



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Independent Higher Education (IHE) Full Inspection

NAME OF INSTITUTION: New University

ADDRESS: Delpinova 18b
5000 Nova Gorica
Slovenia

HEAD OF INSTITUTION: Professor Peter Jambrek

DATE OF INSPECTION: 30 March & 1–2 April 2021

ACCREDITATION STATUS AT INSPECTION: N/A

DECISION ON ACCREDITATION:

- Accreditation awarded for the full four-year period
- Probation accreditation
- Decision on accreditation deferred
- Award of accreditation refused

DATE: 19 July 2021

PART A – INTRODUCTION

1. Background to the institution

New University (NU/the Institution) is a privately owned higher education provider that offers a range of undergraduate, postgraduate and doctoral programmes in areas such as law, real estate management, public administration, international and diplomatic studies, and Slovenian studies.

The Institution has study locations in Nova Gorica, Kranj and Ljubljana. The Institution's administrative centre is based in Nova Gorica.

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

NU is a private higher education institution, owned in its entirety by its sole founder, the Institute of Constitutional Organisation and Human Rights, which is a limited liability company. The Institution has degree-awarding powers granted by the Slovenian Government. Overall governance is provided by the NU's President and the Director, who together make up the management board.

The Institution was founded in 2017, comprising the European Faculty of Law, Faculty of Government and European Studies, and the Faculty of Slovene and International Studies. At the time of the inspection, the Institution was in the process of seeking government approval for a fourth study location in Maribor, but this location did not form part of the inspection.

2. Brief description of the current provision

The Institution offers 17 educational programmes at undergraduate, graduate and doctoral level across three faculties. The European Faculty of Law offers two undergraduate Bachelor's degree programmes in Law, and Law and Management of Infrastructure, and 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, and two Master's degrees and PhD programmes in International and Diplomatic Studies, and Public Administration. The Faculty for Slovene and International Studies offers a Bachelor's, Master's and PhD programme in Slovenian Studies.

All the programmes are usually delivered in person. At the time of the inspection, as a result of changes in local conditions and in compliance with directives from the Slovenian Ministry of Education, Science and Sport, all teaching was taking place online. 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, 3,324 students were enrolled. The Institution has a capacity for 822 students to be on site across the three delivery locations at any one time. All students are aged 18 or over. The majority of students are female. The very large majority of students are Slovenian. Other countries represented include Kosovo, Turkey, Croatia, Serbia and Nigeria.

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

3. Inspection process

The inspection was undertaken remotely over three days by three inspectors, including a student inspector. Inspectors held online meetings with the President, Rector, Secretary-General, Deans of School and other senior managers. Meetings were held with undergraduate and postgraduate students, and with academic and administrative staff. The inspectors observed online lessons and undertook a virtual tour of the premises. A wide range of documentation was provided electronically for scrutiny. The Institution co-operated fully with inspectors before and during the inspection and carried out a considerable amount of preparatory work.

PART B – JUDGEMENT AND EVIDENCE

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

INSPECTION AREA – GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

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"/> No <input type="checkbox"/> NA
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

The Institution's organisational structure is clearly defined, documented and is effectively communicated to all relevant stakeholders via the Statute and Act of Establishment. Overall governance is provided by the management board, supported by the Secretary-General, who make key decisions regarding finance, business, personnel and property. The Director acts as the statutory representative of the Institution and performs and implements the decisions of the management board.

Effective academic governance is provided by the Senate, which is chaired by the Rector. The Rector, supported by the heads of school for each of the three faculties, provides effective oversight of educational, scientific, research and other higher education activities. The link between governance and management is clearly documented and shared.

A range of stakeholders regularly contribute to the development and implementation of policy. The student councils meet regularly and provide useful feedback to policymakers on student-related activities and functions. External stakeholders are well represented through the quality assurance commission, which analyses the strategic aspects of the Institution's activities and contribute to updates of quality procedures and manuals when required.

A suitable risk register is in place and reviewed annually. The register covers a range of relevant business risks, which are effectively assessed and actions prioritised where required. The management board, supported by academic and administrative managers, reviews the risk register regularly, implementing appropriate measures to manage and mitigate risks when necessary.

All relationships with external education partners are clearly defined through formal partnership agreements.

Leaders and managers have implemented a range of clear and effective channels of communication, such as an appropriate committee structure, regular staff meetings and the student councils. The secretary-Generals for each

faculty disseminate minutes of meetings and track the resolution of decisions and actions, reporting to the management board on a monthly basis. This ensures that all stakeholders are kept informed and updated and actions are monitored and managed appropriately.

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 |
| 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 published development strategy. The President provides effective strategic leadership aligned to the guiding mission and vision of the Institution to be an elite, high-quality university with international comparability. Leaders have implemented an appropriate action plan that outlines key milestones and annual short-term goals, to ensure that all strategic areas are effectively implemented and financially supported over time.

Leaders invite a wide range of stakeholders to contribute to the strategic direction of the Institution. Students, graduates, associate teachers, researchers, governors and staff of the university and member faculties regularly contribute to the curriculum development plan, annual self-evaluation and the work of the quality committee, to ensure that stakeholders' views are recognised and valued. The current four-year strategic plan is communicated to all stakeholders via the Institution's website.

Leaders and managers conduct an annual systematic review of performance against a range of key measures. Performance indicators are measured against each of the ten strategic goals and targets, leading to a developmental action plan that is published annually. This ensures that senior leaders can monitor effectiveness and take appropriate action where needed, to ensure that the Institution's vision and mission are achieved.

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 plans are prepared in accordance with Slovenian financial regulations and instructions. The Institution receives funds from a range of different sources, including the Republic of Slovenia, European and other international projects, and from tuition fees, donations and sponsorships. A detailed five-year financial plan is published outlining a clear breakdown of funding sources, revenue and expenditure.

Reports from external audits confirm that financial matters are conducted in accordance with the requirements of the Slovenian financial regulations. They produce a clear income statement and balance sheet annually.

INSPECTION AREA – GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

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 management structure is clearly defined and documented. The management board provides overall strategic, operational and financial oversight of the Institution. Academic management is delegated effectively to the Senate, which is chaired by the Rector. Each faculty is managed by a Dean assisted by Associate Deans and a small team of permanent Professors. The structure is communicated to, and understood by, all relevant stakeholders.

Roles and responsibilities are clearly identified at each level. Directors directly manage, supervise and guide the work of the four Secretary-Generals, who provide effective managerial, legal and technical support for each of the member faculties and for the Institution as a whole. Reporting arrangements at all levels are clear and effectively implemented.

An appropriate range of committees operate at Institution- and faculty level and ensure that key decisions are made, reported and disseminated. Committees include the Senate, and committees for study and student affairs, science and research, international and inter-university co-operation, student appeals, habilitation, and ethics. Each faculty's Senate has a number of working bodies, such as the quality assurance committee and the disciplinary committee.

Membership and detailed terms of reference of the various commissions are outlined in the member faculty statutes, and other relevant documents. Committees meet regularly, and discussions, outcomes and actions are effectively recorded and reported.

The Senate has responsibility for the accuracy of academic information. Faculty checks are conducted regularly and the Senate reviews information updates and approves any changes. The Department of Student and Academic Affairs ensures that all information provided to students internally and externally is accurate and current. This includes the information on the higher education student information system, known as VIS, the Virtual Learning Environment (VLE) and information contained in regularly updated student handbooks.

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 in and completes 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 and refund of students' fees, which is implemented effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution has appropriate administrative processes and staffing in place to ensure that effective operational management is maintained. Each of the three delivery sites benefits from a team of qualified administrators, with effective management oversight. Each member faculty has its own Department for Student Affairs that ensures that administrative tasks and communication between member faculties and students are timely and effective.

Well-documented administrative policies are available through the VIS and in publicly accessible legal documents and handbooks. Timetables are appropriately managed centrally by the Department of Student and Academic Affairs, based on student numbers, Professor availability and classroom requirements. This ensures that students have access to appropriate spaces for their lectures and seminars. Students benefit from access to their course timetables and other administrative information on the VIS.

Accurate data-collection systems are maintained through a mix of traditional hard-copy records and online information through the VIS. Appropriate measures are in place to ensure that records are accessible, but also stored securely.

Each student has their own dedicated file, which is accurately maintained and up to date. Student grades are clearly recorded on the VIS database. The database links to the accounting database to show fees paid and outstanding. These systems ensure that student administration is well recorded and accessible.

Effective arrangements are in place to accurately store and manage staff records. Individual personnel files are maintained in hard copy and securely stored by the Secretary-General for each member faculty, including a range of relevant checks and administrative documents.

The Institution takes appropriate steps to ensure that both staff and student data is appropriately processed and securely stored in line with the General Data Protection Regulation.

The Institution implements a consistent examination procedure that is required to be conducted during all examinations. Examinations are conducted following the standardised protocol for seating and supervision. Students are required to provide evidence of personal identification in order to participate in formal examinations. Examination procedures are clearly documented and published to ensure that they are conducted in a transparent and fair manner.

The Institution has recently introduced a process of internal and external moderation to evaluate students' work. A random selection of 20 per cent of all examination papers is subject to double-marking by another lecturer within the Institution. A further 20 per cent of papers are sent to an academic outside the Institution for external moderation. The new process has been adopted by all three faculties for the current academic year. Academic managers rightly recognise the value of the moderation process in ensuring the accuracy and fairness of assessment. The new moderation processes have been adopted into the rules of study for each faculty to ensure that these continue to be implemented as part of the quality assurance and assessment process.

Students are able to access their records and grades via the VIS online system at any time. In addition, original transcripts are issued by e-mail or regular post following confirmation of awards. This ensure that student have access to their academic records in a timely manner.

Students benefit from a detailed and clear refund policy that is available in the student contract and signed on enrolment.

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

6.1	There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff, which are designed to ensure the safety of the students.	<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 type="checkbox"/> Yes	<input checked="" 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 implements appropriate policies and procedures for the effective recruitment and employment of suitably qualified and experienced staff. Arrangements for the recruitment of teaching staff are strictly controlled through the Slovenia habituation procedure, where staff must demonstrate sufficiently effective teaching skills, references and academic qualifications. After a successful habituation process, the Institution can employ a professor or a lecturer as a full-time or part-time employee, or as an independent contractor. This process ensures that teaching staff are suitably qualified and experienced.

A staff handbook is available outlining ongoing employment terms and conditions. Clear job descriptions are in place for all staff roles. New staff complete an appropriate induction process and benefit from a workplace mentor. These measures ensure that all staff understand their specific responsibilities.

The Institution implements clear policies and regulations to protect the dignity and diversity of staff. Staff have access to an appropriate complaints process and procedure if required. In meetings with inspectors, staff confirmed that they were treated fairly and the Institution was inclusive. No indicators to the contrary were identified during the inspection.

Administrative staff complete a detailed annual self-evaluation and performance appraisal with their line manager, which ensures that specific areas for development and professional development activities are identified.

Students regularly evaluate the performance of their professors and lecturers, and teaching staff have an informal annual discussion with their Head of Department and Dean to discuss general performance, future targets and development needs.

6.7 Managers do not complete a formally documented appraisal for teaching staff.

A process of peer observation between teaching staff has been recently introduced to support the identification and sharing of good practice.

Professional development needs are identified for administrative staff through the formal, documented appraisal system. For teaching staff, this is identified through the annual discussion with academic managers. The Institution provides support for staff to undertake additional qualifications and training where required, to support their role and duties.

7. Academic management is effective

7.1	There are appropriate procedures for the proposal, design and validation of programmes of study, which 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 are 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"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution implements appropriate procedures for the design and validation of its programmes of study. The Senate, with oversight from the management board, reviews and approves each programme. All programmes must also be accredited by the Slovenian Quality Assurance Agency for Higher Education (SQAA) before they can be offered to students. All 17 programmes currently offered by the Institution meet the accreditation requirements.

Clear and detailed syllabus documents and module descriptors are provided through the VLE, which effectively support students to understand the module content and learning outcomes.

Annual programme revision meetings are held by academic staff to review the ongoing student learning experience and to identify where changes to programmes may be needed. Regular periodic programme review is undertaken at faculty level to ensure that programmes continue to meet the needs of students.

Mandatory course materials are required by Slovenian law for all approved courses. These are supplemented by optional learning materials. Academic staff complete resource request forms for approval by the management board, with additional learning resources and course materials requested through the library service for procurement. This ensures that both teaching staff and students have access to sufficient learning resources to support all study programmes.

Academic forums take place regularly to encourage students to have an active role in their learning experience. Teaching staff encourage the use of work placements to ensure learning is student centred where possible. Postgraduate students take a proactive role in their studies, contributing through research presentations and seminars to ensure that learning is student centred.

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"/> No <input type="checkbox"/> NA
8.9	Any recruitment agents are properly selected, briefed, monitored and evaluated.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

Entry requirements and enrolment criteria are appropriately set and clearly articulated for each programme. Entry requirements are determined by the relevant faculty and confirmed by the Senate for programmes at undergraduate, postgraduate and doctoral level. All material and communications regarding the requirements for course entry are clearly articulated and applicants are appropriately informed of their individual responsibility to check this.

Most programmes are delivered in Slovenian, meeting the needs of the very large majority of students. Any language requirements are clearly listed in the syllabus and in other course documentation, to ensure that students are clear on the language requirements relating to their specific course, especially for programmes with international student enrolments.

A formal online application process ensures that students meet the specific entry requirements for each course. Requirements for the application process are overseen by the Senate and are approved by the Slovenian Higher Education Ministry. On application, qualifications are verified by the Department for Student and Academic Affairs, with copies of transcripts or grades checked against enrolment criteria. This ensures that claimed qualifications are vetted and students are suitable for the courses on which they enrol.

All enquiries from applicants are replied to promptly. Students confirm that any questions asked as applicants were always answered promptly and thoroughly. Inspection findings confirm this view.

Prospective students benefit from course information days, when they can visit the delivery site and speak to relevant staff about programme requirements, teaching patterns and employability information. Effective additional guidance is also provided by the faculty's Department of Student Affairs for student enquiries relating to non-academic matters, such as welfare, accommodation and the student experience. These arrangements ensure that prospective students are provided with appropriate advice and guidance to help them make informed choices about their studies.

Students receive a suitable initial assessment that verifies their capacity to complete their chosen programme. Students are reminded at all times during the recruitment and enrolment process that they are responsible for checking that they have the skills and knowledge required to study on the chosen course.

Faculties operate a system of recognition of coursework, and the informal and formal education process, overseen by the Study Committee, to review and acknowledge prior learning and qualifications, and to ensure that students' previous experience and skills are considered where appropriate.

The Institution and its member faculties do not use recruitment agents. All applicants are recruited by the Institution's own marketing and admissions department.

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

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|-----|--|---|--|-----------------------------|
| 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 type="checkbox"/> Yes | <input checked="" 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

NU actively promotes engagement with research and scholarly activity in a range of relevant fields related to the current study programmes provided. A number of research groups are registered with the Slovenian Research Agency (SRA) across all three faculties, along with Institution's scientific research centre. Research groups meet regularly to promote research activities across the Institution and to support the publication of articles, reports and papers for Professors, early career researchers and PhD students.

Research training workshops are provided to help staff apply for specific research programme projects and tenders. Academic staff are encouraged to attend research conferences within Slovenia and internationally and are supported to access funding through the SRA.

Financial support for research and other professional development activities is available if requested, with individual requests considered by the management board.

9.3 There is no clear and transparent formal published procedure for staff to apply for financial support for research and other professional development activities.

The Institution's research groups organise research conferences, academic forums and external speaker sessions, providing valuable opportunities for staff to meet regularly to share and discuss their research activities.

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

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|------|---|---|-----------------------------|
| 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 |
| 10.2 | Information on the programmes available, 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

NU's publicity material provides a comprehensive and accurate description of the Institution and its curriculum. All text and images used online and in printed materials reflect an accurate and up-to-date depiction of the facilities, location, resources and study programmes, including details of assessments and progression requirements.

The Department for Student and Academic Affairs periodically checks the information on the website throughout the course of the year to ensure that students benefit from accurate, transparent and reliable information.

All publicity material has clear and up-to-date information relating to the qualification level, programme of study and awarding body. Programme costs are listed clearly on the website and promotional materials.

Successful applicants are informed of the schedule of costs well in advance of study, and no additional or hidden costs were reported by the students during the review.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

11. Academic staff are effective in facilitating student learning

11.1	Lecturers have the required subject knowledge, pedagogic and communicative skills and experience to teach both the course content and level of course to which they are allocated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.2	The allocation of teaching staff to courses provides for a consistent learning experience and delivery is monitored to ensure consistency.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.3	The programmes and their constituent courses are delivered and assessed in ways that enable students to succeed by developing the knowledge and skills that will be required for final examinations or assessments.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.4	Teaching sessions are appropriately informed by module descriptors and relate to defined intended learning outcomes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.5	Academic staff are effective in recognising individual learning needs and preferred learning styles and adapting their delivery to meet these.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.6	Academic staff use a mixture of group and individual activities, to encourage the active participation of all students and support their learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
11.7	Students are encouraged and enabled to develop independent learning skills.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.8	Students and academic staff have access to appropriate learning and study materials as well as other resources, and the institution encourages and supports their use.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution employs teaching staff with appropriate qualifications and subject expertise, with all staff being qualified to postgraduate level and most holding doctorate qualifications. Many of the lecturers work part time for the Institution while also continuing to work externally in their individual professional fields of expertise. The Institution's emphasis on recruiting staff who have both current professional experience and theoretical knowledge of their subject specialisms supports students effectively to build their understanding of their subject and its application in the workplace.

New staff are mentored by a more experienced member of the team as part of their broader induction, which ensures that teaching standards are maintained and students are supported effectively. At the time of the inspection, a new system of peer observations of teaching was being introduced to further ensure the consistency of learning and teaching across modules and programmes.

Clear procedures are in place for the allocation of teaching staff to modules within their areas of subject expertise. The Department of Student and Academic Affairs is responsible for the timetabling of classes and matching lecturers to modules. An overview of the allocation of teaching staff to programmes is the responsibility of the Pro-Rector for

Academic Affairs. This ensures that there is consistency of expertise and experience across all provision, supported by the faculty Deans.

Information about the delivery and assessment of modules is clearly set out in the schemes of work and reflects the learning outcomes in module descriptors. The schemes of work are available to students through the VLE. Teaching normally takes place in groups of no more than 30 students, which enables lecturers to engage with students individually and to monitor their learning effectively. Students have access to tutoring to help them with understanding and applying module content to assessed learning outcomes as appropriate. The programme syllabus clearly sets out the requirements for assessments, which are primarily conducted through written examinations, projects and theses. Examination periods are also included in the academic calendar, which is available to students through the VLE.

Teaching is linked to clear learning outcomes that are available to students through the published programme handbooks and the individual module descriptors. The modes of assessment are clearly set out and student surveys confirm that students are clear about how they will be assessed.

Academic staff seek to use a range of teaching delivery methods to support student engagement, including seminars, role play and group work. Scheduled lectures are effectively supplemented by tutoring to provide additional explanation, support and guidance to meet individual student learning needs as appropriate. Academic staff have access to information and training on pedagogy through the SQAA, which includes information on meeting individual learning needs. Staff from the Institution who attend training events share information through organised all-staff training sessions.

A range of teaching activities are utilised effectively to help students to develop their knowledge and understanding, including projects, case studies and educational visits. Students are encouraged effectively to develop their independent learning and critical thinking skills through engaging in project work and work-based learning placements. All undergraduate students are required to undertake a mandatory work-experience placement of at least one week that focuses on developing their understanding of the practical applications of their curriculum. Students also undertake individual project assignments and present their findings at group seminars. The seminars provide useful opportunities for students to exchange information and to take part in subject-based discussions.

The project work and the practical experience gained through work placements support students to develop their independent learning skills effectively. Students are required to undertake independent research as part of their project work and in preparing for work experience. Students also have opportunities to take part in conferences and to present their work.

Students and staff have access to appropriate learning and study materials. The VLE provides access to key materials and resources for individual modules. Students and staff are also provided with access to a wide range of texts and journals, both through the campus-based libraries and the online library facilities. The Institution also provides access to Slovenian and global resources and databases, which students are able to access both on campus and from home. The teaching strategies and the range of resources available ensure that students' learning is effectively facilitated.

12. Assessment is fair and appropriate for the level and nature of the courses, and students receive timely and supportive feedback on their work

- | | | | |
|------|--|---|--|
| 12.1 | Students are provided with an assessment schedule, in which required coursework and revision periods are detailed in advance with clear submission dates. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 12.2 | Assessment strategies are relevant to the content and nature of the courses and focused on measuring students' achievement of the intended learning outcomes. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 12.3 | Assessment tasks are clearly written, indicating what students need to do to meet stipulated levels of achievement. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 12.4 | Students receive detailed and supportive verbal and written feedback on their assessments and overall performance and progress, which are effectively monitored. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |

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|------|---|---|-----------------------------|
| 12.5 | The institution takes appropriate steps to identify and discourage cheating, including plagiarism and other misdemeanours, and to penalise offenders. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 12.6 | There are clear policies and procedures for students to claim mitigating circumstances and to appeal against marks awarded. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Clear information on assessment strategies is made available to students through detailed module descriptors in handbooks and through the VLE. Examination periods are also clearly set out in the semester timetables. Module lecturers provide further information, guidance and clarification on modes of assessment and deadlines for the submission of assessed work. Academic calendars provide clear information about examination periods and students are advised by academic staff about examination registration and the mandatory study elements students are required to meet to be eligible to sit the examinations. Information on examination registration deadlines is accessible to students through the VIS. Student registration for examinations is effectively managed and monitored. The fees for examinations are published on the Institution's website.

Assessment strategies are clearly linked to the intended learning outcomes published in the programme handbooks and module descriptors. Academic staff ensure that the assessment requirements are clearly explained at the start of each module, along with the assessment strategies, including written examinations, oral assessments, seminar presentations or project work.

The breakdown of assessments and the percentage of final marks towards unit completion are stipulated in the module descriptors. While information on how marks are awarded for examination questions is clearly stated on the question papers, the grading criteria for other forms of assessment are less transparent.

Assessments are clearly written, with module lecturers responsible for drafting the examination questions and other assessment tasks linked to the modules they deliver. Oversight of the clarity of assessments is managed effectively.

The outcomes of examinations are made available to students within 15 days through the VIS. Where students have submitted seminar papers, projects and theses, written or spoken feedback is provided by the assessor. Where students take part in oral assessments including presentations, appropriate spoken feedback is provided by the module lecturer.

Students are advised that they can request a meeting to receive individual spoken feedback, including on strengths and areas for development.

12.4 For examinations and others forms of assessment, students do not automatically receive feedback to support them to understand how to improve their work, and systematically monitor individual student performance.

Clear advice on avoiding plagiarism is provided in the student handbooks and in the statute. Disciplinary procedures for academic malpractice and any penalties are robustly articulated. Library staff ensure that all projects and theses are checked through electronic similarity detection software, to ensure the authenticity of students' work.

The student handbooks include clear guidance on mitigating circumstances and the policy for students to appeal the marks they have been awarded. The rules of study clearly set out the grounds on which students can ask for reasonable adjustments based on individual circumstances, and the grounds and process of appealing grades awarded.

Students are provided with clear guidance on assessments, which is appropriate to the level of their programme.

13. Student materials are appropriate to the medium of delivery and are effective

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|------|---|---|-----------------------------|
| 13.1 | Course materials are designed for a specific and clearly stated level of study. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
|------|---|---|-----------------------------|

13.2	Course materials are appropriately presented and sufficiently comprehensive to enable students to achieve the programmes' objectives.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
13.3	Course materials are accurate and reflect current knowledge and practice and are regularly reviewed and revised.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
13.4	Programme designers make effective use of appropriate teaching aids and learning resources.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
13.5	The institution makes effective provision for students to access all resources.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

A good range of course materials is available through the VLE, as well as through the campus libraries and online libraries to which the Institution subscribes. A clear reading list is provided for each module and lecturers supplement these materials with extracts from textbooks and journals, as well as appropriate presentation materials, recorded lectures and additional links to videos, case studies and other texts. The materials provided are transparently linked to programme learning outcomes and assessments and effectively support student achievement.

Module materials are reviewed annually as part of formal programme reviews to ensure their currency and relevance to the learning outcomes, and lecturers update reading lists and other materials as appropriate. Student feedback is used effectively to monitor the quality of programme materials and to add resources to meet students' needs.

A wide range of online materials, including texts, presentations and videos, are effectively used by academic staff to support student learning. Students are encouraged to engage in small-group activities, including discussions, seminars and role play. The annual review of course materials is informed by lecturers, who are also professional practitioners, to ensure their currency. Resources are updated appropriately.

Students receive clear guidance on how to access all materials and texts both through the campus libraries, where qualified staff are available to assist them, and through the VLE, faculty websites and the online libraries. Module tutors upload additional useful resources to further enhance the range of resources available.

The provision of resources and study materials supports students effectively to meet the learning outcomes and assessment requirements.

INSPECTION AREA – STUDENT SUPPORT, GUIDANCE AND PROGRESSION

14. Students receive pastoral support appropriate to their age, background and circumstances

14.1	There are appropriate staff members responsible for student welfare, who are accessible to all students and available to provide advice and counselling.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.2	Students are given an induction to the institution and their programme of study, and guidance on the use of facilities such as the library and IT provision.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.3	Students receive appropriate information on the pastoral support available to them, including for the provision of emergency support.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.4	The institution has policies to avoid discrimination and a published procedure for dealing with any abusive behaviour.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.5	Staff are available to assist students to resolve issues of a general and/or technological nature. All enquiries from students are handled promptly and sympathetically.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.6	There are effective systems to communicate with students out of class hours.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
14.7	Effective safeguarding arrangements are in place and are regularly reviewed to keep all participants safe.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
14.8	Effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Students benefit from appropriate pastoral support that supports their individual needs. The Department of Student and Academic Affairs oversees a variety of initiatives that provide students with appropriate support, advice and counselling, including the tutoring system for peer guidance and support.

Effective induction arrangements are in place following formal acceptance onto a course of study. Students receive a useful information pack with relevant course information and information on the local area and travel options. On arrival, students are provided with an induction programme that includes an introduction to the library and other campus facilities. Librarians provide students with effective ongoing support for using the library, developing study skills and accessing and using various learning resources. Information regarding emergency support is provided to students during the induction process effectively.

The Institution has published policies to deal with abusive behaviour and discrimination, including relevant guidance on appropriate behavioural expectations, as well as possible sanctions should these not be met. This ensures that students know what action to take if they have any concerns.

Students benefit from timely and effective support to deal with any general enquiries or technical problems. Students highly value the responsiveness of staff and the speed with which their questions are answered. Inspection findings support this view. More advanced technological support is provided by the dedicated Information Technology (IT) support service. The use of online platforms, such the VIS and the VLE, enables effective communication with students outside class hours when required. Online student forums offer a valuable opportunity for students to discuss and debate academic issues related to specific modules. Online communication features ensure that students can communicate with support staff quickly and efficiently when needed, to ensure they are well supported throughout their studies.

The Institution is in the early stages of developing effective arrangements for protecting students from the risks associated with radicalisation and extremism. This includes a clear policy outlining various institutional duties and responsibilities. At the time of the inspection, a small number of managers had undertaken relevant training in this area, but not all of the duties outlined in the policy had been fully implemented.

14.8 The Institution has not completed a formal risk assessment or put in place wider staff training to ensure that staff and students understand how to protect themselves from the risks relating to radicalisation and extremism.

15. Students receive appropriate academic support and guidance

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|------|--|---|--|
| 15.1 | Students have appropriate access to teaching staff outside teaching and learning sessions. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 15.2 | Students have access to appropriate support to enable the regular review of their academic progress. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 15.3 | Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and prompt intervention is made, where appropriate. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 15.4 | Academic support, advice and guidance on alternative programmes are provided to students who are judged not to be making sufficient progress and/or who wish to change their pattern of study. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 15.5 | Students have access to appropriate advice and guidance on careers and further study and any professional body exemptions that may be available. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 15.6 | The institution has a fair complaints procedure that includes an external adjudicator, for example, the Office of the Independent Adjudicator (OIA) in the UK, and students are informed of how to submit a complaint. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 15.7 | Instructions and suggestions on how to study are made available to assist students to learn effectively and efficiently. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

15.8 Students with special educational needs and/or disabilities (SEND) are identified so that appropriate support can be provided. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

Students have access to teaching staff outside teaching and learning sessions. They can connect with their professors and lecturers via the VLE or via e-mail and telephone to discuss their progress and learning programme. Teaching staff have dedicated office hours during which students can access academic tutorials.

The Institution has established a clear expectation that responsibility for monitoring academic progress lies with the student. Students can access copies of their current grades and request formal feedback on their assignments via the VIS. They are also able to request additional guidance sessions with their professors, course assistant or academic support staff when required.

15.3 There are no systemic processes in place for the routine monitoring of student progress to inform prompt interventions when students make slow or unsatisfactory rates of progress.

Students are required to refer themselves to academic support staff if they feel they are not making sufficient progress or wish to change mode of study. Effective support is then provided to assist students in moving to a different mode of study or alternative programme should a student report that they require it. The Institution also provides effective additional academic support, peer tutoring or further engagement with the teaching team if requested by students.

Students benefit from effective progression support provided by a dedicated careers centre, which facilitates a number of useful workshops, experiences and opportunities for students to engage with employers and alumni. Useful activities and guidance are also provided to support students to develop their employability skills, such as Curriculum Vitae (CV) writing and career searching. Teaching staff are often dual professionals, continuing to practise in their relevant subject discipline as well as teaching. This ensures that students benefit from the expertise and skills of industry experts who share current vocational best practice.

Students have access to a clear, published complaints procedure if required. Students are able to raise a legal claim in the case of being dissatisfied with a complaint outcome or the complaint process itself.

The career centre organises study skills workshops to support students to develop effective learning strategies and memory techniques. A range of tutoring options are also available to support and develop students' independent learning skills. Students with additional needs are asked to identify themselves on enrolment. Through discussion with the Department of Student Affairs, appropriate additional support can be put in place on an individual basis to reflect specific needs.

16. International students are provided with specific advice and assistance

16.1 Before their arrival, international students receive appropriate advice on travelling to and living in their chosen country of study. Yes No NA

16.2 On arrival, international students receive an appropriate induction on issues specific to the local area. Yes No NA

16.3 Information and advice, which are specific to international students, continue to be available throughout their time at the institution. Yes No NA

16.4 Provision of support takes into account cultural and religious considerations. Yes No NA

16.5 Where possible, students have access to speakers of their own first language. Yes No NA

This standard is judged to be:

Met Partially Met Not Met NA

Comments

The small proportion of current international students are well supported by NU's international office. Prior to arrival, international students are provided with good levels of support and guidance, for example assistance with visa applications.

International students receive a comprehensive and inclusive induction to the Institution and the local area. Local and national cultural and religious considerations are appropriately explained where required. International students benefit from ongoing effective support and advice from staff in the international office, along with a tutoring initiative where they can speak to their peers regarding any specific issues they may have.

Slovenian law requires programmes to be delivered in Slovenian, but for non-native speakers, the programmes can also be delivered in English.

17. Student attendance is measured and recorded regularly and effective remedial action taken where necessary

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|------|---|---|--|-----------------------------|
| 17.1 | There is an appropriate, clear and published policy on required student attendance and punctuality. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | <input type="checkbox"/> NA |
| 17.2 | There are effective procedures and systems to enforce attendance and punctuality. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | <input type="checkbox"/> NA |
| 17.3 | Accurate and secure records of attendance and punctuality, at each session, are kept for all students. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 17.4 | Data on attendance and punctuality is collated centrally and reviewed regularly, and absences are followed up promptly. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | <input type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met

Comments

Under Slovenian law, the recording of student attendance on higher education programmes is not mandatory. At the time of the inspection, all teaching was being conducted online due to local restrictions. Attendance records for online lectures were being recorded effectively using the VLE. Prior to teaching going online, the taking of attendance registers during in-person lectures was at the discretion of individual teaching staff.

Managers recognise the need to take a more consistent approach to monitoring attendance and punctuality for both in-person and online teaching sessions in order to support the students in their ongoing studies and assessments. The Institution is in the early stages of developing a process for monitoring attendance.

17.1 There is currently no published policy on student attendance and punctuality requirements.

17.2 There are no systematic procedures in place to enforce student attendance and punctuality or a system for taking proactive measures if students do not regularly attend.

Individual teaching staff take action to follow up on student absence when noted.

17.4 No central data of attendance is recorded for regular review and there is no systematic, institution-wide system for following up on absences.

18. Where residential accommodation is offered, it is fit for purpose, well maintained and appropriately supervised

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|------|--|------------------------------|-----------------------------|-----------------------------|
| 18.1 | Any residential accommodation is clean, safe and of a standard that is adequate for the needs of students. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 18.2 | Any residential accommodation is open to inspection by the appropriate authorities. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 18.3 | A level of supervision is provided that is appropriate to the needs of students. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 18.4 | Students are provided with advice on suitable private accommodation. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met NA

Comments

19. The institution provides an appropriate social programme for students and information on activities in the locality

19.1	Students are provided with appropriate information on opportunities for participation in social events and other leisure activities that may be of interest.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
19.2	The social programme is responsive to the needs and wishes of students, and activities have been chosen with consideration of their affordability.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
19.3	Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and/or experience.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
19.4	Students are encouraged to develop and participate in extramural activities and, when studying remotely, the activities include appropriate use of online forums or channels.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
19.5	The institution supports and encourages peer interaction through a variety of channels, e.g. social network forums and channels.	<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

Students are provided with appropriate information on Institution-organised and student-led social events from a wide variety of sources. This ensures that students are kept well informed of ongoing activities and events. The social programme is closely tailored to the needs of the student body and is often centred on academic or professional skills and is generally free or available for a minimal cost.

A range of activities run throughout the academic year, including summer school activities offered outside the usual teaching time. Students value the comprehensive social programme that is inclusive of students' religious and cultural backgrounds, and inspection findings support this view.

Activities that are organised by the Institution are appropriately managed by individuals who have sufficient experience or qualifications to deliver the activity in a safe and appropriate manner.

Students are provided with a variety of formal and informal channels to participate in extramural activities that begin in induction week and include returning as well as new students. During the local restrictions at the time of the inspection, the Institution had been proactive in its approach to developing an online social programme that effectively fosters a sense of community among those students who have been partaking in remote teaching activities only.

Students are provided with effective channels for peer interaction, including in-person events and forums as well as digital forums provided via the VLE. Students also engage with each other via social media channels. The variety of channels available has developed a very supportive and engaged environment among students themselves.

INSPECTION AREA – PREMISES, FACILITIES AND LEARNING RESOURCES

20. The institution has secure possession of and access to its premises

20.1	The institution has secure tenure on its premises.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
20.2	The institution has the legal right to use these premises for the delivery of higher education.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

20.3 Where required, the institution has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature. Yes No NA

This standard is judged to be: Met Partially Met Not Met

Comments

At the time of the inspection, the Institution had secured long leases on the three premises currently approved by the SQAA for the delivery of higher education. At the Nova Gorica and Kranj campuses, the Institution occupies the first floor of a shared building. In Ljubljana, the premises are spread over four floors.

The Institution is able to hire a large external hall facility for the annual graduation ceremony each year.

21. The premises provide a safe, secure and clean environment for students and staff

- 21.1 Access to the premises is appropriately restricted and secured. Yes No
- 21.2 The premises are maintained in an adequate state of repair, decoration and cleanliness. Yes No
- 21.3 There are specific safety rules in areas of particular hazard (e.g. science laboratories), which are brought to the attention of students, staff and visitors. Yes No NA
- 21.4 General guidance on health and safety is made available to students, staff and visitors. Yes No
- 21.5 There is adequate signage inside and outside the premises and general information is displayed effectively. Yes No
- 21.6 There is adequate circulation space for the number of students and staff accommodated and a suitable area in which to receive visitors. Yes No
- 21.7 There are toilet and hand-washing facilities of an appropriate number and acceptable level of cleanliness. Yes No
- 21.8 There is adequate air conditioning, heating and ventilation in all rooms. Yes No

This standard is judged to be: Met Partially Met Not Met NA

Comments

Students benefit from access to centrally located, clean and secure premises at each of the three delivery sites. Access to each building is via a staffed reception area to monitor and restrict access as required. The leased premises are modern, bright and professionally decorated and maintained to a high standard.

The Institution has appropriate external contractors in place to provide security, cleaning, IT facilities and technical support, along with health and safety and maintenance services. A dedicated premises manager is in place at each location to ensure that the premises are effectively maintained and provide a comfortable location for work and study.

Health and safety notices are displayed throughout the buildings, including at emergency exit routes. General information and signage are appropriate and accessible, including signs in Braille where required to support students with visual impairments. Washrooms are well appointed and clean, including adequate numbers of accessible washroom facilities.

Managers confirm that there is adequate space for the number of students, staff and visitors using each premises at any one time, along with adequate air conditioning, heating and ventilation in all rooms. No indicators to the contrary were identified during the inspection.

22. Classrooms and other learning areas are appropriate for the programmes offered

- 22.1 Classrooms and other learning areas provide adequate accommodation in size and number for the classes (e.g. lectures, seminars, tutorials) allocated to them. Yes No NA

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|------|---|---|
| 22.2 | Classrooms and/or any specialised learning areas (e.g. laboratories, clinics, workshops, studios) are equipped to a level that allows for the effective delivery of each programme. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 22.3 | There are facilities suitable for conducting assessments such as examinations. | <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

Students have access to a number of appropriately sized and equipped classrooms and learning spaces at each delivery site. These are adequate for the number of students using the premises at any one time.

Large lecture rooms are used for examinations and larger halls can be rented when required. These facilities meet the current needs of the Institution and the study programmes offered.

23. There are appropriate additional facilities for students and staff

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|------|---|---|
| 23.1 | Students have access to sufficient space and suitable facilities for private individual study and group work. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 23.2 | Academic staff have access to sufficient personal space for preparing lessons, marking work and consultations with students. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 23.3 | Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 23.4 | Students and staff have access to secure storage for personal possessions where appropriate. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 23.5 | There are individual offices or rooms in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 23.6 | Administrative offices are adequate in size and suitably resourced for the effective administration of the institution. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The three premises provide appropriate additional facilities for both staff and students. Students have access to lecture rooms, classrooms, computer areas, conference rooms and the library space for group work and individual study as required.

Staff have access to a small number of flexible office spaces when visiting and working on campus to meet with students, prepare lessons and mark work. These can be booked to ensure availability and access. At the Ljubljana campus, teaching staff have access to a dedicated and comfortable social area for the consumption of food and drink. The Nova Gorica campus also has separate rest areas for students and staff.

While there are no dedicated student lockers, students can store their personal belongings securely with the student affairs office for temporary safekeeping. Managers confirm that the student councils have been consulted on the need for additional storage, but there is no identified need from the student population. Inspectors found no indicators to the contrary during the inspection.

At the Ljubljana campus, the premises benefit from a large, flexible lobby space that can be used for conferences, academic forums, staff meetings and presentations. A range of offices and conference rooms can be used by academic staff and managers for staff meetings as and when required. Administrative staff have access to appropriate office accommodation that is appropriate for their needs.

24. The library is appropriately stocked and provides a fit-for-purpose learning resource for the student body

24.1	There is sufficient provision of learning materials, including books, journals and periodicals and online materials.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
24.2	There are clear, systematic and effective means of ensuring the adequacy and currency of library stock to reflect staff and student needs.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
24.3	The library has sufficient space for student independent study and group working.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
24.4	There is a well-organised lending policy.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
24.5	The library is adequately staffed with appropriately qualified and experienced staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
24.6	Library opening times are sufficient to encourage and support students' independent learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

Students have access to a well-stocked library facility that supports their learning needs well. The main Ljubljana campus holds a good range of hard-copy books, journals and periodicals. This stock is supplemented by an impressive range of online materials, including electronic books and journals that are accessible to all students. Although only a very small selection of physical library stock is available at the Nova Gorica and Kranj campuses, students can request physical books and journals from the Institution's main library in Ljubljana easily and quickly if required.

Library stock is renewed throughout the year in consultation with faculty staff and students. Both students and faculty staff can request new literature for procurement at any time, which ensures that resources are current and support the different study programme effectively.

Students can use the various computer facilities and meeting spaces in the Ljubljana campus library for independent study or group work. Other delivery sites have appropriate spaces available too.

A clear and well-organised lending policy is in place. The policy is well supported by a professional and efficient electronic management system that allows all users to search the library catalogue, request books, and manage loans and renewals. An online interface provides users with easy access to a very good selection of research databases. Students have access to up-to-date reading lists published on the VLE and can access interlibrary loans when needed for an even greater selection of learning resources if required.

Students benefit from the services and expertise of appropriately qualified and experienced library staff. Staff provide a range of professional support services, including the checking of student theses for authenticity using appropriate online software.

Library opening times provide students with good access to the learning resources they need for their studies.

25. The information technology resources are well managed, effective and provide a fit-for-purpose learning resource for the student body

25.1	There is appropriate technological access and sufficient connectivity to enable students to study flexibly.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.2	Students have effective online resources that assist with their learning, optimise interaction between the institution and the students, and enhance instructional and educational services.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
25.3	There is provision of appropriate, up-to-date software and virtual learning environments that reflect the needs of the programmes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
25.4	There is an effective means of ensuring the renewal of hardware and software to ensure efficiency and currency.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.5	The institution has access to the services of an experienced IT technician who can ensure that systems are operative at all times and provide support to students, academic staff, and students and staff working remotely.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

25.6 The institution makes effective provision for students to access conventional and online resources. Yes No

This standard is judged to be: Met Partially Met Not Met

Comments

Students benefit from a range of IT resources that are well managed and maintained. Students have access to a user-friendly and well-presented VLE that is clear and easy to use. Teaching staff provide a good range of online learning materials to support students' studies, for example recorded lectures, handouts and presentations.

Online resources facilitate effective communication between staff and students and among students themselves. VLE forums are available to disseminate timely updates and messages and to promote class discussions. The student affairs office monitors all VLE course pages to ensure they are up to date, fit for purpose and meet the requirements of study programmes.

Leaders and managers make use of an externally managed IT support service contract that ensures that hardware and software are updated when required and IT resources are well maintained to ensure accessibility and availability.

Students receive appropriate training and guidance on the different IT systems during their induction. Effective ongoing technical support is available for students via the student affairs team, who can also draw on the services of external IT technicians when more advanced support is required.

Training is provided for academic staff to update their VLE resources and integrate more interactive features to engage students. The VLE is hosted on the Institution's own IT servers, but managed and maintained by an external company. Appropriate software backups are maintained on a regular basis. These measures help to ensure that IT services are reliable and operational at all times.

INSPECTION AREA – QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

26. The institution regularly obtains and records feedback from students and other stakeholders and takes appropriate action where necessary

- 26.1 The views of all stakeholders are canvassed and recorded regularly, considered objectively, and analysed and evaluated thoroughly and, where necessary, appropriate action is taken. Yes No
- 26.2 Student feedback is obtained through appropriate formal student representation mechanisms. Yes No
- 26.3 The institution has appropriate formal feedback mechanisms to inform all stakeholders of any action taken as a result of their views. Yes No

This standard is judged to be: Met Partially Met Not Met

Comments

Students' views are proactively sought throughout the academic year across a variety of channels, including student surveys, student representative forums and direct interaction. Other stakeholders' views are canvassed with regard to other areas of the Institution's activities and their views feed into course content and extracurricular activities.

However, there is no systemic approach to the collection and monitoring of stakeholder feedback that leads specifically into programme-level or institutional monitoring processes.

Student representation structures work effectively across the organisation and within each faculty. They provide an effective platform for students' views to be represented to management across a variety of topics. Student representatives are given ample opportunity to provide feedback and work constructively with the Institution to ensure a clear and effective approach to the partnership with students.

Interaction between the Institution and stakeholders is generally strong. Where action is taken based on feedback, it is generally communicated very quickly and transparently and, where there are any delays, this is also communicated effectively. The student representatives reported very high satisfaction with the process in place for reporting on the action taken as a result of feedback.

27. The institution has effective systems to review its own standards and assess its own performance

27.1	All quality management policies and procedures are clearly documented and are brought to the attention of staff and, where appropriate, students and other stakeholders.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.2	The institution's quality assurance policies and procedures appropriately inform its strategic management.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.3	The principles of quality assurance are embedded throughout the institution to ensure a quality ethos.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.4	The institution undertakes regular and systematic monitoring of its operations and reviews all aspects of its performance against clearly specified and appropriate performance indicators.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
27.5	Management compiles regular reports that present the results of the institution's reviews and incorporate action plans.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.6	Particular attention is paid to the quality of the student learning experience and to ensuring that there is fair treatment of all students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.7	The nominated course leader produces an end-of-session, end-of-semester or end-of-year course report that includes measures of student satisfaction, completion rates and achievement levels.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.8	The nominated programme leader, drawing upon reports from its constituent courses, produces an annual programme report, which includes analysis of year-on-year results on student satisfaction, achievement levels, completion rates and progression to further study or employment.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
27.9	Key performance indicators include an analysis of student outcomes in terms of year-on-year performance, which highlights any significant variations.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
27.10	General performance reports include an analysis of year-on-year data, including on student satisfaction, retention and achievement, staff performance (including research and other forms of scholarship) and a review of resourcing issues.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
27.11	Review and revalidation of programmes on a regular basis involves external assessors as appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.12	Institutional systems ensure the effective consideration of programme reports and that appropriate actions are incorporated into action-planning.	<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 range of clear policies and procedures for monitoring the quality of provision. Quality management requirements are brought to the attention of staff through the handbook and as part of induction, and to students through the faculty and student councils. The Institution's quality manual clearly sets out the quality assurance bodies, responsibilities and procedures.

The quality and evaluation committees at faculty and institutional level are the main bodies responsible for monitoring quality management, as set out in the rules of procedure for quality assurance. The quality manual clearly specifies the roles of the Senate and the management board in monitoring the quality of provision. Self-evaluation reports considered by committees are used effectively to form the priorities of senior management. Quality assurance criteria also appropriately inform the action plan of the Institution. The Rector, who chairs the Senate, and the Deans of faculty also have clear responsibilities for ensuring a quality ethos is embedded in all Institution activities, and this is reflected in the faculty and institution self-evaluation reports and action plans.

Self-evaluation reports and annual reports produced at faculty and institution level include key information areas, including new provision, education activity, international initiatives, research activity, recruitment, library and financial matters.

27.4 The self-evaluation reports contain little analysis of student data, particularly that relating to retention, achievement and progression in relation to specific performance indicators, to allow for transparent evaluation of all aspects of performance.

Annual faculty and Institution reports include evaluation of feedback from a range of stakeholders, including students, staff, employers and alumni, to provide an evaluation of operations against strategic targets and to inform new developments. Key strategic areas and objectives are set out for consideration in the action plans and are used to evaluate progress and identify ongoing priorities.

Students are asked to complete student surveys, which provide clear feedback on the quality of their learning experience. Results are analysed at faculty and institution level and reviewed by senior management, the Senate and the management board. Students are also able to contribute to the management and review of the quality of learning and teaching through representation on key committees, including the quality and evaluation committee, as well as providing feedback to management through the faculty and the student council. Students confirmed that they are provided with a high-quality learning experience. Inspection findings confirm this.

Appropriate policies and procedures support the fair treatment of students and include clear information on academic and pastoral support entitlement. Student handbooks also include clear information on policies and additional support available.

At the time of the inspection, end-of-module reports had been recently introduced and were being completed at the end of each semester. The Institution plans to introduce new programme reports to provide an annual evaluation of individual programmes. Templates have been drafted, to include consideration of student satisfaction surveys as well as retention, achievement and completion data.

The administration of programmes lies with the course administrators, who are responsible for ensuring that modules are appropriately staffed, with oversight by the Deans of faculty.

The Institution is reviewing the management and leadership of programmes, with a view to appointing programme leaders. The proposed programme leaders will have responsibility for ensuring the effective planning and review of individual programmes, including the production of reports that include appropriate analysis of data and year-on-year comparisons of achievement, completion and progression rates.

27.8 Programme leaders are not currently in place.

27.9 & 27.10 Student achievement data is not currently linked to key performance indicators showing year-on-year variations in achievement, completion and progression rates, as well as levels of student satisfaction. Such analysis would serve to alert management to significant variations that may indicate good practice or areas for development.

The self-evaluation reports provide a clear summary of the staff research profile and of new initiatives undertaken by the Institution to enhance both its provision and to offer staff opportunities to engage in external projects and research. Resources are appropriately reviewed, including premises, facilities and library resources, taking into consideration student and staff feedback.

The review of programmes at a faculty level is undertaken annually and reports are reviewed by senior managers. Reports draw on feedback from students, staff and employers, particularly those involved in the compulsory traineeships. Student councils in each of the faculties meet regularly with faculty Deans and managers to discuss their views and the need for any changes. Programmes are subject to revalidation in line with the requirements of the SQAA, and contributions are sought from employers, external professional experts and students.

The Institution has appropriate mechanisms for the consideration of reports by appropriate bodies, including the quality and evaluation committee, the Senate and the management board. Reports submitted have clear goals and action plans that reflect stakeholder feedback and are linked to strategic targets and objectives.

28. The institution has a strong commitment to, and procedures that facilitate, continuing enhancement of its provision

28.1	Good practice is effectively identified and disseminated across the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
28.2	End-of-session course and annual programme reports include improvement and ongoing developments made and identify further areas requiring enhancement.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
28.3	Action plans for enhancement are implemented and reviewed regularly within the institution's committee structure.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be: Met Partially Met Not Met

Comments

Faculty and institution self-evaluation reports identify good practice in the development of research, facilities, publications and resources and are published on the website. The reports are reviewed by the quality and evaluation committees and the student councils within faculties and by the university quality committee and student council, the Senate and the management board to appropriately inform the Institution's management of its provision.

The identification and sharing of good practice in teaching and learning are largely identified at faculty level through monthly meetings. This is effective in sharing best practice. However, there are limited opportunities for sharing good practice across the Institution.

The quality assurance manual sets out the requirements for the monitoring of performance and reflects national and international guidelines, including the principles of the European Higher Education Area standards and the requirements of the Slovenian Higher Education Authority. Common strategic areas and objectives are clearly assessed in faculty and institution self-evaluation reports, and areas of ongoing and further development are identified, along with plans for the overall enhancement of provision, research and resources.

28.2 At the time of the inspection, the Institution did not produce individual end-of-session programme reports. The Institution plans to develop and introduce standardised report forms for completion twice a year. The planned reports aim to include analysis of year-on-year data, including outcomes of student surveys, and student achievement, progression and completion rates and progress to employment.

The Institution and individual faculty self-evaluation reports include action plans linked to strategic objectives annually. The action plans reflect the outcomes of student and staff satisfaction surveys and consideration of research and the development of international links. The action plans for enhancement are reviewed regularly through a range of committee meetings, and the views of faculty members and students inform the evaluation of progress effectively.

INSPECTION AREA – ONLINE, DISTANCE AND BLENDED LEARNING

29. The institution has suitable staff to ensure the successful delivery of online and distance learning

29.1	Staff have an understanding of the specific requirements of online, distance and blended learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
29.2	Academic staff are properly and continuously trained with respect to provider policies, student needs, instructional approaches and techniques and the use of appropriate instructional technology.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
29.3	Tutors have an understanding of the special challenges and demands of online, distance and blended learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
29.4	Staff ensure students are made aware of the necessary level of digital literacy required to follow the stated programmes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA

29.5 Instructions and suggestions on how to study and how to use the online tutorial materials are made available to assist students to learn effectively and efficiently. Yes No NA

This standard is judged to be:

Met Partially Met Not Met NA

Comments

All teaching at the time of the inspection was taking place online. Prior to this change, the Institution had developed and delivered postgraduate provision through blended and online learning, providing academic managers with a clear understanding of the challenges of online delivery.

All teaching staff have received support in moving their teaching to online delivery through training sessions and guides on how to fully make effective use of the online platforms and systems to support and engage students. The move to the delivery of all provision online has been effectively managed, including through sharing of practice to facilitate student engagement. Training sessions and information are also available through the SQAA to support institutions and raise awareness of online pedagogy. Staff confirmed that the training has been supportive of their teaching practice. However, further development of online pedagogy would support more active student learning practices.

Students are appropriately supported to develop their digital literacy skills through clear instructions for using the virtual online classroom and conference system on the VLE. Student handbooks and induction include support and guidance for accessing online resources, results and teaching, including the use of interactive tools. Additional support is also available to students to support them in accessing online materials and to help them with their learning through the tutorial system as needed.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated

Yes No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

Institution's strengths

The President and management board provide effective, strategic leadership and direction aligned to the guiding mission and vision of the Institution.

Actions required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

Institution's strengths

High levels of effective academic and administrative support ensure that the Institution and member faculties are well managed in line with the Institution's strategic aims and mission.

Actions required	Priority H/M/L
6.7 The Institution must introduce a clearly documented and transparent appraisal system for teaching staff.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
9.3 The Institution must implement a fair and transparent procedure for staff to apply for financial support for research and other professional development activities.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

The employment of part-time lecturers who are also practising professionals supports students to understand subject content applications effectively.

The clear and detailed module descriptors and support materials provided to students through the VLE support students to understand the module content effectively.

Actions required	Priority H/M/L
12.4 The Institution must ensure that students receive clear and constructive feedback on all assessments.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

STUDENT SUPPORT, GUIDANCE AND PROGRESSION

Institution's strengths

The Institution is proactive in developing an online social programme that fosters a sense of community and belonging effectively.

Students are provided with a variety of effective channels for peer interaction, resulting in the development of a very supportive and engaged environment among students.

Actions required	Priority H/M/L
14.8 The Institution must complete a formal risk assessment and put in place training for all staff regarding preventing radicalisation and extremism.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
15.3 The Institution must put in place processes to monitor student progress and provide prompt intervention when students make unsatisfactory progress.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

17.1 The Institution must publish and implement an appropriate policy on required student attendance and punctuality.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
17.2 Leaders and managers must ensure that there are effective procedures and systems in place to enforce attendance and punctuality requirements.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
17.4 Data on attendance and punctuality must be collated centrally and reviewed regularly, and absences followed up promptly through a systematic, institution-wide system.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

PREMISES, FACILITIES AND LEARNING RESOURCES

Institution's strengths

Students benefit from centrally located, modern and professional premises that provide an attractive and convenient place to study.

The library service ensures that students have access to a good range of conventional and electronic learning resources to support their studies and educational goals.

Actions required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

Institution's strengths

There are clear mechanisms for engaging students as partners in the development of policies and the quality assurance process through their representation on key committees.

Actions required	Priority H/M/L
27.4 The Institution must undertake a systematic analysis of student data against appropriate performance indicators.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
27.8 & 28.2 Nominated programme staff must produce annual programme reports that include analysis of year-on-year data of student achievement, progression, completion and student satisfaction, and areas for development and enhancement.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
27.9 & 27.10 Key and general performance indicators linked to analysis of student data and staff performance must be developed and incorporated into reports.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

ONLINE, DISTANCE AND BLENDED LEARNING

Institution's strengths

The good range of learning resources made available through the VLE supports students effectively to complete their assessments.

Actions required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

RECOMMENDED AREAS FOR IMPROVEMENT

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

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

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

COMPLIANCE WITH STATUTORY REQUIREMENTS