

Summary of the Self-Evaluation Report for the 2023/2024 Academic Year of the College of Management Bled

INTRODUCTION

The Self-Evaluation Report of the College of Management Bled (hereinafter: VM Bled) for the 2023/2024 academic year was prepared in accordance with the Criteria for Accreditation and External Evaluation of Higher Education Institutions and Study Programmes, the Higher Education Act, the Rules of Procedure on Monitoring, Assessing and Ensuring Quality at the College of Management Bled, and was adopted at the 6/2025 meeting of the Senate held on 20 June 2025.

1 SELF-EVALUATION

In the 2023/2024 academic year, a self-evaluation of the quality and effectiveness of VM Bled's operations was carried out. The areas of the institution's activities, cooperation with the environment, governance, research and teaching activities, students, employees, as well as spatial and material conditions were monitored. The monitored indicators included enrolment and student structure, student progression, average examination grades, number of graduates, satisfaction of students, lecturers, professional staff and practical training mentors, as well as graduate employability. Questionnaires were conducted regarding student satisfaction with the work of individual lecturers, the operation of the institution, study programmes and practical training, as well as questionnaires for practical training mentors, lecturers and professional staff.

2 INTEGRATION INTO THE ENVIRONMENT

VM Bled cooperates with economic and other institutions primarily through students' practical training. Data obtained from mentor and employer surveys are used for updating study programmes. For practical training, VM Bled has concluded agreements with organisations from the fields of hotel management, tourism, hospitality, food production, healthcare and other activities. The number of available practical training placements exceeds the number of enrolled students. Students complete practical training in higher-category hotels, spas, tourist agencies and food-processing companies. Graduates find employment in the fields of hotel management, hospitality, tourism, travel agency activities, cultural, entertainment and recreational activities, as well as the food-processing industry.

2.1 Cooperation with other educational institutions

VM Bled has concluded cooperation agreements and expressions of intent with higher education institutions, faculties and research institutions in Slovenia and abroad, namely: Akademija tehničkih strukovnih studija Beograd, Alanya Alaaddin Keykubat University, Biotechnical Educational Centre Ljubljana, Faculty of Business and Tourism Budva, Harran University, Instituto Politécnico de Tomar, Istanbul Galata University, Istanbul Yeni Yuzil University, Katolicki Uniwersytet Lubelski Jana Pawła II, University Bilim Antalya, University of Mediterranean Podgorica, University of Applied Sciences Karlovac, Higher School of Hotel Management in Belgrade, and the Higher Vocational School for Hospitality, Wellness and Tourism Bled, as well as other listed higher education and research institutions. In the 2023/2024 academic year, a new Erasmus+ agreement was concluded with University Bilim, Antalya.

2.2 Cooperation with companies and other institutions

VM Bled has established a network of organisations for the implementation of practical training. These include: Atlantic Droga Kolinska d.o.o., Dana d.o.o., Delamaris d.o.o., Ekolat d.o.o., HIT d.d., Incom d.o.o., Istrabenz Turizem d.d., Jata Emona d.o.o., Jezeršek gostinstvo d.o.o., JGZ Brdo – PE Vila Bled, Kodila d.o.o., Kompas d.d., Mlinotest d.d., Mlekarna Planika d.o.o., Pekarna Pečjak d.o.o., Pivka d.o.o., Sava Turizem d.d., Spar Slovenija d.o.o., Terme Čatež d.d., Thermana d.d., Tourism Ljubljana, University Medical Centre Ljubljana, Žito d.o.o. and other organisations.

2.3 Assessment of the current situation and future plans

VM Bled carried out activities aimed at strengthening cooperation with the domestic and international environment. Cooperation with industry is also connected with the new higher education study programme Management in Food Industry and Nutrition. For the implementation of the programme, VM Bled obtained support from the following companies and institutions: Atlantic Droga Kolinska d.o.o., University Medical Centre Ljubljana, Dana d.o.o., Delamaris d.o.o., Ekolat d.o.o., Incom d.o.o., Jata Emona d.o.o., Kodila d.o.o., Marche d.o.o., Mlinotest d.d., Mlinopek d.d., Slorest d.o.o., Sovita d.o.o., Spar Slovenija d.o.o., Vinakras z.o.o., Zavod Nefiks and Žito d.o.o. VM Bled is implementing the internal research project “Analysis of Key Challenges Related to Generation Z Guests in Slovenian Health Tourism”, in which VM Bled students are involved.

Future plans:

- inclusion of foreign guest lecturers in the teaching process,
- participation in EU development projects,
- preparation of internal projects.

3 OPERATION OF THE INSTITUTION AND DEVELOPMENT OBJECTIVES

Scientific, research and professional findings of course holders are incorporated into the study process. Individual courses include results of research and professional work in the fields of Slovenian heritage and culture, European integration, ethnic space, regionalisation, marketing, applied linguistics, food science and nutrition, biotechnology, plant production, processing, chemistry and food technology. The development objectives of VM Bled derive from the VM Bled Development Strategy 2021–2026 and include the development of the institution and study programmes, ensuring and improving the quality of the institution's operations, strengthening research activities, internationalisation and international cooperation, socially responsible operation and cooperation with the environment, as well as the promotion of the institution domestically and abroad. Short-term objectives include the high-quality implementation of study programmes, monitoring their quality, encouraging student and staff mobility, increasing the number of higher education teachers and associates, strengthening promotion, preparing new study programmes, developing scientific research activities and connecting with European higher education institutions.

3.1 New higher education study programme Management in Food Industry and Nutrition

VM Bled prepared a new higher education study programme Management in Food Industry and Nutrition, which was accredited on 20 October 2022. The programme combines management and economic content with content related to food science and nutrition. It includes areas such as digital business, digital marketing, marketing, innovation management, quality, sales, entrepreneurship and human resource development, as well as content related to food processing technology, logistics, nutrition and health, food microbiology, food chemistry, food composition and quality, food hygiene and gastro-culture. Sustainable development and environmental protection content is included in all courses.

3.2 New legal acts

In the 2023/2024 academic year, VM Bled prepared the Criteria for the Credit Evaluation of Study Programmes According to ECTS at VM Bled, the Criteria for Appointment to Academic Titles and the Rules on the Operation of the Research Ethics Committee, which includes research involving human participants.

3.3 Quality assurance and self-evaluation

VM Bled ensures quality through the regular implementation of self-evaluation procedures. It monitors key indicators of the study process, stakeholder satisfaction and graduate employability. The institution carries out surveys among students, lecturers, graduates and employers, analysis of student progression and study performance, monitoring of graduate employability through the Alumni Club and updating of study programmes based on the collected data.

3.4 Internationalisation and mobility

VM Bled implements internationalisation through the Erasmus+ programme and bilateral agreements with foreign higher education institutions. Activities include student mobility for practical training abroad, staff mobility for training and job shadowing, establishing new international partnerships and integrating international content into the study process. Students are provided with individual counselling regarding participation in international exchanges.

3.5 Connection with industry and the environment

Cooperation with industry is carried out through a network of practical training organisations, the involvement of employers in the design of study programmes and the inclusion of experts from professional practice in the teaching process. Practical training enables the connection of study content with the working environment.

3.6 Research and project activities

VM Bled develops research activities connected with the teaching process.

Activities include implementation of internal research projects, involvement of students in research work, preparation of project applications, including applications for international calls, and linking research activities with challenges in the economy.

3.7 Staff development and professional training

VM Bled takes care of staff development by including new higher education teachers and associates, encouraging participation in professional training, organising internal training sessions and promoting knowledge transfer among employees.

3.8 Promotion and visibility of the institution

Promotion of VM Bled is carried out through information days, presentations at secondary and higher vocational schools, participation in career events and updating the website. The website has also been translated into English.

3.9 Digitalisation and support for the study process

VM Bled uses an e-classroom for individual courses, where students have access to study materials and can submit assignments. Some courses are also delivered in a hybrid format.

3.10 Career development of students

VM Bled provides individual career counselling, connects students with employers, informs them about employment opportunities and provides information on opportunities for additional education and participation in projects.

3.11 Assessment of the current situation and future plans

In the 2023/2024 academic year, activities were carried out to achieve the institution's development objectives. Teaching, research and professional activities are connected through the integration of scientific and professional findings into the study process. Self-evaluation procedures enable the monitoring and improvement of quality. Internationalisation is implemented through the Erasmus+ programme and cooperation with foreign institutions. Cooperation with industry is carried out through practical training and participation in the development of study content.

Future plans:

- encouraging the preparation of projects involving lecturers and students,
- preparation of new legal acts and/or updating existing ones.

4 STUDY ACTIVITY

VM Bled provides three first-cycle higher education study programmes according to the Bologna system, namely Hospitality and Tourism, Health Tourism and Management in Food Industry and Nutrition. All programmes are delivered as part-time study.

4.1 Study programmes

The Hospitality and Tourism programme lasts 3 years and comprises 180 ECTS credits. It was accredited by the decision of the Council of the National Agency of the Republic of Slovenia for Quality Assurance in Higher Education (NAKVIS), No. 6031-9/2016/10 dated 21 September 2021. The Health Tourism programme lasts 3 years and comprises 180 ECTS credits. It was accredited by the decision of the Council of NAKVIS, No. 6033-16/2015/18 dated 17 November 2016. The Management in Food Industry and Nutrition programme lasts 3 years and comprises 180 ECTS credits. It was accredited by the decision of the Council of NAKVIS, No. 6033-1/2022/12 dated 20 October 2022. Elective options are provided through elective modules and courses. They are intended to adapt studies to students' needs and changes in the labour market. The programmes include theoretical and applied knowledge, acquisition of professional competences, preparation for managerial positions and cooperation with industry through practical training.

4.2 Course structure

The programmes comprise six semesters, with each semester carrying 30 ECTS credits. The Hospitality and Tourism programme includes the elective modules Hotel Management and Tourism Management, as well as practical training in the first and second years. The Health Tourism programme includes the elective modules Spa Tourism Management and Wellness Tourism Management, as well as practical training. The Management in Food Industry and Nutrition programme includes elective courses in the fields of food processing technology, entrepreneurship, innovation, intercultural communication, food analysis, gastro-culture and the organisation of catering establishments.

4.3 Implementation of study programmes in the 2023/2024 academic year

The Hospitality and Tourism study programme was implemented for the second year, the second year according to transfer criteria and the third year. For the Management in Food

Industry and Nutrition programme, the second year according to transfer criteria was implemented. The Health Tourism programme was not implemented due to an insufficient number of enrolled candidates. Within part-time study, adjustments were made to the organisation and scheduling of study activities. At students' request, some courses were delivered in a hybrid format.

4.4 Professional excursions

In the 2023/2024 academic year, professional excursions were organised to Cankarjev dom, the Slovene Ethnographic Museum and the Public Institute Brdo pri Kranju.

4.5 E-classroom

VM Bled used an e-classroom for all courses, enabling access to study materials and submission of seminar assignments.

4.6 Promotion of the institution

Promotion was carried out through the publication of the enrolment call on the portal of the Ministry of Education, Science and Sport, information days held on 16 February 2024, 17 February 2024, 4 April 2024, 6 June 2024 and 5 September 2024, presentations at secondary and higher vocational schools, electronic leaflets and direct marketing. The institution's website was updated and translated into English.

4.7 Erasmus+

VM Bled has held the Erasmus+ Charter since 2015.

In the 2023/2024 academic year, two students completed practical training within the Erasmus+ programme, namely at Alpin Peaks Hotel L&K GmbH, Austria and Ashford Castle Hotel, Ireland. Two lecturers completed job shadowing at University Bilim in Türkiye. An Erasmus+ cooperation agreement was concluded with University Bilim. VM Bled provides students with individual counselling regarding mobility and informs them about Erasmus+ mobility opportunities and Ad futura scholarships.

4.8 Updates to the content, structure and implementation of the Hospitality and Tourism study programme

In the 2023/2024 academic year, the institution monitored the appropriateness of the Hospitality and Tourism study programme by involving key stakeholders: graduates, students, higher education teachers and associates, and employers. The analysis of questionnaires showed that stakeholders assess the study programme as high-quality, useful and adapted to the needs of industry. The programme provides appropriate professional knowledge and enables the development of competences required for work in the field of hospitality and tourism. Among the proposals for further development, stakeholders particularly highlighted:

- increasing practical content,
- more content related to digitalisation,
- greater emphasis on foreign languages,
- inclusion of current sustainability-related topics,
- stronger links with industry and practical examples.

Based on the findings, updates were made to individual course contents and syllabi. In doing so, VM Bled took into account labour market needs, professional development and changes in the environment.

4.8.1 Alumni Club surveys

VM Bled graduates mostly assessed the Hospitality and Tourism study programme as high-quality and modern. They highlighted the following advantages:

- adaptation to part-time study,
- quality lecturers,
- interesting course structure,
- connection with tourism development.

As opportunities for improvement, they identified:

- more practical work,
- more content on the operations of travel agencies,
- more digital content,
- more foreign language content,
- additional professional excursions.

4.8.2 Employer surveys

Employers assessed the content of the study programme as relevant to the needs of industry. They particularly emphasised the importance of content related to foreign languages, quality management in tourism, tourism economics, business communication, human resource management, sustainable tourism and hotel management. As an important element of the programme, they highlighted the connection between theoretical content and practical examples from the business environment.

4.8.3 Surveys among higher education teachers and associates

Higher education teachers and associates assess the study programme as appropriate and of high content quality. They mainly proposed further inclusion of content related to European policies, sustainable development and digitalisation. They identified the following as important elements of the programme:

- adaptation to students,
- relevance,
- connection with practical work.
-

4.8.4 Student surveys

Students assess the Hospitality and Tourism study programme as appropriate and of high quality. The majority of respondents believe that major changes to the programme are not necessary. They identify the flexibility of implementation as the main advantage of the study programme, which is particularly important for part-time study.

4.9 Career counselling

VM Bled pays special attention to students' career development and their connection with employers. Activities include:

- cooperation with employers,
- informing students about employment opportunities,
- individual career counselling,
- informing students about opportunities for additional education and scholarships,
- involving students in projects and events aimed at developing competences.

Career counselling is based on an individual approach and is adapted to students' needs.

4.9.1 Assessment of the current situation and future plans

The 2023/2024 academic year was implemented in accordance with the planned objectives. The teaching process enabled students to acquire professional and applied knowledge in the fields of hospitality, tourism and management, as well as to develop competences necessary for successful entry into the labour market.

VM Bled will continue to:

- promote study programmes domestically and abroad,
- strengthen the visibility of the institution,
- encourage the enrolment of foreign students,
- further develop cooperation with the environment and employers.

5 TRANSFER AND APPLICATION OF KNOWLEDGE

Knowledge transfer at VM Bled takes place through the teaching process, project work and students' practical training. Cooperation with industry enables the connection of the academic environment with labour market needs, the acquisition of practical competences by students and the strengthening of their employability. An important element of knowledge transfer is also participation in the Erasmus+ programme, which enables the mobility of students, graduates and employees, the exchange of good practices and the development of professional and international competences.

5.1 Assessment of the current situation and future plans

VM Bled considers cooperation with industry and international cooperation to be important factors for the quality implementation of study programmes. Connecting with external environments enables adaptation of study content to professional needs and the development of students' practical knowledge.

Future plans:

- continue and upgrade cooperation with industry partners,
- encourage greater involvement of students, graduates and employees in Erasmus+ mobility activities.

6 ADDITIONAL TRAINING AND EDUCATION

VM Bled organises and provides information for students, graduates and employees about various educational activities, professional training sessions, workshops and webinars aimed at developing competences and ensuring continuous professional development. In the 2023/2024 academic year, professional training Hygiene Management was carried out at the premises of the University Medical Centre Ljubljana. Participants acquired knowledge in the fields of:

- organisation of work in large kitchens,
- ensuring food safety,
- HACCP systems and other preventive measures.

VM Bled employees also participated in external professional training sessions organised by the National and University Library (NUK), the Ministry of Higher Education, Science and Innovation, the Slovenian Quality Assurance Agency for Higher Education and other providers.

The training activities were mainly related to:

- quality assurance in higher education,
- digitalisation,
- enrolment procedures,
- research activities.

Students and employees were provided with information about various professional events, including conferences, entrepreneurship workshops, training in marketing, digital competences, research activities and opportunities for participation in projects.

6.1 Assessment of the current situation and future plans

VM Bled provides opportunities for continuous development of the competences of students and employees and encourages participation in external professional education and training.

Future plans:

- continue organising professional training and educational activities,
- encourage participation of students and employees in professional events and projects.

7 ORGANISATIONAL STRUCTURE OF THE INSTITUTION

The organisational structure of VM Bled is defined by the Statute of VM Bled and enables transparent implementation of management, teaching, research and administrative tasks. The key governing bodies and organisational units of the institution are the Management Board, the Dean's Office (Dean, Vice-Dean for Study Affairs, Vice-Dean for Scientific Research Activities), the Senate, the Academic Assembly, departments, the Secretariat, the Library, the Student Council. The Management Board performs tasks related to the management of the institution. The Senate is the highest professional body. The Academic Assembly ensures the involvement of higher education teachers, associates and students in professional decision-making, while the Student Council represents the interests of students. Teaching and research activities are carried out within professional departments in the fields of tourism, hospitality, health sciences, management, marketing, economics and business administration, as well as foreign languages. The Secretariat provides administrative, organisational, financial, human resources, and support services for the study process. The Student Office is responsible for student records, enrolment procedures, student support and the implementation of administrative procedures related to studies. VM Bled uses library services on the basis of contractual cooperation with external institutions, while the Student Council ensures student representation in the institution's bodies.

7.1 Assessment of the current situation and future plans

The organisational structure of VM Bled is appropriately established, compliant with the Statute and applicable legislation, and enables the effective implementation of the institution's activities. The governing bodies and professional bodies are clearly defined, and responsibilities are appropriately divided. A particular advantage is the connection of teaching, research and administrative areas through appropriately organised bodies, committees and departments.

Future plan:

- due to the accreditation of the new study programme Management in Food Industry and Nutrition, VM Bled will adjust the organisation of professional fields and establish appropriate new departments.

8 STAFF

VM Bled ensures the implementation of the teaching process through an appropriate structure of higher education teachers, associates and external professional collaborators. In the 2023/2024 academic year, the institution implemented the study process with 22 contracted teaching staff members and 2 permanently employed holders of activities. Administrative, accounting, legal, information technology and other support tasks are provided partly by

internal staff and partly by contractual providers. Staff members have appropriate academic titles and professional competences. In the 2023/2024 academic year, 7 lecturers were reappointed to higher education titles, while one higher education associate was appointed for the first time. The structure of higher education teachers and associates enables the implementation of accredited study programmes. Contracted staff included lecturers, senior lecturers, assistant professors, associate professors and full professors, ensuring an appropriate academic level of study delivery.

8.2 Staff development

VM Bled encourages continuous professional development of teaching and non-teaching staff through participation in professional education, training and Erasmus+ mobility activities. In the 2023/2024 academic year, two lecturers participated in an educational visit or job shadowing activity in Turkey. Employees and students also participated in professional training in the field of hygiene management.

8.3 Assessment of the current situation and future plans

VM Bled has an appropriate staff structure for carrying out its activities. An advantage is the involvement of experts from various fields and the connection between academic and practical knowledge.

Future plans:

- continue encouraging professional development of employees;
- increase the involvement of employees in mobility activities, training and the exchange of good practices;
- encourage the development of research and teaching competences.

9 SCIENTIFIC RESEARCH, PROFESSIONAL AND TEACHING ACTIVITIES OF THE INSTITUTION

The scientific research and professional activities of VM Bled's higher education teachers are integrated into the teaching process, as course holders base the preparation of teaching content on their own research and professional achievements. VM Bled is registered in the Register of Research Organisations (RO) and develops research fields in economics, management, tourism, linguistics, psychology and interdisciplinary research. In the 2023/2024 academic year, 23 lecturers were included in the SICRIS database. The analysis of bibliographic data demonstrates continuous scientific, professional and teaching activity of employees and contractual associates. The highest number of publications was recorded in the areas of original scientific articles, conference contributions, professional articles, reports and studies. In the 2023/2024 academic year, research activity was also demonstrated through 55 original scientific articles, 15 professional articles, 20 scientific conference contributions, 19 reports and/or studies, 62 mentorships for final theses and 21 reviewing activities.

9.1 Internal research project "Analysis of Key Challenges Related to Generation Z Guests in Slovenian Health Tourism"

VM Bled is implementing an internal research project running from 2024 to 2025. The project is led by Dr Elena Marulc and includes higher education teachers and students. The purpose of the project is to research Generation Z's expectations regarding health tourism services, particularly from the perspectives of:

- development of health tourism services,
- digital marketing,

- human resource challenges,
- perception of tourist destinations.

The project includes a literature review and the preparation of empirical research using qualitative and quantitative methods. The particular importance of the project lies in connecting research work, students and the needs of industry.

9.2 Interreg Danube Region 2021–2027 project proposal

VM Bled prepared a project proposal for the Interreg Danube Region 2021–2027 programme together with international partners. The project is focused on:

- the development of sustainable tourism,
- valorisation of natural and cultural heritage,
- involvement of local communities,
- development of innovative tourism products.

Participation in the project represents an important step towards strengthening international connections and involving VM Bled in European development activities.

9.3 Assessment of the current situation and future plans

Despite limited financial resources, VM Bled ensures continuous scientific research and professional activities. Research work is integrated into the teaching process and enables the transfer of current professional knowledge to students. An advantage is the involvement of students in research activities and cooperation with industry and the international environment.

Future plans:

- preparation of new internal and applied research projects;
- increasing participation in national and international calls for proposals;
- strengthening the connection between research activities and the needs of industry and the local environment.

10 MATERIAL AND SPATIAL CONDITIONS

VM Bled does not have its own premises; however, based on concluded agreements, it has appropriate spatial conditions for the implementation of study activities. In cooperation with the Higher Vocational School for Hospitality, Wellness and Tourism Bled (VSŠGT Bled), VM Bled uses lecture rooms, classrooms, computer rooms, the library, offices, sanitary facilities and shared parking spaces. For the implementation of the Management in Food Industry and Nutrition study programme, VM Bled has concluded an agreement with the Biotechnical Educational Centre Ljubljana, where it uses specialised laboratories, a technological teaching workshop and accompanying infrastructure.

10.1 Assessment of the current situation and future plans

Despite not having its own premises, VM Bled has appropriate conditions for the implementation of study programmes. The existing arrangement enables efficient use of external resources and cooperation with partner institutions; however, it also represents a certain dependence on the availability of these premises.

Future plans:

- maintain appropriate spatial conditions for the high-quality implementation of the study process;
- continue cooperation with partner institutions;
- upgrade spatial and technical conditions as required by the development of study programmes.

11 STUDENTS

VM Bled monitors enrolment structure, student progression, study success, graduation and graduate employability.

11.1 Enrolment and student structure

In the 2023/2024 academic year, enrolment in the first year of the Hospitality and Tourism study programme was not carried out, as there was an insufficient number of candidates. The Health Tourism study programme was also not implemented due to an insufficient number of enrolled candidates. Twenty students enrolled in the second year according to transfer criteria, with the largest number enrolling in the new study programme Management in Food Industry and Nutrition (11 students). The total number of students in the period 2021/2022–2023/2024 ranged between 55 and 34 students. The decrease in enrolment was mainly the result of the non-implementation of first-year enrolment in individual programmes.

11.2 Student structure

In the 2023/2024 academic year, 74% of enrolled students were women and 26% were men. In enrolment according to transfer criteria, an increase was particularly noticeable among graduates of higher vocational colleges, especially from the fields of hospitality, tourism, food science and nutrition.

11.3 Study success

The average grades of completed examinations in the 2023/2024 academic year were:

- Hospitality and Tourism: 7.9,
- Health Tourism: 6.5,
- Management in Food Industry and Nutrition: 8.1.

In the Health Tourism programme, the lower average grade is the result of a small number of completed examinations and a small number of active students. The progression rate of students in the Hospitality and Tourism programme was:

- from the first to the second year: 85%,
- from the second to the third year: 83%.

11.4 Graduates

In the 2023/2024 academic year, 8 students graduated. The average grade of final theses was 9.6, which indicates the quality of final theses and students' success in completing their studies.

11.5 Monitoring graduate employability

Graduate employability is monitored through the VM Bled Alumni Club, which enables networking among graduates, career development, knowledge exchange and lifelong learning. The proportion of employed graduates among new Alumni Club members in the period 2021/2022–2023/2024 ranged between 57% and 100%. The data indicate that graduates are generally successfully integrated into the labour market.

11.6 Students with special status

VM Bled has adopted the Rules on Students with Special Status, which regulate the conditions and procedures for obtaining special status and the possibilities for adapting the implementation of studies and study obligations. The Rules provide a systematic framework for supporting students who require adjustments to their studies due to special circumstances.

11.7 Assessment of the current situation and future plans

VM Bled ensures monitoring of students from enrolment to completion of studies and monitors their success, progression and employability. Advantages include the high average grade of final theses, good student progression and cooperation with the Alumni Club. A challenge remains ensuring stable enrolment in individual study programmes.

Future plans:

- increase the visibility of study programmes and activities aimed at attracting new students;
- continue monitoring student success and satisfaction;
- strengthen cooperation with graduates through the Alumni Club;
- improve the connection between studies and labour market needs.

12 ANALYSIS OF COMPLETED SURVEYS 2023/2024

This chapter presents analyses of surveys on student satisfaction with the operation of the institution and with the work of individual lecturers, analysis of records of time spent on student study activities, as well as an assessment of the current situation and future plans.

12.1 Analysis of student satisfaction with the operation of the institution

In the analysis of student satisfaction with the operation of the institution, students expressed their opinions using grades from 1 to 5, where grade 5 represents the highest and grade 1 the lowest grade. It is evident that the average grade of student satisfaction with the operation of the institution in the 2023/2024 academic year was 4.3, which represents a good assessment.

12.1.2 Assessment of the current situation and future plans

In the 2023/2024 academic year, students gave the highest ratings to the adaptability of the timetable and the suitability of premises for lectures and exercises. A somewhat lower rating was given to the volume of library materials.

Future plans:

- monitor student satisfaction with the operation of the institution and take timely measures in the event of identified shortcomings or student dissatisfaction;
- increase the volume of library materials.

12.2 Analysis of student satisfaction with the work of individual lecturers

In the analysis of student satisfaction with the work of individual lecturers, students expressed their opinions using grades from 1 to 5, where grade 5 represents the highest and grade 1 the lowest grade. The results show that in the 2023/2024 academic year, the average grade of student satisfaction with lecturers' work was 4.7. No significant deviations were identified among the satisfaction ratings for individual lecturers.

12.2.1 Assessment of the current situation and future plans

In the 2023/2024 academic year, the average grade of student satisfaction with lecturers' work was 4.7, representing a very good assessment. Based on the conducted survey of student satisfaction with individual lecturers' work, a high level of student satisfaction is evident. Among other aspects, students expressed satisfaction with:

- lecturers' willingness to help students,
- opportunities for discussion and expressing opinions,
- interesting and high-quality explanations,
- encouragement of participation,

- interesting, useful and dynamic lectures,
- inclusion of practical examples.

Future plans:

- pay additional attention to improvements in cases where the assessments of individual course holders deviate from the average.

12.3 Analysis of student satisfaction with practical training (PRU)

In the 2023/2024 academic year, practical training (PRU) was completed by 5 students, of whom 4 completed the survey. For the remaining students, practical training was recognised. Based on the completed questionnaires, it is evident that students were satisfied with the completion of practical training.

12.3.1 Assessment of the current situation and future plans

Students did not report any problems related to the completion of practical training. They agreed that during practical training they applied theoretical knowledge acquired during their studies, carried out specific tasks and responsibilities, developed work discipline and became familiar with the culture of the working environment and rules of conduct within the organisation. Students were enabled to participate in teamwork. Mentors were available for questions, advice and appropriate guidance of students. Students assessed that practical training is appropriately and meaningfully designed.

Future plans:

- monitor student satisfaction with practical training through surveys and personal interviews.

12.4 Analysis of mentor satisfaction regarding the completion of compulsory practical training

In the 2023/2024 academic year, 4 practical training mentors completed a survey on satisfaction and expectations regarding the implementation of compulsory practical training. The survey results show that mentors were satisfied with the implementation of practical training. All mentors (100%) assessed that students, upon commencing practical training, had mastered the basic work procedures in the field for which they were being trained, as well as the use of modern equipment in the professional field. All mentors agreed that students during practical training are able to:

- apply theoretical knowledge in a specific working environment,
- participate in teamwork,
- use oral and written communication skills,
- comply with regulations,
- carry out agreed work procedures.

All mentors also assessed that students are able to analyse completed tasks, identify shortcomings and propose ways to eliminate them. When assessing elements of practical training, all mentors expressed satisfaction with students':

- work performance,
- knowledge,
- motivation for work,
- attitude towards colleagues.

All mentors also assessed that students are more independent and better prepared for work after completing practical training. Mentors agreed that they are appropriately motivated within the company to mentor students and that they receive timely and appropriate information from

the institution. They also emphasised that it is more appropriate for students to establish the first contact with employers themselves. Opinions regarding more frequent meetings between employers and the institution differed.

12.4.1 Assessment of the current situation and future plans

Based on the conducted survey, it is evident that mentors are satisfied with the implementation of practical training. They positively assess students' preparedness, their integration into the working environment, acquisition of practical competences and cooperation with mentors. Mentors assess that practical training contributes to greater student independence and better preparation for work. They also assess that cooperation with the institution is appropriate and that information provided by the institution is timely.

Future plans:

- monitor mentor satisfaction with practical training through surveys and personal interviews.

12.5 Analysis of PRU mentor satisfaction with the Hospitality and Tourism study programme

Practical training mentors assessed the content of the Hospitality and Tourism study programme very positively. The average grade for the quality, usefulness, relevance of content and fulfilment of expectations was 4.5. Two mentors expressed the opinion that the study programme should be updated. One mentor provided specific suggestions, namely:

- inclusion of more content related to digitalisation,
- inclusion of more content related to foreign destinations and/or geography.

As an advantage of the study programme, mentors highlighted the learning of foreign languages, particularly German.

12.5.1 Assessment of the current situation and future plans

In the 2023/2024 academic year, the average grade of practical training mentors' satisfaction with the Hospitality and Tourism study programme was 4.5, representing a very good assessment.

Future plans:

- monitor practical training mentors' satisfaction with study programmes through surveys and personal interviews;
- update the Hospitality and Tourism study programme while taking into account suggestions from industry.

12.6 Analysis of student satisfaction with the study programme

- Hospitality and Tourism

The survey results show that students assessed the Hospitality and Tourism study programme positively. The highest ratings were given to:

- fulfilment of expectations (4.5),
- interesting content (4.4),
- usefulness of content (4.4).

All surveyed students (100%) assessed that updating the study programme is not necessary. They expressed the opinion that the programme is designed in accordance with labour market needs. Students identified the following advantages: hybrid delivery of lectures and adaptation of studies to the needs of part-time students.

- Health Tourism

Students assessed the Health Tourism study programme positively. The highest rating was given to fulfilment of expectations (4.6). All surveyed students (100%) assessed that updating the study programme is not necessary. They expressed a desire for a greater number of foreign language hours.

12.6.1 Assessment of the current situation and future plans

In the academic year 2023/2024, the average satisfaction rating of students with the Hospitality and Tourism study programme was 4.4, which represents a very good rating. Students of the Health Tourism study programme also assessed the programme contents positively.

Future plans:

- to monitor student satisfaction with study programmes through questionnaires and personal discussions;
- to take into account the strengths of the study programme identified by students when updating the Hospitality and Tourism study programme.

12.7 Analysis of the satisfaction of lecturers and professional staff with the operation of the College and working conditions

In the analysis of the satisfaction of lecturers and professional staff with the operation of the College, they expressed their opinions using ratings from 1 to 5, where rating 5 represents the highest and rating 1 the lowest rating. The survey results show that the average satisfaction rating of lecturers and professional staff with the operation of the College in the academic year 2023/2024 was 4.6. The highest ratings were given to parking availability, consideration of employees' suggestions and initiatives, and employees' perception that their work contributes to the success of the institution (rating 5.0). High ratings were also achieved for independence in work (4.9), satisfaction with working at the institution (4.9), and the provision of necessary information by the management (4.9). A slightly lower rating was given to the area of remuneration for work (3.9).

12.7.1 Assessment of the current situation and future plans

Based on the survey of the satisfaction of lecturers and professional staff with the operation of the College and working conditions, it is evident that employee satisfaction is high. The average satisfaction rating in the academic year 2023/2024 was 4.6.

Future plans:

- to monitor employee satisfaction through questionnaires and personal discussions.

13 ASSESSMENT OF THE CURRENT SITUATION AND PROPOSALS FOR IMPROVEMENT

The following section presents an assessment of the current situation based on the conducted surveys, findings of the self-evaluation process and the prepared action plan for improvements.

13.1 SWOT analysis

The SWOT analysis was prepared based on the findings of the 2022/2023 self-evaluation report, expected market conditions and the opinions of NAKVIS experts. The analysis showed that the main strengths of the College of Management Bled are the high-quality implementation of studies, an individual approach towards students, appropriate study conditions, student satisfaction, cooperation with the economy and involvement in international activities. The key challenges are lower recognition of study programmes, limited financial resources, lower student enrolment and limited sources of funding. Development opportunities include updating

study programmes, digitalisation, development of research activities, strengthening cooperation with the economy and attracting new students. The main threats identified are competition from other institutions, demographic changes, changes in students' needs and limited possibilities for public funding.

13.2 Action plan

Based on the findings of the self-evaluation process, information was obtained for planning the further development of VM Bled. Within the framework of the self-evaluation report, the Quality Committee prepared an action plan of measures for improving quality. The action plan is based on the findings of the self-evaluation report, recommendations obtained through stakeholder surveys and the objectives of the strategy of the College of Management Bled.

13.2.1 Implementation of the action plan for the academic year 2023/2024

Part of the self-evaluation report also includes an overview of the implementation of the action plan for the academic year 2023/2024.

Based on continuous quality monitoring and the data obtained, it is evident that the vast majority of the proposed activities were implemented.

Within the action plan for the academic year 2023/2024, the majority of planned activities were successfully completed.

The activities that were not implemented or were only partially implemented were:

1. Organisation of a meeting of practical training mentors

The meeting of practical training mentors was not organised due to the small number of mentors and lower response rates. Due to their work commitments, mentors showed less interest in group meetings. Further monitoring of cooperation with mentors through personal discussions was proposed.

2. Translation of documentation, regulations and the Statute into English

Since the study programmes were not delivered in English in the academic year 2023/2024, the institution did not carry out the translation of all documentation, regulations and the Statute into English.

3. Organisation of professional meetings with students, the economy and other stakeholders

The organisation of professional meetings was postponed to the academic year 2024/2025. Based on the obtained data and continuous quality monitoring, it can be assessed that the academic year 2023/2024 was successfully implemented and that the vast majority of planned quality improvement activities were realised.

13.2.2 Action plan for the academic year 2024/2025

Based on the findings obtained from surveys, the self-evaluation process and the recommendations of NAKVIS, an action plan for the academic year 2024/2025 was prepared. The activities included in the action plan involve continuous monitoring of the satisfaction of students, employees, lecturers and practical training mentors, ensuring a high-quality study process and regular updating of study programmes in accordance with the needs of the economy and the development of professional fields. Special emphasis is placed on staff development, encouraging mobility, additional education and training of employees, and strengthening scientific research activities and participation in projects. Important measures also include improving promotional activities, increasing the visibility of study programmes, attracting new students, further developing cooperation with national and international institutions, and developing digital content and modern approaches to the implementation of studies. The action plan represents the basis for continuous quality monitoring and the further development of the institution.