Based on Article 80 of the Higher Education Act (Official Gazette of the RS, No. 32/12 – official consolidated text, 40/12 – ZUJF, 57/12 – ZPCP-2D, 109/12, 85/14, 75/16, 61/17 – ZUPŠ, 65/17, 175/20 – ZIUOPDVE and 57/21 – CC decision), Article 113 of the Statute of the University of Novo mesto, Faculty of Information Studies (Official Gazette of the RS, No. 51/21), and the Criteria for Accreditation and External Evaluation of Higher Education Institutions and Study Programmes (Official Gazette of the RS, No. 42/17, 14/19, 3/20, 78/20 and 44/21), the Senate of the University of Novo mesto, Faculty of Information Studies, at its 45th (hybrid) session (mandate 2024–2028), on 9 October 2026, adopted the following:

QUALITY MANUAL
University of Novo mesto, Faculty of Information Studies

Article 1
(Purpose of the Manual)

The University of Novo mesto, Faculty of Information Studies (hereinafter: the Faculty) is, as an academic institution, committed to ensuring quality in all areas of its operation.

The main purpose of the quality system is to establish a culture of excellence among all stakeholders of the Faculty through continuous and systematic monitoring and improvement of the system, with the aim of achieving and exceeding the set standards.

This manual defines in more detail the rules and procedures for determining, monitoring, ensuring, and improving the quality of the Faculty, so that all employees, students, and other internal stakeholders of the Faculty, as well as its stakeholders in the external environment, are familiar with the rules and procedures for the implementation of the Faculty's activities, the mechanisms and measures for monitoring and ensuring quality at the Faculty, the competences and responsibilities of various Faculty bodies, and the quality cycle.

Article 2
(Objectives of Procedures and Quality Assessment Criteria)

The main objective of quality assurance is its improvement in all areas of the Faculty's operations, as high-quality means determining, ensuring, and raising the highest academic standards in the areas of educational and scientific research activities and the management of the Faculty.

The procedures for monitoring and ensuring quality at the Faculty are intended to verify and ensure the achievement of standards in the following areas:

1. the operation of the Faculty;
2. staff;

3. students;
4. material conditions.

For achieving the objective from the first paragraph of this Article, the Faculty applies the following criteria to assess achievements in this field:

- compliance with the Faculty's vision and mission as the desired state;
- compliance with the Faculty's values;
- achievement of strategic objectives in relation to defined indicators;
- extent of implementation of measures and proposals for improvement based on self-evaluation reports.

Decisions concerning quality assurance are based on analyses of quality criteria, the results of self-evaluation (including survey results, analyses of academic performance, graduate employability, and other aspects of self-evaluation), findings from external evaluations, and other relevant data. The Faculty regularly ensures the traceability of decisions adopted and improvements implemented.

I. AREAS AND STANDARDS FOR QUALITY MONITORING AND ASSURANCE

Article 3
(Areas for Monitoring and Ensuring Quality)

1. OPERATION OF THE FACULTY

The Faculty operates in accordance with the law and the Statute, in which the competences, tasks, and duties of the Faculty's bodies, its employees, students, and other stakeholders are clearly defined and publicly available.

In accordance with its applicable Strategic Plan, the Faculty systematically monitors, assesses, ensures and enhances quality in the following areas of its activities:

- fulfilment of the Faculty's mission, vision, values and strategic objectives, and monitoring of their achievement;
- educational activities at all levels and in all forms of study, including monitoring the quality of study programme delivery, the achievement of learning outcomes and student competencies, and academic performance;
- design, implementation, monitoring, evaluation, updating and development of study programmes, as well as monitoring the effects of changes made to study programmes;
- the Faculty's scientific, research, development and professional activities, and their impact on the development of scientific disciplines, professional fields and the wider social environment;
- integration of educational, research, development and professional activities, and the transfer of knowledge to the social and economic environment;

- cooperation with employers, professional associations, research organisations, graduates and other external stakeholders, as well as monitoring the needs of the environment in terms of the knowledge and competencies expected of graduates;
- monitoring graduate employability, career development and professional trajectories, as well as the activities of the alumni community;
- organisation, implementation and evaluation of practical training, where it forms an integral part of study programmes, and monitoring the achievement of learning outcomes and competencies in the workplace;
- internationalisation of the Faculty, international cooperation, student and staff mobility, and participation in international research and development projects;
- development and promotion of the use of the Slovenian language as a language of professional and scientific communication, while maintaining integration into the international academic community;
- the quality of short educational courses and training programmes leading to the award of micro-credentials, including the identification of target groups' needs, and the planning, implementation, monitoring, evaluation and updating of such courses and programmes;
- the quality of the work of higher education teachers, researchers, professional staff and other employees;
- development of the pedagogical, research, professional, digital and other competencies of employees, as well as their continuing professional development;
- staffing conditions, staff development, stability of the staffing structure, and the adequacy of working conditions for the performance of the Faculty's activities;
- the quality of the study environment, student life, extracurricular activities, and support, counselling and assistance services for students;
- ensuring equal opportunities and an inclusive and supportive learning environment, preventing discrimination, and safeguarding the dignity of all Faculty stakeholders;
- ensuring the accessibility of studies, services, premises, information resources and study materials for students with special needs and students with special status;
- student participation in the governance, development, evaluation and enhancement of the Faculty's quality and its study programmes;
- academic integrity, research ethics, respect for copyright, and the prevention and handling of plagiarism, unethical use of generative artificial intelligence, and other forms of academic misconduct;
- the functioning of the Faculty's governing bodies, internal organisational structure and management effectiveness;
- the functioning of the internal quality assurance system, implementation of self-evaluation and internal quality audits, monitoring the implementation of improvement action plans, and closing the quality assurance cycle in all areas of the Faculty's activities;
- the quality of the digital learning environment, distance learning, hybrid learning, digital learning materials and digital accessibility;

- the quality of information systems and IT support for educational, research and administrative activities;
- the transparency, accessibility, reliability, clarity and timeliness of information concerning the Faculty's operations, study programmes and other activities;
- material resources and facilities required for the performance of the Faculty's activities, including premises, equipment, information and communication infrastructure, and educational technology;
- library services, access to academic, professional and scientific literature, and support for open science;
- financial resources and the long-term sustainability of the Faculty's activities and development;
- social responsibility, sustainable development, and the Faculty's contribution to the development of the local, national and international environment.

The Faculty monitors and ensures the achievement of the following standards:

Standard 1:
The Faculty successfully fulfils its mission, vision, values and strategic objectives within the Slovenian and international higher education area. By achieving organisational and implementation objectives, it ensures quality higher education activity and its development. In this context, it specifically monitors:

a. consistency of strategic planning with the mission, national, and European orientations;
b. feasibility and comprehensiveness of strategic planning;
c. adequacy of methods for verifying the implementation of strategic planning;
d. the development and promotion of the use of the Slovenian language as a language of professional and scientific communication, and its balanced integration into the international environment.

Standard 2:
The Faculty's internal organisation structure ensures the participation of higher education teachers and associates, researchers, non-academic staff, students and other stakeholders in the management and development of the higher education institution's activities. The Faculty ensures equal treatment of all persons, regardless of gender, and fosters an environment in which the dignity of all persons involved in the institution's activities is respected and protected. The Faculty provides internal stakeholders (students, higher education teachers, researchers, other employees and associates, and participants in short educational courses and training programmes) with support and services that ensure the exercise of their fundamental rights and fulfilment of their obligations. In this regard, the Faculty monitors and ensures:

a. representation of stakeholders in the governing bodies of the higher education institution, as well as the exercise of their rights and fulfilment of their obligations;

b. mechanisms for identifying and preventing discrimination in accordance with Article 14 of the Higher Education Act (ZViS-1).

Standard 3:
The Faculty demonstrates high-quality scientific, professional, research, and artistic activities, as well as important achievements in the fields and disciplines in which it operates. The quality, development, and progress of scientific, professional, research, and artistic activity are monitored.

Standard 4:
Practical student training in the workplace, within professional higher education programmes, is well organised and implemented accordingly. Resources for its implementation are ensured. In this context, it specifically monitors:

a. the systemic regulation of student practical training and its implementation;
b. satisfaction of participants in practical training, and the achievement of their outcomes and competencies in the workplace.

Standard 5:
The Faculty monitors the need for knowledge and employment requirements in its environment, cooperates with employers, professional associations, research organisations, graduates and other external stakeholders, and provides information on employment opportunities in fields corresponding to the competencies and learning outcomes of its graduates. In this regard, it specifically monitors:

a. the Faculty's cooperation with its environment, employers and graduates, as well as the demand for specific knowledge and graduate profiles;
b. development of the career centre, an alumni club or other organised forms of alumni engagement;
c. graduates' employment status, employability, career development and professional trajectories, and the use of these findings in the development and updating of study programmes.

Standard 6:
The internal quality system enables the completion of the quality cycle in all areas of the higher education institution's operations, so that:

a. stakeholders are aware of the meaning and role of the internal quality system;
b. regular annual self-evaluations are conducted and documented in the annual self-evaluation report, which includes measures to address any shortcomings identified during the completed self-evaluation period, an improvement plan for the next self-evaluation period, as well as a review of the implementation of measures and action plans adopted as part of the previous self-evaluation report;

c. the internal quality system enables and promotes the development, integration, and updating of educational, scientific, professional, research, and artistic activities, and the impact of these activities on the environment;
d. academic integrity, research ethics and respect for copyright are upheld, and plagiarism, the unethical use of generative artificial intelligence, and other forms of academic misconduct are prevented and addressed.

Standard 7:
The Faculty has established a high-quality, transparent and effective quality assurance system for short educational courses and training programmes leading to the award of micro-credentials. This system is integrated into the self-evaluation of the higher education institution's educational activities and covers the identification of labour market, societal and individual needs, as well as the planning, design (structure and content), delivery, monitoring, updating and possible discontinuation of short educational courses and training programmes leading to the award of micro-credentials. In this regard, the Faculty ensures:

a. the systematic identification of labour market, societal and individual needs, and a demonstrable link between the identified needs and the planned competencies and learning outcomes;
b. a clearly structured and documented design and delivery of short educational courses and training programmes leading to the award of micro-credentials, incorporating flexible and pedagogically sound teaching and learning methods;
c. transparent assessment of the achievement of learning outcomes and competencies, ensuring objectivity, traceability and appropriate documentation of results;
d. accurate, up-to-date and publicly accessible information on short educational courses and training programmes leading to the award of micro-credentials, both at the level of the higher education institution and for each individual course or training programme;
e. clear, effective and appropriately tailored internal quality assurance mechanisms for short educational courses and training programmes leading to the award of micro-credentials, including the monitoring of their impact, as evidenced by documentation of internal audits, analyses, measures and improvements.

Standard 8 (Assessed for universities whose accreditation has been extended twice consecutively for the full accreditation period.)

Standard 9:
The higher education institution provides stakeholders and the public with timely information about its study programmes and activities. In this regard, it monitors the accessibility, content, reliability, comprehensibility and accuracy of information concerning the institution's activities, with particular emphasis on information about

study programmes, their delivery, and the scientific, professional, research and artistic activities within the fields and disciplines covered by these programmes.

2. STAFF

Since the adequate number, competence, and structure of higher education teachers and associates, researchers, and professional staff, which enable successful scientific-research, professional work, and the management of the Faculty, are one of the indicators of its quality, the Faculty:

- publishes international job advertisements for higher education teachers and researchers;
- effectively and transparently implements procedures for election to titles, in accordance with the provisions of the Higher Education Act, the Statute of the Faculty, and the Criteria for Elections to Titles of Higher Education Teachers, Researchers, and Associates at the Faculty, which exceed the Minimum Standards for Elections to Titles at Higher Education Institutions determined by NAKVIS, thereby encouraging higher quality pedagogical and scientific-research work;
- encourages its employees to continuously educate themselves within and outside the Faculty, to transfer newly acquired knowledge into their work, share it with others, and raise standards of good practices;
- enables and supports the implementation of sabbaticals in line with the Faculty's current available resources;
- promotes scientific-research and pedagogical cooperation among members of the Academic Assembly and external collaborators;
- implements a system of annual personal interviews and staff surveys, and on this basis monitors the organizational culture and climate among employees, taking measures for their continuous improvement;
- evaluates higher education teachers and associates based on the results of student surveys, which is an important aspect in shaping the staffing plan for the next academic year;
- operates in a socially responsible manner;
- elects members of the Senate from among higher education teachers and researchers in such a way that all study areas and scientific disciplines pursued at the Faculty are equally represented.

The Faculty monitors and ensures compliance with the following standards:

Standard 10:
Higher education teachers and associates as well as researchers are provided to ensure quality teaching, research, and other work, so that:

a. pedagogical and professional development of higher education teachers and associates is ensured;

b. scientific, professional, research, and artistic achievements of higher education teachers and researchers are monitored;
c. the Faculty's criteria for election to titles and fields of election achieve and exceed the minimum standards of NAKVIS;
d. appropriate forms and levels of employment for higher education teachers and associates are ensured, as well as the stability of the staffing structure, and properly regulated employment relationships.

Standard 11:
Professional-technical and administrative staff (hereinafter: non-teaching staff) are provided for effective assistance and counseling, which includes:

a. appropriate types and adequacy of assistance and counseling for students and other stakeholders;
b. appropriate number, field of work, and educational structure of non-teaching staff;
c. training and professional development of non-teaching staff.

3. STUDENTS

Due to the Faculty's student-centred focus and commitment to quality education, the Faculty:

- systematically provides individual support to students during their studies and academic development through a tutoring system;
- enables students to gain experience in a selected professional field, improve the quality of their studies, and strengthen mutual cooperation between students and teachers through a demonstrator system;
- offers students opportunities to participate in the scientific-research and professional activities of the Faculty;
- encourages student mobility and provides support for the organized acquisition of knowledge, skills, and competences at other higher education institutions in Slovenia and abroad;
- recognizes knowledge, skills, and competences acquired at other higher education institutions as well as informally acquired knowledge;
- organizes mandatory internships outside the Faculty within higher education study programmes;
- conducts student surveys to assess the quality of the Faculty's educational activities (material conditions, student services, library, etc.) as well as higher education teachers and associates;
- updates curricula and the credit value of courses based on student survey results;
- plans and achieves students' learning outcomes and graduates' competences;
- appropriately updates study programmes and their implementation based on self-evaluation reports and external evaluations;

- regularly monitors student progression through study programmes and study duration, taking appropriate measures in cases of insufficient progression;
- encourages students to become active in the Student Council and extracurricular activities;
- regularly involves the President of the Student Council in Faculty activities related to student matters;
- encourages students to actively participate in Faculty bodies (Academic Assembly, Senate, Governing Board, etc.);
- operates a Career Center, which provides career counselling and monitors graduate employability, serving as feedback for the Faculty in determining student intake and in updating and developing new programmes;
- offers students library and information support;
- promotes the inflow of international students and provides appropriate programmes and infrastructure for their smooth integration into the local environment;
- organizes extracurricular activities to enrich students' studies, their life at the Faculty, and contribute to the development of graduates' competences.

The Faculty monitors and ensures compliance with the following standards:

Standard 12:
The Faculty provides students with appropriate support and counseling, which includes:

a. considering the diversity and needs of students when establishing and determining the content of counseling or support for them;
b. timely and effective communication with students;
c. monitoring student satisfaction with services.

Standard 13:
The Faculty's students are provided with appropriate conditions for quality study, scientific, professional, research, or artistic work, as well as for extracurricular activities. This is ensured by:

a. carrying out studies and conditions for them in accordance with student needs and expectations;
b. enabling appropriate professional, artistic, and research work by students;
c. providing appropriate conditions for extracurricular activities.

Standard 14:
The Faculty safeguards student rights by:

a. ensuring Faculty bodies function properly in this area;
b. establishing mechanisms for identifying and preventing discrimination against vulnerable groups of students and discrimination based on students' personal circumstances and beliefs;

c. ensuring that student representatives in Faculty bodies cooperate with other students.

Standard 15:
The Faculty's students participate in the evaluation and updating of the content and implementation of the Faculty's activities. In this regard, the Faculty ensures that:

a. students are involved in shaping the mission, strategic orientations, self-evaluation of the Faculty and its study programmes and in making amendments thereto;
b. students regularly and directly participate in the self-evaluation and updating of activities.

4. MATERIAL CONDITIONS

The Faculty has secured premises and equipment, which constitute the appropriate material conditions and a solid foundation for the high-quality implementation of all Faculty activities.

The Faculty:

- ensures that premises and equipment are regularly updated and correspond to the number of enrolled students and employees;
- provides a high-quality digital learning environment, distance learning and hybrid learning, as well as digital accessibility of all key services and study materials;
- provides all stakeholders, especially students, with access to modern information-communication and other learning technologies and equipment necessary for carrying out Faculty activities;
- provides adequate library and information services, access to library materials in the fields of study programmes, as well as in the Faculty's scientific-research and professional areas;
- strives to ensure that study materials and electronic databases correspond to the content and level of the study programmes;
- ensures that equipment is suitable for students with special needs;
- regularly prepares plans for securing financial, material, and other resources necessary for its operations during the accreditation period and monitors their implementation.

The Faculty monitors and ensures compliance with the following standards:

Standard 16:
The Faculty provides suitable premises, equipment and information and communication infrastructure for carrying out its activities. The premises, equipment and digital environment meet the requirements of pedagogical, scientific, professional, research, and artistic activities, the modes and forms of study programme delivery (including hybrid and distance learning), and the number of enrolled students.

Standard 17:
The Faculty ensures an inclusive study environment for all students and provides adjustments for students with special needs and special statuses, in accordance with Article 115 of the ZViS-1, including:

a. adjustments to premises and equipment;
b. communication and information accessibility;
c. adaptation of study materials and study delivery.

Standard 18:
Adequate and stable financial resources are ensured for the implementation and further development of higher education activities. The Faculty has an adequate and up-to-date financial plan and has successfully implemented its financial plans over the past four years.

Standard 19:
The higher education institution's library provides appropriate study, professional, and scientific literature and ensures high-quality library services. This includes:

a. adequacy of study, professional, and scientific literature;
b. library holdings, access to materials, bibliographic and information support, and access to databases;
c. professional assistance provided by library staff;
d. development of library activities.

When implementing, developing, and modifying its study programmes, the Faculty also follows the following standards:

Standard 1:
The Faculty evaluates and updates the content, structure, and delivery of its study programmes. The implementation of tasks planned on the basis of the findings of the study programme self-evaluation is evident from the self-evaluation reports, whereby:

a. regular self-evaluation of the study programme enables its further development , monitoring and assessment of the effects of implemented changes, while maintaining its relevance and fostering a high-quality educational environment;
b. appropriate methods and procedures are in place for collecting and analysing information and proposals for changes to study programmes;
c. stakeholder participation is ensured in the process of collecting information, formulating improvement measures and monitoring their implementation, and stakeholders are informed of the self-evaluation results and the implementation of planned improvements;
d. the completion of the quality assurance cycle is pursued and ensured.

Standard 2:
The Faculty monitors the implementation of the study programme, reviews it and makes improvements, taking into account developments in the relevant fields and disciplines of study, science, professional practice, research and the arts (developments in the respective professional fields) within which the programme is appropriately positioned.

This includes evaluating the achievement of the programme's intended objectives, competences and learning outcomes, as well as the knowledge needs and objectives of society, depending on the type and level of the study programme.

Changes and updates consider the fundamental objectives of the programme and preserve the coherence of its content and constituent courses. In doing so, the Faculty pays particular attention to ensuring that, as the content of the study programme is developed and modified, the programme remains comprehensive and coherent in terms of both its content and structure; that the alignment of course syllabi and the curriculum with the objectives and competences of the study programme is maintained; and that the content is coherently interconnected along both the horizontal and vertical dimensions, in accordance with Quality Standards 1, 2 and 3 set out in Article 7 of the NAKVIS Criteria.

Standard 3:
The manner, format and scope of study programme delivery correspond to its content, structure, type and level, ensuring that the study content, teaching practices and resources (human and material) are appropriately tailored and adequately provided. Particular attention is given to the following aspects of the implementation of the study programme:

a. teaching methods and formats, their development and adaptation (including the resources required):
    - to different groups of students,
    - to different study needs and modes of study (student-centred learning and teaching),
    - to the needs of higher education teachers and associates;
b. the number of contact hours delivered, as specified in the study programme, or other forms of organised work with students;
c. study materials and their adaptation to teaching methods and formats and to students' needs;
d. student involvement in scientific, professional, research, or artistic projects, in accordance with Article 43 of the ZViS;
e. practical training of students;
f. the suitability of timetables, office hours, and accessibility of higher education teachers and associates to students;
g. the adequacy and qualifications of staff, in accordance with Standards 10 and 11 under Article 6 of the NAKVIS Criteria, as well as compliance with minimum research standards and fulfilment of the requirements for supervising doctoral students in third-cycle study programmes;
h. material conditions related to the implementation of the study programme, in accordance with Standards 16 to 19 under Article 6 of the NAKVIS Criteria.

Standard 4:
The protection of stakeholder rights in the study process is ensured, which includes:

a. that all students, upon fulfilling their obligations as defined by the study programme, are guaranteed uninterrupted progression and completion of studies;
b. that all higher education teachers and associates are guaranteed respect for their autonomy in teaching and research, as well as support and counseling in career development;
c. that stakeholders are informed in accordance with Standard 9 under Article 6 of the NAKVIS Criteria.

In the delivery of joint study programmes, the Faculty also fulfils the obligations set out in the agreements concluded with the other participating higher education institutions.

Article 4
(Involvement and Representation of Stakeholders)

All stakeholders of the Faculty are included in the processes of quality assurance, monitoring, and improvement, and are represented through its governing bodies, namely:

- higher education teachers and researchers, included in the Academic Assembly and research groups (centers, laboratories, institutes), represented through the Senate and its committees;
- higher education teachers and researchers, as well as professional staff, represented on the Management Board;
- students, represented through the Student Council, the President of the Student Council, the Academic Assembly, the Management Board, the Senate, and all its committees;
- founders, represented on the Management Board;
- representatives of industry, social organizations, and local communities in the region, represented through the Faculty's Quality and Evaluation Commission;
- graduates and doctoral students, represented through the Alumni Club;
- practice mentors and those responsible for or organizers of practical training in higher education institutions and companies.

II. MECHANISMS FOR MONITORING AND ENSURING QUALITY

Article 5
(Mechanisms for Quality Assurance)

Mechanisms for monitoring and ensuring quality are general and specific.

General mechanisms for monitoring and ensuring quality include planning and reporting, external evaluations and self-evaluations, and accreditations.

Specific mechanisms for monitoring and ensuring quality are focused on ensuring the quality of staff, students, studies, student support, research, and other activities.

Article 6
(General Mechanisms)

The Faculty plans and reports by preparing an annual work plan and an annual report in line with the adopted Strategic Plan and the requirements of the competent ministry.

Each employee of the Faculty prepares an individual annual work plan and annual report, which is submitted to the Dean as the basis for a personal annual interview and employee performance evaluation.

Internal evaluations or self-evaluations are carried out annually and always cover the entire Faculty as an institution and all its study programmes.

External evaluations are initiated at the request of the Faculty, the founder, or due to a legal obligation, usually in connection with accreditation and re-accreditation procedures. External evaluations are conducted in accordance with the evaluator's methodology. They may be carried out by Slovenian or international organizations, thus meeting the Faculty's need for periodic, thorough reviews of the institution and its programmes by an external, independent, and competent body.

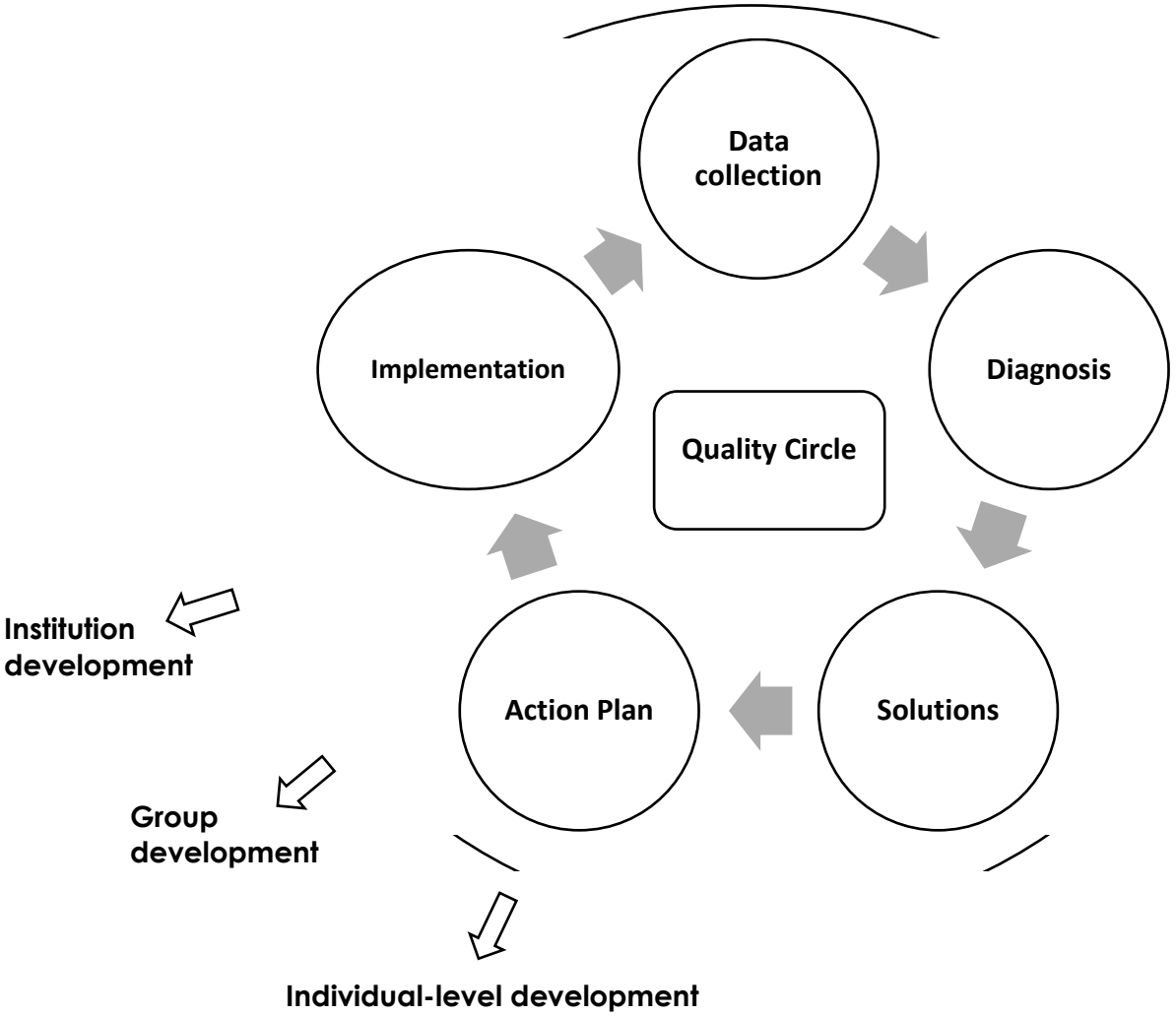
Accreditations of new study programmes are conducted in accordance with the Higher Education Act and NAKVIS criteria, as well as the Faculty's internal regulations. Re-accreditations of the Faculty are conducted in accordance with the Higher Education Act and NAKVIS criteria, as well as internal Faculty acts, within the prescribed periods.

Article 7
(Quality Cycle)

All processes of the Faculty, across all its activities, must operate in accordance with the basic quality assurance mechanism, which represents a cycle of procedures and methods for realizing the Faculty's vision.

The quality cycle consists of the following elements:

- data collection;
- diagnosis;
- solutions;
- action plan;
- implementation.



Article 8
(Planning)

The Faculty plans its work in the long term and short term – annually.

Long-term goals are defined in the Strategic Plan, adopted for a period of 5 years. Through the strategy, long-term goals are set in all areas of its operations, and priorities are defined, forming the basis for the preparation of annual work plans.

The Faculty prepares an annual work plan each year within the prescribed deadline, in accordance with the guidelines of the competent ministry. The basis consists of strategic goals and priorities set out in the Strategic Plan, as well as measures for improvement recorded in the annual report and self-evaluation. The annual work plan covers planning of all Faculty activities.

Article 9
(Self-Evaluation)

The Quality and Evaluation Commission carries out self-evaluation each year with the aim of monitoring and improving quality, based on the annual report for the previous year, data analyses (enrolment, student survey, personal annual interviews, alumni survey, employee survey on organizational culture and climate, etc.), and calculated indicators of Strategic Plan implementation.

The self-evaluation report follows the structure, components, indicators, and methodology of the Faculty's annual report. The indicators used are defined by the Criteria for Accreditation and External Evaluation of Higher Education Institutions and Study Programmes and by the Faculty's Strategic Plan.

The self-evaluation report is based on all required data and indicators collected in one place, enabling a diagnosis of the situation, preparation of necessary solutions for improvement, and the development of action plans for their implementation, thus allowing all stakeholders to monitor changes in the Faculty's operations.

The self-evaluation report contains a critical assessment of achievements in all Faculty activities and proposes measures for improvement, in line with the standards set out in Article 4 of these Regulations.

The draft self-evaluation report, prepared by the Quality and Evaluation Commission, is reviewed by the Dean's Council and the Student Council before final adoption by the Senate. The self-evaluation report adopted by the Senate is then submitted to the Academic Assembly for discussion.

The self-evaluation report is published on the Faculty website and thus made accessible to all stakeholders and the general public.

Article 10
(Other Mechanisms for Monitoring, Ensuring, and Improving Quality)

The Faculty also monitors, ensures, and improves quality through other mechanisms such as accreditations, re-accreditations, and external evaluations; monitoring the implementation of study programmes; student surveys; alumni surveys; enrolment analysis; surveys on organizational culture and climate; personal annual interviews; monitoring business operations and management; monitoring the progress of research projects; habilitations; defences of final theses; systematic monitoring of comparable reference study programmes, etc.

The Faculty must ensure re-accreditation by NAKVIS within the legally prescribed timeframes and in the legally prescribed manner, in order to guarantee the public

validity of study programmes and diplomas. Planning and implementation of these activities are based on the procedures prescribed by NAKVIS.

In the event of identified needs for changes to an accredited study programme, the Senate appoints a working group to analyse the existing study programme, diagnose the current situation based on collected data, prepare possible solutions, and propose an action plan for the implementation of necessary changes and updates to the study programme or its complete renewal. The working group prepares the necessary documentation for the study programme amendment and seeks opinions from the Study and Student Affairs Committee, departments, the Student Council, and the Quality and Evaluation Commission. Based on the feedback received, the working group prepares a revised application for the Senate. The Faculty acts in accordance with the Higher Education Act and the Criteria for Accreditation and External Evaluation of Higher Education Institutions and Study Programmes (NAKVIS). After adoption by the Senate, the application for accreditation is submitted to NAKVIS.

When planning a new study programme, the Faculty's Senate appoints a working group to coordinate all activities for submitting the accreditation application to NAKVIS. Opinions from external stakeholders, especially employers, and statistical analyses or other data on the developmental needs of the economic, social and cultural environment are considered. The planning and design of new study programmes must ensure the achievement of expected graduate competences, based on identified labour market or societal needs.

External Evaluations

The Faculty is subject to review within the framework of external evaluation by NAKVIS in the course of re-accreditation procedures or extraordinary evaluations.

The Faculty may also request an external evaluation, which may be carried out by foreign authorized agencies. These may involve institutional or programme evaluations and accreditations in an international context. In such cases, accreditations and evaluations are conducted in accordance with internationally recognized standards and procedures applied by the foreign accrediting or evaluating body.

Monitoring the Implementation of Study Programmes

Monitoring of programme implementation is carried out continuously and periodically. Continuous monitoring is the responsibility of the Vice-Dean for Educational Activities and the Quality and Evaluation Commission, who coordinate implementation with course providers.

Course coordinators or instructors are obliged to coordinate the delivery of their course with higher education associates. This may include the presence of coordinators at practical sessions.

Programme implementation is monitored using the following instruments and analyses:

- reporting on the development of competence acquisition and assessment in courses and programmes over the last five years;
- planning of course delivery;
- self-evaluation reports of course coordinators/instructors on course delivery;
- monitoring of student workload;
- student surveys;
- analysis of applications and enrolment, and the profile of enrolled students;
- focus groups or group interviews with study programme graduates;
- alumni surveys at the awarding of diplomas;
- employer surveys;
- monitoring, analysis, and comparison of reference study programmes.

Student Surveys

Student surveys are part of the regular annual monitoring of Faculty quality, programmes, courses, and teachers, as well as of general aspects of the study process. For this purpose, two questionnaires are used: the Student Questionnaire on the Quality of Teaching Work of Higher Education Teachers, and the Student Questionnaire on the Quality of the Registrar's Office and Library. This way, the Faculty obtains feedback for teachers, students, and leadership. The surveys are intended to improve study conditions and teaching quality. They are also used as a basis for habilitation procedures and personal annual interviews. The report on survey results also serves as a starting point for discussions on study quality within the Faculty's professional bodies and committees (Quality and Evaluation Commission, Senate, Academic Assembly, departments, chairs, Student Council, etc.).

Surveys are conducted in accordance with the Rules on the Implementation of Student Surveys at the University of Novo mesto, Faculty of Information Studies.

Alumni Survey

Through the alumni survey and the collection and processing of available data on graduates (Statistical Office of the Republic of Slovenia), the Faculty monitors the employability of its graduates. The survey gathers feedback from graduates on acquired knowledge, competences, achievement of learning outcomes of the study programme and their relevance for professional and personal development, on higher education teachers and associates, on employment/employability, and on satisfaction with studies.

The report on survey results also serves as a basis for discussions on study quality within the Faculty's professional bodies and committees (Quality and Evaluation Commission, Senate, Academic Assembly, departments, chairs, Student Council, etc.). Analyses and findings are used to improve study programmes and Faculty operations.

Focus Groups (Group Interviews)

By conducting focus groups with graduates at all levels of study, the Faculty monitors the achievement of intended study competences within study programmes. Focus groups collect in-depth descriptive information (qualitative responses) from graduates about their study experiences, acquired knowledge and skills, and their relevance for work in professional and/or research environments.

Focus groups or group interviews with undergraduate programme graduates are conducted every two years, while at the master's and doctoral levels they are conducted every three years.

Enrolment Analysis

By collecting and processing available enrolment data, the Faculty monitors enrolment in its study programmes, demographic characteristics of students, and trends. The report on findings serves as feedback for Faculty enrolment policies, programme improvement, and integration with the environment.

Employee Survey on Organizational Culture and Climate

Organizational culture and climate are monitored through the collection of primary data from employees using the Organizational Culture and Climate Barometer questionnaire or other qualitative or quantitative methods (e.g., personal annual interviews, semi-structured interviews, focus groups). This provides data on how and to what extent the Faculty's values are realized in daily work. It monitors behaviour toward key stakeholders, employee engagement, cooperation among different groups of employees (teaching staff, non-teaching staff, management staff, etc.), quality of interpersonal relations, motivation, and other aspects of organizational culture. The purpose is to improve working conditions, employee relations, belonging to the Faculty, and employee satisfaction.

Personal Annual Interviews

Personal annual interviews are intended for personal monitoring of progress in work quality, professional, and personal development of each employee. They are conducted in accordance with these Regulations, the Rules on Advancement, and the internal acts of the University of Novo mesto, Faculty of Information Studies.

Monitoring Business Operations and Management

Monitoring of operations is carried out continuously and periodically. Continuous monitoring is the responsibility of the Dean and the Quality and Evaluation Commission. Periodically, an internal or external audit of operational areas is conducted on a randomly selected sample.

Monitoring the Progress of Research Projects

Monitoring of research project implementation is carried out continuously and periodically. Continuous monitoring of all ongoing research projects is the responsibility of the Research Commission, project leaders, and the Dean. Monitoring is carried out in accordance with the Rules on Scientific-Research and Development Activity and other relevant internal acts of the University of Novo mesto, Faculty of Information Studies.

Monitoring and Comparison of Reference Study Programmes

The Faculty systematically monitors and analyses reference study programmes abroad and in the national context. Reports on comparisons and findings serve as feedback to the Faculty for better understanding of the relevance and quality of its study programmes and, where necessary, for adapting development directions or practices within programmes.
Monitoring and reporting on comparisons of reference study programmes is the responsibility of individual study programmes or heads of departments and is conducted at all levels of study every three years, while annually, guidance criteria and indicators for adapting the selection and monitoring system of reference programmes are reviewed.

Article 11
(Responsibility)

In accordance with the Higher Education Act, the Statute and other Faculty regulations, responsibility for monitoring and ensuring quality rests with all Faculty employees, members of the Academic Assembly, and students, and in particular with the Dean, the Senate, the Quality and Evaluation Commission, the Management Board, and the Student Council. Each Faculty body has defined tasks and competences in the Statute and internal acts. The following provisions specifically address responsibilities related to monitoring, assuring and enhancing quality at the Faculty.

The Dean of the Faculty monitors, assesses, and ensures the quality of the Faculty, study programmes, scientific-research and development work, and coordinates the preparation of the annual quality report.

The Faculty Senate is responsible for monitoring the quality of educational, scientific-research, and development activities.

The Management Board is responsible for the smooth material and financial operations of the Faculty.

The Academic Assembly of the Faculty is responsible for providing general guidelines, proposals, and initiatives concerning study programmes and their implementation, for the continuous improvement of the study process at the Faculty.

The Student Council is responsible for providing general guidelines, proposals, and initiatives on all matters relating to student rights and obligations.

The Chair of the Quality and Evaluation Commission is mainly responsible for:

- leading the Quality and Evaluation Commission,
- coordinating the planning, implementation, and continuous improvement of activities in the area of comprehensive quality management of the Faculty's governance system, its study programmes, and its scientific-research and development activities,
- inviting all department and chair heads to Commission meetings in procedures concerning changes to existing or development of new study programmes, regular annual self-evaluation procedures, and other procedures directly affecting one or more departments or chairs,
- ensuring that the processes necessary for the quality management system are established, implemented, and maintained,
- reporting to the Faculty Senate on the functioning of the quality management system and any need for its improvement,
- ensuring awareness of the requirements of the Faculty's clients (students, partners),
- coordinating and, in cooperation with internal and external stakeholders, carrying out the annual self-evaluation and preparations for external evaluation,
- performing expert work related to the planning, design, and management of documentation for the Faculty's quality management system,
- submitting proposals to the Dean for continuous improvement of the quality management system,
- promoting the implementation of the principles of comprehensive quality in the work of all staff and students of the Faculty,
- carrying out other tasks defined by the Statute and other tasks as instructed by the Dean.

A member of the Quality and Evaluation Commission is mainly responsible for:

- supporting and developing a culture of quality and continuous improvement at the Faculty,
- providing the Chair of the Commission with expert proposals for continuous improvement of the Faculty's quality management system,
- participating in the development, implementation, and monitoring of quality management and assurance documentation of the Faculty,
- participating in the preparation and implementation of procedures related to self-evaluation and external evaluation,
- acting as a link between individual professional services of the Faculty and the Commission, with the aim of ensuring effective communication and dissemination of quality-related information,

- supporting the Chair of the Commission in coordinating activities and ensuring the smooth functioning of the Commission.

The tasks and competences of the Quality and Evaluation Commission are to:

- review Faculty reports on monitoring, assessing, and ensuring quality in the institution as a whole, in education, and in research,
- review proposals for indicators and standards, as well as procedures for monitoring effectiveness in the main areas of the Faculty's activities,
- perform other tasks in accordance with the Faculty Statute, general acts of the Faculty, and Senate decisions.

The Vice-Dean for Education is responsible for monitoring the quality of educational activities in first-, second-, and third-cycle study programmes. He/she is assisted by the Study and Student Affairs Commission.

The Vice-Dean for Research is responsible for monitoring the quality of the work of Faculty research groups and the Faculty's scientific-research and development activities. He/she is assisted by the Research Commission.

The Vice-Dean for Organizational Development is responsible for monitoring the quality of the implementation of optimal organizational solutions within the Faculty and the systematic training and development of Faculty staff.

The Election to Titles Commission is responsible for the quality conduct of procedures for the election of higher education teachers, researchers, and higher education and research associates.

The Publishing Commission is responsible for the quality publication of works related to educational and scientific-research programmes and projects, as well as to the scientific and professional work of research groups.

The Head of a Department is responsible for monitoring, assessing, and ensuring the quality of undergraduate and/or master's study programmes at the Faculty. This includes responsibility for the academic quality and coherence of the programme; the regular implementation of internal Faculty procedures for monitoring, ensuring, and reporting on quality at the programme level; coordination of procedures for programme self-evaluation; preparation of documentation for (re)accreditation procedures; and participation in external evaluation.

The Head of the Doctoral Department is responsible for monitoring, assessing, and ensuring the quality of doctoral study programmes at the Faculty. This includes responsibility for academic quality and coherence of the programme; the regular implementation of internal Faculty procedures for monitoring, ensuring, and reporting on quality at the programme level; coordination of procedures for programme self-

evaluation; preparation of documentation for (re)accreditation procedures; and participation in external evaluation.

The Tutors' Assembly is an advisory body whose main task is to ensure the quality implementation of tutoring. The task of a tutor is continuous training and development in the field of tutoring in order to improve their own quality.

A Project Leader is responsible for the quality level of work within a project.

A Course Coordinator or Instructor is responsible for the quality and successful delivery of teaching activities in a course, and for ensuring the quality work of teaching assistants or demonstrators in the course. Higher education teachers and associates must follow the *Guidelines for Conducting the Teaching Process at UNM FIS in Hybrid Form or Virtually (via Zoom)*, which the Faculty provides to all instructors before the start of each semester.

The Work Placement Coordinator is responsible for the quality of work placement implementation.

Every higher education teacher, associate, researcher, and research assistant is responsible for the development of their own competencies for teaching, research, and professional work, documented through publications of scientific and professional works, documented research and professional achievements, documented participation in scientific or professional projects, awarded patents, and other documented achievements that, in the relevant field, are considered proof of originality and quality.

Every employee of the Faculty is responsible for performing their work responsibly, professionally, efficiently, and on time, while respecting the Faculty's main guidelines, general acts, resolutions, decrees, and instructions of the Dean or his/her authorized representative.

Every employee of the Faculty is responsible for investing all their intellectual and work capacities in the development of the Faculty and the achievement of planned goals.

Every employee of the Faculty is responsible for being loyal to the Faculty and, in accordance with the principles of diligence and honesty, for safeguarding the reputation of the Faculty and maintaining good professional relations with colleagues, clients, and business partners.

Article 12
(Quality Monitoring Activity Plan)

Activity	Subject of Monitoring	Data Collection Method	Timing	Responsibility for Data Collection	Responsibility for Analysis	Responsibility for Action
Student survey	All students	Online application in VIS	At the end of each semester	Student Affairs Office	Vice-Dean for Education	Each course coordinator and instructor, head of institute/center/lab, Vice-Dean for Education
Entry survey	First-year students	Written	Upon enrolment	Student Affairs Office	Vice-Dean for Education	Management, Senate
Work placement survey	Students completing work placement	Written	After defence of work placement report	Career Centre	Vice Dean for Education	Work placement coordinator, Management, Senate

Alumni survey	Graduates in the calendar year prior to survey	Written	At graduation ceremony	Student Affairs Office	Vice-Dean for Education	Mentors, Management, Senate
Focus groups with graduates	Graduates who completed a study programme in selected academic years	Oral	At the beginning of the academic year (October–December)	Heads of Departments and Units at all levels of studies	Vice-Dean for Education	Heads of Department, Head of Doctoral Department, Vice-Dean for Education
Employee survey	All employees	Electronic	July to September	Legal/HR (General Affairs) Office	Chair of the Quality and Evaluation Committee	Management, Management Board
Event participant survey	Event participants	Written	Immediately after the event	Event organizer	Public Relations Office	Management, Event Organiser, Senate, Management Board

Monitoring of Comparable Study Programmes	Comparable study programmes in Slovenia and abroad	Written	Every three years	Heads of departments/chairs at all study levels	Vice-Dean for Dean of Education	Heads of departments, Head of Doctoral Department, Vice-Dean for Education
Self-evaluation	All stakeholders	Written	Annual	Student Affairs Office	Chair of the Quality and Evaluation Committee	Management, Senate
Report on research activities	All higher education teachers, associates, and researchers	Bibliographic databases and other information collected	January	Project Office	Vice-Dean for Research	Management, Senate
Report on study activities	All students, higher education teachers and associates, and researchers	Data from VIS and other information collected	January	Student Affairs Office	Vice-Dean for Education	Management, Senate

Performance analysis of project applications	Project application	Data from 4PM and other collected information	January	Project Office	Vice-Dean for Research	Management, Senate, Management Board
Analysis of project implementation	Completed Projects	Data from 4PM and other collected information	Upon project completion	Project Manager, Project Office	Vice-Dean for Research	Management, Senate, Management Board

Article 13
(Implementation of Activities)

The activities referred to in Articles 11 and 12 of these Regulations must be implemented comprehensively for the first time no later than five years after its adoption.

Article 14
(Final Provisions)

With the entry into force of these Regulations, all previous versions of this act shall cease to apply.

These Regulations shall enter into force on the day following their adoption by the Senate.

The Regulations shall be published in the Higher Education Information System and on the Faculty website.

The provisions of these Regulations shall be interpreted by the Senate.

Chair of the Senate of the University of Novo mesto, Faculty of Information Studies

Assoc. Prof. Dr Alenka Pandiloska Jurak, Dean

Appendix:

LIST OF ABBREVATIONS

ARRS	Slovenian Research Agency
AZ	Academic Assembly
CEEPUS	Central European Exchange Programme for University Studies
ECTS	European Credit Transfer System
EHEA	European Higher Education Area
ESG	Standards and Guidelines for Quality Assurance in Higher Education
ERA	European Research Area
ERC	European Research Council
EUA	European University Association
eVS	Higher Education Evidence and Analytical Information System in Slovenia
FTE	Full-Time Equivalent
KIN	Commission for Academic Titles
KSSZ	Commission for Student Affairs (1st, 2nd, 3rd Cycle)
KKE	Commission for Quality and Evaluations
LPD	Annual Work Programme
LP	Annual Report
MIZS	Ministry of Education, Science and Sport
NAKVIS	National Agency for Quality in Higher Education
ZVIS	Higher Education Act (current version)
SOK	Slovenian Qualifications Framework

GLOSSARY

Accreditation	Determination of compliance with the conditions prescribed by law and assessment of fulfilment of agency criteria for conducting higher education activities and the quality of higher education institutions and study programmes; accreditation can be initial or renewed (every 5 years) and applies to the higher education institution. Study programmes are generally accredited for an indefinite period.
Evaluation	A set of activities that monitor the implementation of operational plans of a higher education institution and its engagement in the development of its environment and assessment of achievements; evaluation can be internal (self-evaluation) or external.
Quality	Excellence established in relation to primary stakeholders of the faculty: students, staff, industry, research sector, and local environment.

Competence	The ability to apply and connect knowledge and skills in educational, professional, and personal situations. Competences are classified according to complexity, autonomy, and responsibility of action (SOK).
Quality culture	A positive attitude of staff, students, and other stakeholders towards continuous improvement of institutional activities and integration of this attitude into the institution's identity and strategy.
Quality Management	Activities aimed at implementing quality policy.
Criteria	Prescriptions or guidelines for evaluating areas of quality.
Quality Assurance System	A systemic (institutional/formal) arrangement that establishes, supports, and institutionalizes quality management activities. It encompasses all procedures important for the quality functioning of the higher education institution and the quality implementation of study programmes.
Standard	A document created by consensus and approved by a recognized authority that sets rules, guidelines, or characteristics for activities and their outcomes. It is intended for general and repeated use and aims at achieving the optimal level of organization in the given field. Standards are agreements based on recognized scientific, technical, and experiential results.
Areas of Assessment	Operational areas subject to evaluation or quality management activities.
Quality Assurance and Quality Policy	Implementation of general principles of quality management (aimed at achieving quality).