![FUDŠ – Fakulteta za uporabne družbene študije, 10 let]

SELF-EVALUATION REPORT ON THE ACTIVITY OF THE SCHOOL OF ADVANCED SOCIAL STUDIES IN NOVA GORICA IN 2018

Nova Gorica, April 2019

TABLE OF CONTENTS

INDEX OF TABLES

INDEX OF GRAPHS

1. QUALITY OF SCHOOL OPERATION AND HUMAN RESOURCES

1.1. Presentation and analysis of achievement of SASS' annual objectives according to the strategic plan

Table 1: Presentation of strategic guideline 3 – Business excellence

No.	STRATEGIC GUIDELINE 3: Business excellence										
	Strategic Objective	Indicator (Balance sheet data)	Source, calculation.	Unit	Plan/ implementation	2015	2016	2017	2018	2019	2020
3.1	Revenue growth	Revenue growth rate	Financial department, growth rate calculation (balance sheet data)	%	Plan	0	2	1	2	2	3
					Implementation	0	0	4.7	15.18	/	/
3.2	Business performance of study programmes	Share of revenue from tuition fees (compared to total revenue of School)	Financial department, share calculation (balance sheet data)	%	Plan	25.0	30.0	31	32	33	34
					Implementation	22.3	24.2	30.5	35.06	/	/
3.3	Business performance of research	Share of revenue from R & D (compared to total revenue of School)	Financial department, share calculation (balance sheet data)	%	Plan	20	30	30	32	35	40
					Implementation	34.9	28.1	25.7	26.15	/	/
3.4	Financial performance	Surplus of revenue over expenditure	Financial department, surplus of revenue calculation (balance sheet data)	in EUR 1,000	Plan	50	50	100	100	100	100
					Implementation	58	104	72	207	/	/
3.5	Staff satisfaction	Index of employee and associate satisfaction at work	Secretary General/employee survey/assessment of satisfaction	Value	Plan	4.3	4.4	4.4	4.5	4.5	4.5
					Implementation	4.2	4.1	4.0	4.6	/	/
3.6	Staff loyalty	Number of employment terminations at the initiative of the employee and number of formal employee complaints	Secretary General/number of formal applications	Number	Plan	0	0	0	0	0	0
					Implementation	0	0	0	2	/	/
3.7	Involvement of staff	Number of social events for employees and associates	Project Coordinator/number of events primarily organized for the purpose of socialization among co-workers	Number	Plan	2	3	3	3	3	3
					Implementation	1	3	4	7	/	/
3.8	Staff internationalization	Number of international exchanges for employees and associates	Project coordinator /statistics/number of mobility events longer than 5 days	Number	Plan	3	4	4	5	5	5
					Implementation	3	6	6	5	/	/

Based on the above results and the given external conditions, we assessed that the activities of SASS in 2018 were successful. The total revenue growth is very promising and much higher than planned. The planned share of revenues from tuition fees and other study obligations was also exceeded (revenue from concessions is not considered in the calculation), while the share of revenues from research and development is slightly lower than planned, but still slightly higher than the realized share in the previous year (2017). The indicator of the surplus of revenue over expenditure is very promising, as the realization is two times higher than planned. The index of employee and associate satisfaction at work is higher than planned for 0.1 points and relatively high at 4.6. Based on the performed analyses, we assume this is due to the high motivation of the staff, which is not primarily of material nature, but stems from strong interconnectedness and loyalty and their extremely high ability to cooperate with one another. Although the staff affiliation indicator as such does not confirm this, it should be clarified that both terminations of employment by an employee were carried out amicably. The objectives in the field of organized social events for staff and internationalization of staff have been achieved or even exceeded.

1.2. Organizational structure of SASS

SASS organizational structure in 2018 was defined primarily by its Statute and some other acts describe it more in detail, particularly the Rules on scientific research and job profiles.

At the most general level of the organizational structure, SASS consists of units and sub-units (sections and Institutes). The organizational units are not legal persons and do not have legal authority. The School has the following organizational units:
- Dean's Office
- Teaching Unit
- Research unit

The Dean's Office of the School is an organizational unit in charge of managing, resolving organizational and legal matters, performing professional administrative work in the field of human resources, studies, finances and accounting, the library, maintaining real estate, surroundings and equipment in the implementation of educational and research activities.
The Dean's Office consists of the Dean, Vice-Deans, Secretary General, Coordinators and the following departments:
- Financial and Accounting Department
- Office for Student and Academic Affairs
- Library
- Career centre
- Project Management Office

In accordance with the instructions of the Dean, the Secretary General directly manages and directs the activities of departments and coordinators and all support services at the School, takes care of the preparation of HR, legal and other professional bases that help the Dean in managing the School.

The Financial and Accounting Department performs the tasks from the field of accounting and finance. They participate in the planning, deal with accounting (value) monitoring, report and disclose the school operation. They ensure the realization of operations in terms of ongoing monitoring and forecasting of liquidity needs.
They perform the following as part of their duties:
- accounting of payroll and other income,
- issuing invoices, settlement of received invoices and arranging received bank statements,

- recording of organized and credible bookkeeping documents in the general ledgers and sub-ledgers,
- balance adjustment,
- entry in the register of fixed assets and annual calculation of depreciation of fixed assets,
- preparation of financial plan,
- preparation of annual reports and other prescribed reports for external users,
- continuous monitoring of the liquidity of the School, appropriate actions and payment transactions,
- monitoring legislation and ensuring that the operations are in accordance with laws and regulations.

The Office for Student and Academic Affairs informs the candidates for enrolment about the details of the study programme, manages the application and enrolment procedures and the recognition of education on the basis of foreign documents. They offer support to students throughout the entire study process and take care of the smooth running of the study process, thus ensuring student satisfaction. They also provide administrative support to the Study and Student Affairs Commission and to the Scientific Research Commission.

The School library is a specialized higher education library performing library, information and documentation activities. The library is connected with other higher education and specialized libraries, institutes, and scientific information centres in related fields and with National and University Library (NUK) and Central Technical Library (CTK) in the integrated library information system of the Republic of Slovenia.

The SASS Career Centre offers students and graduates comprehensive support in their studies, career paths and in lifelong learning. It provides a range of services to students throughout the entire study process, from enrolment to employment:
- career counselling (in person and by email)
- advising on studies and choosing internships
- Workshops, trainings and co-organization of events with the SASS Alumni Club
- information on employment opportunities (at home and abroad)
- encouraging students to join the SASS Tutoring System
- facilitating contacts with employers
- organization of study visits to various organizations
- study and internship experiences abroad.

Aware of the current situation on the labour market, we regularly monitor the career paths of SASS graduates via surveys. The School uses the obtained results in its constant upgrading of the quality of the offered services, improvements in the field of the study process and the adoption of measures for better employability of its graduates.

The Project Office provides quality and effective advisory, informational and administrative support in the field of scientific research and ensures the implementation of mobility programs (Erasmus + and CEEPUS) in the field of student and staff mobility. They perform their tasks mainly in the following fields:
- identification of financial resources for scientific research and informing researchers and pedagogical staff about current tenders,
- support to researchers in project acquisition, implementation and administration,
- ensuring the involvement of students in the School research projects,
- ensuring international integration, partnerships and networking,
- management of mobility procedures for students, pedagogical and research associates and professional associates employed in School support services,

- promotion of existing projects, editing of project portfolios and seeking connections or synergies between existing projects, basic research work and the pedagogical process,
- keeping records and archiving project documentation.

The Public Relations Coordinator is responsible for the promotion of study programmes, cooperation with the external stakeholders and for informing the public.
An external IT coordinator ensures the proper state of computers and other available IT equipment required in order to provide appropriate conditions for work and study.

The study activity takes place within the pedagogical unit, which consists of the following departments:
- Department of Advanced Social Studies
- Department of Psychotherapy
- Doctoral department - Department of Advanced Social Studies

Research work takes place at the School within its research unit - Social Science Research Centre. The Vice-Dean responsible for scientific research is also the head of the research unit. The research unit consists of the following organizational subunits (institutes):
- Institute for Advanced Social Studies
- National Institute of Psychotherapy

The organizational structure is shown in the following chart:
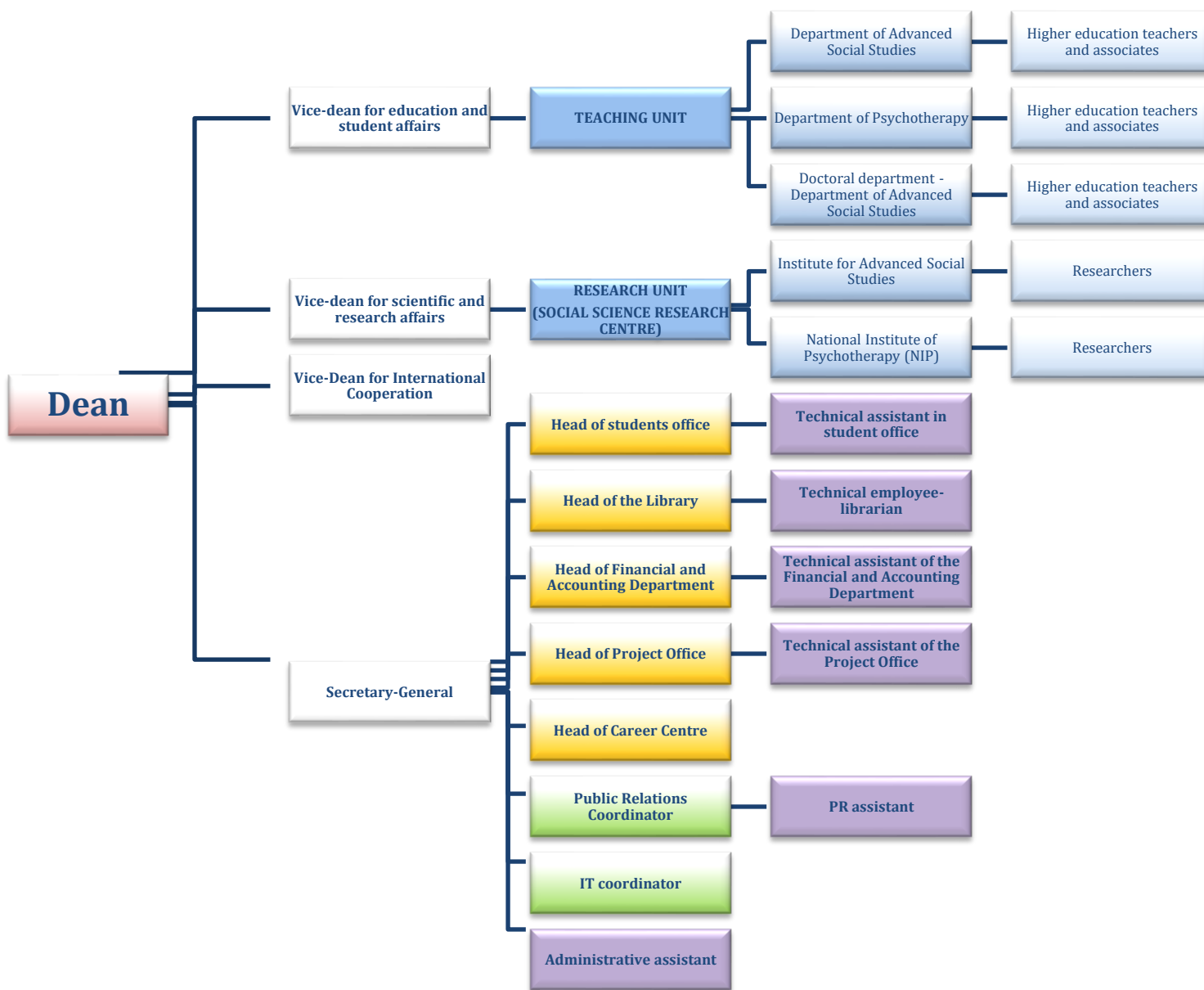
1.3. Involvement of employees, students and other stakeholders in the management, decision-making and development of SASS activities

In the field of involvement of employees, students and other stakeholders, the School operates in accordance with the law governing higher education and in accordance with its statute. The latter lays down the powers, tasks, rights (to cooperation, legal protection or complaints…) and duties of management, employees and students in the School bodies.

Students at SASS are organized into a student council, whose work is actively supported by the School. Students participate at all levels of decision-making in the School Senate and all its working bodies, as well as in the Governance Board and the School Assembly. All employees and student representatives are also included in the Strategic Conference, where they can contribute their proposals to define the strategic objectives of the School and its integration into the environment. Other external stakeholders are also involved in the Strategic Conference through membership in the Board of Trustees. Employees in professional services and pedagogical associates (both employees and external contractual associates) are included in the School Assembly. School employees have their own representative, who participates in the Governance Board of the School as a full member, and students have a representative who participates with equal rights in the decision-making on student matters.

We assess the current regulation as appropriate, as it fully enables the exercise of the rights and duties of everyone, while ensuring:
- equality,
- mutual cooperation and respect and
- that the needs of stakeholders are taken into account.

1.4 Assessment of financial conditions for work and the diversity of financing and co-financing sources

Assessment of financial terms: planning, management and control of financial resources
Based on the work program of the School, the Governance Board adopts the annual financial plan. The financial plan is prepared in such a way as to enable smooth operation and development of the higher education institution and takes into account the following:
- School's sources of financing,
- number and the anticipated number of students enrolled,
- number of higher education teachers and staff, and other staff,
- infrastructure for educational and scientific, professional and research activities,
- infrastructure for the support activity,
- developing and improving the quality of School activities,
- further development of the School.

School assets are managed by the Governance Board with due diligence and in accordance with the applicable regulations. The surplus of revenue over expenditure is invested into the development of School activities. These decisions are adopted by the School Governance Board. The method of covering the deficit of funds is determined by the School Governance Board in agreement with the founder. In accordance with the School Statute, the Board decides on the actual user of the assets acquired by the School through a concession, grants, inheritances and gifts, in accordance with the purpose of the grant, inheritance, gifts or other resources. The School shall manage and freely dispose of the assets used in the performance of its activities in accordance with its Articles of Association and the Statute. Assets obtained from rents and the sale of property may only be used by the School to carry out its activities.

Funds obtained from public finances are demarcated according to study programmes with concession and according to purposes. Their income and expenditure is registered at cost centres. Expenditures of professional services are split between study programmes with regard to their share.

At the end of each year, the Dean reports on the financial operations and performance based on the financial statements.

Diversity of financing and co-financing sources (economy, public sector, sponsorships, tenders)
Pursuant to the Statute, the School can obtain the funds:
1. on the basis of special contracts with the founders,
2. from payments for the implementation of concessions,
3. from EU tenders,
4. from tuition fees and other study contributions,
5. from payments for rendered services,
6. from grants, heritage and gifts,
7. from sales of goods and services,
8. from other sources.

The School obtained the largest share (98.2%) of liquidity funds for operations in 2018 from the performance of public service, which amounted to EUR 1,101,759.

Table 2: Revenue and sources of financing according to the cash flow principle for 2018

Sources of financing:	Revenue in EUR	% of total revenue
MESS (concession and other revenue)	493966	44
SRA, SPIRIT	46222	4.1
Funding from the national budget remitted from the EU budget	114964	10.2
Revenues from sales of services from the provision of public service (tuition)	396596	35.4
Funding from the EU budget	47078	4.2
Other resources	2933	0.3
Market	19834	1.8
Total:	**1,121,593**	**100**

In 2018, the School had various sources of funding. The largest share (41.52%) of the total revenues of the School according to the cash flow principle are revenues from the concession for studies from the Ministry of Education, Science and Sport (MESS) in the total amount of EUR 465,694.

Revenues from the Slovenian Research Agency (SRA) amounted to EUR 46,222 and represent 4.1% of total revenues according to the cash flow principle.

A large share of revenues (35.4%) in the total amount of EUR 396,596 according to the cash flow principle was obtained from School's own activities from tuition fees and other study obligations listed on the School price list.

Funding from the national budget remitted from the EU budget amounted to EUR 114,964, i.e. 10.2% of total cash flow revenue. The funds obtained from the EU budget account for 4.2% of total cash flow revenues.

The School also obtained revenue from the sale of services on the market, in the share of 1.8% of total revenue. These revenues arise from research carried out for clients, revenues from registration fees, from renting out property and financial revenues.

1.5. Data on document management and control

The School manages and controls the following documents:
General acts:
- Articles of Association
- Statute
- Rules
- Rules of procedure of various bodies
- Technical Instructions
- Dean's decisions
- Governance Board's decisions

General acts are drawn up in accordance with the regulations that serve as the basis for their preparation. Unless otherwise specified in the regulations, they include the following components:
- the basic provisions, ehich include the introduction and purpose of the general act,
- descriptions of the procedures based on the subject matter,
- transitional and final provisions.

The documentation system enables accessibility and ensures that all general acts and forms are made public on the School's website and that they are available to employees, contractual pedagogical associates and students in the higher education information system as well.
General acts are prepared by the Dean's Office, while the Office for Student and Academic Affairs also prepares the forms intended for students. General acts are adopted by the body defined in the Statute of the School. After adoption, an act is confirmed by signing and only then made public. Amendments to acts are made under the same procedure as the adoption of the act. Following the adoption of the amendments, a clean copy is drawn up, adopted under the same procedure and made public. All changes are archived and only the clean copy is made public for transparency reasons.
All documentation related to the adoption of documents is kept in the Dean's Office.

Control of documents: The School uses its own documents and external documents. The latter include all legislation that we monitor through the Official Gazette in electronic form, as well as all instructions, opinions, questionnaires and other materials submitted by the Government of the Republic of Slovenia, the Ministry and other state bodies. External documents also include applications and evidence from students, employees and contract staff, as well as public tender documentation and financial accounting documentation. Document control procedure is determined by the sectoral rules of the School.

School associates also use electronic documents for external and internal communication. Some documents relevant to further work are archived in physical form, and all electronic communication is archived regularly. Shared documents are archived daily along with the server to external disks. The employees themselves make sure that the documents are archived at workstations. The School keeps all documentation obtained in the procedures in accordance with the applicable regulations.

The School keeps the following records of its activities:
- ➢ records in accordance with the Higher Education Act:
  - records of applicants for enrolment and of enrolled students,
  - personal records of each student from enrolment to completion of studies or until graduation,
  - records on exams, which include the date of application for the exam, the form of the exam and the obtained grade ,
  - records of issued documents on completed undergraduate and master education,
  - employee records,
  - payroll records,
- ➢ records in accordance with the Employment Relationships Act: in accordance with this, we keep personal records of employees, which include the posting of a job, decision on candidate selection, employment contract, application for health insurance, various notices and decisions of the employer, and minutes of annual interviews;
- ➢ records in accordance with the Labour and Social Security Registers Act: records on employees, labour costs, use of working time,
- ➢ records on the implementation of research and other projects financed from the state budget or the EU budget,
- ➢ records on public procurement.

Records of students are kept in the Student and Academic Affairs Office, and records of employees in the Dean's Office.

The School also adopted a Personal Data Protection Policy.

1.6 Adequacy and qualifications of personnel

From the point of view of the study process quality, the personnel structure of SASS is appropriate and stable. All higher education teachers and associates have appropriate habilitations. Lectures and tutorials are carried out in accordance with the plans. In case of rare unplanned changes, the schedule and lectures are adjusted accordingly. So far, we have not had any significant organizational problems in this regard.

At the end of 2018, the institute had 23 full-time employees. The FTE percentage in the employee structure amounted to 17.56%. There were 12 full - time higher education teachers and associates. The percentage of FTE higher education teachers was 6.21. As at 31 December 2018, there was a total 9 administrative and technical employees, or 8.5 with regard to the scope of full-time employment.

All higher education teachers and higher education associates who are regularly employed at SASS are also engaged in scientific research and professional work, which we monitor through the Sicris database. All employees in the research activity are also involved in the pedagogical process.
In 2018, a total of 8 full-time professionals were responsible for providing professional support to the School's activities, amounting to 7.5 FTE. One (1) non-educational employee was on parental leave for the most part of 2018.

The personnel structure shown has not changed significantly over the years and remains stable.

The tables below show the ratio between students and higher education teachers or associates:

	Concession programmes	No concession programmes	Definition
Number of students per higher education teacher in 1st and 2nd cycle study programmes	8.4	5.8	Number of all students in study programmes/total number of higher education teachers, employed and contractual, carrying out study programmes
Number of students per higher education associate in 1st and 2nd cycle study programmes	20.3	15.8	Number of all students in study programmes/total number of higher education associates, employed and contractual, carrying out study programmes
Number of students per higher education teacher in 3rd cycle study programmes	/	2	Number of all students in study programme/total number of higher education teachers, employees and contractors carrying out the study programme
Number of graduates per higher education teacher in 1st and 2nd cycle study programmes	1.2	0.6	Number of all graduates in study programmes/total number of higher education teachers, employed and contractual, carrying out study programmes

1.7. Relevance of procedures for election to titles

The School runs the procedures for election to titles in accordance with the Criteria for Election to the Titles of Higher Education Teacher, Researcher and Higher Education Associate from 30 September 2017 (UPB-3) and the amendments from 22 May 2018, 5 July 2018 and 22 November 2018 (Hereinafter: the Criteria). The criteria are published on the website of the School under the tab „About School".

Comparisons so far show that the criteria for election to titles at SASS are set significantly higher than the minimum SQAA standards, as well as higher than the criteria used by the University of Ljubljana as the oldest and largest Slovenian university. The transitional period for the implementation of the current criteria for election to titles ended in 2015. The current criteria proved to be demanding, but also had certain positive effects, in particular:
- greater orientation towards quality scientific publications, especially in SCII/SSCI/AHCI and SCOPUS journals,
- better internationalization, particularly in terms of longer visits to foreign universities, especially among assistants, docents and assistant professors.

Pursuant to the Criteria, the School may elect to titles in the following fields:
- anthropology
- social informatics
- social science methodology
- Communication science
- management
- organizational science
- entrepreneurship
- political science
- business
- psychology

- psychotherapy
- social work
- Sociology
- statistics
- psychosocial counselling
- quantitative methods
- law

The structure of the appointment fields ensures a stable staff structure and its development.

Table 3: Overview of the elections to titles for the year 2018

Title	Number of providers whose election to title expired in 2018	Number of elections to titles in 2018
Full Professor	/	/
Scientific Councillor	/	/
Associate Professor	2	1
Senior Scientific Associate	/	/
Assistant Professor	2	3
Scientific Associate	/	/
Senior lecturer	/	/
Lecturer	/	1
Teaching assistant	4	9

All fields and disciplines of the School for which the members of the Senate are appointed are equally represented in the Senate.

1.8. Education and training of higher education teachers and associates and non-teaching staff

The School provides education and training to all employees, both higher education teachers and higher education associates, researchers and professional associates, and offers them assistance in the development of their career paths. The School keeps appropriate records and evidences on training and education. The plan of education and training of individuals is also the subject of discussion at the annual interview with the Dean.

The School also provides all employees with additional education at professional seminars and study stays abroad. The exchange of higher education teachers, higher education associates and professional associates takes place within the framework of the Erasmus+ Lifelong Learning Programme in the sub-programme of Mobility for Individuals. In 2018, the School also strived to have as many of these exchanges as possible, so that both pedagogical and professional staff and students would acquire additional knowledge and experience.

The School organized the Winter Camp as a form of internal training for mainly younger academic staff. This camp that takes place every year represents a possibility for additional training and exchange of knowledge among the academic staff. The latter also attended training on project applications and on writing scientific articles. The annual social science

conference organized by the School also presents an opportunity for knowledge upgrade. In 2018, it was organized for the 10th time in a row. Members of the School Assembly from the pedagogical ranks also attended various trainings and conferences, including the following:

- Workshops Methods of pedagogical and didactic work in higher education, lecturer: dr. Marie Iding (FUDS),
- Workshop on integration of the international dimension into the study process - curriculum internationalization and learning outcomes (CMEPIUS),
- Training on challenges and dilemmas of the assessment of knowledge in higher education (University of Ljubljana),
- Training on diversity of students in higher education (University of Ljubljana),
- Atlas Workshop (College of Accounting and Finance in Ljubljana),
- Workshop on using data from the Share database (SASS),
- Training school on moderators and mediators of change, Athens, Greece,
- Training on innovative learning and teaching in higher education (University of Primorska),
- etc.

As part of the professional development and training of employees in accompanying jobs, the following professional trainings, seminars or workshops were carried out in 2018:

- Participation in the International Conference Leader of the Future, Creator of Dedicated Employees,
- Personal data protection training under the General Data Protection Regulation (GDPR),
- Participation in the SQAA consultation on the criteria for the accreditation and external evaluation of higher education institutions and study programmes,
- Training of the person responsible for extinguishing the outbreak of fires and carrying out the evacuation,
- Training for online advertising basics - digital marketing,
- Professional training of professionals in education,
- Workshop on integration of the international dimension into the study process - curriculum internationalization and learning outcomes recording,
- Introductory training on characteristics and specific needs of students with special needs in higher education,
- Participation in the Summer School for Contractors and Coordinators of Mobility Projects in Higher Education - KA103 and KA107,
- Workshop for applicants of the Interreg Danube Transnational Program,
- Workshop for reporting on Interreg projects,
- Workshop on how to fill and submit an application form for a mobility project in the fields of higher education (AA103/107),
- Workshops for implementation and reporting within the public tender PKP (1st opening),
- Training on cataloguing, advanced course (COBISS3),
- Training on cataloguing of component parts (COBISS3).

The plan of the School for education or training of higher education teachers and associates in 2019 includes the following themes:

- strengthening the importance and role of learning outcomes and the achievement of competencies in the educational process,
- coordination of competencies and activities of pedagogical staff when addressing the specific needs of foreign students,
- characteristics of students with special needs and taking into account the diversity of students in the higher education area,
- modern forms of distance learning,

- use of new information and communication technologies,
- training of internship mentors,
- evaluation of mentoring at the School for higher education students in practical training,
- preparing the student for the preparation of final thesis with due quality,
- planning the preparation and implementation of mentoring at the School for practical training of students,
- financing of higher education in Slovenia.

1.9. Analysis of satisfaction of higher education teachers and associates, researchers, technical staff and other employees

In order to monitor the quality of SASS from the point of view of achieving strategic goals, the School conducts a survey every year to determine the satisfaction of employees and other participants at the School.

The survey questionnaire covered different dimensions of the organizational climate. With an emphasis on the attitude towards quality, it included the personal aspect (motivation, affiliation, interpersonal relationships, employee qualifications, etc.) and organizational aspect (mission, vision and objectives, work organization, informing, management, rewards, etc.).

The respondents used a rating scale from 1 to 5 (1 - strongly disagree, 2 - partially agree, 3 - neither agree nor disagree, 4 - mostly agree, 5 - strongly agree), to rate their level of agreement with certain statements (composite indicators). On the rating scale from 1 to 5, 1 means the highest level of dissatisfaction or the highest level of disagreement, and 5 means the highest level of satisfaction or the highest level of agreement. At the end of the questionnaire, there was an option to give a descriptive answer to the question on what they particularly like about working at SASS and what bothers them most.

The survey was anonymous and did not include any demographic or other questions that could be used to identify any of the employees. Respondents were informed about the purpose of the survey and the use of the obtained results.

22 respondents answered the survey, of which 73% are full-time employees of SASS and the rest cooperate with SASS on the basis of a copyright contract or a work contract. The method of the survey was set in such a way that every question had to be answered.

Survey results
Striving for quality is very highly placed at SASS and strongly perceived among all categories of employees.

QUALITY	Total	Teaching staff	Technical staff	Regular employees	Via contract
I feel responsible for the quality of my work	**4.95**	5.00	4.83	4.93	5.00
I do my best to contribute to the achievement of quality standards	**5.00**	5.00	5.00	5.00	5.00
My colleagues/co-workers feel responsible for the quality of their work	**4.76**	4.80	4.67	4.73	4.83
My colleagues/co-workers significantly contribute to the achievement of quality standards	**4.76**	4.80	4.67	4.73	4.83

Evaluations in the field of quality improvement are also favourable, whereby tolerance for errors in testing innovations and responding to environmental needs is perceived as a slightly weaker point, although the assessments are favourable also in this case.

QUALITY IMPROVEMENT	Total	Teaching staff	Technical staff	Regular employees	Via contract
We constantly improve and upgrade our services	**4.52**	4.60	4.33	4.40	4.83
The School expects everyone to suggest improvements, not only the management	**4.62**	4.53	4.83	4.47	5.00
Errors while testing new methods of work are acceptable at our School	**4.33**	4.27	4.50	4.40	4.17
We follow the needs in the environment and respond to them as appropriate	**4.29**	4.40	4.00	4.07	4.83

The motivation for work is high, which is also true for contract employees, although to a lesser extent. The key motivators are relationships with colleagues and connections with the School, and financial motives are the weakest with regard to motivation.

MOTIVATION	Total	Teaching staff	Non-teaching staff	Regular employees	Via contract
I am willing to put in a lot of extra effort into my work when necessary	**4.62**	4.60	4.67	4.73	4.33
My colleagues/co-workers are willing to put in a lot of extra effort into their work when necessary	**4.38**	4.47	4.17	4.47	4.17
I am motivated for hard work mainly by good pay	**3.48**	3.60	3.17	3.47	3.50
I am motivated for hard work mainly by my personal achievements that make me proud	**4.38**	4.40	4.33	4.40	4.33
I am motivated for hard work mainly by good relations with colleagues and my relationship with the School	**4.52**	4.40	4.83	4.53	4.50
The management of our School appreciates a job well done	**4.43**	4.47	4.33	4.40	4.50
Good work results are quickly acknowledged and praised at our School	**4.14**	4.07	4.33	4.13	4.17
The management encourages and acknowledges individual contributions of employees	**4.19**	4.13	4.33	4.20	4.17

Among the less favourable points are the reputation of SASS in the environment and the feeling of job security, although even in these cases, on average, they agree a little more than they disagree with the claims that the School has a great reputation in the environment and that their employment or form of cooperation with the School is safe. It is encouraging that employees and other co-workers, according to their own statements, speak extremely positively about the School and want to work at SASS in the future as well.

REPUTATION OF THE SCHOOL	Total	Teaching staff	Technical staff	Regular employees	Via contract
SASS has a great reputation in the environment	**3.57**	3.73	3.17	3.67	3.33
I am proud to work at SASS	**4.43**	4.40	4.50	4.47	4.33
I speak positively of SASS outside of the School	**4.90**	4.93	4.83	4.93	4.83
My job (or contract a form of cooperation) at SASS is safe and secured	**3.52**	3.47	3.67	3.67	3.17
I want to work at SASS also in the future	**4.62**	4.67	4.50	4.67	4.50

The evaluations in the field of training are not bad, but they still point to unrealized opportunities with regard to SASS as a learning organization. There is a certain deficit in learning from each other, in training and taking into account the wishes of employees in this field.

TRAINING	Total	Teaching staff	Technical staff	Regular employees	Via contract
In our work at SASS, we learn from each other	**3.90**	3.73	4.33	3.93	3.83

	Total				
SASS provides all the necessary training to the employees to do their job well	**3.86**	3.87	3.83	3.80	4.00
Training also takes into account the wishes of employees	**3.81**	3.73	4.00	3.80	3.83
Only the people that are good at their job work here	**4.33**	4.47	4.00	4.33	4.33

The organizational climate at SASS is highly cooperative. Employees and to a large extent also the contractual staff of SASS distinctly cooperate with each other, maintain good relationships, resolve conflicts in mutual benefit, trust each other and establish common values and ethical examples.

COOPERATION	Total	Teaching staff	Technical staff	Regular employees	Via contract
At SASS, we cooperate much more than we compete	**4.67**	4.67	4.67	4.67	4.67
The relations between people working at SASS are good	**4.62**	4.60	4.67	4.73	4.33
We resolve the conflicts to mutual benefit	**4.67**	4.67	4.67	4.73	4.50
I can trust my co-workers	**4.62**	4.60	4.67	4.67	4.50
We establish shared values and ethical good practices	**4.67**	4.67	4.67	4.67	4.67

There are no notable shortcomings in the field of mission and vision, but there is a noticeable difference between teaching staff and technical staff, with the mission and vision being slightly closer to teaching than to technical staff, and the latter is slightly less (although still mostly) satisfied with the cooperation in setting and measuring objectives (the contract employees are also slightly less satisfied with this) and in the coordination of activities with the mission and vision of the School.

MISSION AND VISION	Total	Teaching staff	Technical staff	Regular employees	Via contract
Our School has a clearly formulated mission - long-term reason for existence and operation	**4.48**	4.67	4.00	4.33	4.83
Everyone working at SASS accepts the objectives of the School as their own	**4.33**	4.47	4.00	4.40	4.17
The objectives we have to achieve in or work at SASS are realistic	**4.29**	4.40	4.00	4.33	4.17
I clearly understand the policies and objectives of the School	**4.43**	4.53	4.17	4.33	4.67
Everyone cooperates in the setting and measuring of objectives	**4.10**	4.20	3.83	4.20	3.83
The activities of SASS are aligned with the mission and vision of the School	**4.33**	4.53	3.83	4.33	4.33

Employees and associates have an excellent understanding of their position in the organizational chart and on what is expected from them. The evaluations are also favourable in the field of definition of tasks, timeliness of management's decisions and balance and responsibility at all levels.

ORGANIZATION	Total	Teaching staff	Technical staff	Regular employees	Via contract
I have a clear idea of what is expected of me at work	**4.67**	4.67	4.67	4.60	4.83
I understand my position in the organizational chart of the School	**4.86**	4.87	4.83	4.87	4.83
The responsibilities at SASS are clearly defined	**4.38**	4.47	4.17	4.20	4.83
The management adopts their decisions in due time	**4.43**	4.53	4.17	4.47	4.33
At SASS, the powers and responsibilities are mutually balanced at all levels	**4.33**	4.47	4.00	4.33	4.33

The feeling of autonomy at work is high (indicating a perfect synergy with the simultaneous ability of mutual cooperation, as seen in previous claims). Contacts with the management are evaluated more favourably among the technical staff than among the teaching staff.

AUTONOMY	Total	Teaching staff	Technical staff	Regular employees	Via contract
I am independent in doing my job	4.80	4.71	5.00	4.73	5.00
The representatives of the management discuss the results of my work with me	4.10	3.86	4.67	4.00	4.40
My superiors accept reasoned comments on their work	4.20	4.14	4.33	4.13	4.40

Communication with both management and colleagues is evaluated positively. Teaching staff perceives certain shortcomings in familiarizing themselves with the work of other organizational units.

COMMUNICATION	Total	Teaching staff	Technical staff	Regular employees	Via contract
At our School, leaders and colleagues discuss in a relaxed, friendly and equal way	4.75	4.64	5.00	4.80	4.60
The management provides information in an understandable way	4.75	4.71	4.83	4.87	4.40
We receive enough information about what is going on in other internal organizational units	3.90	3.64	4.50	4.00	3.60

Lower-than-average evaluations are evident in the field of promotion, especially among teaching staff. This is probably related to the relatively small size of the organization, which therefore offers less room for manoeuvre to occupy higher positions.

PROMOTION	Total	Teaching staff	Technical staff	Regular employees	Via contract
In my work at SASS, I am satisfied with the possibilities for my personal development	4.05	4.14	3.83	4.07	4.00
Employees at all levels have real opportunities for promotion	3.85	4.21	3.00	3.93	3.60
We have a system that enables the best workers to occupy the most important positions	3.85	4.00	3.50	4.00	3.40

Material aspects of work evaluation are undoubtedly the weakest point in the satisfaction of employees and other co-workers. While the performance is measured in accordance with agreed objectives and standards, the problem of material and financial rewards is particularly evident, especially for contract staff.

EVALUATION OF WORK	Total	Teaching staff	Technical staff	Regular employees	Via contract
Performance is evaluated according to agreed objectives and standards	4.20	4.07	4.50	4.20	4.20
Poor performance is followed by an appropriate reprimand or penalty	3.35	3.36	3.33	3.27	3.60
At SASS, we receive pay that is at least equivalent to the level of salaries on the market	3.30	3.21	3.50	3.47	2.80
Those who are more burdened are also adequately stimulated	3.40	3.29	3.67	3.60	2.80
The ratios between the salaries of employees at SASS are appropriate	3.60	3.64	3.50	3.80	3.00

Employee satisfaction is high, especially with co-workers, work, working hours, immediate superiors and management. Relatively weaker points are the amount of pay, the possibility of promotion for professional associates, and partly also the possibilities of education. The level

of satisfaction of the technical staff - with the exception of the field of promotion - is higher than among the teaching staff.

SATISFACTION	Total	Teaching staff	Technical staff	Regular employees	Via contract
Satisfaction with co-workers	4.85	4.79	5.00	4.93	4.60
Satisfaction with continuity of employment	4.10	3.71	5.00	4.13	4.00
Satisfaction with work	4.65	4.64	4.67	4.67	4.60
Satisfaction with working hours	4.70	4.57	5.00	4.73	4.60
Satisfaction with direct superiors	4.95	4.93	5.00	5.00	4.80
Satisfaction with possibilities for education	3.95	3.93	4.00	3.93	4.00
Satisfaction with the status at SASS	4.30	4.14	4.67	4.47	3.80
Satisfaction with the management of SASS	4.75	4.79	4.67	4.80	4.60
Satisfaction with working conditions (equipment, facilities)	4.30	4.07	4.83	4.20	4.60
Satisfaction with possibilities for promotion	3.90	4.07	3.50	3.93	3.80
Satisfaction with pay	3.40	3.21	3.83	3.60	2.80

As part of the qualitative evaluations, the employees praised the mutual relations, work climate, cooperation, openness of the management, and a work environment that enables freedom and creativity. The teaching staff listed the issues of low salaries or wages, work schedule and (in)availability of individual services in the premises in Ljubljana. The technical staff mentioned too frequent replacements of the dean and a large amount of work, especially in certain periods.

In conclusion, the advantages include the high motivation of the staff, which stems from the strong interconnectedness and affiliation, and the extremely high ability to cooperate. Employee motivation is not primarily material in nature. Opportunities for improvement exist in particular in the fields of remuneration, promotion and education.

1.10. Adequacy of assistance and counselling provided by non-teaching staff to students and other stakeholders

The Office for Student and Academic Affairs and the Secretary General of the School, the Head of the Project Office and the Head of the Career Centre, offer a great extent of support to the pedagogical process. The information service is responsible for the proper functioning of the information system, which is the basis for communication with students (users) and with the teaching staff at the School. Through the library, the School also ensures the information literacy of the students. Library presentation and training in searching for information takes place every year and contributes not only to greater information literacy of students, but also to greater use of the library and of the services it offers. This is also reflected in the increase in the number of users and active users. Free access to library materials at three locations - Nova Gorica, Novo mesto and Ljubljana, allows our users a faster and easier overview of study literature. The library offers the students both printed and electronic material in Slovene and foreign languages. Students also have remote access to electronic material with a username and password.

Tutoring
The School has established a stable tutoring system, in which one tutor from among the higher education teachers is appointed separately for each study programme and for each location of studies. The teacher tutors must convene a joint meeting for all those enrolled in a specific

study programme twice a year, at the beginning of each semester. The aim of these two meetings is to clarify any initial general ambiguities regarding the studies, the operation of the School and the obligations of the students, as well as to resolve any specific issues and dilemmas.

In addition, all study programme tutors are also available to students throughout the academic year. Students can make an individual or group appointment and conduct interviews with tutors in case of problems or ambiguities.

In addition to general tutors for study programmes, tutoring is also provided for specific study courses, where the role of tutors is taken over by students who are well versed in certain areas and have been graded with the highest grades in specific courses.

Due to the individual and personal approach to students, there was no great interest in tutoring meetings in the past, as students obviously manage to clarify things already during individual lectures and exercises. The final results of the tutoring system are therefore satisfactory.

From the academic year 2017/18 onwards, the work of the tutoring coordinator is performed by Assist. Prof. Petra Kleindienst.

Career centre at SASS

The SASS Career Centre was established in April 2011. It was established with the aim of informing young people about the importance of timely career planning and advising students and graduates on the transition to employment.

In 2018, the Career Centre carried out the following activities:
- career counselling (in person and by email)
- advising on studies and choosing internships
- organization of various workshops and trainings,
- informing students, alumni and members of the Alumni Club on job opportunities (at home and abroad),
- encouraging students to join the SASS Tutoring System,
- facilitating contacts with employers,
- organization of study visits to various organizations,
- providing students with information on study experience and experience of internships abroad.

The School organized various meetings between employers and students as a part of lectures. In 2018, students had the opportunity to meet the following employers from the following organizations and companies:
- Care and work centre Tončke Hočevar
- Accommodation scheme Črnuška gmajna
- Accommodation scheme Postojna (VIZ Logatec)
- Care and work centre Stara Gora
- Maternity home Caritas Šempeter
- ŠENT Šempeter
- ŠENT Ljubljana
- Public institution Young Dragons - Youth Center Bežigrad
- City Association of the Deaf Ljubljana
- Social Care Institute Pristan
- Šent Kočevje
- Drogart
- Planina Educational Institution
- Social work centre crisis center
- The Slovenian Red Cross
- Go Spominčica association
- Žarek Centre (within Social work centre Nova Gorica)

- Horjul Center for the Elderly
- Mahle Letrika d.o.o.
- ZSKSS - Slovenian Catholic Girl Guides and Boy Scouts Association
- Social work centre Nova Gorica
- Social work centre Ljubljana-Moste
- Social Protection Institute of the Republic of Slovenia, Ljubljana
- Optika Aleksandra, Nova Gorica
- Vezi Postojna Association
- Caritas of Ljubljana.

In 2018, the SASS Career Centre organized group visit to the career fair Moje.delo.com in the Municipality of Nova Gorica.

Within the Career Centre, SASS also offers various forms of non-formal learning. In 2018, several workshops and seminars were held for students and for a wider circle of participants. In 2018, the following events took place within the SASS Career Centre:
- Winter School of Psychology - Psychodays - Winter School of Psychology for pupils in Nova Gorica and Ljubljana
- Winter camp FIS and SASS 2018
- Creative social science days for pupils: Days of reflection on contemporary social challenges (2017/2018)
- Lecture - Presentation of study programmes of the School of Advanced Social Studies through the eyes of older students, in cooperation with the Nova Gorica Institute of Adult Education
- Organized group visit to the career fair Moje.delo.com in the Municipality of Nova Gorica
- Workshop: Living, working and studying abroad, workshop organized with the Employment Service Nova Gorica, How studying abroad affects employment and information about studying abroad; presentation of personal experience of studying abroad - Master of Psychosocial Assistance, Jan Valenčič.
- Lecture: within the project Creative Path to Knowledge (PKP): Depression and its effect on work efficiency
- Lecture: within the PKP project: Content design of a mobile application for children of separated parents
- Lecture: within the PKP project: Visual communications to improve the user experience of youth
- Lecture: within the PKP project: Setting starting points for the development of tourism for the elderly and people with disabilities
- The first local event within the project FOST INNO - Promoting an innovative tourist system in the Adriatic-Ionian region
- Slovenian Social Science Conference
- Workshop of dr. Marie Iding - methods of pedagogical and didactic work in higher education
- School signpost - introductory days at SASS; organized in Nova Gorica and Ljubljana
- Choose your studies 2018
- Health Day 2018 - Become active for well-being
- European Mobility Week 2018, a car-free day
- Presentation of mobility programmes
- Presentation of the "Share" database
- Informativa.

Through the Career Centre, the School also monitors the progress of students, and we stay in touch with them after graduation through the Alumni Club.

Public relations
In 2018, we undertook a systematic approach to the promotion of study programmes. Our objective was to increase the visibility of the faculty, to maintain or increase the share of enrolment, increase the share of enrolled in the 1st application deadline, expand the promotion of studies to the countries of the former Yugoslavia, improve the involvement of the School in the local and national environment and improve the field of information and communication with target audiences.

We used the following as the main means of communication:
- web,
- SASS website,
- social networks,
- e-mail marketing.

Other promotional activities:
- organization of events and attendance/participation in events to which we were invited,
- designing new printed materials (partial remake of corporate design),
- presentations at secondary schools.

We are constantly adding information and updating the SASS website. In December 2018, a construction of a new website begun, which will also be adapted to mobile devices. We have expanded the range of promotional material (SASS umbrellas and USB sticks).
We redesigned the promotional packages for study programmes in English, Bosnian and Slovenian language. We also redesigned the SASS posters in Slovene, English and Bosnian language.

We increased our presence on on-line social networks.

Graph1: Number of followers on social networks
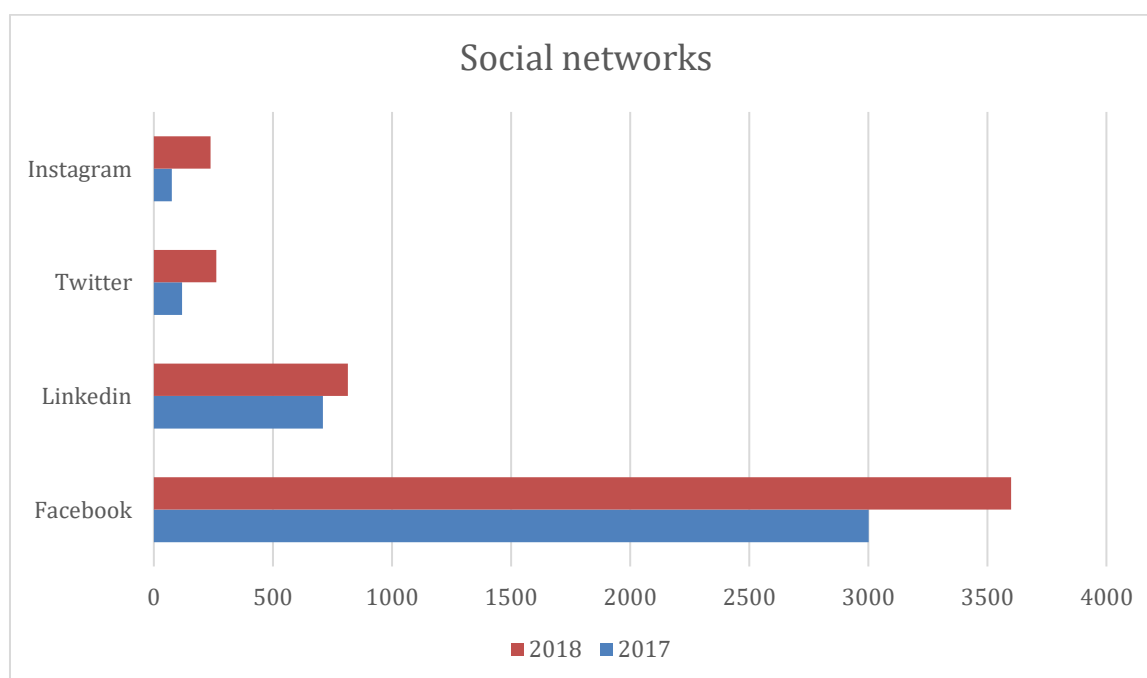
The SASS Facebook page has 3601 followers (20% growth from the previous year), Linkedin 815 followers (15% growth), Twitter 263 followers (121% growth) and Instagram 238 (317% growth).

Graph2: Number of website visits
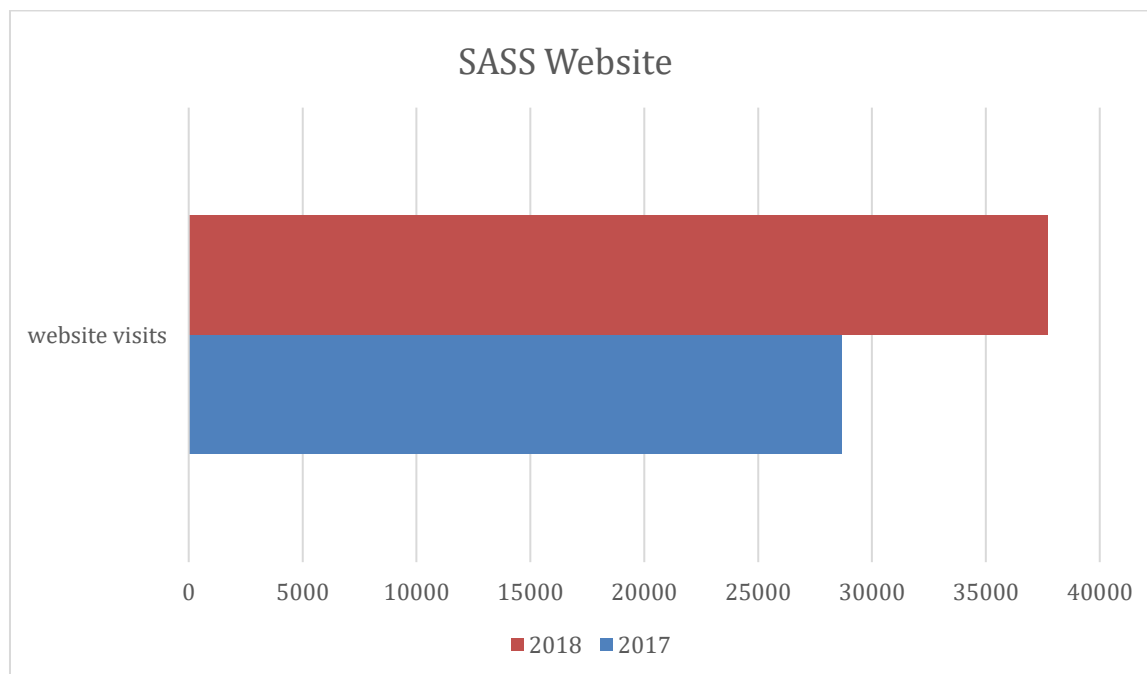
We recorded a 31.68% higher rate of website traffic compared to the previous year.

We participated in three major professional and educational fairs, namely Izberi si svoj študij, Informativa and Moje Delo.com in Nova Gorica.
We also promoted our study programmes in the countries of the Western Balkans. We regularly informed the environment about the research achievements of the School and organized popular science and professional events within the Career Centre. With the publication of two on-line newsletters (Overview of SASS projects 2018 and Overview of SASS research 2018), we also made sure that SASS employees and students are better informed.
We established newsletter e-mail campaigns for those interested in studying as well as for the general public, and used them to inform the interested public about the novelties at SASS. We can say that the e-mail campaigns were very successful, as Open-Rate on average was as much as 40.39%.
We ensured the increase in the popularity of social sciences among youth through various events for youth, which were attended by a total of 327 people.
Representatives of the SASS student council also helped us to increase the interest in enrolment in our School.

1.11. Communication, information and notification

In the survey conducted among employees at SASS in January 2019 for the previous year, the majority of respondents (71%) fully agree that managers and associates at SASS talk in a relaxed, friendly and equal manner. More than half (71%) of respondents fully agree that the management provides information in a comprehensible manner. The largest share of respondents (40%) agree that they get enough information about what is happening in other internal organizational units, followed by those (30%) who completely agree with it. 25% are undecided (neither agree nor disagree) and 5% fully disagree with the statement that they get enough information about what is happening in other internal organizational units.

The School is responsible for informing the staff and students of SASS mainly by regularly publishing news and current information about events at SASS on its website and on-line social networks. Information is also provided via e-mail. In addition, the School publishes an online newsletter twice a year (Overview of SASS projects 2018 and Overview of SASS research 2018), which summarizes the School's achievements in all areas of operation.

The external communication of the School is conducted in different ways. In addition to regular publications on the School's website www.fuds.si and online social networks, the School organizes numerous events within the Career Centre and also within the implementation of various projects, which are intended for a wider audience. The media are regularly invited to these events and help to increase the visibility of the School at the local and national level. The School attends various events and gets in contact with potential future students, expanding its visibility and informing the students about the possibilities of studying at the School.

In 2018, we established newsletter e-mail campaigns for those interested in studying as well as for the general public, and used them to inform the interested public about the novelties at SASS.

We participated in three major professional and educational fairs, namely Izberi si svoj študij in Nova Gorica, Informativa in Ljubljana and Moje Delo.com in Nova Gorica. We also promoted our study programmes in the countries of the Western Balkans.

Interested stakeholders can find information on study programmes in the School's leaflets and brochures and on its website. In addition to general information on study programmes, enrolment and selection procedures, the course and completion of studies, the website also offers the following information to the candidates for study, students and other stakeholders:
- methods of teaching and studies, competences or learning outcomes obtained by students or graduates,
- methods and possibilities for scientific, professional, research or artistic work of students,
- placement of study programmes in SOK, EOK and EOVK (SQF, EQF and European Higher Education Qualifications Framework),
- employability of graduates, needs for their knowledge or the possibilities for continuing the studies.

All information on the implementation of study programmes is published on a publicly accessible website. The aspects explicitly intended for students and associates of SASS are published within the online information system (VIS-web office).

The School has adopted the Public Information Catalogue. All information and legal acts are available on the School's website under the tab „About SASS" and in the Higher Education Information System (VIS). The decisions of the management in the field of quality and development of the School are listed in the minutes of the Senate, the Governance Board and the School Assembly and published in the Higher Education Information System (VIS) of the School. All minutes of the Commission for Study and Student Affairs and the Scientific and Research Committee are also available in the VIS.

General information on the achievements of higher education teachers, researchers and other employees is listed in their biographical and bibliographic data, which are constantly updated.

1.12. Implementation of tasks for 2018 and action plan for 2019

Table 4: Overview of conclusions of the Self-evaluation report in 2017 in the field of business excellence and the realization in 2018

Seq. No.	Assignment	Responsible	Deadline	Realization
1.	Measures in the field of internal communication based on process definitions in the organization	PR coordinator	December 2018	yes
2.	Increasing motivation and commitment to work: defining expectations of employees and external collaborators, regular monitoring and recognition of achievements	Heads of departments, Secretary-General	December 2018	yes
3.	Professional development and further education of employees in accompanying positions	Secretary-General	Permanent task	yes
4.	Implementation of international exchanges for employees and associates	Head of Project Office	Permanent task	yes
5.	Staff involvement - Organization of events for the purpose of strengthening the involvement of staff	PR coordinator	December 2018	yes
6.	Offer of research activities for the economy or non-economy (market research) - Increasing the share of R&D revenue	Vice-dean for scientific and research activities	December 2018	Partially
7.	increasing activities to promote study programmes	Public Relations Coordinator	October 2018	yes

Identified opportunities for improvements in the field of business excellence in 2019:
- Strengthening of internal communication,
- organization of events for the purpose of strengthening the involvement of staff,
- professional development and training of employees,
- Implementation of international exchanges for employees and associates,
- increasing business performance of study programmes.

Table 5: Action plan to realize the identified opportunities for improvements in the field of business excellence in 2019

Seq. No.	Objectives	Activities	Deadline for the realization	Responsibility
1.	Improvement of internal communication	Transmission of information on School operation in the form of e-informers	Permanent task	Secretary-General, PR
2.	Professional development and training of employees	Analysis of the survey on employee satisfaction, planning of education, improvement of knowledge and training of higher education teachers and associates and non-teaching staff	June 2019	Dean, Secretary-General
3.	Staff involvement	Organization of events for the purpose of strengthening the involvement of staff	December 2018	Secretary-General, PR
4.	Implementation of international exchanges for employees and associates	Keeping adequate procedures	Permanent task	Head of Project Office

5.	Increasing business performance of study programmes	increasing activities to promote study programmes	Permanent task	PR

2. STUDENTS AND QUALITY OF STUDY PROCESS AND STUDY PROGRAMMES

2.1 Presentation and analysis of achievement of annual objectives in the field of „students and quality of study process study programmes"

In the Strategic Plan 2015– 2020, there are 21 strategic objectives in the field of study excellence (listed in the table below). For each strategic objective, we defined an appropriate indicator that will enable us to regularly monitor the achievement of the set objectives and identify the reasons for any deviations from the latter.

Table 6: Presentation of strategic guideline 2 – Study excellence

STRATEGIC GUIDELINE 2: Study excellence											
No.	Strategic Objective	Indicator	Source, calculation.	Unit	Plan/ implementation	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020
2.1	Increase in interest in the programme and student enrolment - Advanced Social Sciences (1st cycle)	Total number of all enrolled students (with student status) - Advanced Social Sciences (all years, all locations) * After the last enrolment deadline in the current academic year	SASS student office; VIS data - number of enrolled students	Number	Plan	83	90	100	70	75	80
					Implementation	83	54	56	64	73	/
2.2	Increase in interest in the programme and student enrolment - SM (1st cycle)	Total number of all enrolled students (with student status) - SM (all years, all locations) * After the last enrolment deadline in the current academic year	SASS student office; VIS data - number of enrolled students	Number	Plan	46	50	55	46	50	50
					Implementation	46	34	35	48	48	/
2.3	Increase in interest in the programme and student enrolment - Psychosocial Support (1st cycle)	Total number of all enrolled students (with student status) - Psychosocial Support (all years, all locations) * After the last enrolment	SASS student office; VIS data - number of enrolled students	Number	Plan	64	70	71	72	73	74
					Implementation	64	61	58	64	88	/

		deadline in the current academic year									
2.4	Increase in interest in the programme and student enrolment - Intercultural management (1st cycle)	Total number of all enrolled students (with student status) - IM (all years, all locations) * After the last enrolment deadline in the current academic year	SASS student office; VIS data - number of enrolled students	Number	Plan	120	122	124	110	115	120
					Implementation	120	97	94	85	77	/
2.5	Increase in interest in the programme and student enrolment - Psychosocial Counselling (2nd cycle)	Total number of all enrolled students (with student status) - Psychosocial Support/Counselling (all years, all locations) * After the last enrolment deadline in the current academic year	SASS student office; VIS data - number of enrolled students	Number	Plan	24	26	28	30	34	38
					Implementation	24	18	29	44	46	/
2.6	Increase in interest in the programme and student enrolment in doctoral studies (3rd cycle)	Total number of all enrolled students (with student status) - SOC (all years, all locations) * After the last enrolment deadline in the current academic year	SASS student office; VIS data - number of enrolled students	Number	Plan	37	39	41	30	30	30
					Implementation	37	28	27	23	20	/
2.7	Increase in the number of enrolled students in the first application period (1st year)	Share of all enrolled students in the 1st application deadline * In October for the current academic year	SASS student office; share of enrolled students on the date of the 1st enrolment deadline, with regard to the total number of enrolled students	%	Plan	22.5	27	32	22.5	25	27.5
					Implementation	22.5	17	19.05	42.04	36.55	/
2.8	Entry quality of students that completed the matura final exam and enrolled in undergraduate programmes	Average number of points achieved at the matura exam for those enrolled in the 1st cycle university programme *As at the 1st enrolment deadline for the current academic year	SASS student office; average total no. of points that the enrolled students achieved at the matura exam	No. of points	Plan	14.3	15.0	15.0	16.0	16.0	16.0
					Implementation	14.3	16.0	17.9	18.8	20.7	/

2.9	Entry quality of students that completed the vocational matura final exam and enrolled in professional undergraduate programmes	Average number of points achieved at the vocational matura for those enrolled in the 1st cycle professional programme *As at the 1st enrolment deadline for the current academic year	SASS student office; average total no. of points that the enrolled students achieved at the vocational matura exam	No. of points	Plan	15.19	15.50	15.50	16.00	16.00	16.00
					Implementation	15.19	15.0	15.4	14.1	16.05	/
2.10	Effectiveness of undergraduate studies	Average number of years of study at the 1st cycle *All years of study from enrolment to successful completion	SASS student office; average period (in years) for completion of studies per student from enrolment to completion of obligations	Years	Plan	4.20	4.00	4.00	4.00	4.00	3.50
					Implementation	4.20	3.44	3.94	3.3	4.01	/
2.11	Entry quality of students enrolled in master programmes	Average overall grade of a student upon enrolling in master studies (without the grade of the final thesis) *As at the last enrolment deadline in October in the current academic year	SASS student office; average grade from the academic transcript, with regard to all students enrolled in the 1st year of the 2nd cycle studies	Grade	Plan	7.89	8.0	8.0	8.0	8.0	8.0
					Implementation	7.89	8.19	7.92	8.1	8.1	/
2.12	Effectiveness of master studies	Average number of years of study at the 2nd cycle *All years of study from enrolment to successful defense of the thesis	SASS student office; average period (in years) for completion of studies per student from enrolment to completion of obligations (defense of master thesis)	Years	Plan	3.10	3.06	3.0	3.0	3.0	3.0
					Implementation	3.10	3.13	3.22	3.2	2.7	/
2.13	Entry quality of students enrolled in doctoral programmes	Average overall grade of a student upon enrolling in 3rd cycle studies *As at the last enrolment deadline in October in the current academic year	SASS student office; average grade from the academic transcript, with regard to all students enrolled in the 1st year of the 3rd cycle studies	Grade	Plan	8.3	8.3	8.3	8.3	8.3	8.3
					Implementation	8.3	8.7	7.7	9.2	8.2	/

2.14	Effectiveness of doctoral studies	Average number of years of study at the 3rd cycle *All years of study from enrolment to successful defense of the doctoral dissertation	SASS student office; average period (in years) for completion of studies per student from enrolment to completion of obligations (defense of doctoral dissertation)	Years	Plan	4.00	4.00	4.00	4.5	4.5	4.5
					Implementation	4.00	4.37	4.98	4.3	3.63	/
2.15	Participation of SASS students in international exchanges	Share of available student places for exchanges abroad actually used (share measured since 2017/2018, before this year, the number of students from SASS that went to exchanges abroad) * In the current academic year	SASS student office; Number/share (since 2017- 18) of students from SASS participating in exchanges in the current academic year	Number	Plan	2	4	4	100%	100%	100%
					Implementation	2	3	2	100%	100%	/
2.16	Attractiveness of SASS for foreign exchange students	Number of foreign exchange students at SASS * In the current academic year	SASS student office; numbers of students at SASS in an exchange student programme in the current academic year	Number	Plan	3	3	3	4	4	4
					Implementation	0	2	5	5	6	/
2.17	Attractiveness of SASS for enrolment of foreign students	Number of foreign students enrolled in SASS (all levels and programmes) in the current academic year	SASS student office; number of foreign students involved in the pedagogical process at SASS outside the Erasmus program (at all levels)	Number	Plan	4	5	6	40	40	40
					Implementation	4	2	25	59	65	/
2.18	Internationalization of teaching staff	Number of foreign teachers involved in the teaching process at SASS (all levels of study) * In the current academic year	Number of foreign lecturers in the academic year	Number	Plan	12	13	13	10	10	10
					Implementation	10	4	6	2	8	/
2.19	High level of student satisfaction with the implementation of the teaching process	Average value of student satisfaction with the entire educational process (including all lecturers and assistants)	Student surveys, average score of student satisfaction with the studies at SASS	1- 5	Plan	4.4	4.4	4.4	4.4	4.5	4.5
					Implementation	4.4	4.5	4.1	4.6	4.6	/

		* In the current academic year									
2.20	High level of student satisfaction with the general image of the School	Average score of student satisfaction with the general image of the School * In the current academic year	Student surveys, average score with regard to student satisfaction	1- 5	Plan	4.1	4.2	4.3	4.4	4.4	4.4
					Implementation	4.1	4.3	4.2	4.4	4.5	/
2.21	High level of student satisfaction with the student's office and the library	Average score of student satisfaction with the student's office and the library * In the current academic year	Student surveys, average score with regard to student satisfaction	1- 5	Plan	4.1	4.2	4.3	4.4	4.5	4.6
					Implementation	4.1	4.4	4.3	4.2	4.6	/
2.22	Established cooperation with the Western Balkans region	Number of students from the Western Balkans enrolled in SASS (all levels and programmes) in the current academic year	SASS student office; number of foreign students involved in the pedagogical process at SASS	Number	Plan	/	/	/	/	30	30
					Implementation	/	/	/	46	50	/

We are pleased with the achievement of strategic objectives in the field of study excellence compared to previous years and there is still room for improvement. In the field of interest in the programmes and enrolment of students in the undergraduate study programmes of UDŠ and IM, we came very close to the set strategic objective in the academic year. In the undergraduate and master's study programme Psychosocial Counselling, we even significantly exceeded this objective. There is still room for improvement in achieving the objective of increasing interest in the programme and enrolling students in the master's study programme Intercultural Management and the doctoral study programme Sociology. Although the share of all enrolled students in the 1st application deadline is slightly lower than in the previous year, the set strategic objective for 2018/19 in this area was exceeded. The entry quality of undergraduate students with completed matura or vocational matura final exam increased significantly compared to the previous year. The strategic objectives in the field of entry quality of students in the academic and professional study programmes for 2018/19 were therefore exceeded. The average period of study at the undergraduate level remains about 4 years, which was also set as a strategic objective. The entry quality of students in master's studies is at the level of set objectives, and the efficiency of master's studies even exceeds the set strategic objective, because the period of study is decreasing (set objective 3 years; actual number 2.7 years). The entry quality of doctoral students is adequate, and the efficiency of doctoral studies strongly exceeds the set objectives (set objective 4.5 years; actual number 3.6 years).

We are also satisfied with the attractiveness of SASS for foreign students, since the number of foreign students enrolled at SASS in the 1st cycle significantly exceeds the set objectives (set objective 40 students; 65 students actually enrolled). The same applies to the related strategic objective in the field of establishing cooperation with the Western Balkans region, which was also exceeded (set objectives of 30 students, 50 students actually enrolled).

Student mobility is carried out in accordance with the set strategic objectives and to some extent even exceeds them, as in the academic year 2018/2019, 6 students from SASS will

study abroad and 6 students from abroad will study at SASS, while only 4 exchanges per academic year were planned (incoming / outgoing). Student exchanges take place through two programmes, namely Erasmus + (SASS holds an ECHE charter SI NOVA-GO02) and CEEPUS (SASS is included in the network „Europe from the Visegrad perspective"). In the academic year 2018/2019, there were 4 outgoing and 4 incoming students through the Erasmus + programme and 2 outgoing and 2 incoming through the CEEPUS programme. Students benefit from the study and internship grants.

SASS encourages the students to get involved in other mobility programmes such as participation in international summer schools. In the academic year 2017/2018, five SASS students attended a summer school organized within the CEEPUS program.
The number of mobile employees is in line with the set objectives. Staff exchanges take place mainly through the Erasmus + programme in cooperation with the countries in the programme (KA 103). SASS is also becoming increasingly active in the field of exchanges with partner countries (Erasmus + KA107). Staff also participate in mobility through programmes implemented by the Ministry of Education, Science and Sport, such as the Mobility of Slovenian higher education teachers programme. There is still room for improvement in the field of internationalization of teaching staff.

The objective regarding high student satisfaction with the implementation of the study process was exceeded. It should also be pointed out that the assessment of this objective is similar to the previous year; there was even a slight upward shift. Students evaluated the implementation of the study process with a score of 4.63 (on a scale of 1- 5). Compared to the previous academic year, the general satisfaction of students with the general image of the faculty slightly improved (grade 4.5), exceeding the set strategic objective (4.4). The general satisfaction of students with the work of the student office and the library significantly increased (score 4.6), exceeding the goal of high student satisfaction in this field. In the previous academic year, there was a slight downward deviation in this field (score 4.2), so we estimate that the measures introduced to increase student satisfaction with the work of the student office and the library were sufficient and effective.

2.2. Analysis of interest to enrol in study programmes

Information days in 2018 were organized on several occasions, namely on 9 and 10 2. 2018, on 24 5. 2018, on 23 8. 2018 and on 6 9. 2018. Information days were held simultaneously in Nova Gorica and Ljubljana. The information days were attended by the dean, the head of the student office, individual higher education teachers and associates, and a student representative. Participants of the information days submit forms with basic information that allow us to monitor which profiles are potentially interested in individual programmes and how many are at a given location at certain times.

Graph3: Interest in studying expressed at information days

Zanimanje za študij na informativnih dnevih v letu 2018 (v %)
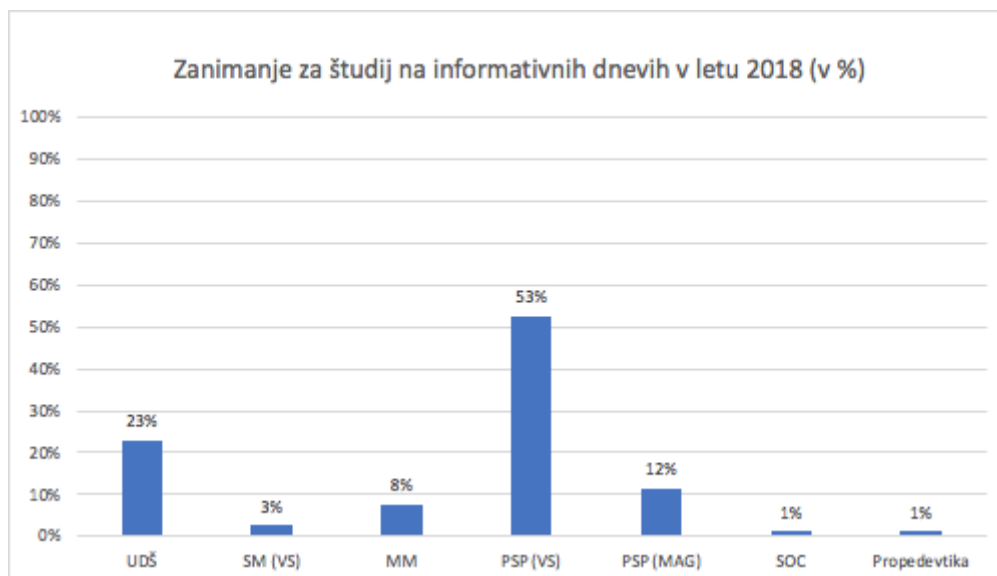
Graph 1 illustrates the interest in studying expressed at information days per study programmes. Higher professional study programme Psychosocial Support (PSP) was the most interesting, followed by university study programme Advanced Social Studies (UDŠ), for which we recorded an increased interest among the students from the former Yugoslavia in 2018, similar as in the previous year. SASS is using its new marketing strategy to actively promote all its programmes with the aim of increasing the visibility of the School and obtaining new students. In 2018, we continued with the activities from the previous year and actively promoted undergraduate programmes abroad, especially in the countries of the former Yugoslavia. We are planning a similar strategy for next year to promote the doctoral study programme.

Interest in studying expressed via email
Interest expressed via e-mail is duly recorded so as to enable the analysis and use. Based on the analysis of the received e-mails from the candidates, we use the collected material mainly to choose the appropriate time and methods of acquainting the public with our study programmes. In the last year, we noticed a trend of increased interest in studying expressed via e-mail. Candidates for enrolment receive an answer from the Head of Student and Academic Affairs Office, who provides them with all the necessary information regarding enrolment, payment conditions and additional obligations that the candidate must carry out if necessary.

Graph4: Interest in studying expressed via email

Zanimanje za študij preko elektronske pošte v letu 2018 (v %)
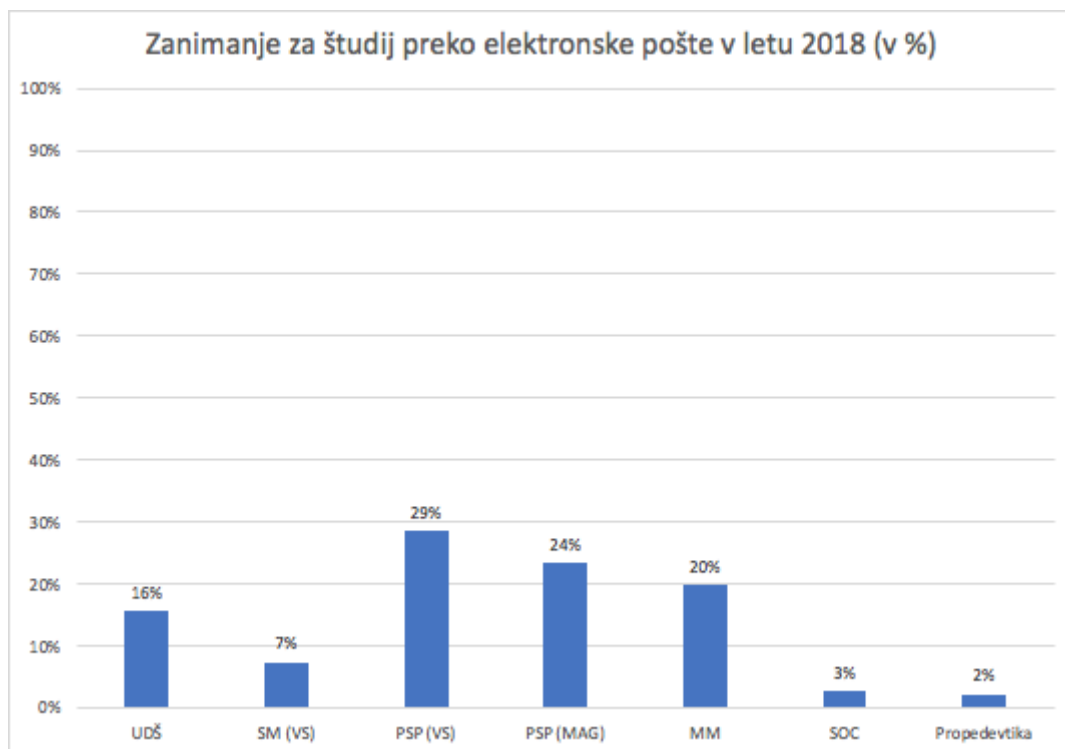
The graph shows the percentage of interest in study programmes expressed via email. The greatest interest via e-mail is recorded in the undergraduate study programme Psychosocial Support and the master's study programme Psychosocial Counselling. This was followed by the master's study programme Intercultural Management. Interest in master's degree programmes is particularly often expressed via e-mail because the candidates for study previously ask about the differential exams they have to pass.

Individual consultations

The Head of Student and Academic Affairs Office carries out individual consultations regarding studies throughout the year. 19 individual consultations took place in 2018, usually lasting 30 to 60 minutes. They help the candidate to examine the enrolment conditions, syllabus, payment conditions and determine additional obligations if necessary. At the request of the candidate, an education plan is also prepared, which helps the candidate to perform his/her study obligations during the year.

Participation in educational and career fairs
The School regularly responds to various invitations from secondary schools and educational and career fairs. In 2018, we participated in the educational fairs Izberi si svoj študij, Informativa and Moje Delo.com in Nova Gorica.

Information channels

Graph5: Information channels
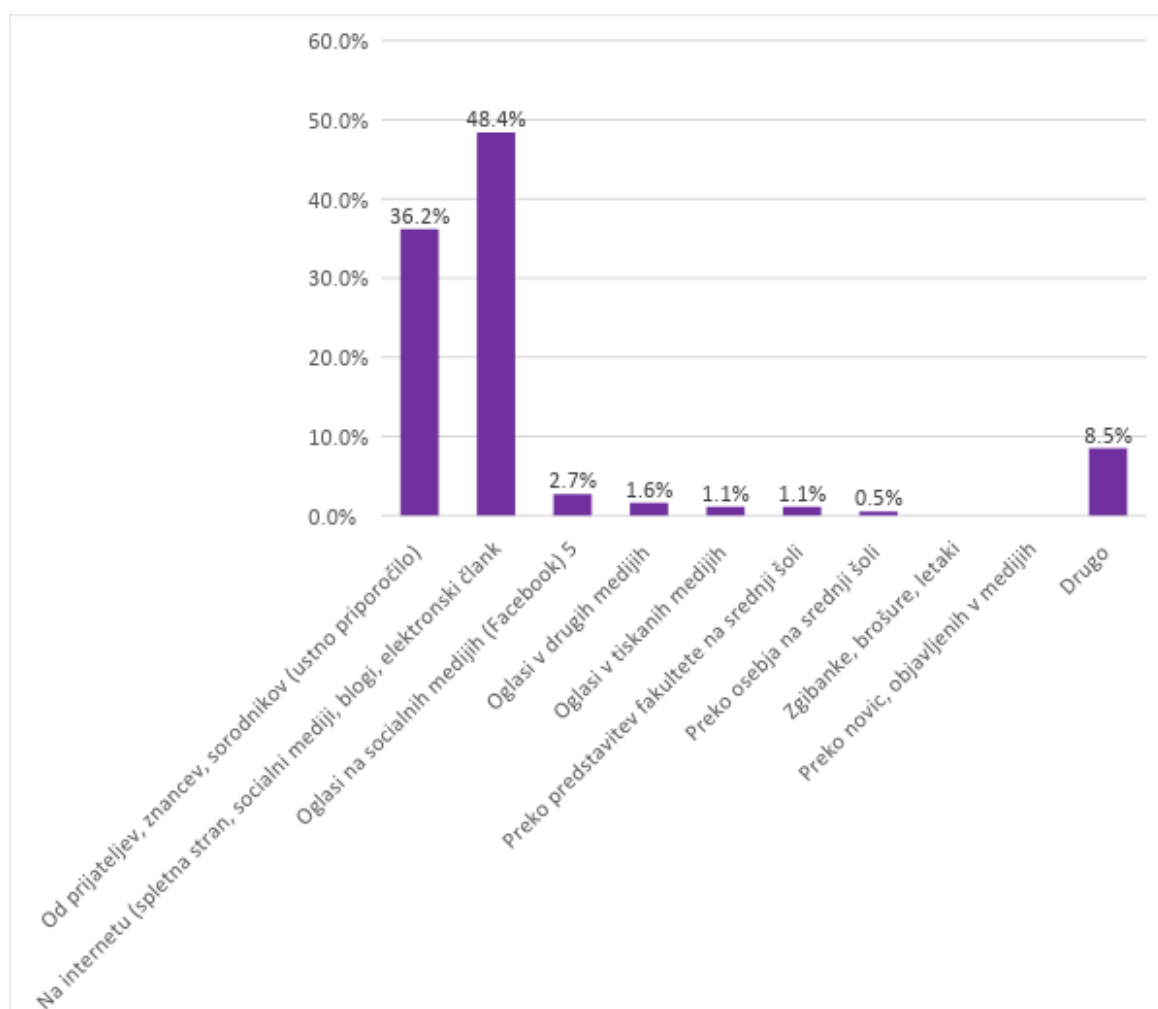
The majority of students (48.4%) found out about SASS on the Internet (website, social media, blogs, electronic articles, discussions,…), followed by oral recommendation of SASS through friends, acquaintances and relatives (36.2%). Compared to the previous year, there is a large increase in students (by about 25%) who learned about SASS via the Internet. We will therefore continue to place great emphasis on Internet advertising.

2.3. Analysis of enrolment, advancement and completion of studies per study programmes

The study process at the School takes place in the framework of its teaching unit. The Vice-dean for education and student affairs is in charge of the teaching unit and also acts as a representative of the unit.

The School has the following departments within its teaching unit with the course coordinators acting as Chairs of departments:

I.   Department of Applied Social Studies (Chair: dr. Matej Makarovič, Professor)
With a total of 198 students enrolled in two undergraduate and one master's programme, the Department of Applied Social Studies is the largest at the School: the undergraduate university study programme Advanced Social Studies (UN), the higher professional study programme Social Management (1st cycle) and the master's study programme Intercultural management (2nd

27

cycle). In terms of content, it mainly covers general social sciences and management, and is distinctly interdisciplinary with regard to its staff and its study programmes.

II. ***Department of Psychotherapy*** (Chair: dr. Jana Krivec, Docent)
The department consists of two study programmes and one training study programme: undergraduate professional programme Psychosocial Support (1st cycle), master's programme Psychosocial Counselling (2nd cycle) and Psychotherapeutic Propaedeutics.

III. ***Doctoral department*** **(**Chair: dr. Matevž Tomšič, Professor)
The doctoral department implements the doctoral study programme Sociology. Doctoral studies are predominantly individual with only some organized study work, comprising two exams in the first year. They are carried out as part-time studies and take place in the afternoon during the week and on Saturday mornings. In order to improve the quality of studies, consultations and tutoring are also organized. In 2018 both were carried out by prof. dr. Matevž Tomšič. The doctoral school also co-organized the winter camp.

SASS implemented the following study programmes in the academic year 2018/2019:
- undergraduate university study programme Advanced Social Studies,
- undergraduate professional study programme Social Management
- undergraduate professional study programme Psychosocial Support
- master's study programme Psychosocial Counselling
- master's study programme Intercultural Management
- doctoral study programme Sociology

The School also offered a training study programme Psychotherapeutic Propaedeutics, into which 2 students enrolled (significantly more than in the academic year 2017/18, when no one enrolled in this programme). The Advanced Social Studies (UN) and Intercultural Management (MASTER) programmes are implemented full-time and part-time, while other programmes only offer part-time studies. Undergraduate study programmes last three years and comprise 180 credit points, master's study programmes last two years and comprise 120 credit points, and doctoral study programmes last three years and comprise 180 credit points.

Certain study obligations (differential exams, only certain exams…) are also attended by individuals as citizens (persons who pay for individual exams and do not have a student status). In the academic year 2018/19, 9 citizens actively carried out their study obligations.

2.3.1. Enrolment
In the academic year 2018/2019, a total of 352 students were enrolled into the School. The undergraduate university study programme Advanced Social Studies is attended by 73 students, the higher professional study programme Psychosocial Support by 88 and Social Management by 48 part-time students. The master's study programme Intercultural Management is attended by 77 students, and Psychosocial Counselling (MASTER) by 46 students. The doctoral study programme Sociology is attended by 20 students. The School is relatively satisfied with the number of students enrolled in programmes that are implemented only in part-time form, and we would like to increase the enrolment in the undergraduate full-time programme Advanced Social Studies. In the future, the School will make additional efforts to increase its visibility by advertising at home and abroad.

The total number of all students enrolled in the undergraduate university study programme Advanced Social Studies exceeds the planned number in the academic year 2018/19, there is a trend of increased enrolment in full-time Advanced Social Studies compared to previous years (the enrolment increased by 80.95% compared to the academic year 2016/17). We noticed a slight decrease in the enrolment in the study programme Social Management: in the academic year 2018/19, 19 students enrolled in the 1st year of the study programme, and in the academic year 2017/18, there were 24. The enrolment trend is very positive in the

undergraduate study programme Psychosocial Support – in the academic year 2018/19, the number of students enrolled in the 1st year of Psychosocial Support study programme increased by 15.15% in comparison to the academic year 2017/2018. The total number of students enrolled in the undergraduate programme Psychosocial Support (in all years of study) thus significantly exceeded the set strategic objectives in the academic year 2018/19. The trend of increasing enrolment is also noticeable in the master's programme Intercultural Management - compared to the academic year 2016/17, enrolment increased by 27.27% in the academic year 2018/19. There was also a decrease in the enrolment in master's study programme Psychosocial Counselling: there were 16 students enrolled in the 1st year in 2018/19 and 25 the year before that. Nevertheless, enrollment in the master's study program Psychosocial Assistance can be assessed as positive, as the total number of all enrolled students (in all years together) exceeds the set strategic objectives.

Slightly lower enrolment than planned in 2018/19 in the doctoral study programme Sociology is due to changes in the funding of doctoral studies by the Ministry of Education, Science and Sport, as students studying in doctoral programs at private faculties from 2017/18 can no longer apply for the co-financing of tuition fees for doctoral studies. Compared to the previous year, the academic year 2018/19 is marked by a 100% increase in enrolment in the first year of doctoral study programme Sociology, which was probably due to the intensive promotion of this programme.

A total of 16 students withdrew from the School. In most cases, this was due to the financial incapacity to pay the tuition fee. For this purpose, SASS inquired with several banks about favourable loans for students. We received a reply from all banks that the students must come to the bank themselves, as the bank grants credits on the basis of individual situations. We informed the students about the possibility of taking a loan.

Table 7: Number of all enrolled students in the academic year 2018/19 by location and type of enrolment (excluding the students in the graduation year)

Programme	Location	Status	Enrolled in 2018/2019
Social Management 1st year	Nova Gorica	part-time	10
	Ljubljana	part-time	9
Social Management 2nd year	Nova Gorica	part-time	9
	Ljubljana	part-time	7
Social Management 3rd year	Nova Gorica	part-time	5
	Ljubljana	part-time	6
Psychosocial Support (Professional) 1st year	Nova Gorica	part-time	0
	Ljubljana:	part-time	38
Psychosocial Support (Professional) 2nd year	Nova Gorica	part-time	4
	Ljubljana	part-time	27
Psychosocial Support (Professional) 3rd year	Nova Gorica	part-time	5
	Ljubljana	part-time	9
Advanced Social Studies 1st year	Nova Gorica	full-time	38

		part-time	0
	Ljubljana	part-time	4
Advanced Social Studies 2nd year	Nova Gorica	full-time	15
		part-time	1
	Ljubljana	part-time	0
Advanced Social Studies 3rd year	Nova Gorica	full-time	7
		part-time	0
Intercultural Management 1st year	Nova Gorica	full-time	42
		part-time	0
Intercultural Management 2nd year	Nova Gorica	full-time	19
		part-time	0
	Ljubljana	part-time	0
Psychosocial Counselling (MASTER) 1st year	Nova Gorica	part-time	1
	Ljubljana	part-time	15
Psychosocial Counselling (MASTER) 2nd year	Nova Gorica	part-time	8
	Ljubljana	part-time	12
Sociology 1st year	Nova Gorica	part-time	5
Sociology 2nd year	Nova Gorica	part-time	1
Sociology 3rd year	Nova Gorica	part-time	8

Analysis of enrolment in the academic year 2018/19 - first-time enrolments in the 1st year of study by programmes (by region and gender)

Undergraduate university study programme Advanced Social Studies

Table 8: Demographic characteristics of students enrolled in the Advanced Social Studies programme (ac. year 2018/2019)

Region	Total	Women	Men
Goriška statistical region	5	3	2
Other regions	6	5	1
Foreigners	26	20	6
Total	**37**	**28**	**9**
Number of graduates in 2018: 5			

Undergraduate Study Programme Social Management (SM)

Table 9: Demographic characteristics of students enrolled in SM programme (ac. year 2018/2019)

Region	Total	Women	Men
Goriška statistical region	4	2	2
Other regions	14	13	1
Foreigners	0	0	0
Total	**18**	**15**	**3**
Number of graduates in 2018: 6			

Undergraduate higher education programme Psychosocial Support (PC- professional)

Table 10: Demographic characteristics of students enrolled in PC programme (ac. year 2018/2019)

Region	Total	Women	Men
Goriška statistical region	4	4	0
Other regions	33	28	5
Foreigners	1	0	1
Total	**38**	**32**	**6**
Number of graduates in 2018: 8			

Master's study programme Intercultural Management (IM)

Table 11: Demographic characteristics of students enrolled in IM programme (ac. year 2018/2019)

Region	Total	Women	Men
Goriška statistical region	9	7	2
Other regions	21	19	2
Foreigners	4	2	2
Total	**34**	**28**	**6**
Number of graduates in 2018: 15			

Master's study programme Psychosocial Counselling (PC- MASTER)

Table 12: Demographic characteristics of students enrolled in PC programme (ac. year 2018/2019)

Region	Total	Women	Men
Goriška statistical region	1	1	0
Other regions	13	13	0

Foreigners	0	0	0
Total	**14**	**14**	**0**
Number of graduates in 2018: 7			

Doctoral Programme Sociology (SOC)

Table 13: Demographic characteristics of students enrolled in SOC programme (ac. year 2018/2019)

Region	Total	Women	Men
Goriška statistical region	0	0	0
Other regions	3	2	1
Foreigners	1	1	0
Total	**4**	**3**	**1**
Number of graduates in 2018: 5			

2.3.2. Advancement

Advancement remains a challenge, as it amounts to 37.1% for advancement from the 1st to the 2nd year of the Advanced Social Studies programme (but this has increased significantly compared to the year 2017/18, when it amounted to 14.9%). The advancement is 52% in the SM programme and 37% in the IM programme. The transition from the 2nd to the 3rd year is 55.6% at Advanced Social Studies and 69.2% at SM. Of these three study programmes, the advancement is best in the Social Management programme, and the reason for this is the fact that this study programme is payable, which is obviously a good motivation for study. We estimate that the (too) low rate of advancement from the 1st to the 2nd year in the Advanced Social Studies programme is somewhat related to the higher share of enrolled foreigners who, upon arrival in the Slovenian higher education area, in addition to getting used to it also face language challenges and living in a new culture. The main reasons for (too) low advancement rate in the IM programme can be seen in (1) the complexity of the programmes with regard to the initial expectations of many students and (2) problems with combining work and study. Given that the advancement in the Advanced Social Studies programme has increased significantly compared to the previous year, we estimate that our measures to increase the advancement, stated in last year's self-evaluation report, were effective. Therefore, we will continue with them in the academic year 2018/19. We will continue with similar measures in the IM programme.

Table 14: Overview of average grades per study programmes

Programme	Average grade
Social Management 1st cycle	8.18
Advanced Social Studies 1st cycle	7.91
Intercultural Management 2nd cycle	8.9

A high level of advancement is recorded mainly in the undergraduate programme Psychosocial Support, where 84.4% of students advance from the 1st year to the 2nd, and this rate increased by almost 20% since 2017/18. We recorded an even higher advancement rate from the 2nd to the 3rd year, namely 86.7%, which is comparable to last year. In the master's study programme

Psychosocial Counselling, the advancement rate from the 1st to the 2nd year is 72%, which is approximately the same as last year. We believe the reason for such a high advancement rate is mainly the fact that studying at both levels is payable (and relatively expensive), which is obviously a good motivation for students. The latter can also reflect a rather high average of grades (see the table below, 8.26 at the 1st cycle and 8.72 at the 2nd).

Table 15: Overview of average grades per cycle of the programme Psychosocial Counselling/Support

Programme	Average grade
Psychosocial Support 1st cycle	8.26
Psychosocial Counselling 2nd cycle	8.72

There was no advancement in the study programme Sociology from the 1st to the 2nd year, as in 2017/18 we enrolled only 2 students in the 1st year of the doctoral programme (1 dropped out and 1 repeated the year). The advancement from 2nd to 3rd year is 100%, as all enrolled students also regularly advanced to a higher year.

Table 16: Overview of average grades per cycle of the programme Sociology:

Programme	Average grade
Sociology 3rd cycle	9.23

2.3.3. Completion of studies

In 2018, we had 5 new graduates in the programme of Advanced Social Sciences, 6 in the SM programme and 15 in the IM programme. Surveys among graduates do not indicate major deficits in competencies. Data on employability show the relative flexibility of graduates in all study programmes in terms of the very diverse jobs they have in practice. The objectives are thus considered to be partially achieved.

In 2018, 8 students graduated from Psychosocial Counselling/Support programmes and 7 received master's degrees.

In 2018, 5 students successfully completed the doctoral study programme Sociology.

Data for 2018/19 show that undergraduate study programmes are completed on average in 4 years, master's programmes in less than 3 (in 2018/19 in 2.7 years), and doctoral programmes in slightly over 3.5 years. The completion of studies in undergraduate study programmes and the effectiveness of studies is therefore at the level of the set strategic objectives, and the data on the completion of studies at the master's and doctoral level even shows that the set strategic objectives have been exceeded.

2.3.4. Achievement of objectives in 2018 and projected objectives for 2019

Department of Advanced Social Studies

The achievement of specific objectives in 2018 was as follows:
● Successfully complete the renewal of the professional 1st cycle study programme Social Management: the objective was (due to the large scope of harmonization with existing legislation) partially achieved; will be fully achieved in 2019.
● Continue to encourage greater enrolment, especially of foreign students, with a view to achieving or even exceeding the target values set out in the strategic plan. The objective was to enrol 40 foreign students, and 65 foreign students actually enrolled: the objective was therefore achieved and even exceeded.

The specific objectives foreseen for 2019 are:
● Successful completion of the modifications and updates of the study programme Social Management 1st cycle (professional), which started taking place already in 2018.

- Implementation of certain modifications and updates of the study programme Advanced Social Studies (curriculum updates, ensuring even greater vertical connectivity, etc.).
- Implementation of certain modifications and updates of the study programme Sociology (especially at the level of elective courses).
- Continued promotion of enrolment in study programmes within the Department of Advanced Social Studies, both at home and abroad.
- Continue visits to secondary schools, colleges and other institutions abroad, with a view to promote the study programmes of the Department of Advanced Social Studies.
- Continue to consistently maintain appropriate standards of difficulty to achieve appropriate learning outcomes, while at the same time providing highly individualized support to students, with the aim of increasing advancement
- Renovation of student surveys
- Further strengthen internationalization by involving foreign students and promoting exchanges within the Erasmus system.
- Strengthen curriculum internationalization activities.
- Introduce improvements in the field of student mobility (more intensive promotion of mobility, measures related to the implementation of mobility itself - measures before / during / after mobility).
- Encourage higher education teachers and associates to maintain a quality system of verification and assessment of knowledge; use of learning forms and methods that motivate students for regular work and timely performance of obligations; introduction and implementation of ongoing assessment of students' knowledge (higher education teachers and associates are encouraged to use the methods of assessment and testing of knowledge and competencies that motivate students for regular work and more active participation - homework, self-assessment, mutual assessment of students, peer assessments, writing a diary, portfolio preparation, etc.).
- Further organize education for teaching and non-teaching staff or ensure their participation in such education, training (on the diversity of students in higher education area; characteristics and specifics of students with special needs in higher education, etc.).
- Further check the status of pending/passed student exams after the first semester (grades exported by the student office that serve as a basis for interviews with students who have not completed most of the obligations).
- Further ensure the integration of tutoring activities into the introductory teaching process.
- Further motivate foreign students from higher years for greater engagement in the field of assistance to foreign students coming to Slovenia, in overcoming the cultural shock, adapting to the new environment and to study obligations.

Department of Psychotherapy

In 2018, we achieved the following objectives:
- Successful extension of accreditation for the higher professional study programme and master's study programme Psychosocial Counselling: the objective was achieved.
- Organization of at least two workshops, commercially aimed at the general public: the objective was achieved.
- Obtaining at least one major domestic or international project: the objective was achieved.
- Further networking with local organizations and the local community: the objective was achieved.
- Increasing enrolment according to strategic guidelines: the objective was achieved.
- Increasing the number of high-quality international scientific publications by employed higher education teachers: the objective was achieved.
- Completion of the study programmes renewal: the objective was partially achieved; its implementation will continue in 2019.

The objectives of the Department of Psychotherapy in 2019 are as follows:
- Completion of changes or updates of the Psychosocial Counselling master's study programme.
- Achieving the number of enrolled students according to strategic guidelines.
- Increasing the number of high-quality international scientific publications by employed higher education teachers.
- Acquiring at least one major domestic or international project.
- Participation of teaching staff in international events.
- Organization of events for raising public awareness and promotion of SASS.
- Continue to establish links with the local, regional and national environment.
- Introduce several elements of internationalization in the PC master's study programme, namely in the course of modification and updating of the programme.

Doctoral Department
The objectives of the Doctoral Department in 2019 remain the same as before, as we have not yet managed to achieve them to a satisfactory extent. The latter include:
- Attract as many new students as possible, both domestic and especially foreign (especially area of Eastern and South-Eastern Europe).
- Continue to organize several sets of lectures (on consecutive days), if possible, in conjunction with other events (conferences, winter camp, etc.). This will enable more contacts and exchange of information between the lecturers.
- Continue to involve doctoral students in the research work of the School.

2.4. Quality of studies and other services at SASS

The expectations and needs of students regarding the course of studies, the implementation of study programmes and the conditions for them are determined in several ways:
1) through student surveys that evaluate the general satisfaction of students with SASS; satisfaction with the study process and teaching staff; satisfaction with individual study programmes, subjects and the implementation of lectures and exercises; evaluation of the suitability of the scope of subjects (results are listed in the self-evaluation report);
2) through the analysis of competencies and employability of graduates (results are listed in the self-evaluation report);
3) through the tutoring system (evident from the minutes of tutoring meetings and reports on the tutoring system);
4) with the help of the participation of the Student Council in the School bodies (evident from the minutes of the sessions and other meetings of the School bodies);
5) through informal (individual/group) conversations of teaching and non-teaching staff with SASS students.
The findings obtained through these mechanisms are stated in the following subsections.

Expectations and needs of students regarding the course of studies, the implementation of study programmes and the conditions for them are also determined **according to the type of study (full-time or part-time study),** which is evident from the following subchapters.

2.4.1. Analysis of students' general satisfaction with their studies and other services at SASS

Below we present a comprehensive overview of the results of the student survey for the academic year 2017/18.

In general, students are satisfied with all aspects of services at SASS (M = 4.51). Student grades on average are slightly higher than in the academic year 2016/17, which means that

students' satisfaction with their studies is increasing. They are most satisfied with the work of the Student and Academic Affairs Office (M = 4.67); individual attention paid to students by administrative staff (M = 4.66); tidiness of School premises, which offer good working conditions (M = 4.63); and the library (M = 4.63). Qualitative assessments of students are consistent with quantitative results, namely positive comments from students indicate the correct attitude of lecturers towards students; timeliness, friendliness, accessibility and flexibility of both lecturers and other employees at SASS. Students make a very positive assessment of the professionalism of teachers and the relaxed atmosphere of lectures and exercises. Regarding the acquisition of practical experience, students mention good opportunities offered by the School, mainly the possibility to get involved in School projects and student participation in activities and events organized by the School (round tables, conference, excursion, Christmas socializing, etc.). Opportunities for improvement are mainly in closer monitoring of the planned exam deadlines and reduced number of changes in the schedule of lectures and exercises. Quantitative results also indicate the concern of students whether employers are sufficiently interested in the employment of SASS students (M = 4.01). This result is slightly better than the year before.

Table 17: Dimensions of overall satisfaction at SASS (academic year 2017/18)

STATEMENT	AVERAGE
The students can rely on staff assistance in solving their problems.	4.59
Lectures and other services are carried in the promised time.	4.6
Students are duly informed about the time and place of the lectures and other services.	4.57
The promised services are carried out quickly and with due quality.	4.52
The premises of the School are orderly and offer good conditions for work.	4.66
I am generally satisfied with the work of the student office.	4.67
I am generally satisfied with the work of the library.	4.63
Administrative staff pays individual attention to students.	4.66
I am generally satisfied with the work of the career centre.	4.51
Website of the School is attractive and transparent.	4.5
Hours of operation (School, library, Student office) are appropriate.	4.45
The topics of social science evenings are current and interesting.	4.38
I am very satisfied with the higher education information system (VIS).	4.48
I am able to participate in School bodies through the student council.	4.42
How satisfied are you in general with the quality of services of our School?	4.56
Employers are interested in hiring students from our School.	4.01
TOTAL	4.51

The year-on-year comparisons of satisfaction with the organizational aspects of the School shown are shown in the graph below. We do not see any deterioration, but only improvement, in any area concerning organizational aspects. We do not perceive any organizational problems at the general level. Compared to the academic years from 2009/10 onwards, the results for the academic year 2017/18 show the highest satisfaction with the organizational aspects of the School so far. The quality of organizational aspects of School services increased significantly in the academic year 2017/18. The long-term trend of quality growth in the organizational field is confirmed.

Year-on-year comparisons are given only for items where the survey questions remained identical. The renovation of the survey questionnaires in the general part does not allow for retrospective comparisons of individual items where the questions were reformulated.

Graph6: Trend of general satisfaction with the organizational aspects of the School.

Gibanje splošnega zadovoljstva z organizacijskimi vidiki fakultete
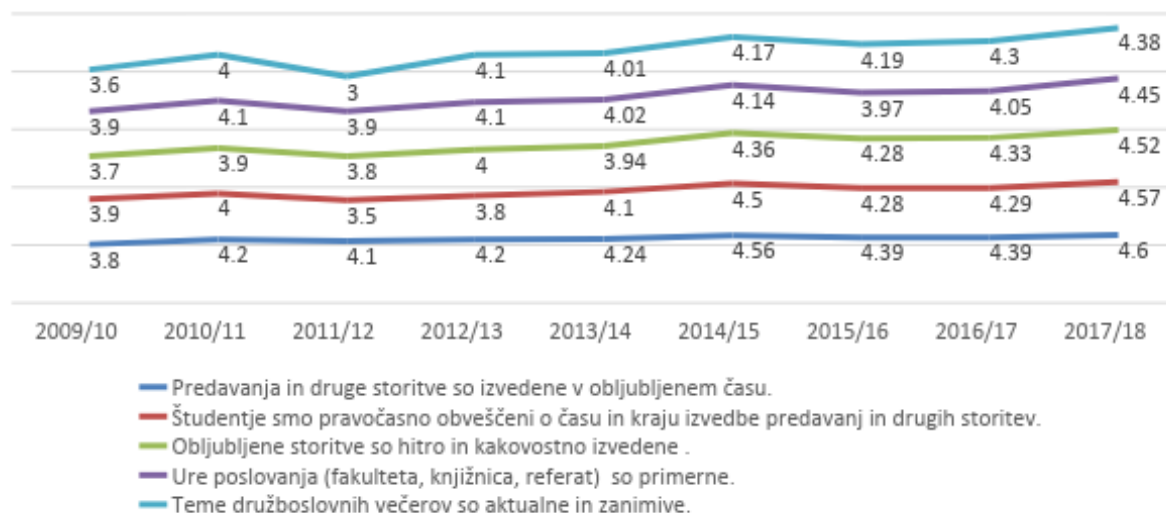
In general, students are satisfied with all aspects of studies at SASS (M = 4.63). They are most satisfied with the timely start of both exercises and lectures (M = 4.75), respect of the planned schedule by the course provider (M = 4.74), being acquainted with the knowledge assessment criteria (M = 4.72). There is room for improvement in the introduction of novelties in courses (M = 4.55), the presentation of content in a clearer and more understandable way (M = 4.56) and in more meaningfully designed obligations of students to maximize knowledge. The results are similar as the year before, whereby average assessment of student satisfaction in 2017/18 was slightly higher.

Table 18: Dimensions of satisfaction with teaching staff at SASS (academic year 2017/18)

STATEMENTS	AVERAGE
Lectures/exercises were well prepared.	4.57
Discussed topics were presented in a clear and understandable way	4.56
The coordinator presented the usefulness of study content at work in an organization or in real life	4.59
The coordinator encouraged discussion and student participation	4.63
The coordinator acquainted us with the knowledge assessment criteria	4.72
The materials provided by the coordinator are transparent and understandable	4.60
The coordinator is always available for questions and to resolve our dilemmas	4.65
There were no problems with obtaining the required literature	4.65
The coordinator complied with the scheduled hours	4.74
The lectures/exercises start at exactly the scheduled time	4.75
We learned a lot of new things in the course	4.55
The obligations of students in this course are designed in a sensible way to maximize knowledge	4.56
TOTAL	**4.63**

2.4.2. Analysis of student satisfaction according to the method of study

Graph7: Detailed presentation of satisfaction according to the method of study (full-time study, part-time study)
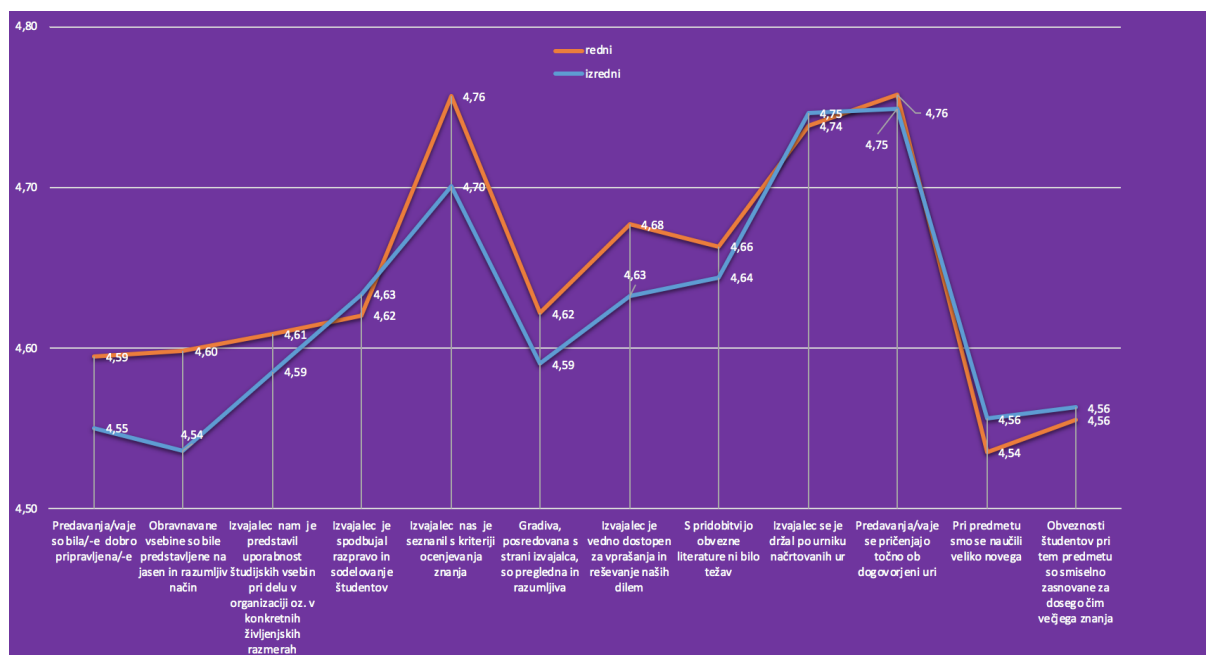
Both full-time and part-time students are very satisfied with various aspects of their studies (M = 4.63).

Full-time students are most satisfied with how they are acquainted with the knowledge assessment criteria by the course provider (M = 4.76) and the timely start of both exercises and lectures (M = 4.76); there is room for improvement in the introduction of innovations in the course (M = 4.54) and more meaningfully designed obligations of students to maximize knowledge.

Part-time students are most satisfied with the timely start of both exercises and lectures (M = 4.75) and following of the planned schedule by the course provider (M = 4.75), and there is room for improvement in a clearer and more understandable presentation of content by course coordinator (M = 4.54) and with better general preparation of lectures and exercises (M = 4.54). Differences between full-time and part-time students are statistically significant in all cases at a risk level below 0.05.

In general, students' grades in most criteria are higher in full-time studies than in part-time studies, but there are no big differences in the grades. Most study programmes are rarely conducted simultaneously in both forms (full-time and part-time), so the differences between full-time and part-time study at the School are also present due to the content and nature of study programmes. No major measures are therefore needed at this point.

Graph8: Comparison between individual years
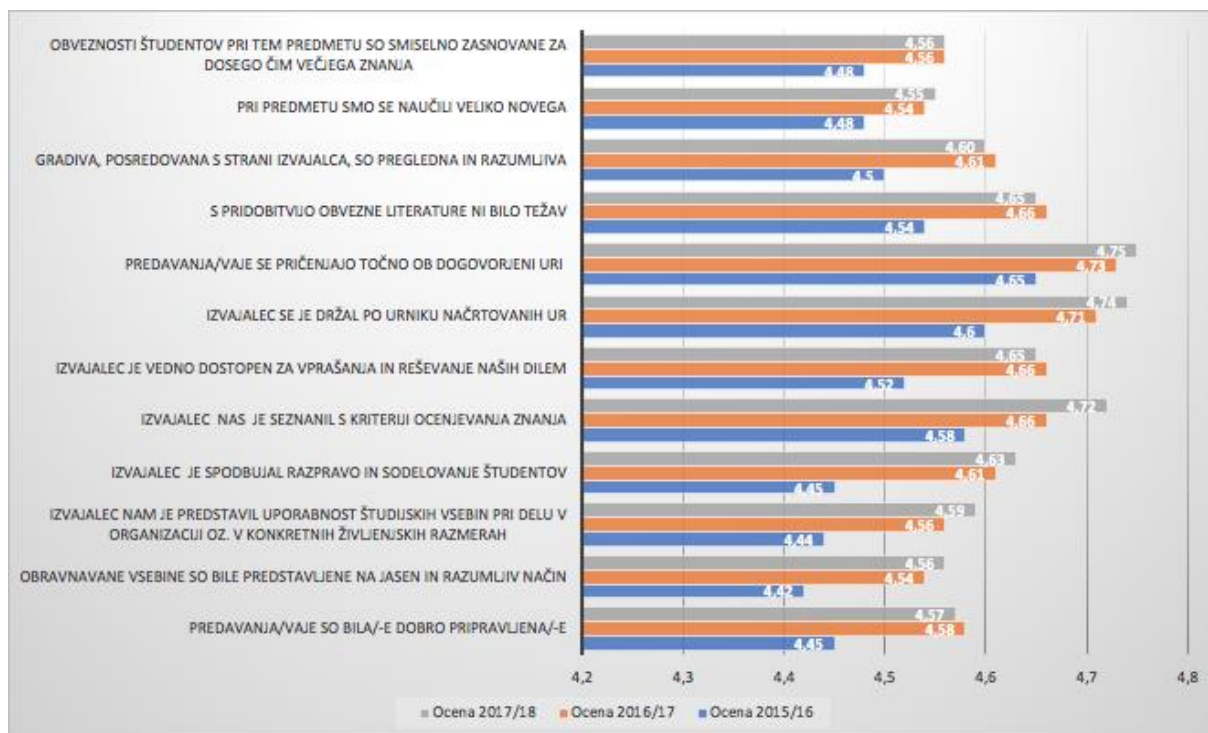
A more detailed comparison with the ratings from previous years shows that we achieved improvements in 2017/18 in areas such as acquaintance with the criteria for assessing knowledge (4.72); timely beginning of lectures/exercises (4.75); presentation of the applicability of study contents (4.59). Better rating of the assessment of the latter criterion is particularly important, as the presentation of the applicability of study content posed a major challenge until 2015/16, when the rating began to increase, as a result of the introduction of various measures.

Most of the other ratings in 2017/18 remain similar to those in 2016/17 (a difference of no more than 0.1 points), for example: obligations of students designed in a sensible way to maximize knowledge; introduction of novelty in the course; transparency and comprehensibility of materials; ease of obtaining required literature; accessibility for questions and resolving dilemmas; well prepared lectures/exercises. In the future, we will therefore intensively introduce measures for the gradual increase of ratings in these areas (acquaintance of academic staff, additional training and education). Additional measures at the general level are not necessary, but individual actions are needed, especially when this is also supported by the qualitative justifications of students.

Graph9: Lectures and exercises at SASS (academic year 2017/18)
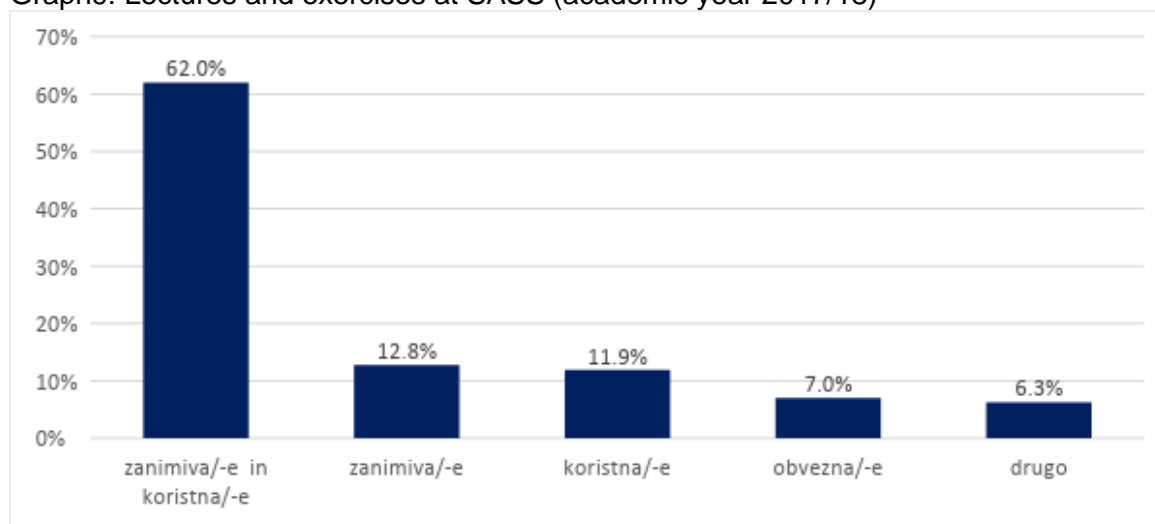
Most students consider that lectures and exercises at the School are mostly interesting and useful (62%). This is followed by students then think that lectures and exercises at the School are interesting (12.8%), useful (11.9%), compulsory (7%) or other (6.3%).

2.4.3. Evaluation of student workload

Table 19: Detailed presentation of the suitability of the scope of courses in relation to what is planned according to the study programs

Do you consider that the scope of the course is appropriate in relation to the prescribed one?				
	fewer hours of work than expected	about as many hours of work as expected	more hours of work than expected	N
Academic study programme - 1st cycle Advanced Social Studies	1.8%	84.2%	13.8%	557
Higher education study programme - 1st cycle Psychosocial Support	4.2%	85.9%	10.0%	793
Higher education study programme - 1st cycle Social management	1.1%	88.6%	10.2%	361
Higher education study programme - 2nd cycle Intercultural management	4.2%	83.1%	12.7%	432
Higher education study programme - 2nd cycle Psychosocial counselling	3.2%	81.0%	15.8%	468
Doctoral study programme - 3rd cycle Sociology	0.0%	100.0%	0.0%	7
Total	**2.4%**	**87.1%**	**10.4%**	**2618**

The table above shows the students' assessment of whether the scope of courses in individual study programs is appropriate in relation to the prescribed one. Such an assessment of students allows us to **evaluate the workload of students.** The majority of students (87.1%) of all study programmes estimate that the volume of work in individual courses in the study programmes is approximately equal to the expected volume of work.

A smaller share of students (a total of 10.4% of students in all study programmes) are of the opinion that the volume of work in individual courses is higher than expected. Students of 2nd cycle Psychosocial Counselling mostly estimate that the scope of the course is higher than prescribed (15.8%), followed by students of 1st cycle Applied Social Studies (13.8%).

The number of students who believe that the volume of work is approximately the same as expected was significantly higher in 2017/18 in comparison to the results for the year 2016/17. This means that the activities and measures carried out in the previous year, aimed at achieving a greater match between the actual scope of work on the subjects and the expected scope of work, were effective. Additional measures at the general level for the next year are therefore not required, but minor measures are needed at the level of individual study programmes or courses. The most intensive measures in this regard are needed in the 2nd cycle programmes Psychosocial Counselling, Social Management (professional), and slightly smaller measures are needed in the Applied Social Studies (UN) and Sociology 3rd cycle programme. These measures will be implemented through planned changes in study programmes and through discussions of the Vice-dean for education and student affairs with the coordinators of individual courses.

2.5. Quality of study programmes and review of student satisfaction by individual study programmes

In the surveys, students express high satisfaction **with the conditions for studying in all study programmes, as well as with the study environment and School counselling services.**

Methods and forms of teaching, their development and adaptation
The implementation of all study programmes is planned in such a way as to encourage students to take an active role in the creation of learning process. The implementation of study programmes focuses on **student-centred learning, teaching, and assessment.** The School constantly (informally and formally) collects proposals and opinions of students to increase the efficiency of the implementation of study programmes, taking into account the different needs of students. The School's small size presents an advantage that enables authentic relations between employees and students and thus a better flow of information between them. In surveys and informal interviews, students especially praise the accessibility and promptness of higher education teachers and other School members who are always ready to help students, either through electronic correspondence or through consulting hours and additional consultations.

Respect for and appreciation of diversity of students and their needs at the School enables **different learning paths and different learning methods** in the implementation of the study programme. Accordingly, the study materials are adapted to the various methods and forms of teaching and to the needs of students. In 2019, additional guidance of teaching staff is planned in this regard regarding the adaptation of study materials to students with special needs. The implementation of the study programme is thus constantly being adapted to the needs of students. Nevertheless, the School promotes the **autonomy of higher education teachers and teaching staff**, while providing **assistance and guidance** to improve teaching methods and techniques.

Through student surveys, students evaluated their satisfaction with individual study programmes (on a scale from 1 to 5), with each course being assessed separately. The analysis includes both quantitative and qualitative student evaluations. This way, we determine the expectations and needs of students regarding the way in which the studies are conducted, the implementation of study programmes and the conditions.

Table 20: Higher professional study programme Psychosocial Support (academic year 2017/18) - Quantitative evaluations by courses

Predmet	Predavanja/vaje so bila/-e dobro pripravljena/-e	Obravnavane vsebine so bile predstavljene na jasen in razumljiv način	Izvajalec nam je predstavil uporabnost študijskih vsebin pri delu v organizaciji oz. v konkretnih življenjskih razmerah	Izvajalec je spodbujal razpravo in sodelovanje študentov	Izvajalec nas je seznanil s kriteriji ocenjevanja znanja	Gradiva, posredovana s strani izvajalca, so pregledna in razumljiva	Izvajalec je vedno dostopen za vprašanja in reševanje naših dilem	S pridobitvijo obvezne literature ni bilo težav	Izvajalec se je držal po urniku načrtovanih ur	Predavanja/vaje se pričenjajo točno ob dogovorjeni uri	Pri predmetu smo se naučili veliko novega	Obveznosti študentov pri tem predmetu so smiselno zasnovane za dosego čim večjega znanja
Izbrana poglavja iz psihoterapije, psihologije in psihiatrije	5	5	5	5	5	4,9	5	4,8	5	5	5	4,9
Komunikacijski trening (PSP)	4,8	4,8	4,8	4,8	4,8	4,8	4,8	4,8	4,8	4,8	4,8	4,8
Kvalitativna metodologija	4,5	4,5	4,7	4,8	5	4,7	4,9	5	5	5	4,6	4,8
Kvantitativna metodologija 1	3,6	3	3,1	4	4,5	3,9	4,5	4,4	4,9	4,6	3,7	3,6
Kvantitativna metodologija 2	3,5	3,1	3,8	4	4,5	3,9	4,5	4,5	4,9	4,6	3,6	3,6
Nevropsihologija in psihoterapija	4,9	4,9	4,9	4,9	4,9	4,7	5	4,9	5	5	4,9	4,9
Praksa 1	5	4,9	4,9	5	5	4,9	5	4,9	5	5	5	5
Praksa 2	4,9	4,9	4,9	5	5	4,8	5	4,9	5	5	4,9	4,9
Praksa 3	5	5	5	5	5	5	5	5	5	5	5	5
Pravo socialne varnosti (PSP)	4,3	4,3	4,5	4,6	4,8	4,4	4,7	4,6	4,8	4,9	4,5	4,4
Psihosocialna obravnava zasvojenosti	5	5	5	5	5	5	5	5	5	5	5	5
Psihoterapevtski pristopi	4,2	4	4,2	4,3	4,5	4,2	4,1	4,3	4,5	4,6	4	4
Razvojna psihologija	4,9	4,9	4,9	4,9	5	4,8	5	4,9	5	5	5	4,9
Rehabilitacijska, specialna in socialna pedagogika	4,5	4,6	4,6	4,5	4,7	4,7	4,5	4,8	4,5	4,5	4,8	4,7
Sociologija socialne politike (PSP)	4,5	4,5	4,5	4,6	4,8	4,8	4,7	4,8	4,9	4,9	4,4	4,4
Specialna psihopatologija	4,3	4,4	4,5	4,5	4,4	4,1	3,8	4,4	4	4,1	4,7	4,7
Splošna psihologija 1	4,5	4,3	4,6	4,6	4,7	4,6	4,6	4,7	4,9	4,8	4,6	4,7
Splošna psihologija 2	4,7	4,7	4,7	4,8	4,9	4,6	4,8	4,8	5	4,9	4,5	4,6
Splošna psihopatologija	4,4	4,4	4,6	4,5	4,4	4,2	3,8	4,5	4,2	4,1	4,7	4,6
Supervizija in intervizija	5	5	5	4,9	5	5	4,8	5	5	5	5	4,9
Svetovanje parom	5	5	5	5	5	5	5	5	5	5	5	5
Teorije deviantnosti in proces pomoči v skupnosti	4,9	4,9	4,9	4,8	5	4,9	5	4,9	5	5	4,9	4,9
Teorije in modeli osebnosti	4,9	4,9	4,9	4,8	5	4,8	5	5	5	5	5	4,9
Uvod v psihosocialno pomoč	4,8	5	4,9	4,9	5	5	5	5	5	5	4,8	4,9
Uvod v raziskovalne metode	4,3	4,2	4,5	4,6	4,8	4,5	4,6	4,6	4,8	4,9	4,2	4,3
Uvod v zdravstveno in socialno varstvo	4,8	4,9	4,8	4,9	4,9	4,9	4,9	4,8	5	5	4,6	4,8
Znanje in veščine za ravnanje 1	4,7	4,8	4,8	4,8	4,8	4,8	4,9	4,8	4,9	4,9	4,8	4,7
Znanje in veščine za ravnanje 2	5	5	5	5	5	5	5	5	5	5	5	5

Ratings by individual courses in the 1st cycle Psychosocial Support programme are good. Some psychologically-themed courses and tutorials stand out especially positively in student assessments. The best ratings were given to courses such as Knowledge and Treatment Skills 2, Advising couples, Supervision and Intervision, Psychosocial Treatment of Addiction, Tuition 3 and Selected Topics in Psychotherapy, Psychology and Psychiatry.

The courses (Quantitative Methodology 1, Quantitative Methodology 2) stand out somewhat negatively; those courses are not part of the narrowest thematic core of the study, but are related to the (quantitative) research methodology. This result is in line with the qualitative evaluations of students, which show that the slightly worse assessment in these two courses is mainly due to the general difficulty of quantitative research contents. For this reason, a slightly higher number of credit points have been allocated to these courses in recent years, since we are aware that, compared to some other courses, more student work is required.

In the undergraduate programme Psychosocial Support, both negative and positive student comments appear in terms of students' qualitative assessments. Students highlight the use of practical examples in lectures and exercises, intensity and depth of practice, the attractiveness of the contents and the promotion of team work as positive. Students praise the accessibility, professionalism of lecturers and assistants and their sense for understanding and motivating students. Monotony of some lectures is stated in the negative comments. In some courses, students highlight the need for more concrete feedback on their assignments.

Table 21: Higher professional study programme Psychosocial Support (academic year 2017/18) - Qualitative evaluations of students

Positive	Negative
Interesting approach of professors (several mentions).	Occasionally boring subjects, but well adapted explanation.
Understandable and interesting lectures, quick assessment of the exam (several mentions).	The lectures followed the slides too narrowly.
Professor's charisma, very great interest of the professor in research work.	Feedback desired (grade, preferably with comment) on homework.
Well-presented material at lectures and very informative slides.	More lectures are needed in courses in the field of quantitative methodology (difficulty).
The knowledge provided is very useful, especially regarding work with people and understanding oneself and others.	
Large scope of practice. Lots of new knowledge and learning to be sure of oneself in counselling work. Praise regarding the intensity and depth of the practice.	
Clear criteria for grading essays (in tutorials), impartiality in grading, feedback on what influenced the assessment, and understanding in case of sick leave.	
Excellent performance of courses, in a very interesting way and with examples from real life (several mentions).	

Evaluation of programme quality and planned modifications, updates of the study programme and measures

1. **The content of the 1st cycle study programme Psychosocial Support is generally relevant and of good quality;** student surveys show that the level of acquired knowledge is appropriate and especially focused on good preparation of students for practical work.

2. Considering the results of surveys and responses of students and other stakeholder, **major updates in the implementation of the 1st cycle study programme Psychosocial Support are not needed** at the moment; **the implementation of the study programme, methods and forms of pedagogical work and the work of students are assessed as appropriate.** Updates or modifications in the implementation of the study programme to a lesser extent are only necessary **at the level of individual courses**.

Measure:
- discussions with individual coordinators of lectures and exercises on the implementation of courses (person responsible: Vice-dean for education and student affairs; deadline: September 2019);

3. A renewal of the 1st cycle study programme Psychosocial Support was planned in the past year and then postponed due to a significant improvement in the evaluations of the study programme in the latest student surveys and the expressed general satisfaction of students with the study programme. Based on the increased number of enrolments as well as the high ratings of the study programme in student surveys, we conclude that improvements in the implementation of the study programme have already led to greater student satisfaction. Taking into account the latest evaluations of the study programme, we will re-analyse in 2019 which modifications and updates to this study programme are really necessary in terms of ensuring a higher quality of the programme.

4. **Verification and assessment of knowledge in the 1st cycle Psychosocial Support programme is generally evaluated as appropriate**; students especially praised the clear criteria for assessment in some courses. Students expressed especially positive opinions on the verification and assessment of knowledge in the courses where they receive an explanation of the obtained grade. Therefore, the course coordinators will be additionally encouraged to provide students with feedback on the obtained grades.

Measure:
- additional encouragement of course coordinators in the 1st cycle Psychosocial Support programme to provide feedback on grades or explanations of the obtained grades.
(person responsible: Vice-dean for education and student affairs, head of department; permanent task).

2.5.2. 1st cycle study programme Social Management (SM)

Table 22: Higher professional study programme social Management (academic year 2017/18) - Quantitative evaluations of students

Predmet	Predavanja/vaje so bila/-e dobro pripravljena/-e	Obravnavane vsebine so bile predstavljene najasen in razumljiv način	Izvajalec nam je predstavil uporabnost študijskih vsebin pri delu v organizaciji oz. v konkretnih življenjskih razmerah	Izvajalec je spodbujal razpravo in sodelovanje študentov	Izvajalec nas je seznanil s kriteriji ocenjevanja znanja	Gradiva, posredovana s strani izvajalca, so pregledna in razumljiva	Izvajalec je vedno dostopen za vprašanja in reševanje naših dilem	S pridobitvijo obvezne literature ni bilo težav	Izvajalec se je držal po urniku načrtovanih ur	Predavanja/vaje se pričenjajo točno ob dogovorjeni uri	Pri predmetu smo se naučili veliko novega	Obveznosti študentov pri tem predmetu so smiselno zasnovane za dosego čim večjega znanja
Evalvacijske metode	3,5	3,5	3,8	3,8	3,8	3,8	3,8	3,5	4,3	4,3	4,3	3,8
Evropske javne politike	4,3	4,3	4,3	4,3	4,3	4,3	4,3	4,3	4,3	4,3	4,3	4,3
Komunikacijski trening (SM)	4,7	4,7	4,8	4,9	4,8	4,8	4,7	4,7	4,8	4,8	4,8	4,7
Kvalitativna analiza	4,7	4,7	4,6	4,8	4,7	4,5	4,8	4,6	4,9	4,9	4,6	4,6
Marketing neprofitnih organizacij	4,5	4,6	4,6	4,8	4,8	4,8	4,7	4,5	4,9	4,9	4,3	4,5
Menedžment finančnih virov	4	3,9	4,1	4,4	4,2	4,1	4,1	4	4,6	4,6	4	4,1
Menedžment kakovosti in poslovne odličnosti	4,3	4,4	4,4	4,5	4,7	4,4	4,4	4,4	4,3	4,7	4,4	4,3
Oblikovanje javnih politik in javnih financ	4,1	4	4,1	4,3	4,3	4,2	4,3	4,3	4,7	4,7	4,1	4,2
Odnosi z javnostmi	4,9	4,9	4,9	4,8	4,9	4,8	4,9	4,9	4,9	4,9	4,9	4,9
Odnosi z odločevalci	4,2	4,2	4,2	4,2	4,2	4	4,2	4	4,2	4,2	4	4,2
Organizacije in ekonomika	3,9	4	4	4,2	4,2	3,4	3,8	3,7	3,3	3,3	3,8	3,9
Osnove komuniciranja v organizaciji	4,9	4,9	4,9	5	4,9	4,9	5	5	5	5	4,9	4,9
Projektno upravljanje	3,6	3,6	3,6	3,6	3,6	3,6	3,6	3,6	3,6	3,6	3,6	3,6
Splošna psihopatologija	4,4	4,4	4,6	4,5	4,4	4,2	3,8	4,5	4,2	4,1	4,7	4,6
Strateško planiranje	4,7	4,7	4,6	4,6	4,6	4,6	4,5	4,5	4,8	4,9	4,6	4,5
Strokovna praksa	4,3	4,3	4,3	4,3	4,3	4,3	4,5	4,3	4,3	4,3	4,3	4,3
Supervizija in intervizija	5	5	5	4,9	5	5	4,8	5	5	5	5	4,9
Upravljanje sprememb	4,3	4	4	4	4	4	4	4	4	4	4	4
Vodenje in upravljanje neprofitnih organizacij	4,5	4,3	4,4	4,4	4,5	4,3	4,4	4,4	4,7	4,7	4,3	4,4
Vodenje organizacij in procesov	4,6	4,6	4,7	4,7	4,8	4,6	4,7	4,7	4,6	4,9	4,7	4,6

Grades for individual subjects in the study program Social Management are acceptable, but slightly worse than in other study programmes. Supervision and Intervision, Public Relations, Basics of Communication in Organization stand out positively and Communication Training stand out in a positive way. There are slightly lower grades in the courses Organization and

47

Economics, Project Management and Evaluation Methods. Since we are dealing with a very small number of students in some cases, caution is needed when making conclusions based on quantitative data.

Negative qualitative assessments refer to the occasional ambiguity of the instructions, but above all to the excessive scope of theoretical and methodological content and the lack of practical and useful content. The last finding also stems from the positive comments of students regarding the courses, which are focused on the usefulness of acquired knowledge, work on practical examples, well-designed method of assessment, encouraging logic, ingenuity and creativity in lectures and tutorials. Therefore, future changes to the study programme will be designed in such a way as to introduce contents that students consider useful and practical.

Table 23: Qualitative evaluations of students

Positive	Negative
The subject was presented with practical examples, the lectures were very interesting. Praise to the professor.	The instructions for making the survey were unclear. There have been conflicts due to ambiguity.
Interesting lectures and interesting assessment. My compliments.	A large amount of theory and methodological knowledge, which is too demanding.
The assessment of knowledge in the exam was based on practical examples, which I really liked.	
Interesting lectures!	
Excellently set exam questions that seek a practical and logical understanding of the subject.	
The professor goes to great lengths to explain the subject and is very kind!	
Very useful exercises	
Excellent adaptation to the group and execution of exercises	

Evaluation of programme quality and planned modifications, updates of the study programme and measures

1. **The content of the study programme Social Management needs to be changed and updated to some extent. Updates and changes are needed mainly at the level of individual contents or courses in this programme**. According to our estimates, this would also help to attract more students to this study programme. In particular, changes to the study programme are needed towards an even greater practical (and less theoretical) orientation. It is evident from student surveys that they give positive evaluations mostly to the practically designed courses. This will be taken into account in particular in the ongoing process of changing the study programme, which is already taking place. In terms of more effective acquisition of competences and practical orientation of the study programme, it would also be useful to replace the final (thesis) task with a course in which students prepare a project task in the field of social management.

Measures:
- Due to the above results of student surveys indicating a lack of courses that would be usefully designed, we will reduce the scope of theoretically and methodologically designed courses (e.g. Introduction to Contemporary History, Statistical Methods, Political Systems and Policy Analysis, Management of Change, etc.) and increase the volume of (even more) practical courses (responsible: the group for the renewal of the study programme; deadline: October 2019);

- we will introduce some new courses into the programme with contents that have not yet been particularly relevant at the time of the accreditation of the study programme, and due to modern trends in social development and increased practical orientation of the programme, the inclusion of such content is now necessary, e.g. ICT Usage in Management, Psychology of work and organizations, Human Resource Management, Creativity and innovation, Quality Management, Regulation of Employment Relationships, Participation and Help in Community (responsible: the group for the renewal of the study programme; deadline: October 2019);

- In order to better achieve the competences and objectives of the programme and due to lack of student interest, certain compulsory courses will become elective, e.g. European Public Policy, Relations with Decision-makers, Statistical methods (responsible: the group for the renewal of the study programme; deadline: October 2019);

- the diploma thesis will be abolished and replaced with other compulsory contents relevant to the profile of the social manager and for which students have expressed interest, e.g. project task; social responsibility. This also seems reasonable in terms of more efficient acquisition of the competences of the study programme, more effective completion of the studies, and even greater practical orientation. The credit points of the courses are adjusted accordingly with regard to the anticipated workload of the students in these courses and harmonized with other courses (responsible: the group for the renewal of the study programme; deadline: October 2019);

- If necessary, update or. complete the list of competencies in such a way that most of the competencies remain the same (responsible: the group for the renewal of the study programme; deadline: October 2019);

- Update of contents, study materials in individual courses (responsible: the group for the renewal of the study programme; deadline: October 2019);

- If necessary, change the names of some courses (e.g. Development of Slovenian Society renamed to Challenges of Contemporary Society) so that they will be more consistent with the content in the curriculum (responsible: the group for the renewal of the study programme; deadline: October 2019);

- elective course Basics of Communication in Organization will become a compulsory course; elective course Business Operations in the Electronic Age will be replaced by the course ICT Usage in Management and become a compulsory course. The reason for this is the expressed interest of students in such content and modern social development, on the basis of which ICT content within of the study programme in question is even more necessary than at the time when the programme was accredited. The credit points of the courses are adjusted accordingly according to the workload of the students in these courses. In our opinion, such an arrangement of compulsory and elective contents could also contribute more effectively to the achievement of the competencies of the study programme (responsible: the group for the renewal of the study programme; deadline: October 2019);

- Elective courses for which students show no interest (e.g. Methods of Network Analysis, Regional Politics and Regional Development, and Basics of Regional Planning.) will be replaced with new elective courses (responsible: the group for the renewal of the study programme; deadline: October 2019);

- Updating or expanding the list of elective courses for which a need arose judging by student responses (e.g. Social Diversity and Inequality, Digital Marketing, Media and Communication, Mental Health and Personal Growth, Working with Young people and Families, Legal Aspects of Concluding Contracts, etc. .) (responsible: the group for the renewal of the study programme; deadline: October 2019);

- Based on the results of student surveys and additional analysis of the workload and distribution of student work, the scope of Professional Practice will be slightly reduced. The current scope of professional practice is too large, as stated by the students of this study programme, who are mostly already employed and therefore cannot adjust their schedule to practical education in the organization on such a large scale. In addition, some new compulsory subjects are being introduced in the syllabus, so that the students will acquire practical competencies in the field of social management even more effectively. This will enable a higher

quality of the study, which will be adapted to the possibilities of part-time students (responsible: the group for the renewal of the study programme; deadline: October 2019);

- Assess the adequacy of credit evaluation of individual courses and, if necessary, adjust the content or credit points of individual courses, taking into account the results of the evaluation of student workload, especially in the courses Public Policy and Public Finance Formulation, Financial Management, Qualitative Analysis, Project Management (responsible: the group for the renewal of the study programme; deadline: October 2019);

- Restructuring of the study programme in terms of changes in the distribution of courses by years and semesters, with the aim of ensuring greater horizontal and vertical integration of courses: Elective course 2 moved from 2nd to 3rd year, 6th semester; Elective course 3 moved from the 5th to the 6th semester; Professional Practice moved from 6th to 5th semester; Qualitative Analysis moved from 3rd to 4th semester; the course Leadership and Management of Non-for-profit Organisations replaced by the course Basics of Organization and Management and moved from the 2nd to the 1st year, 1st semester; the credit evaluation of courses is adjusted according to the workload of students and the distribution of work (responsible: the group for the renewal of the study programme; deadline: October 2019);

2. The replies of students and other stakeholders indicate that improvements are possible In the field of **implementation of the study programme, methods and forms of pedagogical work and work of students**. We are planning several measures in the pursuit of this objective, It should be pointed out that most of the students in this study programme are already employed and judging by the results of student surveys, the relatively high number of contact hours represents a great burden for them. Therefore, in the new academic year, the School will introduce new additional forms of ICT for communication between course coordinators and students, and replace a part of the contact hours with them, while increasing the individual part of the student work in order to make it easier for the students. This way, we will adapt the implementation of the programme to the possibilities of part-time students, and at the same time, due to the introduction of additional forms of ICT, the contacts between course coordinators and students can actually be more frequent than before. This measure remains within reasonable limits and should lead to an increase in the quality of the implementation of the study programme.

Measures:
- take into account the results of student surveys regarding the implementation of the study programme in the process of changing and updating the contents of the study programme that is already taking place; especially at the level of individual courses (responsible: the group for the renewal of the study programme, deadline: October 2019);
- the findings of student surveys regarding the amount of obligations and workload of students in individual courses should be taken into account in the process of changing and updating the study programme (responsible: the group for the renewal of the study programme; deadline: October 2019);
- adaptation of the organization of contact hours to the possibilities of students, namely by introducing new modern forms of ICT (part-time study); (person responsible: Vice-dean for education and student affairs; deadline: September 2019);
- Introduce new forms of ICT for communication between course coordinators and students and replace part of contact hours with them, so that due to the introduction of additional forms of ICT, contacts between course coordinators and students will actually be more frequent than before (person responsible: Vice-dean for education and student affairs; deadline: September 2019);
- encourage more intensive guidance of students regarding the implementation of internships by mentors in institutions; for this purpose, the School will organize a training for internship mentors in 2019 (person responsible: internship coordinator and persons in charge of internships; deadline: November 2019);

The necessity of changes and updates of the content of the programme as well as its implementation also derive from the results of surveys among graduates, which will be taken into account in changes or updates of the study programme that are already in progress.

3. **Verification and assessment of knowledge in the Social Management programme is generally evaluated as appropriate;** no problems in this area can be detected, but it is necessary to update certain methods of verification and assessment of knowledge at the level of individual courses. This will be taken into account in the course of modifications and updates of the study programme.

Measure: when implementing changes and updates of the study programme, change the methods of verification and assessment of knowledge in the courses where this is considered necessary based on the results of student surveys (responsible: the group for the renewal of the study programme; deadline: October 2019).

2.5.3. 1st cycle study programme Advanced Social Studies (UN)

Table 24: University study programme Advanced Social Studies (academic year 2016/17) - Quantitative evaluations by courses

Predmet	Predavanja/vaje so bila/-e dobro pripravljena/-e	Obravnavane vsebine so bile predstavljene na jasen in razumljiv način	Izvajalec nam je predstavil uporabnost študijskih vsebin pri delu v organizaciji oz. v konkretnih življenjskih razmerah	Izvajalec je spodbujal razpravo in sodelovanje študentov	Izvajalec nas je seznanil s kriteriji ocenjevanja znanja	Gradiva, posredovana s strani izvajalca, so pregledna in razumljiva	Izvajalec je vedno dostopen za vprašanja in reševanje naših dilem	S pridobitvijo obvezne literature ni bilo težav	Izvajalec se je držal po urniku načrtovanih ur	Predavanja/vaje se pričenjajo točno ob dogovorjeni uri	Pri predmetu smo se naučili veliko novega	Obveznosti študentov pri tem predmetu so smiselno zasnovane za dosego čim večjega znanja
Baze podatkov in analiza podatkov	4,8	4,7	4,9	4,9	4,8	4,8	4,8	5	5	5	4,9	4,8
Dinamika sodobne družbe (2017)	4,7	4,7	4,6	4,3	4,9	4,5	4,7	4,5	4,8	4,8	4,5	4,4
Družbena teorija	4,9	4,9	4,9	4,9	5	4,9	5	5	5	5	4,8	4,8
Družboslovna raziskovalna metodologija (2017)	4,2	4,3	4,4	4,4	4,8	4,5	4,5	4,6	4,7	4,6	4,4	4,4
Evropske integracije	4,9	4,8	4,8	4,9	5	5	5	5	5	5	4,8	5
Humana geografija	5	5	5	5	5	5	5	5	5	5	5	5
Komunikacijski trening	4,6	4,6	4,6	4,8	4,7	4,7	4,9	4,7	4,8	4,8	4,4	4,4
Kvalitativna analiza	4,7	4,7	4,6	4,8	4,7	4,5	4,8	4,6	4,9	4,9	4,6	4,6
Marketing neprofitnih organizacij	4,5	4,6	4,6	4,8	4,8	4,8	4,7	4,5	4,9	4,9	4,3	4,5
Menedžment finančnih virov	4	3,9	4,1	4,4	4,2	4,1	4,1	4	4,6	4,6	4	4,1
Menedžment kakovosti in poslovne odličnosti	4,3	4,4	4,4	4,5	4,7	4,4	4,4	4,4	4,3	4,7	4,4	4,3
Menedžment sprememb	4,5	4,6	4,6	4,6	4,6	4,6	4,6	4,7	4,9	4,8	4,4	4,5
Menedžment sprememb (2017)	4,6	4,6	4,8	4,5	4,8	4,6	4,5	4,6	4,7	4,7	4,6	4,4
Menedžment v javnem in neprofitnem sektorju	4,6	4,6	4,7	4,7	4,8	4,7	4,7	4,7	4,9	4,9	4,5	4,6
Metode kvalitativne analize	4,9	4,8	5	5	5	5	5	5	5	5	4,8	4,9
Multivariatna analiza	4,4	4,6	4,8	4,8	4,8	5	5	5	5	5	5	5
Neprofitni menedžment (2017)	4,8	4,7	4,8	4,8	4,9	4,8	4,8	4,7	4,8	4,8	4,7	4,8
Oblikovanje javnih politik in javnih financ	4,1	4	4,1	4,3	4,3	4,2	4,3	4,3	4,7	4,7	4,1	4,2
Oblikovanje javnih politik in javnih financ (2017)	4,8	4,7	4,7	4,8	4,9	4,7	4,9	4,8	4,9	4,9	4,7	4,8
Odnosi z javnostmi	4,9	4,9	4,9	4,8	4,9	4,8	4,9	4,9	4,9	4,9	4,9	4,9
Odnosi z odločevalci	4,2	4,2	4,2	4,2	4,2	4	4,2	4	4,2	4,2	4	4,2
Organizacije in ekonomika	3,9	4	4	4,2	4,2	3,4	3,8	3,7	3,3	3,3	3,8	3,9
Organizacijsko komuniciranje (2017)	4,8	4,8	4,8	4,8	4,8	4,8	4,8	4,8	4,8	4,8	4,8	4,8
Osnove komuniciranja v organizaciji	4,9	4,9	4,9	5	4,9	4,9	5	5	5	5	4,9	4,9
Osnove upravnega prava (2017)	4,8	4,9	4,9	4,8	4,9	4,8	4,9	4,8	4,7	4,8	4,8	4,9
Podjetništvo	4,3	4,3	4,5	4,4	4,7	4,4	4,5	4,4	4,5	4,8	4,4	4,3
Politična sociologija	4,6	4,5	4,6	4,5	4,6	4,7	4,7	4,7	4,9	4,8	4,5	4,5
Politične ureditve in analiza politik	4,8	4,8	4,8	4,9	5	5	4,9	5	5	4,9	4,9	4,9
Raziskovalni praktikum	4,7	4,7	4,8	4,8	4,8	4,7	4,8	4,6	4,9	4,9	4,6	4,6
Sodobne politične doktrine (2017)	4,6	4,6	4,7	4,6	4,8	4,6	4,8	4,5	4,8	4,9	4,6	4,6
Strateško planiranje	4,7	4,7	4,6	4,6	4,6	4,6	4,5	4,5	4,8	4,9	4,6	4,5
Temelji ekonomije (2017)	4,9	4,8	4,8	4,9	4,9	4,6	4,5	4,7	4,1	3,9	4,6	4,8
Uvod v informatiko (2017)	4,7	4,7	4,6	4,6	4,8	4,8	4,8	4,8	4,8	4,7	4,8	4,8
Vodenje in upravljanje neprofitnih organizacij	4,5	4,3	4,4	4,4	4,5	4,3	4,4	4,4	4,7	4,7	4,3	4,4
Vodenje organizacij in procesov	4,6	4,6	4,7	4,7	4,8	4,6	4,7	4,7	4,6	4,9	4,7	4,6

Ratings of individual courses in the Advanced Social Studies programme are very high. The highest ratings were given to the courses Social Theory, European Integration, Qualitative methodology, Basics of Communication in Organization, Political Systems and Policy Analysis.

Slightly worse ratings were given to the courses Financial Management, Public Policy and Public Finance Formulation, Relations with Decision-makers, and Organizations and Economics.

The results according to the **mode of study (full-time/part-time study)** indicate slightly higher ratings of part-time studies in the Advanced Social Studies programme. Quantitative students' ratings in all statements and courses show an average of 5.0. We believe that the high rating of part-time studies is mainly the result of good organization, adaptation and timing of lectures and exercises in line with the possibilities of students. Since we are dealing with a very small number of part-time students in the Advanced Social Studies Programme, caution is needed when making conclusions based on quantitative data.

Qualitative ratings of students in the undergraduate programme Advanced Social Studies are very positive. Positive comments apply mainly to the organization of lectures and tutorials, professionalism, general knowledge, accessibility and timeliness of lecturers and assistants, and the possibility of interactive participation in lectures and tutorials. Negative student comments occur very rarely and mostly relate to excessive amount of work in a short period of time. In the surveys, students indicate the need for certain additional content (social security, management, cooperation within the community, fund raising etc.).

Table 25: University programme Advanced Social Studies - (academic year 2017/18) - Qualitative evaluations of students

Positive	Negative
Interesting lectures, interesting assessment.	Insufficient obligations at the beginning of the Semester and too many obligations at the end of the Semester.
Examination of knowledge in exams based on practical examples	Too much work in a short period of time; (too) extensive literature for the exam.
Emphasis on learning through interactive collaboration.	
Encouragement of all students to participate.	
Accessibility, up-to-dateness, professionalism of lecturers.	
Understandable lectures.	
Presenting material in a humorous way that allows for better memorization of content.	

Evaluation of programme quality and planned modifications, updates of the study programme and measures

1. **The content of the study programme Advanced Social Studies is appropriate, major modifications and updates of the programme at the level of content or courses are no longer necessary; only minor measures are needed in terms of horizontal and vertical integration and minor curriculum updates**.

Measure:
- Curricula are updated and adjusted to current topics (person responsible: Vice-dean for education and student affairs; deadline: November 2019);
– in order to improve the vertical and horizontal integration of courses, i.e. the distribution of courses by semesters and years, the Research Project course (which is being carried out only from 2018/19 onwards due to the renewal of the study programme) will be moved from 2nd to

3rd year, 5th semester; accordingly, the curriculum of this course will be adapted; the Qualitative Methodology course will be moved from 3rd to 4th semester; the Social Theory course will be moved from 4th to 3rd semester; the Project Management course will be moved from 5th to 6th semester (person responsible: Vice-dean for education and student affairs; deadline: November 2019);

- based on the results of student surveys on student workload and distribution of obligations, we will adjust (increase/decrease) the number of contact hours and the scope of independent work of students in the following courses: Research Project, Project Management, Introduction to General Psychology, Entrepreneurial Venture and Qualitative Methodology (person responsible: Vice-dean for education and student affairs; deadline: November 2019);

- the diploma thesis will be replaced in the syllabus with new compulsory courses from the field of the study programme for which the students have expressed interest: Help and Cooperation in Community, Fundraising, Management in Social Security. The last two courses are thus transferred from among elective courses to compulsory courses. Taking into account the student surveys, this will increase the quality and achievement of key competences of the study programme. Even more emphasis will be placed on student-centred learning and teaching. The credit evaluation and contact hours are adjusted according to the workload and distribution of students' work in these courses (person responsible: Vice-dean for education and student affairs; deadline: November 2019);

- on the basis of the analysis of workload and distribution of students' work, the Qualitative Methodology course is evaluated with 6 ECTS instead of 7 ECTS; and the Introduction to General Psychology course is evaluated with 5 ECTS instead of 6 ECTS (person responsible: Vice-dean for education and student affairs; deadline: November 2019);

- due to the lack of student interest, the elective courses Human Geography, Economic Sociology, General Psychology, Donation Database Management, Culture and Mythology, Cultural Anthropology of Cyborgs, Jurisprudence, Network Analysis will no longer be available. Students will still be offered a sufficiently high number of elective courses, so that the possibilities of the elective part of the syllabus remain at a very high quality level (person responsible: Vice-dean for education and student affairs; deadline: November 2019).

2. For several years, the School bodies, in cooperation with stakeholders, have been analysing and determining the possible need to change the name of the programme, from the name "Advanced Social Studies" to "Social Management", and accordingly, to change the professional title from "diplomirani družboslovec" to "diplomant socialnega menedžmenta". This is due to the results of the student and graduate surveys conducted over the past few years, and the interviews with employers, which, while giving mostly positive results, demonstrate the need for more focused study programmes. Therefore, renaming Advanced Social Studies to Social Management would definitely be reasonable. During the last renovation, improvements to the programme were also realized (at the level of the syllabus and curriculum updates).

The assessments of students and other School stakeholders on the content of the programme are now much better than before the programme renewal, but there is still a need for a slightly more specific name of the study programme, which would be more focused, taking into account the content of the syllabus. This would make graduates of this programme more attractive and more employable in the eyes of employers. The latter is also one of the main concerns of students and graduates of this programme, who, in their opinion, acquire a relatively broad professional title, as indicated by the results of student surveys and graduate surveys. Our analysis showed that the contents of the programme are in line with the profile of a social manager. Therefore, the School decided to change the name of the Advanced Social Studies programme to Social Management, while most of the competencies and learning outcomes remain the same.

Measure:

- carry out the planned change of the study programme name (person responsible: Vice-dean for education and student affairs; deadline: November 2019);

3. Methods **of implementation of the study programme, methods and forms of pedagogical work and work of students** are suitable. Some methods and forms of pedagogical work are especially positively evaluated by students. Only minor measures at the level of individual courses are planned in the implementation of the study programme.

Measure:
- to encourage course coordinators to distribute students' obligations as much as possible throughout the entire semester (person responsible: Vice-dean for education and student affairs, permanent task).

4. **Verification and assessment of knowledge in the Advanced Social Studies programme is generally rated as very appropriate,** students especially praise the interesting assessment and verification of knowledge in exams, especially through practical examples. Therefore, there is no need for major measures in this area; minor corrections will be made during the modernization of the curricula.

2.5.4. 2nd cycle study programme Psychosocial Counselling
Table 26: Master' study programme Psychosocial Counselling (academic year 2017/18) - quantitative evaluations by courses

Predmet	Predavanja/vaje so bila/-e dobro pripravljena/-e	Obravnavane vsebine so bile predstavljene na jasen in razumljiv način	Izvajalec nam je predstavil uporabnost študijskih vsebin pri delu v organizaciji oz. v konkretnih življenjskih razmerah	Izvajalec je spodbujal razpravo in sodelovanje študentov	Izvajalec nas je seznanil s kriteriji ocenjevanja znanja	Gradiva, posredovana s strani izvajalca, so pregledna in razumljiva	Izvajalec je vedno dostopen za vprašanja in reševanje naših dilem	S pridobitvijo obvezne literature ni bilo težav	Izvajalec se je držal po urniku načrtovanih ur	Predavanja/vaje se pričenjajo točno ob dogovorjeni uri	Pri predmetu smo se naučili veliko novega	Obveznosti študentov pri tem predmetu so smiselno zasnovane za dosego čim večjega znanja
P Družbeno-pravni vidiki sistemov socialne varnosti	4	4	4,2	4	4,2	4,2	4,1	4,3	4,2	4,2	3,9	4,2
P Epistemologija psihoterapije	4,6	4,3	4,3	5	4,8	4	4,6	3,9	4,9	4,4	4,7	4,2
P Kvalitativno raziskovanje v družboslovju	4,2	4,3	4,2	4,2	4,5	4,4	4,4	4,3	4,5	4,5	4,2	4,4
P Magistrski seminar	4,7	4,8	5	4,9	5	4,9	4,9	4,6	5	5	4,2	4,3
P Metode izbranega psihoterapevtskega pristopa 1	4,7	4,7	4,6	4,5	4,7	4,6	4,7	4,6	4,7	4,7	4,6	4,6
P Metode izbranega psihoterapevtskega pristopa 2	4,7	4,7	4,4	4,3	4,9	4,9	4,9	4,9	4,7	4,9	4,3	4,2
P Praksa 1	4,4	4,4	4,4	4,4	4,4	4,4	4,4	4,4	4,4	4,4	4,4	4,4
P Praksa 2	4,6	4,6	4,6	4,6	4,6	4,6	4,6	4,6	4,6	4,6	4,6	4,5
P Praksa 3	4,2	4,5	4,5	4,7	4,8	4,8	4,8	4,6	4,8	4,8	4,4	4,3
P Praksa 4	3,8	3,8	4,2	4,4	4,6	4,5	4,7	4,4	4,7	4,7	4,1	3,9
P Psihotravmatologija	4,9	4,8	4,9	4,9	4,7	4,7	4,8	4,9	5	4,9	5	5
P Sistemski pristop družinam z otrokom s posebnimi potrebami	4,3	4,3	4,3	4,3	4,4	4,7	4,4	4,2	4,3	4,4	4,4	4,3
P Teoretične osnove izbranega psihoterapevtskega pristopa 1	4,7	4,7	4,6	4,6	4,7	4,7	4,7	4,7	4,7	4,7	4,7	4,7
P Teoretične osnove izbranega psihoterapevtskega pristopa 2	4,7	4,6	4,6	4,6	4,6	4,7	4,7	4,7	4,6	4,7	4,7	4,7
P Teoretični in klinični koncepti v psihoterapiji 1	4,2	4,2	4,2	4,4	4,2	4,2	4,1	4,2	4,4	4,5	4,4	4,4
P Teoretični in klinični koncepti v psihoterapiji 2	4,7	4,8	4,5	4,5	4,8	4,9	4,8	4,9	4,8	4,9	4,3	4,2

Ratings of individual courses in the master's study programme Psychosocial Counselling are slightly worse than in the academic year 2016/17. The following courses stand out positively according to student ratings: Methods of Selected Psychotherapeutic Approach 1, Methods of Selected Psychotherapeutic Approach 2, Psychotraumatology, Theoretical Foundations of Selected Psychotherapeutic Approach 1, Theoretical Foundations of Selected Psychotherapeutic Approach 2, Theoretical and Clinical Concepts in Psychotherapy 1, and Theoretical and Clinical Concepts in Psychotherapy 2.

Some courses stand out somewhat negatively, as students probably do not perceive them as part of the narrowest thematic core of their studies, because those are linked to the correct research methodology. Slightly worse ratings were also given to the courses Systemic Approach to Families With Children With Special Needs, Theoretical and Clinical Concepts in Psychotherapy 1 and Tuition 4.

Qualitative ratings of students in the master's programme Psychosocial counselling indicate the professionalism and accessibility of professors, the attractiveness, meaningfulness and applicability of the knowledge provided and the excellence of the practical experience of lecturers and assistants. Students praise the provision of many practical examples in lectures and tutorials.

Negative comments from students refer to the need for more appropriate structuring and systematization of courses, which include practical education and insufficient guidance in practice by practice mentors, and an excessive amount of obligations in each course. The latter result will be duly taken into account and further analysed in future changes and updates of the 2nd cycle study programme Psychosocial Counselling; however, further analyses of the quality of the practice will be taken into account in order to consider if practice is well planned. Students expressed the opinion that their practical training in organizations (so-called "other forms of study") should be covered within one course, namely in the 2nd year, as practical work in organizations is currently over-distributed among different courses; in addition to working in organizations, the students believe such a course should also include contact hours and individual work. This would allow students to prepare for practice and to analyse and reflect on the work in the organization appropriately. Students also believe that in the cases of Tuition 1 and Tuition 2, the envisaged competencies and learning outcomes could be more effectively acquired if these two courses were conducted only in the form of contact hours (especially exercises) with course coordinators, through which students could make better use of their cognitive behavioural approaches than within work in organizations or other forms of study. Regarding the problem of insufficient guidance in practice by the mentors, an action plan is planned for the purpose of training practice mentors, in order to improve the current situation.

Table 27: Master's study programme Psychosocial Counselling (academic year 2017/18)- qualitative evaluations of students

Positive	Negative
Materials transparent and sufficient for passing the exam.	Not enough opportunities for students to practice mastering a certain way of thinking.
Lecture by an authority from the field of study, with many experience and in a very accessible/amiable way.	Instructions could be a bit more specific.
Professionalism and friendliness of lecturers.	Very large amount of material.
The lectures were interesting, clear and with lots of practical examples, from everyday life.	Insufficient information/guidance of students regarding the implementation of practice by mentors in institutions.

The course greatly encouraged joint discussions and student participation, constructive critical views and thinking, and 'comradely' collaboration.
You always get an answer immediately, there are no wrong questions, you feel accepted. Especially if you come from completely different previous study and/or work areas, this is more than great!
Content delivery, responsiveness of professors, climate in a group.
The mentor was open to any questions, dilemmas.
Professionalism, knowledge of lecturers and their willingness to communicate with students even outside regular hours.
Extremely professional, expert, popular and sensitive performance or approach of lecturers.

Evaluation of programme quality and planned modifications, updates of the study programme and measures

1. **The contents of the 2nd cycle study programme Psychosocial Counselling are generally adequate, but several improvements can be made in order to improve their quality. Certain changes and updates to the programme are therefore needed** . Student surveys show that changes and updates to the study programme and content are needed in individual courses, and above all, there is a need for a different concept of practice

Measures:
- take into account the results of student surveys in the process of changing and updating the contents of the study programme that is already taking place (responsible: the group for the renewal of the study programme, deadline: October 2019);
- Change of the name of the study programme Psychosocial Assistance to Psychosocial Counselling, at the same time changing the professional title from "magister psihosocialne pomoči" (Master of Arts in Psychosocial Assistance) to "magister psihosocialnega svetovanja" (Master of Arts in Psychosocial Counselling); such a change seems reasonable mainly for the following reasons: 1) the study programme Psychosocial Counselling will thus represent a very clear demarcation from the study programme Psychosocial Support (1st cycle), as its specific focus on the cognitive-behavioural approach will mean an obvious upgrade of knowledge acquired by students in the 1st cycle study programme Psychosocial Support; 2) the "profession of psihosocialni svetovalec/psihosocialna svetovalka" (psychosocial counsellor) according to SORS belongs to the professional group 2635 Social work and counselling professionals; 3) the name of the programme will thus be more consistent with the actual content of the programme; 4) the reason for the change are also the results of student and graduate surveys from the past few years and interviews with employers, which otherwise give mostly positive results, but also show the need for a more focused master's study programme (responsible: the group for the renewal of the study programme; deadline: October 2019);
- Changing the names and contents of courses by permanently excluding from them the remaining terminology related to psychotherapy (this has largely been realized in recent years); this is also in line with the SQAA decision from 2014 (responsible: the group for the renewal of the study programme; deadline: October 2019);
- Update the list of competencies in such a way that most of the competencies remain the same and that most of the terminology related to psychotherapy is definitively excluded from

the competencies. This will be done in order to comply with the SQAA decision from 2014 (in responsible: the group for the renewal of the study programme; deadline: October 2019);

- Update of contents and study materials in most courses in this study programme (responsible: the group for the renewal of the study programme; deadline: October 2019);

- In the 2nd year, introduce a so-called practicum, which would also include contact hours with the course coordinator and independent work in addition to working in organizations. This would allow students to prepare for practice and to analyse and reflect on the work in the organization appropriately. Therefore, the subjects Tuition 3 and Tuition 4 will be merged and transformed into the course Practicum: Psychosocial Counselling with Intervision and Supervision. This will ensure a better and more reasonable design of practical training and enable students to acquire the competences foreseen in the study programme more effectively. The credit points will be adjusted accordingly with regard to the actual workload of the students in these courses (responsible: the group for the renewal of the study programme; deadline: October 2019);

- The analysis of student surveys also indicates that in the cases of Tuition 1 and Tuition 2, the envisaged competencies and learning outcomes could be more effectively acquired if these two courses were conducted only in the form of contact hours with course coordinators, through which students could make better use of their cognitive behavioural approaches than within work in organizations. We will therefore change the form of practice: Tuition 1 and Tuition 2 will be transformed into the courses Fundamentals of Psychosocial Counselling and Training of Psychosocial Counselling, which include seminars and exercises. This will make the acquisition of practical skills more reasonable and enable students to acquire the competences foreseen in the study programme more effectively. The credit points will be adjusted accordingly with regard to the actual workload of the students in these courses (responsible: the group for the renewal of the study programme; deadline: October 2019);

- The curriculum will be enriched with contents (e.g. help in community) that will enable students to achieve the goals and competencies of the study programme even more effectively (responsible: the group for the renewal of the study programme; deadline: October 2019);

- Renovation and update of the list of elective courses for which there is a need, based on the responses of students (responsible: the group for the renewal of the study programme; deadline: October 2019);

– if necessary, carry out a restructuring of the study programme in terms of changes in the distribution of courses by year and semesters, with the aim of ensuring greater horizontal and vertical integration of courses, e.g. the Socio-legal Aspects of Social Security Systems course should be moved from year 1 to year 2; the Epistemology of Psychotherapy and Counselling course should be moved from year 2 to year 1 (responsible: the group for the renewal of the study programme; deadline: October 2019).

2. The replies of students and other stakeholders indicate that improvements are possible In the field of **implementation of the study programme, methods and forms of pedagogical work and work of students**. We are planning several measures in the pursuit of this objective, It should be pointed out that most of the students in this study programme are already employed and judging by the results of student surveys, the relatively high number of contact hours represents a great burden for them. Therefore, in the new academic year, the School will introduce new additional forms of ICT for communication between course coordinators and students, and replace a part of the contact hours with them, while increasing the individual part of the student work in order to make it easier for the students. This way, we will adapt the implementation of the programme to the possibilities of part-time students, and at the same time, due to the introduction of additional forms of ICT, the contacts between course coordinators and students can actually be more frequent than before. This measure remains within reasonable limits and should lead to an increase in the quality of the implementation of the study programme.

Measures:

- take into account the results of student surveys regarding the implementation of the study programme in the process of changing and updating the contents of the study programme that is already taking place; especially at the level of individual courses (responsible: the group for the renewal of the study programme, deadline: October 2019);

Encourage greater emphasis on practical education and less on individually theoretically based work of students (responsible: the group for the renewal of the study programme; deadline: October 2019);

- the findings of student surveys regarding the amount of obligations and workload of students in individual courses should be taken into account in the process of changing and updating the study programme (responsible: the group for the renewal of the study programme; deadline: October 2019);

- encourage more intensive guidance of students regarding the implementation of internships by mentors in institutions; for this purpose, the School will organize a training for internship mentors in 2019 (person responsible: internship coordinator and persons in charge of internships; deadline: November 2019);

- adaptation of the organization of contact hours to the possibilities of students, namely by introducing new modern forms of ICT (part-time study) (person responsible: Vice-dean for education and student affairs; deadline: October 2019);

- Introduce new forms of ICT for communication between course coordinators and students and reduce the amount of lectures and exercises accordingly, so that due to the introduction of additional forms of ICT, contacts between course coordinators and students will be more frequent than before (person responsible: Vice-dean for education and student affairs; deadline: October 2019).

3. **Verification and assessment of knowledge in the 2nd cycle programme Psychosocial Counselling is generally evaluated as appropriate;** no problems in this area can be detected, but it is necessary to update certain methods of verification and assessment of knowledge at the level of individual courses. This will be taken into account in the course of modifications and updates of the study programme.

Measure:
- when implementing changes and updates of the study programme, the methods of verification and assessment of knowledge in the courses where this is considered necessary based on the results of student surveys should be changed (responsible: the group for the renewal of the study programme; deadline: October 2019).

2.5.5. 2nd cycle study programme Intercultural Management

Table 28: Master' study programme Intercultural Management (academic year 2017/18) - quantitative evaluations by courses

Predmet	Predavanja/vaje so bila/-e dobro pripravljena/-e	Obravnavane vsebine so bile predstavljene na jasen in razumljiv način	Izvajalec nam je predstavil uporabnost študijskih vsebin pri delu v organizaciji oz. v konkretnih življenjskih razmerah	Izvajalec je spodbujal razpravo in sodelovanje študentov	Izvajalec nas je seznanil s kriteriji ocenjevanja znanja	Gradiva, posredovana s strani izvajalca, so pregledna in razumljiva	Izvajalec je vedno dostopen za vprašanja in reševanje naših dilem	S pridobitvijo obvezne literature ni bilo težav	Izvajalec se je držal po urniku načrtovanih ur	Predavanja/vaje se pričenjajo točno ob dogovorjeni uri
P Ekonomska in poslovna kultura	4,8	5	4,8	5	5	5	5	5	5	5
P Evropska demokracija in politična kultura	5	4,9	4,9	4,9	5	4,9	4,9	4,9	4,9	4,9
P Izzivi globalizacije (2017)	4,3	4,5	4,2	4,5	4,6	4,6	4,5	4,6	4,6	4,7
P Komuniciranje v medkulturnem okolju (2017)	4,6	4,7	4,6	4,6	4,6	4,6	4,7	4,7	4,7	4,7
P Kvalitativno raziskovanje v družbenih vedah (2017)	4,5	4,5	4,6	4,4	4,7	4,5	4,6	4,6	4,6	4,7
P Magistrski raziskovalni seminar	4,9	4,8	4,8	4,8	4,9	4,8	4,8	4,8	4,9	4,9
P Menedžerski informacijski sistemi (2017)	4,7	4,7	4,7	4,6	4,6	4,5	4,6	4,6	4,7	4,7
P Menedžment medkulturnih razlik (2017)	4,6	4,8	4,8	4,7	4,9	4,8	4,9	4,8	4,9	4,8
P Metode kvantitativne analize (2017)	4,3	4,1	4,2	4	4,4	4,2	4,2	4,4	4,4	4,4
P Pogajalske tehnike (2017)	5	5	4,9	5	5	5	5	4,9	4,9	5
P Primerjalne raziskovalne metode (2017)	4,2	4,1	4	4,4	4,5	4,3	4,3	4,5	4,6	4,6
P Sodobne družbene elite	5	5	5	5	5	5	5	5	5	5
P Sodobne družbene elite (2017)	4,6	4,6	4,6	4,3	4,6	4,6	4,6	4,6	4,6	4,6
P Sodobne družbene teorije (2017)	4,3	4,3	4,2	4,5	4,6	4,3	4,5	4,4	4,6	4,6
P Strategije evropskega povezovanja (2017)	4,8	4,8	4,8	4,8	4,8	4,8	4,8	4,8	4,8	4,6
P Svetovni mediji	5	5	5	5	5	5	5	5	5	5
P Svetovni mediji (2017)	4,7	4,9	4,9	4,9	4,9	4,8	4,9	4,7	4,9	4,7
P Uvod v raziskovanje (2017)	4,4	4,4	4,3	4,5	4,6	4,4	4,5	4,5	4,6	4,5

Ratings by courses are good, as no rating is lower than 4.0. The students gave very good ratings to the courses Economic and Business Culture, European Democracy and Political Culture, Contemporary Social Elites, Global Media, and Negotiating Techniques. The courses Qualitative methodology and Comparative Research Methods are rated slightly worse. Such a result is also evident from the qualitative evaluations of students.

Qualitative evaluations indicate that students feel positively about the approaches that the lecturers and assistants use to present the subject. Students also praise their experience and professionalism, as well as the energy they radiate in lectures. Students express a positive opinion about some methodological courses that serve as a very good preparation for writing a master's thesis. It is noted that students perceive statistical subjects as being the most difficult. Negative comments have been made in relation to one of the course providers, who, in the opinion of the students, wondered away from the subject's basic content inappropriately.

Table 29: Master' study programme Intercultural Management (academic year 2017/18) - qualitative evaluations of students

Positive	Negative
Approach, way of presenting content, energy in lectures.	Subject progressing too fast in statistics.
Giving knowledge through experience, theory, research, practical exercises.	Difficulty of certain courses.
The willingness of lecturers to engage permanently with students; availability of lecturers.	Lecturing about contents that are not part of the course.
Summary of lectures in English in case of presence of foreign students.	
Approach, way of presenting content, energy in lectures.	
Giving knowledge through experience, theory, research, practical exercises.	
The willingness of lecturers to engage permanently with students; availability of lecturers.	
A good and comprehensible explanation of the subject, even in the case of difficult courses.	

Evaluation of programme quality and planned modifications, updates of the study programme and measures

1. **The content of the study programme Intercultural management is appropriate, update of the content is currently not required.** Measures in this regard are therefore not currently necessary.

2. **Methods of implementation of the study programme, methods and forms of pedagogical work and work of students** are appropriate in general, but certain measures are needed at the level of individual courses.

Measure:
- discussions with individual coordinators of lectures and exercises on the implementation of courses (person responsible: Vice-dean for education and student affairs; deadline: September 2019);

3. **Verification and assessment of knowledge in the Intercultural Management programme is generally evaluated as very appropriate**; students' evaluations of their familiarity with assessment criteria are also good. Measures are therefore not currently necessary.

2.5.6. 3rd cycle study programme Sociology

Table 30: Doctoral study programme Sociology (academic year 2017/18) - quantitative evaluations by courses

Predmet	Predavanja/vaje so bila/-e dobro pripravljena/-e	Obravnavane vsebine so bile predstavljene na jasen in razumljiv način	Izvajalec nam je predstavil uporabnost študijskih vsebin pri delu v organizaciji oz. v konkretnih življenjskih razmerah	Izvajalec je spodbujal razpravo in sodelovanje študentov	Izvajalec nas je seznanil s kriteriji ocenjevanja znanja	Gradiva, posredovana s strani izvajalca, so pregledna in razumljiva	Izvajalec je vedno dostopen za vprašanja in reševanje naših dilem	S pridobitvijo obvezne literature ni bilo težav	Izvajalec se je držal po urniku načrtovanih ur	Predavanja/vaje se pričenjajo točno ob dogovorjeni uri	Pri predmetu smo se naučili veliko novega	Obveznosti študentov pri tem predmetu so smiselno zasnovane za dosego čim večjega znanja
DR Metode triangulacije	4	4	3	3	5	4	4	4	5	4	3	4
DR Seminar za disertacijo	4,7	4,7	4,5	5	5	4,3	5	4,3	5	4,7	4,7	5
DR Seminar za dispozicijo	5	5	5	4	5	5	4	4	5	5	4	5
DR Sodobne teorije v politični sociologiji	3	3	3	4	5	3	4	4	5	5	3	4

Ratings of individual courses are relatively good, especially for the courses directly related to the writing of the doctoral thesis or its disposition (Seminar for disposition, Dissertation Seminar). It is not evident from the qualitative evaluations of students why the other two courses (Methods of Triangulation, Contemporary Theories in Political Sociology) received slightly lower ratings. In other courses of the doctoral study programme, they student ratings were not provided.

Positive qualitative evaluations of students relate mainly to the possibility of additional consultation dates and the correct work of lecturers. No comments of negative nature were made; students expressed the need for additional elective content.

Table 31: Doctoral study programme Sociology (academic year 2017/18) - quantitative evaluations of students

Positive	Negative
There were not many consultations, but the lecturer still tried to provide as much knowledge as possible.	/
Possibility of additional consultation dates when the student is absent for justified reasons.	
Correct performance that is helpful for students.	

Evaluation of programme quality and planned modifications, updates of the study programme and measures

1. **The content of the study programme Sociology is appropriate, major updates of the content of the programme are not needed at the moment; additional elective content will be introduced with the aim of increasing the possibility of selection in the study programme.** An additional elective course in EU studies is expected to be introduced. Based on the results of student surveys, minor adjustments are needed in terms of credit revaluation of some courses.

Measure:
- Write curricula for new elective courses and update curricula for existing elective courses (person responsible: Vice-dean for education and student affairs, deadline: October 2019);
- update and adjust the curriculum of some mandatory courses to current topics (person responsible: Vice-dean for education and student affairs; deadline: November 2019);
- Student surveys showed a slightly higher workload than expected in the elective courses; and a slightly lower workload of students working individually on dispositions. This is probably also due to the fact that elective courses, in combination with other courses, are already a kind of preparation for individual work on disposition. Therefore, it is necessary to re-evaluate the elective course and individual work on disposition (person responsible: Vice-dean for education and student affairs; deadline: October 2019).

2. **Implementation of the study programme, methods and forms of pedagogical work and work of students** are suitable. Measures in this regard are therefore not currently necessary.

3. **Verification and assessment of knowledge in the Sociology programme is generally evaluated as very appropriate.** Measures are therefore not currently necessary.

2.6. Analysis of competencies and employability of graduates and comparison of achieved competencies and learning outcomes with the planned ones (by study programmes)

The School compares the achieved competencies and the learning outcomes with the planned ones, with the aim of assessing the needs for their modification and updating of the content and implementation of study programmes. This is done mainly on the basis of student and graduate surveys and informal and formal contacts with graduates. The School also monitors the achievements of graduates through formal and informal gatherings with graduates within the Alumni Club (meetings, conferences, awarding of diploma certificates, etc.).

The analysis of competencies and employability of graduates is also used for many other purposes, namely for determining the level of employability of School graduates, the usefulness of the competencies acquired during the study for finding work, knowledge needs and employment needs in the environment, etc. Such findings are, among other things, the

basis for assessing the adequacy of the implementation of study programmes and for assessing the need for modifications and updates of study programmes.

A more detailed overview of the analysis of graduate surveys, of the employability of graduates and the assessment of acquired competencies can be found in the document Anketa med diplomanti FUDŠ published on www.fuds.si. In the self-evaluation reports, we highlight only the main findings, which serve to determine the employability of graduates and to assess the need to modify the competencies and learning outcomes.

The analysis of the competencies and employability of graduates and the comparison of the achieved competencies and learning outcomes with the planned ones are usually carried out every two years (the last analysis was carried out at the end of 2017), therefore, current data from this analysis are available in the 2017 self-evaluation report.

2.7. Quality of student practical training and analysis of results of survey on implementation of professional practice

Systemic regulation of practical training of students and its implementation
The practical training of students and its implementation is systematically regulated:
   1. in *Student Practice Rules (Pravilnik o izvajanju prakse študentov)*
The Rules regulate the basic issues related to the compulsory student practice in the study programmes at SASS. The basic issues include the process of implementation of student practice, its objectives, duration, obligations and tasks of all participants in practical training, content of the report on student practice and evaluation of the practice.
   2. with the *curricula* of the courses that include practice:
1) Professional study programme Social Management:
- Professional practice
2) 1st cycle professional study programme Psychosocial Support:
- Tuition 1
- Tuition 2
- Tuition 3
3) 2nd cycle study programme Psychosocial Counselling
- Tuition 1
- Tuition 2
- Tuition 3
- Tuition 4
The School also keeps other necessary documentation on practical education (tripartite agreements between the student, the School and the training base, agreements on long-term cooperation in practical education of students, analysis of student and mentor surveys, student practice application forms, records, reports of persons in charge of practice, reports of mentors in work environment, i.e. organizations outside the higher education institution, etc.) and combines them with formal and informal discussions (with practice mentors, persons in charge of practice and coordinators, students) to monitor the adequacy of the content of practical education and achievement of learning outcomes and competencies.

Qualifications of coordinators, persons in charge and mentors of the practice
The qualifications of coordinators, persons in charge and mentors of the practice are demonstrated by their level of education and their work experience or their successful participation in fields of work. The coordinator and the persons in charge of practice constantly inform the mentors about the objectives of the practice and the competencies that the students should acquire, as well as about the methods of conducting the practice. The School constantly strives for the participation of coordinators, persons in charge of practice and mentors in trainings and educations for the implementation of practical training, and keeps appropriate records. In the future, the School will strive for even more frequent participation of coordinators,

persons in charge of practice and mentors in such trainings and educations. Therefore, at least two specific measures are planned for 2019:
1) participation of coordinators and person in charge of practice in training for planning and preparation of practice,
2) participation of practice mentors in training for more efficient implementation of practice.

Cooperation of the higher education institution with practice mentors
After establishing contact with the organization in which a certain student wants to do their practice, the School or the practice coordinator, in cooperation with the person responsible for practice, checks the suitability or qualifications of the potential mentor of practice. The School then connects the student with the organization and the mentor and coordinates the agreement on the schedule, method and content of the practice. During the practice, we informally check the students' satisfaction with it, and ask them about any potential problems and dilemmas. We also communicate with the mentor, direct them in the direction of achieving the objectives of the practice and coordinate the work of the mentor with the student. The School constantly offers help and support to mentors in the event of any dilemmas. After the completion of a student practice in a particular organization, we collect the necessary documents, which include, among other, the assessment of satisfaction with the practice provided by the student and the mentor.

At the beginning of the academic year 2018/19, we organized a joint meeting with the mentors in order to provide better practical education to students, where we presented the following information:
- the results of surveys on practical education filled out by mentors and students,
- practice curricula,
- practice objectives,
- competencies to be acquired by students in practical training,
- desired methods for carrying out the practice (with emphasis on the active involvement of students in the work process),
- we offered them constant support and help in case of any problems during the practice,
- we acquainted them with the current legal acts of SASS regarding the practice,
- we asked them for feedback on the practice so far, on possible problems and ideas for improvement,
- we participated in drawing up specific plans for the implementation of the practice.

Satisfaction of participants in practical training
Due to the specifics related to the practice, we do not only evaluate it as a course, but we also implement a special analysis based on a survey, which includes both students and mentors. The results of the conducted surveys are forwarded to students, mentors, persons responsible and practice coordinators. Their satisfaction with the practice is also monitored through various meetings, formal and informal discussion, and through the participation of student representatives in the School bodies. Satisfaction of persons responsible and practice coordinators is evaluated through formal interviews (e.g. annual interview) and informal interviews of persons in charge of practice and coordinators with the School management (especially with the Dean and Vice-dean for education and student affairs), and through meetings, e.g. (of the School Assembly, Senate, etc.). Data on the satisfaction of participants in practical training are collected in a self-evaluation report, minutes of meetings, sessions and discussions, etc. The results of collected data on the satisfaction of participants in practical training are reasonably summarized in the self-evaluation report.

We carried out a quantitative and a qualitative analysis of the questionnaires and forms completed by students and mentors (academic year 2017/18). Quantitative results show that, in general, both students and mentors are very satisfied with the quality of the practice. The students gave the highest ratings to the accessibility of mentors and persons in charge of practice for questions and solving dilemmas, as well as the possibility of active participation

within the practice. Mentors express satisfaction with the accessibility, professionalism and correctness of persons in charge of practice. There is room for improvement in connection with the adequacy of the scope of practice in relation to the prescribed one, the adequacy of instructions provided to students regarding the implementation of practical training and the prior acquaintance of mentors with the curricula of practice.

The results of the qualitative analysis are mostly consistent with the quantitative data. Positive comments from students indicate the practicality and applicability of the acquired knowledge in practice. Students gave particularly positive reviews regarding the possibilities of personal contact with clients and work on concrete cases and thus good preparation of students for the work of a psychosocial counsellor. A minor deviation can be detected in the issue of providing feedback on the implemented practice in the 2nd cycle Psychosocial Counselling study programme. Despite the relatively high average quantitative assessment of students, the qualitative assessments of students in this programme show that the students need a greater amount of feedback on the practice (by mentors). Qualitative analysis also shows the need to change the system of practice in the curriculum of the 2nd cycle Psychosocial Counselling study programme and to change the scope of practice in the Social Management (professional) programme. Therefore, the School is already planning certain measures in this regard.

2.7.1. General evaluation of quality of practice by students
Quantitative data based on the conducted analysis of student surveys generally show that students are very satisfied with the quality of practice (M = 4.58). They are most satisfied with the availability of the mentor (M = 4.77) and the person in charge of practice (M = 4.75) for questions and solving dilemmas, with the open way of communicating with the student and providing feedback on the practice (M = 4.73). and with the possibility of active participation in the practice (M = 4.73). The last result is important, as the School has implemented a number of measures in the last year in the direction of more intensive active participation of students in practice, which have proven to be effective. There is room for improvement in the adequacy of the scope of practice in relation to the prescribed one (M = 4.25) and the adequacy of instructions for the implementation of practical training (M = 4.37). Below are the average ratings of the various claims about the quality of the practice, which the students rated on a scale from 1 to 5.

Graph10: Quantitative evaluations of students (all study programmes together)

SPLOŠNA OCENA KAKOVOSTI PRAKSE S STRANI ŠTUDENTOV

Claim	Rating
OBSEG PRAKSE JE PRIMEREN GLEDE NA PREDPISANEGA.	4,25
NAVODILA ZA IZVAJANJE PRAKTIČNEGA USPOSABLJANJA SO PRIMERNA.	4,37
PRAKSA JE SMISELNO ZASNOVANA ZA DOSEGO ČIM VEČJEGA ZNANJA S PODROČJA ŠTUDIJSKEGA PROGRAMA.	4,46
PRI PRAKSI SEM SE NAUČIL VELIKO KORISTNEGA S PODROČJA ŠTUDIJSKEGA PROGRAMA.	4,49
NOSILEC PRAKSE JE DOSTOPEN ZA VPRAŠANJA IN REŠEVANJE DILEM.	4,75
MENTOR ODPRTO KOMUNICIRA S ŠTUDENTOM IN MU POSREDUJE POVRATNE INFORMACIJE.	4,73
MENTOR ŠTUDENTU NAMENJA ČAS, MU SVETUJE IN GA USTREZNO VODI.	4,65
MENTOR JE DOSTOPEN ZA VPRAŠANJA IN REŠEVANJE DILEM.	4,77
IZVAJANE VSEBINE SO BILE PREDSTAVLJENE NA JASEN IN RAZUMLJIV NAČIN.	4,61
ZAGOTOVLJENA JE BILA POMOČ MENTORJA PRI VKLJUČEVANJU V PRAKTIČNO DELO.	4,65
DANA JE BILA MOŽNOST PRISOSTOVANJA, SODELOVANJA V TIMSKEM DELU.	4,52
DANA JE BILA MOŽNOST POKAZATI INICIATIVO.	4,68
DANA JE BILA MOŽNOST REŠEVANJA KONKRETNIH PROBLEMOV.	4,46
DANA JE BILA MOŽNOST AKTIVNE PARTICIPACIJE V OKVIRU PRAKSE.	4,73
OPRAVILA SO BILA USTREZNA GLEDE NA CILJE PRAKSE.	4,57

2.7.2. Evaluation of quality of practice by students per study programmes
Since the practice is a part of three different study programmes, the results are also provided separately per study programmes. The analysis covers all the study programmes that include student practice:
- Social Management (professional), 3rd year: Professional practice
- Psychosocial Support (professional), 2nd year: Tuition 1
- Psychosocial Support (professional), 2nd year: Tuition 2
- Psychosocial Support (professional), 3rd year: Tuition 3
- Psychosocial Counselling (master), 1st year: Tuition 1
- Psychosocial Counselling (master), 1st year: Tuition 2
- Psychosocial Counselling (master), 2nd year: Tuition 3
- Psychosocial Counselling (master), 2nd year: Tuition 4

Graph11: Evaluation of the quality of practice by students per study programmes (Social Management (professional), Psychosocial Support (professional) 1st cycle, Psychosocial Counselling 2nd cycle).

OCENA KAKOVOSTI PRAKSE (PO ŠTUDIJSKIH PROGRAMIH)

Legend: Socialni menedžment · Psihosocialna pomoč (I. stopnja) · Psihosocialna pomoč (II. stopnja)

Categories: Opravila so bila ustrezna glede na cilje prakse. · Dana je bila možnost aktivne participacije v okviru prakse. · Dana je bila možnost reševanja konkretnih problemov. · Dana je bila možnost pokazati iniciativo. · Dana je bila možnost prisostovanja, sodelovanja v timskem delu. · Zagotovljena je bila pomoč mentorja pri vključevanju v praktično delo. · Izvajane vsebine so bile predstavljene na jasen in razumljiv način. · Mentor je dostopen za vprašanja in reševanje dilem. · Mentor študentu namenja čas, mu svetuje in ga usmerja. · Mentor odprto komunicira s študentom in mu posreduje povratne informacije. · Nosilec prakse je dostopen za vprašanja in reševanje dilem. · Pri praksi sem se naučil veliko koristnega za dosego čim večjega znanja s področja študijskega programa. · Praksa je smiselno zasnovana za dosego čim večjega znanja s področja študijskega programa. · Navodila za izvajanje praktičnega usposabljanja so primerna. · Obseg prakse je primeren glede na predpisanega.

Students highly agreed with all the statements about the practice in all study programmes (i.e. rating between 4 and 5 on a five-point scale), therefore the ratings of the practice can be described as favourable. The students gave the highest ratings to the practice in the 1st cycle study programme Psychosocial Support (4.78), and slightly lower ratings to the practice in the 2nd cycle study programme Psychosocial Counselling (4.48) and the Social Management study programme (4.46).

From the point of view of qualitative evaluation of the practice, the comments of the students of the Social Management (professional) programme are mostly positive, and refer mainly to a good relationship and cooperation with the mentor, the person in charge of practice and the employees of organizations where the practice takes place.

Qualitative assessments of students show that students of the Psychosocial Support (professional) programme express satisfaction with the possibility of practical work and insight into the contents that are crucial for psychosocial counselling. Students praise the possibility of interacting with clients and working with people, which according to the students should serve as a good preparation for the work of a psychosocial counsellor. Student often give positive comments regarding the effort, accessibility, knowledge, high qualifications and personal approach of mentors and persons in charge of practice.

Qualitative assessments of Psychosocial Counselling (master) students indicate their satisfaction with a well-designed way of practice (a lot of useful and practical advice, solving concrete cases, personal contact with clients, gaining own practical experience, working on oneself)**,** with supervisions, the responsiveness and timeliness of mentors, lecturers and assistants. The way the practice is designed could still be improved. Students also highlight the need for feedback from the mentor on their individual counselling work. They also believe that the mentors in institutions where practice is conducted should be informed in more detail about the goals of the practice.

2.7.3. Evaluation of quality of practice by mentors
Overall, mentors are satisfied with the quality of the practice (M = 4.71). They are most satisfied with the accessibility of the person in charge of practice for questions and solving dilemmas (M = 4.96) as well as the professionalism and correctness of cooperation with the person in charge of practice (M = 4.94). There is room for improvement, in particular, the possibilities of students to solve concrete cases could be greater, they could be better acquainted with the practice curriculum (M = 6) and enabled to attend and participate in teamwork more intensively (M = 4.6). Below are the average ratings of the various claims about the quality of the practice, which the mentors rated on a scale from 1 to 5.

Graph12: Quantitative assessments by practice mentors
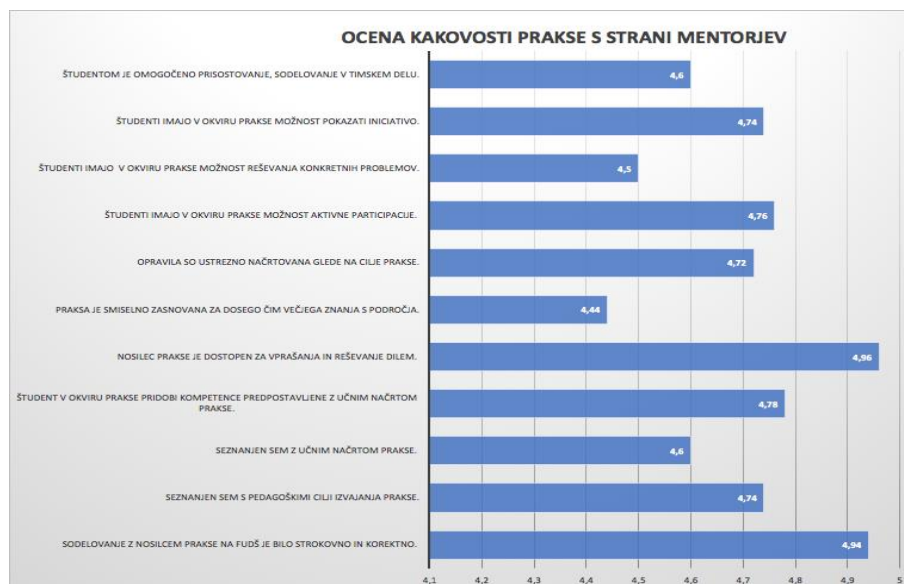
Qualitative assessments of mentors show the need for more detailed instructions regarding the practice and better prior informing of mentors about the objectives of (what knowledge and skills should the student acquire during the practice) and the curriculum of the practice. Therefore, the mentors feel that greater emphasis is needed on the preliminary preparation of practice in substance. Regarding the last comment, **in October 2018, a measure has already been implemented**, i.e. a meeting with the mentors, which served as a substantive preparation of mentors for practice and where they were informed about the objectives and the curricula of practice. The effects of the implemented measure *will be verified through the results of student surveys on practice for the academic year 2018/19*. Mentors also see opportunities for improvement in a different system of practical education by courses and providing feedback on students' satisfaction with the practice (what they praised, what they missed).

2.7.4. Evaluation of quality of practice by practice coordinators and persons in charge of practice

Coordinators and persons in charge of practice highlight the following positive aspects of the practice:
- integration with the local, regional, national and international environment,
- getting to know existing employees by employers,
- getting to know the work in the organization by students and a more realistic assessment of their extracurricular activities and target groups in the field of psychosocial assistance, on the basis of which they want to build their career path,
- linking students' theoretical knowledge with practical experience; this gives them additional self-confidence and motivation in the field of work of psychosocial support graduates,
- encouraging students to think critically about existing solutions and encouraging them to seek improvements.

They see opportunities for improvement in:
- an even larger range of organizations that would be willing to become a learning base for SASS students,
- internationalization of practice,
- linking practice with further research work of students.

2.7.5. Final evaluation of quality of practice, necessary developments and updates of practice and intended measures

The satisfaction of various stakeholders with the preparation and implementation of the practice is monitored in order to improve the quality of students' practical training.

On the basis of last year's self-evaluation report, some improvements were introduced which proved to be effective. Based on the general assessment of mentors 'satisfaction with the practice, the improvement compared to the previous year is mainly observed in the careful planning of tasks according to the objectives of the practice, and, even more noticeable, the improvement in the professionalism and mentors' cooperation with persons in charge of practice.

The general quantitative evaluation of students' satisfaction with the practice is slightly lower than the previous year, but still very high (on a scale of 1 to 5, the rating is more than 4.5). Due to the slightly lower evaluation, we are planning even more measures in the future (compared to the previous year), which are listed below. The slightly lower evaluation can also be attributed to the fact that the introduction of some practice improvements requires additional time to achieve their actual effectiveness.

When evaluating the quality, it makes sense to take into account a combination of both quantitative and qualitative evaluations of all stakeholders (students, mentors, persons in charge and coordinators of practice), which together show a real picture of the quality of practical education.

Based on the quantitative and qualitative evaluations, the stakeholders were particularly satisfied with the following fields:
- accessibility of the mentor and the person in charge of practice for students;
- open way of communication of the mentor with students;
- possibility of active participation in the practice;
- professionalism and correctness of the mentor's cooperation with the person in charge of practice;
- accessibility of the person in charge of practice to resolve issues and dilemmas in relation to mentors.

There is room for improvement in the following fields:
- suitability of the system of practical education (excessive fragmentation of practical education in organizations) for courses in the 2nd cycle Psychosocial Counselling programme;
- the adequacy of the instructions for carrying out the practical training;
– reasonable planning of practice in such a way as to maximize the obtained knowledge from the field of the study programme;
- better prior acquaintance of mentors with the practice curriculum;
- providing feedback to mentors on students' satisfaction with the completed practice;
- change in the scope of practice in the Social Management programme.

In accordance with the above stated findings in the field of developing and modernizing practical training, we plan at least the following measures:
- to establish a better system and structure of practical education in the master's programme Psychosocial Counselling, as part of the planned process of changing and updating the programme, which is already underway: placement of work in organizations within a single course in the 2nd year; other courses where students acquire modalities of the cognitive-behavioural approach should be implemented in the form of seminars and exercises in lecture rooms instead of in organizations; namely, the students believe that the acquisition of competencies will be at a higher quality level (responsible: the group for the renewal of the study programme);
- reduce the scope of professional practice in the Social Management (professional) programme, as our analyses of students' opinions show that the current scope is too large; in addition, the analyses show that upon reducing the scope of practice, it would make sense to introduce certain compulsory courses (with emphasis on exercises), through which students would acquire the competences of the study programme in an even more efficient way than by working in organizations (responsible: the group for the renewal of the study programme);
- additional training of the practice coordinator or persons in charge of practice on the preparation and implementation of mentoring at the School for practical training of students (person responsible: Vice-dean for education and student affairs);
- improve the preparation of content of the practice - increase the prior knowledge of mentors about the preparation and implementation of the practice, curricula and objectives of the practice - for this purpose, we will 1) organize a training of the practice mentors; 2) organize an introductory meeting of the coordinator, the persons in charge of practice and the mentors at the beginning of the academic year 2018/2019; 2) strenghten the communication between the mentors, the practice coordinator and persons in charge of the practice (persons responsible: practice coordinator, persons in charge of practice);
- provide feedback to mentors on students' satisfaction with the practice; in this regard, we plan to 1) transmit the results of surveys on the implemented practice to mentors; 2) at the introductory meeting with mentors for the academic year 2019/20, propose to them to meet with the student after the training and discuss his/her satisfaction with the practice).
- ensure that mentors provide a larger amount of feedback on the implemented practice to the students or that they provide more guidance to the students during practice; to this end, we will 1) organize a training for practice mentors; 2) continue to encourage the mentors intensively to provide feedback to students.

2.8. Involvement of students in scientific research and professional work of the School

Study programmes at SASS are implemented in a way that ensures the inclusion of students in scientific, professional and research work, taking into account Article 33 of the Higher Education Act.

Table 32: Involvement of students in scientific research and professional work of the School

Seq. No.	Project title and acronym	Funder	Project implementation period	Cycle of study/study programme of involved students
1.	INNO WISEs	EU	2017-2020	1st cycle/Advanced Social Studies 2nd cycle/Intercultural management 3rd cycle/Sociology
2.	FOST INNO	EU	2017-2020	1st cycle/Advanced Social Studies 2nd cycle/Intercultural management 1st cycle/Social management
3.	PKP ViKom	Public Fund for Human Resources	2018	1st cycle/Advanced Social Studies 2nd cycle/Intercultural management
4.	PKP RSTGO	Public Fund for Human Resources	2018	1st cycle/Advanced Social Studies 2nd cycle/Intercultural management 1st cycle/Social management
5.	Youth and responsibility (MOST/UNESCO)	SASS	2018-	1st cycle/Advanced Social Studies
6.	NODEPRA	MIZŠ, SKLAD, ESS	2018	1st cycle /Psychosocial Support (professional) 2nd cycle /Psychosocial Counselling 1st cycle/Social management 1st cycle/Advanced Social Studies
7.	MOBAP LOST	ESS, MIZIS, JPI-fund	2018	1st cycle /Psychosocial Support 2nd cycle /Psychosocial Counselling
8.	TSV-DZ	ESS, MIZIS, JPI-fund	2018	1st cycle /Psychosocial Support 1st cycle/Advanced Social Studies 1st cycle/Social management 2nd cycle/Intercultural management
9.	Evaluation of the regular annual public project tender for co-financing media programming for 2017	MK	2018	1st cycle/Advanced Social Studies 1st cycle /Psychosocial Support 2nd cycle /Psychosocial Counselling 2nd cycle/Intercultural management

The involvement of students in scientific research and professional work of the School is very good. Students are involved at all levels of study.

Students have the opportunity to present the results of their scientific research and professional work at various events (e.g. at the international scientific conference organized by the School once a year; at the Winter Camp; at presentations related to projects, etc.).

2.9. Evaluation of achieved internationalization and international mobility

Enrolment of foreign students
The objectives regarding the enrolment of foreign students in the Advanced Social Studies department have been achieved. In the academic year 2018/19, we enrolled 40 foreign students in the department (2 students in the SM programme; 32 students in the Advanced Social Studies programme and 6 students in the IM programme). The objectives in terms of total number of foreign students are therefore considered to be achieved.

In 2018/19, 1 foreign student (from Russia) enrolled in the higher professional programme Psychosocial Support, so we still didn't achieve the strategic objective regarding the increased internationalization. In the future, we will continue to work on the promotion of our School abroad.

In the academic year 2018/19, 1 foreign student (from Croatia) enrolled in the doctoral study programme.

Internationalization of the curriculum
The School realizes it is very important to include elements of internationalization in study programmes, so in 2019, we plan **a measure to prepare a plan for more intensive inclusion of internationalized learning outcomes and competencies in the curricula**, in line with the implemented modifications and updates of study programmes.

International mobility
International mobility or exchange of students, higher education teachers and associates and professional associates in the academic year 2017/2018.

Table 33: Mobility indicators

Indicator	Unit	Plan/ Realization	1st cycle	2nd cycle	3rd cycle
Number of students spending part of their studies abroad	Number	Plan	1	1	1
		Realization	1	0	0
Number of students on practice abroad	Number	Plan	1	1	1
		Realization	1	0	2
Number of foreign visiting higher education teachers involved in the teaching process	Number	Plan	2	0	8
		Realization	5	0	0
Number of higher education teachers involved in the teaching process abroad as visiting lecturers	Number	Plan	3	0	1
		Realization	6*	/	/
Number of researchers and professional associates who will leave Slovenia to carry out research at a higher education or research institution abroad and will not participate in the teaching process	Number	Plan	2	0	0
		Realization	3*	/	/

* All outgoing mobility of employees is considered within the 1st level.

SASS holds an ECHE charter. In 2018, CMEPIUS also evaluated the ECHE Charter at SASS. SASS is becoming an increasingly recognizable pedagogical and research institution in the

national and international area. With the support of the National Agency CMEPIUS and the European Commission, SASS enables individuals to attend Erasmus exchange programme in the desired educational and research fields. The objective of the School is to enable or encourage exchanges of individuals. Namely:
- of students for the purpose of study and/or practice,
- of higher education teachers and higher education associates for the purpose of teaching and
- of non-teaching staff for training purposes.

The objective of the School is also to increase the scope of various cooperation between higher education institutions, universities and organizations abroad and consequently raise quality in the field of education and research. SASS is also a part of the „Europe from the Visegrad perspective" network within the CEEPUS program, which provides additional opportunities for student and staff mobility. The purpose of such forms of exchange is to promote the networking and involvement of the above-mentioned stakeholders in the European Higher Education Area, thus strengthening the contribution of higher education. Interpersonal relations and ties between individuals and institutions are further deepened, strengthened and, consequently, bilateral agreements are concluded on the basis of this trust. This is also one of the important objectives of SASS in the long term. To increase the number of concluded bilateral agreements from year to year.

The SASS students who have gone on an Erasmus and CEEPUS exchange so far and all those who will attend them in the future can have their exams/practice recognized in the form of credit points (CP) upon submission of the relevant documentation. They share their experiences with other students in the form of presentations at information days and other meetings and with publications on the SASS website.

In the academic year 2017/2018, we carried out 1 student mobility exchange for the purpose of education and 3 for the purpose of practice. Among employees, there were 2 staff mobility exchanges for the purpose of teaching and 1 for the purpose of training. The institutions that hosted our mobility participants through Erasmus + are the following: Metropolitan University Prague, Czech Republic; Universita degli studi di Trieste, Italy, SWPS Katowice, Poland, Northumbria University, Newcastle upon Tyne, United Kingdom. One student mobility exchange for training was carried out at the University of Montenegro through the CEEPUS program.

In the academic year 2017/2018, we enabled longer visits of academic associates through the implementation of the project "Povezovanje globalnih in lokalnih družbenih izzivov z uporabo inovativnih metod učenja in novih tehnologij" (Connecting global and local societal challenges with the use of innovative learning methods and new technologies). The visits were held at the following institutions: Metropolitan University Prague, University of Hawaii, USA, Northumbria University, Newcastle upon Tyne, United Kingdom.

The above-mentioned exchanges abroad were financed through the programmes Erasmus, CEEPUS, Mobility of Slovenian Higher Education Teachers, and from own resources.

Bilateral agreements of SASS with foreign universities and faculties within the Erasmus programme are listed in the Table below.
SASS wants to become more recognized in the international environment and is also involved in it outside the Erasmus programme. In recent years, quite a few employees at SASS have visited foreign higher education institutions in Europe and around the world.
As visiting researchers, they were hosted at: Mediterranean University, Faculty of Tourism Bar, Montenegro; Russian academy of Sciences, Institute of Sociology, Moscow, Russia, Newcastle Business School, Northumbria University, University of Hawaii, USA, etc.

All participants, whether participating in Erasmus or other exchanges, encounter a slightly

different nature of work, life and culture abroad. The change in the international environment enables them to grow on a personal level, gain experience and improve their knowledge of foreign languages. Based on this, the School and the foreign institutions contribute to more innovative processes and consequently to raising the quality of higher education in Europe and around the world.

Table 34: List of bilateral agreements concluded between SASS and foreign institutions

University/Faculty	Country	Study Year
● Uniwersytet Marii Curie-Sklodowskiej, Lubin ● University of SS. Cyril and Methodius, Trnava ● Anglo-American University, Prague ● University of Presov, Presov ● Metropolitan University Prague ● Isik University, Istanbul ● Universitatea Babes-Bolyai, Cluj-Napoca ● University of West Bohemia, Plzen	Poland Slovakia Czech Republic Slovakia Czech Republic Turkey Romania Czech Republic	2013/2014
● Universitatea Babes-Bolyai, Cluj-Napoca ● Fachhochschule Westkuste, Heide ● University of West Bohemia, Plzen ● Kazimieras Simonavicius University, Vilnius ● Isik University, Istanbul ● Metropolitan University Prague ● Università degli Studi di Trieste ● Central European University, Budapest ● University of Presov, Presov ● University mediterranean Podgorica	Romania Germany Czech Republic Lithuania Turkey Czech Republic Italy Hungary Slovakia Romania Montenegro	2014/2015
● Kolodanyi Janos University of applied sciences ● KROK University, Kiev ● Istanbul Sisli Vocational School ● Turgut Ozal University ● Savonia University of applied sciences, Ilsami ● American University of Beirut ● Vilinus Kooperacijos Kolegija (VKK)	Ukraine Hungary Turkey Turkey Ukraine Finland Lebanon Lithuania	2015/2016
● Vseučilišče Baltazar, Zaprešić ● IFiS PAN Graduate School for Social Research, Warsav ● Fakultet za poslovni menadzment, Bar ● Lebanese American University ● Universidad de la Laguna, Tenerife, Spain ● Universite de Liege, Belgium	Croatia Poland Montenegro Lebanon Spain Belgium	2016/2017
● Lebanese American University ● SWPS University of Social Sciences and Humanities ● University college"CEPS - Centre for Business Studies" Kiseljak	Lebanon Poland BiH	2017/18
● Università degli Studi di Molise ● Moscow state university for Education and Psychology ● Freie Universitat Berlin ● Università degli Studi di Bari Aldo Moro ● University of Brasov	Italy Russia Germany Italy	2018/19

Every year, the School regularly hosts domestic and foreign higher education teachers. In 2018, foreign guest lecturers carried out 4 guest lectures within the doctoral study programme

The objective of the School in the academic year 2019/20 in this field is to have at least 4 home students attend an international exchange abroad, at least 2 visiting foreign students coming to our School within Erasmus and CEEPUS exchanges and at least 30 enrolled foreign students (counting mainly on the area of SE Europe).

In the future, we will strive to increase the international visibility of the School and encourage foreign students to come to SASS and our students to go abroad, thus gaining important experience for studying and working in Slovenia.

The Faculty is aware of the importance of internationalization and effective student mobility, therefore numerous **measures** are planned for 2019:
1. continued promotion of student mobility at School events; presentation of mobility options will be reasonably integrated in the study process.
2. Monitoring of tenders for the promotion of virtual student mobility.
3. Conducting meetings of the E + coordinator and lecturers on the possibilities of realizing a virtual form of student mobility, before the implementation of each individual mobility exchange.
4. Informing various stakeholders of SASS about the existence of key documents of the Erasmus + programme
5. Preparation of a plan for systematic monitoring of mobility students (before/during /after mobility).
6. Preparation of students for mobility - Implementation of a preparatory meeting for mobility students before mobility, with the purpose of cultural and linguistic preparation (2x per year).
7. Reintegration of students after the completion of mobility - Integration of mobility students in activities carried out at SASS as E + ambassadors and tutors for new generations of mobility students and incoming students.
8. Preparation of amendments to the Mobility Rules.
9. Preparation of a curriculum for an elective course, in which students can accumulate credit points by attending lectures of foreign guest lecturers.
10. Promotion of other mobility programs - CEEPUS, etc.

2.10. Enabling extracurricular activities

The School provides students with appropriate conditions for extracurricular activities. In 2018, the School enabled the following types of extracurricular activities:

> ➢ *participation in (scientific and professional) projects and research that are not a mandatory part of the study programmes*

The Project Office of the School and the Career Centre encourage the students to get involved in research and projects carried out by the School. Research and projects are carried out at the international, national and local level. In 2018, students were invited to participate in the following researches and projects:
1. INNO WISEs,
2. FOST INNO,
3. PKP ViKom,
4. PKP RSTGO
5. PKP NODEPRA,
6. PKP MOBAP LOST
7. ŠIPK TSV-DZ
8. Youth and responsibility (MOST/UNESCO),
9. Evaluation of the regular annual public project tender for co-financing media programming for 2017.

> ➢ *Academic events, scientific and professional meetings*

The students are invited to all events organized by the School. The Career Centre organizes the events and other extracurricular activities, with the help of the Student and Academic Affairs Office and our public relations professional. As part of the extracurricular activities, the School organized numerous activities and events in 2018. In January 2018, the School (co) organized the Winter Camp, which took place in Novo Mesto, and within which students were able to participate in numerous workshops, round tables, lectures and forums, such as Jean Monnet Chair Cultural workshop "Political Economy of Europe 2020", lecture Integration of Vulnerable Groups in Social Entrepreneurship and the Use of Ict, round table Predicting the Rise of Right-wing Populism in the European Union in response to Uncontrolled Migration, Doctoral Students Forum, etc. In March, SASS, in cooperation with the Employment Service of Slovenia, organized a career event „Life, work and study in Europe", which was intended for both our students and the general public. In May, the School, as a partner within the FOST-INNO project, organized the first workshop titled "Promoting an innovative tourist system in the Adriatic-Ionian region". In the same month, two events were organized within the PKP projects, namely an event within the project "Visual communications to improve the user experience of youth", carried out by Petra Mittoni Vavtar, and the event wiithin the project "Setting starting points for the development of tourism for the elderly and people with disabilities", carried out by Andrej Šumer. In June, three events were carried out within the PKP tender. On 8 June 2018, an event was carried out by Associate Professor Nevenka Podgornik within the project "Content design of a mobile application for children of separated parents". On 13 June 2018, an event was carried out by Andrej Rasspor, PhD within the project "Visual communications to improve the user experience of youth". On 16 June 2018, an event was carried out by Andrej Rasspor, PhD within the project "Setting starting points for the development of tourism for the elderly and people with disabilities". In July, two events were carried out within the project "Content design of a mobile application for children of separated parents", the first one carried out by prof. Matevž Tomšič, PhD, and the other one by Tjaša Stepišnik Perdih, PhD. In August, an event was carried out as part of the "NODEPRA" project, by Nataša Bošnjaković. In September 2018, the School (co) organized a 3-day international scientific conference Midterm Conference of ESA RN36 and 10th Slovenian Social Science Conference 'The Social Transformations We Live in: Between Cohesion and Fragmentation'. Within the framework of the social conference, the FOCUS-INNO project "Promoting an innovative tourist system" took place with a view to obtaining the views and opinions of the participants for the development of important platforms for further discussion. In September 2018, a workshop on the methods of pedagogical and didactic work in higher education was organized, led by prof. dr. Marie Iding from College of Education, University of Hawaii at Manoa. In December 2018, an event "Presentation of the SHARE database" was organized for both students and employees (conducted by the Institute for Economic Research). All students are also invited to all guest lectures by foreign lecturers and presentations of projects and research (co)carried out by the School.

> ### *Tutoring*
The School encourages the students to take an active role as student tutors within the tutoring system. In the academic year 2018/2019, there were 8 active student tutors who performed the following forms of tutoring: teacher tutoring, introductory student tutoring, and tutoring for foreign students. By performing the activities of a student tutor, the student acquires the skills of effective communication, problem solving and conflict management, time management, effective transfer of knowledge to others, counselling, leadership, motivation, etc.

> ### *Student Council*
Students at SASS are organized into Student Council, whose work is actively supported by the School. The School encourages the inclusion of students in the Student Council, because this way, the students develop and upgrade many competencies, such as articulating their own opinions and suggestions, giving initiatives, critical judgement, argumentation, working in a team, flexibility, decision making, etc. The School encourages the active participation of students in:

- shaping the mission and strategic guidelines of the School,
- self-evaluation of School activities,
- making suggestions for improvements and further development, and
- evaluation of the implementation of study programmes and their modification, renewal and updating.

➢ *Organization and implementation of events at SASS*

Students are invited to participate in extracurricular activities and gain practical experience in organizing School events. In doing so, students acquire abundant knowledge and skills related to the process of preparation, organization and implementation of the event. Students learn how to organize an event quickly, efficiently and in a controlled manner. In doing so, they also improve several of their competencies: communication skills, etiquette, time management, etc., while expanding their circle of acquaintances and informally getting to know School employees, their potential employers and other students. Such a study activity is particularly interesting for students in the programmes Advanced Social Studies, Social Management and Intercultural Management, as they also acquire a lot of knowledge in the field of management and organization during the study process. In 2018, students had the opportunity to participate in the organization and implementation of the following events: Psychodays in Nova Gorica, Psychodays in Ljubljana, Creative social science days for pupils,

➢ *Promotional activities*

As part of the extracurricular activities, students have the opportunity to participate in the promotional activities of the School. In 2018, students participated in Informativa 2018, information days of the School, Choose your studies, European Mobility Week 2018, a car-free day. Students acquire the skills of quality work in the field of marketing, promotion and marketing activities, team work, taking on various roles in the team, etc.

➢ *Sports and social activities*

The School also offers sports and social activities to students and events where they can connect with other people, form lifelong friendships and companionships and get to know the employees of the School out of the official context. In December 2018, the School, in cooperation with the SASS Student Council, organized a festive decoration of the faculty, and later bowling as part of the "pre-New Year's gathering".

2.11. Protecting students' rights and facilitating their participation

The School realizes that discrimination against vulnerable groups of students and discrimination based on personal circumstances and beliefs can severely inhibit creativity, reduce performance, and deny development opportunities to students. Therefore, the School places special emphasis not only on identifying and preventing (negative) discrimination, but also on introducing positive discrimination. Equality among people is a value, a principle and a part of our organizational culture. It means equal recognition, power and participation and the provision of equal opportunities regardless of gender, nationality, age, race, sexual orientation, religion or ideological belief. We value the acceptance of diversity, we equally value our roles, norms and expectations to enable choices and full cooperation. The aspect of equality is included in all our activities, which enables the creation of targeted and effective equal opportunities practices. **All employees and bodies of the School** invest their best efforts to identify the occurrence of possible (new) forms of discrimination against vulnerable groups of students and to prevent them, as well as to prevent discrimination based on personal circumstances and beliefs of students. At the same time, the management of the School constantly takes care of the development of appropriate mechanisms for this purpose.

2.11.1. Mechanisms to protect the rights of all students and to facilitate their participation

In order to prevent discrimination, the School uses in particular the **mechanism of raising stakeholder awareness** on the identification and possibilities of preventing discrimination. To this end, we ensure the **participation of employees (teaching and technical staff) in such training** (e.g. in 2018 participation in trainings of the University of LJ - Diversity of male and female students in the higher education space; Characteristics and special needs of students with special needs in higher education). The School also **informs** the students about events related to discrimination, and often **organizes** such events itself, in order to raise awareness (e.g. lecture „Integration of Vulnerable Groups in Social Entrepreneurship and the Use of Ict" within the Winter Camp).

The rights and responsibilities of students and the procedure for the operation of bodies in this regard are determined by the legal acts of the School, which are made available on the website of the School. The rights of all students of SASS are especially protected by the **Student Council of the School** – the student body that discusses and formulates an opinion on all matters relating to the rights and duties of students. It is defined in the Statute of SASS and in „Pravilnik o organizaciji in delu Študentskega sveta FUDŠ" (Rules on the organization and work of the Student Council of SASS). Students participate at all levels of decision-making in the School senate and all its working bodies (Committee for Study and Students Affairs, Scientific and Research Committee, Quality and Evaluation Committee, Personnel Committee), as well as in the Governance Board and the School Assembly. They are also included in the Strategic Conference. The School also welcomes all other forms of organized student bodies next to the Student Council should the students wish to form any.

The students have the right to object against decisions adopted by the School bodies that apply to their
rights, obligations and responsibilities A student that believes his rights to have been infringed has the right to make a complaint or appeal within 15 days after he receives a decision. The Dean decides about student complaints at first instance, and the Senate decides about student appeals in student affairs at second instance. A student can initiate an administrative dispute against the final decision in matters related to studies.

As a mechanism for preventing discrimination and protecting students' rights, a **mailbox** was installed in a visible place at the School years ago, where all students and employees can anonymously submit their observations, suggestions and comments.

The School actively strives for organization, transparency, timeliness and ongoing **cooperation of student representatives with other students**. For this purpose, the Student Council has its own portal and e-mail address on the website, through which they inform the students about their activities. Students are also informed through social networks, which are more accessible to young people. Due to the small number of students, they are strongly connected with each other, which allows for effective real-time cooperation between them. The School strives for even more active cooperation of student representatives with other students and plans certain measures for 2019 (such as encouraging student representatives to send electronic notifications to students on current student issues, and some other measures). Thanks to the free access to all acts of the School, involvement of students in all levels of admission and decision-making at the School and cooperation of student representatives with others, **students are informed in a timely manner** about all relevant information on the operation of the School bodies and protection of student rights.

2.11.2. Special mechanisms to protect the rights of students with special needs

The rights of students with special needs are ensured with the ***Pravilnik o študentih s posebnim statusom*** (Rules on Students with Special Status) and the ***SASS Statute***. The

Rules on Students with Special Status lay down the documents on the basis of which a student can apply for the status of a student with special needs. The *Committee for Study and Students Affairs* decides on the granting of such status to a student at first-instance and adopts a decision in this regard. The decision shall also state the period for which the student is granted the status. The Senate decides on the objection against the decision of the Committee for Study and Students Affairs. The School senate as a second instance authority adopts a decision that can either confirm or amend the decision of the first instance authority The Senate must decide within thirty days from receipt of the objection. Decision of the Senate as the second instance authority is final. A student can initiate an administrative dispute at the competent court against the final decision of the School Senate within thirty days from receipt of a written copy of the decision.

The SASS Career Centre offers special support and assistance to students with special needs, especially in terms of advising students with special needs in the planning and choice of studies; planning and shaping career guidance for a better study path and easier integration into the labour market; organization of events and information on various current events (seminars, workshops, round tables, trainings), which enable students with special needs to acquire additional competencies and practical knowledge for effective entry into the labour market; assistance in the transition to employment and other activities.

The School also provides a **tutoring mechanism for students with special needs**.

The School also has a mechanism in place for **providing information** to students with special needs (especially through professional services and teacher tutors) on the rights and responsibilities of the status of students with special needs and their possibilities for adaptation of their studies.

2.11.3. Special mechanisms for the protection of the rights of foreign students

The School also pays special attention to foreign students who come from other linguistic and cultural backgrounds. This requires new methods of integrating students into the environment and tackling language barriers. For this purpose, the School developed **a tutoring mechanism for foreign students**
in order to improve study achievements, monitor responses and results, motivate students to engage in School activities, develop responsibilities and social skills, promote mutual trust and equality. If necessary, the School also enables foreign students to get a **subsidy for a Slovenian language course** in order to prevent discrimination.

2.12. Participation of students in the evaluation and updating of the contents and implementation of the activities of the higher education institution

Based on the **involvement of students in the bodies of the School** and thus on the basis of their participation in the decision-making of the School, students also participate in the shaping of the mission and strategic guidelines of the higher education institution. The **involvement of students in the Strategic Conference** is of particular importance; their proposals can contribute to defining the strategic objectives of the School, the integration of the School into the environment, and the formation of the School mission.

Students are involved both in the process of collecting data for self-evaluation and in the discussion of its results regarding the School in general and individual study programmes. They are most directly involved with their **representative in the Quality and Evaluation Committee** which is responsible for the implementation of all self-evaluation procedures. All students are involved in the process of self-evaluation through **regular student questionnaires**, which have been used from the beginning as one of the key self-evaluation elements of the study aspects of School operation. Students are further represented by **one-fifth of the representatives in the School Assembly**, **three representatives in the Senate**;

all members of the Student Council and student representatives in the School bodies are also involved in the work of the Strategic Conference. In accordance with its competencies, the Student Council may give initiatives to improve the quality of School operation, and the School duly considers these initiatives and takes them into account. The School *electronically informs the students* about the results of the self-evaluation report, and the complete self-evaluation reports are *made available on the School's website*. As a measure for improving quality, a mailbox was installed in a visible place at the School years ago, where all students and employees can *anonymously submit their suggestions and comments*.

Self-evaluation reports present the basis for improving the activities of the School and updating and modifying individual study programmes; this is another field where students are actively involved. In the process of updating and modification of study programmes, the students participate through *their representative in the work group for modifications and updates of the study programme*. The students also participate in the improvement of School's activities, updating and modifications of study programmes through their *representatives in the Quality Commission and the Senate*. Representation of students in these two bodies is of key importance, as the work group submits the proposals for improvements of School's activities and modifications and updates of study programmes to the Quality and Evaluation Committee, which passes it to the Senate, which makes the final decision on the adoption of the proposed updates or modifications. With their representatives in these two bodies of the School, the students therefore directly decide on the approval of the working group's proposals. Improvements in activities, updates and modifications of study programmes are monitored every year in the process of re-evaluation of activities and study programmes.

Students often give suggestions regarding self-evaluation, updating of contents, activities, and study programmes in **informal conversations** with employees. Because the number of students at the School is small, **personal communication** with students is common.

2.13. Assistance and counselling for students

Taking into account the diversity and needs of students
The School acknowledges the diversity of students and their needs (full-time, part-time, foreign students, students with various forms of disability). Accordingly, the School provides students various types of **assistance in their studies**. *Non-teaching staff* help students from an organizational point of view and by providing all the necessary information for the smooth running of their studies, and for their integration into the environment. Non-teaching staff also provide information on students' rights and obligations as appropriate. *Higher education teachers and associates* are also responsive and accessible to students in their work. They are accessible via the e-mail address listed on the School's website under the profile of each lecturer, and they are also reachable by telephone, for personal conversation and during consulting hours. To encourage even more frequent communication between higher education teachers and associates and students, the School plans the introduction of additional forms of ICT for communication and assistance to students. Higher education teachers also offer help and additional meetings as part of **mentoring** of students' final theses. Non-teaching staff, higher education teachers and School members realize that most part-time students at our School are employed, so they make special efforts to give them all the necessary help and advice in order to be able to successfully complete their study obligations despite a busy schedule and reconciling studies with work commitments. The School is very satisfied with the operation and accessibility of services of non-teaching staff and the accessibility of higher education teachers and associates, as their efficiency and accessibility are demonstrated with very positive results in student surveys as well as informal data and feedback from students. In the surveys, students praise the individual attention paid to them by the administrative staff and the promptness, friendliness, accessibility and flexibility of both the lecturers and other SASS employees.

The School also provides help and counselling to students through the established **tutoring system**.

The tutoring system at the School is regulated by the Rules accessible via the website among Legal sources http://www.fuds.si/si/fuds/pravni_viri/). Tutoring is defined as a systematic provision of assistance to students in their studies and in their academic development. The purpose of the tutoring system at the School is to:

- support the students during their studies,
- increase the advancement of students to a higher year of study,
- advise students on the optional part of their syllabus,
- organize and provide assistance in the study of individual courses or in professional practice,
- encourage students to participate in extracurricular activities.

The Vice-dean for education and student affairs is in charge of the implementation of tutoring at the School, and the tutor coordinator is responsible for the organization of tutoring.

The tutoring system at the School includes several forms of tutoring. The following forms of tutoring are usually implemented: **teacher tutoring, introductory student tutoring, tutoring for students with special needs, tutoring for foreign students.** At the start of their studies, a senior student is assigned to students to assist them in the transition from secondary education to university education. Our objective is to ensure that contacts between students are maintained even after the initial academic year of study. In addition to student tutoring, the School also provides teacher tutoring, where a teacher tutor is assigned to some students for communication and more informal introduction to the teaching staff. In the academic year 2018/19, the School had 8 teacher tutors and 8 student tutors. Student tutors were provided with guidance to facilitate their tutoring at the School.

There are more and more students at School who come from other linguistic and cultural backgrounds, so in the last few years, special emphasis has been placed on tutoring for foreign students, which assists them to a great extent in their studies. The special feature of the cooperation of student tutors for foreign students is that they speak the same language as the students they tutor, which contributes to faster language learning and, above all, integration into the environment.

The project office offers help and advice to students in their **integration into scientific, professional and research activities of the School**. The project office also provides **assistance and coordination in student exchanges** (personal communication and electronic correspondence with the student and the host institution)**, encourages students to attend exchanges and strives to increase their number** (presentations of students' experiences on exchanges, presentations of exchange advantages, personal communication). Counselling for students, especially before the completion of studies and in connection with the **planning of students' careers**, takes place in the Student and Academic Affairs Office and the Career Centre. Various seminars, workshops and lectures are organized within the Career Centre. The Career Centre cooperates with a public relations specialist and informs students about the events and **opportunities for organized acquisition of knowledge, skills and abilities at other higher education institutions. Knowledge, skills and abilities** (formally and informally) **acquired at other higher education institutions are recognized by the School** in accordance with legislation and internal legal acts. The School also offers students all the **necessary information and assistance in the coordination of the Student Council.** In the academic year 2018/19, Technical Assistant Tjaša Peršič was appointed as a coordinator of the Student Council in order to assist in its organization and operation. Non-teaching staff, the Dean and the Vice-dean for education and student affairs in particular offer assistance to students in exercising their rights.

Timely and effective notification of students

Students receive all the information they need for uninterrupted and effective studies in a timely manner, through various events (e.g. the School Signpost in October 2018), publications on the School's website, through the online higher education information system, electronic

information, online social networks, telephone messages, and occasionally also through personal telephone calls and personal meetings. Students are also informed in a timely manner about the operation of the School and the internal quality system, through publications on the School's website, the online higher education information system and through electronic notifications. Students also receive such information directly from their representatives in the School bodies, who use various forms of cooperation with other students (e-mail, publications on the Student Council portal on the School's website, personal communication) to provide them with all relevant information on the operation and the internal quality system of the School. The student surveys also showed positive results with regard to timely and effective informing of students. The students gave high ratings in connection with timely information about the place and time of lectures as well as other activities and services of the School. More detailed information on School notifications is provided in subsections 2.11, 2.12 and 5.2 of the self-evaluation report.

2.14. Protecting the rights of higher education teachers and associates and other stakeholders in the study process

Enabling uninterrupted advancement and completion of studies for students who regularly fulfil the obligations set out in the study programme
All students who regularly fulfil the obligations set out in the study programme are enabled to smoothly continue and complete their studies. For this purpose, **examination periods and deadlines** at SASS are determined by the *Pravilnik o preverjanju in ocenjevanju znanja študenta* (Rules on verification and assessment of student knowledge), which determines (as a rule) three examination periods for the academic year, namely January or February, June and August and September. The list of exam dates for all three examination periods is prepared by the Office for Student and Academic Affairs on the basis of an agreement with the course coordinators, no later than by 15 November for the current academic year. Informing the students about the exam dates in advance makes it easier for them to plan their study obligations. The School tries to ensure an even distribution of examination deadlines. We also try to adjust the time of the exams to the students by enabling the so-called extraordinary exam dates, which are determined by the instructors of courses in agreement with the students and the Office. We strive for flexibility in setting the exam dates so that we can provide students with the best possible conditions for smooth advancement and completion of studies.

Higher education teachers and associates **inform the students about the pre-published method of verification and assessment of knowledge, with criteria for assessment of knowledge and the method of determining the final grade of the course.** The instructor of the course informs the students in detail at the introductory lecture every academic year. More detailed provisions on this are listed in the *Pravilnik o preverjanju in ocenjevanju znanja študenta* (Rules on verification and assessment of student knowledge). Higher education teachers use **different assessment methods**, aiming for innovation and diversity, taking into account the nature of each course, which is evident from the course curricula (e.g. colloquia, oral exams, written exams, seminar papers or essays, oral presentations, practical assignments or products, portfolio, diaries, solving real problems, projects, peer assessment, written reports on professional practice, project assignments, etc.). The School **assists the higher education teachers in developing, introducing and using different types of assessment methods**, namely:
- through information on current workshops and training on assessment methods, and by enabling and encouraging the participation of higher education teachers in these events;
- by organizing assessment system-themed events within the School;
- by mutual transfer of knowledge and practice between higher education teachers and School associates (e.g. at the sessions of the School Assembly, Winter Camp, etc.).

Pravilnik o preverjanju in ocenjevanju znanja študenta (Rules on verification and assessment of student knowledge) states that the students have the **possibility to appeal against the exam grade**, while ensuring an efficient and transparent appeal procedure.

Autonomy of al higher education teachers and associates in teaching and research and assistance and counselling in developing their career paths
The School respects the autonomy of higher education teachers and staff in teaching and research in accordance with the law. The School offers all the necessary help and encourages them to develop their career paths in both pedagogical and scientific research fields. To this end**, they are constantly informed about current events, training, conferences, professional and scientific meetings** which may be useful for them in their further development. In addition, the School **organizes events** for the purpose of pedagogical and scientific-research development of higher education teachers and associates (winter camp, international conference, workshops, etc.). In order to effectively assist and advise on the development of their career paths, the School **keeps appropriate records** and **evidence** of their training and education. Employed higher education teachers and staff discuss their accomplishments, evaluation of their work, and career development suggestions with the Dean at the **annual interview**.

2.15. Implementation of tasks for 2018 and action plan for 2019

In the field of pedagogical excellence, we evaluated the overall results as adequate, but with room for improvement.

Table 35: Overview of conclusions of the Self-evaluation report in 2017 in the field of pedagogical excellence and the realization in 2018

SER. NO.	JOB	DEADLINE	RESPONSIBLE	REALIZED
1.	Systematic approach to the promotion of study programmes	Permanent task	PR coordinator Head of Department	YES
2.	Increase the informing through online media, social networks and personal information	Permanent task	PR coordinator	YES
3.	Renovation of the study programme Social Management in accordance with the current needs of the environment and self-evaluation processes	November 2018	Dean, Vice-dean for education and student affairs, Course coordinators	Partial
4.	Renovation of the study programmes Psychosocial Support/Psychosocial Counselling, in accordance with the current needs of the environment and self-evaluation processes	November 2018	Dean, Vice-dean for student and academic affairs, Course coordinators	Partial

5.	Highlighting the employability possibilities at the information days and in other individual conversations of candidates with the staff at SASS, in online communication and at events intended for networking with stakeholders in the field of study programmes	Permanent task	Career centre	YES
6.	Implementation of adopted measures with the aim of increasing the advancement of students from the 1st to the 2nd year	Permanent task	Vice-dean for education and student affairs, Head of Department, Student Office, course coordinators	YES
7.	Carry out a discussion within the Doctoral Department on possible additional contents in the framework of the doctoral study	October 2018	Head of Department	YES
8.	Involvement in project work Creative path to knowledge 2017/2018 Student Innovative Projects for Social Benefit 2017/2018	2nd semester 2017/18	Head of Project Office, project managers	YES
9.	Expanding the network of contacts and relationships with potential employers	Permanent task	PR Coordinator, Career Centre, Practice Coordinator	YES
10.	Involvement of a larger number of experts in the implementation of the study process of higher professional study programmes	October 2018	Vice-dean for education and student affairs, Head of Department	YES
11.	More active networking with members of the Alumni Club on social networks intended for professional communication, active invitation of members of the Alumni Club to School events and promotion of their own active role in the operation of the Alumni Club	Permanent task	Career centre PR coordinator	YES
December	Organization of professional training of mentors in learning bases	June 2018	Career Centre, Practice Coordinator	YES
13.	2 events raising student awareness on the importance of active participation in decision-making processes	until the end of 2018	PR coordinator Career centre	YES

14.	Involvement of a larger number of experts from the environment in the implementation of the study process	November 2018	Dean, Head of department	YES
15.	Continued promotion of student mobility at School events; presentation of mobility options should be reasonably integrated in the study process	Permanent task	Head of Project Office	YES
16.	Highlighting the importance of students knowing about the learning outcomes and about their role in modification of learning content and results at the introductory meetup event at SASS	October 2018	Vice-dean for education and student affairs	YES
17.	Highlighting the importance of students knowing about the learning outcomes and about their role in modification of learning content and results within the tutoring system at SASS	First semester 2018/19	Vice-dean for education and student affairs, tutors	YES
18.	Raising awareness of higher education teachers and associates at the School Assembly about the importance of acquainting students with learning outcomes and their role in changing learning content	July 2018	Vice-dean for education and student affairs.	YES
19.	2 events to raise awareness among teaching staff of the specific needs of working with foreign students	by the end of 2018	Vice-dean for education and student affairs Student Office	YES
20.	Further motivating foreign students from higher years for greater engagement in the field of assistance to foreign students coming to Slovenia, in overcoming the cultural shock, adapting to the new environment and to study obligations – 2 events	by the end of 2018	Vice-dean for education and student affairs, Career centre	YES
21.	Conducting observations	by the end of 2018	Vice-dean for education and student affairs, Student Office	YES

Identified opportunities for improvements in the field of pedagogical excellence in 2019:
- increase student enrolment in study programmes;
- Improve the promotion of study programmes;
- Improve School website and informing;
- More active participation of the Alumni Club members;
- implementation of appropriate measures with the aim of increasing the advancement of students from the 1st to the 2nd year;
- upgrading the existing system of practice or training of mentors for this purpose;
- raising awareness among the students about the importance of active participation in decision-making processes at the School;
- encouraging student representatives to cooperate and communicate more intensely with other students;

- expanding the network and more intense cooperation with potential employers;
- continuation of changes and modernization of study programmes Social Management and 2nd cycle Psychosocial Counselling
- implementation of (minor) changes and updates of study programmes Advanced Social Studies and Sociology;
- further promotion of student mobility;
- upgrading the mobility implementation system;
- updating the curriculum internationalization system;
- raising awareness regarding the importance of knowledge about the learning outcomes and regarding the role of students in modification of learning content and self-evaluation of results;
- training of teaching and non-teaching staff in order to improve the quality of the study process;
- motivating foreign students from higher years to be more engaged in the field of assistance to foreign students from lower years of study;
- training of pedagogical and non-pedagogical staff on the diversity of students and on specific ways of working with students with special needs.

Table 36: Action plan to realize the identified opportunities for improvements in the field of pedagogic excellence in 2019

Seq. No.	OBJECTIVES	ACTIVITIES	DEADLINE FOR REALIZATION	RESPONSIBILITY
1.	Increase interest in SASS study programmes	Systematic approach to the promotion of study programmes	Permanent task - planning, realization of annual plans and impacts of information and public relations are reviewed annually within the self-evaluation processes of the School.	PR coordinator Head of Department
		Increase the informing through online media, social networks and personal information	Permanent task - planning, realization of annual plans and impacts of information and public relations are reviewed annually within the self-evaluation processes of the School.	PR coordinator
2.	Modifications and updates	Completion of modification and modernization of the study programme Social Management, in accordance with the current needs of the environment and self-evaluation processes * Specific tasks for the realization of these modifications and updates of the study programme are listed in subchapter 2.5	November 2019	Dean, Vice-dean for education and student affairs, Working group for the renewal of the study programme,

				Course coordinators
	of study programmes	Completion of modification and modernization of the 2nd cycle study programme Psychosocial Counselling, in accordance with the current needs of the environment and self-evaluation processes *Specific tasks for the realization of these modifications and updates of the study programme are listed in subchapter 2.5*	November 2019	Dean, Vice-dean for education and student affairs, working group for the renewal of the study programme, Head of Department Course coordinators
		Realization of modification and modernization of the study programme Advanced Social Studies, in accordance with the current needs of the environment and self-evaluation processes *Specific tasks for the realization of these modifications and updates of the study programme are listed in subchapter 2.5*	November 2019	Dean, Vice-dean for student and academic affairs, Course coordinators
		Realization of modification and modernization of the study programme Sociology, in accordance with the current needs of the environment and self-evaluation processes *Specific tasks for the realization of these modifications and updates of the study programme are listed in subchapter 2.5*	November 2019	Dean, Vice-dean for education and student affairs, Head of Department, Course coordinators
3.	Improvements in the field of information - a special focus on communicating job opportunities after completing a programme	Highlighting the employability possibilities at the information days and in other individual conversations of candidates with the staff at SASS, in online communication and at events intended for networking with stakeholders in the field of study programmes	Permanent task - planning, realization of annual plans and impacts of information and public relations are reviewed annually within the self-evaluation processes of the School.	Career centre, PR coordinator
4.	Increase in the advancement of students from 1st to 2nd year of study	Continued implementation of adopted measures with the aim of increasing the advancement of students from the 1st to the 2nd year	Permanent task - planning, realization of annual plans and impacts of public relations are reviewed annually within the self-evaluation	Vice-dean for education and student affairs, Head of Department, Student Office,

			processes of the School.	course coordinators
5.	Improvements in the field of doctoral studies	Strengthen connections with foreign faculties and more visits to foreign universities and other organizations in order to promote doctoral studies	October 2019	Dean, Head of department
6.	Involvement of students in professional and development work	Involvement in project work	2nd semester 2018/19	Head of Project Office, project managers
7.	Expanding the network and more intense cooperation with potential employers	Expanding the network of contacts and relationships with potential employers	Permanent task - planning, realization of annual plans and impacts of public relations are reviewed annually within the self-evaluation processes of the School.	PR Coordinator, Career Centre, PR Coordinator, Career Centre, Practice Coordinator
8.	Activation of the Alumni Club	More active networking with members of the Alumni Club on social networks intended for professional communication, active invitation of members of the Alumni Club to School events and promotion of their own active role in the operation of the Alumni Club	Permanent task - planning, realization of annual plans and impacts of public relations are reviewed annually within the self-evaluation processes of the School.	PR Coordinator, Career Centre
9.	Improvements to the existing system of practice implementation	Organization of training for practice mentors	December 2019	Practice coordinator, persons in charge of practice
		Inviting mentors to talk to students after the practice in order to obtain information on student satisfaction with the practice and suggestions for improvement		
10.	Encouraging cooperation and communication of student representatives with other students	Encouraging student representatives to send electronic notifications and inform all students of the School about the issues addressed by the Student Council	Permanent task - planning, realization of annual plans and impacts of public relations are reviewed annually within the self-evaluation processes of the School.	Career centre

11.	Raising awareness among the students about the importance of active participation in decision-making processes at the School	2 events raising student awareness on the importance of active participation in decision-making processes	until the end of 2019	Career centre
December	Promoting student mobility	Continued promotion of student mobility at School events; presentation of mobility options should be reasonably integrated in the study process	Permanent task	Head of Project Office
		Monitoring of tenders for the promotion of virtual student mobility	Permanent task	
		Conducting meetings of the E + coordinator and lecturers on the possibilities of realizing a virtual form of student mobility, before the implementation of each individual mobility exchange	Permanent task	
		Informing various stakeholders of SASS about the existence of key documents of the Erasmus + programme	Permanent task	
13.	Implementation of mobility	Preparation of a plan for systematic monitoring of mobility students (before/during /after mobility)	December 2019	Head of Project Office
		Preparation of students for mobility - Implementation of a preparatory meeting for mobility students before mobility, with the purpose of cultural and linguistic preparation (2x per year)	Permanent task	
		Reintegration of students after the completion of mobility - Integration of mobility students in activities carried out at SASS as E + ambassadors and tutors for new generations of mobility students and incoming students	Permanent task	
14.	Updates to the internationalization system	Preparation of amendments to the Mobility Rules	December 2019	Quality commission, Head of Project office
		Preparation of a curriculum for an elective course, in which students can accumulate credit points by attending lectures of foreign guest lecturers	November 2019	Vice-dean for education and student affairs
		Integrating elements of internationalization in the curricula in the process of modification and updating of study programmes	Permanent task	Vice-dean for education and student affairs

15.	Raising awareness regarding the importance of knowledge about the learning outcomes and regarding the role of students in modification of learning content and self-evaluation of results	Highlighting the importance of students knowing about the learning outcomes and about their role in modification of learning content and results at the introductory meetup event at SASS	October 2019	Vice-dean for education and student affairs
		Highlighting the importance of students knowing about the learning outcomes and about their role in modification of learning content and results within the tutoring system at SASS	First semester 2019/20	Vice-dean for education and student affairs, tutoring coordinator, teacher tutors
16.	Training of teaching and non-teaching staff with a view to improving the quality of the study process	Organization of training of academic and professional staff on the diversity of students in the higher education area, the characteristics of students with special needs	April 2019	Vice-dean for education and student affairs
		Organization of training of academic and professional staff on the specific needs of work with foreign students	October 2019	Vice-dean for education and student affairs
		Training of teaching staff about the importance of learning outcomes and achievement of competencies	April 2019	Vice-dean for education and student affairs
17.	To further motivate foreign students from higher years for greater engagement in the field of assistance to foreign students coming to Slovenia, in overcoming the cultural shock, adapting to the new environment and to study obligations	2 events	by the end of 2019	Vice-dean for education and student affairs, tutoring coordinator, Career centre

3. QUALITY OF SCIENTIFIC AND RESEARCH ACTIVITY

The next chapter presents the development, progress and quality of scientific research at the School. It shows the achievement of annual objectives in this field according to the Strategic Plan of the Faculty and the analysis of individual indicators. This is followed by a detailed report on the operation of the two institutes at the School, which explains the general research orientation and highlights important achievements reflected as a result of quality scientific and research activity. The achievements are of key importance for the development of the School, its integration into the international environment as well as the wider disciplinary field, and thus influence scientific development as well as pedagogical activity. The report therefore presents scientific research achievements that reflect scientific quality and indirectly also their results in pedagogical activity.

3.1. Presentation and analysis of achievement of annual objectives in the field of scientific and research activity according to the Strategic Plan

Table 37: Presentation of strategic guideline 1 – Research and development excellence

No.	Strategic Objective	Indicator	Source, calculation	Unit	Plan/ implementation	2015	2016	2017	2018	2019	2020
STRATEGIC GUIDELINE 1: Research and development excellence											
1.1	Publi-cation performance	Number of points taken into account per full-time researcher	Sicris; number of points for RO (database of research and development providers) in an individual year/number of full-time employees with the status of researcher according to Slovenian Research Agency as at 31 December of the same year; Sicris points	Sicris points	Plan	90	100	100	100	100	100
					Implementation	140	83	96	103	/	/
1.2	Publi-cation perfo-rmance	Number of publications in the first half of IF according to JCR or SNIP and scientific monographs published by publishers from the Slovenian Research Agency's list	Sicris; number of publications for RO in an individual year/number of full-time employees with the status of researcher according to Slovenian Research Agency as at	Number of publications	Plan	0.3	0.4	0.4	0.4	0.5	0.5
					Implementation	0.25	0.31	0.33	0.4	/	/

		per full-time researcher	31 December of the same year; Sicris points								
1.3	Publi-cation perfo-rmance	Number of pure citations in the last 10 years	Sicris; number of pure citations for RO in an individual year/number of full-time employees with the status of researcher according to Slovenian Research Agency as at 31 December of the same year; Sicris points	Numb er of norm. citat.	Plan	15	20	18	20	22	24
					Impleme ntation	16	16	16.6	20	/	/
1.4	Resear ch for the needs of the EU	Annual revenues obtained directly from the EU for the needs of research and development	Project coordinator, financial and accounting records according to the balance sheet	EUR 1000	Plan	20	100	70	100	120	140
					Impleme ntation	0	16	118	146	/	/
1.5	Resear ch for national needs	Annual revenues obtained from Slovenian Research Agency, ministries, local communities and other legal entities of the public sector for the needs of research and development	Project coordinator, financial and accounting records according to the balance sheet	EUR 1000	Plan	420	450	180	250	275	275
					Impleme ntation	321	275	182	188	/	/
1.6	Resear ch for the needs of the market (busine ss and non-govern mental sector)	Annual revenues obtained from companies and non-governmental sector for the needs of research and development	Project coordinator, financial and accounting records according to the balance sheet	EUR 1000	Plan	100	100	50	55	60	65
					Impleme ntation	88	15	38	9	/	/

1.7	Extent of confere nce events	Number of all speakers at scientific and professional conferences and workshops organized or co-organized by the School in an individual year	Project coordinator, event organizers	Numb er of partici pants	Plan	50	55	60	65	70	75
					Impleme ntation	20	65	139	65	/	/
1.8	Internati onalizat ion of confere nce events	Share of foreign speakers at scientific and professional conferences and workshops organized or co-organized by the School in each year	Project coordinator, event organizers	%	Plan	70	72	74	76	78	80
					Impleme ntation	45	32.3	77	76	/	/
1.9	User Sati sfaction	The number of warnings and complaints regarding the implementatio n of research projects by the client or funder per year	Project coordinator	Numb er	Plan	0	0	0	0	0	0
					Impleme ntation	0	0	0	0	/	/
1.1 0	Adequa cy of implem entation	Number of contracts terminated by the client or funder due to improper performance by the School per year	Project coordinator	Numb er	Plan	0	0	0	0	0	0
					Impleme ntation	0	0	0	0	/	/

In accordance with the Quality Manual and the valid Strategic Plan, the School laid down transparent scientific research objectives and pursues them in accordance with national and European guidelines and standards. The objectives in the field of scientific research quality are set very ambitiously, because the School wants to enhance its scientific-research profile and visibility of the institution in the national and international environment. The School primarily wishes to have the achievements of scientific and research work published in reputable, indexed journals and monographs. In 2018, the School achieved and even slightly exceeded the objective of publication performance. However, scientific publications are not only good in terms of quantity, but also quality, as the School has also achieved the objective of publishing excellence and notable work, which is reflected through highly indexed publications and pure citations of scientific publications.

An important objective of the School is to successfully apply to tenders with its demanding scientific research, development and professional projects, with an emphasis on national and EU level, whereby the implementation of these projects enables the achievement of academic

excellence, both of the School staff and of School reputation in the environment. In 2018, the School greatly exceeded the objective regarding research for the needs of the EU. It has been successfully included in the implementation of three Interreg projects (Interreg Danube, Interreg Central Europe and Interreg Adrion). In 2018, the School won the KNOWING IPR project - Fostering Innovation in the Danube Region through Knowledge Engineering and Intellectual Property Rights Management, which is implemented within the transnational programme Interreg Danube (project duration 1 July 2018 - 30 June 2021). In 2018, the PROJECT FOCUS-INNO – Fostering tourism innovations in Adriatic Ionian region, Interreg ADRION (1 January 2018-31 December 2019) was launched. The project INNO-WISEs, Interreg Central Europe was actively carried out, whereby researchers successfully coordinated the work package and research activities of all partners on the project and within the Slovenian environment, which was also reflected in the preparation of scientific publications.

In the field of research for the needs of the national environment, the School did not achieve the set objective, but it should be pointed out that the objective is much higher than in the previous years. Compared to the previous year, i.e. 2017, the School has actually increased its performance. In 2018, the School had a slightly worse result in the field of research for the needs of the market (economy and non-governmental sector), but the situation is related to the increased scope of work on other projects, which require active work of employed researchers. Nevertheless, such projects helped SASS to maintain its integration into the national environment (project with the Ministry of Culture) and the local environment (project with SNG NG), and the cooperation with transnational partners maintained the integration of SASS in the transnational environment. As part of ongoing projects, researchers regularly attended organized meetings of international partners, where they strengthened the role of the School in the international area, established new contacts and strengthened existing ones, also in the light of new project application opportunities, research challenges and joint publications. The School therefore achieved its objective regarding the participation in scientific research, development and application projects with prominent partners from academic and business worlds.

An important objective of the School is also the annual organization of international scientific conferences of the School, which promote cooperation with other prominent higher education institutions, institutes and other organizations and individuals. In 2018, the 10th Slovenian social science conference took place under the auspices of SASS, MOST UNESCO, and JSN of ISA, and was co-organized with mid-term ESA conference. With this conference, the School achieved the objective regarding the number of all speakers at scientific and professional conferences and workshops organized or co-organized by the School in each year and the objective regarding the participation of foreign speakers. It should be noted that the conference was also attended by prof. Marie Iding from the University of Manoa, Hawaii, with whom we established contacts through a bilateral research project (SRA) and through the project "Povezovanje globalnih in lokalnih družbenih izzivov z uporabo inovativnih metod učenja in novih tehnologij" (Connecting global and local societal challenges with the use of innovative learning methods and new technologies), which was implemented within the public tender Mobility of Slovenian higher education teachers 2017-2018. As part of this visit, she also carried out a workshop on pedagogical processes that reflect the transfer of knowledge through enhanced internationalization. This is indirectly linked with the objective of integrating the results of scientific research and professional work into education and constantly revising and updating learning contents.

The School ensures that its higher education teachers and researchers carry out their pedagogical and research work with due quality. The instructors of courses transfer their scientific achievements into the content of lectures and thus contribute to the transfer of knowledge between students and to the quality of the pedagogical process. The connection between scientific work and the pedagogical process is evident through involvement in

research projects and/or scientific-professional publications and other events, which also shows the achievement of the objective of presenting scientific and pedagogical achievements to the general public and promoting scientific culture. The School monitors the connection between the scientific work and the pedagogical process on an ongoing basis and keeps appropriate records.

3.2. Breakdown of results according to individual institutes at SASS

Institute for Advanced Social Studies

Head of the institute: prof. Matevž Tomšič, PhD.

The Institute for Advanced Social Studies (IASS) was formed by the merger of the Institute for Social Transformation, the Institute for Global and Regional Development and the Institute for Political Research. In terms of content, Institute combines a variety of theoretical aspects and empirical approaches in the social sciences. On the one hand, it is based on the broad focus of social transformations in the contemporary world combining both macro and micro perspectives and combining the cultural, social, political and economic aspects. On the other hand, it also carries out research work in the sphere of politics, dealing with its cultural, structural and procedural aspects. It is oriented toward different political phenomena as determined by value orientations, institutional settings and activities of political agents in a given society. The research focus is on multi-level governance that encompasses local, regional, national and global (also European) level. In addition, the Institute also specializes in research and teaching in the fields of sociological theories, globalization, social changes, regional development, studying of risks, international migration, and four global trends of individualization.

The Institute also employs the following staff: prof. Borut Rončević, PhD., prof. Matej Makarovič, PhD., prof. Mateja Rek, PhD., associate prof. Tea Golob, PhD., doc. Petra Kleindienst, PhD, associate prof. Andrej Raspor, Phd., Janez Kolar, MA, Jasmina Jakomin, MA, Tjaša Peršič, Janja Mikulan Kildi and Dadiana Chiran (the last two are young researchers). In 2018, IASS members published eleven scientific articles (of which nine in journals included in the Web of Science and Scopus database), four scientific monographs and four chapters in scientific monographs. They collected 1275 points in the SICRIS database. In 2018, they had 24 pure citations (Web of Science and Scopus databases) (there were 274 pure citations in the last ten years).

Selected publications:

FRIC, Urška, RONČEVIĆ, Borut. E-simbioza: leading the way to a circular economy through industrial symbiosis in Slovenia. Socijalna ekologija: časopis za ekološku misao i sociologijska istraživanja okoline, 2018, vol. 27, no. 2, pp. 119-140.

GOLOB, Tea, MAKAROVIČ, Matej. Student mobility and transnational social ties as factors of reflexivity. *Social sciences*, 2018, volume 7, no. 3, pp. 1- 18.

GOLOB, Tea, MAKAROVIČ, Matej. Work integration social entrepreneurship in East-Central Europe through structural and semiotic transformations. *Monitoring obŝestvennogo mneniâ: èkonomičeskie i social%nye peremeny*, , 2018, no. 5, pp. 233- 249.

KLEINDIENST, Petra, TOMŠIČ, Matevž. Človekovo dostojanstvo kot del politične kulture v novih demokracijah: postkomunistična Slovenija. *Bogoslovni vestnik: glasilo Teološke fakultete v Ljubljani*, 2018, vol. 78, no. 1, pp. 159- 172.

MAKAROVIČ, Matej, TOMŠIČ, Matevž. Resilience of pro-European consensus among political elites in crisis: ″old" and "new" EU member states compared. In: CONTI, Nicolò (ur.), GÖNCZ, Borbála (ur.), REAL-DATO, José (ur.). *National political elites, European integration and the Eurozone crisis*, (Routledge research on social and political elites). Abingdon (Oxon); New York: Routledge. 2018, pp. 136- 160.

MODIC, Dolores, RONČEVIĆ, Borut. Social topography for sustainable innovation policy: putting institutions, social networks and cognitive frames in their place. Comparative sociology, 2018, vol. 17, no. 1, pp. 100- 127.

MILEVA BOSHKOSKA, Biljana, RONČEVIĆ, Borut, DŽAJIĆ URŠIČ, Erika. Modeling and evaluation of the possibilities of forming a regional industrial symbiosis networks. Social sciences, 2018, vol. 7, p. 1.

MACUH, Bojan, RASPOR, Andrej, SRAKA, Marko, KOVAČIČ, Andrej. Media exposure and education of first to six grade children from slovenia-parent opinions. *International Journal of Cognitive Research in Science, Engineering and Education*, 2018, vol. 6, no. 3, pp. 49- 58.

RONČEVIĆ, Borut, MAKAROVIČ, Matej, TOMŠIČ, Matevž, CEPOI, Victor. Methodological solutions for comparative research on transformations. In: VIHALEMM, Peeter (ed.), MASSO, Anu (ed.), OPERMANN, Signe (ed.). The Routledge International Handbook of European Social Transformations. Abingdon; New York: Routledge. 2018.

Applications and Projects won:

In 2018, we prepared and submitted an application to the Jean Monnet Center of Excellence, Erasmus + Capacity Building in Higher Education, Erasmus + Knowledge Alliances, and Interreg Danube Region (two projects). The application to Interreg Danube Region was successful. We implemented the Interreg Central Europe InnoWise project on the topic of technological, managerial and competence-related challenges of work integration social enterprises (leader of national team and of the first work package Tea Golob). We took over the leadership of the Interreg Adrion FOST INNO project in the field of innovation in sustainable tourism (national team leader Matej Makarovič). We won the Interreg Central Europe project on the topic of migrants and entrepreneurship. The project is very successful and continues without complications in 2019. We have completed a bilateral project with the State University of St. Petersburg. We applied a fundamental project at SRA, and we are still waiting for the results.

Internationalization was manifested mainly through:
a. longer visits by three members of the Institute at foreign universities (Borut Rončević, Tea Golob, Matej Makarovič, Janja Mikulan Kildi, Dadiana Chiran);
b. participation in international conferences and workshops;
c. leading roles of members of the institute In the organization of the X. Slovenian Social Science Conference in combination with ESA RN36 Midterm Workshop with extensive international participation on the topic of social transformations;
e. successful completion of bilateral research cooperation with the State University of St. Petersburg (Russia).

A brief reflection on how the institute follows the four basic objectives of the School in terms of:
a. Interdisciplinarity: this is ensured by addressing the issues that are interdisciplinary and require the cooperation of researchers from various disciplines. The analysis of regional development and development factors requires combined knowledge from the fields of

sociology, political science, geography, economics, history and occasionally also from natural sciences and engineering.

b. International orientation (such as visits and conferences): this is covered in the context of internationalization shown in the previous section. Our efforts are focused on acquiring new projects, in 2018 mainly from the Interreg programmes or from the Erasmus + programmes.

c. Quality (relevant publications): the situation in this area in 2018 was relatively satisfactory, as we achieved nine publications in journals with IF. In addition, we had several lower-ranked publications and publications in the proceedings at the international publishing house from the RSA list.

d. Applicability (applications for projects): The activity in applying for projects is similar to previous years, but certain results have also been achieved. However, we are not completely satisfied with the situation and we will intensify these activities.

The objectives for 2019 are:
a. to obtain two international projects (Interreg, Erasmus + or Jean Monnet)
b. to further strengthen internationalization through intensive participation in international conferences (ISA Forum, IPSA, ESA Research Network on Social Transformation, ECPR), apply for and acquire new Erasmus + partnership and a bilateral project in the USA.
c. to strengthen the cooperation between the members of the institute, especially in the field of more high-quality publications.

National Institute of Psychotherapy (NIP)

1. **Description of the Institute (number of associates and their profiles)**

Janez Mlakar, PhD, B.Sc. in Psychology, clinical psychology specialist
Within the NIP, he carries out psychodiagnostics and clinical psychological counselling regarding various life problems: interpersonal problems, depression, anxiety, stress disorders, other mental and behavioural disorders ... based on the theoretical principles of scientific psychology and the practice of clinical psychology.

Nevenka Podgornik PhD, psychotherapist and supervisor
As a supervisor with a license from the Social Chamber of Slovenia, she carries out supervision for individuals, organizations, institutions and associations from the field of social protection.
She is a member of the expert council of the socially responsible campaign Ne-odvisen.si and a collaborator of Viva's medical line, as well as author and co-author of several professional and scientific articles and monographs. Assist. Prof. Nevenka Podgornik, PhD, is entered in the register of psychotherapists of the Slovenian Umbrella Association for Psychotherapy.
NIP offers counselling and psychotherapeutic assistance in the following fields:
education of children and adolescents, partnership problems, mental health problems (stress disorders, psychosomatic problems, panic attacks, phobias, anxiety, depression, etc.), prevention of stress, tension, burnout, coping with distress in different life situations and periods, improving interpersonal relationships, excessive use of computers and other electronic media, mastering relaxation techniques: autogenic training and EFT (Emotional freedom technique)

Jana Krivec, PhD, B.Sc. in Psychology,
She attended training in cognitive-behavioural psychotherapeutic approach. In 2016, she obtained a certificate in cognitive-behavioural therapy at the Academy of C.B.T., Dusseldorf, Germany.
She is the author of several scientific and expert articles and contributions at various national and international conferences. For several years she worked in the field of artificial intelligence at the Jožef Stefan Institute.

Within the NIP, she performs neurofeedback concentration and relaxation training. The technique is suitable for people with problems of attention in the workplace, at school, in sport and people who find it difficult to relax.

Tjaša Stepišnik Perdih, PhD
She is a member of the executive board of theAssociation of Marriage and Family Therapists of Slovenia (ZDT) and the Slovenian representative at the European Society for Trauma and Dissociation (ESTD).
Within the NIP, she performs psychotherapeutic and counselling work with relational marital and family therapy method and sensorimotor therapy.
Counselling and psychotherapeutic assistance covers the following areas:
partner problems, self-esteem and body contact, emotion regulation, depression, anxiety, panic attacks, coping with stress, release of tension, psychosomatics, traumatic events, post-traumatic stress disorder, and dissociation.

Primož Rakovec, PhD
He attended training in cognitive-behavioural psychotherapeutic approach. From 2007 to 2010 he attended training in neurolinguistic programming (NLP) and acquired the International INLPTA certificate 'NLP Master Coach'. From 2010 to 2012, he acquired education in the field of hypnosis and hypnotherapy. He completed the training as an AIA certified hypnotherapist. In 2016, he obtained a certificate in cognitive-behavioural therapy at the Academy of C.B.T., Dusseldorf, Germany.
He is a member of the Society for Psychosocial Counselling and Psychotherapy of Slovenia and Slovenian Coaching Association. As a volunteer, he cooperates with the Red cross of Slovenia in training for the provision of psychological first aid.
Within the NIP, he offers counselling assistance in the following fields:
fears, anxiety, phobias, addiction to psychoactive substances (alcohol, tobacco, drugs), addiction to video games, addiction to gambling, negative, gloomy thoughts, self-esteem and self-confidence, partnership relations, conflict resolution,
elimination of unwanted habits, assertiveness, stress management, impulse control,
general mood.

Silvo Koželj, PhD
He is a doctor of psychology and a licensed psychotherapist. He is a member of the Society Sinta (Slovenian Organization for Integrative Psychotherapy and Transactional Analysis), IIPA (International Integrative Psychotherapy Association). and SKZP (Slovenian Umbrella Association for Psychotherapy). Integral therapy (IP) in its nature, as well as through concepts and methods of work, treats a person in an integrative and therefore holistic way. In addition to the IP method, he also uses the EMDR method in his work, which is an a method officially recognized by WHO for processing traumatic experiences. He also uses his own method of psycho-physical exercise.
His field of activity are individual and partner therapies, regardless of the type of problem. He also works as a mental trainer for young and top athletes, using his own work methodology.

Mag. Marjeta Cerar
She holds a B. sc. in pedagogics and library science and is a specialist in gestalt pedagogy and logotherapist. In 1997, she completed gestalt pedagogical training and specialization with dr. Höfer (Uni Graz), and in 2014, logotherapeutic studies at the Institute for Existential Analysis and Logotherapy in Vienna. She continues her research work to name a pedagogy based on the scientific anthropology of V. E. Frankl. She is a member of the Expert Council of the Slovenian Society for Logotherapy and active at domestic and international conferences and a consultant of Telefonu v stiski (distress phone helpline).

She works at NIP within the following programmes:

psychosocial counselling, bibliotherapy, individual therapy, professional counselling for people in need, crisis situations and in the pedagogical field, preventive and educational programs (gestalt, logotherapy: fear, dementia, depression).

2. Field of activity (topics discussed)

The core activity of the institute is research activity in the field of psychotherapy and counselling, and the preparation and implementation of preventive and educational programmes. Within the Institute, we also establish psychotherapeutic and counselling practices, which, if applicable, are included in the pedagogical process as a part of practical training. The Institute offers individual, group, family and partner psychotherapy, psychosocial support, information and expert advice for people in need and additional preventive and educational programmes and supervision in educational institutions, voluntary sector work in the field of social protection and other clients.

3. Relevant publications of researchers

Janez Mlakar

RAKUŠA, Martin, JENSTERLE, Jože, MLAKAR, Janez. Clock drawing test: a simple scoring system for the accurate screening of cognitive impairment in patients with mild cognitive impairment and dementia. Dementia and geriatric cognitive disorders, ISSN 1421-9824, 2018, vol. 45, no. 5/6, pp. 326-334

KASTELIC, Andrej, MLAKAR, Janez, PREGELJ, Peter. Preliminary data on validity of the drug addiction treatment efficacy questionnaire. *Psychiatria Danubina*, ISSN 0353-5053, 2013, vol. 25, no. 3, pp. 261- 265.

VUČKO MIKLAVČIČ, Ilonka, MILAKIĆ-SNOJ, Zvezdana, MLAKAR, Janez, PREGELJ, Peter. Validation of the Slovenian version of hospital anxiety and depression scale in female cancer patients. *Psychiatria Danubina*, ISSN 0353-5053, 2008, vol. 20, no. 2, pp. 148- 152.

RAKUŠA, Martin, GRANDA, Gal, KOGOJ, Aleš, MLAKAR, Janez, VODUŠEK, David B. Mini-mental state examination: standardization and validation for the elderly Slovenian population. *European journal of neurology*, ISSN 1351-5101, 2006, vol. 13, pp. 141- 145.

MLAKAR, Janez, LIČINA, Milan, JENSTERLE, Jože, TRTNIK-SNOJ, Mihaela, STANIČ, Janja, ŠTRUS, Franci, ZALAR, Bojan, PATERNOSTER, Mira. Psihosocialni dejavniki poporodne depresivnosti. *Zdravstveni vestnik*, ISSN 0350-0063, 1991, vol. 60, no. 3, pp. 129- 130.

ŠVAB, Vesna, MLAKAR, Janez. Svetovanje. In: ŠVAB, Vesna (ur.), AŽMAN, Renata. *Obravnava v skupnosti*. Ljubljana: Šent, Slovensko združenje za duševno zdravje, 2015, pp. 60- 64. http://sent.si/fck_files/file/Ucbenik_OBRAVNAVA_V_SKUPNOSTI_Vesna_Svab_ur.pdf.

JENSTERLE, Jože, MLAKAR, Janez, TRETNJAK, Vali, KOBAL, Miloš. *Nevropsihološko ocenjevanje bolnikov z možganskimi poškodbami*. Ljubljana: Univerzitetna psihiatrična in pediatrična klinika, 1991. 23 f

AŽMAN, Renata, BENSA, Marija, COTIČ, Živa, KLEMENČIČ ROZMAN, Mija Marija, IVANIŠEVIĆ VALETIČ, Ana, KERSNIK, Janko, MLAKAR, Janez, MLINAR, Simona, NANUT, Tina, PAHOR, Majda, BELAK, Edo P., POTOČNIK DAJČMAN, Nataša, SMRDU, Maja, VRHOVNIK STRAKA, Tone, VALIČ, Maja, ŠVAB, Vesna (author, editor), WEBER, Urška, ZGONC, Špela. *Mental health in the community: the case of Slovenia*. Ljubljana: Šent,

Slovensko združenje za duševno zdravje, 2015. 117 p. ISBN 978-961-93651-4-4. http://www.sent.si/fck_files/Mental%20Care%20in%20Community.pdf.

Nevenka Podgornik

AMBROŽIČ, Olga, PODGORNIK, Nevenka. Uvajanje otrok v vrtec: študija primera. Pedagoška obzorja: časopis za didaktiko in metodiko, ISSN 0353-1392, 2018, vol. 33, no. 2, pp. 105- 119.

BEZJAK, Milan, PODGORNIK, Nevenka. A signalman's stress at work. Innovative issues and approaches in social sciences, ISSN 1855-0541, Sep. 2018, vol. 11, no. 3, pp. 28-44. http://www.iiass.com/pdf/IIASS-2018-no3-art2.pdf, doi: 10.12959/issn.1855-0541.IIASS-2018-no3-art2.

KOVAČIČ, Andrej, PODGORNIK, Nevenka. The sociological view of a late-modern individual's identity. Innovative issues and approaches in social sciences, ISSN 1855-0541, May 2017, vol. 10, no. 2, pp. 21-41, ilustr. http://www.iiass.com/pdf/IIASS-volume10-number2-2017.pdf, doi: 10.12959/issn.1855-0541.IIASS-2017-no2-art02

KOVAČIČ, Andrej, PODGORNIK, Nevenka, PRISTOV, Zorica, RASPOR, Andrej. Mobbing in a non-profit organisation. Organizacija: revija za management, informatiko in kadre, ISSN 1318-5454. [Printed version.], May 2017, vol. 50, no. 2, pp. 178-187, tabele. http://organizacija.fov.uni-mb.si/index.php/organizacija/article/view/761, doi: 10.1515/orga-2017-0012

FLAKER, Vito, CUDER, Maja, NAGODE, Mateja, PODBEVŠEK, Kristina, PODGORNIK, Nevenka, RODE, Nino, ŠKERJANC, Jelka, ZIDAR, Romana. Vzpostavljanje osebnih paketov storitev: poročilo o pilotskem projektu Individualiziranje financiranja storitev socialnega varstva. Ljubljana: Fakulteta za socialno delo, 2007

PODGORNIK, Nevenka. Kriva je Eva: androcentrična konstrukcija stvarnosti in manifestiranje psihičnih kriz žensk. Ljubljana: Vega, 2012.

PODGORNIK, Nevenka. Psihične krize sodobnega človeka. Sociološko-antropološka perspektiva in vpogled v psihoterapevtsko prakso. Trnava: Univerza Sv. Cirila in Metoda, 2014

PODGORNIK, Nevenka. Mental health as a public social problem. Global journal of human social sciences, 2014, vol. 14, issu. 1, pp. 22-31

PODGORNIK, Nevenka. Depression: a socio-cultural way of manifesting women´s psychological crises. Anthropol. Noteb, 2012, year 18, no. 2, pp. 55- 67.

PODGORNIK, Nevenka. The social exclusion of immigrants and the Romanian ethnic group and the problems with their situation in Slovenian schools and in education. Innovative issues and approaches in social sciences, May 2012, vol. 5, no. 2, pp. 69-89

PODGORNIK, Nevenka. The role of poverty and social exclusion in the acquirement of educational and psychosocial competences of children. Innovative issues and approaches in social sciences, 2012, vol. 5, no. 3, pp. 83-108

VEHOVAR, Urban, MAKAROVIČ, Matej, PODGORNIK, Nevenka, ČERNIČ, Mateja. Od ekonomskega do kulturnega kapitala: izobraževalni sistem kot dejavnik socialnega izključevanja v Republiki Sloveniji. Ljubljana: Vega, 2009.

PODGORNIK, Nevenka. A Psychotherapeutic treatment of psychosomatic problems. Innovative issues and approaches in social sciences, 2014, vol. 7, no. 3, pp. 148- 166.

PODGORNIK, Nevenka. Terapevtsko-svetovalni proces z osebo, zasvojeno s spolnostjo = A counselling process with a person addicted to sex. Kairos, 2012, vol. 6, no. 1- 2, pp. 67- 84

Jana Krivec

KRIVEC, Jana, RAKOVEC, Primož. Kognitivno-vedenjski profil stresne izkušnje med slovenskimi študentkami in študenti = Cognitive behavioral profile of stress experience among Slovenian students. Kairos: slovenska revija za psihoterapijo, ISSN 1854-9373. [Printed version.], 2018, vol. 12, no. 1/2, pp. 67-86

ORAVECZ, Robert, PENKO, Jerica, SUKLAN, Jana, KRIVEC, Jana. Prevalence of post-traumatic stress disorder, symptomatology and coping strategies among Slovene medical emergency professionals. Sigurnost, ISSN 0350-6886. [Printed version], 2018, vol. 60, no. 2, pp. 117-127

KRIVEC, Jana, SUKLAN, Jana. O stigmi na področju duševnega zdravja in iskanja strokovne pomoči v Sloveniji. Duševno zdravje v skupnosti, ISSN 2463-9621, 2018, vol. 3, no. 1, pp. 5-12

KRIVEC, Jana, GOLOB, Tea. Psychosocial approach to migrants: current state, issues and improvement possibilities. Innovative issues and approaches in social sciences, ISSN 1855-0541, May 2017, vol. 10, no. 2, pp. 42-61. http://www.iiass.com/pdf/IIASS-volume10-number2-2017.pdf, doi: 10.12959/issn.1855-0541.IIASS-2017-no2-art03.

KRIVEC, Jana. Cognitive processes and information technology in education. In: RONČEVIĆ, Borut (ed.), TOMŠIČ, Matevž (ed.). Information society and its manifestations: economy, politics, culture. Frankfurt am Main [etc.]: Peter Lang. cop. 2017, doi: 10.3726/b10694. [COBISS.SI-ID 2048417555], [Scopus until 10. 6. 2017: no. of citations (TC): 0, pure citations (CI): 0]

KRIVEC, Jana. Smernice psihosocialne obravnave za delo z otroki in mladostniki begunci in migranti ter otroki in mladostniki brez spremstva. In: Priročnik za podporo strokovnjakom za delo z otroki in mladostniki begunci in migranti ter otroki in mladostniki brez spremstva, (Socialni izziv, ISSN 1408-9483, 2017). One-time ed. Ljubljana: Socialna zbornica Slovenije. [2017], pp. 33- 44., illustr.

KRIVEC, Jana, GAMS, Matjaž. Virtual personal psychosocial counsellor. In: FOMICHOV, Vladimir (ed.), FOMICHOVA, Olga S. (ed.). Kognitonika: zbornik 20. mednarodne multikonference Informacijska družba - IS 2017, 9.-13. oktober 2017, [Ljubljana, Slovenia]: zvezek D = Cognitonics: proceedings of the 20th International Multiconference Information Society - IS 2017, 9th-13th October, 2017, Ljubljana, Slovenia: volume D, 20. mednarodna multikonferenca Informacijska družba - IS 2017, 9.-13. October 2017, Ljubljana, Slovenia. Ljubljana: Jožef Stefan Institute. 2017, pp. 38-42, illustr. https://is.ijs.si/archive/proceedings/2017/files/Zbornik%20-%20F.pdf.

KRIVEC, Jana, ČERNIGOJ, Adela. Razlogi za starševstvo in pomen otrok pri slovenskih materah. In: MALAČIČ, Janez (ed.), GAMS, Matjaž (ed.). Soočanje z demografskimi izzivi: zbornik 20. mednarodne multikonference Informacijska družba - IS 2017, 9.-13. oktober 2017, [Ljubljana, Slovenia]: zvezek F = Facing demographic challenge: proceedings of the 20th International Multiconference Information Society - IS 2017, 9th-13th October, 2017, Ljubljana,

Slovenia: volume F. Ljubljana: Jožef Stefan Institute. 2017, pp. 52-55, illustr. https://is.ijs.si/archive/proceedings/2017/files/Zbornik%20-%20F.pdf.

KRIVEC, Jana, SUKLAN, Jana. Vpliv stigme na odnos do psihološke pomoči. Raziskave in razprave, ISSN 1855-4148, 2015, vol. 8, no. 3, pp. 4-62, illustr. http://www.fuds.si/sites/default/files/rr_elektronska_3._stevilka_2015.pdf.

KRIVEC, Jana. Analytical review of mindfulness-based educational programs: a missing linkage between humans and a modern world. Research in social change, ISSN 2463-8226, May 2015, no. 7, iss. 2, pp. 107-144, illustr. http://www.fuds.si/sites/default/files/rsc_7_issue_2_may_2015.pdf.

ŠVAB, Vesna, KRIVEC, Jana, VODA, Kristina. How to reduce stigma and discrimination of people with mental health problems within educational process = Kako doseči zmanjševanje stigme in diskriminacije ljudi z duševnimi motnjami v učnem procesu. In: AŠKERC, Katarina (ed.). Izboljševanje procesov učenja in poučevanja v visokošolskem izobraževanju: zbornik konference = Improving teaching and learning processes in higher education: conference proceedings. Ljubljana: Center RS za mobilnost in evropske programe izobraževanja in usposabljanja, 2016, pp. 74-80. http://www.cmepius.si/wp-content/uploads/2014/02/1-ZBORNIK-OBLIKOVANJE-final-5.pdf

GAMS, Matjaž, KRIVEC, Jana. Demographic analysis of fertility using data mining tools. Informatica, ISSN 0350-5596, 2008, vol. 32, no. 2, pp. 147- 156. [COBISS.SI-ID 21900071]

KRIVEC, Jana. Spoprijemanje s stresom in socialna podpora: primerjava med šahisti in nešahisti. Psihološka obzorja, ISSN 1318-1874. [Printed version.], 2005, vol. 14, no. 2, pp. 123- 135, illustr. [COBISS.SI-ID 30488674]

KRIVEC, Jana, GUID, Matej, BRATKO, Ivan. Identification and characteristic descriptions of procedural chunks. In: Computationworld 2009, Computation world: future computing, service computation, adaptive, content, cognitive, paterns, 15-20 November 2009, Athens, Greece. DINI, Petre (ed.). Proceedings. New York: IEEE Coputer Society, 2009, pp. 448-453. [COBISS.SI-ID 23336487]

KRIVEC, Jana, GAMS, Matjaž. Data mining techniques for explaining social events. In: FUNATSU, Kimito (ed.), HASEGAWA, Kyoshi (ed.). Knowledge-oriented applications in data mining. Rijeka: In-Tech, cop. 2011, pp. 39- 52.

Marjeta Cerar

CERAR, Marjeta. Kurikularna prenova domske vzgoje. Pedagoška obzorja, ISSN 0353-1392, 1999, vol. 14, no. 5-6, pp. [298]-307. [

CERAR, Marjeta. Pogled staršev na šolsko obremenjenost, pobude za sodelovanje družine in šole. In: ŽEROVNIK, Angelca (ed.). Družina - šola: [symposium proceedings, 6 and 7 november 1997]. Ljubljana: Družina: Pedagoški inštitut, 1998, pp. 184-190, illustr.

NOVAK, Bogomir, CERAR, Marjeta. Uresničevanje konceptov transformacijske šole. In: *NLP mojstri.* [Skupina mojstrov nevrolingvističnega programčiranja], 2002-, 18 pp. https://mail.google.com/mail/?ui=2&view=bsp&ver=1qygpcgurkovy.

NOVAK, Helena, ŽAGAR, Drago, STREL, Janko, ŠTIHEC, Jože, PISANSKI, Mojca, JURIČIČ, Mojca, ARKO, Urška, ČUK, Miran, CERAR, Marjeta. *Obremenitve osnovnošolcev: vzroki in posledice.* Ljubljana [i. e.] Radovljica: Didakta, 1995. 144 pp., graphs. ISBN 86-7707-073-7.

Tjaša Stepišnik Perdih

STEPIŠNIK PERDIH, Tjaša, SELJAK, Romana. Kako razumeti, diagnosticirati in obravnavati s kompleksno travmo povzročeno disociacijo: poročilo s konference Evropskega združenja za travmo in disociacijo (ESTD) = How to understand, diagnose and treat complex trauma-generated dissociation = report from the conference of the European Society for Trauma and Dissociation (ESTD). Kairos: slovenska revija za psihoterapijo, ISSN 1854-9373. [Printed version.], 2018, vol. 12, no. 1/2, pp. 209-215

STEPIŠNIK PERDIH, Tjaša. TRE for athletes. In: PAJEK, Maja (ed.), et al. Plenary lectures, invited proceedings, book of abstracts and book of proceedings, 5th International Scientific Conference of Slovenian Gymnastics Federation, Ljubljana, January 2018. Ljubljana: Slovenian Gymnastics Federation. 2018, str. 151-15

STEPIŠNIK PERDIH, Tjaša. Dissociative symptoms in young adults in Slovenia. In: Proceedings of 104th the IRES International Conference, Rome, Italy, 20th-21st February, 2018. Rome: [s. n.]. 2018, pp. 10-13

STEPIŠNIK PERDIH, Tjaša. Fiziološke dimenzije čustev v Svetem pismu. Bogoslovni vestnik, ISSN 1581-2987. [Online version.], 2017, vol. 77, no. 1, pp. 221-227. http://www.teof.uni-lj.si/uploads/Stepi%C5%A1nik%20Perdih.pdf

KRIVEC, Jana, STEPIŠNIK PERDIH, Tjaša. Values and self-perception of Slovenian, Finnish and Lebanese students: presentation at the 9th Slovenian Social Science Conference, Ljubljana, 21-23 September 2017.

Primož Rakovec

KRIVEC, Jana, RAKOVEC, Primož. Kognitivno-vedenjski profil stresne izkušnje med slovenskimi študentkami in študenti = Cognitive behavioral profile of stress experience among Slovenian students. Kairos: slovenska revija za psihoterapijo, ISSN 1854-9373.

4. Applications and Projects won

NIP employees won and participate in several projects:
- COST training school (Tjaša Stepišnik Perdih, PhD)
- PKP (creative path to practical knowledge) projects (Tjaša Stepišnik Perdih, PhD doc. Nevenka Podgornik, PhD, doc. Jana Krivec, PhD): in 2018, NIP members carried out 3 PKP projects: NODEPRA: National depression awareness project; MOBAP LOST: Content design of a mobile application for children of separated parents; Program design for training of social skills for people with mental health problems
- In the new tender, we also applied with 2 PKP projects
- A fundamental project was also submitted (within the public call for (co)financing of research projects for 2019).

5. Internationalization

NIP connects with organizations in different countries, such as Pro Mente in Austria, with whom we applied for a joint project on the treatment of people with mental health problems. We are also connected with the *European Association for Counselling - EAC*. NIP member Tjaša Stepišnik Perdih is also the Slovenian representative at the European Society for Trauma and Dissociation (ESTD). Members are also connected with the University of Graz and the International Integrative Psychotherapy Association (IIPA). Most members also obtained

international experience, training and knowledge (such as a certificate in cognitive-behavioural therapy from the Academy of C.B.T., Düsseldorf, Germany).

NIP members participate in ERASMUS exchanges with various international universities and institutes (Lebanon, Poland). In 2018, we were successful in the Erasmus+ tender (KA107). We applied and obtained funding for cooperation with the partner university MSUPE - Moscow State University of Psychology and Education, Russia.

Internationalization also takes place through the participation of NIP members in several international conferences (more on this in the review of publications).

6. **A brief reflection on how the institute follows the four basic objectives of the School in terms of**

   a. *Interdisciplinarity*

NIP makes its best efforts to be as interdisciplinary as possible. We connect with different organizations and try to combine psychosocial counselling with various other skills. We believe there is still a lot of room for improvement. We will also connect with the other institute at SASS and further. We will continue to be active in the creation of local and regional policies and in the efforts to regulate the field of psychotherapy at the national level. Through project work, we also connect with private and non-governmental organizations operating in practice.

   b. *International orientation (such as visits and conferences)*

Until now, NIP mostly made international connections at the level of individual members in the form of visits to foreign universities or international conferences and events. In the future, we want to connect at the level of the institute. We will start this activity on the exchange in Russia in 2019.

   c. *Quality (reputable publications)*

We believe that NIP members are active in publishing scientific and professional texts in reputable journals (as shown in point 3 of this report). We will continue with our efforts to further improve the level of publications. Above all, we want to achieve some scientific publications of the highest quality.

   d. *Applicability (applications for projects)*

We want to win 1 European project in the next year. We also agreed with the members of the NIP to engage in preventive activities in the field of mental health and psychosocial assistance, because we believe that this field is not sufficiently addressed despite the fact that it is essential for the well-being of the society. In this context, we also plan to connect with relevant Slovenian stakeholders and to organize public events in order to bring the subject closer to the public. We also want to actively participate in the regulation of legislation in the field of mental health and the regulation of the profession of psychotherapy. Member of NIP, assist. prof. Primož Rakovec, PhD, is a part of work group at the Ministry of Health.

   7. *Vision of the Institute's activities in the next year*

The long-term professional and scientific orientation of the Institute is to establish international and domestic connections and carry out research and project work. We will apply for at least 2 international projects in 2019, one as a leading partner and one as a partner. We also want to organise events in the field of psychosocial assistance. We will continue with the ongoing initiative for the regulation of psychotherapeutic and counselling activities. We will also expand the core activities of psychosocial counselling and assistance.

3.3. Implementation of tasks for 2018 and action plan for 2019

In order to achieve the objectives laid down by the School, we prepared an Action Plan in 2017 to realize the opportunities for improvements in the field of scientific research in 2018.

Table 38: Realization of objectives in the field of quality of scientific and research activity in 2018

Seq. No.	Objective	Specific task	Responsible	Realization
1.	Apply for international projects within the Interreg Danube call, Horizon 2020, Norface, Jean Monnet, Strategic Partnership, Marie Curie, Mobility K107	Examine the call; appoint a working group; prepare application Applied for 7 projects in 2018	Vice-dean for scientific and research activities	Implemented as a permanent task
2.	Carrying out research for the economy and non-economy	Application to public calls; preparation of tenders; implementation of research; 7 market researches in 2018	Vice-dean for scientific and research activities	Partially realized
3.	Networking – making further institutional contacts with relevant research organizations in different regions of the world	Organisation of the tenth Slovenian Social Sciences Conference in combination with ESA RN 36	Vice-dean for scientific and research activities	Realized
6.	Publications in international scientific journals of the highest rank (the ones indexed in SSCI, AHCI) and with reputable international publishers	Providing coordination and support to researchers in their research work and publication of results	Vice-dean for scientific and research activities	Implemented as a permanent task
7.	Preparations for inclusion of RSC magazine in the Scopus database	Implementation of necessary procedures	Editor-in-Chief of RSC	Not realized
8.	Improvement of coordination and organizational capacities between the project office, Vice-dean for scientific and research activities, heads of institutes, and researchers	Organization of coordinative consultations between relevant stakeholders every 3 months	Vice-dean for scientific and research activities	Implemented as a permanent task

Most of the set measures are implemented as a permanent task and have been implemented as such. In this sense, we have:
- intensified the application to international projects, especially with SASS acting as a partner and not as a coordinator;
- further established institutional contacts with relevant research organizations in various regions of the world, the objective was also achieved on the basis of the organization of the tenth Slovenian Social Science Conference 2018, together with ESA RN 36;
- more intensive scientific and journalistic activity to achieve publications in international scientific journals of the highest rank (the ones indexed in SSCI, AHCI) and with reputable international publishers. The objective was achieved with regular meetings of researchers;
- regular participation of researchers also led to a systematic approach to project application and acquisition.

However, the objective to include the RSC magazine into the Scopus database still remains unrealized, but the procedures in this direction are currently running.

Table 39: Overview of conclusions of the Self-evaluation report in 2017 and the realization in 2018

Long-term/ Strategic Objective:	Main annual objectives	Measures (tasks) to achieve long-term objective	Name of indicator	Baseline value of the indicator for 2017	Target value of the indicator for 2018	Realization in 2018
Research and development excellence	Apply for international projects within the Interreg Danube call, Horizon 2020, Norface, Jean Monnet, Strategic Partnership, Marie Curie, Mobility K107	Examine the call; appoint a working group; prepare application	Project applications	9	10	16
	Project applications within SRA calls	Examine the call; appoint a working group; prepare application	Project applications	1	1	3
	Carrying out research for the economy and non-economy	Application to public procurement procedures; preparation of tenders; implementation of survey	Conducting research	4	4	2
	Organization of international social science conference	get established international lecturers; Organizational tasks; Publication of papers	Event organization	1	1	1
	Promoting the scientific notable work of employees in the public	Organization of a public event on the subject of scientific work and current social events	Round table within the SASS winter camp	1	1	1
	Implementation of education on the importance of internationalization of education and the role of SASS	Organization and implementation of the event	Implementation of the event within the SASS scientific conference	1	1	1

According to the set objectives in 2017, the School achieved the indicators almost entirely in 2018, or even exceeded them in individual fields. Academic staff was extremely active in the field of applications to international projects within the Interreg Danube call, Horizon 2020, Norface, Jean Monnet, Strategic Partnership, Marie Curie, Mobility K107. We exceeded the initial value by 6 and, in addition, greatly exceeded the realization of indicators from 2017. We also exceeded the planned number applications submitted to the RSA. The academic staff in

the field of conducting research for the economy and non-economy did slightly worse, which is already explained above as an inevitable consequence of the increased number of acquired international projects and applications for such projects. The indicator regarding the international lecturers and the promotion of notable work and internationalization was also achieved.

Based on the review of achieved objectives and set indicators, the employees at the School can be satisfied with their work. The vast majority of objectives were achieved or even exceeded. In the field of scientific research achievements, employees can be praised for quality publications, since the objectives of publication performance, excellence and notable work were all achieved. Above all, the objective to successfully apply to demanding scientific research, development and professional tenders, with an emphasis on national and EU level, whereby the implementation of those projects enables the achievement of academic excellence, both of the School staff and its reputation, has also been achieved. The School achieved its objective regarding the participation in scientific research, development and application projects with prominent partners from academic and business worlds. It also achieved the objective regarding the organization of the annual international scientific conferences at the School. In addition, it achieved the objective of integrating the results of scientific research and professional work into education. The connection between scientific work and the pedagogical process is evident through involvement in research projects and/or scientific-professional publications and other events, which also shows the achievement of the objective of presenting scientific and pedagogical achievements to the general public and promoting scientific culture. In order to improve the quality of scientific research in 2018, we increasingly applied to international projects, made further institutional contacts with relevant research organizations in different regions of the world, carried out more intensive scientific and journalistic activity to achieve publications in international scientific journals of the highest rank, and intensified the systematic approach to application and obtaining local, national scientific and applied projects.

The tasks for improvement of scientific research work in 2019 are as follows:
- Intensified applications to international projects, systematic approach and search for synergies among employees;
- adapted implementation of research for the economy and non-economy according to the workload;
- making further institutional contacts with relevant research organizations in different regions of the world;
- more intensive scientific and journalistic activity to achieve publications in international scientific journals of the highest rank;
- promoting the notable work of researchers;
- connections in scientific research work by emphasizing the importance of the internationalization of SASS;
- achieve the unrealized objective of inclusion of RSC magazine into the Scopus database.

In order to further achieve and exceed the set objectives, the School laid down the following in 2019:

Table 40: Action plan to realize the opportunities for improvements in the field of scientific and research work in 2019

Long-term/ Strategic Objective:	Main annual objectives	Measures (tasks) to achieve long-term objective	Name of indicator	Baseline value of the indicator for 2018	Target value of the indicato

					r for 2019
Research and development excellence	Apply for international projects within the Interreg Danube call, Norface, Jean Monnet, Strategic Partnership, Marie Curie, Mobility K107	Examine the call; appoint a working group; prepare application	Project applications	9	13
	Project applications within SRA calls	Examine the call; appoint a working group; prepare application	Project applications	1	3
	Carrying out research for the economy and non-economy	Application to public procurement procedures; preparation of tenders; implementation of survey	Conducting research	4	1
	Organization of international social science conference	get established international lecturers; Organizational tasks; Publication of papers	Organization of event	1	1
	Promoting the scientific notable work of employees in the public	Organization of a public event on the subject of scientific work and current social events	Round table within the SASS winter camp	1	1
	Implementation of education on the importance of internationalization of education and the role of SASS	Organization and implementation of the event	Implementation of the event within the SASS scientific conference	1	1

4. MATERIAL CONDITIONS

4.1. Evaluation of suitability of facilities and equipment for the implementation of teaching, research and administrative work

The School has its own premises available for the implementation of activities. We purchased them in 2010 and they are located at the address Gregorčičeva ulica 19, Nova Gorica. All School departments are located within these premises. The premises are properly equipped for the implementation of pedagogical and research activities, as well as for the activities of

professional services and library activities. Some study programmes also take place in the rented premises in the dislocated unit in Ljubljana on Leskoškova cesta 9e.

Currently the School owns the following lecture rooms in Nova Gorica:
• Large lecture room with 78 seats, board, laptop and projector,
• Lecture room no. 1 with 40 seats, board, laptop and projector,
• Lecture room no. 2 with 28 seats, board, laptop, projector and
      15 laptops with basic software installed (MS Windows and
      and Microsoft Office) available to students,
• Lecture room no. 3 with 25 seats, board, laptop and projector
• Senate room with 14 seats, board, laptop and projector,
• Meeting room, intended for students as a place to study and socialize, with 20 seats and a
      screen.

At the dislocated unit in Ljubljana, the School rents the following premises: five lecture rooms, an office, and a therapy room.
• Lecture room no. 1 with 22 seats, board, laptop and projector,
• Lecture room no. 2 with 41 seats, board, laptop and projector,
• Lecture room no. 3 with 17 seats, board, laptop and projector
• Lecture room no. 4 with 38 seats, board, laptop and projector,

In 2012, the School renovated its building in Nova Gorica and obtained three additional lecture halls. Professional staff work in the offices on the ground floor, and employed teaching staff have cabinets on the first floor. The library is located in the School building in Nova Gorica and also has dislocated units in Ljubljana and Novo mesto. We evaluate that the spatial conditions are perfectly adapted to the implementation of all activities of the School.

4.2. Adaptations to students with special needs

The premises, the equipment and the study process are mostly adapted for students with special needs (students with disabilities). For example, the School premises (both at the headquarters and at the dislocated unit) already include a number of adaptations for students with special needs (accessible toilets, driveway, parking in own yard, lift at the dislocated unit, etc.).

In the academic year 2018/19, there were no students with special needs who would need special equipment or other adjustments. In recent years, some of these students were documented and, in agreement with them, we adjusted the implementation of the study process and made other necessary adjustments. So far, the School has been praised by students with special needs regarding the necessary adjustments for their studies. Therefore, we believe that the students were satisfied with their studies at the School or with the implementation of the study process according to their specific needs.

The School is aware of the importance of adapting various aspects of the School and studies to students with special needs, so we started planning and implementing additional adaptations already in 2018. For the year 2019, we plan a number of measures, mainly in three areas:
1) adaptations of premises and equipment;
2) communication and information accessibility and
3) adaptations of study materials and implementation of studies.
In order to intensify the activities in this field, a working group will be appointed at the beginning of 2019, which will prepare plans and ensure the implementation of the necessary adjustments for students with special needs.

In 2018, some employees attended training and education in the field of adapting various aspects of studies to the students with special needs (e.g. on the subject of diversity of students in higher education area and adapting to students with special needs). As a measure in 2019, more active participation of teaching and non-teaching staff in training and education in this field is envisaged.

4.3. Quality of the library, library materials and library services

Below we present a general overview of the learning and information resources of the School for the general needs of students and academic staff.

Table 41: Overview of short-term objectives and their realization

Short-term priority objectives	Expected results in 2018	Realisation in 2018, with explanation of differences
Purchase of literature	12.400 volumes	12,334 volumes owned by SASS
Carry out a presentation of the library and of database searching (by prior arrangement)	Realized	Realized

Table 42: Overview of realization of indicators in 2018

Indicator	Expected results in 2018	Realisation 2018
Number of active users of the library	350	416
Share of active users from the School (students, higher education teachers and associates, researchers and professional associates)	80% students, 20% of other users	78% students, 22% of other users
The number of materials examined in electronic format	/	/
Number of organized trainings for users	1	Providing individual assistance to users.*

/ - no information
* Students were offered the possibility of organized training, but this was not implemented due to lack of interest among students. Instead, students were offered individual assistance at all times.

Table 43: Comparison of realization of indicators 2016- 2018

Indicator	Year 2016	Year 2017	Year 2018

Annual increase in printed volumes and the number of leased or purchased electronic volumes	514 volumes access to databases (Proquest, Web of Science, SpringerLink)	199 volumes access to databases (Proquest, Web of Science, SpringerLink)	244 volumes access to databases (Proquest, Web of Science)
Number of organized trainings for users	2 (presentation of Proquest, Web of science, SpringerLink and Cobiss database searching and Cobiss at the request of lecturers)	2 (presentation of database searching use of EndNote web tool and citation indexes)	Provision of individual assistance to users (presentation of database searching)*

 * Students were offered the possibility of organized training, but this was not implemented due to lack of interest among students. Instead, students were offered individual assistance at all times.

Table 44: Overview of user categories in the years 2010 - 2018

User categories	2010	2011	2012	2013	2014	2015	2016	2017	2018
Students - all cycles, full-time	266	221	567	700	716	828	613	705	163
Students - all cycles, part-time	36	38	190	263	263	283	300	401	216
Secondary school pupils	0	0	0	0	0	0	0	0	0
Employed, employees working at the home institution	41	49	49	67	76	76	79	87	81
Pensioners	0	0	0	0	0	0	0	0	0
Foreign citizens	0	0	1	6	5	7	5	7	15
Other users	30	52	65	67	86	91	98	128	185

* The number of students varies because they are deleted from the user register at the end of their studies

The library of the School of Advanced Social Studies in Nova Gorica (hereinafter SASS) was established at the end of 2007. It operates as a higher education library in Nova Gorica, Ljubljana and Novo mesto. It is intended primarily for pedagogical and scientific research workers and students of the School of Advanced Social Studies in Nova Gorica and the Faculty of Information Studies in Novo mesto (hereinafter FIS), but it is also open to other users from the fields of science, research and education. It was included in the Cobiss system in January

2008. In April 2008, it was included in the COBISS3/book loan, and at the same time it was granted access to databases (Web of Science, Proquest). In 2016, it was also granted access to SCOPUS and ScienceDirect.

The main source of funding for the purchase of equipment and books is the School itself. The total number of all volumes in the libraries of Nova Gorica, Novo mesto and Ljubljana, entered in the library catalogue, amounts to approximately 12,300 units. In addition to printed volumes, the library also offers access to electronic volumes. The library has adopted „Pravilnik o splošnih pogojih poslovanja knjižnice Fakultete za uporabne družbene študije v Novi Gorici in cenik knjižničnih storitev" (Rules on the General Terms and Conditions of the Library of the School of Advanced Social Studies in Nova Gorica and the Price List of Library Services. The purchase of materials is financed by SASS.

The main tasks of the library include:
- managing the fund, which includes: preparation of proposals for the purchase of literature, purchase and supplementation of books and other volumes (monographic and serial publications, electronic sources),
- processing (classification and cataloguing of the material), inventory and equipment (wrapping volumes in protective wrappers, attaching labels to record their borrowing, stamping the volumes),
- taking over records from COBIB and editing and arranging volumes by subject,
- preparation, data entry and management of bibliographies of researchers, higher education teachers and associates,
- lending material for reading room, home lending and inter-library lending,
- reference work (advising readers and providing information on volumes and information sources, assistance in searching through the catalogue, by information sources and in the library),
- preparing content for the library website,
- providing information on what's new in the library,
- introduction and assistance to users in searching for information in databases and other information sources,
- collecting statistics on the work and services of the library.
The library, in cooperation with individual higher education teachers and assistants, also organizes presentations of the library and a workshop on searching for information, which contributes to a greater information literacy of the students, greater use of the library and of the services it offers.

In order to provide better library services, the School also cooperates with the National and University Library in Ljubljana (NUK), the France Bevk Public Library and the library of the University of Nova Gorica.

The proposals of pedagogical and scientific research associates and students are considered in ensuring the adequacy of study, professional and scientific literature and library collection, the adequacy of literature, the availability of materials, information support and access to databases available in the library. The library collection is regularly improved by ensuring library resources and services for scientific, professional and research fields the School is active in, as well as for all types and cycles of study programmes that take place at the School. The School provides access to the following databases: Web of Science, Proquest, SCOPUS and ScienceDirect. The School also takes into account the method of study or implementation of study programmes (full-time and part-time studies) by ensuring the availability of materials to students, taking into account the method of work and contact hours implementation (such as lectures and exercises). We estimate that the library is properly equipped and stocked and that it provides all the services necessary for the good quality of library activities.

The School ensures ongoing training of librarians so that they can properly advise and assist students and other stakeholders, and so that they have all the necessary licenses. To this end, the School refers employees to training and education, such as training on the *use of COBISS3/advanced course of cataloguing* (IZUM) and *cataloguing of component parts* (NUK) in 2018.

Measures in 2019:
- updates and amendments to the Rules on the General Terms and Conditions of the Library of the School of Advanced Social Studies in Nova Gorica.

4.4. Implementation of tasks for 2018 and action plan for 2019

In the field of material conditions, we evaluate the overall results as adequate, but with room for improvement.

Overview of conclusions of the Self-evaluation report in 2017 and the realization in 2018 – material conditions

Seq. No.	Objective	Responsible	Realization
1.	Purchase of additional volumes by SASS	Head of the Library	Implemented as a permanent task
2.	Organization of 2 organized trainings for users	Head of the Library	Realized

Opportunities for improvements in the field of material conditions in 2019:
● make additional adjustments of facilities and equipment for students with special needs (students with disabilities);
● make additional adjustments in the field of communication and information accessibility;
● strive for additional adaptations of study materials and the implementation of studies for students with special needs (students with disabilities), provide training and raise awareness of teaching and non-teaching staff in this regard;
● introduce additional forms of ICT for communication between employees and students (online classroom);
● update the Rules on General Terms and Conditions of the SASS Library.

Table 45: Action plan to realize the identified opportunities for improvements in the field of material conditions in 2019

OBJECTIVES	ACTIVITIES	DEADLINE	RESPONSIBILITY

Additional adjustments of facilities and equipment for students with special needs (students with disabilities)	Additional adjustments of premises and equipment pursuant to the Criteria for Accreditation and External Evaluation of Higher Education Institutions and Study Programmes (SQAA criteria) and Accessibility Guidelines In tertiary education in RS	October 2019	Dean, Vice-dean for education and student affairs, working group for the adaptations to students with special needs,
Additional adjustments in the field of communication and information accessibility	Additional adjustments of the School in the field of communication and information accessibility pursuant to the Criteria for Accreditation and External Evaluation of Higher Education Institutions and Study Programmes (SQAA criteria) and Accessibility Guidelines In tertiary education in RS	October 2019	Dean, Vice-dean for student and academic affairs, working group for the adaptations to students with special needs,
Additional adaptations of study materials and implementation of studies for students with special needs	Training and raising awareness of teaching and non-teaching staff about the necessary adjustments of study materials and the implementation of studies for students with special needs, with the objective of actual implementation of these adjustments in lectures and exercises	October 2019	Dean, Vice-dean for education and student affairs, working group for the adaptations to students with special needs
Inclusion of new forms of ICT to strengthen employee communication with students	Planning and implementation of online classroom	October 2019	Vice-dean for education and student affairs
updates of the Rules on General Terms and Conditions of the SASS Library	update the Rules on General Terms and Conditions of the SASS Library pursuant to applicable standard in the field of library activity	December 2019	Librarian, Secretary General

5. COOPERATION WITH THE ENVIRONMENT

5.1. Presentation and analysis of achieved annual objectives of the School in this field according to the Strategic plan

Table 46: Presentation of strategic guideline 4 – Environmental responsibility

No.	Strategic Objective	Indicator (Balance sheet data)	Source, calculation.	Unit	Plan/ implementation	2015	2016	2017	2018	2019	2020
STRATEGIC GUIDELINE 4: Environmental responsibility											
4.1	Acknowledgement of research achievements	Presentations of research results to the general public	Project Coordinator/Number of presentations of research to the general public	No./ month	Plan	5	5	6	6	7	7
					Implementation	3	1	8	4	/	/
4.2	Notable popular science and professional events	Number of visitors at popular science events of the School	Project Coordinator/Social Science Evenings Coordinator/Average number of visitors per event	No./ event	Plan	8	9	10	10	11	11
					Implementation	12	23	14	20.8	/	/
4.3	Energy efficiency	Energy consumption cost per student	Financial department/student office/coefficient in EUR/number of students	EUR/ no. of students	Plan	18	18	17	17	16	16
					Implementation	21	27	25	27	/	/
4.4	Provision of information on SASS achievements	Annual number of SASS guides	Number of guides issued per year	No.	Plan	2	3	2	2	2	2
					Implementation	0	*	2	2	/	/
4.5	Popularization of social sciences among youth	Number of hours of free lectures at secondary schools From 2017 onwards: Number of young participants at events	PR coordinator /number of hours of lectures at secondary schools From 2017 onwards: Number of young participants at implemented events	No. cumulative for all schools From 2017 onwards: No. of participants	Plan	5	8	250	270	300	325
					Implementation	1	**	255	327	/	/

5.2. Cooperation of the higher education institute with the environment, the employers and its graduates

5.2.1. Cooperation with the environment at the local level
The School is involved in social activity at the local level through various activities. In 2018, we:
- maintained cooperation with secondary schools, also through the annual call for the Gosar Award for pupil essays, by organizing the annual Winter School of Psychology - Psychodays - Winter School of Psychology for pupils and by organizing the event Creative social science days for pupils: Days of reflection on contemporary social challenges (2017/2018)
- expanded the network and cooperated more intensely with potential employers
- cooperated more intensely with organizations in the field of social protection, humanitarian aid, health and education. We also organized a separate meeting of mentors from the learning bases
- participated in the events within Health Day 2018 - Become active for well-being and European Mobility Week 2018, a car-free day
- cooperated with the Slovenian National Theatre Nova Gorica in conducting a research
- increased the connection with the local environment through the operation of the Board of Trustees, as one of the bodies of the School, consisting of representatives of the economy, social organizations and local communities in the region
- organized various workshops and seminars within our Career Centre:
  - Lecture - Presentation of study programmes of the School of Advanced Social Studies through the eyes of older students, in cooperation with the Nova Gorica Institute of Adult Education
  - Workshop: Living, working and studying abroad, workshop organized with the Employment Service Nova Gorica, How studying abroad affects employment and information about studying abroad; presentation of personal experience of studying abroad - Master of Psychosocial Assistance, Jan Valenčič.
  - Lecture: within the project Creative Path to Knowledge (PKP): Depression and its effect on work efficiency
  - Lecture: within the PKP project: Content design of a mobile application for children of separated parents
  - Lecture: within the PKP project: Visual communications to improve the user experience of youth
  - Lecture: within the PKP project: Setting starting points for the development of tourism for the elderly and people with disabilities
  - The first local event within the project FOST INNO - Promoting an innovative tourist system in the Adriatic-Ionian region.

5.2.2. Cooperation with the environment at the national level
The School also successfully places itself in the national environment, in which it has already acquired a leading role in the Slovenian social sciences based on the quantitative criteria that the Slovenian Research Agency uses to measure research achievements per researcher. Last year, we conducted the evaluation of the regular annual public project tender for co-financing media programming for 2017 for the Ministry of Culture of the Republic of Slovenia and a research for the Slovenian National Theatre Nova Gorica.
In January 2018, the School cooperated with the Faculty of Information Studies and organized a 2-day Winter Camp, which took place in Ljubljana. The School regularly cooperates with other schools and organizations in Slovenia: Faculty of Media in Ljubljana, Faculty of Organizational Studies in Novo mesto, University of Nova Gorica, Doba Business School in Maribor, University of Primorska and the Union of independent higher education institutions where we are a member.

We also cooperate with INTEA institutes, IRSA, The Family Study and Research Centre, the Jožef Stefan Institute and other organizations such as VIRS Primorska, the Vitazen Institute for education and awareness on the culture of living, and the companies: Svetovalno izobraževalni center MIT d.o.o., Creanest Kreativna agencija d.o.o., Skupina Parsifal d.o.o., PRO-ACT, poslovno svetovanje, d.o.o., Agathos d.o.o., Talk Through d.o.o. and others. Among the professional associations, we should mention the cooperation with OZARO-National Association for Quality of Life, ŠENT-Slovenian Association for Mental Health, RKS-Regional Association Nova Gorica, Association for Social Studies, Slovenian association for the fight against breast cancer Europa Donna.

The School has concluded agreements on practical training for the planned number of enrolled students with the following companies and organizations:

Lunina vila so.p., Social work centre LJ Moste Polje, Škofijska Karitas KP, Pelikan - Karitas institution, Association of volunteers Vincencijeve zveze dobrote, Elementary School Glazija, Care and work centreTolmin, Psihosocialno svetovanje in psihoterapija Primož Rakovec s.p., RKS Regional Association of Nova Gorica, Social Protection Institute, Society GO Spominčica, ŠENT Slovenian Association for Mental Health, Residential and Counselling Center Planina, OZARA Slovenia, Social Work Centre Nova Gorica, DEOS - celostna oskrba starostnikov d.d., Institution Mladi zmaji.

In addition, we conclude additional contracts with individual institutions where the students carry out their practice each academic year.

5.2.3. Cooperation with the environment at the international level

In September 2018, the 10th Slovenian Social Science Conference took place. It was attended by social scientists from 22 countries, who presented exceptionally high-quality contributions on the current juggling of the world between cohesiveness and fragmentation. The conference was co-organized with the research network on the topic of Sociology of Social Transformations within the European Sociological Association and was combined with its regular midterm conference.

The School has been very successful in obtaining funds from international projects in recent years. In 2018, it implemented:

- INNO-WISEs project - Technologies, Competences and Social Innovation for Work Integration Social Enterprises within the interreg Central Europe programme
- FOST INNO project - Fostering tourism innovation system in Adriatic-Ionian Region within the Interreg ADRION programme
- KNOWING IPR project - Fostering Innovation in the Danube Region through Knowledge Engineering and Intellectual Property Rights Management, which is implemented within the transnational programme Interreg Danube.

All these projects last for several years and are currently running.

In 2017, we also obtained funds from the public call for the mobility of higher education teachers, which enabled 3 longer mobility visits of higher education teachers abroad. One mobility visit took place in 2017 and two in 2018.

Bilateral cooperation with Russia ended in 2018, and bilateral cooperation with Montenegro within the framework of the RSA international cooperation is underway.

The School also holds an ECHE Charter (Erasmus Charter for Higher Education 2014- 2020), which is a prerequisite and commitment to quality for all institutions of the tertiary sector who wish to participate in any programme activities. In 2018, the School:

- implemented the ERASMUS + project Higher education staff mobility for the purposes of teaching and training - cooperation with partner country Lebanon (Lebanese American University, Lebanon) - KA 107,
- won the ERASMUS + project Higher education staff mobility for the purposes of teaching and training - cooperation with partner country Russia (Moscow state University for Education and Psychology) – KA 107
- Won an ERASMUS + project Higher education staff mobility for the purposes of teaching and training - cooperation with partner countries of the programme (KA103).

Completion of the project for the tender year 2016, implementation of projects for the years 2017 and 2018
- implemented the CEEPUS mobility programme.

5.2.4. Cooperation with the graduates

The School has en established Alumni Club, which is an association of graduates, masters, doctoral and higher education teachers and School associates who want to preserve the connections and communication between members of all generations. It enables its members to develop in the personal, social and professional fields even after graduation. In November 2017, the Alumni Club implemented an analysis of the employability of SASS graduates. The analysis is performed every two years. Through this analysis, we monitor the adequacy of acquired competencies and learning outcomes. We the evaluate the results and use them to improve the study programmes and harmonize the programmes with the needs of graduates. The Analysis of graduates is available on the School website http://www.fuds.si/sites/default/files/anketa_med_diplomanti_fuds_2017.pdf

5.2.5. Cooperation with the employers

The School organized various meetings between employers and students as a part of lectures. In 2018, students had the opportunity to meet the following employers from the following organizations and companies:
- Care and work centre Tončke Hočevar
- Accommodation scheme Črnuška gmajna
- Accommodation scheme Postojna (VIZ Logatec)
- Care and work centre Stara Gora
- Maternity home Caritas Šempeter
- ŠENT Šempeter
- ŠENT Ljubljana
- Public institution Young Dragons - Youth Center Bežigrad
- City Association of the Deaf Ljubljana
- Social Care Institute Pristan
- Šent Kočevje
- Drogart
- Planina Educational Institution
- Social work centre crisis center
- The Slovenian Red Cross
- Go Spominčica association
- Žarek Centre (within Social work centre Nova Gorica)
- Horjul Center for the Elderly
- Mahle Letrika d.o.o.
- ZSKSS - Slovenian Catholic Girl Guides and Boy Scouts Association
- Social work centre Nova Gorica
- Social work centre Ljubljana-Moste
- Social Protection Institute of the Republic of Slovenia, Ljubljana
- Optika Aleksandra, Nova Gorica
- Vezi Postojna Association
- Caritas of Ljubljana

Representatives of the School Career Centre and the students attended employment fairs in Nova Gorica, namely the fair Izberi si svoj študij (Choose your studies) organized by the local community and the fair organized by MojeDelo.com.

5.3. Transferring knowledge into practice, identifying and meeting the needs and expectations of stakeholders

The School ensures the appropriate transfer of knowledge into practice through cooperation with the economy also through a larger number of programmes and projects related to various economic entities.

In 2018, we implemented four projects within the public call Creative path to knowledge ,which were implemented within the Operational Programme for the Implementation of the European Cohesion Policy in the 2014- 2020 period, as a direct confirmation of the operation „Open, responsive and quality higher education system - Project work with the economy and non-economy in the local and regional environment - The creative path to knowledge 2016- 2020".

In addition, in 2018 we successfully applied for and implemented a project within the public call Student Innovative Projects for Social Benefit, academic year 2017/2018. In total, we implemented five projects within the framework of both public calls (PKP and ŠIPK) in cooperation with companies and organizations at the local and national level. A total of 7 external companies and organizations participated in the projects.

In 2018, the School conducted a survey within the regular annual public project tender for co-financing media programming for 2017. In the framework of this research, it also involved students in the work.

5.4. Implementation of tasks for 2018 and action plan for 2019

Table 47: Overview of conclusions of the Self-evaluation report in 2017 in the field of cooperation with the environment and the realization in 2018

OBJECTIVES	ACTIVITIES	DEADLINE	RESPONSIBLE	REALIZATION
Improving networking with stakeholders from the external environment of the School in the local and national environment (economy, public sector, civil society)	Participation of School representatives in the events to which they are invited by relevant stakeholders in the local and national environment	Permanent task	Dean Secretary-General	yes
Cooperation with organizations in the field of social protection, humanitarian aid, health and education	Participation of SASS in various projects, workshops/lectures and in the framework of the implementation of professional practice in study programmes	Permanent task	Career centre Practice coordinator	yes
Inclusion of experts from practice in the study process	Encouraging teaching staff to cooperate with the economy and non-economy and to include experts from practice in the study process	Permanent task	Vice-dean for education and student affairs	yes
Systematic approach to the promotion and informing of relevant stakeholders about the activities of SASS	Online communication, networking, event organization and participation in stakeholder events	Permanent task	PR coordinator	yes
Improvements in online communication	Training of staff in the field of digital communication	December 2018	Secretary-General, PR coordinator	yes
Expanding the network and more intense cooperation with (potential) employers	Expanding the network of contacts and relationships with potential employers	Permanent task	PR Coordinator, Career Center, Practice Coordinator	yes

	More active networking with members of the Alumni Club on social networks intended for professional communication, active invitation of members of the Alumni Club to School events and promotion of their own active role in the operation of the Alumni Club	Permanent task	PR coordinator	yes
Encouraging the activities of the Club				

Identified opportunities for improvements in the field of cooperation with the environment in 2019:

- Improving networking with stakeholders from the external environment of the School in the local and national environment (economy, public sector, civil society)
- Extension of membership of the Board of Trustees for the 2019- 2021 term
- Inclusion of experts from practice in the study process
- Cooperation with organizations in the field of social protection, humanitarian aid, health and education
- Systematic approach to the promotion and informing of relevant stakeholders about the activities of SASS
- Improvements in online communication
- Expanding the network and more intense cooperation with (potential) employers
- Encouraging the activities of the Alumni Club

Table 48: Action plan to realize the identified opportunities for improvements in the field of cooperation with the environment in 2019

OBJECTIVES	ACTIVITIES	DEADLINE FOR REALIZATION	RESPONSIBILITY
Improving networking with stakeholders from the external environment of the School in the local and national environment (economy, public sector, civil society)	Participation of School representatives in the events to which they are invited by relevant stakeholders in the local and national environment	Permanent task	Dean Secretary-General
Extension of membership of the Board of Trustees for the 2019- 2021 term	networking with stakeholders in the local environment	September 2019	Dean Secretary-General
Inclusion of experts from practice in the study process	Encouraging teaching staff to cooperate with the economy and non-economy and to include experts from practice in the study process	Permanent task	Vice-dean for education and student affairs
Cooperation with organizations in the field of social protection, humanitarian aid, health and education	Participation in the implementation of professional practice of study programmes, various projects, workshops/lectures	Permanent task	Career centre Practice coordinator
Promotion and informing of stakeholders	Improvements to the SASS website or preparation of a new one, preparation of promotional material, participation in events	Permanent task	PR
Improvements in online communication	Training of staff in the field of digital communication	December 2019	Secretary-General,

122

			PR
Cooperation with potential employers	Participation in various events or projects	Permanent task	Career centre
Cooperation with the Alumni Club members	Participation in the activities of promotion of study programmes, active invitation of members of the Alumni Club to School events	December 2019	Career centre

6. INTERNAL QUALITY SYSTEM

6.1. General information about the self-evaluation process

The School carries out self-evaluations every year since the beginning of its operation, which includes **self-evaluations of the entire activity of the School and of individual study programmes**. In 2018, changes were introduced in the direction of a more detailed self-evaluation of individual study programmes and professional practice, which are reflected in the self-evaluation report. Teaching and non-teaching staff, students and other relevant stakeholders participate in the self-evaluation.

We monitor the set strategic objectives and their realization, identify discrepancies and analyse the results in all fields of the School's operation and study programmes. We ensure the **culture of quality** by using the PDCA cycle (Plan-Do-Check-Act). We make sure to keep the **quality circle closed** as determined by the Quality Manual. The latter was updated and amended in 2018 in accordance with the SQAA Criteria for the accreditation and external evaluation of higher education institutions and study programmes (2017).

6.2. Informing stakeholders about the self-evaluation of the School's activities and study programmes

The results and findings of self-evaluation of all activities and study programmes are published in annual self-evaluation reports, and from 2016 onwards, the guidelines of the SASS Strategic Plan 2015–20 are used as a starting point for self-evaluation. Self-evaluation reports are made available to the public at: http://www.fuds.si/sl/pravni-dokumenti. Communication and dissemination of self-evaluation reports takes place in accordance with the Quality Manual. The School informs all relevant stakeholders about the **results of the self-evaluation of the School's activities and individual study programmes** through publications on the website, electronically, through meetings of School bodies, at formal and informal events, meetings and talks. The School makes sure the students are informed about the operation of the higher education institution and the implementation of study programmes, the implementation of planned tasks and the internal quality system.

6.3. Modifications and updates of study programmes

Self-evaluation of study programmes enables their development and updating, so that their subjects remain current and that a quality educational environment is created. The School collects information and proposals for modifications and updates of the study programme through various sources and procedures: student surveys; internship surveys; graduate surveys; information collected through relevant internal and external stakeholders; information collected through formal and informal interviews with staff and students; information collected at various meetings with students and staff; environmental needs analysis; reports collected on the basis of the implementation of the tutoring system; feedback from participating organizations, practice mentors and providers of practical training at the School and in companies; statistical analysis; evaluations of faculty activities, other sources.

6.4. Involvement of stakeholders in the process of self-evaluation of the School's activities and study programmes and in the process of study programmes' modification and updating

Also in 2018, all the **School's stakeholders were included** in the process of evaluation and seeking for improvements. They can also monitor the implementation of improvement measures through the School's communication and dissemination system. Employees and associates at the institute are involved in the data collection process for self-evaluation as well as in the discussion on the respective results of self-evaluation and possible modifications and updates of the study activities of the School and study programmes. All employees are included in the self-evaluation process through survey questionnaires. All academic staff (researchers, higher education teachers and associates) are additionally involved in the process of preparation and implementation of self-evaluation processes through regular academic assemblies, which discuss the results of self-evaluations and the improvement of perceived shortcomings, and through annual interviews with the Dean, where we discuss the substantive aspects of the implementation of individual courses. All employees (academic, technical and support staff) are also involved in strategic discussions based on the results of self-evaluation, where we discuss the achievement of set strategic objectives and the adoption of further measures to improve quality, as well as possible redefinition of self-evaluation procedures.

Students and graduates are also involved in the process of data collection for self-evaluation (e.g. through student surveys, internship surveys, graduate surveys, formal and informal meetings and interviews) and in the discussion on the results of self-evaluation. Students are represented through their representatives in the Student Council, which participates in the self-evaluation activities, in the evaluations of study programmes and in the formation and modification of study programmes. The Student Council has its representatives in the bodies of the School (e.g. the Senate, the School Assembly, the working bodies of the Senate, etc.), and these representatives participate in strategic discussions. This way, they can participate in the majority of the procedures at the School. They are most directly involved in the entire quality system with their representative in the Quality Commission, which controls the implementation of self-evaluation procedures. The students are directly involved in the process of modifications and updates of the study programme through their representative in the working group for updates or modifications of individual study programmes. All students are involved in the process of self-evaluation through regular (annual) student questionnaires, which have been used from the beginning as one of the key self-evaluation elements of the study aspects of School operation.

The School also includes many other stakeholders in the process of self-evaluation of activities and study programmes and modifications and updates of the study programme, as stated in the Quality Manual (practice mentors, persons in charge of practice and organizers of practical education at higher education institutions and in companies, founders represented in the Governance Board, clients and potential clients of scientific-research and professional services of the School; employers and potential employers of School graduates; other important stakeholders in the local, regional and national environment, etc.).

6.5. Implementation of tasks for 2018 and action plan for 2019

In the field of quality system, we evaluated the overall results as adequate, but with room for improvement.

Table 49: Overview of conclusions of the Self-evaluation report in 2017 and the realization in 2018 – quality system

Seq. No.	Assignment		Responsible	Deadline	Realization
1.	Renovation of the existing questionnaires in order to obtain feedback from the stakeholders		Quality and Evaluation Committee	December 2018	NO
2.	Raising awareness among the students about the importance of active participation in decision-making processes at the School		Career centre	December 2018	YES
3.	Raising awareness of students and teaching staff about the importance of learning outcomes and achievement of competencies		Dean, Secretary-General	October 2018	YES
4.	Involvement of external stakeholders in updating the study programme	Organization of a meeting with relevant stakeholders from the external environment at the beginning of the renewal of the study programme, in order to assess the quality of pedagogical, professional and research work and dissemination of the renewed detailed report before finalization, in order to obtain constructive criticism	Dean, Vice-dean for education and student affairs, PR coordinator	November 2018	Partial
		Promotion of self-evaluation report among external stakeholders	PR coordinator	June 2018	YES

5.	Increase in the advancement of students from 1st to 2nd year of study	Prepare additional measures with the aim of increasing the advancement of students from the 1st to the 2nd year	Dean, Vice-dean for education and student affairs, Head of Department	March 2018	YES
		Informing academic and professional staff about additional measures to increase the transition from 1st to 2nd year at the School Assembly	Dean, Vice-dean for education and student affairs, Head of Department	March 2018	YES
6.	Adjustment of Quality Manual,		Dean, Secretary-General	October 2018	YES
7.	The self-evaluation of practice in professional study programmes is a part of the SASS annual self-evaluation report		Dean, Secretary-General	March 2018	YES

Opportunities for improvements in the field of quality system in 2019:
● Continued renovation of the existing questionnaires in order to obtain feedback from the stakeholders;
● Raising awareness of student representatives about the importance of their cooperation with other students;
● Strengthening stakeholder participation in the process of self-evaluation and modifications and updates of study programmes;
● Intensify the informing of stakeholders about the self-evaluation of the School's activities and study programmes;
● Prepare a plan for implementation of analysis of the knowledge needs and employment needs on the market;
● raise awareness of the teaching staff about the importance of learning outcomes and competencies, quality of the system of verification and assessment of knowledge.

Table 50: Action plan to realize the identified opportunities for improvements in the field of quality system in 2019

OBJECTIVES	ACTIVITIES	DEADLINE	RESPONSIBILITY
Continued renovation of the existing questionnaires in order to obtain feedback from the stakeholders	Preparation of new questionnaires also in accordance with the new SQAA Criteria for the accreditation and external evaluation of higher education institutions and study programmes .	June 2019	Quality and Evaluation Committee
Strengthening stakeholder participation in the process of self-evaluation	Promotion of more intensive involvement of stakeholders in the adoption of improvement measures, monitoring of their implementation and the production of self-evaluation reports	Permanent task	Quality and Evaluation Committee

Increased intensity of informing stakeholders about the self-evaluation process	Increased intensity of informing stakeholders about the implementation of planned tasks or about the results and findings in the self-evaluation of the activities of the School and study programmes; informing mentors about the results of surveys on the implemented practice	Permanent task	Dean, Quality and Evaluation Committee, Vice-dean for education and student affairs, Secretary General
Raising awareness of student representatives about the importance of their cooperation with all other students	Meeting with the Student Council in order to encourage student representatives to regularly inform and notify all other students about the quality system and cooperation with them	December 2019	Career centre
Involvement of external stakeholders in updating the study programme	Dissemination of the renewed detailed report before finalization, in order to obtain constructive criticism	November 2019	Dean, Vice-dean for education and student affairs, PR coordinator, Secretary General
	Promotion self-evaluation report among internal and external stakeholders	June 2019	PR coordinator
Plan for implementation of analysis of the knowledge needs and employment needs on the market	Develop a plan for implementation of analysis of the knowledge needs and employment needs on the market and make an arrangement to carry out the analysis with relevant stakeholders	December 2019	Dean, Quality and Evaluation Committee, Vice-dean for education and student affairs, Secretary General
Raising awareness of the teaching staff about the importance of learning outcomes and competencies, quality of assessment system	Raising awareness at the School Assembly	October 2019	Vice-dean for education and student affairs