

# Decision of the FIBAA Accreditation Committee for Programmes



**95<sup>th</sup> Meeting on June 19<sup>th</sup>, 2015**

**Project Number:** 14/025

**Higher Education Institution:** Primorska University, Koper (Slovenia), Locations: Koper, Celje and Škofja Loka

**Study Programme:** Management (mag. manag.)

The FIBAA Accreditation Committee for Programmes has taken the following decision:

According to § 7 (2) in conjunction with § 10 (1) in conjunction with § 10 (2) of the “Special Conditions for awarding the FIBAA Quality Seal for Programmes”, the study programme is accredited with three conditions.

Period of Accreditation: 19 June, 2015 until end of summer semester 2020

**Attention:** Extension of the Period of Accreditation in due to COVID-19 till end of summer semester 2021

Conditions:

1. The Faculty establishes a procedure for the recognition of prior learning in accordance with the Lisbon Recognition Convention (see chapter 3.1).
2. The Faculty implements a quality assurance system for the ongoing control and monitoring of the quality of the programme content, processes and outcomes based on the quality circle. In doing so, the Faculty systematically takes into account the results of evaluations and alumni-tracking studies and uses this feedback for continuous improvement. Evaluations of students explicitly refer to their workload in order to verify if the estimated workload corresponds with the actual workload (teaching time, self-study time, examinations). They properly take into account feedback from staff and external stakeholders (see chapter 5.2).
3. Student evaluations of individual modules are carried out at the end of the respective semester (see chapter 5.3).

**The conditions are fulfilled.**

**FIBAA-Accreditation-Committee for Programmes on November 24th, 2017.**

The FIBAA Quality Seal is awarded.

## Assessment Report

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**Higher Education Institution (HEI):**

Primorska University Koper (Slovenia)  
Locations: Koper, Celje and Škofja Loka

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**Master programme:**

Management

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**Qualification awarded on completion:**

Magister Managementa (mag. manag.)

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**Brief description of the study programme:**

The Master programme in Management at Primorska University Koper (Slovenia) provides bachelor graduates with general knowledge and skills in the field of management. Upon completion of the programme, students should understand processes in organisations and their wider economic and social environment from a management perspective, and be able to do independent research and apply practically management methods in organisations. The two-year programme is taught in Slovenian language and mostly targets employed students who aim at advancing their careers.

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**Date of opening of the procedure:**

7 April, 2014

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**Date of filing the self-documentation:**

28 November, 2014

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**Date of the site visit:**

5 & 6 March, 2015

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**Type of Programme:**

Consecutive graduate programme

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**Intended length of programme:**

2 years

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**Mode of study:**

Full-time (part-time possible)

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**Initial start of the programme:**

2009/10

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**Student intake:**

Up to 270

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**Programme cycle starts in:**

Winter semester

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**Number of ECTS point assigned to programme:**

120

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**Hours (workload) per ECTS point:**

25

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**Date of the Meeting of the FIBAA Accreditation Committee:**

18 & 19 June, 2015

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**Resolution:**

Recommendation of the panel members: The accreditation of the programme is under three conditions and is valid for five years.

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**Duration of Accreditation:**

19 June, 2015 until end of summer semester 2020

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**Conditions:**

1. The Faculty establishes a procedure for the recognition of prior learning in accordance with the Lisbon Recognition Convention (see chapter 3.1).
2. The Faculty implements a quality assurance system for the ongoing control and monitoring of the quality of the programme content, processes and outcomes based on the quality circle. In doing so, the Faculty systematically takes into account the results of evaluations and alumni-tracking studies and uses this feedback for continuous improvement. Evaluations of students explicitly refer to their workload in order to verify if the estimated workload corresponds with the actual workload (teaching time, self-study time, examinations). They properly take into account feedback from staff and external stakeholders (see chapter 5.2).
3. Student evaluations of individual modules are carried out at the end of the respective semester (see chapter 5.3).

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**Project Manager:**

Henning Dettleff

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**Panel members:****Prof. Dr. Vlado Dimovski**

University of Ljubljana (Slovenia)  
Professor for Management and Organisational Theory

**Prof. Dr. Volker Gehmlich**

Osnabrück University of Applied Sciences (Germany)  
Professor for Business Administration and Business English

**Dr. Terence Alfred Clifford-Amos**

International Consultant (Great Britain)  
Member of the Slovenian Accreditation Agency

**Julia Junghänel**

European University Viadrina Frankfurt/Oder (Germany)  
Student International Business Administration (M.Sc.)

# Summary

The panels' assessment takes into account the self-assessment, the results of the site visit and the statement of the HEI to the assessment report.

The Master programme in Management of the University of Primorska in Koper (Slovenia) fulfils with few exceptions the FIBAA quality requirements for Master programmes. The programme can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) under two conditions; that it is in accordance with the National and the European Qualifications Framework in their applicable version valid at the time of opening of the procedure: that it has a modular structure, has been assigned ECTS points and leads to the academic degree of Magister. The degree is awarded by the University of Primorska.

The panel members identified the need for action regarding the regulations on recognition of prior learning and the quality assurance system at the Faculty. Therefore they recommend the accreditation under the following three conditions:

1. The Faculty establishes a procedure for the recognition of prior learning in accordance with the Lisbon Recognition Convention (see chapter 3.1).
2. The Faculty has implemented a quality assurance system for the ongoing control and monitoring of the quality of the programme content, processes and outcomes based on the quality circle. The Faculty systematically takes into account the results of student evaluations and alumni-tracking studies, feedback from staff and external stakeholders and uses this feedback for continuous improvement (see chapter 5.2).
3. Student evaluations of individual modules are carried out each semester (see chapter 5.3).

Proof of meeting this condition is to be supplied by 19 March, 2016.

Some other quality requirements have not been fulfilled either:

- positioning of the programme on the job market for graduates (see chapter 1.2);
- internationality of the student community (see chapter 3.3.);
- foreign language content (see chapter 3.3.);
- process organisation and administrative support for students (see chapter 4.2);
- establish an external Advisory Board (see chapter 4.2.);
- cooperation with higher education institutions (see chapter 4.3);
- cooperation with enterprises and other organisations (see chapter 4.3);
- individual counselling and welfare services for students (see chapter 4.5);
- quality feedback by teaching staff (see chapter 5.3);
- external evaluation by employers, alumni and third parties (see chapter 5.3).

All these items are not asterisk criteria, so that further conditions are not necessary. The measures, which the institution takes to solve the identified problems, are to be considered in the context of the re-accreditation.

Furthermore, the panel members identify potential for the further development of the programme. They recommend

- to strengthen the aspect of deepening the understanding of management in a specific subfield (see chapter 1.1);
- to reduce the number of learning outcomes per module, establish a periodic review and adaptation of them and to clearly link the assessment to them (see chapter 3.1);

- to require full-time students to choose the topic for their master theses in the end of the first study year; to monitor which students have not finished their studies after a critical time period and to offer support to them (see chapter 3.2);
- to use the students' extensive work experience for the further development of the study programme (see chapter 3.4);
- to make more use of work- and project-based learning and to foster communication among teachers (see chapter 3.5);
- to try to find an alternative approach to workload assessment and to have a differentiated evaluation of the administrative services (see chapter 5.3).

The measures, which the University of Primorska eventually takes in order to implement the recommendations of the panel members, are to be considered in the context of the re-accreditation.

For the overall assessment please refer to the quality profile at the end of this report.

## Institutions Details

The University of Primorska (UP) is a public university, which was founded in 2003. The Faculty of Management of Primorska University (UP FM) was already established in 1995 as a College of Management. In 2003, UP FM changed its legal status to Faculty and a month later became one of the founding members of UP.

UP FM covers education and research in the fields of social sciences and management, with a focus on management and interdisciplinary links with economic, business, legal, organisational and behavioural sciences. In addition to education and research, the basic activities of the Faculty are providing consultancy to companies and other organisations, publishing and organisation of international conferences.

At present, UP FM has two undergraduate programmes, three master programmes, two interdisciplinary master programmes and a doctoral programme accredited by the Slovenian National Agency for Quality in Higher Education (Nakvis). All study programmes are designed in accordance with the principles of the Bologna process and should provide a full-line education possibility for undergraduate and graduate students interested in management. UP FM offers a strong research platform for graduates, especially doctoral students, by including them into domestic and international research projects and programmes and publishing their papers in two of their own international scientific journals.

Study programmes are implemented in Koper and at two study centres in Celje and Škofja Loka. However, main activities are held in Koper, where UP FM's headquarters are based.

### **Further development of the programme, statistical data and evaluation results**

The master programme in Management was accredited in December 2007 by the Council for Higher Education of the Republic of Slovenia (since 2010, Slovenian Quality Assurance Agency for Higher Education). The first students enrolled in 2009/10. The study programme was amended in 2013 when, on the basis of enrolment data and student performance, modifications to the structure and content of the courses were made.

In 2009/10, UP FM offered a total of 260 places for full-time and 280 places for part-time students. A total of 170 full-time students (65.7 % of the overall capacity) and 30 part-time students (10.7 % of the overall capacity) enrolled in the first year. In the following three years, more and more places could be filled (2010/11: 75.7 %, 2011/12: 84.6 %, 2012/13: 90.7 %). As a consequence of the rapidly changing environment, demographic changes and the economic crisis, this percentage decreased to 79 % in 2013/14. Very few part-time students are currently admitted as also working students now have access to free study places (paid by the government).

Retention rates are rising each year, which UP FM sees as a sign that the organisation and implementation of the programme is well planned and that students are encouraged and motivated. Student success (on a scale of 1 to 10 where 1-5 is fail, 6 is satisfactory and 10 is exceptional) is at an average of 8.1. The average rate of examination success is satisfactory but could be better in core courses. UP FM aims at further improving the success rate and enrolling more motivated students and has decided to decrease the number of places for full-time and part-time students offered in the next few years.

In Slovenia students are allowed to take an additional year for preparing their thesis. Consequently, the time it takes students to graduate is increasing every year.

# Description and Appraisal in Detail

## 1. Strategy and Objectives

### 1.1 Logic and transparency of programme objectives (Asterisk Criterion)

The basic goals of the study programme in Management are that the students:

- understand the wider economic and social environment as well as globalisation processes from the perspective of the discipline,
- undertake independent research and development as well as professional work,
- understand and apply planning methods, organisation, management and monitoring in organisations,
- critically think through and systematically solve demanding interdisciplinary problems,
- critically judge managerial decisions from the standpoint of sustainable development and social responsibility in organisations.

Graduates will develop these general competences:

- ability to acquire, value, analyse and synthesise different data and information,
- ability to practice research-development methods, procedures and processes,
- critical thinking and self-assessment abilities,
- ability to critically analyse and synthesise as well as predict possible dismissals and consequences,
- ability to use values, knowledge and skills in theory and practice,
- autonomy in professional and research work,
- ICT knowledge, skills and abilities,
- ethical reflexivity skills and commitment to professional ethics,
- team working skills, tolerant acceptance and respect for constructive criticism and comments,
- ability to use professional terminology from several interdisciplinary areas, e.g. administrative and organisational sciences, economic and business sciences, law, sociology and political studies,
- ability to use interdisciplinary values, knowledge and theory and analytics in theory and policies in practice in a critical manner,
- ability to interpret their own views and conclusions,
- ability to analyse critically the causes and consequences of changes within organisations as well as in the economic, social and natural environment which are essential for their sustainable development.

Furthermore, students will develop these course specific competences:

- critical understanding of fundamental hypotheses and the historical development of management theory;
- ability to lead research and development and operational work in large, medium-sized and small organisations;
- ability to design, develop and implement modern managerial solutions by using scientific methods and procedures;
- ability to plan, organise, manage and control the operations of an organisation and/or area of responsibility;
- ability to use modern ICT;



- ability to design, plan and assess strategic development options for organisations in an ethically and socially responsible way;
- ability to write a business plan and programmes within a company.

The programme assures a balance between components of management (planning, organisation, directing and monitoring processes in organisations) and economic, business and legal components.

All core and elective courses enable students to gain all general and course specific competences. Curricula are designed in such a way that courses are horizontally and vertically interconnected within one study year and build up through the programme.

## Appraisal:

The panel finds that the learning objectives of the programme are fully identified, explained and presented. They clearly embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality. They are derived from a very broad understanding of the target group, namely bachelor graduates of any discipline who want to broaden and deepen their understanding of management in order to prepare themselves for middle management positions. This broad understanding of the target group explains why the learning objectives are rather general and express the ideal profile of managers independently of industrial branch or functional area.

The employers confirmed the broad qualification profile of the study programme and pointed out that graduates had a broad knowledge of management issues and could be employed in various departments. At the same time, they could give a clear description of their skills and competences: According to them, the graduates could generate new approaches to existing problems and had the ability to come up with new solutions, were good in the use of modern ICT and in dealing with numbers. They also mentioned that graduates were good team workers and could adapt flexibly to various situations.

The panel finds that the learning objectives reflect the goal of UP FM to give students a *broad* understanding of management. At the same time, they recommend to strengthen the aspect of *deepening* this understanding in a specific field, which was also mentioned as a goal and is to the panel's understanding the function of the elective modules. For that purpose, UP FM might want to propose certain clusters of electives to the students (e.g., with relation to a business functions or industrial branch) and counsel them more intensively in the selection process. The panel also noticed that some of the teachers did not seem to have contributed to the definition of the learning objectives of their modules but rather inherited them. They recommend to have regular evaluations and discussions of them in the context of UP FM's quality assurance system (see chapter 5) and always to check their relevance against the European Qualifications Framework. UP FM stated that teachers were regularly asked to review their syllabus and upgrade it, which the panel welcomes.

The learning objectives to be acquired correspond with level 7 of the European Qualifications Framework. They have not yet been related to the current draft of the National Qualifications Framework, which is still being developed.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.	<b>STRATEGY AND OBJECTIVES</b>					
1.1*	Logic and Transparency of Programme Objectives			X		

## 1.2 Positioning of the programme

The programme is positioned as a general management programme with interdisciplinary elements. Students do not only acquire broad and general knowledge in management but can also choose courses in special fields, as well as in economics, business and law. UP FM intended to design the study programme in a way comparable with similar programmes at Helsinki School of Economics (Finland), Copenhagen Business School (Denmark), and Kranner School of Management at Purdue University Indiana (USA).

The central target group for the programme are students with an undergraduate diploma in management, business and law. However, students with other disciplinary backgrounds (e.g., in engineering), who need some managerial knowledge, are also accepted. As the programme is implemented in three different study centres, students from all over Slovenia are enrolled. UP FM has offered some of the modules in English for Erasmus students and in the International Summer School. The Faculty intends to deliver more courses in English in order to attract more foreign students. Furthermore, it is currently negotiating with a foreign university to implement the programme at their premises in English.

UP FM states that the programme is a response to the demand of the labour market for middle managers in many different fields within the business environment (e.g. marketing, human resources, finance and accountancy). The broad coverage of management issues is understood as an advantage as it gives graduates flexibility in the labour market. Graduates might find employment in a broad set of branches or develop business start-ups and are also qualified for a broad range of tasks in the field of research and development. Around 50 guest lecturers from the business environment share their knowledge and experience and ensure a continuous adaptation of the programme to the demands of the labour market. The latest result of a survey on employability (April 2014) shows that all respondents (19 out of a total of 43) are in full-time employment.

UP FM offers studies in management at the undergraduate, postgraduate and doctoral level. This programme is the Faculty's main postgraduate programme. Around 35 % of all students at UP FM are enrolled in it. The programme is delivered in all three study centres. It is a logical continuation for UP FM's bachelor students. An average of 35 % of them enrol in it and make up about 25 % of the student cohort, while 75 % come from other institutions in Slovenia.

### Appraisal:

The reasons given by UP FM for the positioning in the education market are plausible. The panel finds that the chosen position is not a very specific one and rather reflects a "catch all" philosophy: Many students indeed graduated from a bachelor programme in management, others have a different background; most have work experience and work full-time parallel to their studies, while others study full-time. While these student groups clearly have different preferences, the study programme attempts to satisfy all of them: UP FM stresses both the research orientation and academic work done in the classes, as well as the applicability of the knowledge acquired. The panel has the impression that the programme is suitable for attracting all students who live and work in the region and who want to obtain an advanced degree in management at an institution which is regionally close.

While the regional orientation explains well the position of the programme on the education market, it fits less with the positioning on the job market. As was pointed out before (see chapter 1.1), UP FM has defined a very broad profile of the graduate as being prepared for middle management positions in all functions and branches. There is no clear relation between the graduate profile and the competences that are demanded by the companies in

the greater region, and UP FM does not explicitly refer to the regional job market when describing the position of the programme. Currently, this lack of focus and clarity is not a disadvantage for the students as the local companies know and appreciate the work of the Faculty. If UP FM wants to attract more students from abroad (see chapter 1.3) or if more graduates are intending to seek employment outside of the region, the panel recommends to define a clear unique promoting point and give a clear picture of where the graduates can find employment. The panel is happy to hear that UP FM will cooperate more closely with the Employers' Association and employ a coordinator for company relations.

The master's programme in Management is clearly a rather dominant programme within UP FM and thus has a prominent place within the Faculty's strategy, including the internationalisation strategy (see chapter 1.3).

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>1.</b>	<b>STRATEGY AND OBJECTIVES</b>					
1.2	Positioning of Programme					
1.2.1	Positioning of the Programme on Education Market			X		
1.2.2	Positioning of the Programme on Job Market (Employability of Graduates)				X	
1.2.3	Positioning within HEI's overall Strategy			X		

### 1.3 International orientation of the programme (Asterisk Criterion)

UP FM has defined an internationalisation strategy for the upcoming years, as it considers the Slovenian environment to be too small for the future activities. Opportunities for development are seen in Central and South-eastern Europe as well as in growing markets outside the continent, like Turkey, China and India. This programme is currently being prepared in English and will be promoted in the next couple of years in these countries. By doing so, UP FM intends both to become a truly international institution and to raise additional funds. The Faculty also intends to offer non-degree courses for foreign students in English. In the long run, the study programme might be fully offered to foreign students either in Koper or in cooperation with partner institutions abroad.

UP FM states that the current programme is not prepared with an explicit international orientation. However, attention is paid to national and international trends in the respective fields as well as research published worldwide when preparing the content of the modules. The international aspects of business are specifically addressed in the modules "Business and Equity Alliances" and "Dimensions of International Business". Most of the required and recommended literature is international, and students are encouraged to use foreign references when preparing papers and projects.

UP FM is involved in various mobility programmes. There are several exchange opportunities through ERASMUS and CEEPUS available for students, Faculty and staff exchange. Only 3 % of the students come from abroad, and an even less percentage of Slovenian students do parts of their study abroad. In the future, UP FM aims at offering exchange programmes with partner institutions abroad, promoting them among companies and building up a reputation of being a career booster for internationally experienced staff in companies with international activities.

In general, UP FM encourages co-operation with universities and other educational and research institutions from abroad and has signed several bilateral cooperation agreements. Cooperation covers international projects both in the development of educational activities and in international research projects. UP FM organises an international summer school as well as international scientific and professional conferences and scientific meetings.

## Appraisal:

The panel finds that the study programme takes into account international aspects of the discipline. At the same time, it agrees with UP FM that internationalisation is currently on a rather low level.

The panel took note of the internationalisation strategy, which has been developed and is currently implemented at the Faculty. It appreciates that it is shared widely by the faculty and also supported by the University's management. This strategy focuses less on the design of the study programme but rather on opening international markets for it by increasing the number of foreign students and offering it at locations abroad. The panel finds that this might be a reasonable second step, after implementing more international and intercultural aspects into the curriculum and recruiting foreign teachers in order to make the programme more attractive for an international audience. As part of the first step, UP FM should also define the study programme's unique selling point and clarify the position of international graduates on the job market (see chapter 1.2). Moreover, international activities should only be extended after having implemented a strong quality assurance system (see chapter 5).

While appreciating UP FM's high ambitions, the panel would like to draw the Faculty's attention on the challenges of its internationalisation strategy. In order to be successful, both management and faculty need to become familiar with the partner countries on which they wish to focus, notably their educational system, culture and legislation. A proper execution of the strategy implies an investment of resources, including a thorough planning and a professional marketing of the programme.

The panel would also like to encourage UP FM to consider a more intensive cooperation with foreign institutions in the greater region, especially in Italy and Croatia. The panel members find that cooperation with such institutions could be intensified, which would clearly add value for the graduates.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.3*	International Dimension of the Programme			X		

## 1.4 Gender equality and equality of opportunity

UP FM states that it ensures equal access and equal treatment of male and female students as well as students with special needs. According to Slovenian legislation, information on the gender of applicants should not be checked in the selection process. More than two thirds of students enrolled in the programme are female.

Students with special needs are entitled to special status depending on their individual needs, and are entitled to due support in all academic issues. This is regulated in the University Regulations for students with special needs. The Faculty provides these students with a teacher tutor who plans an individual study plan together with the student. A student tutor assists students with special needs with those activities they cannot do without their

help. In general, the tutoring system at UP FM provides students with help in study and social life. Student tutors are also assigned to foreign students and mobility students.

Students who are athletes or artists can receive a student status that allows them to adapt the organisation and pace of their study in accordance with their athletic involvements.

## Appraisal:

The University provides equal opportunities for male and female student applicants. The high percentage of female students clearly indicates the success of the institution's strategy to offer equal access. Students with special needs are entitled to receive due support in all academic processes, including access and examination. However, the classrooms which are not located on the ground floor are not suitable for students with limited mobility, as there are no elevators available.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.4	Gender equality and equality of opportunity			X		

## 2. ADMISSION (REQUIREMENTS AND PROCEDURE)

The admission requirements for the programme are defined in accordance with the Slovenian Higher Education Act. Candidates who have the following credentials can be admitted:

- a degree from a first-cycle study programme, i.e., 180 ECTS, in the fields of management, economics, business administration or law, or
- a three-year undergraduate professional degree (pre-reform study programme prior to the Higher Education Act 2004) in the fields of management, economics, business administration or law.

Candidates who have a foreign diploma have to apply first for recognition of foreign credentials to establish if they are in accordance with admission requirements. This process is required by law and has to be finished before a candidate is admitted and enrolled in the study programme. Candidates from other academic fields may enrol after passing examinations in basic economics, introduction to management and jurisprudence. Courses in these subjects are offered on undergraduate level and candidates may join lectures to prepare for the exams.

Students can also enrol in the second year of studies if they have completed courses that are equivalent to at least half of the courses of the first year. The Student Affairs Board decides upon admission. An individual curriculum is set for these students depending on their previous courses.

The Student Affairs Office is in charge of the admission procedure. Candidates who have not submitted all supporting documents are contacted and reminded to do so. After the deadline all applications are evaluated for meeting admission requirements and supporting documents. If the number of applicants who fulfil all requirements exceeds the number of places offered, applicants will be selected based on the grade-point averages (GPA) earned during their undergraduate studies. All candidates with the same GPA as the last admitted on

the list are admitted even if the total number exceeds the number of places offered. However, up to now the number of applicants has been on a level which allowed UP FM to admit all candidates with the necessary credentials.

All candidates will be notified in writing of their admission to the programme and – in case of admission – sent an enrolment package. Admission results for the first application period are announced by mid-September. Admitted candidates must confirm their place and enrol to be registered as a student by the end of September. Should any places remain available, the Faculty will announce and publish a second application period.

The National Regulations on the Pre-registration Announcement and Enrolment in Higher Education also cover the enrolment and the selection procedure of candidates with special needs. A competent body of the institution decides whether an applicant qualifies for the status of a candidate with special needs on the basis of their application and supporting documents. These candidates can be admitted to the programme if they are eligible for enrolment, have at least 85 % of points needed for enrolment, but have not been accepted in the regular admission process.

There are no requirements of professional experience for enrolment in this programme.

Currently, only specific modules for Erasmus students are offered in a foreign language. However, course literature is frequently in English. All students with a high-school diploma have passed final examinations in at least one foreign language, usually English. In Slovenia foreign languages are normally taught at undergraduate level. UP FM is thus confident that enrolled students gain high competence in the English language (visiting lecturers or English literature). Students that are not Slovenian citizens can prepare their master thesis in a foreign language upon request.

The application process is centralised for all study programmes in Slovenia. Candidates apply for any study programme online on the website of the Ministry of Education, Science and Sport. Instructions for completing the online application on the website are in Slovenian and English. The application must be printed and sent with supporting documents by mail to UP FM.

The admission requirements, admission procedure and the recognition procedures are also published on the UP FM website in Slovenian and in English and are communicated to the public in an open tender for applications in May/June every year. Open days are held twice in Koper, Celje and Škofja Loka before the application deadline in June and end of August. Information about the programme is presented in a brochure in Slovenian, English and Russian language which is distributed to prospective students and also published online to download.

## Appraisal:

The admission requirements and procedure are defined, comprehensible and transparent. The national law of Slovenia is duly taken into account. As all modules are offered in Slovenian, foreign language competence is ensured to the extent that it is necessary for the successful completion of studies. When implementing the programme in English, as it is currently planned by UP FM (see chapter 1.3), the admission requirements will require adjustment.

The admission procedure is described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>2.</b>	<b>ADMISSION (REQUIREMENTS AND PROCEDURE)</b>					
2.1*	Admission Requirements			X		
2.2	Selection Procedure (if available)					X
2.3	Professional Experience					X
2.4*	Ensuring Foreign Language Competence			X		
2.5*	Transparency of Admission Procedure			X		
2.6*	Transparency of Admission Decision			X		

### 3. Implementation

#### 3.1 Content

UP FM developed the curriculum on the basis of the programme's learning objectives, as described in chapter 1.1. The general and specific competences and learning outcomes of each module are linked to the overall learning objectives and to the overall aims of the programme. The programme should assure a balance between the various components of management (planning, organisation, directing and controlling processes in organisations) as well as general economic, business and legal components.

The curriculum contains the following mandatory modules:

Number of unit	Core/mandatory modules	ECTS
1	Management and Organisation (Year 1)	9
2	Financial Operations (Year 1)	9
3	Strategic Management (Year 1)	9
4	Legal Aspects of Management (Year 1)	9
5	Sustainable Growth of an Organisation (Year 2)	9
6	Supply Chain Management (Year 2)	9

Moreover, the students can choose four optional modules from a range of 22 modules offered within the programme (see below). They can also choose modules offered by other faculties, Slovenian universities or universities abroad to the extent of 36 ECTS.

Number of unit	Elective/optional modules	ECTS
1	Business and Equity Alliances	9
2	Knowledge Management	9
3	Management of Virtual Organisations	9
4	Project Management	9
5	Management for Non-profit Organisations	9
6	Corporate Social Responsibility	9

7	Organisational Behaviour	9
8	Human Resource Management	9
9	Operations Management	9
10	History and Critique of Managerial Theories	9
11	Challenges of Critical Management	9
12	Dimensions of International Business	9
13	Projecting and Implementing an Entrepreneurial Idea	9
14	Entrepreneurship	9
15	Management of Creativity and Innovation	9
16	Business-to-Business Marketing	9
17	Marketing Communications	9
18	Creative Marketing for New Products	9
19	Management of E-learning and E-training	9
20	Management of E-business	9
21	The Challenges of Information Society	9
22	European Labour Law and Social Security Law	9

The panel learnt that the minimum number of students per elective module is 5, so the number of electives offered is between 10 and 15.

Instead of choosing from the elective modules offered by the programme, students can also

- choose elective modules which are part of another UP FM programme at the same level;
- choose modules to be implemented in English at UP FM during the academic year for foreign Erasmus exchange students;
- choose modules held in English at the UP FM International Summer Faculty;
- choose modules offered at other faculties of UP on the basis of the university mobility programme;
- choose modules offered at other universities in Slovenia;
- choose modules offered at universities abroad.

The curriculum also contains two modules “Research Methods” (each 3 ECTS credits), one in the first and one in the second year. They provide students with a deeper methodological understanding needed for the preparation of the master’s thesis. The “Professional and Research Portfolio” – again two modules in year 1 and 2 with each 3 ECTS credits – are meant to give students insight into practical research activities and link theory to practice.

UP FM states that modules are arranged from general to specific. This provides students with the base for understanding contents of the second year modules which are more in-depth and specifically address individual thematic areas. In the second year of studies, modules cover content that gives insight into the broader business environment and students may choose with accordance to their own preferences and needs.

The title of the qualification is “magister/magistrica managementa”, which is equivalent to “Master in Management”.

Integration of theory and practice is achieved by involving experts from the professional field and inviting guest speakers from the business environment. UP FM regularly invites experts from various public institutions and private and public business entities and organises academies, round-tables and public presentations with 50 different speakers per year. Moreover, theory and practice are linked through case studies and by involving students in project and research work in the context of the Professional and Research Portfolio. Teachers also link theory and practice in the classroom by applying activating teaching methods such as discussions, role-playing, case studies, critical reflections and critical thinking and evaluations within the course contents. Students learn to form a critical attitude



toward theory and practice. Teachers involve their students in on-going research projects and applicative projects.

The programme is designed to broadly cover issues relevant for managing processes in any organisation. The programme thus includes modules in different fields and disciplines, notably management, economics and law.

The Professional and Research Portfolio serves to broaden the academic competence of the students. They consist of seminars and workshops, active participation in conferences and round-tables, participation in projects, publication and presentation of papers, active involvement in the educational work, exceptional professional and academic achievements, participation in university reading seminars and tutoring. Methodological skills are gained during two methodological modules. Searching and using literature and other academic skills are present in all modules where students need to hand out written essays or short papers. In addition, workshops and research seminars are organised to cover content such as project writing, using databases, data analysis, copyright etc. Moreover, students have the opportunity to present their papers and research at the annual student conference FREM as well as in an international scientific conference organised annually by UP FM. The master thesis (18 credits), which is written in the final semester, is an opportunity for students to show how they can implement theoretical findings into practical cases they work on during their studies. Employed students often prefer to apply their acquired knowledge and skill into cases from their businesses.

In the syllabus of each module, teaching methods and type of examinations are described. These have to be in accordance with the defined learning objectives and with the generic and course-specific competences. Three examination periods are planned each academic year: one in winter (end of January until end of February), one in the summer (June-July) and one in autumn (August-September). Slovenian legislation allows students to repeat a written examination three times in one academic year. Examination formats for the different modules are written exam, oral exam, mid-term examinations, longer and shorter written assignments, project and research work as well as the Master's thesis. Students are generally successful in final examinations. Full-time students achieve an average grade of 8.1 on the scale of positive grades from 6 to 10, where 10 is the highest grade. About a third of full-time students need to repeat examinations.

## Appraisal:

The panel finds that the curriculum adequately reflects the qualification objectives of the study programme. The modules are designed so that they meet level 7 of the European Qualifications Framework, in terms of knowledge, skills and competences. The contents of the modules are well-balanced, logically connected and oriented towards the intended learning outcomes. However, the format of assessment is sometimes not clearly linked to the learning outcomes to be assessed – also because the number of learning outcomes per module is very high, in one case even 31. The panel recommends to reduce the number of learning outcomes per module and to clearly link the assessment to them. The panel also recommends to establish a periodic review and the adaptation of learning outcomes and contents, and to strengthen the expertise within the faculty on how to develop and write learning outcomes.

The programme name and the name of the awarded degree are clearly in line with the study programme's content.

The study programme has an interdisciplinary approach by linking management to economics and law. The vast range of elective modules enable students to take several different perspectives on management. The employers confirm that the graduates have a

broad knowledge and a flexible approach towards problems. Seminars and tutorials contain many practical exercises, where students learn how to apply their knowledge in practice. The examinations also contain questions on the application of theories in practice. The work experience of most students, normally gained during study, facilitates the integration of theory and practice. Students also acquire adequate methodological competences.

The examinations and master theses presented to the panel all fulfil the formal requirements and show that students and graduates are able to pursue academic work at the required level.

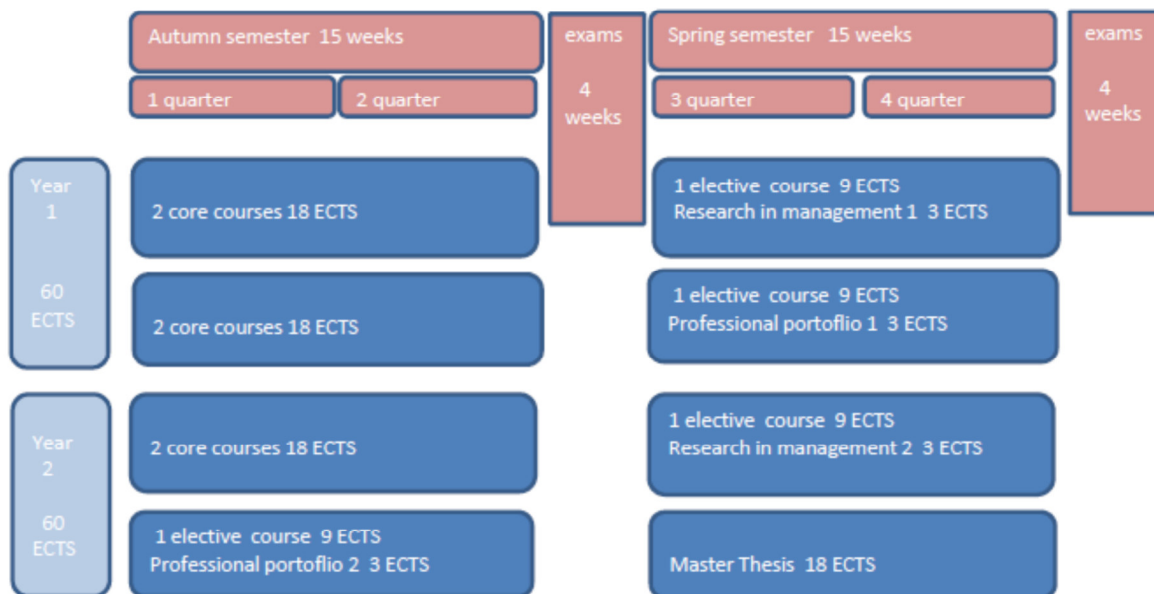
Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>3.</b>	<b>PROGRAMME DESIGN</b>					
3.1	Content					
3.1.1*	Logic and conceptual Coherence of Programme / Curriculum			X		
3.1.2*	Rationale for the Qualification Title			X		
3.1.3*	Reasons given for programme description			X		
3.1.4*	Integration of Theory and Practice			X		
3.1.5	Interdisciplinarity			X		
3.1.6*	Methodological Competence and Academic Work			X		
3.1.7*	Performance in Examinations and Thesis			X		

## 3.2 Structure

The programme is designed for full-time students (and is mentioned as such on the Faculty's website) but can also be studied in part-time. The study programme is officially full-time; however, the programme is designed so that students have the possibility to study part-time: Courses are only in the evening, and modules can be chosen rather flexibly. Most of the students work at the same time. Consequently, the students study longer than two years on average (3.7 years). The panel learnt about the advantages of this model, which is rather common in Slovenia. Students do not have to pay tuition fees, and it does not lead to any other disadvantages as they do not have to finish their studies within a certain timeframe. However, Primorska should consider means towards the the timely completion of studies.

As explained above, the programme consists of six mandatory modules of each 9 ECTS credits (in total 54 ECTS credits), four elective modules of each 9 ECTS credits (in total 36 ECTS credits), two research modules of each 3 ECTS credits (in total 6 ECTS credits), two professional and research portfolios of each 3 ECTS credits (in total 6 ECTS credits), and the Master's thesis (18 ECTS).

**Diagram of Master programme studies**



All programmes at Slovenian universities must be adjusted with ECTS before being accredited by the National Accreditation Agency. The syllabus contains detailed descriptions of the module content, amount of estimated workload for reaching the defined learning objectives and skills. The student workload is reflected by the number of credit points assigned to the modules. Modules of 9 ECTS credits require a student workload of 225 hours, implying a workload of 25 hours per ECTS credit. The modules “Research Methods” and “Professional and Research Portfolio” should require around one third of that workload and are thus awarded 3 ECTS credits. The overall workload embrace lectures and tutorials, blended learning and e-learning, and individual study obligations. The mixture between these learning formats depends on the learning objectives and competences to be achieved by students and on the methods of assessment and grading. The exact structure and student workload are defined by the module coordinator in accordance with the contents and planned learning objectives and competences and approved by the Senate.

Examination and grading regulations at institutional level, including regulations on preparing and presenting the Master’s thesis, have been accepted by the Senate. At faculty level, the regulations have been amended in view of specific procedures and content of programmes. Methods of assessment differ by module and are defined in the syllabus; typically, students have to produce an assignment, give a presentation and pass a written or oral final examination. The final grade can consist of different types of examinations or assessments. Professors assign students their final grade upon completing all obligations within the module. All UP and UP FM regulations are in accordance with the Statute of the University and the Slovenian legislation in the field of higher education.

UP FM states that study periods abroad are generally recognised. However, the examination regulations do not mention any specific procedure for the recognition of prior learning.

Students can begin working on their thesis when they have completed all modules, with the possible exemption of the presentation of their portfolio. Before presenting the thesis all study obligations have to be completed. The grades given for students’ examinations range between 10 (excellent) and 6 (poor); marks 1 through 5 are failing grades. Alternatively, grades can be “pass/fail” or “recognised/non-recognised”. For students with special needs, the methods of assessment can be adapted, taking into consideration their special needs (for

e.g. dyslexia, hearing or visual impairment). The decision is taken by the module coordinator or, when appropriate, by the Board for Student Affairs.

Student workload is defined by the Criteria for Credit Assignment to Study Programmes According to ECTS, issued by the Council for Higher Education of the Republic of Slovenia. An ECTS credit is equal to about 25 hours of work. The estimated workload of a student including all activities for completing their studies amounts to 1500 to 1800 study hours per year. Organised forms of course work of two years amount to a total of 464 hours and 2.536 hours of individual students work. Student workload is monitored by teachers. Students evaluate their workload per module within a yearly student survey.

## Appraisal:

The panel finds it plausible to offer a full-time programme while at the same time allowing part-time students to take part in it. However, by carefully examining actual study behaviour, the panel finds that UP FM should take into account the fact that the great majority of students study part-time. Efforts to encourage students to finish their studies within two years can thus be limited to the comparatively small group of full-time students. In particular, the panel recommends

1. to improve the monitoring of student workload as part of the quality assurance system (see chapter 5);
2. to ask full-time students to choose the topic for their master theses already in the end of the first study year in order to give them the opportunity to have a more focused specialisation in the second study year;
3. to monitor which students have not finished their studies after a critical time period and to offer support to them.

As to point 2, the panel recommends that the Professional Module in the first year should be designed as a preparation for the master thesis, including the selection of the topic, and might even be called like that. This would create a good basis for the evaluation of the master theses, as the criteria and standards would be clear to everybody. The panel welcomes the fact that UP FM has already adjusted the module design in this direction. The elective modules should rather be put in the second year, when students have already decided about their focus areas and the topic of their theses. Also the Methodological module in the second year would be more geared to the study focus of the students, as methodologies are different in different areas of management.

All regulations are checked by a competent person for compliance with Slovenian law. With regard to the examination regulation, however, the panel finds it important that the principles of the Lisbon Recognition Convention – meaning that non-recognition of any prior studies at higher education institutions needs to be explicitly justified by the institution on the basis of substantial differences in learning outcomes – should be clearly documented. They recommend that accreditation is granted under the following **condition**:

The Faculty establishes a procedure for the recognition of prior learning in accordance with the Lisbon Recognition Convention.

With regard to student workload, the panel is confident that full-time students can finish their studies within the projected period of time. Part-time students need more than two years to finish their studies, which is communicated transparently, so that they are well aware of that. As they do not have to pay any tuition fees and find an appropriate learning environment, the projected workload is feasible for them as well. However, the panel identified problems of workload calculation and related follow-up procedures in the framework of the quality-assurance system (see chapter 5). This is especially true for the module “Research

Portfolio”, which the panel recommends to monitor specifically and to adjust its stated workload, if necessary.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>3.</b>	<b>PROGRAMME DESIGN</b>					
3.2	Structure					
3.2.1	Structure of the Programme (Core Subjects / or Specialisations (Compulsory Electives) / optional Electives/ practical Components)			X		
3.2.2*	Application of the "European Credit Transfer and Accumulation System (ECTS)" and the Modularisation			X		
3.2.3*	Study and Examination Regulations				Condition	
3.2.4*	Student workload			X		

### 3.3 Internationality

UP FM points out that the subjects of the study programme contain the latest practical and theoretical knowledge and are not limited to the Slovenian context. This allows students to face the challenges of the international markets and enables them to find work abroad. Through activities such as round-tables and guest lectures with internationally experienced professionals, students encounter the specific realities of foreign markets and the challenges of different regulations and business practices as well as intercultural differences.

Most students are Slovenian citizens, only about 3 % of them come from abroad. This low percentage is foremost because the programme is implemented in Slovenian language and only few courses are offered in English for Erasmus/CEEPUS mobility students. UP FM is currently trying to boost the number of international students by delivering the programme in English. The programme should also be made more visible in the European higher education market. However, programmes in English are not financed by the Slovenian government and students need to pay tuition fees.

The number of incoming mobility students is as follows:

2011/12: 55

2012/13: 71

2013/14: 59

The number of outgoing mobility students is as follows:

2011/12: 18

2012/13: 7

2013/14: 12

The Faculty is mostly Slovenian with international experience acquired by teaching in other EU countries, Australia and the USA. UP FM also invites guest teachers through different mobility programmes such as Erasmus and CEEPUS.

The number of incoming foreign teachers and associates is as follows:

2011/12: 14

2012/13: 12

2013/14: 23

The number of outgoing UP FM teachers and associates is as follows:

2011/12: 12

2012/13: 11

2013/14: 15

In 2013/14, foreign faculty from the following institutions visited UP FM through mobility programmes:

- Philipps University Marburg (Germany)
- University of Malta (Malta)
- Higher School of Economics and Computer Science in Krakow (Poland)
- Maltepe University (Turkey)
- University of Applied Science Upper Austria (Austria)
- Universidade de Evora (Portugal)
- Budapest Business School, College of International Management and Business Studies (Hungary)
- Carinthia University of Applied Sciences (Austria)
- Universidad de Pais Vasco, Business Studies College of San Sebastian (Spain)
- Business Academy South West (Denmark)
- Vysoka Skola Banska-Technicka univerzita Ostrava (Czech Republic)
- Università degli Studi di Siena (Italy).

Currently, all regular modules are offered in Slovenian. Teachers, however, include foreign research papers and other course literature in English. Students can choose foreign languages as optional courses offered at other faculties of the University or other faculties in Slovenia.

## Appraisal:

The panel members appreciate the effort of the management and faculty of UP FM to strengthen the international dimension of the programme. They find that the current level of internationalisation of the study programme is still rather low and that UP FM is still on the way of becoming a truly international institution. The library already contains many books in English. The curriculum might be enriched by management topics with a clear international dimension.

With regard to student recruitment, UP FM has a rather regional focus and caters for the needs of (working) students and local companies. This is reflected by the low percentage of foreign students. As most of them do not speak Slovenian, they currently attend separate courses in English language. The panel recommends to create opportunities of common classes and group work in order to bring Slovenian and foreign students in contact with each other and let them benefit from the variety of different national perspectives. As a prerequisite, UP FM should offer some modules in English.

Most of the staff come from Slovenia but there is clear evidence of international experience among them. Additionally, the panel welcomes that UP FM regularly invites guest teachers from abroad.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>3.</b>	<b>PROGRAMME DESIGN</b>					
3.3	Internationality					
3.3.1*	International and intercultural aspects			X		
3.3.2	Internationality of Student Community				X	
3.3.3	Internationality of Teaching Community			X		
3.3.4	Foreign language content				X	

### 3.4 Additional acquisition of knowledge and skills

Students gain application and research-related skills when designing their Professional and Research Portfolios, which consist of seminars and workshops, active participation in conferences and round tables, participation in development projects at UP FM, publication and presentation of papers, participation in educational work, exceptional professional and academic achievement, and participation in university reading seminars and tutoring.

UP FM also organises seminars which give students the opportunity to present their papers, present Master's thesis dispositions and present project findings and research achievements as part of projects conducted at UP FM and elsewhere. The master thesis in the final semester is the result of the students' independent research and application of theory in practice. In the thesis students demonstrate the ability to critically assess theory and apply theoretical concepts learned and apply them to specific cases.

Managerial skills and management concepts form the core of the programme. Ethical aspects are also incorporated in the study programme: students are encouraged to reflect on the ethical aspects of business life, management activities and research, and their commitment to the rules of ethics.

According to UP FM, the development of communication skills and public-speaking skills as well as team-work and conflict management skills is consistently implemented in the curriculum. Students have many opportunities to practice their public-speaking skills by giving presentations. Normally, students present their written assignments in class, which is part of their final grade. Public presentation is also part of the Professional Development Portfolio (presentations of students own published papers, thesis dispositions, work on projects, presentations at conferences) and the final Master's thesis. Moreover, UP FM organises an annual student conference, where students present their papers and practice public speaking. Most courses include both team-work and group assignments and individual assignments.

#### Appraisal:

The panel found clear evidence that students acquire application and research-oriented skills, generic skills, communication and public speaking skills and also become familiar with team-work and conflict handling. They find the module "Research Portfolio" to be of particular importance for that. The panel would like to point out that most students have a lot of work

experience. They recommend that UP FM should take that into account and use it for the further development of the study programme, especially to strengthen application skills.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>3.</b>	<b>PROGRAMME DESIGN</b>					
3.4	Additional Acquisition of Knowledge and Skills					
3.4.1*	Acquisition of application and / or research-oriented skills (only for Master programmes)			X		
3.4.2*	Generic Skills			X		
3.4.3*	Communication skills and public speaking skills / team-work and conflict handling			X		

### 3.5 Teaching Methodology

The teaching and learning methodology for the modules is described in the syllabus. Teachers use a variety of teaching methods: frontal lectures, work in small groups or in pairs, independent work of students, e-learning, explanation, interviews, discussions and debates, working with texts, case studies, role-playing, other forms of student presentation, exercises, field work and others. Teaching methods are in-line with the objectives and competences of the specific module. Students learn in groups of a maximum of 40 students.

Teachers explain the content, learning methods and the planned assignments at the beginning of the module. They also publish a detailed description of the module in the E-classroom. Short descriptions are published on the website and in the annual Student Guide. Students assess the teaching and learning in an annual student survey. Each course and each teacher is being assessed.

The course materials and obligatory readings and recommended literature are listed for each module in the syllabus and published on the website and in the Student Guide. Some faculty publish their own learning materials and literature and prepare their own case studies. Various other materials are available in the E-classroom. A fairly large amount of the reading and literature (books and selected papers) is in English language and is available in the Faculty library. Some learning materials are published by the Faculty of Management Press.

UP FM regularly invites field experts from various public institutions and private and public business entities. These are experts in their field of expertise, especially in senior positions in companies who present practical cases and situations from work and transfer their experience to students. UP FM organises academies, round-tables and public presentations with 50 different speakers per year. Often guest lectures are open to the public. Guest speakers also come from foreign universities through foreign mobility exchange (see chapter 3.3).

Student assistants are young researchers, who are enrolled in the UP FM doctoral Management study programme. They help teachers by conducting tutorials, act as tutors and help the students to develop specific skills and help them make a smoother transition from undergraduate studies.





## Appraisal:

UP FM provided a clear description of its approach to teaching and learning. The panel finds the overall didactic concept and also the course materials provided to be plausible and in line with the learning objectives of the study programme. However, as most of the students are employed, the panel recommends to adjust the formats and methods, which are now rather traditional, and make more use of work- and project-based learning, thus taking into account the students' practical skills and experiences. Moreover, the panel had the impression that there is a lack of coordination among teachers who are responsible for the same module. They recommend to foster communication among them and assure the coherence of the learning process.

Guest lecturers regularly teach in the programme. They come both from other universities and from the professional field. UP FM has a tutoring system for students.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>3.</b>	<b>PROGRAMME DESIGN</b>					
3.5	Teaching Methodology					
3.5.1*	Logic and Transparency of Teaching and Learning Methodology			X		
3.5.2	Accompanying course materials			X		
3.5.3	Guest Lecturers			X		
3.5.4	Student Assistants involved in Teaching			X		

## 3.6 Skills for employment / Employability (Asterisk Criterion)

The curriculum is aligned to the learning objectives and the qualification awarded and has a clear profile of a management programme. In 2011, UP FM published an analysis of employability of their undergraduates and, on that basis, modernised all programmes in 2013.

The majority of students in this programme are already working while studying. This means they are adequately experienced and it often happens that after they complete their degree they are offered a better position by the same employer.

## Appraisal:

The panel finds that employability is recognisable as a central theme of the programme through all the stages. The employers are satisfied with the competences of the graduates and point especially to their broad knowledge on management and transferable skills.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>3.</b>	<b>PROGRAMME DESIGN</b>					

3.6*	Skills for Employment / Employability			X		
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## 4. Academic Environment and framework conditions

### 4.1 Teaching staff

The overall student teacher ratio at UP FM in 2013/2014 was 28:1; in this study programme, it is 12:1. The teaching staff are predominantly composed of full-time teachers. In 2013/14, 31 of the 40 professors employed at UP FM were teaching on the programme. According to the Slovenian Higher Education Act, these teachers can access the title of assistant professor, associate professor or full professor. They must have a doctorate, professional and academic references in the respective field and teaching skills, which are all checked at their first election in the form of a public lecture, evidence of pedagogic and andragogic training, published articles and research work. Additionally, experienced teachers give evidence of their teaching skills in the form of a report on the results of student surveys. In accordance with national regulations, teachers prepare the curriculum, the annual plan for teaching, implement the course, prepare and set examination dates and assess the students. Moreover, 8 out of 22 teaching associates and assistants of UP FM were teaching on the programme. They work under the supervision of the course coordinator. Teaching associates have a master degree, teaching assistants have at least a university degree.

Faculty	2013/2014
<b>Full-time</b>	
Full Professor	9
Associate Professor	16
Assistant Professor	15
Teacher Associate/Senior Lecturer	7
Teacher Associate/Lecturer	3
Teaching Assistant	12
<b>Total</b>	<b>62</b>

*List of faculty as per academic tenure*

The acquisition of a higher education teacher licence (“habilitation”) should ensure the quality of teaching. The process is defined in the Criteria for habilitation of UP, which are consistent with the nationally accepted criteria, and comprise of the following phases:

1. The candidate applies for habilitation to the responsible Commission.
2. The Commission checks the application and proposes a peer review for the case.
3. The peers are appointed by the Faculty Senate and issue a report on the application of the candidate in a period of up to 2 months.
4. All processes are then passed to the Commission for habilitation for evaluation.
5. The University Senate issues an agreement (or disagreement) to the application.
6. Based on that, the Faculty Senate can elect the candidate for the academic or research title they applied for.

In 2013/14, UP FM received 11 out of the University’s 23 visiting lecturers (coming through Erasmus and CEEPUS mobility programmes) and engaged them to teach on the programme for a block lecture, research seminar or workshop. UP FM organised more than 50 events with professionals coming from companies and businesses to bring practice to theory. A new series of presentations with guest speakers on how to generate business abroad in different countries (China, Russia, and Japan) was introduced and very well attended.

All teachers’ pedagogical and didactical qualifications are regularly evaluated by the students. Each teacher gets an individual evaluation with their survey results, which is also discussed at their annual interviews with the Faculty’s management. The performance

evaluation of the course as such is discussed at course meetings and at departmental meetings. Where necessary, workshops on pedagogy and didactics are organised.

Higher education teachers and associates demonstrate practical business experience in the fields in which they teach. Many teachers have consulting experience both in the public and private sectors.

On the module level, coordinators are responsible for the coordination between all teachers involved and for inviting field experts and visiting lecturers. UP FM's faculty are organised in 11 departments. Departments should assure development and progress in their scientific field and the quality of teaching, including the further development of modules and study programmes. Faculty members are full members (with voting rights) in one department and can be associate members (with no voting rights) in other departments. The Chairs of the departments usually organise monthly meetings with their academic staff. Moreover, all teachers are members of the Academic Assembly which meets twice a year.

Teachers have weekly consultation hours as well as consultations upon student request and can be reached by e-mail. Faculty staff also offer guidance and assistance in the preparation of seminar papers, project work and the master thesis. A tutoring system for students with special needs is currently implemented where teacher tutors offer students support to overcome obstacles with time management and additional counselling.

The Associate Dean for Education plays an important role in the support and guidance process. He gets feedback from students and teachers through surveys, direct contact and annual meetings with both groups. If the Faculty's management detects the need for interventions in terms of support or additional skills training, it can offer additional optional study units (e.g. workshops), and additional group or individual consultations provided by teachers.

## Appraisal:

The panel finds that the structure and number of teaching staff correspond with the programme requirements. The combination of full-time faculty and guest lecturers assures that the students are made familiar with multiple perspectives on the discipline. UP FM has transparent appointment procedures for professors and teachers at every level, which ensure both academic aptitude and pedagogical competence. Measures for personal development and qualification are available, especially in the field of didactic training. Some of the professors at UP FM have extensive practical work experience.

UP FM has established rules for internal cooperation but the panel finds that this could be improved. Currently, teachers of the same module rather seem to communicate via e-mail, and there is no clear coordination among them. Moreover, coordination between the modules could be improved in order to strengthen the consistency of the students' learning process. It also appeared to the panel that the central administration does not have a clear overview of who is supervising the master theses.

The panel appreciates the good atmosphere at UP FM. Teachers are open to offer advice to students in all academic matters. However, the panel finds that student support could be strengthened in the very end of the programme, when students need to prepare their master theses: Students currently need to find their own tutor, and there is no clear guidance given where to go in cases where students do not have a clear idea for their topic.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>4.</b>	<b>ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS</b>					
4.1	Teaching Staff					
4.1.1*	Structure and Number of Teaching Staff in Relation to Curricular Requirements			X		
4.1.2*	Teaching Staff's Academic Qualifications			X		
4.1.3*	Teaching Staff's Pedagogical / Teaching Qualifications			X		
4.1.4	Practical Business Experience of the Teaching Staff			X		
4.1.5*	Internal Cooperation			X		
4.1.6*	Provision of Student Support / Coaching by Teaching Staff			X		

## 4.2 Programme Management

The UP FM internal structure, responsibilities and tasks are defined and regulated in the Higher Education Act, in the UP Statute and in the UP FM Organisational Regulations. The academic bodies are: The Dean, the Faculty Senate, the Faculty Academic Assembly, the Faculty Management Board and the Student Council:

- The Dean is the head of the Faculty and ensures legality and efficiency of business operations. He/she represents the Faculty and manages its development. He/she has a managerial team of Vice Deans and a Secretary General who make daily operational decisions. An Associate Dean for postgraduate programmes is in charge of monitoring the implementation and quality assurance activities of the study programme, and coordinating all activities with regard to it.
- The Faculty Senate is the highest academic and professional body. It adopts development programmes and study programmes and discusses reports on goal attainments. The Senate is composed of professors and scientists and has a mandate of four years. The Senate holds meetings once a month.
- The Faculty Academic Assembly is composed of academics and researchers. It votes candidates for Dean, members of the Senate and discusses the Senate's as well as the Dean's proposals. It meets at least twice per year.
- The Faculty Management board discusses issues concerning the management of funds and assets, discusses and adopts financial reports and annual reports. The Management board is composed of representatives of academics, administrative services, students and of the community and holds meetings 2 to 4 times a year.
- The Student Council is composed of at least nine members and is elected by the students. Its most important tasks include: deliberating on all matters regarding students' rights and duties; providing opinion on the basis of a student survey on the educational activities; forming student opinion for the Student Council of the University and electing members of the working bodies from the ranks of students and forming opinion on the candidates for the Dean.

The Academic Office and the Student Affairs Office support the management in planning, implementing and monitoring all activities:

- The Academic Office is responsible for planning, organisation and communicating with teachers and works directly for the Dean. It offers support in planning new enrolments, analysing and planning the new academic year, planning new courses and programmes and making amendments in course curriculum and syllabuses, as well as planning and monitoring teacher workload.
- The Student Affairs Office is in direct contact with students. It handles admissions and enrolments, as well as examination and thesis documentation. It also serves as a point of contact for students, offers support for them and facilitates communication, assists with complaints and other student matters and informs students about everything that is relevant to them.

All commissions that deal with student and teaching staff matters have student representatives involved. All UP FM bodies have teaching staff and student representatives with voting rights: the Board for Academic Affairs, the Boards for Student Affairs, the Boards for Recognition of Foreign Education and for Recognition of Prior Learning, the Board for Student Scientific Research, the Board for Student Professional and Working Development, the Board for Academic Tenure and Promotion and the Board for Quality Assurance and Evaluations.

UP FM has implemented a series of IT applications supporting the administrative work processes, both with regard to employees and to students. The student part is used to keep all personal information about students and their activities (enrolment, grades, degree, and requests), the employee part is used for employees' contracts and other vital information about their activities and information about the educational process in general. UP FM has an online student information system, which is mainly used by students in order to keep track and be informed about their grades and other activities regarding their study. Students and employees also use E-classroom (Moodle), which offers a virtual learning environment with features like assignment submission, discussion forum, grading, online calendar, quiz, news and announcement, files download, wiki.

The Board for Quality Assurance and Evaluation plays the role of an advisory board at the Faculty. It should monitor performance and the implementation of study programmes, student progress, performance and success and the system of quality assurance in the institution as a whole (education and research), discuss the indicators, standards and procedures for monitoring the effectiveness of the major areas of UP FM's activities and propose measures for improvement of the institution. It is composed of two representatives of the teaching staff, one of which is the Associate Dean, and a student representative proposed by the Student Council of UP FM. According to the newly amended UP FM Organisational Regulations, the QAE Board will be restructured and then have 15 members: 11 teachers (one from each department), 1 administrative staff member, and 3 student representatives (one per educational level).

## Appraisal:

UP FM's management assumes the function of programme director, which the panel finds sensible as the number of programmes offered by the Faculty is small. The structure and processes as defined, ensure that activities of the persons involved in the programme are in general coordinated, so that the programme runs smoothly. However, the panel points out to its concern that the final stage of the study programme (thesis production) needs more coordination.

Administrative support for the teaching staff is adequate. With regard to the students, administrative support processes are in place but they are clearly geared to the needs of full-time students, and not adapted to the actual clientele that the study programme serves. For example, UP FM offers office hours rather before noon, and never later than until 4.30 pm, and there is no provision for students who cannot attend classes because of work. The panel strongly recommends to adjust the administrative support processes for students.

The panel could not see evidence of an advisory board, as the one existing is an internal quality assurance board. The panel recommends to implement an external advisory board that can comment on the findings of the quality assurance board and thus give additional feedback to UP FM.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>4.</b>	<b>ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS</b>					
4.2	Programme Management					
4.2.1	Programme Directors			X		
4.2.2	Process Organisation and administrative Support for Students and Teaching Staff				X	
4.2.3	Advisory Body (Advisory Board) and its Structure and Responsibilities				X	

### 4.3 Cooperation and partnerships

UP FM co-operates with more than 80 higher education institutions in order to foster mobility of students, professors and staff. It also co-operates with the following higher education offices and institutions in the field of education and research:

- Faculty of Philosophy of Ljubljana University
- EMUNI
- Moscow School of Economics, Russia,
- University of Applied Sciences Mikkeli, Finland,
- Society for the Study of Emerging Markets (SSEM),
- Eastern European Economics (EEE),
- World Intellectual Property Organisation (WIPO),
- University of Lethbridge, Faculty of Management, Alberta, Canada,
- University of Exeter,
- University of Kragujevac,
- Lappeenranta University of Technology,
- Leibniz Institut für Agrarentwicklung in Mittel- und Osteuropa (IAMO).

UP FM intends to strengthen international co-operation activities as part of the implementation of its internationalisation strategy (see chapter 1.3).

The Faculty attempts to liaise with the local, regional and wider environment, especially with the economic community and other users of knowledge. Direct co-operation with the economic community takes place in the form of special research projects, which are focused on finding solutions for specific problems or searching for development opportunities.





## Appraisal:

UP FM has clear plans to cooperate with foreign universities and research institutions in the future. However, the implementation of its strategy is currently only in its very infancy. The cooperation agreements shown to the panel had the status of letters of intent. As the programme is run by without an academic partner institution, cooperation with foreign universities are no necessary condition for the successful running of the programme, but could clearly enhance its quality and therefore recommends to continue with the implementation of the internationalisation strategy.

The panel could identify some cooperation with other organisations, which are coordinated by individual professors. It seems that UP FM has not yet established a central point of contact for companies who wish to get in contact with the University. The panel strongly recommends that UP FM should make strategic use of the regional company network and build on its good reputation among the regional companies. Cooperation with companies, again, is not necessary for achieving the defined learning outcomes but could lead to an enhancement of quality especially for the full-time students.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>4.</b>	<b>ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS</b>					
4.3	Cooperation and Partnerships					
4.3.1*	Cooperation with HEIs and other academic institutions or networks (Asterisk-Criterion for cooperation programmes)				X	
4.3.2*	Cooperation with enterprises and other organisation (Asterisk-Criterion for educational and vocational programmes, franchise programmes)				X	

## 4.4 Facilities

UP FM operates from three study centres, which are located in Koper, Celje and Škofja Loka. It has rented premises with a total of 3,583.75 m<sup>2</sup>. The largest spaces are at the Koper study centre. The Student Affairs Office operates in the Koper and Celje study centres, while in Škofja Loka co-ordinators take care of the allocation of premises and notification of students. Each location is equipped with computers and projectors.

UP FM disposes the following lecture halls and equipment:

- Koper: At the seat of the Faculty (Cankarjeva 5), there are 3 lecture halls (160 seats, 54 seats and 35 seats), a computer classroom (30–45 seats) as well as the library. At Trg Brolo 12, there are 7 lecture halls (between 10 and 80 seats) and a computer classroom (30 seats).
- Celje: The study centre has two lecture halls (100 seats and 50 seats), a computer classroom (18 seats) and two offices. Lectures can also take place at the business commercial school.
- Škofja Loka: The study centre has one big lecture hall (200 seats), which can be transformed into two smaller lecture halls (50 and 20 seats).

In Koper, students can access computers and the wireless computer network EDUROAM at the info point, in the computer classroom and in the library. Wireless LAN is accessible in all lecture halls and in the lobby. In Celje and Škofja Loka, students can use the computer classroom. Wireless LAN is accessible in the whole study centre.

The main Faculty building in Koper houses a library, which is well supplied with management and business books in Slovenian and English, as well as with periodicals in various areas. At present, the Library purchases about 500–800 monographs a year and subscribes to approximately 100 journal titles. It also offers its users inter-library lending as well as access to different collections online, including the following databases and e-periodicals: Science Direct, Emerald, SpringerLink, JSTOR, Sage Premiere, Wiley InterScience, DOAJ, Ebsco, ProQuest and GVIN. The Library also builds an online digital theses library which covers more than 1,800 digitalised theses in full-text.

In the library there are eight computers for students which can be accessed during working hours. The reading room provides a quiet place for reading or study. The opening hours are calculated on the average visit of the library users. Students have a print-box available directly outside of the library.

### Appraisal:

The panel finds the rooms available on campus to be sufficient in number and well equipped with modern IT. However, rooms are currently not suitable for students with limited mobility, as no lifts are installed in them. The panel understood that the Faculty will move into more modern premises in about half a year, which will have full accessibility for disabled students.

The library is open both during and outside of semester time for sufficient periods. It is equipped both with standard literature of the discipline, including books in English language, and with adequate workstations with sufficient IT facilities. UP FM continuously acquires new literature in order to keep the library up to date. The municipal library of Koper is also close to the Faculty building and accessible to the students.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>4.</b>	<b>ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS</b>					
4.4	Facilities					
4.4.1*	Quantity, Quality and Media and IT Facilities of Teaching Rooms			X		
4.4.2*	Library Resources			X		
4.4.3	Number of Technical Equipment at Library Workstations for Students			X		

### 4.5 Additional Services

The University Careers Centre provides counselling and advice on career development in order to facilitate its graduates' access to the labour market. Its activities also include round-tables to discuss current issues in career development and the labour market; workshops on how to write a good personal presentation, job interviews, where and how to find the right information, how to convince an employer of your skills, and related topics; lectures and

seminars for students, company presentations, direct visits to future working environments and the ALUMNI club meetings.

The University development centre and University Incubator of Primorska encourage and promote entrepreneurship, especially among students and researchers. They choose innovative, knowledge-based and market oriented ideas and guide them through the pre-incubation and incubation process, assure support for the development of the idea and found new companies with high added value and new research organisations.

In 2010, an alumni association was established at UP FM, called UP FM Alumni. It brings together graduates, former students, former employees and other friends of the Faculty. UP FM Alumni organises round-tables, lectures, workshops and brief conferences. About 100 such events have been organised so far. In 2014, the Dean of UP FM appointed a UP FM Alumni advisor to supervise and carry out all the activities associated with alumni. The club plans to design an ambassador Alumni club, to organise themed round-tables and seminars every 2-3 months, to organise a meeting for all members of the Alumni club at a sports event, and to present the meaning of membership in the Alumni club to students who enrol at UP FM.

Counselling services are offered by the tutors and the Student Affairs Office.

### Appraisal:

The panel took note of the fact that a central career service is installed at the University, which is supposed to serve the students of all faculties. However, as UP FM has a rather independent status, links to the central services are weak. Students do not seem to be aware of the service, and no representative was present during the site visit. The panel is aware of the fact that most students are employed and do not need counselling on how to enter the labour market, but the service might be valuable for the full-time students and should thus be more promoted.

UP FM recently started to organise some alumni activities. The Faculty aims at developing an alumni network and nominated an advisor for the process. The panel finds that graduates could be even more encouraged to join the organisation and to actively take part in its activities.

The panel could not find evidence of any professional counselling service beyond academic issues.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>4.</b>	<b>ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS</b>					
4.5	Additional Services					
4.5.1	Careers Advice and Placement Service			X		
4.5.2	Alumni Activities			X		
4.5.3	Individual Counselling and Welfare Services for students				X	

## 4.6 Financial planning and financing of programme (Asterisk Criterion)

UP FM is a state institution and therefore financed by the state. It receives about 3,000,000 EUR of public money for its study programmes and an additional 1,000,000 EUR by third parties for research programmes.

Financial planning for the implementation of the study programmes is done on an annual basis. Detailed plans are made for the upcoming academic year. Financial planning is conducted on the basis of:

- the number of full-time and part-time students and the tuition fees (paid by the state or students);
- the number of courses to be carried out in the academic year;
- the number of contact hours per course;
- the costs of mentoring (graduation);
- the planned costs of teaching workload;
- the operating costs of the study programme per student;
- the fixed and material costs of general services and the management, shouldered by the study programme.

Tuition fees are paid only by part-time students and by students who have already completed the master level. Tuition fees are approved by the University Managing Board. The tuition fee for the programme is 4,100 EUR per year (2014/2015) and is payable in four instalments.

There is a regular external auditing. The results are passed to the Court of Audit of the Republic of Slovenia. Notably, the Court would be informed if any severe violations were made by UP members. In accordance with the Slovenian Constitution, the Court of Audit of the Republic of Slovenia is the highest body for monitoring state accounts, the state budget and all public spending. The Faculty Senate appointed an internal auditing committee in June 2014, which has three members of which two are members of the Faculty and one is an external member. The committee is charged with monitoring and checking the decisions of management as well as the compliance of business and accounting practices with the relevant legislation and internal acts.

### Appraisal:

The financial planning of UP FM is logical and transparent. As Primorska University is a public institution, it can rely on basic public funding for the current programme cycle and the entire accreditation period, so that students will be able to complete their studies.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>4.</b>	<b>ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS</b>					
4.6*	Financial Planning and Financing of Programme			X		

## 5. QUALITY ASSURANCE

UP FM mentions as its overarching quality objective that stakeholder needs are satisfied. There has been a clear managerial decision that all processes should be built around this notion of quality by the assembly of professors, and not to add quality assurance as an add-on to the existing processes.

UP FM states that it encourages its stakeholders throughout the academic year to give their opinion on the Faculty's activities. Formalised regular evaluations of the modules are undertaken by the students in an on-line survey on an annual basis; the administration is also evaluated. The feedback from graduates is collected via a questionnaire which students receive before they submit their master thesis for defence. The viewpoints of employers are gathered via group interviews and also at round-tables and other events where guests from the economic and non-economic fields are invited.

Teachers receive detailed analyses of scores for their performance, also as compared to the performance of all teachers involved, and student comments. These results are then passed to the responsible Chair of Department and the subject supervisor. The Faculty Dean receives individual grades from all teachers which are then discussed individually at the annual interview. The results are used as one of the supporting documents for renewing faculty tenure (habilitation procedure). Every year at the graduation ceremony, based on the student opinion, a teacher is presented with the best graded teacher or colleague award for the previous academic year.

The Department Chairs organise monthly meetings with their academic staff. Additionally, two faculty conferences and two faculty meetings are organised annually, where current issues about planning, organising and the execution of programmes are discussed.

Every year UP FM prepares several reports:

- Report of educational activities;
- Report on student opinion surveys;
- Report on employee opinion surveys;
- Report on scientific research and development activities;
- Self-evaluation report with key performance indicators, as a part of the self-evaluation report of the University; indicators such as organisation, educational activities, research activities, international co-operation, lifelong learning, personnel, premises and material conditions as well as financing activities are taken into account;
- Annual report, in which all goals, expected results as well as the actual realisation of the set goals are outlined for each academic year. A comparison between the expected results and the realisation in each academic year allows for the monitoring of goals reached with regard to quality assurance.

The Commission for Quality and Assessment and the UP FM Senate deal with the reports. The results of the student opinion survey are presented to the academic board, departments and the student board. More pressing problems are presented to the Academic Council and Pedagogical Council. The Department Chairs are called to make any necessary amendments and changes and supplements to educational work. The departments are asked to issue a proposal for changes and/or updates to the current programmes. Systematic problems are presented at the Dean's meeting. If a consensus is needed, it is carried out at the Academic Council which is held twice a year or by a substantive discussion and by a decision on an action plan agreed upon at one of the pedagogical meetings, which are organised twice a year.

Once a year, the teachers are asked to update content and literature in their subjects. After three years, the content and implementation of the study programme are analysed in more detail and if necessary are supplemented, changed and restructured.

In 2013/14, UP FM carried out a systematic monitoring of competences reached by graduates. Results of the survey of employability of graduates, who graduated before 2013, shows that around 85 % received competences which they use in their work. None of the surveyed graduates said that in the framework of their studies that they felt they lacked knowledge or skills which they should have received.

The following programme documentation is available at the Academic Affairs Office:

- course syllabus for each course accredited;
- data on faculty responsible for course supervision and performance;
- data on amendments of the programme and of the syllabus;
- data on year to year implementation of the programme (where, who, how);
- data on students and the grades they obtained;
- data on student admission, retention, success and completion and degrees awarded;
- data on student surveys;
- data on graduates and their thesis;
- thesis archive;
- reports on results of student surveys;
- minutes of committee meetings;
- minutes of departmental meetings.

The activities which take place during the academic year are documented and published in online news. Students are informed via online notices and in annual reports and student handbooks. A publication is issued every ten years on the achievements to date of UP FM. In 2010, UP FM completely renewed and redefined its web page.

## Appraisal:

UP FM's management stated that quality management should be at the very heart of all activities. The panel noted that the Faculty management works hard on implementing this strategy. All necessary regulations are already in place.

However, the panel did not see a clear quality culture yet nor suitable structures to foster it. They find that the quality assurance system, as it was presented, contains several valuable instruments, but is rather fragmentary and does not clearly connect the various processes. These processes are not even part of the formal organigram. Responsibility lies with the Commission for Quality and Accreditation, which does not seem to have formal power and only meets monthly. Results are reported to the Dean but no follow-up procedure is defined, meaning that quality loops are not closed. For example, there is no clear follow-up procedure if a teacher constantly performs poorly. Moreover, it is currently not assured that all the relevant information are collected and that the reports are comprehensive. UP FM is still working on a quality management handbook, which the panel finds necessary in order to systematise activities. The current "Quality Assurance Portfolio" is – as a document – not a suitable basis for the system: It does not show a clear system and contains several elements that are not related to quality assurance.

The panel learnt about concrete initiatives for quality improvement. However, the consultation of the staff members is rather informal: faculty members begin discussions on the proposals, implementation is voluntary and monitoring of quality assurance measures is not systematic but rather a collection of impressions if they have been successful.

As a result, the panel notes that quality problems are currently not properly detected and analysed. UP FM knows about high drop-out rates and lack of motivation among students but even after a long time has not found out the reasons for that. Strategic steps – like lowering the number of students – are rather based on reasoning, not on information.

In view of that, the panel recommends to grant accreditation under the following **condition**:

The Faculty implements a quality assurance system for the ongoing control and monitoring of the quality of the programme content, processes and outcomes based on the quality circle. In doing so, the Faculty systematically takes into account the results of evaluations and alumni-tracking studies and uses this feedback for continuous improvement. They properly take into account feedback from staff and external stakeholders.

In the current situation, the panel thinks that extending activities to other locations in Eastern Europe and Asia, as it is planned in the context of the internationalisation strategy, would be a risk for the quality of the programme. UP FM does not have the resources to implement an effective quality control in other locations. Should the Faculty wish to offer the programme abroad, the panel stresses that it would first have to demonstrate that it is capable of assuring its quality in that particular country.

Evaluation by the students is carried out on a yearly basis. However, the panel doubts that the students will be able to give a substantive feedback on content and workload on modules of the first part of the study year. They recommend to grant accreditation under the following **condition**:

Student evaluations of individual modules are carried out at the end of the respective semester.

The panel would like to encourage UP FM to look for ways to achieve a high response rate in evaluations. The Faculty might also want to consider to select key indicators which are looked at every semester, while others are evaluated once a year. Modules that are indicated by students as being difficult to study within the stated timeframe should also be looked at every semester.

Results on the module level are documented and given to the teacher in question and to the head of department. The general report with accumulated results is discussed by the responsible Commission. However, UP FM does not have a clear view on the students' workload, even though it is part of the evaluation. Besides carrying out workload evaluations each semester (see above), the panel recommends to try to find an alternative approach to workload assessment, which is more suitable for the students. It also recommends to have a differentiated evaluation of the administrative services instead of asking the students to give an overall grade.

The panel could not find evidence of any formalised and periodic form of review/evaluation by staff, employers and alumni.

The publicly available programme description and the documentation of activities during the academic year are in general clear and concise. However, the text on the website suggests that the programme is also offered in English, which should be corrected.

Quality Ratings

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>5.</b>	<b>QUALITY ASSURANCE</b>					
5.1*	Quality Assurance and Development of the HEI and collaboration between the HEI management and Faculty/Departments as well as programme management in the programme development			X		
5.2*	Quality Assurance and Development of Programme Content, Processes and Outcomes				Condition	
5.3	Instruments for Quality Assurance					
5.3.1*	Evaluation by Students				Condition	
5.3.2	Quality Assurance by Teaching Staff				X	
5.3.3	External Evaluation by Alumni, Employers and third Parties				X	
5.4	Programme Documentation					
5.4.1	Programme Description			X		
5.4.2	Documentation of activities during Academic Year			X		



# Quality Profile

Institution: Primorska University Koper (Slovenia)

Master programme: Magister Managementa



Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>1.</b>	<b>STRATEGY AND OBJECTIVES</b>					
1.1*	Logic and Transparency of Programme Objectives			X		
1.2	Positioning of Programme					
1.2.1	Positioning of the Programme on Education Market			X		
1.2.2	Positioning of the Programme on Job Market (Employability of Graduates)				X	
1.2.3	Positioning within HEI's overall Strategy			X		
1.3*	International Dimension of the Programme			X		
1.4	Gender equality and equality of opportunity			X		
<b>2.</b>	<b>ADMISSION (REQUIREMENTS AND PROCEDURE)</b>					
2.1*	Admission Requirements			X		
2.2	Selection Procedure (if available)					X
2.3	Professional Experience (* for Master Programmes of the "further Education" Type)					X
2.4*	Ensuring Foreign Language Competence			X		
2.5*	Transparency of Admission Procedure			X		
2.6*	Transparency of Admission Decision			X		

Quality Ratings

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>3.</b>	<b>PROGRAMME DESIGN</b>					
3.1	Content					
3.1.1*	Logic and conceptual Coherence of Programme / Curriculum			X		
3.1.2*	Rationale for the Qualification Title			X		
3.1.3*	Reasons given for programme description			X		
3.1.4*	Integration of Theory and Practice			X		
3.1.5	Interdisciplinarity			X		
3.1.6*	Methodological Competence and Academic Work			X		
3.1.7*	Performance in Examinations and Thesis			X		
3.2	Structure					
3.2.1	Structure of the Programme (Core Subjects / or Specialisations (Compulsory Electives) / optional Electives/ practical Components)			X		
3.2.2*	Application of the "European Credit Transfer and Accumulation System (ECTS)" and the Modularisation			X		
3.2.3*	Study and Examination Regulations				Condition	
3.2.4*	Student workload			X		
3.3	Internationality					
3.3.1*	International and intercultural aspects			X		
3.3.2	Internationality of Student Community				X	
3.3.3	Internationality of Teaching Community			X		
3.3.4	Foreign language content				X	
3.4	Additional Acquisition of Knowledge and Skills					
3.4.1*	Acquisition of application and / or research-oriented skills (only for Master programmes)			X		
3.4.2*	Generic Skills			X		
3.4.3*	Communication skills and public speaking skills / team-work and conflict handling			X		

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.5	Teaching Methodology					
3.5.1*	Logic and Transparency of Teaching and Learning Methodology			X		
3.5.2	Accompanying course materials			X		
3.5.3	Guest Lecturers			X		
3.5.4	Student Assistants involved in Teaching			X		
3.6*	Skills for Employment / Employability			X		
<b>4.</b>	<b>ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS</b>					
4.1	Teaching Staff					
4.1.1*	Structure and Number of Teaching Staff in Relation to Curricular Requirements			X		
4.1.2*	Teaching Staff's Academic Qualifications			X		
4.1.3*	Teaching Staff's Pedagogical / Teaching Qualifications			X		
4.1.4	Practical Business Experience of the Teaching Staff			X		
4.1.5*	Internal Cooperation			X		
4.1.6*	Provision of Student Support / Coaching by Teaching Staff			X		
4.2	Programme Management					
4.2.1	Programme Directors			X		
4.2.2	Process Organisation and administrative Support for Students and Teaching Staff				X	
4.2.3	Advisory Body (Advisory Board) and its Structure and Responsibilities				X	
4.3	Cooperation and Partnerships					
4.3.1*	Cooperation with HEIs and other academic institutions or networks (Asterisk-Criterion for cooperation programmes)				X	
4.3.2*	Cooperation with enterprises and other organisation (Asterisk-Criterion for educational and vocational programmes, franchise programmes)				X	

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.4	Facilities					
4.4.1*	Quantity, Quality and Media and IT Facilities of Teaching Rooms			X		
4.4.2*	Library Resources			X		
4.4.3	Number of Technical Equipement at Library Workstations for Students			X		
4.5	Additional Services					
4.5.1	Careers Advice and Placement Service			X		
4.5.2	Alumni Activities			X		
4.5.3	Individual Counselling and Welfare Services for students				X	
4.6*	Financial Planning and Financing of Programme			X		
<b>5.</b>	<b>QUALITY ASSURANCE</b>					
5.1*	Quality Assurance and Development of the HEI and collaboration between the HEI management and Faculty/Departments as well as programme management in the programme development			X		
5.2*	Quality Assurance and Development of Programme Content, Processes and Outcomes				Condition	
5.3	Instruments for Quality Assurance					
5.3.1*	Evaluation by Students				Condition	
5.3.2	Quality Assurance by Teaching Staff				X	
5.3.3	External Evaluation by Alumni, Employers and third Parties				X	
5.4	Programme Documentation					
5.4.1	Programme Description			X		
5.4.2	Documentation of Activities during Academic Year			X		