



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

INTERIM AND SUPPLEMENTARY INSPECTION CHANGE OF MANAGEMENT (Independent Higher Education)

INSTITUTION:	New University
ADDRESS:	Delpinova 18b 5000 Nova Gorica Slovenia
HEAD OF INSTITUTION:	Professor Peter Jambrek
ACCREDITATION STATUS:	Accredited
DATE OF INSPECTION:	27–28 March 2025
ACCREDITATION COMMITTEE DECISION AND DATE:	Continued accreditation, 26 June 2025

PART A – INTRODUCTION

1. Background to the institution

New University (NU/the Institution) is a privately owned higher education provider offering a range of undergraduate, postgraduate and doctoral programmes in Law, Real Estate Management, Public Administration, International and Diplomatic studies, and Slovenian Studies.

It was founded in 2017 by its current owners, the Institute of Constitutional Organisation and Human Rights, which is a limited liability company. It is composed of the European Faculty of Law, Faculty of Government and European Studies, and the Faculty of Slovenian and International Studies. The Institution has degree-awarding powers granted by the Slovenian Government.

NU is based in Nova Gorica, with study centres in Kranj, Maribor and Ljubljana in Slovenia.

NU aims to become an elite and unique Slovenian education, scientific and research institution with international comparability, offering high-quality study programmes and application selection and respecting the highest ethical standards.

Overall governance is provided by NU's Rector and the Director, who comprise the Management Board. They are supported by the Vice-Rector, the Deans of School, the Secretary General and other senior managers.

Since the previous inspection, NU has introduced the new role of Vice-Rector for Library Activities, as required by Slovenian legislation. A Master's degree in International Management has also been introduced.

2. Brief description of the current provision

NU currently offers a range of educational programmes at undergraduate, postgraduate and doctoral levels across three faculties. The European Faculty of Law offers two undergraduate Bachelor's degree programmes in Law, and Law and Management of Infrastructure.

The Institution also offers four postgraduate Master's degree programmes in Law, Law and Management of Real Estate, Alternative Dispute Resolution, and Civil and Commercial Law. The faculty also offers Doctor of Philosophy (PhD) programmes in Law, and Law and Management of Real Estate.

The Faculty of Government and European Studies offers two Bachelor's degree programmes in Public Administration, and Governmental and European Studies, two Master's degrees and PhD programmes in International and Diplomatic Studies, and Public Administration, and a Master's degree in International Management.

The Faculty for Slovenian and International Studies offers Bachelor's, Master's and PhD programmes in Slovenian Studies.

All programmes are usually delivered in person. All lectures are also recorded and available on the Institution's e-learning environment. Lectures may also be live-streamed. Most students study between 20 and 30 hours each week. A set number of government-funded tuition places, known as concessions, are available on six programmes. Students taking these places are classed as full-time students. Students on non-funded places are described as part-time students.

At the time of the inspection, 3,584 students were enrolled. The Institution has a capacity for 892 students to be on site across the three delivery locations at any one time. Classes are scheduled to ensure there is sufficient capacity for students to attend their studies. All students are aged 18 or over. The majority of students are female. The very large majority of students are Slovenian. Other nationalities represented include students from Kosovo, Croatia, Turkey, Serbia, Bosnia and Herzegovina, North Macedonia and Montenegro.

Students are enrolled once a year in October. Students must meet published entry criteria, for example the achievement of prior qualifications at the required level.

3. Inspection process

The on-site inspection was undertaken over two days by one inspector. Meetings were held with the Rector, Vice-Rector, Deans of School, Secretary General and other senior managers. Meetings were also held with students and academic and administrative staff. Observations of teaching were conducted. A tour of the Nova Gorica, Kranj and Ljubljana premises was conducted. A wide range of documentation was provided for scrutiny. The Institution co-operated fully with the inspection.

4. Background to the supplementary inspection

Since the previous inspection, the Rector and Vice-Rector of NU have been reappointed for a two-year fixed term. The Institution has also introduced the new role of Vice-Rector for Library Activities as a result of changes to Slovenian legislation. As a result, a supplementary inspection was carried out to review these changes in management.

5. Inspection history

Inspection type	Date
Full Accreditation	19 July 2021
Supplementary	26 January 2023

PART B – JUDGEMENTS AND EVIDENCE

The following judgements and comments are based upon evidence seen by the inspector during the inspection and from documentation provided by the institution.

1. Significant changes since the last inspection

Since the previous inspection, the Rector and Vice-Rector of NU have been reappointed for a further two-year fixed term. The Vice-Rector for Library Activities was appointed in April 2023. A review of job descriptions and Curricula Vitae (CVs) confirms that senior leaders have significant experience and expertise and hold appropriate qualifications for their roles. As a result, leaders are very well placed to provide highly effective leadership in their areas of responsibility.

Academic leaders have developed and introduced a new Master's degree in International Management, with a focus on economic diplomacy. The programme is approved for delivery by the Slovenian regulators, for first presentation in October 2025. Detailed course information includes the programme's aims and learning outcomes and clear and appropriate entry requirements for the level of study.

The faculty website provides prospective students with a clear outline of the curriculum, including mandatory and elective modules. This ensures that prospective students have sufficient information to plan their route through the qualification.

2. Response to action points in last report

There were no action points identified in the last inspection report.

3. Response to recommended areas for improvement in last report

It is recommended that assessment and grading criteria for all forms of assessment should be made available to students in advance as part of module and programme information.

The recommendation has been met. Clear assessment and grading criteria are available to students for all forms of assessment, such as examinations and seminar papers, within the module information. In meetings, students confirmed that teachers provide a useful oral summary of the assessment and grading criteria at the start of each module. This ensures students understand what they need to do to achieve high grades. Inspection findings confirm this view.

The Institution should consider implementing a systematic approach to the collection and monitoring of stakeholder feedback to inform programme-level and institutional monitoring processes.

The recommendation has been met. Leaders have introduced an appropriate range of quality measures that are fully documented in the Institution's detailed quality manual. The measures include a systematic approach to collecting and monitoring stakeholder feedback. Examples include programme-level feedback from students and academics and quality commission committee meetings at the faculty level. These arrangements are effective in ensuring that leaders and managers monitor stakeholder feedback and take prompt and appropriate action as required.

It is recommended that end-of-module reports should include a systematic analysis of student retention and grade profiles, as well as student satisfaction, to facilitate the ongoing monitoring and evaluation of all elements of programmes.

The recommendation has been met. Leaders have introduced detailed subject reports for each module, providing clear and useful analysis of student retention rates, grade profiles and student satisfaction rates. These subject reports provide useful data and information, which helps faculty leaders to monitor and evaluate the quality of each academic programme effectively. As a result, improvements can be implemented where necessary to further enhance the quality of the student experience.

The Institution should consider further developing and implementing mechanisms for sharing all aspects of good practice across the Institution.

The recommendation has been met. Leaders and managers have implemented a range of effective mechanisms to share aspects of good practice across the Institution. For example, leaders hold annual meetings highlighting examples of good practice in research and teaching and learning. Academic leaders produce written communications and share with colleagues exemplars of high-quality written feedback to students.

Managers should consider providing lecturers with additional training to further enhance their online pedagogical skills to support more active student learning practices.

The recommendation has been met. Discussions with leaders, academic managers and teachers confirm that the Institution has made available a range of suitable training options to support teachers in developing their skills in delivering online and blended learning.

A review of training records and certificates demonstrates that teachers have completed formal training courses in communications skills for digital teaching, online teaching methodologies, use of artificial intelligence in education, and training for innovative online teaching.

Academic managers provide teachers with regular training on the virtual learning platform and video-conferencing system. Observations of teaching and discussions with teachers and students confirm that these training opportunities are effective in helping teachers provide an active online learning experience for students.

4. Compliance with BAC accreditation requirements

4.1 Governance, Strategy and Financial Management (supplementary inspection)

The numbers below refer to the standards as presented in the Independent Higher Education scheme document and main full inspection report

1. The institution is effectively and responsibly governed

1.1	The overall organisational structure, including the role and extent of authority of any owners, directors or governing body, is clearly defined, documented and effectively communicated to stakeholders, including governors, management, staff and students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.2	There is an identified senior committee, with decision-making authority on academic matters, in order to protect the integrity of academic freedom.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.3	The link between governance and management is clearly articulated and documented.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.4	Internal stakeholders develop and implement policy through appropriate structures and processes while involving external stakeholders.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.5	An explicit procedure for risk assessment is implemented, producing a risk assessment statement, which is regularly reviewed and updated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.6	Effective action is taken by the governing body and senior managers in response to the outcomes of regular risk assessments.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.7	All relationships with other educational organisations are defined formally and are fully transparent with those organisations' requirements	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> NA	<input type="checkbox"/> No
1.8	There are clear channels of communication between the governing body, the executive, academic management, staff (including those working remotely), students and other stakeholders.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

A review of policy documentation and the organisational chart confirms that NU continues to have a clearly defined and well-documented organisational structure that meets the needs of students and staff in each of the three faculties. The structure is well communicated to relevant stakeholders in the Institution's Statute and Act of Establishment.

Discussions with senior leaders and a review of meeting records demonstrate that the Management Board provides effective governance of key strategic decisions, supported by the Secretary-General. Together, the Secretary-General and the Board make strategic decisions regarding resources, staffing and financial matters. The Director implements the decisions made by the Board as the statutory representative of the Institution.

The Senate, chaired by the Rector, continues to provide effective academic governance to ensure the integrity of academic freedom. The Rector is supported by the Deans of each of the three faculties. Together, they provide effective oversight of teaching and research. The link between governance and management is clearly documented and shared in the relevant academic policy documents.

Internal stakeholders regularly contribute to the development and implementation of policy. Discussions with staff confirm that they have frequent opportunities to provide feedback on the Institution's policies and procedures in faculty and programme meetings and staff briefings. Inspection findings confirm this view.

Students can contribute to relevant policies and procedures through the Student Council, which meets regularly and provides feedback to leaders. External stakeholders, such as external examiners, can contribute to the development and implementation of policy through the quality assurance commission. These measures ensure that all stakeholders are fully involved in the development of the Institution's policies.

Leaders continue to operate a suitable risk assessment process. The formal risk register is reviewed annually to ensure that business risks are effectively identified and assessed, and mitigation strategies are put in place. The Management Board reviews the risk register regularly to ensure that all risks and planned mitigations are appropriate and up to date.

The Institution has a broad range of relationships with different external education partners. These relationships are clearly defined in formal partnership agreements, which are updated and reviewed as and when required.

The Institution has implemented a highly effective range of communication strategies to ensure all relevant stakeholders remain fully informed and regularly updated. For example, committee meeting records, minutes of management, Student Council and staff meetings, and minutes of faculty-based academic assembly meetings ensure clear and effective communication between the governing body, leaders and staff.

Online communications, such as via e-mail and updates on the Information Management System (IMS) and Virtual Learning Environment (VLE), ensure that staff and students working remotely are kept updated. In inspection meetings, students and staff confirmed that communication channels are effective, and inspection findings confirm this view.

2. The institution has a clear and achievable strategy

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|-----|---|---|-----------------------------|
| 2.1 | The institution has a clear strategy for the development of its higher education provision, which is supported by appropriate implementation plans and financial management and takes into account the quality of the student experience. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.2 | There is provision for stakeholder input, including governors, management, staff and students, to inform the strategic direction of the institution. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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| 2.3 | The strategy is well communicated to all stakeholders within and outside the institution. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.4 | The governing body and senior management conduct a regular and systematic review of their own performance and the institution's overall performance, and each is measured against strategic targets. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution has a clear strategy in place that ensures that developments are appropriate, considered and costed and meet the needs of students and employers. For example, leaders are developing and implementing innovative new modules and programmes to meet emerging needs. These include areas such as sustainability law, artificial intelligence and technology, economic diplomacy, and military studies.

Developments at a strategic level are effectively implemented and financially supported to ensure they contribute to a high-quality student experience.

Students, graduates, teachers, researchers and staff are represented on a range of committees, forums and meetings to ensure they are all able to contribute to the strategic direction of the Institution. Meetings with staff confirmed that they feel their contributions are sought and valued. Inspection findings confirm this view.

Each faculty has a clear strategic vision, mission and four-year strategic plan, which is communicated to all stakeholders on faculty websites.

Senior leaders have effective mechanisms in place to review the performance of the Institution systematically, against a range of key measures. The annual self-evaluation process is clearly defined and used to measure performance against the Institution's strategic goals and targets. This process ensures that university and faculty leaders can monitor effectiveness and take appropriate action where needed.

3. Financial management is open, honest and effective

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| 3.1 | The institution conducts its financial matters professionally, transparently and with appropriate probity. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3.2 | The institution's finances are subject to regular independent external audit. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Financial management is effective and transparent. Senior leaders prepare financial plans in accordance with Slovenian financial regulations and instructions.

A financial plan is published that outlines a clear breakdown of funding sources, revenue and expenditure to ensure appropriate probity.

Reports from external audits confirm that financial matters are conducted in accordance with the requirements of the Slovenian financial regulations.

4.2 General and Academic Management and Administration (supplementary inspection)

The numbers below refer to the standards as presented in the Independent Higher Education scheme document and main full inspection report

4. The institution is effectively managed

4.1	The management structure is clearly defined, documented and understood by all stakeholder groups, including governors, management, staff and students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
4.2	There are clearly delineated responsibilities and reporting arrangements at institutional, faculty, departmental, programme and course levels.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
4.3	There is an appropriate and effective committee structure, with appropriate reporting lines to inform management decision-making.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
4.4	Committees have clear and appropriate terms of reference and meet regularly. The meetings are accurately recorded with clear action-planning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
4.5	The institution has formal mechanisms to monitor the information it provides internally and externally and to make any enhancements deemed necessary to ensure that it is accurate and fit for purpose.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution has a clearly defined and well-documented management structure. Meetings with students and staff confirm that the structure is clearly understood by all relevant stakeholders, and inspection findings confirm this view.

Management roles and responsibilities are clearly identified at each level. The Management Board provides strategic, operational and financial oversight of the Institution. Academic management is overseen effectively by the Senate, which is chaired by the Rector.

Each of the three faculties is effectively managed by a Dean, Associate Deans, and a small team of permanent Professors. These arrangements ensure there are clear reporting arrangements at institutional, faculty, departmental, programme and course levels.

The Institution has an appropriate range of committees that operate at both institutional and faculty levels. The committee structure is clearly shown in relevant policy documents, including the reporting lines between the Senate and Management Board. This structure ensures that senior leaders have ready access to the information they need to inform their decisions.

Committee membership and terms of reference are clearly outlined in the faculty statutes and other policy documentation. Committees meet regularly, and a clear record of discussions and actions is reported effectively. This allows for a clear audit trail of decision-making.

The Institution has effective arrangements in place to ensure the accuracy of the information it provides internally and externally. Discussions with managers and staff confirm that regular checks are conducted at faculty and institutional levels.

The Department of Student and Academic Affairs ensures that all information provided to students internally and externally is accurate and up to date. Meetings with students and a review of policy documentation and handbooks confirm that the information is accurate and fit for purpose.

5. The institution is administered effectively

5.1	The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.2	The administrative support available to the management is clearly defined, documented and understood and appropriately focused to support its activities.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.3	Administrative policies, procedures and systems are well documented and disseminated effectively across the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.4	Classes are timetabled and rooms allocated appropriately for the courses offered.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

5.5	Data collection and collation systems are well documented, accurate and effectively disseminated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.6	Comprehensive administrative records are organised and stored efficiently, easily accessed and used effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.7	Students' records are sufficient, accurately maintained and up to date.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.8	Staff records are sufficient, accurately maintained and up to date.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.9	The institution has a robust security system and policies in place for protecting the data of its students and staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.10	The institution has processes through which the institution verifies that the student who registers on the programme is the same student who participates on and completes it and receives the credit.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.11	There are secure and efficient procedures for the administration of examinations and other means of assessment.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.12	There are effective procedures for internal and external moderation at pre- and post-assessment stages.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.13	The institution makes student records and transcripts available to its students in a timely manner.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.14	There is a policy on the collection of and refund of students' fees that implemented effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

NU has robust arrangements in place to ensure the Institution is administered effectively. The Secretary-General provides effective leadership of the overall administrative functions of the Institution. Each faculty has qualified administrators who ensure the effective day-to-day running of the Institution.

The administrative support available to management is clearly defined and documented in a range of policy documents and the organisational chart. This ensures that administrative procedures are well understood and effectively implemented.

Administrative policies are documented in detail and made available to stakeholders on the MIS and in legal documentation and handbooks. Meetings with staff, teachers and students confirm that administrative arrangements are very effective. Students highly value the prompt response from administrators in answering their queries. Inspection findings confirm this view.

Timetables show that classes are effectively scheduled, and rooms are allocated appropriately for all courses. This ensures that students have access to appropriate spaces for their lectures and seminars. Students value the online access they have to their course timetables and other course information, which allows them to manage their study time effectively.

Data collection systems are well maintained using a mix of hard-copy records and online information. A scrutiny of data systems confirms that staff and student records are well organised, accurate and up to date and easily accessible. Effective data security and back-up measures are in place to ensure records are stored securely.

Student identification procedures are clear and robust, ensuring that the student who registers for the programme is the same student who receives the credit. For example, student identification is checked at each formal examination or other form of assessment.

Examination procedures are clear, fair and transparent and follow a standard protocol for seating and supervision. This ensures that examinations and assessments run smoothly to the benefit of the candidates.

The Institution has effective policies and procedures for internal and external moderation at pre- and post-assessment stages. Scrutiny of completed external examiner reports confirms that appropriate sampling arrangements are in place, commensurate with practice across the higher education sector. This ensures the accuracy and reliability of assessments and grades.

A review of online MIS and discussions with students confirms that the Institution makes records and transcripts available to students in a timely manner. Students can access their records and grades on the online MIS at any time. Transcripts are issued following the conferral of a degree.

A review of policy documents and meetings with students confirm that arrangements for collecting and refunding students' fees are implemented effectively.

6. The institution employs and continues to support appropriately qualified and experienced staff

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| 6.1 | There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff, which is designed to ensure the safety of the learners. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6.2 | All staff are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6.3 | There are clear and appropriate job specifications for all staff. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6.4 | There are effective procedures for the induction of all staff. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6.5 | All staff are treated fairly and according to a published equality and diversity policy. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6.6 | Staff have access to an appropriate complaints and appeals procedure. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6.7 | Management monitors and reviews the performance of all staff through a clearly documented and transparent appraisal system that includes regular classroom observations of teaching staff. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6.8 | The professional development needs of staff are identified through appraisal and other means, and measures are taken to support staff to address these and gain additional qualifications, where relevant. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution continues to employ and support suitably qualified and experienced staff. A review of policy documentation and CVs and meetings with staff indicate that managers effectively implement appropriate recruitment and retention policies and procedures.

Staff are suitably qualified and experienced for their roles, understand their specific responsibilities, which are underpinned by clear job descriptions, and are effective in carrying these out. All new staff complete an appropriate induction process supported by a workplace mentor. Meetings with staff confirm the induction process to be effective and highly valued.

Meetings with staff and a review of systems and processes demonstrate that arrangements for Equity, Diversity, Inclusion and Accessibility (EDIA) are effective, and that staff are treated fairly. All staff have access to an appropriate complaints process and procedure, with clear arrangements for the resolution of formal complaints.

Managers effectively monitor and review the performance of all staff, following clear procedures outlined in the annual appraisal handbook. Administrative staff complete a detailed annual self-evaluation and a performance appraisal with their line manager. This ensures that areas for professional and personal development are identified and supported.

Processes for the appraisal of teaching staff are well documented and effectively implemented. Teachers self-evaluate their teaching, research and other scholarly activities on an appropriate form that is used as the basis for a professional dialogue with their manager.

Scrutiny of completed teaching observation records demonstrates that regular peer observation also informs the performance review process. As a result, areas of good practice are identified, along with areas for improvement and professional development.

Discussions with staff and managers confirms that the Institution supports staff in their Continuing Professional Development (CPD), for example in studying for additional qualifications or further training to enhance their teaching and research and thus benefit their students. Inspection findings confirm this view.

7. Academic management is effective

7.1	There are appropriate procedures for the proposal, design and validation of programmes of study that take account of the mission of the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.2	Intended learning outcomes for all programmes are clearly articulated, understood by students and publicly available.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.3	There are regularly scheduled and recorded meetings of academic staff where academic programmes are reviewed.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.4	There is an appropriate policy and effective procedures for the acquisition of academic resources to support programmes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.5	Commissioning of course materials is managed effectively, and materials and the budget are checked to ensure standardisation and consistency across the provision.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.6	Students are encouraged to take an active role in the development of the academic provision to ensure student-centred learning.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> NA	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Academic management of the Institution is effective. Appropriate procedures for the design and validation of degree programmes are consistently implemented. The Senate reviews and approves each programme and ensures the programmes are aligned with the mission of the Institution.

All programmes are accredited by the Slovenian Quality Assurance Agency for Higher Education before being offered to students. All programmes currently offered by the Institution meet these accreditation requirements.

Faculty websites and detailed course documents clearly articulate the intended learning outcomes for each programme. This ensures that students understand and can refer to the module content and learning outcomes.

Academic staff attend annual programme review meetings to ensure the programmes offered continue to meet the needs of students and employers. Regular periodic programme review is undertaken at faculty level to ensure programmes remain current and fit for purpose.

The Institution has appropriate policies and procedures in place to ensure the acquisition of the required academic resources to support programme delivery, such as course materials and library resources. Academic staff complete resource request forms, which are considered for approval by the Management Board. These arrangements ensure that teaching staff and students have access to the high-quality learning resources they need.

Students are encouraged to participate actively in their learning experience through the Student Council and academic forums. Managers review and analyse student feedback to ensure student-centred learning approaches are used where appropriate. In meeting with inspectors, students confirmed that they benefit from a range of active learning approaches where appropriate. Inspection findings confirm this view.

8. The institution takes reasonable care to recruit and enrol suitable students for its courses

8.1	Entry requirements for each programme are set at an appropriate level and are clearly stated in the programme descriptions seen by prospective students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.2	Students are informed as to the necessary language requirements for entry onto programmes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.3	A formal application process ensures that students meet the entry requirements, and any claimed qualifications are verified.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.4	All students' application enquiries are responded to promptly and appropriately.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.5	Prospective students are properly briefed on the nature and requirements of the programme(s) in which they are interested and provided with advice on choosing their programme.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.6	Students receive a proper initial assessment, which includes language ability, to confirm their capability to complete the programmes on which they are enrolling.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.7	The institution makes it clear to applicants that they are responsible for checking that they have the skills and knowledge required to study on the chosen course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.8	The institution has a clear policy on the accreditation of prior learning and prior experiential learning, which is brought to the attention of prospective students.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> NA	<input type="checkbox"/> No
8.9	Any recruitment agents are properly selected, briefed, monitored and evaluated.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> NA	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution has effective arrangements to recruit and enrol students who are suitable for the courses offered. The website and course documentation provide an accurate summary of each programme's entry requirements and enrolment criteria. Entry requirements are determined at faculty level and confirmed by the Senate to ensure they are appropriate and reflect the standards of the Institution.

Most programmes are delivered in the Slovenian language, meeting the needs of the large majority of students. Any other language requirements are clearly stated in course documentation to ensure that students are clear about the language requirements prior to application.

A clear and effective, formal online application process ensures that students meet the entry requirements for each course. The online MIS provides a clear record of the checks completed by staff to ensure that all claimed qualifications are vetted and approved.

In meetings, students confirmed that their enquiries were replied to promptly and appropriately and that they were accurately briefed on the nature and requirements of the programme in which they were interested. Inspection findings confirm this view.

Prospective students can attend course information days to talk to relevant staff about specific programme requirements. These arrangements ensure that prospective students are provided with appropriate advice and guidance to help them make informed choices as to which courses are most suitable to meet their needs and aspirations.

Students complete a suitable initial assessment that confirms their capacity to complete their programme at the relevant level of study. During the recruitment and enrolment process, students are reminded that they

are responsible for checking that they have the skills and knowledge required to study on the chosen course.

Each faculty has a suitable process for the recognition of coursework. This reviews any relevant prior learning or experience that may meet the course entry requirements. Thus students with unconventional qualifications or experience who apply are considered in line with EDIA procedures.

The Institution makes use of one agent who is properly selected, briefed, monitored and evaluated. The agent's activity is carefully monitored by a dedicated administrative assistant each month to ensure they are providing accurate information to prospective students.

9. The institution encourages and supports its staff to undertake research and other forms of scholarship and to engage in other professional activities

9.1	The institution encourages academic staff to undertake research in relevant fields and to publish their findings.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
9.2	Academic staff are encouraged to engage in research and/or scholarship that informs their teaching.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
9.3	There is a fair and transparent procedure for staff to seek financial support for their research and other professional development activities.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
9.4	The institution provides time for staff to meet regularly to share and discuss current research activities and, if appropriate, invites external speakers.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met NA

Comments

The Institution actively encourages and supports staff to undertake research and scholarly activities. For example, research groups in each faculty meet regularly to promote research and to support the writing and publication of journal articles, reports and papers. Faculty websites provide a clear summary of research group members and a detailed record of current and past research and its impact.

Meetings with teachers and academic managers confirm that teachers are encouraged to attend research conferences and relevant research training workshops to help inform their teaching. Inspection findings confirm this view.

A clear protocol for the co-financing of research activities has been devised and implemented by the Management Board. The procedure applies to employed teaching staff, researchers and associate academic staff.

The protocol provides a clear outline of the specific application procedure to be followed, with formal applications submitted to the Secretariat for consideration by the Rector, Dean and Management Board. Meetings with teachers confirm that the procedure is fair and transparent, and inspection findings confirm this view.

The Institution provides time for staff to meet regularly to share and discuss their current research activities. For example, research groups organise conferences and academic forums and invite relevant external speakers to share their research outputs.

10. Publicity material, both printed and electronic, gives a comprehensive, up-to-date and accurate description of the institution and its curriculum

10.1	Text and images provide an accurate depiction of the institution's location, premises, facilities and the range and nature of resources and services offered.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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10.2	Information on the programmes available and their assessment and progression is comprehensive, accurate, readily accessible and up to date.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.3	There are effective procedures to update information on a regular basis to ensure its relevance and accuracy.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.4	The information provided ensures students are well informed of the status of the qualifications offered, including the awarding body and level of award.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.5	Students are informed of the full cost of all programmes, including costs of assessments, activities and any required materials.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

A review of the Institution's publicity material confirms that it accurately describes the premises, facilities and curriculum. Text and images used on the website and in printed materials accurately reflect the range and nature of resources and services offered.

Course brochures, programme handbooks and promotional materials provide comprehensive and accurate information on programme assessment methods and progression possibilities.

The Institution has implemented effective procedures to update information on a regular basis to ensure its relevance and accuracy. The Department for Student and Academic Affairs periodically checks the information on the website throughout the year to ensure students have access to accurate, transparent and reliable information.

The information provided ensures students are well informed about the status of the qualifications offered, including the level of award. Programme costs are listed clearly on the website and promotional materials. This ensures that students are informed of the full cost of all programmes.

4.3 Teaching, Learning and Assessment (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

Academic staff are effective in facilitating student learning. Observations of teaching and meetings with students and staff confirm that teachers have the required subject knowledge and pedagogical skills to provide students with a good quality of education.

Teachers use an appropriate mix of group and individual learning activities to ensure students make progress over time. For example, teachers use up-to-date case studies and scenarios effectively so that students can readily make links between theory and practice.

A review of course materials and the VLE confirms that students and teachers have access to high-quality learning and study materials, including recorded lectures, presentations, journal articles and research reports. These resources are effective in ensuring students can develop the knowledge and skills they need to be successful in their assessments.

A review of assessment strategies demonstrates that these are appropriate, fair and relevant to the content and nature of the programmes delivered. Assessment criteria are well matched to the intended learning outcomes for each module. Assignment briefs are clearly written so that students know what they need to demonstrate to attain at each level of achievement.

A review of written assessment feedback demonstrates that students have access to detailed and supportive feedback on their assessments and overall performance and progress. However, access to the feedback has to be requested by students, and not all are proactive in seeking out the feedback available to them once they have automatically received their overall module grade. As a result, students are not always

accessing the valuable feedback written by tutors, to help them understand how to improve their performance on future modules.

4.4 Student Support, Guidance and Progression (spot check)

The standards are judged to be:

Met

Partially Met

Not Met

Comments

Meetings with students and staff and a review of student handbooks and support materials confirm that students are well supported and receive effective pastoral support. For example, students have access to helpful welfare and counselling services to support any specific needs and circumstances that they have or may arise.

Meetings with students and careers staff and scrutiny of supporting documentation confirm that students have access to comprehensive advice and guidance on careers and further study. For example, students regularly participate in visits to real work environments to help them link theory to practice.

Students are able to participate in a range of helpful seminars to help prepare them for job applications and the recruitment process after their course has ended. This prepares students well for their next steps into employment or further study.

Students confirm that they receive a comprehensive induction that helps them to access online resources and settle into their studies quickly. Inspection findings confirm this view. International students receive a comprehensive induction to the Institution and the local area, including local and national cultural and religious considerations.

International students benefit from ongoing effective support and advice from staff in the international office. These arrangements ensure that the small proportion of international students are well supported.

The Institution has suitable processes and procedures in place to protect students from the dangers of radicalisation and extremist ideologies. A suitable policy, risk assessment and training ensure that all staff understand their role in supporting those at risk from radicalisation.

A suitable progress monitoring procedure is implemented well, allowing staff to quickly identify students making slow or unsatisfactory progress so that effective additional support measures can be put in place. This ensures such students are able to achieve and pass their course, as reflected in the Institution's high retention, achievement and success rates.

A suitable attendance and punctuality policy is effectively implemented, with student attendance being effectively monitored and recorded regularly. When necessary, academic managers follow up student absences to ensure such students are supported to improve their level of attendance.

Student engagement with asynchronous online learning materials and activities is not clearly tracked however, to help managers further monitor all forms of student engagement with their learning.

Meetings with students confirm that they have access to a wide range of social activities and events, such as sports clubs, social events and the debating society. These activities provide students with a range of events to help them make friends and socialise.

4.5 Premises, Facilities and Learning Resources (spot check)

The standards are judged to be:

Met

Partially Met

Not Met

Comments

The Institution has secure leases on its premises, with appropriate authority in place to deliver higher education programmes.

A tour of each of the premises shows that staff and students have access to a clean, secure and comfortable environment for learning and work. Each of the premises is maintained well and is in a good state of repair, decoration and cleanliness.

There is adequate circulation space for the number of students and staff accommodated at each campus. Toilet and hand-washing facilities are of an appropriate number.

There is sufficient air conditioning, heating and ventilation in all rooms. There are no areas of particular hazard. Health and safety notices are displayed throughout the buildings, including emergency exit routes.

Classrooms are well equipped and resourced and meet the needs of students well. The library at the main Ljubljana campus is well stocked with a good range of hard-copy books, journals and periodicals. Students also have access to an extensive range of electronic books and journals.

A small selection of physical library stock is available at the Nova Gorica and Kranj campuses. However, students can request physical books and journals from the Ljubljana campus easily and quickly. In meetings with students, they confirmed they had good access to the learning resources they need. Inspection findings confirm this view.

Appropriately qualified library staff manage the library effectively, providing expert guidance and student support. The new Vice-Rector for Library Activities uses their extensive experience to support library staff in providing a professional service to students and teachers.

The Institution provides students and staff with well-managed, secure and reliable Information Technology (IT) resources. Effective technical support arrangements are in place, ensuring that the technological requirements of staff and students are met well.

4.6 Quality Management, Assurance and Enhancement (spot check)

The standards are judged to be:

Met

Partially Met

Not Met

Comments

The Institution has effective quality assurance and enhancement arrangements in place. Students' views are systematically collected and analysed throughout the academic year by student surveys, the Student Council and student representative forums.

The views of other stakeholders are considered in programme-level reports and at quality commission committee meetings at faculty level. These arrangements ensure leaders and managers are able to monitor stakeholder feedback and take prompt and appropriate action where required.

All quality management policies and procedures are clearly documented and disseminated. For example, the detailed quality manual provides clear guidance on the different quality assurance mechanisms used to assess performance.

Detailed subject reports are produced for each module, providing a clear and useful analysis of student retention, grade profiles and student satisfaction rates. These reports allow faculty leaders to effectively monitor and evaluate the quality of the different elements of each academic programme.

The Institution continues to implement appropriate mechanisms for the consideration of reports by appropriate bodies, including the quality and evaluation committee, the Senate and the Management Board. Reports include clear action plans that ensure managers implement improvements in line with the Institution's strategic targets and objectives.

Leaders have a strong commitment to the ongoing enhancement of the Institution's provision. A range of mechanisms identify and share aspects of good practice. These include annual briefings, written communications and the sharing of good practice between the three faculties, which all contribute to the enhancement of the student experience.

4.7 Online, Distance and Blended Learning (spot check)

The standards are judged to be:

Met Partially Met Not Met NA

Comments

Observations of online teaching and discussion with managers, staff and students confirm that teachers have a good understanding of the specific requirements of online, distance and blended learning. Inspection findings confirm this view.

Teachers are appropriately trained and understand the demands of teaching online and in a hybrid format. For example, teachers have completed formal training in communications skills for digital teaching, online teaching methodologies, the use of artificial intelligence in education, and innovative online teaching. Teachers also undertake regular training in the use of the VLE and the video-conferencing system.

Observation of online teaching sessions and discussions with students demonstrate that teachers use the available instructional technology effectively. However, occasionally, the technology in some teaching rooms does not allow students online to view the classroom's conventional whiteboard and therefore what their teacher is using it for. As a result, they may occasionally miss some useful modelling of new concepts and processes.

Guidance materials provided to students are comprehensive and ensure students have access to the online systems with minimal difficulty. This ensures that they are able to learn online effectively and efficiently.

4.8 Compliance Declaration

Declaration of compliance has been signed and dated.

Yes No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

STRENGTHS

Leaders provide a clear strategic direction, ensuring the curriculum offer continues to meet the needs of students and employers.

A rich range of active learning experiences ensures students can make links between theory and practice, enhancing their employability skills.

Students benefit from well-maintained, centrally located premises that provide a comfortable and well-resourced environment for study.

Students receive comprehensive careers information, advice and guidance, which helps them prepare for employment or further study.

ACTIONS REQUIRED

None

High Medium Low

RECOMMENDED AREAS FOR IMPROVEMENT *(to be reviewed at the next inspection)*

It is recommended that the Institution introduce measures to ensure that more students access the helpful written assignment feedback provided by their teachers, so they can profit from the guidance on how to improve in the future.

It is recommended that students' engagement with online learning materials be better monitored to identify those who are not maximising their learning opportunities.

Managers should consider investing in additional technologies so that online students can view the classroom's conventional whiteboard and what their teacher is using it for.

COMPLIANCE WITH STATUTORY REQUIREMENTS – FURTHER COMMENTS, IF APPLICABLE

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BAC OFFICE USE ONLY:	THE INSPECTION WAS CARRIED OUT BY:	
	Steve Ingle	Lead Inspector