

Summary of the Self-Evaluation Report for the 2024/2025 Academic Year of the College of Management Bled

Introduction

The Self-Evaluation Report for the 2024/2025 academic year has been prepared in accordance with the Criteria for Accreditation and External Evaluation of Higher Education Institutions and Study Programmes, the Higher Education Act, and the Rules on Monitoring, Assessing and Ensuring Quality at the College of Management Bled. The purpose of the self-evaluation is to systematically monitor the quality of the institution's operations, evaluate the achievement of set objectives, and establish the basis for further quality improvement in all areas of operation.

1 Self-evaluation

Self-evaluation is part of the internal quality assurance system of the College of Management Bled (hereinafter: VM Bled). In accordance with the Statute of VM Bled, the Dean monitors, assesses and ensures the quality of the institution's operations, study programmes, scientific research activities and professional work, and is responsible for preparing the annual self-evaluation report. The Quality Committee participates in the preparation of the report, while the report is approved by the Senate of VM Bled. A student representative is also included in quality monitoring procedures. The purpose of the self-evaluation carried out was to monitor the quality and efficiency of the institution's operations, identify the situation in individual areas, and prepare measures for further quality improvement. The self-evaluation included an assessment of the institution's operations in accordance with its mission, vision and strategic objectives, cooperation with the environment, governance, organisation and implementation of research and teaching activities, students and graduates, employees, premises and material conditions, as well as an analysis of strengths, weaknesses and opportunities for improvement.

The Self-Evaluation Report also represents the basis for preparing the action plan for the following academic year. Quality monitoring is based on the systematic monitoring of indicators, including enrolment in study programmes, the structure of students according to previous education and gender, examination performance, progression between years of study, the number of graduates, graduate employability, and the satisfaction of students, practical training mentors, higher education teachers and professional staff. Graduate employability is also monitored through membership in the VM Bled Alumni Club. Data were collected using evaluation questionnaires on student satisfaction with the work of individual lecturers, the operation of the College and study programmes, questionnaires for higher education teachers and professional staff, as well as questionnaires for students and practical training mentors. Based on the collected data, analyses of individual areas of the institution's operations were carried out.

2 Integration into the Environment

VM Bled connects its educational, development and research activities with the economic and social environment. It monitors development trends in the fields of tourism, hospitality, management and food industry and incorporates findings into the updating of study programmes and learning outcomes. An important part of cooperation with the environment is cooperation with employers, the implementation of practical training, and the involvement of experts from industry in the study process. The connection with the environment is also realised through participation in research and development projects addressing current social and economic challenges. In the field of international cooperation, the institution has concluded

agreements with higher education institutions and research organisations from Slovenia and numerous European countries. Cooperation takes place primarily within the Erasmus+ programme, as well as in the fields of study programme development, research work and academic exchange.

An important element of cooperation with the economy is students' practical training. The institution cooperates with numerous companies, hotels, tourism organisations, spas, healthcare institutions, food industry companies and other organisations that enable students to undertake practical training in a real working environment. The partner network is continuously expanded and provides appropriate opportunities for the implementation of practical training for all students. In the 2024/2025 academic year, the applied research project *Research on Young People's Attitudes towards Sustainable Food Choices with an Emphasis on Alternative Protein Sources* was carried out. VM Bled is the project leader, while the partners are the Biotechnical Educational Centre Ljubljana and Bevo d. o. o. The project focuses on researching young people's dietary habits, their attitudes towards alternative protein sources, and the preparation of a communication plan for the dissemination of results. Students are also involved in the project and participate in research activities, data collection and analysis, and the preparation of professional content. Experts from industry are also included in the study process. In the 2024/2025 academic year, the professional seminar *"Sales and the Commercial Department in Retail: The Key to Success – Effective Growth Strategies in Retail"* was organised. The seminar presented contemporary approaches to sales management, sales process management, digitalisation of sales channels and the development of customer relationships. The seminar enabled students to connect theoretical content with practical experience from the business environment.

In the 2024/2025 academic year, activities to strengthen cooperation with the national and international environment continued. A new Erasmus+ agreement was concluded with the College of Tourism and Hotel Management from Nicosia.

Further development is directed towards increasing participation in development and research projects and supporting the preparation of internal projects that contribute to the development of professional work and cooperation with the environment.

3 Operation of the Institution and Development Objectives

The operation of VM Bled is based on the mission, vision and strategic orientations defined in the Development Strategy 2021–2026. The institution strives to implement high-quality study programmes, develop research activities, strengthen cooperation with the economy and the international environment, promote internationalisation, act in a socially responsible manner and ensure quality in all areas of its operation. In the implementation of study activities, scientific, research and professional findings of higher education teachers are incorporated into the teaching process, thereby ensuring the relevance of study content and its connection with contemporary professional knowledge. Short-term development objectives include the high-quality implementation of all accredited study programmes, monitoring their quality and updating their content, developing new study programmes, strengthening research activities, increasing international mobility of students and employees, involving experts from practice in the teaching process, promoting the institution, and ensuring appropriate conditions for the work of students and employees. Development activities are also focused on expanding cooperation with the economy and other organisations, as well as on further internationalisation of the institution.

In the academic years 2023/2024 and 2024/2025, the study programmes Hospitality and Tourism and Health Tourism were renewed. The updates were based on the results of surveys

among students, graduates, higher education teachers and employers, as well as on monitoring the development of the profession and the needs of the economy. The curricula, course syllabi and individual learning contents were updated, with emphasis placed on the modernisation of professional content, the development of graduate competences and the use of contemporary teaching and learning methods. Among the more important changes were the inclusion of new content in the fields of digitalisation, sustainable development, operations of tourism organisations, world geography and foreign languages. During the renewal of the programmes, the connection between fundamental professional knowledge and the development of applied content was taken into account. The updates were also aimed at improving the structure of course units, connecting subjects and ensuring the alignment of learning outcomes with the objectives of study programmes.

In the 2024/2025 academic year, the institution supplemented the regulatory framework of its operation by adopting several internal acts. The following documents were adopted:

- Rules on the Right to Disconnect,
- Criteria for Appointment to Titles of Higher Education Teachers, Researchers and Higher Education Associates,
- Rules on Measures against Violence, Harassment and Bullying,
- Erasmus+ Inclusion Strategy.

The adopted acts regulate individual areas of work organisation, employment relations, the academic environment, international mobility and staff development, and complement the internal quality assurance system. The Rules on Measures against Violence, Harassment and Bullying define preventive measures for ensuring a safe study and working environment, the procedure for reporting alleged violations, the appointment of a trusted person, the work of the Committee for Establishing Facts and Circumstances, and procedures for handling reports. Particular attention is given to the protection of personal data and ensuring the confidentiality of procedures. The Rules on the Right to Disconnect regulate the implementation of employees' right to disconnect from work-related obligations outside working hours. They define the rights and obligations of employees and the employer, and also determine exceptions when communication outside working hours is necessary due to the nature of the work. The Erasmus+ Inclusion Strategy defines measures for ensuring equal opportunities for the participation of all students in international mobility. Special attention is given to students with fewer opportunities, for whom individual support, adapted information provision, assistance in obtaining additional financial resources and the removal of potential barriers to participation in mobility are envisaged. Development activities in the forthcoming period remain focused on further updating study programmes, monitoring legislative changes, developing research activities, preparing new development projects, strengthening cooperation with the national and international environment, and ensuring quality in all areas of the institution's operation.

4 STUDY ACTIVITIES

VM Bled implements three first-cycle Bologna higher education study programmes:

- Hospitality and Tourism,
- Health Tourism,
- Management in Food Industry and Nutrition.

All three study programmes are delivered as part-time studies. The study programmes comprise three years of study or 180 ECTS credits.

4.1 Study Programmes

The Hospitality and Tourism study programme is a first-cycle higher education study programme lasting three years and comprising 180 ECTS credits. The programme is focused on hospitality, tourism, service management, marketing, sustainable tourism, and the development of managerial and language competences. The Health Tourism study programme is also a first-cycle higher education study programme lasting three years and comprising 180 ECTS credits. The programme combines the fields of tourism, healthcare and service management. The Management in Food Industry and Nutrition study programme is a first-cycle higher education study programme lasting three years and comprising 180 ECTS credits. The programme includes content from the fields of food industry, nutrition, management and related professional areas. In all study programmes, elective options are structured with the aim of enabling greater flexibility for students, connecting different professional fields and adapting to labour market needs. In the academic years 2023/2024 and 2024/2025, VM Bled carried out activities aimed at updating the Hospitality and Tourism and Health Tourism study programmes. Surveys were conducted among key stakeholders: graduates, students, higher education teachers and associates, and employer representatives. The survey results were used in the improvement of study programme content. The updates took into account the need to include current professional content, including areas such as digitalisation of tourism services, contemporary tourism operations, world geography and foreign languages. During the renewal of the programmes, the connection between fundamental professional knowledge and the development of applied content was considered. The updates were also aimed at improving the structure of course units, connecting subjects and ensuring the alignment of learning outcomes with the objectives of the study programmes.

4.2 Implementation of Study Programmes in the 2024/2025 Academic Year

In the 2024/2025 academic year, VM Bled implemented:

- the Hospitality and Tourism study programme for the 2nd year according to transfer criteria and for the 3rd year,
- the Management in Food Industry and Nutrition study programme for the 3rd year.

The Health Tourism study programme was not implemented in this academic year because there was an insufficient number of applicants. During the implementation of part-time studies, adjustments were made to the organisation and scheduling of study activities. At students' request, some courses were also delivered in a hybrid format.

4.3 Professional Excursions

VM Bled organised a professional excursion to Bled Island for students. The purpose of professional excursions is to connect study content with the practical environment and enable students to acquire additional professional experience.

4.4 Seminar “How to Prepare a Graduation Thesis”

VM Bled organised a seminar intended for students preparing their graduation theses. The seminar focused on supporting students in understanding the procedures for preparing a graduation thesis.

4.5 E-classroom

In the 2024/2025 academic year, VM Bled used the e-classroom for all courses. The e-classroom provides access to study materials, announcements and additional professional content. It enables students to submit seminar assignments, access instructions for independent work, communicate with lecturers and monitor information related to course

implementation. The use of a digital learning environment supports the organisation of the study process and students' independent learning.

4.6 Promotion of the College

The promotional activities of VM Bled were focused on presenting study programmes and increasing the visibility of the institution. Promotional activities included informing potential students, presenting study programmes and activities related to enrolment.

4.7 Erasmus+

VM Bled carries out activities within the Erasmus+ programme and informs students and employees about opportunities for international mobility. In the 2024/2025 academic year, one student completed practical training abroad within the framework of Erasmus+ activities. Two lecturers from VM Bled completed an educational visit or job shadowing activity in Cyprus at the College of Tourism and Hotel Management, Nicosia. VM Bled concluded an Erasmus+ cooperation agreement with this institution. Students were provided with individual counselling regarding mobility opportunities, and information activities on opportunities to participate in the Erasmus+ programme were also carried out.

4.8 Career Counselling

VM Bled implements career counselling activities with the aim of supporting students in career planning, connecting with employers and monitoring employment opportunities. Activities include:

- cooperation with employers,
- informing students and graduates about employment opportunities,
- informing students about scholarship and mobility opportunities,
- individual counselling regarding career paths.

Career counselling is carried out according to the individual needs of students.

4.9 Assessment of the Current Situation and Future Plans

Study activities are based on the implementation of accredited study programmes, monitoring the quality of implementation and adapting to the needs of students and the environment. In the future, the continuation of promotional activities, development of study programmes, monitoring of their implementation, further development of digital learning environments and strengthening of international cooperation are planned.

5 TRANSFER AND USE OF KNOWLEDGE

Within the framework of knowledge transfer and use, VM Bled connects the educational process with the research, professional and economic environment. Knowledge transfer is achieved through the inclusion of professional findings in the teaching process, cooperation with external stakeholders and the involvement of students in activities related to practice and research work. The institution emphasises the connection between theoretical content and practical examples, as well as the inclusion of current professional content in the implementation of study programmes. Knowledge transfer also takes place through cooperation with the economy, professional events, research projects and the participation of higher education teachers in professional and scientific research activities.

5.1 Assessment of the Current Situation and Future Plans

VM Bled assesses that knowledge transfer represents an important part of its operation. Connecting the study process with the professional environment enables the inclusion of

current knowledge and experience in the educational process. In the future, the institution plans to continue encouraging cooperation with external partners, developing project work and implementing activities that enable the integration of research, professional and teaching activities.

6 ADDITIONAL TRAINING AND EDUCATION

VM Bled organises and enables various forms of additional education, training, lectures and workshops for students, employees and graduates. The purpose of these activities is to upgrade professional knowledge, develop competences and connect participants with current professional content.

6.1 Lectures, Training and Workshops for Students and Employees

In the 2024/2025 academic year, various professional training activities and events were carried out. The activities were aimed at acquiring additional knowledge in areas related to study programmes, professional work and staff development. For students, activities were organised that supplemented the regular study process and enabled the connection of knowledge with practical examples.

6.1.1 Lectures, Training and Workshops for Employees

VM Bled enables employees to participate in professional development activities and various forms of training. The activities include areas such as quality assurance, international cooperation, teaching approaches, the use of information resources and other fields important for the operation of the institution.

6.2 Informing Students and Employees

Information on opportunities to participate in various seminars, workshops, webinars and other professional events is provided through established communication channels of the institution.

6.3 Assessment of the Current Situation and Future Plans

VM Bled assesses that the organisation of additional education represents an important element in the development of the competences of employees and students. In the future, the institution will continue monitoring opportunities for participation in various forms of professional development and will encourage participation in relevant educational activities.

7 ORGANISATIONAL STRUCTURE OF THE COLLEGE

VM Bled has established an organisational structure that enables the implementation of educational, professional and research activities and ensures the quality of the institution's operation. The organisation of the institution is based on internal acts that define the responsibilities of individual bodies and organisational units. The organisational structure consists of management bodies, the leadership of the institution, professional bodies, and administrative and support services.

7.1 Organisational Units and Bodies of the College

- Management Board

The Management Board is the governing body of VM Bled. Its responsibilities and composition are defined by the Statute of VM Bled.

The Management Board discusses matters related to the operation of the institution, adopts decisions within its competences and participates in ensuring the conditions necessary for the operation of the College.

- Dean's Office

The Dean's Office represents the management structure of the institution.

- Dean

The Dean manages, represents and acts on behalf of VM Bled and is responsible for the legality and professional quality of the institution's operation.

The Dean ensures the implementation of strategic orientations, organisation of work and monitoring of the quality of the College's operation.

- Vice-Dean for Study Affairs

The Vice-Dean for Study Affairs participates in the organisation and monitoring of the implementation of study activities.

Their tasks are related to ensuring the quality implementation of study programmes, monitoring the study process and participating in the preparation of proposals for improvements.

- Vice-Dean for Scientific Research Activities

The Vice-Dean for Scientific Research Activities is responsible for the development and coordination of scientific research work at the institution and encourages the inclusion of research activities in the operation of VM Bled.

- Senate

The Senate is the highest professional body of VM Bled.

It discusses and decides on professional matters related to study programmes, the quality of the teaching process, research work and other areas within its competence.

- Academic Assembly

The Academic Assembly consists of higher education teachers, associates and other members of the academic community in accordance with the institution's acts.

It discusses professional issues and participates in the development of the academic environment.

- Departments

Departments represent professional organisational units connected with individual areas of study programmes.

Their task is to participate in the implementation of the study process, the development of subject areas and the integration of professional work.

- Secretariat

The Secretariat provides administrative and organisational support for the operation of the institution.

- Secretary

The Secretary is responsible for the organisation of administrative procedures and the coordination of the work of professional services.

- Student Affairs Office

The Student Affairs Office performs tasks related to student records, enrolment procedures, informing students and other procedures connected with student affairs.

- Library

VM Bled provides access to library services and study literature. Library activities are carried out in cooperation with library services that provide support to students and employees in the use of professional resources.

- Student Council

The Student Council represents the interests of students and participates in matters related to student issues, the quality of studies and the operation of the institution.

7.2 Assessment of the Current Situation and Future Plans

VM Bled assesses that the organisational structure has been appropriately established and enables the implementation of tasks related to the educational, research and professional

activities of the institution. In the future, the institution will continue monitoring organisational needs and, where necessary, adapt its internal organisation to changes in the environment, legislation and the development objectives of the institution.

8 STAFF

VM Bled ensures the implementation of study programmes with appropriately qualified higher education teachers, associates, researchers and professional-administrative staff. The staff structure enables the implementation of the teaching process, research activities and support activities of the institution.

8.1 Higher Education Teachers and Associates

VM Bled includes permanently employed and contract-based higher education teachers and associates. Experts from various fields related to the content of study programmes participate in the implementation of study programmes. The staff structure enables the professional implementation of courses and the inclusion of scientific, research and professional findings in the teaching process.

8.2 Further Training of Lecturers and Active Transfer of Methodological Knowledge and Skills to Members of Staff

VM Bled encourages the professional development of higher education teachers and associates. Further training includes various forms of professional education, participation in events and activities related to improving teaching and professional work. The transfer of knowledge among employees takes place through cooperation, exchange of experience and the introduction of new working methods into the study process.

8.3 Assessment of the Current Situation and Future Plans

VM Bled assesses that the staff structure enables the quality implementation of study programmes. The institution will continue monitoring staffing needs, encouraging the professional development of employees and supporting the further development of teaching and research competences.

9 SCIENTIFIC RESEARCH, PROFESSIONAL AND TEACHING ACTIVITIES OF THE COLLEGE

VM Bled incorporates scientific, research and professional findings of course holders into the study process, where these are substantively connected with the subject areas of study programmes. The research and professional work of higher education teachers and associates is reflected in the development of teaching content and in connecting research findings with the teaching process. VM Bled has been registered in the Register of Research Organisations since 2020 (registration number 3966). The research activities of the institution are carried out in the fields of economics, sport, psychology, geography, theoretical and applied linguistics, and interdisciplinary research. Two researchers are registered at the College, while in the 2024/2025 academic year 23 VM Bled lecturers were entered into the SICRIS database. Data on the references of holders and implementers of study programmes show that, in addition to teaching work, they also carry out scientific research and professional activities, including publications, participation in projects, research programmes and other forms of professional work. In the 2024/2025 academic year, VM Bled teaching staff were most active in publishing original scientific articles, with 15 publications recorded. In addition, they participated in the publication of scientific and professional conference contributions, preparation of independent scientific papers, teaching and professional materials, and other forms of professional work.

An important part of the activities is also mentoring work, as 21 mentorships or co-mentorships for students' final theses were carried out during the stated period. Data on scientific research, professional and teaching activities for the period 2022/2023–2024/2025 show various forms of employee activity. During this period, publications of original scientific articles, review and professional articles, conference papers, independent scientific works, teaching materials, monograph contributions and other completed works were recorded. Employees also participated in mentoring, editorial work, reviews and other professional activities. The staff structure of higher education teachers and associates includes permanently employed and contract-based staff. In the 2024/2025 academic year, the largest proportion among higher education teachers consisted of assistant professors, followed by senior lecturers and lecturers. Among all VM Bled lecturers:

- 14.2% held the title of lecturer,
- 33.3% held the title of senior lecturer,
- 42.9% held the title of assistant professor,
- 4.8% held the title of associate professor,
- 4.8% held the title of full professor.

Among permanently employed higher education teachers and associates in the 2024/2025 academic year, there were one assistant professor and one senior lecturer. Contract-based higher education teachers and associates included one full professor, one associate professor, eight assistant professors, six senior lecturers, three lecturers and one assistant. In the field of administrative and professional-technical staff, five persons were employed on a contractual basis in the 2024/2025 academic year. Their educational structure included employees with levels of education VI/2, VII, VIII/1 and VIII/2.

9.1 Scientific Research Project: Soy Alternatives for Meat Replacement – A Case Study of Juicy Marbles

VM Bled is implementing the scientific research project “Soy Alternatives for Meat Replacement – A Case Study of Juicy Marbles” in the period 2025–2027 in cooperation with BIC Ljubljana and Bevo d. o. o. The project focuses on researching young people's dietary habits, their attitudes towards meat and soy alternatives, and the possibilities of using alternative protein sources in gastronomy. The project is implemented in two phases. The first phase includes the preparation of the project plan, implementation of quantitative and qualitative research, surveys, sensory testing, assessment of the recognition of Juicy Marbles products and analysis of their use in gastronomy. The second phase includes the preparation of a communication plan, definition of the target market, design of communication activities, selection of communication channels and preparation of interim and final research reports. VM Bled leads and coordinates research activities within the project, includes students in graduation thesis work, prepares publication of results in the COBISS system, and carries out analyses and documentation of research results. BIC Ljubljana participates in the implementation of surveys and sensory evaluations and provides research facilities. Bevo d. o. o. provides professional support, product samples and participates in lectures and seminars for students. The project connects research activities with the economic environment and enables cooperation between researchers, students and companies. The project results provide a basis for preparing scientific publications, updating study programmes and developing new teaching content.

9.2 Assessment of the Current Situation and Future Plans

Based on data from the COBISS system, it is evident that course holders at VM Bled carry out scientific research and professional activities that are incorporated into the teaching process. Despite limited financial resources, the institution implements internal research projects in which students

also participate. Such projects enable the connection of theoretical knowledge with practical research experience. Among the important research activities is the project “Soy Alternatives for Meat Replacement – A Case Study of Juicy Marbles”, which connects research work with the economic environment and includes research into young people’s dietary habits, sensory evaluation of products and analysis of the possibilities of using alternative protein sources in gastronomy. In the future period, VM Bled will continue developing research and project activities. The institution plans the preparation of development, research and applied projects, strengthening of research competences of employees and students, and further cooperation with economic entities and companies from the environment. Special attention will be given to encouraging the publication of scientific and professional contributions in the COBISS system and incorporating research findings into the development and updating of study programmes.

10 MATERIAL AND SPATIAL CONDITIONS

VM Bled does not have its own premises; therefore, it uses the premises of the Higher Vocational College for Hospitality, Wellness and Tourism Bled (VSŠGT Bled) for the implementation of study programmes, based on an agreement on business cooperation and the lease of business premises. The premises used by VM Bled are owned by the Ministry of Education, Science, Culture and Sport. VM Bled has at its disposal lecture rooms, classrooms and computer rooms with a total area of 365 m², a library, two offices, sanitary facilities and parking spaces for lecturers. The stated premises are shared with VSŠGT Bled and enable the implementation of the teaching process. For the purposes of implementing the Management in Food Industry and Nutrition study programme, VM Bled concluded an agreement with the Biotechnical Educational Centre Ljubljana (BIC Ljubljana) on 2 June 2021. Based on this agreement, the institution has access to a chemical and biochemical laboratory with preparation rooms, laboratory assistant services, a technological teaching workshop and library services. Based on the assessment of the current situation, it has been established that the spatial conditions enable the uninterrupted implementation of study programmes. The shared use of premises enables rational use of infrastructure, while the existing facilities are, in terms of equipment and functionality, suitable for the implementation of theoretical and practical parts of study programmes. Students assessed the spatial conditions for the implementation of the teaching process as very good. VM Bled will continue ensuring appropriate spatial conditions for the implementation of the study process in the future. Attention will be devoted to maintaining appropriate equipment in lecture rooms, classrooms, laboratory spaces and library resources, as well as to further cooperation with existing partners in ensuring stable infrastructure. The institution will monitor the needs of study programmes and opportunities for improving spatial conditions.

11 STUDENTS

This chapter presents data on student enrolment, student structure, success in completing study obligations, progression, completion of studies and monitoring of graduate employability in the period 2022/2023–2024/2025.

11.1 Enrolment in the First Year

Data on first-year enrolment show fluctuations in the number of enrolled students between individual academic years. In the 2022/2023 academic year, 8 students enrolled in the first year. In the 2023/2024 academic year, there was no first-year enrolment. In the 2024/2025 academic year, the number of enrolled students increased again, as 30 students enrolled in the first year of the Hospitality and Tourism study programme. Among students enrolled in the

2024/2025 academic year, there were 28 foreign students and 2 Slovenian students. The enrolment structure was therefore predominantly composed of foreign students. The Health Tourism study programme was not implemented in the 2024/2025 academic year because there was an insufficient number of applicants to form a study group.

11.2 Enrolment in the Second Year According to Transfer Criteria

Enrolment according to transfer criteria enables students who have previously completed study obligations in related educational programmes or at higher education institutions to continue their studies. In the 2023/2024 academic year, 20 students enrolled in the second year according to transfer criteria. Of these, 4 students enrolled in the Hospitality and Tourism programme, with two choosing the Hotel Management module and two choosing the Tourism Management module. There was no enrolment in the Health Tourism programme. In the 2024/2025 academic year, 8 students enrolled in the second year according to transfer criteria, all in the Hospitality and Tourism programme. Three students selected the Hotel Management module, while five students selected the Tourism Management module. The data show a decrease in the number of students enrolled according to transfer criteria; however, interest in continuing studies in the Hospitality and Tourism programme remains present.

11.3 Enrolment in the Second Year

In the 2023/2024 academic year, 8 students enrolled in the second year. All students were enrolled in the Hospitality and Tourism study programme. Six students progressed to the second year, while two students repeated the year. The majority of students selected the Hotel Management module. In the 2024/2025 academic year, there was no enrolment in the second year. The reason is related to the fact that there was no first-year enrolment in the 2023/2024 academic year; therefore, there was no generation of students who could progress to the second year.

11.4 Comparison of Student Enrolment in the Period 2022/2023–2024/2025

The data show fluctuations in enrolment in individual years of the Hospitality and Tourism and Health Tourism study programmes. In the 2022/2023 academic year, a total of 40 students were enrolled; in the 2023/2024 academic year, 34 students were enrolled; and in the 2024/2025 academic year, 58 students were enrolled. In the 2024/2025 academic year, enrolment increased mainly in the first year of the Hospitality and Tourism programme, where 30 students enrolled. Nineteen students enrolled in the third year, including students from the Hospitality and Tourism and Management in Food Industry and Nutrition programmes. The number of graduates in the observed period ranged between 8 and 13 students annually.

11.5 Structure of Second-Year Students According to the Type of Completed Vocational College

The data show that students enrolled in the second year according to transfer criteria mostly come from related hospitality and tourism educational programmes. In the 2022/2023 academic year, the two students were graduates of the Vocational College for Hospitality and Tourism Bled. In the 2023/2024 academic year, the largest number of students had previously completed their education at the Biotechnical Educational Centre Ljubljana, followed by the Biotechnical Centre Naklo and higher vocational colleges in the field of hospitality and tourism. In the 2024/2025 academic year, students enrolled according to transfer criteria mainly came from the Vocational College for Hospitality, Wellness and Tourism Bled and the Vocational College for Hospitality and Tourism Bled.

11.6 Structure of Enrolled Students According to Gender

The data show that female students predominate among students. In the 2024/2025 academic year, 74% of students were female and 26% were male. The same structure was recorded in the 2023/2024 academic year. Compared with the 2022/2023 academic year, when the proportion of male students was 44%, the proportion of female students increased in the following years.

11.7 Average Examination Grade in Part-Time Studies

Average examination grades indicate students' success in completing study obligations. In the Hospitality and Tourism study programme, the average grade was:

- 8.3 in the 2022/2023 academic year,
- 7.9 in the 2023/2024 academic year,
- 8.1 in the 2024/2025 academic year.

In the Health Tourism programme, the average grade was 8.4 in the 2022/2023 academic year and 6.5 in the 2023/2024 academic year. The programme was not implemented in 2024/2025. In the Management in Food Industry and Nutrition programme, the average grade was 8.1 in 2023/2024 and 7.8 in 2024/2025. The data show that average grades are above 7.5 in most cases.

11.8 Analysis of Progression of Part-Time Students

The data show progression of students between individual years of study. When progressing from the first to the second year, in the 2022/2023 academic year, out of 10 enrolled students in the Hospitality and Tourism programme, 7 students progressed to the second year, while two students repeated the year. In the 2023/2024 academic year, out of 7 students, six progressed to the second year. When progressing from the second to the third year, in the 2024/2025 academic year, the progression rate in the Hospitality and Tourism programme was 90%, while in the Management in Food Industry and Nutrition programme it was 90.9%. The data indicate a relatively high progression rate among students.

11.9 Number of Graduates and Average Grade of Graduation Theses

In the 2022/2023 academic year, 13 students graduated, with an average graduation thesis grade of 9.1. In the 2023/2024 academic year, 8 students graduated, with an average graduation thesis grade of 9.6. In the 2024/2025 academic year, 9 students graduated, with an average graduation thesis grade of 9.1. The data show that the average grade of graduation theses remained at a high level during the observed period.

11.10 Monitoring Graduate Employability

Monitoring the employability of VM Bled graduates is carried out through the Alumni Club. The purpose of the Alumni Club is to maintain connections between graduates and the institution, support career development, promote lifelong learning, exchange knowledge and experience, and develop business connections. Data on the employability of Alumni Club members show:

- in 2022/2023, all 13 graduates among the 13 new members were employed (100%);
- in 2023/2024, 4 graduates among the 7 new members were employed (57%);
- in 2024/2025, all 8 graduates among the 8 new members were employed (100%).

The data show that the majority of monitored graduates are employed.

12 ANALYSIS OF COMPLETED SURVEYS 2024/2025 – SUMMARY

This chapter presents analyses of completed surveys through which VM Bled monitored student satisfaction with the operation of the institution, student satisfaction with the work of individual

lecturers, satisfaction with study programmes, satisfaction of lecturers and professional staff with the working environment, and the opinions of practical training mentors regarding the content of study programmes. It also presents data on the implementation of practical training, as well as the assessment of the current situation and plans for future improvements.

12.1 Analysis of Student Satisfaction with the Operation of the College

Students assessed their satisfaction with the operation of VM Bled on a scale from 1 to 5, where the grade 5 represented the highest level of satisfaction. The results show that student satisfaction with the operation of the College was high in all monitored academic periods. In the 2022/2023 academic year, the average grade achieved was 4.9; in the 2023/2024 academic year, 4.3; and in the 2024/2025 academic year, 4.11. Students assessed the operation of the institution positively in the 2024/2025 academic year.

Regarding individual elements of the College's operation, students gave the highest ratings to:

- spatial conditions for the implementation of lectures and exercises (4.6),
- library services (4.5),
- the possibility of using the internet (4.4).

Students also positively assessed:

- acquisition of useful knowledge (4.3),
- the volume of library materials (4.3),
- timeliness of information regarding the study process (4.2),
- examination schedule arrangements (4.2).

Slightly lower grades were achieved in the areas of informing students about changes, the work of the Student Affairs Office and the adequacy of office hours, where students assessed individual areas with a grade of 3.7. The results indicate opportunities for further improvement, particularly in the area of communication with students and administrative support. Based on the survey results, it was established that students assess studying at VM Bled positively, as they believe they have acquired appropriate professional knowledge and that their expectations regarding studies have been fulfilled. VM Bled will continue monitoring student satisfaction and implementing activities to improve the quality of the institution's operation. Special attention will be given to improving information provided to students regarding changes and to further developing the work of the Student Affairs Office.

12.2 Analysis of Student Satisfaction with the Work of Individual Lecturers

The analysis of student satisfaction with the work of individual lecturers shows a very high level of satisfaction with the implementation of the teaching process. Average student satisfaction ratings regarding lecturers' work in the period 2022/2023–2024/2025 ranged between 4.6 and 4.9. In the 2024/2025 academic year, the average rating for the Hospitality and Tourism study programme was 4.7, while for the Management in Food Industry and Nutrition study programme it was 4.9. The results confirm a high level of student satisfaction with lecturers' professional competence, the implementation of lectures and lecturers' attitude towards students. Students particularly positively assessed:

- encouraging discussion and active participation during classes,
- lecturers' willingness to assist students in understanding the subject matter,
- clear and structured presentation of learning content,
- linking theoretical content with practical examples.

VM Bled will continue monitoring student satisfaction with lecturers' work and implementing activities to maintain and further improve the quality of the teaching process.

12.3 Analysis of Student and Mentor Satisfaction with Practical Training

In the 2024/2025 academic year, no student completed practical training; therefore, surveys on student and practical training mentor satisfaction were not conducted. During this period, one student mobility abroad was carried out for the purpose of undertaking voluntary practical experience within the framework of VM Bled's international activities. Since practical training was not implemented in this academic year, data on student and mentor satisfaction were not collected. VM Bled will continue monitoring student and mentor satisfaction with practical training and will implement improvements to the organisation of practical training where necessary.

12.4 Analysis of Practical Training Mentor Satisfaction with the Hospitality and Tourism Study Programme

Opinions regarding the content of the Hospitality and Tourism study programme were provided by employers cooperating with VM Bled and acting as practical training mentors. The results show that employers consider the following content areas of the programme particularly important:

- foreign languages,
- quality management in tourism,
- economics of tourism and tourism enterprises,
- innovation and entrepreneurship,
- business communication,
- human resource management,
- sustainable tourism,
- business tourism,
- pricing strategies,
- hospitality management.

The importance of practical content, current professional examples and an applied approach to study was emphasised. The findings were taken into account in further monitoring and updating of the study programme, particularly from the perspective of connecting theory with practice.

12.5 Analysis of Practical Training Mentor Satisfaction with the Health Tourism Study Programme

Employers and practical training mentors assessed the importance of individual content areas of the Health Tourism study programme. They particularly highlighted the importance of:

- health resort tourism,
- human resource management,
- service marketing,
- foreign languages.

Among the content areas assessed as important, the following were also identified:

- statistics,
- business finance and accounting,
- factors influencing health,
- hospitality management,
- gastroculture,
- sustainable tourism,
- value creation in health tourism.

Additional content areas were proposed, including:

- psychology of relationships,
- development of leadership competences,

- management of healthcare institutions,
- a greater scope of foreign language content,
- health-related fields.

The results represent a basis for further updating of the study programme content and strengthening its connection with current environmental needs.

12.6 Analysis of Student Satisfaction with the Study Programme

Within the survey, students assessed their satisfaction with the Hospitality and Tourism study programme. They evaluated the attractiveness, quality, usefulness and applicability of the content, as well as the fulfilment of expectations. The results show very high student satisfaction with the study programme, as all listed categories received an average rating of 4.5. Students assessed that the content of the study programme is interesting, high-quality, useful and applicable and that it has fulfilled their expectations. The majority of students assessed that updating the study programme was not necessary, as the programme corresponds to the needs of the working environment. Students particularly highlighted the quality of content, its practical applicability and its connection with the needs of the economy. They also proposed including additional content in the fields of digitalisation, artificial intelligence and sustainable development. In the 2024/2025 academic year, there was no enrolment in the Health Tourism study programme; therefore, a survey on student satisfaction with this study programme was not conducted. Based on the results, it was established that students assess the Hospitality and Tourism study programme very positively. VM Bled will continue monitoring student satisfaction with study programmes through surveys and personal discussions.

12.7 Analysis of Lecturer and Professional Staff Satisfaction with the Operation of the College and Working Conditions

Lecturers and professional staff of VM Bled assessed their satisfaction with the operation of the institution and working conditions on a scale from 1 to 5. The results show a high level of employee satisfaction. The average satisfaction rating was:

- 4.4 in the 2022/2023 academic year,
- 4.6 in the 2023/2024 academic year,
- 4.6 in the 2024/2025 academic year.

Employees gave the highest ratings to:

- workplace safety,
- parking possibilities and accessibility of the institution,
- suitability of working hours,
- autonomy in work,
- consideration of their proposals and initiatives,
- accessibility of institutional regulations,
- availability of information on the institution's website.

They also positively assessed:

- the work of the management,
- clarity of tasks,
- workplace equipment,
- opportunities for creative work,
- opportunities for additional education.

The results show that employees assess the operation of VM Bled and working conditions positively and that the working environment is appropriately organised. VM Bled will continue

regularly monitoring employee satisfaction through surveys and personal discussions and will implement activities for further improvement of the working environment based on findings.

13 ASSESSMENT OF THE CURRENT SITUATION AND PROPOSALS FOR IMPROVEMENT

This chapter presents an assessment of the current situation at VM Bled based on the findings of the self-evaluation process, survey results, monitoring of the institution's operation, and proposals for improving quality.

13.1 SWOT Analysis

The SWOT analysis was prepared based on the findings of the self-evaluation report, anticipated market conditions and recommendations of external expert reviewers.

The key strengths of VM Bled include:

- an individual approach to students and adaptation of the study process to different student needs,
- appropriate material conditions and the use of information and communication technology,
- high satisfaction of students and employees,
- good employability of graduates,
- involvement of new staff members,
- enrolment of foreign students,
- mobility activities within the Erasmus+ KA1 programme,
- the use of an e-classroom,
- informing stakeholders about professional events, workshops, webinars and projects,
- involvement of student representatives in quality assurance procedures,
- obtaining opinions of students, employees, employers and graduates when updating study programmes,
- implementation of a scientific research project in the field of alternative protein sources,
- the possibility of implementing a hybrid study process,
- cooperation with foreign higher education institutions.

The following key weaknesses were identified:

- lower recognition of the Health Tourism study programme,
- limited financial resources for the promotion of the institution and study programmes,
- implementation exclusively of part-time study, associated with the payment of tuition fees,
- limited cooperation with the founder, the Municipality of Bled,
- limited financial resources,
- the location of the institution in a smaller town with limited accessibility,
- costs related to the rental of premises.

Opportunities for further development include:

- cooperation with the economy through research and professional projects,
- development of digital tools and the use of artificial intelligence,
- increased demand for qualified personnel in hospitality and tourism,
- growing interest in a healthy lifestyle, healthy nutrition and gastronomy,
- development of sustainable and green tourism,
- development of digital tourism and e-marketing.

The following threats were identified:

- opening of new study programmes at other higher education institutions,
- changing interests of potential students,
- declining interest in tourism studies,
- unfavourable national policy regarding publicly funded study places,
- demographic decline and a smaller number of potential students,
- economic and geopolitical crises.

The SWOT analysis shows that VM Bled has good foundations for further development; however, it will be important to continue activities in the areas of promotion, development of study content, acquisition of additional funding sources, and adaptation to modern trends in tourism, digitalisation and sustainable development.

13.2 Action Plan

Based on the findings of the self-evaluation process, survey results and strategic orientations of the institution, an action plan of measures for quality improvement was prepared. The action plan includes activities in the following areas:

- quality assurance,
- development of study programmes,
- human resources development,
- scientific research activities,
- promotional activities.

13.2.1 Implementation of the Action Plan for the 2024/2025 Academic Year

The analysis of the implementation of the action plan shows that the majority of planned activities were carried out. In the field of quality assurance, regular activities were implemented, including:

- conducting and analysing student satisfaction surveys,
- analysing student satisfaction with lecturers' work,
- analysing employee satisfaction,
- preparing the self-evaluation report,
- preparing a new action plan,
- informing stakeholders,
- collecting data on graduate employment through the Alumni Club,
- regular operation of the Academic Board,
- updating references of course leaders.

Activities were also carried out in the area of the institution's legal acts, as VM Bled prepared new internal regulations and updated existing ones.

In the field of improving study programmes, activities included encouraging student and staff mobility, purchasing additional professional literature, involving guest lecturers, informing stakeholders about professional events, and providing additional training opportunities. A survey was also conducted to obtain the opinions of stakeholders regarding the updating of the Health Tourism study programme. The following groups were included in the survey:

- Alumni Club graduates,
- students,
- higher education teachers and associates,
- employers.

Based on the findings, the course syllabi of the Health Tourism study programme were evaluated, updated and supplemented with current professional content, particularly in the fields of digitalisation and sustainable development.

In the area of staff development, the appointment of a new associate to the position of assistant was carried out. Employees participated in various professional training programmes, seminars and Erasmus+ mobilities.

In the field of scientific research activities, VM Bled continued the implementation of the research project "Soy Alternatives for Meat Replacement – A Case Study of Juicy Marbles" in cooperation with BIC Ljubljana and Bevo d.o.o. A new cooperation agreement with a foreign higher education institution was also concluded.

In the field of promotion, VM Bled continued activities aimed at attracting foreign students and translated the website and necessary documentation into English. The activities not implemented in the 2024/2025 academic year were mainly:

- conducting satisfaction surveys among students and practical training mentors,
- inclusion of VM Bled in ReVIS,
- individual discussions with practical training mentors,
- applications for certain national and cross-border projects,
- organisation of professional meetings for students, employers and other stakeholders.

Based on the activities carried out, it was established that the 2024/2025 academic year was successfully implemented and that the majority of planned measures were realised.

13.2.2 Action Plan for the 2025/2026 Academic Year

Based on the findings of the self-evaluation process, the results of conducted surveys, identified opportunities for improvement and recommendations of external reviewers, an action plan for the 2025/2026 academic year was prepared. The action plan includes the continuation of regular quality assurance activities as well as new activities in the areas of study programme development, staff development, scientific research activities and institutional promotion.

In the field of quality assurance, the following activities are planned:

- continuation of VM Bled promotion activities,
- regular analysis of surveys from the previous academic year,
- conducting student satisfaction surveys regarding the operation of the institution,
- conducting student satisfaction surveys regarding the work of individual lecturers,
- conducting satisfaction surveys among lecturers and professional staff regarding the operation of the institution and working conditions,
- conducting satisfaction surveys among students and mentors regarding practical training,
- preparation of the self-evaluation report for the 2025/2026 academic year and review of the implementation of the action plan,
- preparation of an action plan based on the self-evaluation report for the following academic year,
- informing all stakeholders about important institutional activities,
- continuation of collecting graduate employment data through the Alumni Club,
- regular meetings of the Academic Board,
- updating the references of course leaders on the VM Bled website,
- preparation of new or updating of existing institutional legal acts in accordance with legislative changes.

As a new activity in the field of quality assurance, the inclusion of VM Bled in ReVIS is planned. In the field of improving study programmes, the following activities will be carried out:

- encouraging student and staff mobility within the Erasmus+ programme,
- further updating and supplementing professional literature,
- involving guest lecturers in the teaching process,
- conducting individual discussions with practical training mentors,
- informing students and employees about professional workshops, webinars, lectures and projects,
- providing additional free training and education opportunities for students and employees.

In the area of human resources development, the following activities are planned:

- continued support for the development of young associates and researchers,
- increasing the number of higher education associates according to the needs of the institution,
- encouraging professional development of teaching and non-teaching staff through mobility, exchanges, additional training and acquisition of new knowledge,
- informing employees about mobility opportunities and encouraging their participation,
- organising at least one training activity for higher education teachers and associates in each academic year.

In the field of scientific research activities, the following activities are planned:

- further promotion of the development of scientific research activities within the capacities of the institution,
- encouraging employees' participation in development and research projects,
- monitoring national, cross-border and European calls and preparing applications according to the possibilities of the institution,
- organising professional meetings, webinars, round tables and other events involving students, representatives of the economy and other stakeholders,
- preparation and implementation of an internal professional or development-research project within a three-year period.

In the field of promotional activities, VM Bled will continue activities aimed at promoting the institution, particularly through:

- organising several information days,
- promoting study programmes,
- presenting study opportunities,
- using various promotional channels to increase the visibility of the institution.

The planned activities represent a continuation of the systematic development of quality at VM Bled and provide directions for further improvement of the institution's operation in the fields of education, research, cooperation with the environment and staff development.