

Pursuant to Article 80 of the Higher Education Act (the Official Gazette of the Republic of Slovenia, No. 32/2012-UPB7, 40/2012ZUJF, 57/2012-ZPCP-2D, 109/2012, 85/2014, 75/2016, 61/2017–ZUPŠ and 65/2017), Criteria for the accreditation and external evaluation of higher education institutions and study programmes (the Official Gazette of the Republic of Slovenia, No. -42/2017 and 14/2019) and Article 16 of the Statute of the International School for Social and Business Studies (No. 11/2019-Statute), the Senate of the International School for Social and Business Studies at its 107th session, held on 25 September 2019, has adopted

## **the Quality Manual**

### **Introduction**

In accordance with the Quality Manual, the ISSBS determines self-evaluation procedures, responsibilities, operating procedures and measures for monitoring and improving the quality of its work.

The self-evaluation procedures identified allow for monitoring, assessment and improvement of the quality, competitiveness and efficiency of educational, scientific-research and professional work, and for defining the role of the stakeholders involved.

The Quality Manual is drawn up in accordance with:

- Resolution on National Programme of Higher Education 2011-2020 (ReNPVS11-20) (the Official Gazette of the Republic of Slovenia, No. 41/2011),
- Higher Education Act (the Official Gazette of the Republic of Slovenia, No. 32/2012-UPB7, 40/2012-ZUJF, 57/2012-ZPCP-2D, 109/2012, 85/2014, 75/2016, 61/2017-ZUPŠ and 65/2017),
- Criteria for the Accreditation and External Evaluation of Higher Education Institutions and Study Programmes (the Official Gazette of the Republic of Slovenia, No. 42/2017 and 14/2019),
- Criteria for International Cooperation in Higher Education (the Official Gazette of the Republic of Slovenia, No. 69/17),
- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015, Brussels Belgium),
- ECA Certificate for Quality of Internationalisation. Retrieved from <http://ecahe.eu/home/services/internationalisation/certificate-for-quality-in-internationalisation/>
- The European Charter for Researchers. Retrieved from <http://ec.europa.eu/euraxess/index.cfm/rights/europeanCharter;>
- Code of Conduct for Recruitment. Retrieved from [http://ec.europa.eu/euraxess/index.cfm/rights/codeOfConduct.](http://ec.europa.eu/euraxess/index.cfm/rights/codeOfConduct)
- The Singapore Statement (December 2014). Retrieved from [http://www.mizs.gov.si/fileadmin/mizs.gov.si/pageuploads/novice/pdf/Singapurska\\_izjava\\_1.pdf](http://www.mizs.gov.si/fileadmin/mizs.gov.si/pageuploads/novice/pdf/Singapurska_izjava_1.pdf)

The Quality Manual determines:

1. starting points of the ISSBS quality system, which include:
  - vision, mission and values,
  - the ISSBS (long-term) strategic objectives,

- the ISSBS activities that result from the ISSBS Development Strategy 2018-2024 (no. 38/2017\_SR MFDPŠ 2018-2024),
  - fundamental processes and
  - areas of quality assessment.
2. The ISSBS quality system, which includes:
    - the purpose of the quality system,
    - competences and responsibilities for monitoring, assessment and assurance of quality,
    - monitoring, assessment and assurance of quality at the ISSBS,
    - monitoring and assurance of quality of learning units (LE) implementation in the e-environment and
    - monitoring and assurance of quality of transnational higher education (THE) delivery.
    - The Quality Handbook as a supporting document of the Quality Manual.
  3. Modernisation of the quality system and the Quality Manual.
  4. Confidentiality of data and storage of documentation from the quality field.

# **1 Starting points of the quality system at the ISSBS**

Monitoring the performance and commitment to quality at the ISSBS results from the mission statement, vision and values, and the strategic objectives of the ISSBS.

## **1.1 Mission, vision and values**

Mission

- To enrich the professional development of students and graduates and improve their employability by providing high quality, internationally oriented education and research in the fields of economics, business and management, and thus contribute to the development of a knowledge society.

Vision

- To be recognised as a Faculty of academic quality, and as a socially responsible Faculty.

Values

- Responsibility and honesty towards users of our services.
- Creativity and innovation in our work.
- Diversity and uniqueness in who we are.
- Integrity and respect in mutual relations.

## **1.2 Long-term (strategic) objectives of the ISSBS**

The ISSBS follows 16 (long-term) strategic objectives, which are presented by areas of strategic orientation.

***Educational activity:***

1. Quality implementation of study programmes.
2. Linking study and practice.
3. Internationalisation of education.
4. Updating study programmes.

***Research activity:***

5. Strengthening the scope of research and development activities.
6. Integrating research results into education.
7. Involving students in research activities.
8. Enhancing the dissemination of research results.

***Cooperation with the environment and social responsibility:***

9. Networking with the higher education and research community.
10. Networking in regional environment with the business community.
11. Integrating social responsibility into operation.
12. Raising public awareness of societal challenges and their solutions.

***Provision of operating conditions:***

13. Developing human capital.
14. Achieving stability and diversification of funding sources.
15. Modernisation of infrastructure.

16. Development of a quality system.

### 1.3 Activities and basic processes

Within the framework of its respective activities, the ISSBS plans, develops, implements and evaluates various processes. Particular attention is given to fundamental processes that largely determine the quality of the ISSBS operations. The latter is monitored and provided by the institution by use of appropriate mechanisms and instruments, and assessed by quality indicators by respective areas of assessment (Annex 2).

#### a) *Educational activity*

The ISSBS offers study programmes in all three cycles of study. Programmes are internationally comparable in content and structure. As a rule, the ISSBS programmes are implemented as blended learning for both domestic and foreign students. The ISSBS operates in Slovenia as well as abroad. Within the framework of lifelong learning, it provides various forms of education (including international summer schools) and allows prospective students for the recognition of knowledge and skills they had acquired elsewhere.

#### **Basic processes that take place within the framework of educational activity are:**

- attracting new students and managing the enrolment process,
- implementing study programmes and supporting students,
- continuously improving study programmes.

#### b) *Research activity*

The ISSBS encourages activity of its staff in research and development, dissemination and visibility of research achievements. Holders of the research activity are teachers who, through their involvement in home and international research projects, contribute to development of science and profession, career development and visibility of the ISSBS. In cooperation with foreign partners, the ISSBS organises the MakeLearn international scientific conference, publishes the IJMKL international scientific journal, runs the ISSBS Publishing House and ToKnowPress International Publishing House. Students are also active in research activities, namely through student projects and by linking their final works to ISSBS research projects.

#### **Basic ongoing processes within the educational activity are:**

- applying for and implementing research and development projects,
- disseminating and enhancing publicity of research results,
- involving students in research activity.

#### c) *Cooperation with the environment and social responsibility*

Through its educational and research activities, the ISSBS is involved in regional, national and international environment. Guests from practice and visiting teachers are included into educational activity, field trips to organisations and professional practice are organised, and so are various public events, such as round tables, public lectures, workshops, presentations of research results, etc. Internationalisation is an important aspect of cooperation with the environment, which includes networking with foreign higher education institutions in the education and research field, as well as the mobility of students, teachers and assistants.

The ISSBS acts socially responsible by promoting socially responsible behaviour of its students and staff.

**The basic processes performed within the framework of activities related to cooperation with domestic and foreign environment, and social responsibility are:**

- connecting with higher education institutions, the economy, the non-commercial activities and the general public interested,
- managing the career centre and alumni activities,
- enhancing visibility of the school.

**d) *Provision of operating conditions***

The ISSBS has adequate facilities for educational and research work at its disposal, a library (including e-information resources) and adequate equipment (video, audio and ICT equipment). The premises are long-term provided in a building owned by the Municipality of Celje. Financing is provided from both national and international public sources, and partly through service-providing in the market. It is relatively stable. The ISSBS provides staff on the basis of regular employment and contract work. It provides employees with opportunities for ongoing professional development (through mobility programmes, enhanced cooperation with the economy, seminars, lectures by foreign experts, etc.).

**The basic processes going on within the framework of activities that ensure conditions for the operation of the institution are:**

- providing and developing of staff,
- providing and improving operating conditions and concern for the quality system development.

#### **1.4 Areas of quality assessment**

The ISSBS assesses quality through self-evaluation, as well as national and international evaluations and accreditations. The areas subject to quality assurance assessment of a higher education institution are aligned with the national quality assessment and include the following areas:

- operation of a higher education institution,
- staff,
- students,
- material conditions,
- quality assurance and improvement, modification, modernisation and implementation of study programmes.

During evaluation of the study programmes, the following areas are being assessed:

- structure and content of the study programme,
- design of implementation of the study programme,
- internal quality assurance and improvement of the study programme,
- modifying and updating the study programme.

## **2 Quality system at the ISSBS**

A scheme of the ISSBS quality system is presented in Annex 1.

Vision, mission, values and long-term (strategic) objectives of the ISSBS are the guiding principles of the ISSBS operation. At the ISSBS, we are committed to continuously improving our performance in all areas, so operation monitoring and achievement/quality assessment both represent an important aspect of the ISSBS operation. This is achieved through adequate organisation of activities, monitoring and mastering of basic processes, measuring the efficiency of processes, their continuous improvement and adopting improvement measures.

The ISSBS quality system is based on the Deming Circle model: Plan - P, Do - D, Check - C and Act - A. Activities and processes at the ISSBS are improved by following the pattern of continuous improvement. Understanding the Deming Circle requires the ISSBS staff awareness of how important continuous improvement is for operation. The ISSBS thus ensures the quality loop to be closed, which leads to a significant result: errors or undesired conditions found are eliminated so that they do not recur in the future. This can be achieved by identifying the causes of errors or unwanted situations, by taking appropriate action and planning activities and their implementation, and by re-assessment. Important objectives of the quality system are therefore the definition and presentation of quality, its introduction, training and communication, as well as motivation and development towards a culture of quality.

### **2.1 Purpose of the quality system**

The purpose of the quality system is to ensure the quality of all ISSBS activities and basic processes. The objective of the quality system is to define and establish processes for monitoring, assessing and ensuring quality by involving all ISSBS stakeholders in the area of all activities and core processes at the ISSBS.

The quality system defines the quality assessment indicators and the monitoring and quality assurance instruments that enable:

- collecting data and keeping records in the field of basic activities of the ISSBS,
- identifying strengths and weaknesses in the operations of the ISSBS,
- planning and implementing continuous improvement measures, and
- verifying the effectiveness of measures in order to improve activities and core processes in all areas of quality assessment.

The quality system provides or contains:

- key self-evaluation procedures by activities and core processes,
- areas of quality assessment and quality indicators;
- procedures and instruments for monitoring, assessment and assurance of quality,
- the form and content of analyses and reports related to quality at the ISSBS,
- the dynamics of implementation of the monitoring, assessment and quality assurance activities,
- competences and responsibilities for implementation of monitoring, assessment and quality assurance activities,
- procedures for adopting and planning of improvement measures,
- procedures for monitoring implementation of improvement measures.

## **2.2 Competences and responsibilities for monitoring, assessment and assurance of quality<sup>1</sup>**

the Dean:

- is responsible for the quality of the ISSBS operations and for functioning of the quality system,
- monitors, identifies and proposes quality improvement measures in all areas of activity.

the ISSBS Senate:

- is responsible for monitoring, assessment and assurance of the quality of all ISSBS activities,
- considers and adopts vision, mission and strategic objectives,
- considers and adopts the Quality Manual,
- considers and adopts the Plan for Implementation of Quality Assurance Processes,
- considers and adopts the Annual Work Programme,
- considers and adopts the Annual Report with Self-Evaluation.

the Commission for Quality and Evaluation<sup>2</sup>:

- considers the Quality Manual,
- considers the proposal of indicators and standards for quality assessment,
- considers internal performance analyses and reporting documents,
- considers the Plan for Implementation of Quality Assurance Processes,
- considers the Annual report with Self-Evaluation.

the Administrative Board:

- considers and adopts the Annual work Programme with the Financial Plan,
- considers and adopts the Annual Report with Self-Evaluation.

the Student Council:

- considers the Annual report with Self-Evaluation.

the Academic Assembly of the Faculty:

- considers the Annual report with Self-Evaluation.

## **2.3 Monitoring, assessment and assurance of quality at the ISSBS**

The quality system is based on regular and systematic verification of the institution operability, analyses and reports representing a basis for comprehensive planning of its operation, as well as for the adoption and verification of higher quality measures. Errors and shortcomings are either rectified immediately, or by appropriate longer-term measures adopted by competent authorities. Monitoring, assessment and quality assurance is based on evaluation of education, research and cooperation with the environment, and the evaluation of adequacy and diversity of means, their resources and development prospects. Reports and

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<sup>1</sup> The listed competences and responsibilities of the authorities relate to the functioning of the quality system exclusively. Other tasks of the authorities are defined by the Statute of the ISSBS. Individual stakeholders can submit suggestions and initiatives for improvement that are addressed in accordance with the procedures described in the Quality Manual.

<sup>2</sup> Various commissions are active at the School, also related to the functioning of the quality system, but only the Commission for Quality and Evaluation, which is responsible for quality assurance, is mentioned here.

analyses contain data, analyses of activities and core processes, and assessment of the status and trends in the quality area.

Monitoring and assessment of the quality of performance is carried out annually in accordance with the internal *Quality Assurance Implementation Plan*. The plan determines implementation of quality procedures and instruments during the academic year.

Monitoring, assessment and assurance of quality at the ISSBS is performed through:

- planning (Annual Work Programme, annual interviews)
- data acquisition (opinion polling, focus groups, data warehouse, document analyses)
- reporting and documenting (Annual Report with Self-Evaluation, analyses)
- discussing and formulating proposals for measures (debates, public hearings).

Implementation of monitoring, assessment and assurance of quality is based on the use *of instruments* aimed at various target stakeholders (students, graduates, higher education teachers and colleagues, professional services, employers, mentors of professional practice), the institution and study programmes:

- opinion surveys,
- focus groups,
- interviews,
- Student and Higher education teacher Data Warehouse (podatkovno skladišče Študent in Visokošolski učitelj),
- document analysis,
- benchmarking.

### 2.3.1 *Annual planning and reporting*

#### *The Annual work programme*

The work programme with the financial plan is the basic document for planning the operation of the institution and the implementation of all its activities. The Annual Work Programme is adopted by the Senate and the Annual Work Programme with the Financial Plan is adopted by the Administrative Board. The Annual Work Programme is prepared on the basis of instructions from the competent Ministry.

The Annual Work Programme sets long-term and short-term objectives for each calendar year on the basis of the ISSBS Development strategy. In addition to the Work Programme and the Financial Plan, it also contains an Action Plan of Measures. The latter is based on the proposals for measures developed on the basis of a debate between the ISSBS stakeholders. Implementation of measures is verified through self-evaluation and documented in the Annual Report.

The Annual Work Programme is generally prepared in December for the following calendar year.

#### *The Annual Report with Self-evaluation*

The Annual Report with Self-Evaluation is the basic document for reporting on the functioning of the institution and implementation of its activities. It is adopted by the Senate and the Management Board; the latter also adopts the Accounting report. It is prepared in accordance with the instructions of the competent Ministry and should summarise the

essential features and indicate the direction in which improvements were or are planned. Indicators for individual strategic objectives are taken into account in preparation of the Annual Report with Self-Evaluation. The Annual Report with Self-Evaluation preparation form follows the form for the preparation of the Annual Work Programme. It also contains a report on the implementation of the planned measures, set out in the Action Plan of Measures in the Annual Work Programme.

Normally, the Annual Report with Self-Evaluation is published in February for the previous academic / calendar year.

### 2.3.2 *External evaluation*

Operation of the ISSBS is periodically evaluated through compulsory national accreditation, performed by external assessors, in order to verify meeting statutory requirements for carrying out higher education activity, the quality of higher education institution and study programmes, and to assess meeting the Criteria for accreditation and external evaluation of higher education institutions and study programmes. (the Official Gazette of the Republic of Slovenia, No. 42/17 and 14/19) of the Slovenian Quality Assurance Agency for Higher Education (hereinafter SQAA) in the fields of assessment.

For international accreditation and/or evaluation purposes (of study programmes, institution, research), the ISSBS voluntarily accepts external assessment performed by a competent foreign institution, according to quality standards applicable to each international accreditation authority. The ISSBS aims at obtaining institutional and programme international accreditations.

### 2.3.3 *Self-evaluation*

Self-evaluation is a process of assessment of the functioning of the institution, which is regularly performed by the institution itself and by its people. It includes evaluation of all activities and basic processes of the institution, identification and documentation of shortcomings and deficiencies, consideration of ways to eliminate them, improvement of activities and basic processes, documenting of proposals for action, analysis of achievements and their impact on quality, and documenting of development of the higher education institution. The findings are contained in the Annual report with Self-Evaluation. The aforementioned report also presents the organisation of the institution, educational, research and other activities, cooperation with the environment and data on students and staff within each academic year. In addition to data on study programmes, enrolment, student characteristics, study effectiveness and graduation, the report also contains analyses of questionnaires on the implementation of education, operating of the institution and achievement of learning outcomes, as well as analyses of other phenomena monitored occasionally.

***The Annual Report with Self-Evaluation*** is the basic document for reporting on the implementation of activities of the institution and is the main result of self-evaluation. It contains the findings of the analyses defined in section 2.3.3, points a, b, c and d. The Quality Report, being an integral part of the Annual Report with Self-Evaluation, also includes a discussion on the achievement of standards in quality indicators<sup>3</sup> by areas of assessment, as

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<sup>3</sup> Quality indicators are presented in Annex 2.

well as proposals for possible measures. The Annual Report with Self-Evaluation represents the basis for discussion between the stakeholders of the institution and for the record of the Action Plan of Measures in the Annual Work Programme, based on it.

#### **a) Monitoring educational activity**

All stakeholders of the educational process are involved in monitoring the educational activity.

The ISSBS annually performs the following analyses in order to monitor and ensure the quality of the educational activity:

- ***Analysis of the implementation of education (carried out among students)*** is intended to monitor satisfaction of 1st, 2nd and 3rd cycle students with completed learning units, lecturers, education providers, the Faculty, the e-classroom and actual study workload through an online survey. For 1st and 2nd cycle students the survey is conducted three times a year, at the end of each trimester, and for 3rd cycle students once a year, at the end of the academic year. The summary analysis is prepared at the end of the academic year. The College of the Dean and the heads of the study programmes are informed of the result of the analyses immediately upon completion of the survey, the same goes for holders and providers of LU. The results of analyses are part of the annual interviews with employees.
- ***The analysis of the implementation of education (among graduates)*** aims at monitoring the graduates' satisfaction with the study programme as well as monitoring their employability. It is carried out once a year through an online survey. The College of the Dean is informed of the analysis.
- ***The Faculty Performance Analysis (among higher education teachers and staff)*** aims at monitoring the implementation of LU and at the same time serves as a report on the implementation of LU of higher education teachers. It is carried out once a year through an online survey. The College of the Dean is informed of the analysis.
- ***The analysis of the operation of the Faculty (among professional services)*** aims at monitoring the satisfaction of professional services staff with the operating conditions of the Faculty, job satisfaction and opportunities for personal development. It is carried out once a year through an online survey. The College of the Dean is informed of the analysis.
- ***The analysis of study effectiveness and efficiency*** is prepared on the basis of data obtained from the *Student and Higher education teacher Data Warehouse* four times a year, after each exam period. After the fourth exam period, a summary analysis of student performance by study programmes is made, containing the proportion of students who successfully completed their study obligations in the academic year of the exam, the average number of exam-taking, and the average positive grade. The College of the Dean is informed of the analysis.
- ***The Student Transition Rate Analysis*** is prepared on the basis of data obtained from the *Student and Higher education teacher Data Warehouse* before the fourth examination period, and shall be used for an overview of the number of students who qualify for admission to a higher year and the number of candidates for admission. The College of the Dean is informed of the analysis.
- ***The Graduation rate analysis*** is prepared on the basis of data obtained from the *Student and Higher education teacher Data Warehouse* several times a year. The College of the Dean is informed of the analysis.
- ***The focus group analysis on education delivery and discussions (among students, among higher education teachers and staff, among employers, among graduates)***, aims at monitoring competence, both expected or achieved, and learning outcomes, satisfaction

with assessment methods, as well as monitoring the actual workload. It is carried out once a year, if necessary, for each target group. The College of the Dean is informed of the analysis.

- ***The analysis of tutoring*** aims at monitoring student satisfaction with tutoring, the number of tutoring hours performed, and the number of students involved in tutoring. It is carried out once a year, at the end of the academic year.
- ***The analysis of the number of students and staff involved in mobility programmes*** based on the analysis of the documentation, is carried out once a year and contains data on the number of incoming and outgoing students, higher education teachers and other professionals.
- ***The analysis of professional practice*** based on the analysis of student satisfaction questionnaires, professional practice mentors and the report of the professional practice coordinator, is prepared once a year. The analysis of professional practice focuses on satisfaction of all participants with the implementation of professional practice LU during the 1st and 2nd cycle of study.

In addition to the above analyses, the ISSBS performs ***additional analyses of data from the Student and Higher Education teacher data warehouse***, at any time and as needed.

#### ***b) Monitoring of research activity***

The ISSBS annually conducts the following analyses to monitor and ensure the quality of the research activity:

- ***The analysis of applications and performance of research projects*** is carried out once a year based on a review of relevant documentation.
- ***The analysis of the implementation of research projects*** is carried out once a year or on the basis of a review of relevant documentation or upon request of the funding body in the form of review procedures or a requested review of the work completed.
- ***The analysis of research performance data of members of the ISSBS research team***, managed by the Slovenian Research Agency, and of publicity of their publications (publications in SCI Expanded, SSCI and SCOPUS scientific journals with impact factor and quotations within WoS and SCOPUS) is carried out once a year.

#### ***c) Monitoring social responsibility and cooperation with the environment***

The ISSBS annually conducts the following analyses annually to monitor and ensure the quality of social responsibility and cooperation with the environment:

- ***The institutional cooperation analysis*** is carried out once a year based on a review of relevant documentation.
- ***The analysis of the integration of social responsibility contents into education*** is carried out by reviewing curricula once a year.
- ***The graduate employability analysis*** it is carried out once a year on the basis of data from the Analysis of the Implementation of Education (among graduates) and data from the Employment Service of Slovenia.

#### ***d) Monitoring the provision of operating conditions***

The ISSBS conducts the following analyses annually to monitor compliance with operating conditions:

- *The analysis of the scope of development activities attended by the ISSBS employees* is carried out once a year, based on the analysis of relevant documentation and the findings from individual annual interviews.

*The Quality Manual* monitors the procedure of implementation of the basic processes of assessment, monitoring and assurance of quality.

#### 2.3.4 *Communication with the stakeholders and the code of ethics*

The ISSBS includes all stakeholders - internal (higher education teachers and staff, professional services, students, graduates) and external (the ISSBS Council, employers, interested public) in discussions, debates and interviews on quality aspects. Communication is partly planned through the Quality Assurance Process Implementation Plan, also ad-hoc, if necessary. As a rule, it is based on records or findings from analyses (see section 2.3.3, points a, b, c and d) or basic reporting documents (see section 2.3.1). Results of discussions, debates and interviews are appropriately reflected in the Action Plan of Measures (in the Annual Work Programme), and measures that require a rapid response are implemented on an ongoing basis. In communication with stakeholders, general ethical standards are followed.

##### *a) Discussions*

Academic Assemblies, the College of the Dean, the Strategic College of the Dean, meetings of the Administrative Board, the Senate, the Student Council, and the Commission for Quality and Evaluation encourage group discussion on planning, implementation, verification and action in the field of all activities and basic processes at the ISSBS, discussion of the ISSBS achievements and actions identified through quality monitoring and assessment activities.

The ISSBS occasionally organises discussions on selected topics with employers as well.

##### *b) Hearings*

The ISSBS only conducts public hearings occasionally. In public hearings of documents, amendments, proposals for measures, etc., selected ISSBS internal or external stakeholders may be involved. The public hearing aims at obtaining the views and suggestions of stakeholders on the present issues.

##### *c) Annual interviews with employees*

Annual interviews with employees are carried out once a year. The purpose of conducting these interviews is to review the work completed in the previous academic year and to plan work and personal development in the upcoming academic year. The results of annual interviews are reflected in personal plans of the employees. The interviews are conducted by the Dean and the Director, and the Vice-Dean would join if necessary.

## **2.4 Monitoring and quality assurance of learning unit performance in e-environment<sup>4</sup>**

The e-environment provides opportunities for innovative and creative use of modern technology, which also opens up new dimensions to the quality of education. Those bring

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<sup>4</sup> The same monitoring, examination and quality assurance activities as defined in point 2.3.3 are carried out, and specific activities are listed in this section.

flexibility to education in terms of time and space, openness of access and information, increased teacher-student interaction, increased individualisation of learning, and the use of various forms of communication. Assessment, monitoring and quality assurance are therefore even more complex, compared to traditional education. Assessment, monitoring and quality assurance is again based on the PDCA model.

Should learning units be implemented in the e-environment, monitoring and quality assurance are approached with the same mechanisms and instruments that we have described in traditional education and are included in the Quality Assurance Process Implementation Plan. Due to additional aspects of the e-environment, additional instruments such as the on-going monitoring of student work in the e-classroom may be included.

Upon completion, an analysis of satisfaction with the e-classroom is also prepared for all learning units in the e-environment. The findings of the e-classroom satisfaction analysis, action proposals, and discussion analysis involving the management of the institution, the teachers, staff and students, are all part of the *Analysis of the Implementation of Education (carried out among students) and in the Annual Report with Self-Evaluation*.

Preparing implementation of the learning units in an e-environment involves:

- Higher education teachers and staff planning partial or full implementation of learning units in the e-classroom take part in appropriate training, which is carried out several times a year by the ISSBS.
- A student participates in the training provided by the ISSBS at the beginning of the academic year, and interactive materials on the use of the e-classroom are available.

## **2.5 Monitoring and quality assurance of implementation of the Transnational Higher Education (THE) <sup>5</sup>**

The THE tenderer and the THE provider ensure the quality of the study programmes by mechanisms already defined, and with instruments for quality assurance of all activities, even at the location of the performance. These include:

- *The analysis of the implementation of education* (based on student opinion surveys, including their satisfaction with the e-classroom).
- *The analysis of the implementation of education* (higher education teachers and associates of the THE provider).
- *The analysis of student effectiveness and efficiency* (from the Student and Higher education teacher Data Warehouse).

A special way to monitor and assure quality performance *is by organising a visit of a 3-member commission* to the THE provider. In the event that the THE provider detects an irregularity, he/she informs the management of the THE Contractor and demands that irregularities should be corrected within reasonable time.

The performance of monitoring and quality assurance is defined in the Quality Management Process Implementation Plan for each THE site separately. In this way, the ISSBS provides

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<sup>5</sup> The same monitoring, examination and quality assurance activities as defined in point 2.3.3 are carried out, and specific activities are listed in this section. All instruments apply as in on ISSBS site location - we provide the same standard.

the standard of performance equivalent to study programmes conducted at the seat of the institution.

The findings of the analyses are incorporated into the Annual Report with Self-Evaluation.

## **2.6 The Quality Manual**

The Quality Manual is an independent internal document, which systematically defines the procedures for implementing basic and other processes at the ISSBS.

The Quality Manual defines:

- the purpose of the process,
- the documents and regulations that represent the basis of the process,
- objects of the process,
- providers and their responsibilities,
- documents in the process,
- description of the process,
- assessment of the quality of process implementation,
- checking and updating the process.

The Quality Manual is regularly amended and updated simultaneously with changes in procedures and the introduction of new processes critical to the quality field.

### 3 Updating the quality system and the Quality Manual

The quality system is updated according to the PDCA principles, which can be classified into the following three steps:

1. Analysis of the quality system, on the basis of the reporting documents.
2. Discussions on the quality system, held among all stakeholders of the higher education institution.
3. Development of a quality system ensuring that the quality loop is closed and the quality system improved constantly.

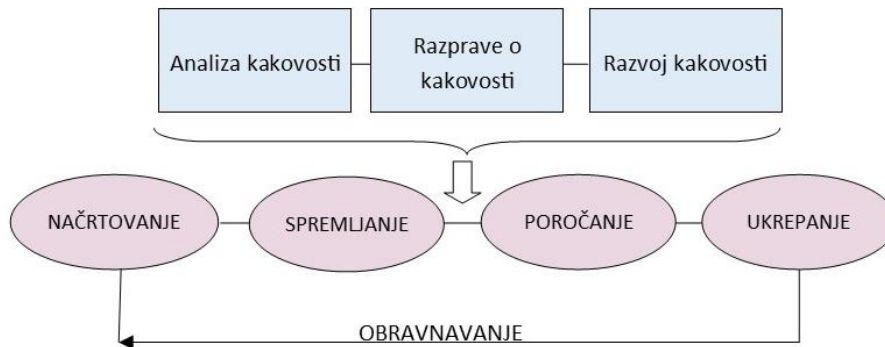


Image 1: The process of modernisation of the quality system at the ISSBS

The Quality Manual can be supplemented and improved as needed. It is being addressed by ISSBS stakeholders. The Quality Manual and amendments thereto are discussed by the committee responsible and adopted by the Senate.

## **4 Confidentiality of data, keeping records, publicity of information**

Information obtained through the survey is used only for the purpose and exclusively at the common level, where an individual cannot be linked to his / her answers.

The Quality Manual is published on the ISSBS website.

When collecting and publishing information about individuals, personal data protection rules are respected. The ISSBS is obliged to keep the evaluation reports (basic documents, reports) on a permanent basis, and the documents (analyses) that were created in the preparation of the evaluation report, for five years.

### **Final provisions**

The Quality Manual is applicable from the day it is adopted by the ISSBS Senate and published on the website.

By implementing this Manual expires the Quality Manual no. 35/2016-PKakovost from 30 November 2016.

Date: 25 September 2019

Number: 22/2019-PKakovost

Doc. Dr. Srečko Natek,  
the Dean of the ISSBS

Annexes:

- Annex 1: A scheme of the quality system.
- Annex 2: Quality indicators.