



Accreditation Agency  
in Health and Social Sciences



# Audit Report

## Institutional Audit

of the Medical Faculty of the University of Ljubljana, Slovenia

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



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# 1 Introduction

## 1.1 Information about the AHPGS and Institutional Audit

The **Accreditation Agency in Health and Social Sciences (AHPGS)** is an interdisciplinary, multi-professional organization, whose mission is to contribute to enhance the quality of teaching and learning in higher education in the current European and international context. It focuses on the fields of health and social sciences as well as such related spheres of knowledge as medical care or nursing. By implementing quality assurance procedures, it aims to share and promote values and good practices.

In an effort to guide and encourage institutional autonomy, the AHPGS performs and implements external quality assurance procedures at higher education institutions in Germany and abroad. Peer review and agreement on a common set of guidelines is the key to ensure a qualitative standard in higher education. The goal of external quality assurance procedures is to provide a framework for the joint understanding of these guidelines as well as to verify compliance with national and international standards.

The AHPGS is member of the following international associations and networks: the European Association for Quality Assurance in Higher Education (ENQA), the European Consortium for Accreditation in Higher Education (ECA), the Network of Central and Eastern European Quality Assurance Agencies in Higher Education (CEENQA) and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE). The AHPGS is also listed in the European Quality Assurance Register (EQAR). As an organization, the AHPGS is an independent body.

The **Institutional Audit Process** is carried out in the following steps: the Faculty submits its self-evaluation report which clearly and explicitly formulates the Faculty's strategy and objectives as well as its quality management system and educational activities. The Faculty gives an overview of its resources, facilities and responsibilities. Additional documentation and annexes are also submitted. The AHPGS reviews the presented documentation and its compliance with the Faculty's strategies and objectives. If required, additional information can be requested from the Faculty. The Accreditation Commission of the AHPGS nominates the Audit Panel for a peer review. The complete documentation submitted by the Faculty is forwarded to the expert group. The on-

site visit of the expert group and the AHPGS takes place at the Faculty. During the on-site visit, the consistency of the submitted documentation is verified. Additional aspects, which might not be covered by the written documentation, are also reviewed. Following the visit, an *Audit Report* is produced; it sums up the key aspects and preliminary outcomes of the visit and the reviewed documents. The Faculty can comment on the *Audit Report*.

The Institutional Audit focuses on the following five main ***Assessment Areas***:

- A. Profile, Objectives and Strategy of the Institution
- B. Quality Assurance and Quality Management System
- C. Institutional Management and Administration
- D. Educational Activities, including Study Programs
- E. Infrastructure and Functional Resources

The evaluation procedure is based on the *Standards and Guidelines for Quality Assurance in the European Higher Education Area* of the European Association for Quality Assurance in Higher Education (ENQA).

The *Audit Report* summarizes the results of the on-site visit and the evaluation of the self-evaluation report. Its structure corresponds to these assessment areas.

The Institutional audit is envisaged to serve as an orientation framework that reveals the opportunities for further development from authorized experts' point of view to the educational institution being reviewed. The Institutional Audit is an enhancement oriented procedure. No formal consequences can be derived.

## **1.2 The Slovenian Higher Education System**

In Slovenia, education is regulated under the jurisdiction of the Ministry of Higher Education, Science and Technology. The Higher Education Act that came into effect in 1994 and was amended several times afterwards provides the legal framework. Most part of education institutions is public and are established by the state. The state ensures free education at all levels (from early education to higher education).

Higher Education studies are provided by public as well as some private universities and their members – faculties, art academies, institutes and professional colleges. Private faculties and art academies as well as public and private professional colleges may be organized as independent higher education institutions. Universities, faculties and art academies may provide all types of study programs, while professional colleges may provide the first-cycle professional study programs, and also the second-cycle programs if they fulfil certain requirements. Public higher education is free of charge for native full-time students and for students from EU countries. Part-time students and post-graduate students have to pay tuition fees.

<p><b>Number of higher education institutions in the country // of which public (%) // of which private (%)</b></p>	<p>3 public universities/ 1 private university, 1 private international university network 49 private higher education institutions, 1 public higher education institution in the form of faculties, academies, schools, and colleges.</p>
<p><b>Structure of the national higher education system If the case, international frameworks integrated in the system (e.g. Bologna Convention)</b></p>	<p>Structure of the Slovenian national higher Education system has changed considerably due to legislation and amendments adopted after 1999.</p> <p>Slovenian higher education institutions are autonomous in managing their internal organization and operations (considering their statutes and the legal requirements), selecting and electing the faculty, electing the internal bodies: rectors, senates, administrative boards and student councils, deans and academic assemblies. In addition to teaching, higher education institutions also conduct research and offer artistic activities.</p> <p>The amendment of the Higher Education Act in 2004 represents the legal framework for the introduction of the three-cycle higher education as well as ECTS credit points (CP) system in accordance with the Bologna declaration. The 1st cycle offers university (academic-oriented) and professional programs of Bachelor's degree with the duration from three to four years and worth of 180 to 240 credit points. The 2<sup>nd</sup> cycle offers Master's degree study programs with the duration from one to two years and worth of 60 – 120 credit points. The total duration (Bachelor + Master) of studies in the same field should not exceed five years. The 2<sup>nd</sup> cycle study programs include also single cycle Master's degree programs with the duration of five years and the total number of 300 credit points, provided that they comply with the EU directives.</p> <p>The 3<sup>rd</sup> cycle offers doctoral study programs with the duration of</p>

	<p>three years and worth of 180 credit points. Studies in each of three cycles can be organized in full-time or part-time form and can also be offered as joint degrees.</p>
<p><b>National requirements for admission to higher education // Requirements for admission to further levels in higher education</b></p>	<p>Applicants for the 1<sup>st</sup> cycle study programs have to submit their general secondary school leaving certificate (Matura), the vocational Matura certificate, or the final examination certificate of a four-year higher secondary or equivalent program.</p> <p>Admission requirements of single cycle Master's degree programs include general Matura certificate, final examination prior to 1 June 1995 or the vocational Matura examination, and examination results in individual subjects of the general Matura.</p> <p>Access to the 2<sup>nd</sup> cycle programs is granted to holders of the 1<sup>st</sup> cycle diploma obtained in academic study programs or in higher professional studies. Specific admission requirements are determined by individual study programs and higher education institutions. Thus, candidates who graduated from other than the considered fields of studies have to acquire from 10 to 60 additional or the so-called bridging credit points in order to be accepted to the program.</p> <p>For the 3<sup>rd</sup> cycle doctoral studies, applicants have to provide a Master's degree diploma or equivalent.</p> <p>The selection process is governed by the national Examination Centre, a central institution established for the external assessment of pupils, apprentices, students, and adults in Slovenia, and the Higher Education Application and Information Service at the University of Ljubljana.</p>
<p><b>Division of the academic year</b></p>	<p>The national framework for calculation of students' workload has been adapted to the recommendations of the Bologna Convention. In Slovenia, an academic year starts on the first working day of October and lasts till the end of September of the following year. It is divided into two semesters: the winter semester usually runs from October to January and the summer semester from February to the middle of July. An academic year in undergraduate study programs is structured according to the regulations of the Higher Education Act and consists of 30 weeks with the minimum of 20 and the maximum of 30 lecture, seminar and exercise hours per week. If the program also includes practical training, then it can last up to 42 weeks per academic year. However, the total student workload must not</p>

	<p>exceed 40 hours per week.</p> <p>The university senate of each higher education institution approves annually the regulations about students' professional activity as well as the calendar of specific educational activities for each semester.</p>
<p><b>National and international frameworks for counting the student workload (e.g. ECTS)</b></p> <p><b>Within this framework, average workload intended for one division of the academic year (e.g. semester, trimester)</b></p>	<p>All study programs, accredited after April 2004, are measured in credit points according to the ECTS (European Credit Transfer System).</p> <p>One CP stands for 25-30 hours of student work. 60 CP represent one academic year. One academic year can last from 1,500 to 1,800 student working hours.</p> <p>The university Senate approves proposals for the undergraduate and post-graduate study programs, which includes information on the student workload.</p> <p>The duration of undergraduate and master studies in different areas of specialization is established according to the Higher Education Act and approved by the decision of the Government. Transfers between academic study programs and higher professional programs as well as between short-cycle higher education and higher professional or academic study programs are possible when meeting the requirements prescribed by the criteria of the Higher Education Act and by individual study programs.</p>
<p><b>Types of national recognition/accreditation for universities</b></p> <p><b>Mechanism of awarding recognition/accreditation</b></p>	<p>Accreditation of study programs and higher education institutions is regulated in Slovenia according to the <i>Criteria for the Accreditation and External Evaluation of Higher Education Institutions and Study Programs</i> of 18.11.2010. These criteria are determined and outlined by the Slovenian Quality Assurance Agency for Higher Education (SQAA). The SQAA was established by the government of the Republic of Slovenia to implement external quality assurance in higher and tertiary vocational education. It has commenced its operations in March 2010.</p> <p>For a higher education institution to be established in Slovenia, it has to obtain accreditation from the SQAA and receive re-accreditation every 7 years.</p> <p>The first accreditation of the programs was successfully done in 2008. The next accreditation has to be done in 2015.</p>

Table 1: Overview of Slovenian Higher Education System

Due to the amendments introduced to higher education legislation since 1999 and in 2009, the system of external quality assurance was fully harmonized with EU guidelines. Furthermore, there has been established the National

Agency for the Quality of Higher Education (SQAA), which applies European standards as an external framework. For a higher education institution to be established in Slovenia, it has to obtain accreditation from the SQAA and receive re-accreditation every 7 years.

In order to be granted access to higher education, potential students have to submit the secondary school leaving certificate (Matura), results of examination in one general Matura subject, and either the results of final examinations prior to 1995 or the vocational Matura examination results. Since 2004, Slovenia decide to gradually implement the Bologna reforms, so that by the academic year 2009/2010, programs that comply with the three-cycle system and the ECTS grading system will have fully replaced the 'pre-reform' study programs. The first new study programs started in the 2005/06 academic year. Since then the higher education system in Slovenia has been restructured in three cycles: Bachelor studies (1st cycle), Master studies (2nd cycle) and Doctoral studies (3rd cycle).

### **1.3 General Information on the Faculty of Medicine**

The Faculty of Medicine of the University of Ljubljana (hereupon refereed as 'the Faculty' or FMUL) was established in 1919. Its mission is "to create possibilities and foster an environment in which students prepare in accordance with the highest professional standards for the medical profession of the future, where scientific knowledge, societal values, and human needs are ever changing".

The Faculty offers two study programs: a 6-year study program "Medicine" with an annual enrolment number of 150-200 students, and a 6-year study program "Dental Medicine" with an annual enrolment number of 50-60 students. Both programs are worth of 360 credits. The language of instruction is Slovenian. The renewed uniform Master's degree version of these programs has been introduced by the Faculty in the academic year 2009/2010. Teaching of these programs is due to start in the academic year 2014/2015.

As for postgraduate level programs, the Faculty takes an active part in the implementation of an interdisciplinary doctoral degree program "Biomedicine"; the Faculty of Medicine coordinates 5 out of 10 study areas of the program.

The recent institutional external evaluation on the level of the University of Ljubljana, including four member faculties and among them the Faculty of Medicine was performed in 2013. External quality assurance of all study programs offered at the Faculty is performed every 7 years.

Studies at the Faculty are structured according to the Bologna guidelines: the Faculty provides higher education at the Bachelor and Master levels. In addition to this, the Faculty offers its students and teaching staff vocational programs, work-related training, and scientific research programs.

Apart from the Dean of the Faculty, several vice-deans and the chief administrative officer, the Faculty of Medicine includes also a number of different administrative units, such as the Financial and Account Department, Purchasing Department, Students' Office for Graduate Courses, Students' Office for Postgraduate Courses, and other. Furthermore, the Faculty consists of 26 departments and 13 institutes. In total, the structure of the Faculty encompasses the following administrative bodies: the Dean's Office, the Senate, Academic Assembly, Executive Board, Curators of Dr. Oražen's legacy, and the Student Council.

As for the academic and administrative staff, there are 334 (40.40%) members of the teaching staff and 493 (59.60%) members of the administrative and technical staff. Among the academic staff, there are 73 full professors, 75 associate professors, 91 assistant professors, 93 assistants, and 2 lecturers. The number of positions is determined according to standards of the Ministry of Higher Education, Science and Technology and also based on the numbers of students registered at the Faculty, ECTS requirements, course workload, and the ratio of lecture, seminar, laboratory work and clinical practice hours in a course.

The Faculty asserts that it offers sufficient facilities for developing its academic research activities. There are 7 lecture halls with the capacity of 60 to 300 seats, 12 seminar rooms with the capacity of 16 to 40 seats, and 25 laboratory rooms with the capacity of 10 to 50 working places. All of the facilities are equipped with an internet connection and a computer projector. A new faculty building is under construction and is expected to be available for curricular activities in the academic year 2015/2016 at the latest. Furthermore, the Faculty provides two student dormitories with the capacity to accommodate 87 students who live outside Ljubljana.

<b>Name of the higher education institution undergoing the Institutional Audit</b>	The Faculty of Medicine at the University of Ljubljana (FMUL)
<b>Founding year</b>	1919
<b>Status of the Institution (public/private; if the case, accredited or recognized)</b>	The University of Ljubljana is an autonomous public higher education institution; the Faculty of Medicine is an integral part of the University of Ljubljana; it operates under the auspices of the University. The University Senate formally determines the strategies and policies of the Faculty, however, the Faculty maintains its autonomy in such aspects as academic freedom for research and education, selection of candidates for teaching posts and organizational issues.
<b>Location of the Institution applying for institutional audit</b>	Individual unites of the Faculty of Medicine are based at eight different locations; most of them are situated at Vrazov trg (Vrazov square) 2, Zaloška 4 and Korytkova 2, Ljubljana, Slovenia.
<b>Main legal acts regulating the functioning of the Institution</b>	The University of Ljubljana and the Faculty of Medicine within the University are both regulated in accordance with <ul style="list-style-type: none"> <li>- the Higher Education Act with its amendments in the years 1993- 2004,</li> <li>-the Ordinance on the establishment of the University adopted in 2000 and amended in the years 2003, 2004 and 2006, and</li> <li>-the Order on the reorganization of the University adopted in 2005 and amended in the years 2006, 2012</li> </ul>
<b>Types of study programs offered by the higher education institution // Number and title of Bachelor programs (or equivalent) // Number and title of Master programs (or equivalent)</b>	2 single-cycle Master's degree programs: "Medicine" and "Dental Medicine". Both have been accredited by the national agency SQAA. 1 interdisciplinary doctoral degree program "Biomedicine" taught together with different members of the University as well as with other doctoral and postgraduate programs.
<b>Number of enrolled students</b>	In the Faculty of Medicine in the academic year 2011/2012, there were enrolled 1,160 students of single-cycle Master's degree programs and 286 doctoral degree students.
<b>Average number of students annually enrolled at the Institution</b>	150-200 students in the single-cycle Master's degree programs "Medicine" and 50-60 students in the single-cycle Master's degree programs "Dental Medicine"

<b>Institutes, departments, research centers, other academic-related facilities at the higher education institution</b>	The Faculty of Medicine has 26 departments for teaching and research and also 13 institutes for preclinical teaching and research as well as for specialized medical services and research.
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Table 2: Basic Information about the Faculty of Medicine of the University of Ljubljana

## 2 Audit Process

### 2.1 Submitted Documents

The Self-Evaluation Report for the Institutional Audit of the Faculty of Medicine of the University of Ljubljana (FMUL) was submitted to the Accreditation Agency in Health and Social Sciences (AHPGS) on 2 July 2014. The contract between the University of Ljubljana and the AHPGS was signed on 1 April 2014. Apart from the Institutional Self-Assessment Report, the Faculty has also submitted the following documents:

Annex	Description
1	Pamphlet dedicated to the 90 <sup>th</sup> anniversary of the Faculty
2	Presentation of the Faculty
3	Rules on organization and operations of the Faculty (April 2014)
4	Organizational chart of the Faculty of Medicine
5	The statute of the University of Ljubljana (June 2012)
6	Organizational chart of the University of Ljubljana
7	Annual Quality Report for 2013 by the Faculty
8	Examination topics, clinical presentations and skills for the undergraduate course in Medicine (2005)
9	Presentation document of the uniform second-level Master's program "Medicine"
10	Presentation document of the uniform second-level Master's program "Dental Medicine"
11	Rules on examinations and grading adopted by the Senate of the Faculty of Medicine on 31 March 2005

Table 3: Documents submitted by the Faculty

## **2.2 Expert Group**

The Institutional Audit is based on the peer-review procedure. The Accreditation Commission of the AHPGS appointed the following experts:

### **Mr. Dr. Rolf Heusser (Head of the Expert Group)**

Director of National Institute for Cancer Epidemiology and Registration, Former director of the European Consortium for Accreditation (ECA) Zurich, Switzerland

### **Mr. Prof. Dr. Peter Dieter**

Professors of Biochemistry, Institute of Physiological Chemistry, Medical Faculty, Technical University Dresden, Germany

### **Mr. Prof. Dr. Dr. Ralf Smeets**

Executive senior physician and research director, Clinic and Policlinic for Oral Medicine and Maxillofacial Surgery at the Hamburg-Eppendorf University Hospital, Hamburg, Germany

### **Ms. Martha Hofmann**

Medical Student at the University of Witten/Herdecke, Germany

Representatives of the AHPGS accompanied the expert group.

### **2.3 Agenda of the On-Site Visit**

The on-site visit at the Faculty of Medicine took place on 17 and 18 November 2014 in Ljubljana, Slovenia.

Prior to the on-site visit, the submitted documents were preliminary assessed in a written form.

The expert group gathered in the evening on 16 November 2014 and in the morning on 17 November 2014 for preliminary discussions. At these meetings, the submitted documents as well as the arising questions and problems were discussed. Furthermore, the experts agreed upon the planning of the on-site visit.

The on-site visit started on 17 November 2014 in accordance with the specified time schedule. The expert group interviewed the management of the University and of the Faculty, the quality assurance staff, program directors, teaching staff and students. During the excursion around the University, the experts had a chance to see and evaluate the equipment and spatial organization of working premises of students and the teaching staff, including libraries, student halls, and laboratories, recreation rooms for the teaching staff, lecture and seminar classrooms. Besides, the expert group has also visited the University student association. All discussions have been carried out in a very open and constructive atmosphere.

The debriefing took place on 18 November 2014.

The following additional documents were made available to the expert group during the on-site visit:

- Evaluation results;
- Evaluation reports.

### **3 Expert Report Based on Assessment Areas**

The structure of the present Expert Report follows the five Assessment Areas under evaluation that served as assessment parameters for the experts. The summary at the end of the document presents an analysis of strong and weak points based on the Assessment Areas.

#### **A. Profile, Objectives and Strategy of the Institution**

##### **A.1 Profile and Strategy**

The Faculty has established a clear profile and its mission and strategy correspond to it. It has developed a strategic plan and formulated short-, medium-, and long-term development plans. It sets future-oriented goals and develops feasible strategies for their implementation. The Faculty has also developed a strategy for its research activity.

##### **A.2 Objectives**

The objectives formulated by the Faculty can be traced back to its overall strategy and development plans which are internally and externally oriented. The objectives allow for diversity and ethical aspects.

##### **A.3 Participation**

The Faculty's teaching and non-teaching staff as well as its students are actively involved in the Faculty's strategy development process. They are aware of the goals established by the Faculty and work towards their achievement. The Faculty's external stakeholders also participate in the strategy development process.

##### **A.4 Institutional Autonomy**

Institutional autonomy is a key value of the Faculty; academic freedom is encouraged within the educational institution.

##### **A.1 Profile and Strategy**

The mission of the Faculty of Medicine at the University of Ljubljana is to create possibilities and foster an environment in which students prepare for the medical profession in accordance with high professional standards. The Faculty's objective is to train future physicians and dentists who are able to apply their skills in circumstances of constant and rapid change of scientific knowledge, societal values, and human needs.

In the course of the on-site visit it became evident, that the mission of the Faculty encompasses the areas of education, research, professional work, and social responsibilities. The Faculty successfully pursues its ambitious mission not only on the local but also national and European levels, what has been underlined by the conversation with the responsible staff of the Faculty. They revealed that the Faculty provides general medical education as well as dental education primarily to fulfil the needs for the national but also international labour market.

From the general perspective, the mission of the Faculty stands in line with the mission of the University of Ljubljana, which is to “implement and promote basic, applied and developmental research and to pursue excellence and the highest quality as well as the highest ethical criteria in all scientific fields and art. In these areas of national identity the University of Ljubljana specifically develops and promotes Slovenian scientific and professional terminology.”

Regarding the short-, medium- and long-term objectives relating to its mission, the Faculty formulates clear and comprehensible statements, divided into educational objectives to improve the quality of teaching, research objectives, professional objectives and objectives related to social responsibility.

Concerning the strategy of the Faculty, its medium plan is to improve the quality of its education and research in accordance with international standards of quality while maintaining the specificity of the school and its tradition. The short-term strategy is to undergo external assessment procedures. Here, the Faculty recognizes the importance of a detailed development plan.

Taking into account the ambitious vision of the Faculty of Medicine – to become one of the best medical schools in Central Europe – as well as its mission and the objectives, the experts came to the conclusion that the Faculty is pursuing the appropriate and effective course of actions. The high standards of the Faculty in terms of education, social responsibility and academic independence with an explicit focus on European standards are rated very positively.

It has to be mentioned, that the study programs offered at the Faculty (Medicine as well as Dentistry) had been revised during the last six years. The revision was based on a participative approach, taking into account the impres-

sions of the teachers as well as the impressions of the students. The experts rate this reform of the programs as very successful.

A strategic plan designed for the period from 2012 to 2020 duly corresponds to the market and academic demands of Slovenia. The plan also covers the international positioning of the Faculty.

One aspect to which has directed a focus of the audit is to link the strategic goals and financial situation of the Faculty. During the last years, the public funds for the Faculty decreased, although the importance of the Faculty for the medical education in Slovenia should be estimated very high. For further development, it is recommended to prepare a kind of a "business plan" that breaks the strategic objectives down into financially comprehensible sections. This plan could be used to clarify the importance of the Faculty for the development of the University as well as the country of Slovenia against third parties, like external stakeholders as well as the decision making politics and public financiers.

## **A.2 Objectives**

As written above, the Faculty formulates short-, medium- and long-term objectives related to its mission. The objectives are divided into educational objectives, research objectives, professional objectives and objectives regarding social responsibility.

The educational objectives regarding the improvement of the quality of teaching are to constantly improve the curriculum of the two study programs offered at the Faculty, to maintain high standards for teachers, the positive development of international exchange of students and lecturers and the improvement of cooperation in teaching among different stakeholders in Slovenia.

The research objectives are to improve the infrastructure for research activities, to collaborate in an international research exchange, to improve the cooperation with different research institutes both nationally and internationally and to educate future researchers. Here, the experts consider positive the clear focus of the research priority in the field of biomedicine, where the Faculty also offers an interdisciplinary PhD program.

The objectives regarding the professional fields are to maintain standards of excellence in the external services the Faculty provides and to extend the range of these services to newly developing technologies, based on recent research achievements.

To summarize, the main task of the Faculty is not only to train professional physicians who see their future in terms of private practice, but also to develop the general level of medical research and cooperation on the national and international level. Thus, the Faculty promotes its role of an institution with a strong sense of social responsibility. The experts acknowledged a distinct coherence between program-specific objectives and the general vision of the Faculty.

At the same time, the experts recommend to scale the described objectives and to use a key figure. Herewith, it could become easier to prove the degree of completion of the objectives. As one example, the Faculty keeps a record of incoming and outgoing students in percentage relation to the desired amount of enrolled applicants. These numbers could be used more to clarify the financial needs as well as to control the actual budget resources of the Faculty. Furthermore, this can clarify whether the Faculty needs to launch cooperation and attract funding from external stakeholders and other third parties.

As another suggestion for further development, the experts encourage the Faculty to strengthen transparency policy with regard to the organizational structure. The suggestion is to publish English versions of all relevant documents – such as the strategic plan or the business plan – on the website of the University.

In this context, the crosscutting recommendation of the experts is to present all positive efforts and activities of the Faculty increasingly transparent to the national public as well as to people and organizations interested in the Faculty, also from abroad.

### **A.3 Participation**

It is emphasized that participation of all involved parties, including the University administration, deans, teaching staff, and students, in academic and so-

cial life of the educational institution is an important priority for the University and the Faculty in particular.

As one highlight, the expert group was impressed by the high commitment to Faculty life revealed by students during the discussion with them. Students confirmed their active involvement within joint recreational activities on the one hand but also within various administrative bodies of the University.

Experts suggest that students should be rewarded with credit points for their extracurricular activities which are in connection to the learning outcomes of their study program. As an example, the students are engaged in offering first aid courses on various locations. This recommendation could be realized through the introduction of flexible study units, such as General Studies, in all programs of the Faculty.

With regard to the aspect of participating bodies, there are number of general hospitals, university clinics, institutes, and medical centres that serve as teaching and training units for the students of the Faculty of Medicine.

#### **A.4 Institutional Autonomy**

The Faculty cares for academic freedom and educational responsibility by selecting its own governing bodies, maintaining its own sources of income, by the capacity to decide on staff promotions, ability to design the programs and courses that it provides. This is envisioned in the regulations of the University of Ljubljana. It is ensured that the Faculty can practice its academic freedom over all aspects mentioned.

Academic freedom is seen on the one hand as the right and on the other hand as the fundamental responsibility of each faculty member – teachers as well as students. Faculty members exercise their academic freedom through teaching, research, and creative activities, which are aligned with the generally accepted ethical and University-specific standards.

Taking this into account, the Faculty maintains the institutional autonomy in an excellent manner. This complies with the National Law of Higher Education and encourages diversity and academic freedom.

## **B. Quality Assurance and Quality Management System**

### **B.1 Quality Management**

The Faculty has a quality management system and clearly defined objectives. Internal steering processes are identifiable and aim at continuous improvement. Policies and procedures for quality assurance are implemented and quality culture is promoted. The quality management system applies a quality control loop (the PDCA cycle).

Tasks are divided among the bodies and the staff of the Faculty.

The quality assurance mechanisms are designed to accomplish the set objectives, monitor effectiveness and seek improvement. Quality assurance includes evaluation mechanisms that are run regularly and cover all activities within the Faculty.

### **B.2 Documentation and Improvement**

Evaluation results are documented and taken into consideration for the further improvement of the Faculty and its study programs.

The Faculty continuously develops plans to improve the quality management system, which is part of the Faculty's strategic plan. It works at different organizational levels and involves the entire Faculty staff.

### **B.1 Quality Management**

The Faculty has developed a complex but coherent and effective internal quality assurance and quality management system. Responsibilities are clear, appropriate quality assurance measures have been introduced. Feedback loops have been designated.

The quality assurance system of the Faculty is consistent with the quality assurance system developed at the University of Ljubljana. The system was established to maintain and develop the quality of study programs at the Faculty, namely the programs of Medicine and Dental Medicine and the Doctoral Program of Biomedicine, at the highest possible level and to support the strategy of the Faculty.

The responsible person for the quality assurance system at Faculty level is the Dean of the Faculty. Other members involved in the quality assurance systems are the Vice-Dean for education, the Vice-Dean for research activities and the several commissions, nominated by the Senate of the Faculty (e.g. Commission for Quality Assurance, Academic Affairs Commission, Students' Affairs

Commission or Curriculum Commission). Moreover, internal stakeholders are also involved in the quality assurance system.

The Dean is also responsible for the regular annual quality review as well as for the implementation of corrective measures. The Vice-Dean for education is responsible for maintaining and improving the quality of the educational process at the Faculty, reviewing corrective measurements, and making changes to the curriculum. This is done through the Commission for the Assessment of Quality of Teaching of Medicine and Dental Medicine, the Academic Affairs Commission, the Commission for Lavrič Awards, the Commission for Tutorship, and other commissions. The Vice-Dean for research activities at the Faculty is responsible for maintenance, review of corrective measures, improvement and promotion of research activities at the Faculty. The proposals are discussed by the Dean's Council and approved by the Senate. It is to be mentioned that also external stakeholders are sufficiently involved in the quality management. The quality assurance system monitors the performance of the teaching staff, the faculties and the study programs.

The Faculty has a broad-based and clearly regulated quality management system. This includes various bodies which clearly assigned responsibilities and duties. The student representatives are firmly integrated on almost all levels. In addition, the Faculty is based on international and national set quality standards and is evaluated by the National Quality Assurance Agency externally.

Especially positive some very innovative ways of quality management have to be emphasized. These are, for example, the internal support visits of the teachers themselves.

However, some recommendations arise from the suggestions already made in chapter A. Thus, attempts should be made to reduce the number of committees and to introduce a more distinct transparency policy, which will help to consolidate a more efficient and direct decision-taking process. Furthermore, all people involved in the quality evaluation procedure should be informed on how and for what purposes the obtained results are going to be used. The experts had the impression that the Faculty has collected a large amount of data on quality evaluation; however they have also expressed their concern on whether this data is actually analysed and implemented for the improvement of study programs. It might be reasonable to reduce this amount of infor-

mation as well as the amount of work performed to gather it, and rather focus on productive application of available data.

With regard to the aspect of transparency of the quality assurance activities, the Faculty might experience restrictions on publication of its actions by the national data protection law. Therefore, the representatives of the institution should make a careful selection of relevant data which will contribute to the further development and recognition of study programs. Based on these data, a transparent publication policy could be developed. To conclude, the main recommendation is to restructure the quality assurance procedures with the purpose of using the obtained data to eliminate weaknesses and shortcomings of study programs.

## **B.2 Documentation and Improvement**

General processes regarding documentation are implemented. The Faculty's annual reports on quality assurance are prepared in accordance with the rules of the University of Ljubljana with integrated feedback loops. Here, the experts encourage the Faculty to explain how this form of an interorganisational feedback system functions. Thus, the many useful measures of the Faculty could be shown to the public.

Currently, the Faculty is implementing a management information system (MIS). The management information system should include statistical indicators and results of the quality assurance system. These information should serve as a basis for the control and development of the Faculty as well as the programs. The experts assess this measure as useful for the development of the Faculty and encourage the responsible persons to advance this approach.

The experts also recommend paying more attention to the English version of the Faculty website; it should be updated on time and in accordance with the Slovenian version. This is important because then the Faculty can inform not only Slovenian but also a large audience from other countries about its broad range of activities. English website offers information about the study programs in available manner for potential international students and visiting teachers. Furthermore, publication of annual reports in English increases the Faculty's and its programs' recognition abroad and also serves as a distinct evidence of the Faculty's transparency policy.

## **C. Institutional Management and Administration**

### **C.1 Organization and Responsibilities**

The Faculty's organizational structure demonstrates a clear and transparent division of responsibilities, duties and authorities. External stakeholders, students and other relevant parties are involved in the administrative and decision-making processes; the organizational structure corresponds to the strategy and objectives set by the Faculty.

### **C.2 Information System**

The Faculty regulates the allocation of tasks and responsibilities, which is done in an unambiguous and transparent way. The Faculty members are aware of their tasks and responsibilities.

An information system has been developed for monitoring and evaluating the effective management of the study programs and all other activities within the Faculty.

### **C.3 Cooperation**

Collaborations and partnerships with universities, companies and other institutions are described and documented. The agreements underlying the collaboration are supported with documentation.

### **C.1 Organization and Responsibilities**

The Faculty of Medicine acts in line with the principle of academic autonomy. A specific document "Rules on Organization and Operations of the Faculty of Medicine" serves as the regulating force at the Faculty. It includes detailed description of all relevant aspects related to general provision, the Faculty's activities and legal capacity as well as the structure of the Faculty, its bodies and study programs.

The Faculty is comprised out of six bodies: The Dean, the Senate, the Academic Assembly, the Administrative Body, the Curators of Oražens Legacy and the Students Council. The Senate is itself divided into eleven commissions. The Senate represents the Faculty community and is elected by its members.

The administrative units are divided into the Dean's Office and Secretarial Department, the Financial and Accounts Department, the Purchasing Department, the Personnel Service, the Students' Office for Graduate Courses and the Students' Office for Postgraduate Studies.

The organizational structure, the duties of the organizational units and their bodies are clearly described. The Faculty has a clear structure at both management and academic level. The Commissions supports the activity of the Faculty management.

The Faculty organization presents itself as a clear regulated and transparent structure.

The on-site visit has revealed that the teaching staff and the students largely identify themselves with the Faculty and all participants show strong commitment to the Faculty activities. As one example, the students of the Faculty organize an annual concert in the Slovenian Philharmonic Hall and represent themselves as well as the Faculty.

The Faculty affirms its interest in further professional growth of its graduates and therefore maintains close contact with them.

The Faculty has a good methodology for the institutional management. The regulations cover transparently the segregation of duties and responsibilities of the management members. Taking the recommendations made earlier into account, the Faculty should try to reduce the number of the commissions and thus optimize the decision making process with the goal of effectiveness in its management structures.

A more general option for further enhancement is seen in a closer collaboration of the Faculty of Medicine with the Health Science Faculty. The experts see a great possibility for further development of the health sector in Slovenia. For example, interdisciplinary programs or courses offered together at an equal footing of both faculties could broaden the view on health science sector for both Medical as well as Health Science Faculty.

Another essential recommendation addressed by the experts is to reduce the number of committees registered within the Faculty. Only the essential and targeted bodies should be preserved. This is accompanied by the recommendation to optimize the procedures of decision-making and also to address the need for high transparency of information for all people involved. The experts believe that such measures will further upgrade the efficiency of the Faculty in terms of cooperation with individual participants and institutional partners.

## **C.2 Information System**

An evaluation and controlling procedures has been established. The Faculty states that in 2012, a new information system has been implemented. This system is more adaptable and better accessible.. Access to the system is possible via passwords given to the academic staff actively involved in teaching and to all students registered at the Faculty. This solution was developed at the level of the University of Ljubljana and has been implemented at all its member institutions. Based on that system, the Faculty coordinates its wide range of activities. Duties, responsibilities and authorities of all bodies are clearly structured and documented.

An option for further enhancement is seen in the implementation of specific blended-learning instruments in the main study programs "Medicine" and "Dentistry". Here, the positive opportunities should be used, like flexible times for students or the combination of virtual and face-to-face learning. Also multiple-choice tests could be trained based on such a system.

On the whole, the Faculty has transparent organizational structures and well documented regulations.

## **C.3 Cooperation**

The Faculty is very active in internationalization, especially through international cooperation and exchange (e.g. Erasmus, Basileus). An International Office has been established to support students and teachers in this regard. It provides full support as well as information regarding international mobility to all students, academic staff, and research staff.

International mobility is growing qualitatively and quantitatively. Students of the Faculty are included in international associations in the medical field. The Faculty's international activities are evaluated by monitoring the number of incoming foreign students to and the number of outgoing students, as well as by monitoring the international exchange of academic staff.

Recently, it was noticed that international mobility is increasing mainly on account of incoming students. This, as the Faculty emphasizes, can produce an imbalance between visiting students and those who go abroad. Hence, the Faculty sets an objective to promote education opportunities abroad among its students

Regarding the participation of other stakeholders in decision-making processes, such participation is not officially formalized. Regular consultations regarding the quality of medical training are carried out with several Slovenian Ministries; strategies related to the fulfilment of broader national interests are discussed with the Slovenian Medical Association and the Medical Chamber of Slovenia before they are presented to the Senate.

On a local area, the cooperation with the University Medical Centre Ljubljana, the Ljubljana Institute of Oncology, the University Psychiatric Hospital, the University Rehabilitation Institute of the Republic of Slovenia – Soča, and the Community Health Center Ljubljana as well as regional hospitals in larger cities (Celje, Kranj, Novo Mesto, Nova Gorica, Izola, Postojna, Jesenice) have to be mentioned as part of the medical education.

As a recommendation from the experts' point of view, the involvement of external stakeholders should be implemented within the lines to an officially approved procedure, which also defines when and to what extent these stakeholders can influence decisions of the Faculty. This could further strengthen the autonomy of the Faculty. The Faculty states that external stakeholders recognize the importance of the Faculty's autonomy.

## **D. Educational Activities Including Study Programs**

### **D.1 Study Programs**

The Faculty defines clear goals for each study program and additional educational programs, which corresponds and relates to the Faculty's profile and mission.

The study programs include research-related components depending on the profile and final qualification. They are consistently differentiated and show individual particularities. They are comparable in the higher educational system and correspond to the educational and qualification level they are aimed at.

### **D.2 Study Process**

The Faculty has procedures for the planning of the teaching and learning processes as well as implementation of its study programs.

Admission requirements and student evaluation methods are clear, manageable and made publicly available. The Faculty has established mechanisms to support and counsel its students.

### **D.3 Advanced Training**

The Faculty also provides subject-specified and advanced didactic training for its staff.

### **D.4 International Mobility**

The Faculty promotes exchange programs and international mobility among its students and teaching staff.

### **D.1 Study Programs**

Each year, 150-200 medical students and 50-60 students of dental medicine become members of the Faculty. About 900 students of medicine and 300 students of dentistry are enrolled at the Faculty in total.

The study programs and their learning outcomes form a unitary concept via the required subject-oriented and structured list of knowledge, communication, and patient examination skills that the students have to master to be able to graduate, both in the "Medicine" as well as the "Dental Medicine" programs.

From the view of the experts, the study programs respond well to the Faculty's overall mission and strategy.

The Faculty's leadership and the appropriate committees review the programs regularly. The main goal is to assure their compliance with the Faculty's overall mission and strategy. Hence it is established that the programs successfully comply with Slovenian legislation.

Regarding the requirements of the Bologna process, the Faculty is in the course of successful application of them. So, in the first year, both programs offer lectures on central pre-clinical subjects. "Medicine" program students attend theoretical and practical courses in fundamental clinical subjects. Students in the program of "Dental Medicine" primarily attend technical subjects, but they are also familiarized with the basics of medical clinical subjects. A large portion of the teaching takes the form of practice with patients. In total, the study programs of "Medicine" and "Dental Medicine" consists of 40 and 48 subjects respectively.

To summarize, both programs are complete scientifically oriented study concepts. Both programs display scientifically orientated international requirements in the medical and dental fields.

Instead of considering the programs' curriculum in terms of courses, the experts recommend to restructure it into larger units, such as modules that focus on the constitutive areas envisaged by the program content. The implementation of broader modules could be useful for the development of interdisciplinary thinking and the experts would like to promote this approach. There should be one responsible person assigned for each module.

As an orientation, the ECTS User's Guide (European Commission, 2009) could be used for the modularization of the programs. By such means, the programs can be better adapted to the international standards of education and, thus, become even more competitive on the international market.

The study process is carried out with the help of such teaching methods as problem-based teaching, group work at lectures and seminars, exercise performance in small groups and individually. The question arises what kinds of exams, teaching as well as learning forms are best suitable for the achievement of intended learning objectives, which require strengthening the problem-based learning approach. One goal could be the introduction of an increasing number of competence oriented examination forms instead of multiple-choice questionnaires. Here, the Faculty should encourage its highly motivated and

capable employees to come up with more program-specific teaching techniques. At the same time, the Institutions' rich experience in medical sciences should serve as a solid basis for the implementation of leading study programs in terms of innovative teaching and learning within the Central and eastern European region.

Another aspect for improvement of the curriculum could be the introduction of psychosocial and personal competences in several courses. It could be a good option to use the support of the Health Science Faculty in this regard. Courses and content regarding research methodology could be increased.

In this course, the lack of a specific module regarding skills for scientific thinking/work had been mentioned by the experts. For further development, such a course could be introduced if possible in the first semesters of the programs.

## **D.2 Study Process**

The Faculty developed a tutorial system (coordinated by a Faculty Commission for tutorship) following the renovation of study processes with the aim of guiding students and making them independent in their studies and career path selection (introductory student tutorship for new students, course student tutoring, tutoring for students with special status, tutoring for foreign students, scientific research tutoring). Tutors offer students help in several areas: they try to ease their transition to the University environment, teach students to be critical of themselves through self-examination, and encourage them to acquire extracurricular knowledge. Students are encouraged to engage in research work. Students can also use the services of the complaint management.

The Faculty has officially regulated procedures for planning of teaching and learning processes as well as implementation of its study programs. The admission requirements and student evaluation methods are clear, manageable and made publicly available.

All study programs are accredited or authorized according to the Slovenian national requirements. All regulations and procedures are well documented.

At the Faculty, evaluation of the curricula and syllabi is done by both the students and the teaching staff (see Paragraph B.1).

The Faculty Council reviews syllabi and contents of each course. During the on-site visit, the experts had a possibility to examine the evaluation measures, which are used for the improvement of the study programs. However, they should be made more transparent in order to demonstrate how the evaluation results can directly affect the improvement of the teaching process. Again, it should be underlined that the collected data should primarily serve the purpose of program improvement. Besides, information on quality maintenance received during meetings should also be documented and used for the continuous improvement of the programs.

Regarding the content of the programs, it is continuously monitored and verified by competent bodies.

### **D.3 Advanced Training**

The Faculty sets high demands for its principles of teaching. There are institutional services regarding the didactic training available for academic improvement of the staff.

### **D.4 International Mobility**

The Faculty encourages international exchange programs for both its students and teaching staff. The Faculty of Medicine regularly publishes calls for applications for Erasmus study exchange and study practices and other mobility programs throughout the academic year. Applications are accepted and evaluated by the Faculty of Medicine's International Office. If applicable, a further selection process is performed and in accordance with criteria the call is issued. The International Office provides full support as well as updated information regarding international mobility to all students, academic staff, and research staff. The experts were positive impressed by the fact how many interviewed students had already participated or want to participate in future in exchange programs.

The expert group became convinced that the Faculty provides support to its students in organizing and implementing their studies abroad. The Faculty makes much effort to develop further cooperation with foreign universities in order to offer its students more international study exchange possibilities.

## **E. Infrastructure and Functional Resources**

### **E.1 Functional Resources**

The resources are an essential element of the Faculty's strategic plan. The Faculty provides sufficient spatial and material resources for all teaching, learning, research and administrative activities. The resources meet the requirements of the numbers of the enrolled students as well as the teaching and administrative staff. The Faculty develops plans to constantly enhance its resources.

The Faculty has a library that provides adequate learning resources for its study programs. If required, the Faculty employs additional premises available for further activities (for example, laboratories and computer rooms).

### **E.2 Staff**

The Faculty has mechanisms for recruiting its teaching and administrative staff that are clear, transparent and based on qualification and experience requirements. The duties and responsibilities of the staff correspond to their qualifications and experience. The number of Faculty employees allows for developing all the Faculty's current and planned activities.

### **E.3 Finances**

The Faculty's financial planning considers short- and long-term aspects. The Faculty secures sufficient turnover; its budget is clearly and transparently planned and covers all expenses.

### **E.1 Functional Resources**

Resources are an essential element of the Faculty's strategic plan. As part of the on-site visit, the buildings and premises of the Faculty campus were inspected. During the tour around several laboratories, seminar and lecture halls, employees' offices, and the student's association office, the expert group could witness available facilities of the Faculty. The tour also included a visit to University Hospital buildings. The experts achieved a positive impression of the premises and facilities of the Faculty.

The Faculty states that there is a lack of facilities due to implementation of reformed curriculum based on the organ system organized in modules with multiple rotations throughout the year. To be concrete there are some evidence of staff dispersion within the same subject or discipline. Currently there is also a lack of lecture rooms for written assessments. A new Faculty building, which will be open several weeks after the On-Site Visit, will solve

these problems and will significantly improve the situation with spatial resources.

The expert group is convinced that sufficient functional resources are available, especially with regard to the new building. The Faculty provides sufficient number of premises and material equipment for all teaching, learning, research and administrative activities. The Faculty has its own library that provides adequate literature and other learning resources (like databases) for its study programs. To support excellence in research, the Faculty awards the award for the best researchers at the Faculty.

As a part of the University of Ljubljana, the Faculty has at its disposal well-equipped computer labs, a library with working places, and a sports ground. Students can receive an accommodation at the University dormitory. The Faculty has sufficient resources to offer its enrolled students qualitatively appropriate study programs.

Besides this, the Faculty offers its students numerous services and assistant programs. For example, there is an Occupational Medicine Office at the campus.

Most buildings of the Faculty are accessible for disabled students.

## **E.2 Staff**

At the time of submission of the Self-Evaluation Report, a total of 827 persons are employed at the Faculty. Thereof, more than 330 persons belong to the teaching staff. Among academic staff, there are 73 full professors, 75 associate professors, 92 assistant professors, 93 assistants, and 2 lecturers.

The number of the staff employed at the Faculty is sufficient for developing all current and planned activities. All staff has the opportunity for their professional development. Position-related development is regulated partly through national regulation and through regulations set by the University. For example, the administrative and technical staffs have the possibility to be promoted to higher positions according to several criteria. Academic staff is stimulated to their work on professional development. Here, the University's promotion regulations and additional regulations of the Faculty set criteria which must be fulfilled by academic staff in order for their promotion and for them to maintain their position at the Faculty. So, the teaching assistant position requires

evaluation every three years, while for the position of a teacher requires evaluation every five years until the academic degree of a full professor is reached.

Recruiting procedures are well documented. They secure a required level of qualification and experience for a member of the Faculty's teaching staff. The Faculty shows clear awareness of qualification requirements set for the members of the academic staff. The required experience and activities assigned to the staff are also well defined. The student-teacher ratio is currently comfortable for the teaching process.

Furthermore, the Faculty has established an adequate support structure for its members.

### **E.3 Finances**

The Faculty has three sources of income:

- funding from the Ministry of Education, Science and Sport, which is mostly dependent on the number of students enrolled (37% of total income),
- funding from national and international research grants (12% of total income), and
- income from external professional services to the University Medical Centre and other external customers (51% of total income).

Funding within the Faculty is based on the performance metrics of individual departments and their ability to contribute financially to their projects.

From the experts' point of view, stable and adequate financing from the Ministry of Education is highly desirable. The Medical Faculty at the University of Ljubljana can be seen as a beacon of excellence for the Health Science development not only in Slovenia but also in Eastern European region. Therefore, the high quality as well as impressive engagement of all people involved in the development of the Faculty, research as well as direct teaching of students, should be supported by the state in a substantial way. To summarize this point, the Faculty should – as already mentioned in area A – prepare a “business plan”, that breaks the strategic objectives down into financially comprehensible sections. This plan could then be used to clarify the importance of

the Faculty for the development of the whole University. Besides, such a plan could help to establish the role of the Faculty in dealing with external stakeholders as well as the decision making ministries.

In the same line, the Faculty should be proud of their independence based on non-government funding. This is seen as strength of the Faculty.

## **4 Summary**

The expert group appreciates the open and constructive atmosphere of all discussions.

It has to be underlined, that the submitted documentation was very detailed; it has provided the expert group with all necessary information. The preparation for and the engagement in the meetings at the On-Site Visit demonstrates the active involvement of all participants from the Faculty. The On-Site Visit has also revealed that both the teaching staff and the students largely identify themselves with “their” Faculty. The experts could take part in one of the yearly student organized concerts which demonstrates the extraordinary engagement of the medical students.

The innovative, modern approach of teaching offered by the Faculty programs reaches the objectives, both of an excellent education as well as an excellent research in the medical field.

To summarize, the Faculty can be seen as a beacon in the Medical area of Central and Eastern Europe.

### **4.1 Strengths**

1. The Faculty of Medicine at the University of Ljubljana is one of the leading faculties in the Central and Eastern European area with a demand of high standards for itself.
2. The Faculty has a clear mission and a specific profile; its vision (to become one of the leading faculties in the Central and Eastern European area) is ambitious but seems realistic.
3. The Faculty has built up excellent collaborations with various important national and international partners.
4. Students and teachers of the Faculty demonstrate extraordinary engagement in Faculty activities.
5. The Faculty provides its students with all necessary academic support.
6. There is also an attractive proposition of student activities besides the official learning program.
7. The Faculty has established a coherent internal Quality Assurance System. The quality management system is clearly structured and aimed to improve all covered aspects.

8. Regular external and internal assessments and accreditation procedures are used in organizational learning processes both for teaching as well as for research activities.
9. The bodies and the organization of the Faculty are clearly structured.
10. Students are integrated in all decision making bodies.
11. The Faculty makes big efforts in the development of innovative learning and teaching programs.
12. The curriculum for medical education as well as for dentistry refers to international standards and good practice.
13. The reform of the medical education during the last years has to be rated as very successful.
14. The partial independence of state regulations is a challenge which can be used to enhance the autonomy of the Faculty.

#### **4.2 Weaknesses and Recommendations**

1. The Faculty should think about setting up a strategic plan for the next 3 - 5 years, covering teaching and research activities as well as the development of internationalization. The experts recommend thinking about the preparing of a business plan to demonstrate the coherence between the goals and costs.
2. The Management Information System should be developed, taking into account the results of the Quality Assurance System with the focus on enhancement of the Faculty and the programs.
3. Regarding the quality management and quality assurance system, the Faculty should introduce some restructuring in the quality assurance procedure with the purpose of using the obtained data to eliminate weaknesses and shortcomings of study programs, rather than merely collecting information.
4. The Faculty should make a selection of relevant data for public publications, which can contribute to the further development and recognition of study programs.
5. The Faculty should discuss the possibility to reduce the number of commissions and to strengthen its transparency policy. This could help establishing a more effective quality management and decision making structure. Here, the role of external stakeholders should be thought of.
6. Currently, the Faculty of Medicine does not have a close cooperation with the Health Science Faculty which is also established at the University of Ljubljana. The experts see an option for further enhancement in further

strengthening the collaboration between both Faculties. For example, programs or courses offered together at an equal footing of both Faculties could broaden the view on the Health Science sector for both the Medical as well as the Health Science Faculty.

7. Regarding the study program "Medicine", an aspect for further development of the curriculum could be the introduction of psychosocial and personal competences in several courses. It could be a good option to use the support of the Health Science Faculty to introduce courses in this regard. Moreover, courses and content regarding research methodology should be increased.
8. Courses could be put together in broader "modules" with the approach of promoting the interdisciplinary thinking.
9. The examination system should be developed to a more "learning outcome oriented" system.
10. The public financing of the Faculty is decreasing. Here, the Faculty should increase the effort to get more stable financing from the Ministry of Education, Science and Sport.
11. The website of the Faculty should be revised to present the profile and the developing plans of the Faculty as well as the current activities in English language.
12. Extracurricular engagement of the students could be promoted by awarding ECTS-Credits for this kind of activities.

Finally, the experts have to thank the Faculty for the open and fruitful atmosphere as well as the deep insides into the processes and structures of the Faculty. The experts would like to wish the very best for the future development.