promoting and facilitating the conception of outcome-oriented education (e.g. by pursuing the activities within the PharQA-project) and experimenting with MOOCs within the framework of an university-wide project related to the UL- and FFA-objectives of raising visibility. Cooperation – though visible – should be developed further, proactively lobbying against legal obstacles at the political level. For the special case of PhD-students, the appointment of an ombudsperson for cases of conflict is deemed as beneficial.

Evaluation practice aiming at the implementation of programmes needs further care, but this is seen as a natural stage within the evolution of an integrated quality management system.

Regarding the criteria on "Management of resources", the institutional setting and procedures are considered as implemented. Unfortunately the funding scheme was perceived as inflexible – not allowing resource-management to become established and controlled (e.g. by building up flexibly deployable strategic funds). Concerning human-resource-development and its importance within the recruitment- and habilitation-system, the AT identifies need for improvement. An overall-concept for human-resource-development would be a beneficial step to enhance the observed maturity. Especially important would be a stay abroad in the transition after completed PhD to early-career independent researchers.

Concerning administration, the provisions of FFA were deemed as above standard. But a visible representation of the administration within the governing bodies of FFA would be a beneficial step forward in the cultural perspective.

Regarding the criteria on "Transparency and documentation", the self-evaluation-process preceding the audit was reported to foster awareness about the volume of documents and the distribution of information between several channels. FFA is perceived to be on the correct way to having the related institutional setting and processes established and controlled.

I. About the Evaluation Process

Evaluation subject	University of Ljubljana Faculty of Pharmacy
Experts	José Ricardo Miranda Dias (Student member: University of Coimbra) Prof. Dr. Gert Fricker (University of Heidelberg) Prof. Dr. Manfred Jung (University of Freiburg i. Brsg.)
Representative/s of ASIIN Headquarter	Ass. Iur. Melanie Gruner Thorsten Zdebel, M.A.
Timeline	Date — Milestone 14/10/2014 — Submission of the final version of the self-evaluation report of the faculty 20-21/11/2014 — Onsite visit of the peer group 20/12/2014 — Submission of the draft evaluation report 26/02/2015 — Feedback by UL FFA on the draft evaluation report 07/05/2015 — 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

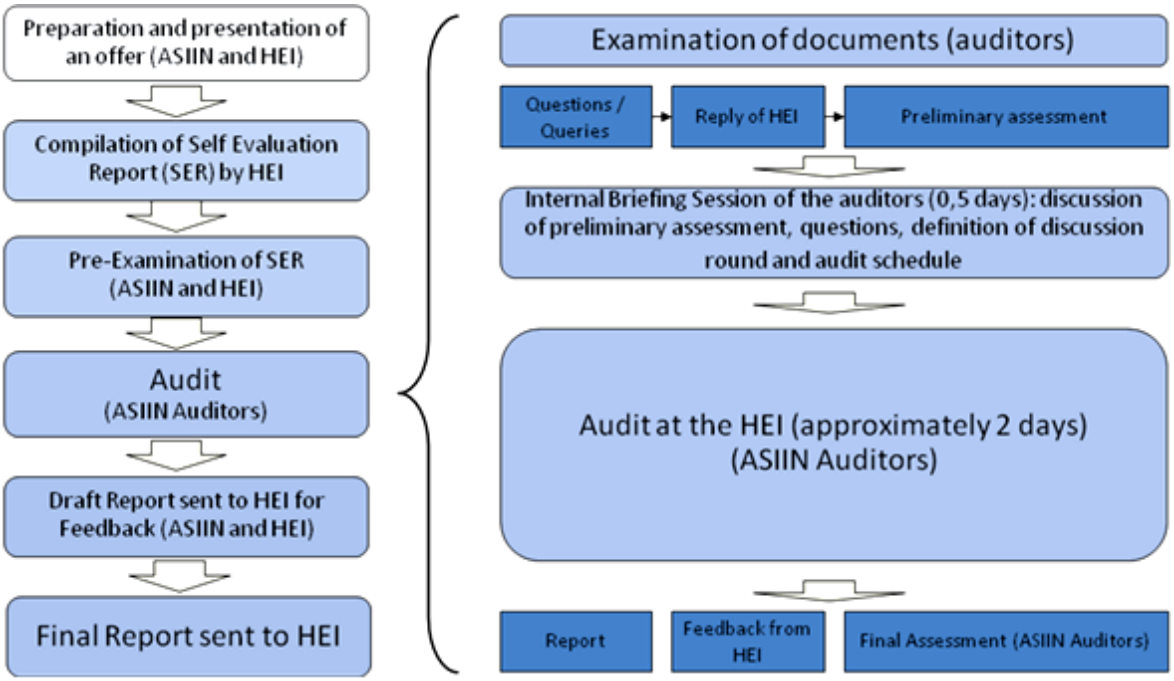
ASIIN considers evaluation as an instrument for organizational development triggered by a two staged process of an internal evaluation followed by an audit of external peers. In the first stage members of the evaluated organisation are asked to implement an internal self-reflection process including relevant stakeholders leading to a self evaluation report (SER). This report states a shared internal understanding or at least the overview on internal views of/on strengths and weaknesses 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 an evaluation 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 institutions, the evaluation report and the site visit are structured with the help of 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 levels 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 enhancement of quality and organizational maturity.

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



II. Characteristics of the UL Faculty of Pharmacy

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. In this regard, UL reports to be listed within the TOP 500 world HEIs in the ARWU, THES and WEBOMETRICS rankings.

Starting as a 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 Pharmacy (FFA) was founded in 1995, elevating the organisational status of the previous Department of Pharmacy in the Faculty of Chemistry respective the Faculty of Natural Sciences and Technology. The present Faculty of Pharmacy provides research, professional activities as well undergraduate and postgraduate education in the areas of pharmacy, clinical biochemistry and cosmetology. FFA has about 1.500 students studying in one single cycle, two undergraduate, two graduate and three doctoral programmes. There are close to 150 full-time employees, close to 130 of them are academic staff respective professional staff (e.g. collaborators in laboratories). In terms of staff, FFA is a midsized faculty within the UL. The faculty is structured into six chairs and several administrative units. FFA reports to be a member of the European Association of Faculties of Pharmacy since 1992.

Since its foundation in 1995, FFA has undergone rapid growth in number of staff, students and activities. The evaluation is seen by FFA as a chance to consolidate this institutional growth and its side effects. For this reason, FFA reports having compiled the SAR under a broad level of inclusion of all faculty members.

III. 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

Being the only faculty in the respective subjects within Slovenia, FFA is committed to a strategy of international excellence. The faculty orients itself at developing its regional leadership to a more European-wide recognition based on a strategic position in the wider Middle and Eastern Europe, proven by a ranking position in the TOP 20 European pharmacy faculties in 2020. This vision is broken down into the following mid-term objectives:

Research and professional activities

- Development and acceptance of a joint research strategy
- Integration of FFA in the big research infrastructures
- To encourage innovation through good quality scientific publications
- Good documentation practice in research – externally evaluated

Education, training and services

- Development to the level of international excellence and success
- Competence based first and second cycle degree study programmes
- Active participation in the European project Pharmine
- Active participation in the European project Quality Assurance in Pharmacy (PharQA). This means co-creating the common European quality assurance system in education and training of pharmacists

Institutional objectives

- Review/Self-reflection/Development
- Active participation in the project *KUL* (Quality of UL)

- Business report 2013 – a starting point for better reporting for better planning of all the *ULFFA* activities *(quality assurance loop)*
- To develop a quality culture in a broader sense: in educational, professional and research area
- To create partnerships based on trust and respect (staff-students, staff-external partners)
- To include all the relevant partners (the staff, the students, the potential employers, the graduates)
- To develop the capacity of identifying and solving problems
- To develop full individual potentials

With regards to the **institutional dimension** of quality-related objectives, the audit team confirms that teaching- and learning-related objectives are embedded into a comprehensive system serving as a long-term basis for the future development of FFA. With regards to education, especially the commitment to competence-oriented programmes and its implementation via participation in the Phar-QA project was seen as valuable. Additionally, FFA appears to discuss an updating of its objectives related to international excellence (e.g. by targeting a dual degree programme in the framework of ERASMUS+).

Concerning this conceptual level, in perception of the AT the present profile of FFA could be stated even more precisely. Within the different approaches to pharmacy throughout the world, FFA devotes itself to a concept based on fundamental research enabled by strong natural sciences. This permeates FFA´s activities in the research-fields of toxicology, clinical biology and pharmacy as well as its educational programmes and activities. This concept became evident in all discussions with FFA-members, alumni and employers/staff from professional associations.

In a **procedural perspective**, the AT perceives a high level of awareness of FFA members throughout the organisation resulting from a broad participation in discussing, implementing and reviewing objectives and the defined accompanying responsibilities. This process was perceived to be visibly implemented and potentially adequate to facilitate coordination towards FFA´s objectives. Because of FFA being within its first (official) quality loop, the coordination towards objectives has still to be proven by repeatedly closed cycles.

In a perspective on the **organisational culture**, values and methods underlying the described process were identified as transparency, participation and individual commitment towards common goals. Development of a quality culture is part of the strategic objectives. Obviously, the organisation´s culture results in a coherently visible positive effect on the intended outcomes.

Levels of maturity observed

Taking into account the preceding arguments, the AT considers the following maturity level as suitable to characterise the presently perceived situation:

→ Quality-related objectives**…for teaching and learning have been consistently embedded in a comprehensive system of objectives for the overall organisation which serves as a long-term**

basis for the future development of the higher education institution. The scope of good teaching and successful learning has been defined and communicated within the higher education institution. (level 3).

(The next level to attain would be:)...are updated in a regular basis, taking into consideration expected or potential internal and external future influences and developments. This is also true in the case of the objectives for the overall organisation.

→ 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 stakeholders 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 continuously visible positive effect on the intended outcomes. The (quality-related) objectives of the overall organisation include teaching and learning (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 orientation is based on the principle of focusing on the student and on the learning outcomes. Both the students and the teaching staff are at the centre of a quality-orientated approach adopted in teaching and learning. The institution actively practises a culture of participation ("inclusion"). This includes considering the needs and interests of students and teaching staff in different circumstances or with different social, physical or psychological conditions. All groups are encouraged to participate on a regular basis.

Recommendations

There is no further recommendation derived from this chapter than to pursue the chosen strategy and to prove the ability to implement and further develop it within repeatedly closed quality-management-loops. To support this endeavour, it is advisable that the objectives are communicated visibly and continuously in the faculty´s internal and external communication.

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 co-operation between all groups involved work?

Analysis and findings of the peers

The subsidiarity of FFA´s quality management procedures within the UL consists of common procedures, indicators and collaboration in terms of exchanging good practice and representation within the university´s committees and boards.

FFA is organised in six chairs, covering the subjects of *Bio-Pharmaceutics & Pharmacokinetics*, *Clinical Biochemistry*, *Pharmaceutical Biology*, *Pharmaceutical Chemistry*, *Pharmaceutical Technology* and *Social Pharmacy*, an *Institute of Pharmacy* and the *Faculty Secretariat*, providing administrational and technical support.

FFA´s highest governmental body is the FFA-Senate, deciding upon strategic academic matters in research, development and education (amongst others adopting drafts for new programmes). The senate comprises two representatives of each chair, the FFA-Dean and three student-members. Decisions of the senate are prepared by standing commissions and non-standing working groups, the latter appointed for special occasions (e.g. the preparation of programme proposals).

The operative (quality-)management of the faculty belongs to the FFA-Dean supported by his Vice-Deans (for *Study Affairs*, Scientific *Research Matters*, *International Cooperation*) and the FFA-Secretary, which heads the faculty´s administrative units. The Dean is elected by FFA´s senate and appointed by UL´s rector, the Vice-Deans are directly elected by the senate upon proposal of the Dean. FFA established the role of programme coordinators functioning as a link between subject coordinators responsible for single programme components and the student representatives of each cohort. Programme-coordinators are appointed by the FFA-Dean based on their close involvement into specific programmes. The relief in terms of weekly contact hours is 70% for the FFA-Dean, 50% for FFA-Vice-Deans and 10% for FFA-Programme-Coordinators.

A specific body for quality management is the FFA-Commission for Quality Assurance and Accreditation (CQAA). With the adoption of revised *Rules on the Organisation and Operation of ULFFA in 2013*, FFA reports having extended the responsibilities of this committee. Whereas formerly it was rather seen in a reporting function, the new established responsibility includes monitoring of the adequacy of the faculty´s strategy, the respective quality-assurance as well as quality-improvement measures. It is elected from FFA´s staff and students and was perceived by the AT in an independent advisory function with regards to the FFA-Senate and FFA-Leadership.

The AT perceives the described **institutional setting** as being implemented in terms of clearly defined organisational structures enabling a continuous and effective flow of information. The AT especially appreciates at first the role of Programme Coordinators in establishing sufficient

communication for the coordination between programme-components and secondly the advisory role and independent function of the Commission for Quality Assurance and Accreditation. A prospect of enhancement could be the (perceived as) everywhere present but not formally embodied representation of external stakeholders needs (Pharmaceutical Chamber, community pharmacies, clinics, industry). Without doubting FFA is considering the needs of these stakeholders, the visibility of the Faculty as the central acting player within the "stakeholder cloud" should be enhanced. Besides from that, the AT does explicitly see no need of further formalising the implemented structure.

In a **procedural perspective**, the central quality loop orients itself at annual planning and annual reporting. Planning belongs rather to the already described governmental structure, implementation takes place in responsibility of FFA´s management and monitoring/reporting belongs to the responsibility of the Commission for Quality Assurance and Accreditation. For implementation purposes, FFA is working with process charts enabling the faculty to reflect and adjust its activities (e.g. *design of new programmes, compiling new study material, student surveys, examination, recognition, student mobility, acquisition of equipment, habilitation process*). In a **cultural perspective**, the discussions reveal a continuous understanding of quality management throughout the organisation facilitated by strong participation. This became especially evident in discussions with students reporting their involvement into the adjustment of recently reformed programmes. This is perceived to have a continuously visible effect on the intended outcomes.

At present, with FFA having recently implemented structural changes and having compiled its first business and QA report, it appears to be a bit early to consider the already attained maturity level as established and controlled in institutional and procedural perspectives as well as the organisational culture as yet strategically directing processes to the intended results. This has to be proven by repeatedly closed quality loops.

Levels of maturity observed

Taking into account the preceding arguments, the AT considers the following maturity level as suitable to characterise the presently perceived situation:

→ 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 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 (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 actively supports the involvement of students and teaching staff. The institution is guided by the principle of openness, transparency and the protection of individuals involved, thus allowing them to participate and evaluate independently and without the risk of personal disadvantage. To increase synergies, the higher education institution supports internal, vertical networks and the exchange of experiences.

Recommendations

To embed the everywhere present connection to the professional practice into a visible framework, it would be beneficial to install an alumni-club, headed possibly by a FFA-graduate working in the professional field or professional associations like the Pharmaceutical Chamber. This could function as a platform for the exchange of strategic ideas both with alumni- and professionals.

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

Quality related objectives are reported to be regularly reviewed by internal self-reflection of activities and external evaluation and accreditation, partly by the Slovene Agency NAKVIS and partly by international evaluations (like the project leading to the present report). The projected outcomes of the Phar-QA project are recognized in chapter II.7, because they are more related to monitoring of the faculty´s educational outcomes.

FFA looks back at more than 10 years of experience in monitoring and reporting on the implementation of quality-related objectives. This is reflected in the annual Business Report (which contains a chapter on quality) and in the Progress Report. While the Business Report is overall congruent to the SAR, the Progress Report was submitted as an appendix. Internal monitoring procedures are conducted by CQAA under participation of faculty staff and students.

The Progress Report on the year 2013 reflects strategic objectives, activities of FFA via description (e.g. on *research performance* and *international activities* of staff) and indicators (e.g. on *student interest* and *progression*, *international student mobility).* The report also draws conclusions with regards to FFA´s objectives and contains a chapter prepared solely by student members to present their achievements. This report is perceived to be a beneficial reference point for a further strategic development (in alignment with FFA´s present objectives). Although containing self-reflection connected to FFA´s objectives, it was rather perceived as descriptive and should be aligned to FFA´s objectives more explicitly. This would allow questioning the efficiency of monitoring tools and methods in use and allow a stronger coordination between activities and defined objectives in the future.

Levels of maturity observed

Taking into account the preceding arguments, the AT considers the following maturity level as suitable to characterise the presently perceived situation:

→ The review and adaptation of objectives**…have been implemented 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 carried out on a regular basis (incl. structures, resources, processes). The institution is aware of the reasons for any divergence from the objectives and has solid data and information available to adapt the objectives where necessary. This affects neither the academic freedom of its members nor the participation in, nor the transparency of the organisation.

Recommendations

Actively pursue the monitoring procedures chosen. The establishment of an independent monitoring- and advisory-function of the CQAA takes some time to strengthen its role. It is advisable to refer to the defined objectives as close as possible while monitoring performance and

quality. Within defined cycles, the instruments and methods of monitoring and evaluation should themselves be checked for effectivity and efficiency.

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 co-operation between all groups involved work?

Analysis and findings of the peers

The **institutional setting** for (quality-)management was already described in the preceding chapter. The first responsible decision-making body with regards to the adoption of new programmes is the FFA-Senate. In the subsequent stages of this process, the UL-Senate and the external accreditation body NAKVIS have to approve, too. For preparative purposes, a non-standing working group within the faculty can be appointed by the senate. The proposal for new programmes can be filed by internal and external stakeholders. Both was already the case (e.g. industry requested a programme in *industrial pharmacy* and students requested a master in *cosmetology*). This institutional setting is perceived as established and controlled. The only restriction is the proven but not yet formally visible representation of external stakeholders, which was already mentioned in chapter I.

With regards to **procedures,** FFA structures processes like the adoption of new programmes with process-charts. They depict the procedure as a three-staged adoption process leading to the implementation of new programmes. In the first stage, the FFA-Senate has to decide about a proposed programme-idea and to release drafting of a framework by an appointed team of teachers. The senate then decides about the drafted frame and in the next step about the drafted curriculum, which leads to the overall adoption/rejection within the faculty. In these conceptual substages of the process, students and external stakeholders are enabled to comment on the draft. In the second stage, the UL-Senate decides about the adoption based of the review by two independent experts (not being a member of FFA). The third stage comprises adoption by NAKVIS, likewise depending on the review of two independent experts (not being member of UL). Overall, the duration of this process is about one and a half year on average. On course level, there are

also formal procedures for changes. Minor changes within the electives have to be approved by the FFA-Senate. In case of compulsory programme parts, changes even have to be approved by NAKVIS.

The described process already led to the rejection of a master programme in cosmetology as proposed by students. The FFA-Senate´s argument referred to the insufficiency of knowledge within this subject not yet justifying a programme at master´s level. Graduates from the bachelor´s programme were given opportunity to enrol in the master´s programme Industrial Pharmacy (on the basis of sufficient marks) to continue their studies and broaden their employment perspectives. In perception of the AT, the process obviously has shown its effectivity in terms of outcomes. It can therefore be labelled as established and controlled. But, referring to procedures, the AT (as well as FFA itself) perceives processes on the threshold of being overregulated. This expresses the aspiration that the faculty is relieved from external QA-burdens to a certain extent, when their internal processes have proven as established and controlled.

In a perspective on the guiding **culture** underlying programme development, the AT perceives a strong participation of internal and external stakeholders´ opinions as well as clear and transparent communication-channels systematically facilitating information. Regarding participation, the faculty arguments that employers´ (and sometimes students´) needs comprise high but sometimes diffuse expectations being directed rather on the short term (e.g. the *Pharmaceutical Chamber* and *students* requesting more practical experience) whereas the faculty aims at developing methodological skills as a stable long-term-factor within a diminishing half-life of knowledge. But it also became evident in the discussion (also with employers) that FFA listens to those needs and manages to balance these conflicting interests in a productive way. This e.g. becomes visible at an annual workshop on student internships conducted with external stakeholders from community pharmacies and hospitals.

Level of maturity observed

Taking into account the preceding arguments, the AT considers the following maturity level as suitable to characterise the presently perceived situation:

→ The organisational setting, structures, material and human resources required for the creation and further development of programmes / courses / training offers**…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 (level 3).**

(The next level to attain would be:)…are aligned with and (where necessary) oriented to follow expected or potential internal and external future developments in a predictive and proactive way.

→ The processes to create and/or further develop programmes / courses / training offers**…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 (level 3).

(The next level to attain would be:)…are aligned with and (where necessary) adapted to follow expected or potential internal and external future requirements in a predictive and proactive way (incl. procedures, processes and responsibilities).

→ The predominant values and methods which guide most actions**…support the organisation as a whole in strategically directing the processes used to achieve the intended results. There are strategic possibilities for members of the higher education institution and relevant stakeholders to participate which are used accordingly. The higher education institution successfully combines the different interests of its members in the creation and further development of course offers and aligns them with the development strategy of the overall organisation. The participation of teaching staff and students in the creation and further development of course offers is supported. The higher education institution supports the regular participation of all relevant administrative and academic units in implementing its procedures to assure and improve the quality of course offered. It also ensures that the information required is readily accessible (level 3).**

(The next level to attain would be:)…support the organisation as a whole in acting in a predictive and proactive way. The higher education institution promotes a culture of reflective discussion between everyone involved in teaching and learning/study processes. It encourages constructive criticism and critical thinking as the basis of predictive quality work. Among other things, the higher education institution encourages its members to take part in teaching methodology research and the creation of teaching models.

Recommendations

The procedures for the creation and development are considered as effective and already on the threshold of being overregulated. It is advisable to take this into account when revising these processes.

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 co-operation between all groups involved work?

Analysis and findings of the peers

FFA presently offers one unified master´s programme in *Pharmacy*, two undergraduate programmes in *Laboratory Biomedicine and Cosmetology*, two graduate programmes in *Laboratory Biomedicine* and *Industrial Pharmacy* and three doctoral programmes in *Pharmacy*, *Clinical Biochemistry and Laboratory Medicine* and *Toxicology*. The transition to the dual cycled study structure took place in 2009, with the exception of *Pharmacy*, which had been implemented as a single cycle programme in accordance with the respective European directive. About 1.500 students are enrolled at FFA, nearly all of them in the Bologna study programmes. FFA expects a slight reduction of student numbers to 1.400 untill the study year 2015/2016. Afterwards student numbers are expected to remain stable.

The faculty reports progression rates above UL average and a high students´ interest in its programmes, indicated by applications exceeding announced study places, which makes a selection of students possible to a certain extent. Selection criteria become more specific with the proceeding cycle and rely to a greater extent on the autonomy of the faculty.

With regards to programme-contents, FFA reports to aim at a broad scientific and methodological education with a strong focus on natural sciences, because it helps graduates to develop an individual profile within electives and to update this profile in a perspective on life-long-learning. In general, this is highly appreciated by students, alumni and employers/representatives from professional associations attending the audit sessions (as well as by the audit team). That quality reveals itself in continuously balancing stakeholders´ interests appears in FFA students and employers demanding to strengthen practical skills.

In general, students perceive their courses to be rather content-wise structured – not all lecturers explaining yet the purpose of courses in terms of learning outcomes and emphasising (problem-solving) competences. This indicates that FFA´s objectives concerning competence-based programmes have not yet been fully achieved. In a perspective on media operated didactical methods, FFA reports to utilise virtual classrooms for a significant number of subjects. Furthermore, FFA reports to supplement face-to-face interaction by providing charts, handouts and articles by the student information system VIS. MOOCs are not yet visible as an educational provision. Some lecturers are reported to be afraid that MOOCs might lead to students not attending their lectures anymore. Students on the other hand welcome the implementation of

MOOCs and report to consume MOOCs from other universities via Youtube. Having in mind that MOOCs comprise beneficial features in the mid term (*rationalisation of teaching-load, possibility of sharing*) and fit into the UL-objectives referring to raising its visibility, the AT advocates experimenting with MOOCs in a restricted area - embedded into an overall policy of the UL - and only if resources are sufficient.

Another issue raised at the on-site-audit was laboratory safety. FFA reports to start with basic courses at the beginning of studies and elevating the hazardous potential of materials with students´ maturity. Regularly, the mentor should always be present - working alone is only an exception for advanced students. Some observations made by the audit team at the on-site audit indicate that there might be some exceptions to this rule (*e.g. advertising material not serving as a good role model, students actually not wearing their safety glasses in several instances*).

The overlying **institutional setting** responsible for programme implementation was already described in chapter I.2. The FFA-Senate is backed up by standing commissions responsible for certain tasks in programme implementation (e.g. FFA Commission for Study Affairs, FFA Commission for the Recognition of Foreign Education). With regards to coordination within the programmes, the FFA-Programme-Coordinators were especially perceived to fulfil an important role in consolidating the FFA-programmes in the aftermath of the reform.

This function becomes especially visible in a **procedural perspective**. By preparing and conducting annual meetings with teaching staff engaged in the FFA-programmes, providing information for booklets and students´ handbooks and coordinating the release of theme proposals for graduation theses, the FFA-Programme-Coordinators were perceived to establish effective communication-channels between student representatives, subject coordinators and the FFA-leadership, hence facilitating a detailed insight into course organisation.

In a perspective on the **organisation´s culture**, students as well as lecturers confirm a sufficient level of participation. Problems are reported to occur mostly with imported courses, but on an insignificant level because of FFA´s proximity to neighbouring faculties. Programme-Coordinators report to tackle those problems with a positive attitude and strong informal communication – requiring some time. Thus, the AT perceived the underlying culture to have continuously visible effects on the intended outcomes.

Level of maturity observed

Taking into account the preceding arguments, the AT considers the following maturity level as suitable to characterise the presently perceived situation:

→ The organisational setting, structures, material and human resources required to implement programmes / courses / training offers **…have been established and are controlled (level 3).**

(The next level to attain would be:)…are developed further in a predictive and proactive way. The competent units are in a position to anticipate, avert or eliminate problems and elements obstructing the organisation of programmes / courses / trainings without delay.

→ Processes used to achieve the intended results when implementing programmes / courses / trainings**…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 (level 3).**

(The next level to attain would be:)…are developed further in a predictive and proactive way.

→ The predominant values and methods which guide most actions**…have a continuously visible positive effect on the intended outcomes. It has been communicated 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. There is a working cooperation between key units and panels which keeps the course organisation in line with the institution's quality-orientated approach. All parties involved at the higher education institution apply and fulfil the rules and requirements they are affected by. The higher education institution supports the collaboration and mutual assistance of the different people and units involved (level 3).**

(The next level to attain would be:)…support the organisation as a whole in strategically directing the processes used to achieve the intended results. In order to do so, a vertical cooperation between units and panels is supported. The institution administration sees itself as an internal service provider, among other things, for teaching and learning. The needs of both students and teaching staff are taken into consideration. This is reflected in their opinion of the course organisation. All parties involved can rely on the consistency of established structures and procedures. The higher education institution or the units/persons in charge settle any conflicts or overlapping interests of different institution members/relevant stakeholders in a reasonable way that is generally acceptable for the institution.

Recommendations

Actively promote the concept of learning-outcomes and competence-based education by highlighting examples serving as positive role models, include such topics into workshops on didactical improvement and systematically facilitate the outcomes of the PharQA project within the faculty.

In the context of the overall objectives of the faculty as well as UL, experimenting with MOOCs and other forms of media-operated education should be considered. This needs to be embedded into a university-wide project equipped with sufficient resources.

Evaluation Criterion II.3: Cooperations

Evaluation questions

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

Procedural dimension: What procedures are there to structure co-operations 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 co-operations 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

Co-operation refers to three dimensions: To internal co-operation with other UL-faculties, to co-operation with external professional associations/bodies and industry and to co-operation with external institutions comprising international student and staff mobility. International co-operation belongs to the responsibility of the FFA-Vice-Dean for International Co-operation.

In the area of education, FFA reports to be embedded within UL in terms of import and shared basic courses from the UL-faculties for Medicine, Physics, Mathematics and the export of courses in the subject of e.g. Biotechnology. Internal cooperations are guided by the UL Statute. Additional bilateral contracts are neither required nor possible. With FFA departing from the former faculty for natural sciences, conflicts referring to imported content are said to be sparse. Programme-Coordinators ensure communication within curricular development. Basic lectures are applied to subject-specific problems of the different attending programmes. Solely referring to internal co-operations, a controlled cycle of planning (by a Deans´ meeting prior to the actual academic year), implementing and evaluating (by a Deans´ meeting at the end of the year) is visible.

FFA is embedded in an international network of companies and professional associations/bodies. Representatives were present at the audit sessions. They confirmed stable cooperations subject to regular (mostly annual) mutual reviews. Co-operation comprises research (III.3), services and education. Lecturers from community pharmacies, hospitals and industry are engaged within the FFA-programmes in form of practical training, lectures, seminars and laboratory exercises, implementing e.g. real industry topics. Students from the 4th and 5th year attend industry projects and are also enabled to conduct graduation theses in an industry environment, having a formal and an informal mentor (because the latter industry representative usually lacks habilitation). FFA reports to exploit these contacts to collect feedback on students´ competences. Due to the decline of students enrolled in the doctoral programme, proactively, a partnership with the pharmaceutical industry was established in order to support and further motivate the employees from industry to enrol in the postgraduate study programme.

International co-operation comprising academic student and staff mobility is stressed within the strategic objectives of FFA. Students report to have sufficient options within the ERASMUS+ partnerships (about 50) and other programmes (e.g. CEEPUS) and provide self-organized mobility options via international and EU-students´ associations. Charts depicting international student mobility show a positive trend but also a disbalance between outgoing- and incoming-students.

This is mostly a consequence of legislation fixing Slovene language for compulsory programme-parts. Thus within compulsory subjects, incoming-students imply additional efforts. In elective subjects and laboratory courses, FFA is able to utilise its options concerning provisional languages flexibly. The same problem also affects academic staff mobility. Habilitation requires academic mobility and positions of outgoing staff rest while abroad. Nevertheless, the orientation of PhD-students towards academic mobility was visible but could be further supported in perception of the AT.

Another platform for international co-operation is the Phar-QA project. Together with other European university members, FFA is developing a subject-specific approach for developing and monitoring competences to achieve by European pharmacy programmes.

With regards to academic mobility and its significance within framework of FFA´s strategic objectives, the AT identifies room for improvement. FFA is aware of it and challenges it by stating in the FFA-Progress-Report: "We are especially aiming to increase the number of guest teachers and researches and to form a place and environment that will enable the simple involvement of exchange students in our regular programs." This is broken down e.g. by the participation within a UL-project aiming at fostering internationalisation and introducing the most interesting elective subjects in English.

Referring to the **institutional setting**, internal cooperation is perceived as established and controlled. International co-operation is perceived to be implemented on a solid basis, because the present legal framework is not seen as beneficial with regards to the strong international objectives of UL and FFA. In perception of the AT, the described inefficiency regarding incoming-students does not allow to label the institional setting in total as established and controlled. In a **procedural perspective** FFA reports to monitor and revise cooperations on a regular basis. In perception of the AT, the **cultural perspective** needs stronger incentives to attain the next level of supporting the organisation as a whole in strategically directing the processes to achieve the intended results.

Level of maturity observed

Taking into account the preceding arguments, the AT considers the following maturity level as suitable to characterise the presently perceived situation:

→ The organisational setting, structures, material and human resources required for co-operations**…have been implemented, i.e. internal and external co-operations for course offers are used. External co-operations have been arranged and stand on a solid basis. Internal co-operations 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 co-operations 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 co-operations for course offers**…have been implemented. Co-operations 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 co-operations are applied by all parties involved (level 2).**

(The next level to attain would be:)…have been established and are controlled. The co-operations 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 co-operations 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 co-operation between students and teaching staff within the institution and with external partners. It ensures that all its members are aware of the standards for co-operations which the institution has defined for itself.

Recommendations

Concerning quality-assurance within imported courses, a mechanism at university level should be established.

In perception of the AT, the policy concerning the development of cooperations did not yet arrive at the end of its way. Staff mobility (especially in transition to habiliation) is also perceived to need stronger incentives for individuals. It is recommended to utilise ERASMUS+ to further establish the institutional setting. The AT advocates developing a policy at the level of UL supporting applications (e.g. for ERASMUS+) and lobbying an elimination of legal obstacles at the political level.

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 co-operation 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

FFA reports to define examination methods for each course within a programme-description, which is adopted by the FFA-Senate. In case of major changes in compulsory subjects, an additional adoption process by NAKVIS is required. Examination methods comprise written exams including multiple choice (in the majority) as well as oral exams (more related to the electives). Each exam is scheduled four times a year. Examination results have to be published within five days after the exam by standard. Repetition is possible up to six times (as usual in the Slovene Higher Education System). From the fourth resitting onwards, students are obliged to a fee and the exam is taken before a commission. Appeals against (perceived as) unfair treatment are handled by the FFA-Dean for Study Affairs.

Proposals for graduation theses are published via Internet in responsibility of programme coordinators. It is possible to conduct industry related theses. In this case, students have an informal mentor (because industry representatives are usually lacking habilitation) and a formal mentor coming from FFA.

The audit team considers the described **institutional setting** required for the methodology, form and organisation of exams to be established and controlled. Students confirm with regards to examination **processes**, that they can propose examination methods in agreement with the respective subject coordinators and that they are closely involved into scheduling. This is perceived to result in smooth procedures. In a **cultural perspective**, the AT considers the underlying values to result in a continuous, but not yet strategically directing effect. Students report to advocate an insight into exams – at the same time admitting that some students utilise this to negotiate better marks. But students also advocate to compile sample solutions for examinations to foster objectivity, which is not yet shared by all teachers.

Level of maturity observed

Taking into account the preceding arguments, the AT considers the following maturity level as suitable to characterise the presently perceived situation:

→ The organisational setting, structures, material and human resources required for the a) methodology and form and b) organisation of exams**…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) (level 3).

(The next level to attain would be:)…are developed further in a predictive and proactive way. The methodology and form of exams in particular are an integral part of the institution's quality strategy. It is clear who is responsible for developing it further with a view to expected or potential internal and external future requirements (legal, social and professional). The respective responsibilities are met.

→ Processes used to achieve the intended results in the a) methodology and form and b) organisation of exams**…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 (level 3).**

(The next level to attain would be:)…are developed further in a predictive and proactive way, e.g. by anticipating and therefore avoiding or eliminating all expected or potential problems and elements which may obstruct the effect and efficiency of the processes without delay.

→ The predominant values and methods which guide most actions**…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) (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. In order to do so, when structuring the exams and evaluation criteria the higher education institution promotes a focus on the student and on the learning outcomes (a). It also supports teaching staff skills in using different examination forms and methods as well as innovative assessment approaches and the internal exchange of experiences (a). The units/persons in charge support the co-operation and the internal alignment of a) the structuring of exams and b) the organisation of exams on a horizontal level, i.e. within the relevant academic units and between the academic units and the administration. The participation of teaching staff and students is supported with a view to continuously optimising a) the structuring of exams and b) the organisation of exams in all programmes / courses / trainings on offer.

Recommendations

With regards to exams, it is deemed as recommendable to follow the students´ desire to implement sample solutions for exams. This is expected to foster objectivity and reduce discussions with students in the aftermath of exams.

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 co-operation 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

UL has implemented recognition procedures in alignment with the requirements of the Lisbon Recognition Convention. The respective process and its accompanying responsibilities are subject to the "FFA Guidelines for the Recognition of foreign qualifications". Responsible for recognition is the FFA Commission for Recognition of Foreign Education, with the FFA Vice-Dean for Study Affairs being a member of this commission. Recognition within e.g. the mobility programmes is based on learning agreements. FFA reports also to recognise professional competences within the first cycle. Recognition within the Pharmacy-programme is limited because of the restricted access to the study programme.

With regards to the described **institutional setting** and **procedures**, the AT perceives both to be established and controlled. In a **cultural perspective**, students report a highly flexible handling of recognition. In the case that substantial differences occur, they have the possibility to upgrade external achievements to the required level (e.g. by conduction small presentations).

Level of maturity observed

Taking into account the preceding arguments, the AT considers the following maturity level as suitable to characterise the presently perceived situation:

→ The organisational setting, structures, material and human resources required for the recognition of external achievements**…have been established and are controlled. The rules, structures and responsibilities for the recognition of achievements obtained from other higher education institutions or in a non-academic setting are integral parts of the institution's quality strategy or quality management. Divergences are consistently identified and steps to eliminate them are taken. The recognition focuses on learning outcomes and allows for differences in content provided that the outcomes achieved are equivalent (level 3).**

→ (The next level to attain would be:)…are developed further in a predictive and proactive way. The units in charge of formulating and developing the institution's rules include its objectives regarding co-operations as well as national and international networks and the opportunities which the institution would like to offer its incoming students as well as its graduates/alumni (development perspectives).

→ Processes used to achieve the intended results in recognising external achievements**…have been established and are controlled. The procedures are efficient and produce results without great delay, allowing the students to organise their further studies without losing time (level 3).**

(The next level to attain would be:)…are developed further in a predictive and proactive way. The higher education institution has established processes to systematically identify future challenges and gradually adapt in connection with its networking and internationalisation strategy.

→ The predominant values and methods which guide most actions in recognising external achievements**…support the organisation as a whole in strategically directing the processes used to achieve the intended results. The higher education ensures that decisions regarding the recognition of achievements are made without any conflict of interests whatsoever. It promotes the recognition of achievements with a focus on the learning outcomes (level 3).**

(The next level to attain would be:)…support the organisation as a whole in acting in a predictive and proactive way. To this end, among its members the higher education promotes an open attitude towards student mobility, e.g. by looking for solutions to make the recognition of external achievements easier (e.g. by means of co-operations).

Recommendations

To achieve the next respective top level of maturity, FFA could establish cooperations comprising students´ mobility, where recognition is merely an automatism because of harmonised curricula.

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 informed?

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 co-operation between all groups involved work?

Analysis and findings of the peers

Assistance and advice comprises academic as well as administrational support. The organisational setting for administrational support is described in chapter III.4. It is perceived to provide adequate service addressing all substantial needs of academic education (including career counselling) as well as research. The setting for academic support refers especially to the FFA-tutoring system. Every cohort of students is supported by a teacher-mentor. In the first cycle this can be an assistant professor, from the second cycle onwards it is either an associate or a full professor. The tutoring system also includes student-tutors.

In perception of the AT, the function of an ombudsman for PhD-students is missing. The hybrid status both as students and employees requires special provisions. These uncertainties prevent the AT from considering the **instititutional setting** as well as **procedures** on a higher level of maturity than implemented. In a perspective on academic as well as administrational assistance and advice, students report a very positive and cooperative attitude towards their concerns. This is why the **organisations culture** is perceived to support the objectives of the organisation as a whole.

Level of maturity observed

Taking into account the preceding arguments, the AT considers the following maturity level as suitable to characterise the presently perceived situation:

→ 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:)…are developed further in a predictive and proactive way, i.e. the processes in use also provide those responsible with the information required to identify any expected or potential future developments within the institution but predominantly with respect to future students and their needs.

→ The predominant values and methods which guide most actions in providing assistance and advice to students**...support the organisation as a whole in strategically directing the processes used to achieve the intended results. Among other things, the institution supports the advisory skills of the units/persons in charge according to its concept of assistance and advice. It also promotes an approach of providing assistance and advice which focuses on the student and takes into consideration the different needs and interests of different student groups (level 3).**

(The next level to attain would be:)…support the organisation as a whole in acting in a predictive and proactive way.

Recommendations

For the PhD-level it seems recommendable to install an ombudsperson not directly involved into faculty management. The hybrid status of Young Researchers both as students and employees needs special consideration with regards to their needs.

Evaluation Criterion II.7: Monitoring/self-examination
also relevant to chapter I.3

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 AT´s perception of monitoring and self-examination of study programmes conducted by FFA is slightly ambivalent. On one hand, as said before, the AT appreciates the function and work of the FFA-CQAA and the Vice Dean for Study Affairs in monitoring design and implementation of new programmes. Furthermore, the annual meetings between lecturers, students and programme

coordinators, as reported by FFA, are seen as highly beneficial. On the other hand, some observations indicate that monitoring and self-evaluation at programme level is not yet running smoothly.

At the level of UL, surveys are reported to be improved to verify students´ workload. FFA-students complain about a lack of respective knowledge, but at the same time admitting that the student council is involved into this process and that it is difficult to establish continuous information channels within the student population. Considering student respresentatives conducting their own surveys in parallel to the UL and FFA-surveys, the AT perceives the whole solution as not being already coordinated well.

FFA reports that teachers are aware of the results of student surveys and that they are considered in the official students´ opinion about habilitation. FFA-students report that the culture of following-up students´ feedback visibly and deriving enhancement measures vastly depends on individual motivation of teachers. Improvements appear to become regularity in small steps. In some cases yet, student-surveys are reported to be perceived as a "habilitation checkbox", not acknowledging instantaneous quality-enhancement as the primary goal of this procedure. In summary, the AT perceives FFA as not yet utilising the results of such monitoring methods and procedures to the possible extent.

Level of maturity observed

Taking into account the preceding arguments, the AT considers the following maturity level as suitable to characterise the presently perceived situation:

→ Review and adaptation, developing programmes / courses / trainings further and implementing them, co-operations, examination systems, organisation of exams, recognition of achievements, student assistance and advice: these elements**…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 AT recommends to present beneficial examples of successful improvements publicly – serving as role models – and to communicate discreetly with lecturers not yet sharing the feedback culture. Concerning the criticism of the coordination of student surveys at the level of UL and FFA, a stronger participation of students is expected to be helpful.

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

FFA and UL as a whole largely depend on government funding. Funds on education are distributed by a government committee and make around 60% of the faculty´s budget. The remaining 40% are acquired from application based national and international research funds and from the market. The impact of the economical crisis starting in 2008 combined with a new government are reported to result in unstable planning conditions and reliability. Building up strategic funds is not possible due to the fiscal system – only the budget surplus can be transferred to the next fiscal period, but cannot be spent for staff. Overall, UL and FFA-management reckon ambitious plans for unrealistic and perform cautious economical planning. FFA-Management mentions a strategy to acquire more funds not directly financed from the state budget (cooperation with companies; acquiring EC-funds by establishing a joint research-strategy, embedding FFA within a larger research-infrastructure). Continuing this research-strategy, the acquisition of a new building is also

desired. This strategy is reported to be very successful in the past, enabling FFA to invest in major research equipment, lecture halls and laboratories. Overall, despite some deemed inflexibilities in the public funding system, FFA is perceived as a financially balanched faculty, able to quickly respond to market conditions and changes in regulatory frameworks.

Within FFA, the FFA-Dean is responsible for the distribution of funds. There is a clear subsidiarity visible with regards to monitoring of resource-management starting from the FFA-Dean (who is responsible to the UL-Rector), proceeding with the FFA-Heads of Chairs and the FFA-Programme-Coordinators respective FFA-Project Coordinators. Management of resources consists of annual planning of budget and activities and annual reporting. Both Financial- as well as Working-Plans and -Reports have to be adopted by the FFA-Senate, comprising representation of the FFA-Management, the chairs and student members. Within this institutional structure, the FFA-Governance-Board has been re-established with the adoption of the new rules. Formerly being a representation of the chairs closely connected to budget-decisions, it is now representing younger staff form all faculty units (excluding the FFA-Management) with an advisory function with regards to the faculty´s strategy (but without veto rights). Within the FFA-Secretariat, the Financial Accounting Office provides professional administrative support for the mentioned activities.

With regards to the acquisition of human resources, FFA conducts international calls for all positions. The FFA-Secretariat includes the Human Resources Office supporting HR-procedures. Staff is granted about half of its time for research. Due to the already mentioned instability of funds and the legal restrictions concerning teaching-languages, conditions to acquire staff from abroad are not favourable. Therefore, FFA depends mostly on recruitment of internal staff, which stresses the importance of human resource development. Nevertheless, FFA points out in its Progress Report to enhance the environment for international staff.

Overall, the regulatory framework of the Slovene HE system is deemed to be quite inflexible, not allowing FFA really to establish and control its budget by building up e.g. strategic funds and deciding upon distribution autonomously. The described **institutional setting**, which was re-established recently, is seen as implemented. With FFA working in continuous annual planning and monitoring cycles, supporting processes with flowcharts (e.g. on the acquisition of equipment), the **procedural perspective** is perceived to be implemented as well. The strategic considerations prove an elevated and realistic level of awareness concerning funds, revealing the **organisation´s culture** to result in continuously visible effect on the outcomes.

Level of maturity observed

Taking into account the preceding arguments, the AT considers the following maturity level as suitable to characterise the presently perceived situation:

→ 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:)4. …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 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 (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 institution management, its administration and the academic units cooperate well to eliminate any shortfalls without delay. The higher education institution successfully and without any contradiction applies the principles of academic freedom and how the teaching staff fit to the programmes / courses / trainings offered. The

units/persons in charge are able to successfully moderate any conflicts regarding funds and material re-sources by compensating diverging interests. The higher education institution supports a careful and cooperative approach in using the resources available on all levels. It actively demands adherence to compliance-related rules and standards. The members of the higher education institution agree with the principles of how to use the resources available.

Recommendations

The AT supports any effort of the faculty to gain more autonomy with regards to the distribution of resources. In the first line, this addresses the perceived as inflexible framework of the higher education system and supports any lobbying attempt aiming at a strengthened autonomy of HEIs.

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

FFA assures additional funds from the faculty's common budget on a constant basis for individual professional development, that can be deployed autonomously by scientific staff. That covers fees, travel expenses, literature (e.g. a minimum of 1500 €/year/person). Additional resources are available within research projects. It allows scientific staff to attain two conferences per year per person on average. FFA as well provides special courses for pedagogical enhancement (e.g. *rhetorical skills, teaching techniques, modern teaching techniques, work organization, organizational culture, burn-out and anti-stress training, communication and teamwork, effective functioning of groups, e-learning, basic higher education didactics, successful public speaking, etc...*), which are reported to be attained frequently. Opportunities for professional training of scientific and administrative staff are available as well. The mentioned provisions and their beneficial effects are highly appreciated by the AT.

Taking into account the importance of HR-development within the conditions of staff-acquisition already mentioned in the preceding chapter (dependance on the recruitment of internal staff), the AT deems some potential for improvement regarding human-resource-development. This

especially derives from the observed discrepancy between concept and reality with regards to the leave of absence of younger faculty members (for e.g. international mobility).

One argument refers to the handling of numerical performance factors within the PhD-cycle. Students are obliged to two publications – one with a primary authorship and one group publication. These criteria are reported to become even stricter. This may result in a beneficial effect for external PhD-students in terms of quality control (from non-university institutes, industry or public pharmacies), FFA is supervising. But for the group of Young Researchers, who themselves perceive these standards as challenging, the AT deems that fixed requirements may result in unfavourable effects. Those effects could comprise inadequate splitting of publications, scoring for easy topics and preventing large scale research attempts. This criticism only refers to fixed numerical thresholds, not to recognizing the publication volume in general. The AT advocates strengthening the already implemented and elaborate experts´ review process by mitigating fixed publication requirements and broadening the inclusion of international reviewers (as already implemented for the full professorship). This would e.g. also emphasise the present but underestimated recognition of patents and outcomes of industry collaborations.

FFA responds to this criticism by highlighting the present importance of the experts´ opinion within the review of doctoral theses, promoting primarily research oriented contents within the PhD process. The AT agrees with this argumentation and does not doubt the proficiency of FFA´s experts´ review process (neither within the review of PhD theses nor within the habilitation procedure). But FFA´s argumentation does not reject the AT´s arguments that possible negative effects of performance factors appear prior to an experts´ view and that a more extensive recruitment of international reviewers would enlarge the available pool of experts.

With the **institutional setting** of the present habilitation system separating academic and professional advancement, disbalances between both can occur. A concept for staff development tackling the described issues is presently not visible. A mechanism providing alternatives to an academic career (e.g. in co-operation with industry) is deemed as beneficial, because in perspective on **procedures**, the present system appears to channel careers of Young Researchers in a direction which can become precarious by spending a lot of time for academic advancement but not achieving the position of a full professor. This issue is presently not identified as a potential weakness (as required for maturity level 3).In perception of the AT, the level of formal thresholds might also lead to one-sided career orientation in a **cultural perspective**. FFA reports to reduce this effect by including a student member within habilitation commissions and by inquiring students´ opinion on candidates within the habilitation process. The AT acknowledges this issue, but does not recognise it yet as totally sufficient.

This stresses the importance of an overall concept for human-resources-development, taking into account – amongst others – the perspective of the group of Young Researchers. The overall concept should comprise the presently not mandatory workshops for didactical improvement and as well as the promotion of academic mobility.

Level of maturity observed

Taking into account the preceding arguments, the AT considers the following maturity level as suitable to characterise the presently perceived situation:

→ 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 practise. The target group (e.g. teaching staff) has been informed about their opportunities and the offers available. The units/persons in charge fulfil their responsibilities on a regular basis.

→ Processes used to achieve the intended results in staff development**…have been defined. The responsibilities have been assigned. The possibilities to participate and information channels have been planned. The procedures, decision-making processes and information channels required to implement opportunities for teaching staff have also been defined (level 1).**

(The next level to attain would be:)…have been implemented. Those in charge fulfil 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.

→ 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

Concerning human-resource-development, the development and implementation of an overall-concept is advocated by the audit team. This concept should allow exceptions or provide alternatives from fixing numerical thresholds for academic performance but strengthen the participation of independent external reviewers (preferredly from abroad). Additionally, it should comprise an obligatory framework for attending e.g. provisions for didactical improvement and emphasise academic mobility as a substantial part of career advancement. Career building measures for staff not achieving permanent positions should be considered within this concept. Fostering international mobility of researchers aspiring an academic career should be of great importance.

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 co-operation between all groups involved work?

Analysis and findings of the peers

Being the only faculty in pharmacy within Slovenia, FFA naturally shows a high awareness concerning its´ international research performance. The faculty is perceived as being settled within fundamental research. Strategic objectives referring to research have been described in chapter I.1 and III.1. FFA employs an own research office within the FFA-Secretariat, providing support for the acquisition and management of external research-funds. The focus of this chapter considers research as a resource and prerequisite for education. These options are reported to arouse high students´ interest in the third cycle, as well profiling students as highly desired PhD candicates in research-institutes and other faculties in Slovenia and abroad.

FFA reports to handle research as a prerequisite for supervising PhD-theses, because theses are closely connected to the research work of supervisors. Students can also apply for research-oriented-awards and there are visible events dedicated to research like the Researchers Day at the beginning of December. FFA also reports that there are specific educational provisions e.g. towards project-management, handling of intellectual property, filing research-applications et cetera, which – as far as the discussions reveal – are rather focussed on the third cycle and not necessarily accessible for all programmes within the first (two) cycles. Students confirm that in the early phases of study, participation in research happens rather on a voluntary basis.

Overall, the described **institutional setting** and **procedures** are perceived as being implemented, enabling an effective combination of research and teaching. This combination could be stressed more explicitly in FFA´s strategic objectives and ensured systematically within structured processes. The present processes e.g. on contract research do not depict the spin-off towards education. This also counts for the awareness concerning this topic in the **cultural perspective**, which was perceived to result in a continuously visible effect on the outcomes. But for further strategically directing effects, an earlier appearing integration of research into teaching should be developed.

Level of maturity observed

Taking into account the preceding arguments, the AT considers the following maturity level as suitable to characterise the presently perceived situation:

→ The organisational setting, structures and resources required to combine teaching and research**…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 (level 2).**

(The next level to attain would be:) …have been established and are controlled. The institution is consistent in aligning its quality-related objectives for teaching and research with those defined for its programmes / courses / trainings. The development strategy and the effect it has on both areas are consistent.

→ Processes used to achieve the intended results in combining teaching and research**…have been implemented. The expected combination of teaching and research works well (level 2).**

(The next level to attain would be:)…have been established and are controlled. The results and profiles which the involved academic units obtain from their research are included in the (further) development of programmes / courses / trainings on a regular basis. Findings from research activities are systematically used in teaching. The effect of this approach is assessed in quality management and self-evaluation procedures.

→ The predominant values and methods which guide most actions in combining teaching and research**...have a continuously visible positive effect on the intended outcomes. Students are made aware of the research activities that are carried out in their academic 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. (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 management and the management staff in general support and communicate an approach of mutual appreciation between teaching and research as well as an increased combination of the two.

Recommendations

Measures for the combination of research and teaching should affect students´ perception as early as possible. Internal calls for top-notch research topics in education could be a beneficial method to integrate research into education more visibly. Another option would be to depict research´s spin-off towards education within the already structured business processes. This could be implemented by a decision selecting published research results as a subject of the electives.

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 co-operation 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

With regards to the **institutional setting**, FFA has a slim administrative structure organised in the FFA-Secretariat with less than one fifth of the faculty staff working in administrative fields. Nevertheless the administrative structure matches to support the academic activities in all necessary fields (student support and administration of courses/exams, library, IT and technical maintenance, financial accounting, human-resources) including provisions not to be considered as standard (Research Office, Career Centre, Sport). These units are headed by the FFA-Secretary and partly guided by preparatory commissions of the FFA-Senate (e.g. *Commission for Study Affairs*). By being a member of the Dean´s college, the FFA-Secretary is directly embedded within faculty management. A collaboration with the central administration is also reported.

FFA-members from the academic level portray the administration as a service provider, responsible for smooth processes. In a **procedural perspective**, the responsibility and tasks are visible in detail in the flowcharts presented by FFA. These arguments lead the AT to the perception of the institutional setting as well as procedures being established and controlled. With regards to the **organisational culture**, level three would require a visible embedding of administration within the strategic objectives of the faculty.

Level of maturity observed

Taking into account the preceding arguments, the AT considers the following maturity level as suitable to characterise the presently perceived situation:

→ 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 organisational 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 established and are controlled. In administration, the budget, human resources and staff development activities are also planned according to their efficiency in supporting teaching and learning (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 to further develop the processes (decision-making processes and information channels).

→ 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 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 (level 2).**

(The next level to attain would be:)…assist the organisation as a whole in strategically directing support processes. The higher education institution supports horizontal and independent co-operations between the administration and academic units. The administration and academic units/teaching staff support each other.

Recommendations

A visible representation of administration within the governmental bodies of FFA would be a way leading to the next level of maturity.

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

Monitoring of the management of resources is part of the already described annual cycle of planning and reporting conducted by the FFA-management, adopted by the FFA-Senate and controlled on level of UL. Teaching staff is monitored through periodical habilitation evaluations and the performance of PhD-students by annual progress reports. Research performance is monitored by the Slovenian Current Research Information System. These procedures are considered as being implemented. The AT hesitates to label monitoring procedures as established and controlled on a more than formalised level because of the unscrutinised use of fixed publication requirements described in chapter III.2.

Level of maturity observed

Taking into account the preceding arguments, the AT considers the following maturity level as suitable to characterise the presently perceived situation:

→ The rules, responsibilities, procedures and decision-making processes to review and adapt the management of both material and human resources**…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 (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 resources in a way to eliminate any quality-related defects and make improvements. The institution has the necessary data to safeguard and provide reasons for the material and human resources required.

Recommendations

No specific recommendations derive from this chapter.

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 co-operation 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

FFA organises and implements its first and second cycle programmes according to the "FFA-Study and Examination Rules". The third cycle programmes are subject to the FFA-Rules on Doctoral Study. Responsible for monitoring and updating of regulations focussing on study programmes is the FFA-Leadership and the FFA-Secretary, who prepare the adoption of rules by the FFA-Senate. Every programme is accompanied by an information package not just comprising rules but content-specific information. All relevant regulations are reported to be accessible via the FFA-website and updated regulary. Additionally, some tasks (especially the examination system) are supported by defined standard procedures depicted in flowcharts, which are available in the internal Electronic Documentation System (GC).

The described **organisational setting** is perceived as established and controlled. With regards to **procedures**, the AT does not yet see that information provided by quality assurance is yet integrated into regular upgrading of rules and programme-specific documents – which would be required for considering procedures on a higher level than implemented. With regards to the perceived **organisation´s culture**, the AT perceives a culture where information is spread systematically.

Level of maturity observed

Taking into account the preceding arguments, the AT considers the following maturity level as suitable to characterise the presently perceived situation:

→ The organizational setting, structures and resources required for documents containing the rules for programmes / courses / trainings**…have been established and are controlled. Information obtained from quality assurance is also used to further develop these documents (level 3).**

(The next level to attain would be:)…are developed further in a predictive and proactive way.

→ 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 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 (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 teaching staff and students are involved in the creation or modification of all documents containing the rules of a course.

Recommendations

Within continuously repeated quality cycles, also the further development of documents based on information derived from quality-assurance has to be proven.

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

FFA reports to use several documentation management systems for student administration (VIS), for official documents and communications the Electronic Documentation System (GC), in which all the paper communication is scanned and filed. Additionally, the use of an FFA-email address is mandatory for all FFA-members including students, enabling the faculty to spread information systematically via email. The objective of integrating business information systems, personnel records and student records within one documentary system in the coming years is reported by FFA.

At present, the AT perceived the **institutional setting** as established and controlled and **procedures** as well as the **organisation´s culture** on the way of being established and controlled.

Level of maturity observed

Taking into account the preceding arguments, the AT considers the following maturity level as suitable to characterise the presently perceived situation:

→ The organizational setting, structures and resources required to organize documents and filing systems**…have been established and are controlled. The institution has a system which manages all central documents and supports the processes of planning, implementing course offers and developing them further. The system also provides the units/persons in charge with the information they need to adopt measures (level 3).**

(The next level to attain would be:)…are developed further in a predictive and proactive way.

→ 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 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 (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.

Recommendations

There are no specific recommendations derived from this chapter.

Results on Criterion 3: Monitoring/self-examination

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 and findings of the peers

The self-evaluation-process preceding the on-site-visit was reported to foster awareness and knowledge concerning the volume of documents and information spread via several channels. FFA is perceived to be within a revision process concerning its documentation practices, offensively communicating dissatisfaction with the actuality and distribution of information on its website. In this regard, the faculty is perceived to be on the way to having its´ documentation management established and controlled.

Level of maturity observed

Taking into account the preceding arguments, the AT considers the following maturity level as suitable to characterise the presently perceived situation:

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

There are no specific recommendations derived from this chapter.

Appendix: Documents and Interview Partners

Documents provided by UL FFA

Self-Assessment-Report. University of Ljubljana – Faculty of Pharmacy. October 14, 2014

Appendix 1: Organigrams and Rules on organization and operation of ULFFA

Appendix 2: Study programmes ULFFA presentation leaflet

Appendix 3: Report on the achievements of ULFFA for the year 2013 (Progress report)

Appendix 4: Research at ULFFA presentation booklet

Appendix 5: Diploma supplement

Appendix 6: Doctoral degree specimen

Appendix 7: Study and examination rules ULFFA

Appendix 8: Rules on doctoral study ULFFA

Appendix 9: Study syllabus example - Immunology in laboratory diagnosis

Appendix 10: The UL quality assurance system regulation

Appendix 11: Major changes made in a new draft of the quality assurance regulation of the UL

Appendix 12: Project KUL - Quality assurance and assessment of the UL's study programmes

Appendix 13: NAKVIS criteria for the accreditation and external evaluation of higher education institutions and study programmes

Appendix 14: European Association of Faculties of Pharmacy (EAFP) Annual Conference 2014 at ULFFA - Final program

Appendix 15: Article - A Description of the European Pharmacy Education and Training Quality Assurance Project

Appendix 16: Article - The Production of a Framework of Competences for Pharmacy Practice in the European Union

Appendix 17: Article - Systems for Quality Assurance in Pharmacy Education and Training in the European Union

Appendix 18: The UL Student survey results 2008 – 2011

Appendix 19: The UL strategy 2012 – 2020

Appendix 20: Statute of the UL

Appendix 21: Habilitation criteria of the UL

List of participants from UL and UL FFA

Day 1, Thursday 20 November 2014

Morning, before 9am: welcome greeting
assist.prof. DOLJAK

Afternoon, 13:00-13:30: Brief presentation by management of university and faculty, questions
Afternoon, 13:30-14:30: Quality Management (Objectives, Governance)

University management
prof. TURK
ms. BAUMAN- PODOJSTERŠEK
ms. KAMŠEK
prof. DROBNIČ-KOŠOROK

Dean and Vice-Deans
prof. BOŽIČ
prof. MLINARIČ-RAŠČAN
assoc.prof. OBREZA
prof. BAUMGARTNER

Faculty/Services Management
prof. A.KRISTL
assoc.prof. M.KOS
prof. GAŠPERLIN
prof. GOBEC
prof. KREFT
prof. ČERNE
ms. MENARD
mr. LUKIĆ

Quality management responsibles
prof. J.KRISTL
assist.prof. DOLJAK

Afternoon, 14:45-15:45: Quality Management (Objectives, System)

Quality Management responsible at faculty level
prof. J.KRISTL
assist.prof. DOLJAK
assoc.prof. ANDERLUH
assist.prof. AHLIN- GRABNAR

Responsibles for study programmes
assoc.prof. VOVK
prof. ČERNE

prof. GAŠPERLIN
prof.J. MARC
prof. SRČIČ

Afternoon, 16:00-17:30: Educational Programmes/Courses/Trainings (creation, implementation, cooperations, examinations, recognition of achievements)

Responsibles for study programmes
assoc.prof .VOVK
prof. ČERNE
prof. GAŠPERLIN,
prof.J. MARC
prof. SRČIČ
prof. SOLLNER- DOLENC

Members of committees/units involved in creation & impl., examination body members
assoc.prof. OBREZA
prof. BAUMGARTNER,

Evening: joint dinner, ASIIN evaluation team + UL FFA

Day 2, Friday 21 November 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)

Representatives of teaching staff
prof. J.KOS
prof. KIKELJ
assist.prof. KARAS- KUŽELIČKI
assist.prof. LOCATELLI
assist.prof. BRATKOVIČ

Repres. of administration involved in impl. of study progr., exam. org., facilities, support service
ms. MENARD
mr. KOLENKO
ms. MERJASEC
ms. GANTAR
ms. KADUNC
ms. GREGORIČ
mr. TOTH,
prof. BOGATAJ

Morning, 10:15-12:00: Educational Programmes/Courses/Trainings (creation, implementation, cooperations, examinations, recognition of achievements)

Student's representatives
mr. BRUS
mr. GROHE
mr. LUKIĆ
mr. REPAS
mr. KOSEC
mr. VASLE
ms. TOPIĆ

Alumni
mr. TUŠ (Slovenian Pharmaceutical Society)
ms. BERNIK- GOLUBIĆ (Slovene Chamber of Pharmacies)
mr. TONI (University Clinic Golnik)
ms. PRAH-KRUMPAK (Institute of Clinical Chemistry and Biochemistry)
ms. PUNGERTNIK (Medical centre diagnostic lab)
dr. G.MARC (Roche)
dr. ABRAMOVIĆ (Novartis - Lek)
dr. KLANČAR (Novartis - Lek)
ms. BUKOVEC (Krka)

Afternoon, 13:15-14:00: Management of resources (material and human resources, HR development)
Transparency and documentation (rules and regulations, documentation)

Dean and Vice-Deans
prof. BOŽIČ
prof. MLINARIČ-RAŠČAN
assoc.prof. OBREZA
prof. BAUMGARTNER

Faculty / Services Management Quality Manag. responsibles
ms. MENARD
prof. J.KRISTL
assist.prof. DOLJAK

Afternoon, 13:30-14:30: "Joker Session"

Visit to the UL FFA facilities and laboratories

Afternoon, 15:30-16:00: Feedback

Dean and Vice- Deans
prof. BOŽIČ
prof. MLINARIČ-RAŠČAN
assoc.prof. OBREZA
prof. BAUMGARTNER
assoc.prof. OBREZA

Faculty / Services Management
prof. A.KRISTL
assoc.prof. M.KOS
prof. GAŠPERLIN
prof. GOBEC
prof. KREFT
prof. ČERNE
ms. MENARD
mr. LUKIĆ

Quality Management respons.
prof. J.KRISTL
assist.prof. DOLJAK
COMPLETE FACULTY STAFF invited