



Agentur für  
Qualitätssicherung  
und Akkreditierung  
Austria

*Report Audit*  
International  
School for Social  
and Business  
Studies (ISSBS)

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# 1 General Information to the Audit

## 1.1 Objectives & Methods

Autonomous higher education institutions are in charge of quality assurance and quality development with respect to degree programmes, teaching, research and development and appreciation of the arts, and organisation. They develop and design their own internal quality management systems in accordance with their individual profiles and in compliance with European standards.

The Agency for Quality Assurance and Accreditation (AQ Austria) acknowledges this responsibility of higher education institutions and strengthens the quality approach of such institutions through its audit.

The AQ Austria audit is in accordance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and uses peer review to include European expertise.

It has the following two main objectives:

- to confirm that a higher education institution has established its quality management system pursuant to statutory provisions;
- to support the higher education institution in the enhancement of its internal quality management system.

For the purpose of certification, four standards shall be applied to assess the quality management system. Those standards define the requirements for an operational quality management system and specify the assessment areas pursuant to section 22 para. 2 *HSQSG* to the Austrian law.

### Standard 1:

The higher education institution has defined objectives and pursues a strategy which is systematically supported by management tools.

The higher education institution shall specify strategies and define objectives as prerequisites to establish and implement an internal quality management system. Measures shall be derived from these strategies, and responsibilities at all levels of the higher education institution shall be defined. The higher education institution is autonomous in designing its internal controlling processes.

### Standard 2:

The quality management system supports the higher education institution in achieving its objectives.

The quality management system shall comprise measures of internal quality assurance, which support the higher education institution in achieving its objectives, fulfilling its tasks and advancing its internal organisational and controlling processes. Pursuant to section 22 para. 2 *HS-QSG*, section 3 of the Universities Act (*Universitätsgesetz, UG*), section 4 of the Law on the University for Continuing Education Krems (*Bundesgesetz über die Universität für Weiterbildung Krems, DUK-Gesetz*) and section 3 of the University of Applied Sciences Studies Act (*Fachhochschulstudiengesetz, FHStG*), the core responsibilities of a higher education



institution shall be studying and teaching including further training, research or development and appreciation of the arts as well as cross-cutting tasks in the fields of organisation, administration and support, human resources, resource management, and internationalisation.

#### Standard 3:

The quality management system uses evaluation procedures, monitoring and information systems as integral components.

Strategies, organisation and services of the higher education institution shall be subject to systematic monitoring. The higher education institution shall rely on the results and findings of internal monitoring, of its information and reporting systems and of quality assurance measures when it comes to developing and/or advancing objectives and strategies and making controlling decisions. Furthermore, the results of internal and external evaluation measures shall be integrated into the advancement and/or adaptation of the quality management system.

#### Standard 4:

The quality management system is based on the quality approach of the higher education institution and provides for the systematic involvement of various interest groups.

The higher education institution's quality approach shall be sustained by its members and fostered by an active communication strategy. The composition of the interest groups shall be determined by the profile and objectives of the higher education institution and shall reflect its societal responsibility.

## 1.2 Information about the Institution

This information is taken from the self-report and the website of ISSBS:

The International School for Social and Business Studies (ISSBS) was founded in 2006. It has been established in Celje as an independent, private higher education institution. It develops and implements curricula in the fields of economics, business and administrative sciences at all three levels of studies (bachelor, masters and doctoral studies). All six study programmes were developed in accordance with the Bologna guidelines and accredited in Slovenia by the Slovenian Quality Assurance Agency for Higher Education (SQAA).

ISSBS carries out scientific-research and developmental activities in the fields of economics, social, administrative and organisational sciences, management, education, computer science and informatics, law, etc.

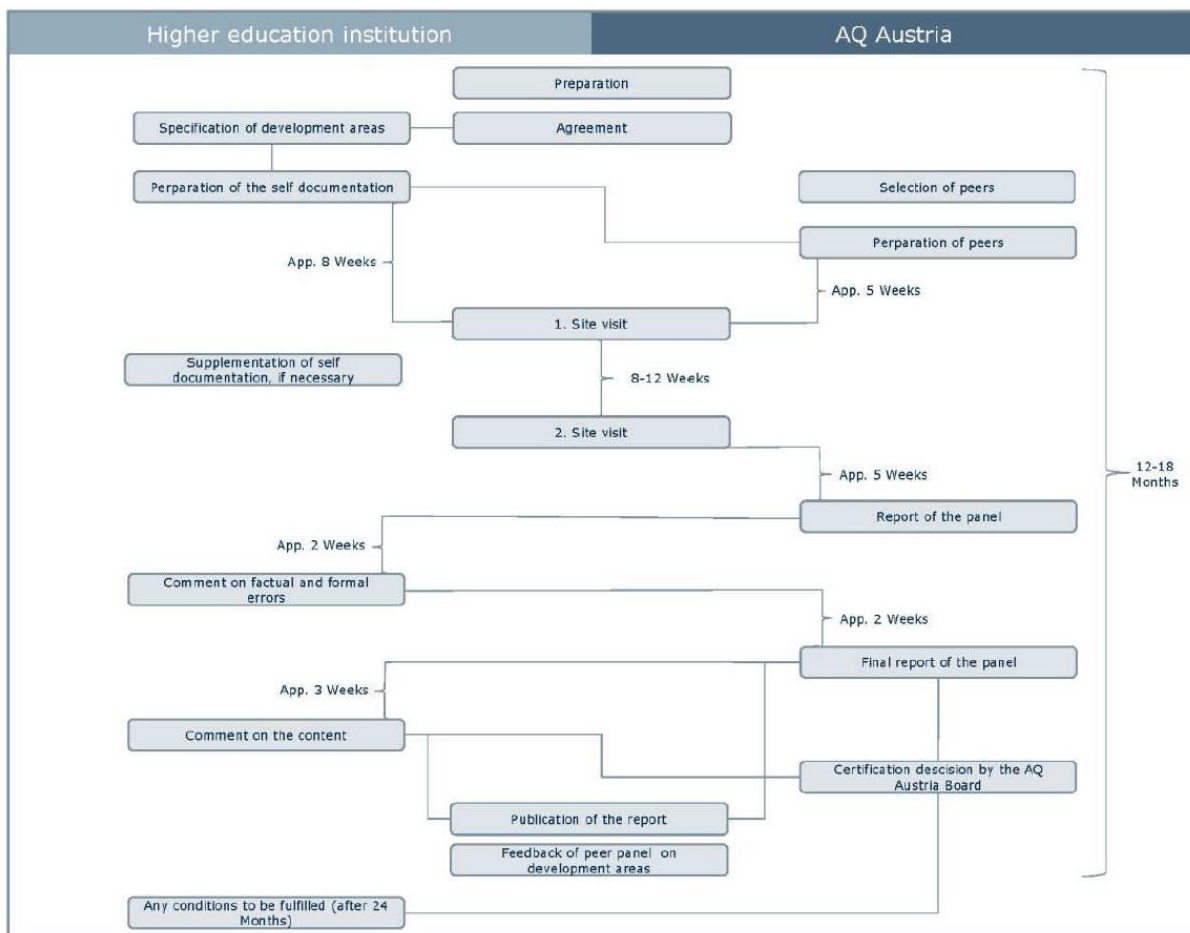
## 1.3 The Process of the Audit, incl. Time Schedule

The audit shall be carried out as **peer review**. On the basis of the higher education institution's self-report and two site visits, a group of external, independent experts shall assess the internal quality management system using the four audit standards, and draw up an audit

report. This report shall contain opinions and recommendations on the higher education institution's quality management system.

The audit report and a comment of the higher education institution constitute the basis for AQ Austria's certification decision.

The process is displayed in the following chart.



At the end of the first site visit the expert panel and ISSBS agreed on two fields of activity which were chosen to give evidence of the implementation of the quality management system. The two fields of activity chosen dealt with the quality management in terms of „internationalisation“ and „study and teaching“.

### **Internationalisation**

Strategy and operational plan concerning the establishment of the 1-year Master programme for employees in higher education in Nigeria (co-operation with an Israeli partner institution).

The document should contain information on:

- concept of quality assurance of the international program
- details on the recruitment/admission procedure
- overall concept of the program e.g. syllabus, single course details, time schedule for teaching block, thesis completion,...
- quality assurance of the programme: e.g. language (support and training for the teachers, support for the students), e-learning support, procedure in the case of failing/missing, support for master thesis completion
- awareness for cultural issues

### **Quality assurance in the different stages of master thesis**

The regulation of graduation from second cycle programme was already presented in the self-report for the first site visit (Appendix 14 – Regulations of Graduating from Second Cycle Study Programmes).

With respect to the process of the master thesis we would ask for more detailed information on the quality assurance of the master thesis, this should contain information, guidelines, or examples that exist at ISSBS on:

- selection of a mentor
- support during the whole thesis:
  - defining and selection of a topic
  - writing process and organisation of contact hours during this process (feedback of mentor to the student)
  - completion phase: review process, grading, defence of the master thesis; are thesis and defence graded separately or together, how much is the grade influenced by the presentation, ...
- graduation/transcripts of records
- for a Master thesis based on a research project or a co-operation with a company: is there a different/more specific guideline available?
- good practise/bad practise examples (*short summaries, table of content and literature is sufficient – is this information available in English?*)

## 2 The Expert Panel

Name	Institution	Role
<b>Prof. Dr. habil. Elisabeth Fröhlich</b>	Cologne Business School, Germany	Peer from academia
<b>Prof. Grzegorz Mazurek, Ph.D</b>	Kozminski University, Poland	Peer from academia, head of the expert panel
<b>Mag. Petra Wimmer, MAS</b>	Danube University Krems, Austria	Peer from academia
<b>Liliya Ivanova</b>	University of National and World Economy, Bulgaria	Student expert panel member

### AQ Austria Co-ordinators

Dr. Elisabeth Froschauer-Neuhauser & Dr. Annina Müller Strassnig

ISSBS mandated AQ Austria with the audit procedure in January 2014.

The timeline of the procedure was the following:

Procedural step	Date
Preparatory workshop at ISSBS (presentation of the standards and procedural guidelines, specification of the timeline)	26 February 2014
Delivery of the self-evaluation report by ISSBS	25 April 2014
Decision on panel members by the Board of AQ Austria	28 January 2014
Preparatory skype meeting of the expert panel	02 June 2014
First Site visit to ISSBS	09 - 11 June 2014
Second Site visit to ISSBS	15 October 2014
Draft report of the expert panel	05 December 2014
Formal statement by ISSBS	15 December 2014
Final report of the expert panel	22 December 2014
Statement on the final report by ISSBS	13 January 2015
Accreditation decision by the Board of AQ Austria	03 February 2015

## 3 Summary

ISSBS has defined its strategic goals, a mission and a vision which are built around the key task "internationalisation".



Based on the documentation and the site visits, the expert panel came to the conclusion that the quality management established at ISSBS is sufficient for its regional activities and that the institution has interesting ideas on how to improve and position the institution on the international educational sector.

Nevertheless, the international visibility of ISSBS nowadays is rather weak – the academic excellence and internationalisation are not operationalised and measured to a full extent. The reviewers gained the impression that the term internationalisation at ISSBS is more a label but not implemented in practice yet. This leads to the suggestion that the amount of “internationality” in the strategic goals, mission and visions of ISSBS should be discussed and the strengths of the institution recapitulated in order to modify the strategic goals to the operational ones from daily practise.

Due to the missing documentation it is impossible for the expert panel to assess if the stated targets can be achieved in the future. With respect to the quality management system the expert panel sees single measures and tools in place but ISSBS has not implemented a quality management that supports its mission and goals. The quality management stays on the level of single actions taken and instruments used. For this reason, the expert panel recommends consolidating the various instruments and tools ISSBS already uses into one common quality management system. Besides, a quality handbook shall be generated which includes clear performance indicators, timelines and responsibilities, etc.

At ISSBS, operational planning and execution on the level of study and teaching are in place whereas the strategic planning – a clear and transparent action plan on how to meet the mission and vision linked with management tools - is missing. There are many management tools in place where the focus is heavily set on evaluation; the action plan for concrete measures resulting from evaluations is missing. Since ISSBS is a rather small institution, the formalisation of the processes does not have to be done in full details. Nevertheless, a proper documentation is required for a systematic evaluation and continuous improvement of the institution and its study programmes.

With respect to academic excellence, ISSBS has no clear definition of what academic excellence means to them nor an action plan with indicators and measures on how to reach this goal. It is inevitable to have short, middle and long term planning including milestones and indicators in order to fulfil the mission of academic excellence in teaching and research.

As already stated, the institution is fully operational but a formal quality management system supporting this is not implemented. The recent status is mainly based on personal commitment and informal agreements.

There is a strong organisational culture of commitment – commitment of the faculty to students and commitment of the faculty and the management to the institution itself. Due to this very unique and valuable feature, the institution was able to create an uncommon organisational culture clearly influencing the students. In other words, there is a strong culture of service based on trust, mutual understanding and informal actions. ISSBS is well led by an experienced dean and a committed executive team.

The expert panel identified a well embedded quality culture within the institution. The small size of the institution and the inclusive and open environment favoured the building



of trust between the internal stakeholders. A good communication between the different stakeholder groups is visible.

## 4 Assessment of the Fulfilment of Audit Standards

Each standard is described in a separate chapter where the fulfilment is described for each single area of the institutions. The experts are asked to illustrate their decision by citing observations gained at the two site visits and based on the defined fields of activity.

### 4.1 Observation to Standard 1

#### *Standard 1:*

*The higher education institution has defined objectives and pursues a strategy which is systematically supported by management tools.*

*The higher education institution shall specify strategies and define objectives as prerequisites to establish and implement an internal quality management system. Measures shall be derived from these strategies, and responsibilities at all levels of the higher education institution shall be defined. The higher education institution is autonomous in designing its internal controlling processes.*

ISSBS has defined its strategic goals, a mission and a vision which are built around the key task internationalisation:

#### *Mission:*

*To enrich our students' and graduates' professional development and improve their employability through excellent internationally oriented education and research in the fields of business, economics and management so as to contribute to the development of knowledge society and prosperity of the region, country and global community.*

#### *Vision:*

*To be internationally recognised for our academic excellence and social responsibility.*<sup>1</sup>

Although ISSBS aspires to gain recognition at international level in its mission and vision, its international visibility nowadays is rather weak – the academic excellence and internationalisation are not operationalised and measured to a full extent.

The reviewers gained the impression that the term internationalisation at ISSBS is more a label but not implemented in practice. Hence, there are no management tools implemented to support this. The institution acts locally and is rooted in the region. Thus, the quality management system supports the actual practice but not the strategic goals, the mission and the vision of the institution. As ISSBS is a small institution the management is based on

<sup>1</sup> See <http://www.mfdps.si/en/faculty/about-issbs>



informal processes and daily business routines and does not use management tools as for example, a cockpit with key performance indicators for its overall steering of the institution.

At ISSBS, operational planning and execution on the level of study and teaching are in place whereas the strategic planning – a clear and transparent action plan on how to meet the mission and vision linked with management tools - is missing. Moreover, having students and educational programmes as main focus, ISSBS strives for developing relations with local businesses and communities. This relies heavily upon the local reputation and success of its programmes. In parallel to that, the main stress in the strategy and mission is put on international dimensions hardly obtainable on the business education market since international students are attracted to a minor extent. In addition, these key advantages of a locally rooted institution are not articulated in the mission, vision and strategy of the institution.

A comprehensive strategy with an implementation plan for internationalisation activities – including student and staff mobility, international research co-operations or setting up international summer schools– is missing. Until now, ISSBS has realised a variety of single activities but they are not embedded in a middle- and long-term action plan. Thus, the expert panel could not detect a formalised long-term strategy how the institution wants to fulfil the vision of the institution. Measures taken by ISSBS are consequences to a given situation and might even be reasonable, but the lack of a long-term action plan makes the support of a working quality management system impossible.

The different measures of internationalisation currently present in the study programmes (e.g. invitation of visiting professors and guest lecturers, organisation of international conferences, and engagement in the Erasmus mobility programme) just partially indicate an international orientation. A re-design of the internationalisation strategy comprising both new and currently offered study programmes as well as the research engagement are the first step before applying individual activities.

The following two examples underline the observation that the measures taken are not embedded in a defined strategic plan but are rather reactions to given situations:

The quality management of the postgraduate study programme “Management and Quality in Education (MQE)” was chosen as field of activity during the first site visit in order to get a clear insight in the strategic planning with respect to internationalisation and the implementation of it in practice. The target groups defined for the pilot project (employees from higher education institutions in Nigeria) could not be attracted to a satisfying extent, which forced ISSBS to concentrate on other implementation strategies. The ISSBS management was not able to show documented processes supporting the changes in the implementation and a clear planning on how to deal with the problems they might face when introducing this new study programme. This led to the conclusion that there is neither an action plan nor a working quality management system behind this action. Another evidence for this conclusion is that ISSBS is aware of potential pitfalls (e.g. cultural problems, high amount of e-learning, requirement of tight support monitoring because of distance learning, etc.) but could not present measures how these problems are anticipated and addressed. Again, ISSBS reacts on impulses but has no active forward-looking approach. Another critical aspect is the fact that there is no quality management system in place for monitoring the teaching quality of the partner institution abroad they intend to work with.



ISSBS states negotiations with other higher education institutions (e.g. in Macedonia and Kosovo) where they plan to offer study programmes but the reviewers got the impression that these partners were rather chosen by chance or personal contacts than based on a common strategic plan. The same applies to the existing contacts with Turkey or the Netherlands. As a consequence thereof, a clear strategy for the single co-operations, (e.g. what are our goals with respect to this cooperation, how do we achieve them, etc.) and a documentation of these projects could not be shown.

With respect to academic excellence, which is another central goal of ISSBS, the same applies as for the issue of internationalisation. ISSBS has neither clear definition of what academic excellence means for them nor an action plan with indicators and measures on how to reach this goal. To make it very clear, realising academic excellence in an international context does not only mean to discuss potential projects with foreign partners and continue local research activities within the region. It is inevitable to have a short, middle and long term planning including milestones and indicators in order to fulfil the mission of academic excellence in teaching and research.

## 4.2 Assessment of Standard 1

The starting point for the expert panel is the question if ISSBS' strategic plan corresponds to the operational plan. ISSBS has implemented a variety of quality management measures to support its mission of internationalisation, social responsibility and academic excellence but these measures seem to be unorganised. This leads to the observation that the mission is not fully lived in daily practise. The measures taken are rather dependent on the current situation than being based on a long-term plan. For the three central keywords of the mission and vision "internationalisation", "international academic excellence" and "social responsibility", ISSBS has no elaborated plan with short, middle and long term goals and milestones. Furthermore, they have not defined indicators and target values that would allow measuring their success in reaching the set goals. Management tools in order to steer the institution are missing.

ISSBS' "handbook for quality" summarises the existing quality measures but it is too generic to be used as a guideline in daily practise. Besides, a proper documentation on the actions (phase 4 of the quality management cycle – "Act") is missing which underlines the observation that the quality loops are not closed.

The expert panel wants to emphasise that the grade of formal documentation depends on the size of the institution and in the case for ISSBS, informal processes might work in daily practise. Anyhow, a proper documentation of all measures implemented is needed. Internationalisation and academic excellence at ISSBS will only work to a full extent if intentions, targets and strategies are fitted to the strong aspects of the institution and described in full detail.

The final conclusion is that the quality management established at ISSBS is sufficient for its regional activities and that the institution has interesting ideas on how to improve and position the institution on the international educational sector in the future but there is no concrete action plan how to realise those ideas. Due to the missing documentation it is impossible for the expert panel to assess if the stated targets can be achieved in the future.



With respect to the quality management system the expert panel sees single measures and tools in place but ISSBS has not implemented a quality management that supports its mission and goals yet. The quality management stays on the level of single actions taken and instruments used.

Conclusion: Standard 1 is **not met**.

For further development of ISSBS, the experts want to forward the following **recommendations**:

#### Revision of the strategy

The expert panel recommends to discuss the amount of "internationality" in the strategic goals, mission and visions of ISSBS and to recapitulate the strengths of the institution in order to modify the strategic goals to the operational ones from daily practise.

#### Take advantage of the strong connections to regional economy

One prominent strength of ISSBS is the strong connection to the local economy which is also reflected by the recruited students and their tendency to stay in the region after graduation. This connection could be further emphasised which would also support the increase of employability of Alumni.

#### Opening up new target markets

If ISSBS wants to explore new target markets, a clear concept has to be defined. This should include the targeted region or countries and the reason why those were chosen, a concrete time plan for implementation and potential measures to evaluate the success of this implementation.

#### Strengthening of academic excellence and internationalisation

The expert panel wants to suggest an example from their practise that supports the development of academic excellence and also internationalisation. Cologne Business School yearly organises an annual networking event in combination with an international case competition. Teams, consisting both of students from the institution and students from the institutions' international partner universities compete against each other and process a genuine project from a partner company. The best proposal is awarded a prize within the course of the festive closing event. This concept might push the international orientation of ISSBS and might also give students and international partners the opportunity to discuss topics of high relevance for companies.

To find out more about this activity at CBS please visit:

<http://www.cbs.de/en/campus/students-initiatives/university2business/>

Such a networking event offers also a lot of opportunities for companies and may lead to a provision of financial support once the economic situation in Slovenia is recovering.

### 4.3 Observation to Standard 2

*The quality management system supports the higher education institution in achieving its objectives.*

*The quality management system shall comprise measures of internal quality assurance, which support the higher education institution in achieving its objectives, fulfilling its tasks and advancing its internal organisational and controlling processes. The core responsibilities of a higher education institution shall be studying and teaching including further training, research or development and appreciation of the arts as well as cross-cutting tasks in the fields of organisation, administration and support, human resources, resource management, and internationalisation.*

#### **Internationalisation**

ISSBS has taken various steps towards the ambitious strategic goal of internationalisation in teaching, e.g. by inviting visiting professors and organising lectures of professors from abroad via Skype. Besides, some electives are held both in Slovene and English, but it was stated that students tend to choose electives in Slovene.

Until now, internationalisation is not reflected in the literature used in the study programmes since the syllabi contain only a few sources in English. This was explained with the need to translate international state-of-the-art literature to Slovene because students prefer to read in Slovenian language. As ISSBS calls itself an "international institution", students should be animated to study the literature in the original language.

There are attempts to encourage the participation in the Erasmus mobility programme. Foreign students are attracted to come to ISSBS as Erasmus students. Up to now, all these efforts have not led to a significant rise in the number of student exchange. ISSBS reported to host 8 to 9 foreign students a year (app. 2 % students of all ISSBS students) and only 3-4 (app. 1 %) ISSBS students participate annually in exchange study programmes or internships yearly. The reason for that small number of outgoings is that a lot of ISSBS students work and have families. For the incoming students, most students come from Southern European countries, mainly from Turkey.

Teaching staff are also encouraged to go abroad within the framework of Erasmus mobility. The numbers of outgoing teachers are stable but at a low level, which is connected to the difficult organisation of such activities (e.g. organising a blocked lecture within 2 weeks).

ISSBS has put efforts in co-operations with international research partners. Due to the size of the institution only a few projects can be carried out in which ISSBS rather has the role of a project partner than of a co-ordinator. To reach international excellence in research, ISSBS has to put more emphasis on this topic and define a clear strategy with milestones on how to fulfil it, e.g. by producing more publications in top journal publications (JCR). A clear strategy for the enhancement of the internationalisation is the basis for a working quality management. As for now, the quality assurance is taking place in the single project but not at an institutional level. The participation of ISSBS in global or European business education networks seem to be a prerequisite for building its international position, networking and simply academic and managerial excellence.



ISSBS offers a well-established international conference called MakeLearn. The conference is organised in different countries and in co-operation with foreign partner universities and research institutions, which are chosen corresponding to the annual changing topics of MakeLearn. The official language of the conference is English. Through MakeLearn, ISSBS tries to encourage the exchange of recent developments and trends in the field of knowledge management between Slovene and foreign experts. This conference is a superb example of facilitating international scientific relations with several partners from the CEE region and should be intensely exploited for fostering international scientific cooperation which would result in common projects as well as more scientific output in the form of research papers. The organisation of such an international conference strengthens and develops further the international orientation and increases the visibility of ISSBS for international institutions. In order to see if the intentions of ISSBS with regard to the conference are fulfilled, the quality circle needs to be implemented: what are the goals of this conference, how did the conference work, how was it organised, how did the participants perceive the conference and what does ISSBS conclude for the organisation of the next conference. These questions are asked informally and discussed within the faculty, but a documentation of it and especially what measures have been taken in order to enhance the conference is missing. However this is a requirement for a working quality management system.

With regard to the quality management behind the English study programme "Management and Quality in Education (MQE)", the expert panel encountered some open questions. Since the Galilee International Management Institute<sup>2</sup> is not a university but a training institution "that offers advanced seminars to professionals from over 170 transitional and industrialised countries" and facilitates bridge-building programmes among transitional and developed nations, ISSBS needs to ensure the quality of teaching of this partner even to a higher extent. Since the teaching of MQE students will primarily be delivered via Moodle the reviewers specifically asked for the technical and didactic concept from both partners. ISSBS supplied the technical guidelines for students and teachers but the didactic concept was missing. With distance learning, especially when the target students study alongside their work, a customised didactic concept has to be elaborated before the start of the programme, taking into account all the special aspects (e.g. long-distance learning, different culture of learning of working students, few contact hours, etc.). For the moment, the preparation of the teachers is limited to a workshop on Moodle and another one on intercultural training.

Altogether the impression arose that ISSBS underestimates the challenges of dealing with students that are working full time, have a totally different cultural background and come from a different higher education system.

### **Quality Assurance of Learning**

The organisation and administration of study programmes, the annual curriculum planning and scheduling is a highly structured, mature and well-established process, e.g. the planning of upcoming electives is done on the analysis of students' needs before the semester starts.

One weak point is that there is no general concept if and to which extent e-learning (Moodle) is used in the different lectures. This e-learning tool is widely used within the institution; however no strict and detailed policy of quality assurance in e-learning has been identified.

<sup>2</sup> See: <http://www.galicol.ac.il>



Professional teaching environment is ensured due to tight supervision of educational programmes by the management of ISSBS. The institution reacts on negative outcomes from questionnaires on time - but rather as a result of the responsiveness to the signals. It remains unclear how the information obtained is used for improvement. As a consequence thereof, the quality loop of the use of the course evaluation is not closed.

Tools for quality assurance (e.g. questionnaires for course evaluation, focus groups with students, regular exchange with local stakeholders, process for the development of curricula) are implemented and used for study programmes, although they are mainly based on the analyses of students' satisfaction and informal signals. The institution has provided evidence that curriculum adjustments have been made to improve the students' learning process – this should stay a key target within the monitoring process in the future. The tools are not used for matching the quality assurance with the overall institutions' performance and its general aim expressed in the institutions mission and vision.

ISSBS has implemented instruments to support students and teaching staff (e.g. guidelines for e-learning, a guideline for good scientific practice). The administrative staff members are committed, competent and seem to be "customer-oriented" – such perspective is the biggest asset of the institution in general, along with the organisational culture and partner relationships built between the faculty, staff and students.

The IT system "Novis" has been established and is used for the communication with students and the organisation of all study matters. The centralisation allows the detection and immediate reaction on potential problems.

The facilities (e.g. classes, projectors, blackboards etc.) at ISSBS are sufficient, especially when taking into consideration the size of the institution. The library is an exception: the size and the content do not reflect the state-of-the-art literature used in comparable, internationally recognised institutions. ISSBS stated the co-operation with the local library – the expert panel could not judge the quality of the literature offered there.

The second focus of the audit was put on the quality management system in study and teaching, more specifically on the processes of master thesis completion.

One major pitfall detected is that there is no official rule on the maximum number of students per supervisor resulting in an imbalanced distribution (ranging from 0 to 25 master thesis supervision per person and year). The reasons for this imbalance might be on one hand the field of research, on the other hand personal preferences and also lies in the annual work plan of each individual staff member which is agreed upon with the Dean. If staff do not offer enough courses or are not involved in research they have to fill their annual workload with e.g. the supervision of master thesis. A guided and communicated selection process of the supervisor would enable more balance and improve the quality of the supervised thesis.

There are no defined rules about the way in which the mentor supports her/his mentee, neither content-related nor in the respect of organisation (e.g. minimum number of contact hours during the master thesis process, individual mentoring or in groups, the way and frequency of feedback). This leads to the conclusion that there are differences in the quality of the mentoring process.



For the involvement of students in research, objectives (e.g. involvement of students in research projects, organisation of international scientific conferences, and increase of research activities) are clearly formulated. These are, however, not accompanied by key figures or target values (e.g. academic excellence, internationalisation).

The development of the scientific staff is tracked on an individual level. An annual employee appraisal interview is held, which shows the progress of the personal involvement and development in research, teaching and other activities. There is no specific system for the identification and development of academically qualified or professionally qualified faculty (e.g. academically qualified faculty spend less time on teaching, more time on research activities which would result in scientific output measured by publication in international well known journals). All decisions are individual and based on ad hoc situation (number of teaching hours, numbers of Master students, etc.)

### **Corporate and Local Economy Engagement**

The Institution has a long tradition of interacting with the local business community. Nevertheless, these relationships are neither documented nor continuously underlined nor promoted in the form of educational programmes, internship schemes, short workshops, seminars or advisory boards.

The activities are done rather ad hoc which inhibits ISSBS from shifting them onto a strategic level and implement them in a common quality management system – there is no existing system of incorporating local economy giving the chance to create strategic competitive advantage to the institution. Moreover, since the institution perceives its competences in teaching entrepreneurship as strong, this should be highlighted in its mission, curriculum development and teaching process.

### **Staff/Faculty Management**

The institution is aware of the challenges connected with the development of faculty members up to a standard commensurate with its ambitions. Along with the assessment of faculty performance, the goals and expectations are clearly communicated but are based on individual expectations rather than on a division of the faculty into focused groups (e.g. the teaching staff can discuss the amount of teaching and research but is there a common strategy on the ratio between research oriented employees / professionally oriented teachers?). The lack of a transparent distribution system makes it hard to clearly assign research output and intellectual contributions to certain teaching staff members.

With respect to the quality management in human resource management annual employee appraisal interviews are done with the scientific staff (teaching and research staff) and the administrative staff.

The goals and requirements are fixed between the Dean and each staff member. The Dean is in charge of controlling and monitoring if these goals and requirements are met. The evaluations aim to guarantee a certain level of quality for all faculty members. If the evaluation gives bad results, the Dean is in charge of taking measures to solve it.

Worth mentioning is a large group of young and enthusiastic faculty members who are committed to their profession and students, and may contribute to changes within the institution and create added value. One drawback in terms of a common identity might be the





fact that many of them work for other higher education institutions in the region at the same time.

Although the internationalisation aspect is underlined in ISSBS' mission, research activities cannot be considered as international. Most research activities are conducted on a regional level and rather consist of applied projects than scientific research. The international projects so far are co-operations where the research itself still is local. A true international orientation of research e.g. an active collaboration and common activities with international partners have not taken place so far.

Research activities are not supported by an incentive system and are mainly oriented on money/projects acquisition, not on creating scientific output. Such an approach is not bad per se, but the institution presents itself differently as it states "academic excellence" in its mission. This can be taken as an example that a continuous quality management system with procedures, key performance indicators and metrics - aligning ISSBS' activities with its mission and vision - is not in place.

#### 4.4 Assessment of Standard 2

Summarising the information from documents, visits and interviews with stakeholders, various single measures for quality management are in place - based both on formal and informal basis. Both, faculty and management are fully committed to ISSBS' development and expansion.

However, a quality management system, cross-linking particular tools and actions, hardly exist. There are tools to evaluate the quality within the institution but they are not incorporated in any continuous system/process and they do not support the strategic goals defined by the institution. The focus on internationalisation is being overestimated in the profile, as there are no specific aims, objectives, instruments, resources and actions proving and justifying the institution to perceive itself as international.

The mission of ISSBS, created with the foundation of the institution, is not operationalised and questioned neither by the management team nor by the faculty - although it does not reflect the operational reality. The institution has not implemented measures to evaluate the key features stated in the mission and the strategy like internationalisation, academic excellence or corporate social responsibility commitment and as a consequence thereof, they were not modified to fit to the operational reality.

As already stated, the institution is fully operational but a formal quality management system supporting this is not present. The recent status is based on personal commitment and informal agreements.

The biggest weakness of ISSBS' performance is the internationalisation aspect incorporated into its mission. Nowadays, ISSBS has only a few international students, the number of students going abroad is very low, the institutions is not present in international business institution associations (e.g. EQUIS, AACSB, CEEMAN) or science associations. The infrastructure is too poor to acquire newcomers (no dormitory, no administrative staff fully devoted to international client service, no knowhow of acquisition of new students from

abroad – in particular lack of specific knowledge about the specific legal, cultural and social issues, not enough international literature).

It is recommended to establish a middle and long term strategy (incl. implementation plan with milestones) concerning the implementation of new study programmes, like presented for the master programme "Management and Quality in Education" (MQE). This activity appeared to be a singular, standalone measure which is not connected to the other study programmes and is not with the strategic goals of excellent academic education and social responsibility of ISSBS.

With its relatively small size, friendly organisational culture, non-hierarchical relations and flexibility, ISSBS is an organisation which would be able to respond promptly to signals from internal and external stakeholders and also political circumstances. However, during the visits the observation was made that this potential is not sufficiently used by the institution at this stage, which might, to some extent, also be caused by governmental issues and costs to some extent.

**Conclusion:** Standard 2 is **not met**.

For further development of ISSBS, the experts want to forward the following **recommendations**:

#### Consolidation of quality management instruments

The expert panel recommends consolidating the various instruments and tools ISSBS already uses into one common quality management system. Besides, a quality handbook shall be generated which includes clear performance indicators, timelines and responsibilities, etc.

#### Revision of student evaluation

With respect to the student evaluation, ISSBS could consider to amend questions concerning their learning experience and the intended learning outcomes to the evaluation of the teaching.

## 4.5 Observation to Standard 3

*The quality management system uses evaluation procedures, monitoring and information systems as integral components.*

*Strategies, organisation and services of the higher education institution shall be subject to systematic monitoring. The higher education institution shall rely on the results and findings of internal monitoring, of its information and reporting systems and of quality assurance measures when it comes to developing and/or advancing objectives and strategies and making controlling decisions. Furthermore, the results of internal and external evaluation measures shall be integrated into the advancement and/or adaptation of the quality management system.*



Based on the documents and the two site visits the expert panel observed that the quality of teaching and research as well as the quality of organisation and services are steadily monitored - to a certain extent in a structured, to a certain extent in an informal way. As stated in the self-report, the process of reviewing analyses and reports (report on education, report on research and professional work and achievements and self-evaluation report) are carried out at various levels (committees, Dean's cabinet, ISSBS bodies). The findings are discussed with participation of the ISSBS management team, ISSBS teaching staff and administrative bodies, though, the Senate is in charge of implementing measures resulting from them. The measures are documented in the minutes of the Dean's cabinet meetings.

ISSBS has a well-defined meeting structure for constant communication between the different management bodies (e.g. meetings of the Senate, the Academic Assembly and the different committees like the Committee for Study Affairs, the Committee for the Recognition and Evaluation of Qualifications, the Committee for Science and Research, the Committee for Elections to Titles etc.). Apart from the formal meeting architecture, exists a permanent informal exchange about upcoming challenges and latest developments. These information processes are not documented in full detail and appear to be rather ad hoc processes. Despite the missing documentation, all required information for stakeholders is provided by meetings because of the current size of the institution and the friendly, familiar atmosphere.

Standardised, quantitative and qualitative evaluation methods are applied in particular in the field of study and teaching and include students and teaching staff. Questionnaires about the quality of teaching are frequently distributed to students and faculty. Focus groups of current students and alumni of ISSBS are routinely organised to discuss recent issues, a focus group with local business representatives is planned. Additionally, teaching staff collect oral feedback from their students during their lectures and permanently adapt their teaching concept to the students' needs.

The adaptations of the master thesis process can be mentioned as an example here: according to the outcome of students' evaluation and the recommendation from an accreditation process, the duration of the master thesis process - from the submission of the research proposal to the presentation of the master thesis- has been prolonged from 3 to 6 months (which is also reflected in the ECTS, from previously 15 to now 24 ECTS). This is an adequate timeframe to finish a master thesis with the given scientific and formal requirements. The fact that a high percentage of students still exceeds this period twice or even three times is explained by the students' working and private situation. ISSBS reacted on that by extending the support during the master thesis process from one to two semesters (for example by offering the course "Research Methodology in Social Sciences"). What is missing is a profound analysis of the reasons why students need longer than the foreseen time to finish their master studies. ISSBS just reacted and made changes but did not analyse and reflect on different measures. Also an evaluation of the prolongation of the master thesis period is missing.

ISSBS took part in a project of many Slovene universities where plagiarism software was established, which is especially designed for Slovenian needs, taking Slovene databases and literature into account. This software has been implemented at the institution. Currently, the plagiarism check is not fully working since the definition of parameters (e.g. maximum percentage of similarity, how to proceed if there is a high percentage of matches) is still missing. In terms of quality assurance, it is not defined plan how this tool will be used, how to react on a potential plagiarism and how the outcome will be used for further improvement and awareness.

Teaching standards at ISSBS are high. However, it may be assumed that the standards are more likely to be derived from the institution's culture than the implementation of internal quality management procedures and standards.

## 4.6 Assessment of Standard 3

ISSBS has many quality management tools in place to evaluate the quality in the field of study and teaching. The focus is heavily set on evaluation; the action plan for concrete measures resulting from evaluations is missing. Since ISSBS is a rather small institution, the formalisation of the processes does not have to be done in full details. Nevertheless, a proper documentation is required for a systematic evaluation and a continuous improvement of the institution and its study programmes.

The evaluation of students and teaching staff is sufficient; in the future the focus should be on a deeper involvement of other stakeholders as well.

There are plans to involve the local companies in the evaluation of learning outcomes since those are the main employers of ISSBS graduates. It is planned to ask companies about the specific qualifications and competencies they expect from prospective employees and about the satisfaction with already employed ISSBS graduates (by questionnaire in combination with focus group discussions). Although such kind of evaluation process is quite time consuming it is worth doing it since it improves the internal quality management system. In parallel to that, a stronger emphasis should be taken on graduate's feedback.

The existence of a coherent concept and subsequent approach about how the different quality management tools and procedures are linked was not evident for the reviewers. A comprehensive plan on how the data is used and what the consequences are drawn from the gained knowledge does not exist.

At ISSBS all elements are fulfilled in a more or less systematic way except the last element: monitoring of the implementation of the measurements applied. There was no information shown on the monitoring of measurements, neither in the self-report nor during the site visits. For example, the expert panel learnt that ISSBS increased the number of ECTS assigned to the master thesis for the study programmes KM, HRM-LLL and MQE from 15 to 24 ECTS. The question arose if the change led to the desired results. According to the concept of the quality circle, the measures taken have to be evaluated to verify if they lead to the intended consequences.

Another example: it was stated that professors are in a permanent evaluation process on the course content by having feedback sessions with the students (additionally to the students' surveys). The results of this feedback lead to adaptations of the teaching content but there is no official documentation on the exact measure and if the adaptations produced the desired outcome. There was one example from students where the content of a lecture was changed because of their feedback. It is definitely important to react to the input of students, but it should be documented in order to be able to evaluate the outcome.

Some (sub-) processes are not defined or at least only in a very informal way. These are the complaints procedure, the process of plagiarism assessment and the rules on representation: Although there are very few complaints of students at ISSBS, the complaint management is an important part of quality management since complaints are an input enabling continuous improvement.

The process of checking plagiarism is not fully implemented at ISSBS at the moment. Software for finding plagiarism is used, but there are no definitions on the percentage of similarity between the master thesis text and other texts which would trigger a more detailed check. The question, what happens if a plagiarism is identified, was answered quite vaguely. There is also no definition about the time when the software is used (before or after the delivery of the master thesis).

At ISSBS job descriptions or documented rules on representation (=description of the adopted routines in situations when the responsible employee is temporarily or permanently not present) do not exist, maybe because the personnel fluctuation is very low at ISSBS. Nevertheless, there is the possibility that an employee who is in charge of crucial tasks leaves or is unable to work for a longer period of time which urges to have a written process here.

**Conclusion:** Standard 3 is **partially met**.

For further development, the expert panels forwards the following **recommendations**:

#### Revision and documentation of (sub-) processes

The documentation of the processes should not be too labour intensive, complex and time-consuming. For the main processes (management processes, teaching processes, research processes, human resource processes, support processes of the service units, internal and external communication processes) a flow scheme could be used. The elements should be on a rather general level. For further detailing and closer defining tables might be the method of choice. Here a generic table as an example:

The process of continuous improvement consists basically of the following elements:

- identification of areas of improvement
- identification of gap between target and status quo
- analysis of reasons of target deviation
- finding of solution
- implementation of solution
- monitoring of the implementation of the solution

#### Rules on the role of a mentor in terms of Master thesis completion

From the organisational point of view, a minimum number of contact hours during the master thesis process needs to be defined (if mentoring takes place in a group the number of contact hours has to be higher). A time schedule for certain milestones within the process shall be designed and permanently adapted to the actual progress. From a content-related point of view, the role and the tasks of the mentor should be clearly defined so that the student knows what kind of scientific support he can expect from his mentor (role as a supervisor/facilitator/advisor)

#### Generation of a quality handbook for daily use



For a professional quality management system there should be a documentation (usually a quality management handbook), where measurable quality targets are documented as well as the management, teaching, research, human resource, support and external communication processes. Since these are not stand-alone processes, their connections and relationships should be pointed out. An important part of the quality handbook is the description of the continuous process of improvement on which measures for further improvement can be deduced.

#### Complaints procedure

A complaint management is an important part of the quality management system since it can give fruitful inputs for improvement. Although having low numbers of complaints, a system needs to be formalised.

#### Recognition of academic achievements and degrees

This is crucial in times of student mobility and growing permeability of the education system, especially for a university which wants to be recognised as international. For candidates who consider studying at ISSBS it could be an asset if academic achievements are recognised.

#### Plagiarism assessment and rules on representation

This process has to be defined in full detail and communicated to faculty and students. The "suspect" percentage of similarity between the thesis and other electronic documents has to be defined (an approximate percentage of 8-10% is recommended).<sup>3</sup> In case of suspicion, the mentor or another professor has to compare the respective passages and go into detail. It has to be taken into account that plagiarism cannot just be proved by using software, but also if there are significant changes in the style of writing. It has to be considered that plagiarism can occur in the form of literally copying but also in the form of using the thoughts/writings of a third person and expressing them in own words. Further procedures have to be established in case the suspicion of plagiarism has been confirmed (who informs the student, which consequence arise for the student).

## 4.7 Observation to Standard 4

**The quality management system is based on the quality approach of the higher education institution and provides for the systematic involvement of various interest groups.**

*The higher education institution's quality approach shall be sustained by its members and fostered by an active communication strategy. The composition of the interest groups shall be determined by the profile and objectives of the higher education institution and shall reflect its societal responsibility.*

<sup>3</sup> This percentage is used at the universities of two experts: at the Danube University Krems and at the Cologne Business School.



ISSBS established a mainly informal quality approach which in various ways includes all relevant stakeholders.

The expert panel identified a balanced involvement of the internal stakeholders within the institutional quality culture. The Student Council represents all students at ISSBS. It is democratically elected and consists of representatives of both undergraduate and postgraduate study programmes. Its status is legitimated in the statute of ISSBS and has the right to nominate representatives in all three main decision-making bodies of ISSBS (according to the National Higher Education Act proportion). Students feel genuinely involved in the quality culture at ISSBS. Furthermore, they are satisfied with the communication with teachers. The response rates of the students' questionnaire vary within the different study programmes. In some cases they were fairly low even though according to the students the surveys' content was relevant and changes were implemented as a result of the collected feedback. These low response rates were explained again with the existing atmosphere of trust where preference was given to direct communication. Students spoke favourably about the openness of the academic and non-academic staff towards students' feedback both at a formal and an informal level. They demonstrate a good general level of awareness of existing reporting mechanisms. In addition to the regular surveys to the graduates, ISSBS makes efforts to maintain their involvement and interest in the institution's quality assurance initiatives by organising events for the Alumni Association. On an annual basis, ISSBS also organises an event which aims at the gathering of employers from the Savinja region. Employer surveys related to learning outcomes are planned for the future. Employer surveys on the quality of the internship programme are already conducted although this happens only occasionally. For the purpose of attracting potential students, open days at ISSBS as well as presentations of its study programmes at various secondary schools are organised.

Formally, the faculty is involved in the quality culture by delegating elected representative in all of the decision making bodies of ISSBS. They are satisfied with the level of involvement and the communication with the management. Quality is lived in daily life, especially through the different stakeholders.

The involvement of external stakeholders in the internal quality assurance system at the ISSBS is currently rather low but ISSBS stated that they are working on a better involvement of this interest group.

On the teaching level, quality is assured by putting an emphasis on the *European Standards and Guidelines* and Bologna principles. The institution showed good process on implementing these principles and a consequence, enhancing its quality culture in study and teaching.

## 4.8 Assessment of Standard 4

Management, students and teaching staff feel being part of and being supported by the current quality approach at ISSBS.

The expert panel identified a well embedded quality culture within the institution. The small size of the institution and the inclusive and open environment favoured the building of trust between the stakeholders. A good communication between internal stakeholders is visible. Due to the fact that mutual trust plays such a central role in ISSBS' quality approach, not all of the procedures are well documented and it was not well stipulated how feedback loops are closed. In addition, the document "Rules on Quality" aims as a manual for the implementation



of the internal quality assurance procedures. It provides a general overview of the internal quality assurance processes but is too generic to be effectively used as a manual in daily practise.

The level of involvement in the existing quality approach strongly varies among the different stakeholders. External stakeholders are not sufficiently involved in the quality culture of ISSBS, which should be of high importance for the institution in the future because of its regional education mandate.

**Conclusion:** Standard 4 is **partially met**.

The expert panel wants to forward the following **recommendations** for further improvement of the quality culture at ISSBS:

Involvement of all stakeholders

ISSBS should continue strengthening and increasing the visibility of the involvement of all relevant stakeholders groups in the existing internal quality assurance system.

Involvement of business and stakeholders in quality assurance

The involvement of the local economy and external stakeholders in the internal quality assurance culture of ISSBS should be strengthened. In this regard, ISSBS might wish to explore the possibility of establishing a Corporate Advisory Board, who will discuss and provide fruitful input to the further development of the institutions.

Increase of networking events

The number of networking events on national and international level attended by ISSBS representatives should be increased. This would strengthen the position of the university.





## 5 Appendix

### 5.1 Agenda site visits

#### 1<sup>st</sup> Site Visit

**Date:** 09. – 11.06.2014

**Location:** International School for Social and Business Studies, Celje, Slovenia

#### Expert panel:

Name	Institution
<b>Prof. Dr. habil. Elisabeth Fröhlich</b> President	Cologne Business School, Germany
<b>Prof. Grzegorz Mazurek, Ph.D.</b> Vice-Rector for International Relations	Kozminski University, Poland
<b>Mag. Petra Wimmer, MAS</b> Course director	Danube University Krems, Austria
<b>Liliya Ivanova</b> Student representative	University of National and World Economy, Bulgaria

#### AQ Austria:

Name	Function
<b>Elisabeth Froschauer-Neuhauser</b>	Project manager AQ Austria
<b>Annina Müller Strassnig</b>	Support AQ Austria

#### Preparatory Meeting for the expert panel

09.06.2014 – Seminar Room, Hotel Evropa	
14.30 – 15.00	Welcome
15.00 – 16.00	Information on the Slovenian Higher Education Sector

16.00 – 16.15	Break
16.15 – 18.15	Preparation of the 1st Site Visit
18.15	End of Preparatory Meeting
19.00	Dinner, Hotel Evropa

10.06.2014 1 <sup>st</sup> Site Visit		
Time	Topic	Participants
08:45	Welcome by ISSBS Management	Management of ISSBS Dr. Srečko Natek (dean) Dr. Valerij Dermol (associate dean) Mag. Anja Lesjak (director)
09.00 – 10.00	Quality management in the context of the <b>strategy and the objectives</b> of ISSBS	Management of ISSBS Head internal QM Dr. Srečko Natek (dean) Dr. Valerij Dermol (associate dean) Mag. Anja Lesjak (director), Dr. Nada Trunk Širca (Committee for Quality and Evaluation)
10.00 – 10.15	Break / Reflexion	
10.15 - 11.15	Quality management in the core area of <b>study and teaching</b> Internal QM of study and teaching and further education	Representatives of Study and Teaching Dr. Valerij Dermol (associate dean) Dr. Drago Dubrovski (HE teacher) Dr. Suzana Košir (HE teacher) Dr. Špelca Mežnar (HE teacher) Mag. Rado Pezdir (HE teacher)
11.15 – 11.30	Break / Reflexion	
11.30 - 12.15	Quality management of <b>Internationalisation:</b> <ul style="list-style-type: none"> <li>• Strategy and aims of internationalisation at ISSBS</li> <li>• internationalisation of study programmes</li> <li>• mobility of staff and students</li> </ul>	Representatives of Internationalisation of Study and Teaching International Office Mag. Anja Lesjak (director) Marko Smrkolj (international office) Dr. Dušan Lesjak (HE teacher) Dr. Nada Trunk Širca (HE teacher)
12.15 – 13.00	Lunch (ground floor cafeteria: Trač restaurant)	
13.00 – 13.30	Internal Discussion	

13.30 - 14.30	<p>Quality management of <b>research</b>:</p> <ul style="list-style-type: none"> <li>• research opportunities</li> <li>• research based teaching</li> <li>• involvement of staff in research</li> <li>• involvement of students in research</li> </ul>	<p>Representatives of ISSBS with respect to research &amp; research-based teaching</p> <p>Dr. Valerij Dermol (associate dean) Goran Đaković (head of research unit) Dr. Mitja Gorenak (HE teacher) Dr. Dušan Lesjak (HE teacher) Mag. Gregor Jagodič (HE teacher) Dr. Špelca Mežnar (Committee for Science and Research)</p>
14.30 - 14.45	Break / Reflexion	
14.45 - 15.45	<p>Quality management of <b>study programmes</b>:</p> <ul style="list-style-type: none"> <li>• Use of data for the development and further development of study programmes</li> <li>• Evaluations</li> <li>• Alumni</li> </ul>	<p>Head of Study programmes, representatives for (course) evaluation, alumni network</p> <p>Dr. Srečko Natek (dean) Dr. Valerij Dermol (associate dean) Dr. Nada Trunk Širca (HE teacher) Vesna Skrbinjek (education office) Dr. Drago Dubrovski (HE teacher)</p>
15.45 - 16.30	Visitation of premises of ISSBS	
16.30 - 17.30	Interview with students	<p>Student representatives</p> <p>Iztok Grobelnik, 2<sup>nd</sup> year students (ECS) and president of the student council Gabrijel Gajšek, 3<sup>rd</sup> year student (ECS)<sup>4</sup> &amp; member of the Committee for Quality and Evaluation Aleksander Bajec, 1<sup>st</sup> year student (BCS) Simona Milnar, 3<sup>rd</sup> year student (ECS) Sara Uzmah, 3<sup>rd</sup> year student (ECS) Vesna Korošec, 2<sup>nd</sup> year student (KM) &amp; senate member Staša Razpotnik, 1<sup>st</sup> year student (KM) Sara Rancan, 2<sup>nd</sup> year student (KM) Alen Ježovnik, 1<sup>st</sup> year student (KM PhD)</p>
17.30 - 18.00	Wrap-Up 1st day	
18.00	End of Day 1	

<sup>4</sup> **ECS**-Economy in Contemporary Society (1<sup>st</sup> Cycle), **BCS**-Business in Contemporary Society (1<sup>st</sup> Cycle), **KM**-Knowledge Management (2<sup>nd</sup> Cycle), **MQE**-Management and Quality in Education (2<sup>nd</sup> cycle), **KM-PhD** Knowledge Management (3<sup>rd</sup> cycle)



19.00	Dinner, Gostilna pri Franclu
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11.06.2014 1 <sup>st</sup> Site Visit		
Time	Topic	Participants
09.00 – 10.00	Quality management of study and teaching with respect to <b>organisation, administration of studies and resource management</b>	Representatives of organisation and administration of studies and resource management  Dr. Valerij Dermol (associate dean) Mag. Anja Lesjak (director) Vilma Alina Šoba (assistant director) Mojca Klinc (head of education office) Vesna Skrbinjek (education office)
10.00 – 10.15	Break / Reflexion	
10.15 – 11.15	Quality management of <b>Human Resource management, Staff development, recruiting</b>	Representatives of HR management  Dr. Srečko Natek (dean) Mag. Anja Lesjak (director) Vilma Alina Šoba (assistant director)
11.15 – 11.30	Break / Reflexion	
11.30 - 12.15	Preparation for final meeting and selection of two fields of activity	Panel and AQ Austria
12.15 – 13.15	Lunch (ground floor cafeteria: Trač restaurant)	
13.15 - 13.45	Decision on two fields of activity for the second site-visit	ISSBS Management Dr. Srečko Natek (dean) Dr. Valerij Dermol (associate dean) Mag. Anja Lesjak (director) Vilma Alina Šoba (assistant director) Dr. Nada Trunk Širca (HE teacher) Goran Đaković (head of research unit) Vesna Skrbinjek (education office)
13.45 - 14.00	Final Meeting with ISSBS (if necessary, clarification of open questions)	ISSBS Management Dr. Srečko Natek (dean) Dr. Valerij Dermol (associate dean) Mag. Anja Lesjak (director) Vilma Alina Šoba (assistant director) Dr. Nada Trunk Širca (HE teacher) Goran Đaković (head of research unit) Vesna Skrbinjek (education office)



14.00 – 15.30	Reflection and wrap up of the 1st Site Visit	Panel and AQ Austria
15.30	End of 1 <sup>st</sup> Site Visit	

## 2<sup>nd</sup> Site Visit

**Termin:** 15. – 16.10.2014

**Ort:** International School for Social and Business Studies, Celje, Slovenia

### Expert Panel:

Name	Institution
<b>Prof. Dr. habil. Elisabeth Fröhlich</b> President	Cologne Business School, Germany
<b>Prof. Grzegorz Mazurek, Ph.D.</b> Vice-Rector for International Relations	Kozminski University, Poland
<b>Mag. Petra Wimmer, MAS</b> Course director	Danube University Krems, Austria
<b>Liliya Ivanova</b> Student representative	University of National and World Economy, Bulgaria

### AQ Austria:

Name	Function
<b>Elisabeth Froschauer-Neuhauser</b>	Project manager AQ Austria
<b>Annina Müller Strassnig</b>	Support AQ Austria

Preparation 2nd Site Visit Wednesday 15 <sup>th</sup> of October 2014		
14:30 – 16:00	Preparation of the 2nd Site Visit	Panel and AQ Austria
16.00 – 16:10	Break	

15.10.2014 Site-Visit 2		
Time	Topic	Participants
16:10 – 16:20	Welcome	Management of ISSBS Dr. Srečko Natek, Dean Mag. Anja Lesjak, Director Dr. Valerij Dermol, Associate Dean
16:20 – 17:00	Field of Activity 1: Internationalisation Overall concept of the programme: admission, teaching, graduation	Representatives 1st field of activity Dr. Srečko Natek, Dean Dr. Valerij Dermol, Associate Dean Dr. Andrej Koren, MQE Programme Chair Dr. Nada Trunk Širca, Committee for Quality and Evaluation
17:00 – 17:45	Field of Activity 1: Internationalisation QA concept of the programme (teaching and general), awareness of cultural issues	Representatives 1st field of activity Dr. Valerij Dermol, Associate Dean Dr. Dušan Lesjak, Consultant Mag. Anja Lesjak, Director Marko Smrkolj, International Office Mia Kočevar, Office for Studies
17:45 – 18:30	Field of Activity 2: QA in different stages of thesis completion Stages towards thesis	Representatives 2 <sup>nd</sup> field of activity Dr. Nada Trunk Širca, Methodology Workshop Dr. Suzana Košir, Thesis Supervisor Dr. Kristijan Breznik, Master Thesis Disposition Reviewer
Dinner		

16.10.2014 Site-Visit 2		
Time	Topic	Participants
09:00 – 09:45	Field of Activity 2: QA in different stages of thesis completion Defence, Graduation, Completion,...	Representatives 2 <sup>nd</sup> field of activity Dr. Valerij Dermol, Associate Dean Vesna Skrbinjek, Education Unit Mia Kočevar, Office for Studies
09:45 – 10:45	Wrap-Up Audit, Decision on fulfilment of standards	Panel and AQ Austria
10:45 – 11:30	Final meeting on the audit, clarification of open questions	Management of ISSBS Dr. Srečko Natek, Dean Mag. Anja Lesjak, Director Dr. Valerij Dermol, Associate Dean

## 5.2 Guideline - Audit of Higher Education Institutions' Quality Management Systems