



FAKULTETA ZA UPORABNE DRUŽBENE ŠTUDIJE

**SELF-EVALUATION REPORT ON THE ACTIVITY OF THE
SCHOOL OF ADVANCED SOCIAL STUDIES
IN NOVA GORICA IN 2020**

Nova Gorica, April 2021

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SUMMARY OF THE SELF - EVALUATION REPORT 2020

Based on the above results and the given external conditions, we assessed that the **activities of SASS** in 2020 were successful. The growth of total surplus of revenue over expenditure, which is bigger than planned, is very promising. This is mainly due to the excess of the planned share of revenues from tuition fees and other study obligations, which is a result of the great commitment of the School and additional activities in the promotion of study programmes. In 2020, **students participated very actively** in the evaluation and updating of the contents and implementation of School activities. The members of the **SASS Student Council of** were particularly active in 2020 and presented numerous useful proposals and opinions to the School management regarding further development of the School and study programmes.

We are pleased with the achievement of strategic objectives in the field of **study quality** compared to previous years and there is still room for improvement. In the field of interest in the programme and enrolment of students in the study programmes Social Management (UN), Social Management (professional) and Intercultural Management (master), we **exceeded the set strategic objectives** in the academic year 2020/21. We are also satisfied with the attractiveness of SASS for foreign students, since the number of foreign students enrolled at SASS significantly exceeds the set objectives.

The strategic objective regarding high student satisfaction with the implementation of the study process was exceeded in 2020. Student surveys for the academic year 2019/20 show that **students are generally very satisfied** with all aspects of study at SASS (rating 4.64 on a scale from 1 to 5). Students are particularly satisfied with the following aspects: work of the Student Office, work of the library; the information they obtain regarding the operation of the School and its internal quality system, individual attention paid to students by School staff, availability of all information related to student rights and related activities of School bodies. There is generally no difference between full-time and part-time students in terms of satisfaction with different aspects of their studies, which indicates **the same quality of full-time and part-time study**. Students especially praised the **quick and efficient response of the School** at the time of the transition of studies from physical to online form during the Covid-19 epidemic. Quantitative data generally show that students are **very satisfied with the quality of the practice** (rating 4.68 on a scale from 1 to 5) and that satisfaction has increased compared to the previous academic year.

The School annually checks the workload of students in individual courses with student surveys. In the student surveys for 2019/20, the vast majority of students estimated that within an individual course, they **performed about as many hours of work as planned**.

A more detailed review of the analysis of graduate surveys, review of employability of graduates and the ratings of acquired competencies indicate that SASS graduates rate the **competencies acquired at SASS** as quite important in the current job or important for gaining employment.

The results of the self-evaluation procedure show that in 2020, the **involvement of students in scientific research and professional work of the School** was very good. 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. In 2020, the SASS obtained **an extension of the ECHE**

Charter with the programming period 2021-2027. SASS students **participate in mobility** through the Erasmus+ and CEEPUS programmes.

In response to student surveys or self-evaluation results, the School is constantly changing and updating study programmes. In 2020, **amendments of two study programmes** were adopted at the SASS Senate: Psychosocial Support (professional) and Intercultural Management (master). The School constantly informs students about all novelties and changes in study programmes and publishes information on the School website or in the Moodle online classroom.

Despite the Covid-19 epidemic, the School actively took care of **students' extracurricular activities** in 2020, organizing various online events, scientific and professional meetings (e.g. round tables, workshops, conferences, summer schools, trainings, Psychodays, Internship Marketplace) and promotional activities and various virtual social gatherings. The School also has a **tutoring system** in which students actively participate.

The School regularly monitors the indicators of **employee and associate satisfaction** at work. In 2020, the overall satisfaction indicator was lower than planned, although it is still above average. Based on the analyses carried out, we conclude that this is due to **a rapidly developing organization**, which must remain flexible and capable of rapid adaptation. The motivation of the staff is still high and is not primarily of material nature, but stems from strong interconnectedness and loyalty and their extremely high ability to cooperate with one another. There is certainly room for improvement with even better planning of employee training and strengthening the involvement of employees with clearly defined work tasks and objectives. The School already 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 objectives in the field of organized social events for staff and internationalization of staff have also been achieved or even exceeded. From the point of view of the study process quality, the **personnel structure** of the School is appropriate and stable. In 2020, the reorganization of professional services also started, which will contribute to an even more efficient work process and even more appropriate support for teaching staff and students.

In the field of **scientific and research activities**, the School was very successful in 2020, as we achieved or even exceeded the set objectives. It should be noted that the strategic objectives were exceeded in the fields of **publishing excellence** and **notable work**, which shows that the results of research published by our researchers are of superior scientific value and that they are recognized as such by other researchers. Regarding the **research for the needs of the EU** in 2020, we were more successful than planned. Accordingly, the success in research for national needs is lower, as is the success in research for the economy and other clients. The international visibility of the School is also enhanced **by the organization of international social conference**. In 2020, the 12th Slovenian Social Science Conference took place with a diverse international cast, as 72 % of all participants came from abroad. Due to the pandemic, the conference was conducted virtually. In 2020, a total of 23 researchers working at two institutes were included in the Social Science Research Centre (SASS research unit): *Institute for Advanced Social Studies* and *National Institute for Psychosocial Support and Psychosocial Counselling*.

We were very active in the field of **cooperation with the environment** in 2020 and thus achieved and in most cases even exceeded the long-term objectives. We increased the number of learning bases and improved the communication with study practice mentors. We regularly respond to various invitations from organizations **at the local level** and more broadly, and enter into various collaborations. The activities are also carried out **in the international environment** through various projects, conferences, etc. The cooperation with the **Alumni club is successful**. The School analyses the employability of graduates within the alumni club. The School also regularly connects with employers through organization of various events, participation in employment fairs or implementation of practice within study programmes. We regularly inform the environment about our news through the online newsletter and publications on social networks.

We consider the material conditions at the School as appropriate. The School has suitable own or rented facilities to carry out its activities. It also has **modern ICT equipment**, which was upgraded in 2020 with the purchase of interactive screens. The School premises (both at the headquarters and at the dislocated unit) already include a number **of adaptations for students with special needs** (appropriate markings, accessible toilets, driveway, parking in own yard, lift at the dislocated unit, etc.). We plan additional adjustments in the following years. The School library is equipped with an appropriate number of units of compulsory teaching materials, databases, and also has additional professional material. It operates both at the School headquarters and at the dislocated unit.

1. QUALITY OF SCHOOL OPERATION AND HUMAN RESOURCES

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

Table 1 Presentation of strategic guideline 3 – Business excellence

STRATEGIC GUIDELINE 3: Business excellence											
No.	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	15.30	15.09
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	42.08	48.66
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	24.07	19.84
3.4	Financial performance	Surplus of revenue over expenditure	Financial department, surplus of net revenue calculation (balance sheet data)	in EUR 1,000	Plan	50	50	100	100	100	100
					Implementation	58	104	72	207	253	273
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	4.07	4.0
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	0	1

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	5	5
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	10	3

Based on the above results and the given external conditions, we assessed that the activities of SASS in 2020 were successful. The total revenue growth is much higher than planned. The planned share of revenues from tuition fees and other study obligations was exceeded (revenue from concessions is not considered in the calculation), while the share of revenues from research and development is lower than planned. This may be due to overly ambitious planning, which has not really been achieved in terms of financial evaluation, but research activity is certainly on the rise in terms of the number of projects applied for and approved.

The indicator of the surplus of revenue over expenditure is very promising, as the realization is almost two and a half times higher than planned.

The index of employee and associate satisfaction at work is lower than planned, but still above average. Based on the analyses carried out, we conclude that this is due to a rapidly developing organization, which must remain flexible and capable of rapid adaptation. There is certainly room for improvement with even better planning of employee training and strengthening the involvement of employees with clearly defined work tasks and objectives. The motivation of the staff is still high and is not primarily of material nature, but stems from strong interconnectedness and loyalty and their extremely high ability to cooperate with one another. The objectives in the field of organized social events for staff and internationalization of staff have been achieved or even exceeded.

In the field of study programmes promotion, activities increased further in 2020. A survey was also carried out on communication and informing of various stakeholders of the School and a plan for information and communication was prepared based on the survey.

1.2. Organizational structure of SASS

SASS organizational structure in 2020 was defined primarily by its Statute and some other acts describe it more in detail, particularly the Rules on scientific research and job profiles. In 2020, we began to prepare a revision of the Rules on Internal Organisation and Job Classification, which was adopted in March 2021 and will contribute to even more efficient and organized work at the School. In the following section we give a description of the organization as in 2020.

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. In 2020, the School had 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 Dean's Marketing Consultant is responsible for the promotion of study programmes, cooperation with the external stakeholders and for informing the public.

The Professional Assistant for Information and Technical Affairs 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:

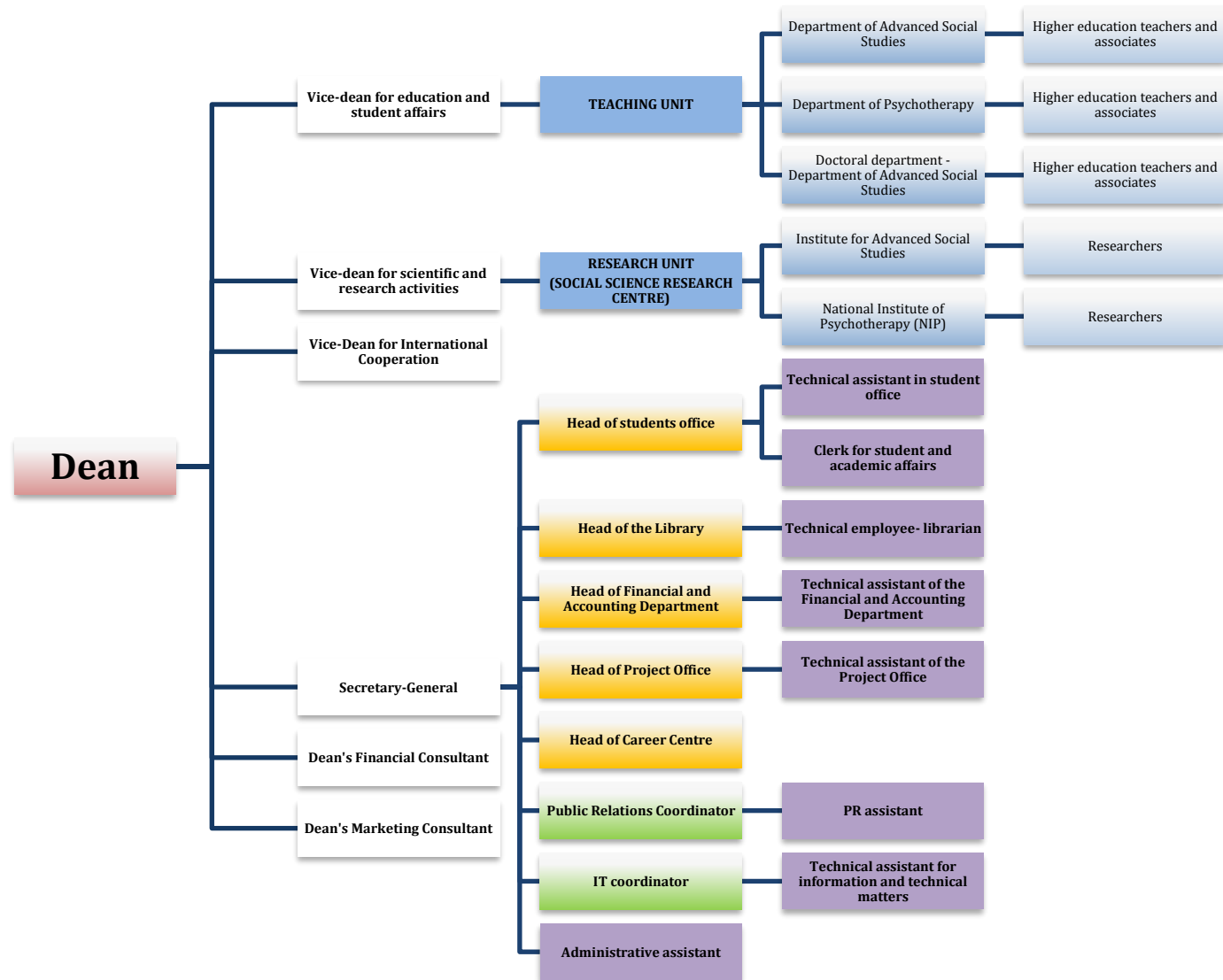
- Department of Advanced Social Studies
- Department of Psychosocial Support and Counselling
- Doctoral department - Department of Advanced Social Studies.

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 for Psychosocial Support and Psychosocial Counselling.

The organizational structure is shown in the following chart

Figure 1 School organization chart



The bodies of the School are: the Dean, the Senate, the School Assembly, the Governance Board, the Student Council, the Board of Trustees and the Strategic Conference. The Board of Trustees is a consultative body of the School. The Board of Trustees consists of representatives from economy, social organizations and local communities in the region.

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

We believe that the existing structure and relations between the bodies enable us to properly involve all relevant stakeholders in the decision-making processes and to effectively achieve the School objectives.

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 Administrative 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.

However, the regulation was partially changed in 2021, which will enable even greater efficiency in the future.

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 (98.4%) of liquidity funds for operations in 2020 from the performance of public service, which amounted to EUR 1,634,989.

Table 2 Revenue and sources of financing according to the cash flow principle for 2020

Sources of financing:	Revenue in EUR	% of total revenue
Ministry of Education, Science and Sport (concession and other revenue)	504302	30.34
SRA, SPIRIT	81217	4.89
Funding from the national budget remitted from the EU budget	31816	1.91
Revenues from sales of services from the provision of public service (tuition)	747210	44.95
Funding from the EU budget	269712	16.23
Other resources	732	0.04
Market	27172	1.64
Total:	1662161	100

In 2020, the School had various sources of funding. A large share (30.34%) 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 504,302.

Revenues from the Slovenian Research Agency (SRA) amounted to EUR 81,217 and represent 4.89% of total revenues according to the cash flow principle.

The largest share of revenues (44.95%) in the total amount of EUR 747,210 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 31,816, i.e. 1.91% of total cash flow revenue. Other funds from the budget amounted to EUR 269,712, i.e. 16.23% of total cash flow revenue.

The School also obtained revenue from the sale of services on the market, in the share of 1.64% of total revenue according to the cash flow principle. 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, which 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.

General acts are prepared by the Dean's Office, while the Office for Student and Academic Affairs normally proposes the forms intended for students. General acts are adopted by the body defined in the Statute of the School. Upon adoption, the act is 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 annual staffing and implementation plan. 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.

The following personnel data refer to the situation as at 31 December 2020. At the end of 2020, the institute had 31 full-time employees. The FTE percentage in the employee structure amounted to 25.8%. The number of employed higher education teachers and associates was 13 or 8.9 with regard to the scope of full-time employment (FTE). The number of employed higher education teachers was 11 or 6.9 FTE.

As at 31 December 2020, there was a total 13 administrative and technical employees, or 13 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.

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:

Table 3 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	8.0	8.8	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	26.7	24.5	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	/	2.8	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	0.6	0.7	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 SASS“.

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 4 Overview of the elections to titles for the year 2020

Title	Number of providers whose election to title expired in 2020	Number of elections to titles in 2020
Full Professor	/	/
Scientific Councillor	/	/
Associate Professor	1	0
Senior Scientific Associate	/	/
Assistant Professor	1	3
Scientific Associate	/	/

Senior lecturer	0	1
Lecturer	0	3
Teaching assistant	4	7

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 technical 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 2020, 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. Regular trainings on project applications and on writing scientific articles take place at the School. The annual social science conference organized by the School also presents an opportunity for knowledge upgrade. In 2020, the 12th conference in a row took place with the title „Observing Social Transformations: European Democracy and Development“. In November 2020, the 1st Slovenian Jean Monnet day took place. Members of the School Assembly from the pedagogical ranks also attended various trainings and conferences. For the last three years, the School has organized training on the topic of confronting pedagogical staff with specific needs of working with foreign students in the (online) teaching process and on raising awareness of the importance, role and achievement of competencies and learning outcomes in the (online) teaching process.

Many of the teaching staff attended training courses organized in the framework of the project Innovative Learning and Teaching for Quality Careers of Graduates and Excellent Higher Education (INOVUP). The project is taking place from 1 10. 2018–30. 9. 2022. Through its activities, INOVUP helps to improve teaching competencies of higher education teachers and other employees.

As part of the professional development and training of employees in accompanying jobs, the following professional trainings, seminars or workshops were carried out in 2020:

- Use of COBISS3 software/ Cataloguing - introductory course, September 2020
- Use of COBISS3 software/Lending (basic procedures), IZUM, 29 September 2020
- Webinar “When are services taxed with VAT?”, Institute of Accounting, September 2020
- Conducting remote exams using the Exam.net and Moodle applications, Faculty of Arts, UL, 26.05. 2020
- Autumn School 2020, CMEPIUS, 23.11, 24.11. and 26.11.2020
- Erasmus + EWP, March 2020
- Validation conference 3x7 CMEPIUS, 14. 9. 2020
- Erasmus Going Digital Thessaloniki 2020, 5. 11. 2020
- Webinar TikTok workshop, October 22, 2020
- Transformative Leadership, 8.10.2020
- Constructivism as a flexible form of teaching to promote analytical thinking, INOVUP 29.6.2020
- Remote teaching and copyright, INOVUP 5.5.2020
- “Remote” communication with employees, 7.5.2020
- FrodX- How to market and sell to hyperconnected informed customers, 23.10.2020
- 10th International Scientific Online Conference - Marketing 11.11.2020.

The plan of the School for education or training of higher education teachers and associates in 2021 includes the following themes:

- modern forms of distance learning,
- innovative assessment practices and methods aimed at accelerating the process of integration
- use of new information and communication technologies
- training of practice mentors
- internationalization at home
- Internationalization of the curriculum
- Inclusion of intercultural practices in the study process
- use of virtual forms of cooperation in the study process (also with foreign institutions)
- characteristics of students with special needs and taking into account the diversity of students

in the higher education area.

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 objectives, 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.

39% education teachers and associates completed the survey, of which 58% are full-time employees of SASS and 42% cooperate with SASS on the basis of a copyright contract or a work contract. 84% of the technical technical staff also completed the survey. The method of the survey was set up in such a way that it was necessary to answer each question.

Survey results

All categories of staff of the SASS show a high commitment to quality. No major differences were observed between the observed groups. We notice that employees rate their own affiliation with quality higher than the one of their colleagues. Such a situation may be due to a lack of communication between co-workers.

Table 5 Quality survey

QUALITY	Teaching staff	Technical staff	Regular employees	Via contract	All respondents
I feel responsible for the quality of my work	4.96	4.89	4.90	5.00	4.94
I do my best to contribute to the achievement of quality standards	4.91	4.89	4.90	4.92	4.91
My colleagues/co-workers feel responsible for the quality of their work	4.74	4.56	4.65	4.75	4.69
My colleagues/co-workers significantly contribute to the achievement of quality standards	4.65	4.44	4.55	4.67	4.59

TOTAL	4.82	4.69	4.75	4.83	4.78
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Ratings of quality improvement efforts are above average. We noticed a difference between the teaching and technical staff of the School. Technical staff are less satisfied with the progress made in quality achievement. In particular, this group of employees believes that the organization is not satisfactorily monitoring the needs of the environment and consequently responds poorly to them. This may be due to insufficient involvement of technical staff in improvement processes. This is, of course, an assumption that would be worth exploring further.

Table 6 Quality improvement

QUALITY IMPROVEMENT	Teaching staff	Technical staff	Regular employees	Via contract	All respondents
We constantly improve and upgrade our services	4.61	4.33	4.55	4.50	4.53
The School expects everyone to suggest improvements, not only the management	4.43	4.22	4.25	4.58	4.38
Errors while testing new methods of work are acceptable at our School	4.26	3.78	3.95	4.42	4.13
We follow the needs in the environment and respond to them as appropriate	4.48	3.67	4.15	4.42	4.25
TOTAL	4.45	4.00	4.23	4.48	4.32

Motivation for work is high among all employees. No major differences were observed between the groups. It is worth mentioning that pay for work is not perceived as a strong motivator, as the results in this work stand out from the average. All employees are willing to put in the extra effort when needed. Slightly lower ratings point to the possibility of improvements in the field of positive feedback from the management, especially in the form of more praise for a job well done. This applies in particular to the technical staff.

Table 7 Employee motivation

MOTIVATION	Teaching staff	Technical staff	Regular employees	Via contract	All respondents
I am willing to put in a lot of extra effort into my work when necessary	4.74	4.78	4.70	4.83	4.75
My colleagues/co-workers are willing to put in a lot of extra effort into their work when necessary	4.48	4.33	4.40	4.50	4.44
I am motivated for hard work mainly by good pay	2.74	2.78	2.90	2.50	2.75
I am motivated for hard work mainly by my personal achievements that make me proud	4.17	4.56	4.45	4.00	4.28
I am motivated for hard work mainly by good relations with colleagues and my relationship with the School	4.22	4.44	4.30	4.25	4.28
The management of our School appreciates a job well done	4.04	3.56	3.80	4.08	3.91
Good work results are quickly acknowledged and praised at our School	3.91	3.33	3.65	3.92	3.75
The management encourages and acknowledges individual contributions of employees	4.09	3.56	3.80	4.17	3.94
TOTAL	4.05	3.92	4.00	4.03	4.01

Employees believe that the School does not have a sufficient reputation in the environment. They do not perceive their employment as safe, which may be the result of the first finding. The lowest level of security is perceived by contract staff. The teaching staff is proud of their work at the School, and technical staff a little less so. It is worth noting that contract employees

are more proud of their work at SASS compared to their employed colleagues. We did not find any major differences between the groups.

Table8 Reputation of the School

REPUTATION OF THE SCHOOL	Teaching staff	Technical staff	Regular employees	Via contract	All respondents
SASS has a great reputation in the environment	3.70	3.11	3.45	3.67	3.53
I am proud to work at SASS	4.52	3.89	4.15	4.67	4.34
I speak positively of SASS outside of the School	4.83	4.67	4.75	4.83	4.78
My job (or contract a form of cooperation) at SASS is safe and secured	3.13	3.44	3.45	2.83	3.22
I want to work at SASS also in the future	4.65	4.22	4.40	4.75	4.53
TOTAL	4.17	3.87	4.04	4.15	4.08

Teaching staff are more satisfied with the training than the technical staff. In the future, more information should be obtained on what additional training employees are missing. The technical staff believes that the management does not take into account the wishes of employees in the field of training. All employees think they are learning very well from each other. The mutual exchange of knowledge is therefore good.

Table 9 Training

TRAINING	Teaching staff	Technical staff	Regular employees	Via contract	All respondents
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In our work at SASS, we learn from each other	4.00	4.00	4.05	3.92	4.00
SASS provides all the necessary training to the employees to do their job well	4.00	3.22	3.70	3.92	3.78
Training also takes into account the wishes of employees	4.09	3.56	3.85	4.08	3.94
Only the people that are good at their job work here	4.09	3.44	3.75	4.17	3.91
TOTAL	4.04	3.56	3.84	4.02	3.91

In the field of assessment of mutual cooperation, we noticed major differences between the observed groups. The teaching staff evaluates cooperation much more positively than the technical staff. Significant differences are perceived mainly in the field of conflict resolution, where the technical staff clearly feels subordinate. They believe that the solutions are not of mutual benefit. The greater perceived difference in the establishment of common values and ethical models is at least partly due to the differences perceived in the field of conflict resolution. We also noticed differences between full-time and contract employees. Contract employees evaluate the cooperation more positively. However, this result should be interpreted carefully. The fact is that contract employees are less involved in the business process and therefore less often find themselves in conflict situations. Their work is clearly defined and requires a lower degree of interdependence.

Table 10 Employee cooperation

COOPERATION	Teaching staff	Technical staff	Regular employees	Via contract	All respondents
At SASS, we cooperate much more than we compete	4.35	4.11	4.25	4.33	4.28
The relations between people working at SASS are good	4.48	3.89	4.20	4.50	4.31

We resolve the conflicts to mutual benefit	4.30	3.56	3.90	4.42	4.09
I can trust my co-workers	4.30	4.00	4.05	4.50	4.22
We establish shared values and ethical good practices	4.39	3.78	4.05	4.50	4.22
TOTAL	4.37	3.87	4.09	4.45	4.23

We perceive a similar situation in the field of mission and vision. Here, too, the teaching staff is much more positive about the clarity of the mission and vision and the implementation of these. Technical staff varies considerably in their assessments. They see the mission and vision as unclear. In particular, they believe that not all employees accept the mission and vision as their own and consequently do not contribute equally to the realization of these objectives. Similarly, we note a difference between contract employees and full-time employees. It is somewhat surprising that contract employees understand the vision and mission better and have a more positive attitude towards realizing them. In the interpretation, however, we must take into account that such a result is probably due to the fact that technical staff is mostly employed at the School and such a finding may be due to a previous conclusion. Given the long-term importance of an unambiguous understanding of mission and vision for the organization, it is definitely advisable to devote more time in the future to an in-depth analysis of the reasons.

Table 11 Vision and mission

MISSION AND VISION	Teaching staff	Technical staff	Regular employees	Via contract	All respondents
Our School has a clearly formulated mission - long-term reason for existence and operation	4.65	3.44	4.15	4.58	4.31
Everyone working at SASS accepts the objectives of the School as their own	4.35	3.22	3.90	4.25	4.03

The objectives we have to achieve in or work at SASS are realistic	4.22	3.44	3.85	4.25	4.00
I clearly understand the policies and objectives of the School	4.26	3.44	3.80	4.42	4.03
Everyone cooperates in the setting and measuring of objectives	4.09	3.22	3.75	4.00	3.84
The activities of SASS are aligned with the mission and vision of the School	4.39	3.44	3.95	4.42	4.13
TOTAL	4.33	3.37	3.90	4.32	4.06

In line with the adoption of vision and mission, we also note dissatisfaction with the perception of the organization, especially within the group of technical staff. In particular, they believe that the tasks are not sufficiently clearly defined and are not evenly distributed among employees. We note the highest level of dissatisfaction among technical staff in this area. In this case, too, external associates rate the organization better than their employed colleagues. Of course, we must once again draw attention to the fact that the tasks delegated to external collaborators are usually an independent whole and, as such, are easier to delegate transparently.

Table 12 Organization

ORGANIZATION	Teaching staff	Technical staff	Regular employees	Via contract	All respondents
I have a clear idea of what is expected of me at work	4.43	3.33	3.90	4.50	4.13
I understand my position in the organizational chart of the School	4.57	3.56	4.10	4.58	4.28
The responsibilities at SASS are clearly defined	4.30	2.78	3.40	4.67	3.88

The management adopts their decisions in due time	4.22	3.22	3.85	4.08	3.94
At SASS, the powers and responsibilities are mutually balanced at all levels	3.74	2.78	3.20	3.92	3.47
TOTAL	4.25	3.13	3.69	4.35	3.94

The feeling of autonomy at work is highly rated in all groups. This is a self-assessment, i.e. self-perception of autonomy at work. Cooperation with management is rated much lower. All employees would prefer more feedback from the management. This is a rather sensitive area, as employees also believe that the management does not take sufficient account of well-founded comments on their work. In any case, the content of the work of the observed groups of employees must also be taken into account when assessing the results. Due to the nature of their work, teaching staff who perform pedagogical activities may feel a higher degree of independence compared to technical staff whose work is tied to pre-determined processes and procedures.

Table 13 Autonomy at work

AUTONOMY	Teaching staff	Technical staff	Regular employees	Via contract	All respondents
I am independent in doing my job	4.65	4.33	4.50	4.67	4.56
The representatives of the management discuss the results of my work with me	3.57	3.44	3.70	3.25	3.53
My superiors accept reasoned comments on their work	3.91	3.22	3.65	3.83	3.72

TOTAL	4.04	3.67	3.95	3.92	3.94
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Wider communication with the management is rated positively. Only the rating regarding the information about the work stands out between organizational units. In any case, it is advisable to consider improvements in this area in the future, as understanding the functioning of the organization as a whole can significantly contribute to a better understanding and acceptance of the vision and mission as well as a higher level of affiliation to the organization.

Table 14 Communication

COMMUNICATION	Teaching staff	Technical staff	Regular employees	Via contract	All respondents
At our School, leaders and colleagues discuss in a relaxed, friendly and equal way	4.48	4.22	4.30	4.58	4.41
The management provides information in an understandable way	4.61	4.11	4.25	4.83	4.47
We receive enough information about what is going on in other internal organizational units	3.65	3.22	3.65	3.33	3.53
TOTAL	4.25	3.85	4.07	4.25	4.14

We found major differences in the field of promotion. Technical staff, compared to the teaching staff, see far fewer opportunities for their own promotion. When comparing employees with contract employees, the latter perceive more opportunities for promotion. Given the size of the organization, such a result is expected, as opportunities for promotion are limited. In the future, the possibility of horizontal progress should be considered, which would also improve the results in the field of training.

Table 15 Opportunities for promotion

PROMOTION	Teaching staff	Technical staff	Regular employees	Via contract	All respondents
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In my work at SASS, I am satisfied with the possibilities for my personal development	4.09	3.33	3.65	4.25	3.88
Employees at all levels have real opportunities for promotion	4.09	2.44	3.20	4.33	3.63
We have a system that enables the best workers to occupy the most important positions	3.91	2.67	3.30	4.00	3.56
TOTAL	4.03	2.81	3.38	4.19	3.69

Material reward is a weak point. In this case, too, the technical staff stands out. In particular, the assessment of the relationship between salaries, which the members of the team consider to be inadequate, is critical. Technical staff believes that the higher workload of an individual is not rewarded sufficiently, which can potentially be a factor of demotivation.

Table 16 Evaluation of work

EVALUATION OF WORK	Teaching staff	Technical staff	Regular employees	Via contract	All respondents
Performance is evaluated according to agreed objectives and standards	3.87	2.78	3.35	3.92	3.56
Poor performance is followed by an appropriate reprimand or penalty	3.48	3.11	3.30	3.50	3.38
At SASS, we receive pay that is at least equivalent to the level of salaries on the market	3.30	2.67	3.15	3.08	3.13

Those who are more burdened are also adequately stimulated	3.30	2.00	2.85	3.08	2.94
The ratios between the salaries of employees at SASS are appropriate	3.43	2.44	3.15	3.17	3.16
TOTAL	3.48	2.60	3.16	3.35	3.23

Table 17 Satisfaction

SATISFACTION	Teaching staff	Technical staff	Regular employees	Via contract	All respondents
Satisfaction with co-workers	4.57	4.33	4.35	4.75	4.50
Satisfaction with continuity of employment	3.39	4.33	3.70	3.58	3.66
Satisfaction with work	4.57	4.00	4.20	4.75	4.41
Satisfaction with working hours	4.35	4.44	4.30	4.50	4.38
Satisfaction with direct superiors	4.57	4.22	4.30	4.75	4.47
Satisfaction with possibilities for education	3.87	3.44	3.70	3.83	3.75
Satisfaction with the status at SASS	3.96	3.78	4.00	3.75	3.91
Satisfaction with the management of SASS	4.43	3.56	3.95	4.58	4.19

Satisfaction with working conditions (equipment, facilities)	4.39	4.22	4.40	4.25	4.34
Satisfaction with possibilities for promotion	4.04	3.11	3.65	4.00	3.78
Satisfaction with pay	3.52	3.00	3.15	3.75	3.38
TOTAL	4.15	3.86	3.97	4.23	4.07

It turns out that team members don't see enough opportunities for promotion. This is especially true for the technical staff. Here, too, we detect the lowest level of satisfaction in material remuneration. The highest levels of satisfaction are perceived among contractual employees, namely in the areas of satisfaction with colleagues, satisfaction with work, satisfaction with the immediate superior and satisfaction with the management of SASS.

As part of the qualitative analysis of satisfaction, employees highlighted the relations between employees as positive.

Areas for improvement are in particular:

- Excessive dynamics that compromises motivation to work
- Occasional technical problems
- Low material evaluation of work
- Small number of contact hours with students
- Modest student attendance in exercises
- Vaguely delegated tasks following changes in posts in the last year
- Unclear systematization and unclear plans
- Failure to follow constructive suggestions

In conclusion, we can say that employees are most satisfied in the following areas:

- Colleagues and peer relationships
- Immediate superiors
- Working time
- Equipment and premises

In general, teaching staff expresses higher levels of satisfaction compared to technical staff. Similarly, we find a higher level of satisfaction among the organization's external collaborators compared to their employed colleagues. We must also keep in mind that both external collaborators and teaching staff are more independent in their work compared to employees and technical staff. External staff are more independent due to the contractual nature of the work, and teaching staff due to the very nature of the pedagogical work, which provides a

higher degree of autonomy compared to the support processes in the organization, which are usually specified in advance.

Options for improvement include:

- Material rewards (height and ratios)
- Opportunities for promotion
- Feedback on work (personal interviews)
- Trainings
- Clarity of delegation and follow-up of implementation
- Improved communication with institution management.

1.10. Adequacy of assistance and counselling provided by technical 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 and associates (teacher tutor) 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 teacher tutors, the tutoring system also includes student tutors with extensive knowledge in certain fields that have been graded with the highest grades in specific subjects. Students most often choose to become introductory tutors and tutors for international students.

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. As more foreign students are enrolling into the School, there is an increased interest in the help of tutors by foreign students, therefore the tutoring for foreign students is more active than in the previous years. The final results of the tutoring system are therefore satisfactory.

Career centre at SASS

In 2020, the Career Centre carried out various activities:

- career counselling (in person and by email)
- advising on the choice of studies,
- organizing various events,
- informing students, alumni and members of the Alumni Club on job opportunities (at home and abroad),
- encouraging students to join the SASS Tutoring System,
- conducting various conversations with students and helping students with their studies (care for students' advancement).

Coordination of study practice also took place under the auspices of the Career Center. In September, we invited various learning bases - organizations to call for vacancies for the academic year 2020/21. The Career Center also regularly concludes new agreements on cooperation in the implementation of practical training.

In October 2020, the Career Center organized an introductory training for mentors and the so-called „Internship Marketplace“. The event took place online this year. At the event, students had the opportunity to get to know different learning bases and arrange practice with them. Alternative ways of practice implementation during the Covid-19 epidemic were also presented at the event. The event was also attended by students who presented examples of good practice.

In 2020, students had the opportunity to meet numerous employers.

At the Internship Marketplace, students met with the representatives/mentors from the following organizations: Hiša mladih Ajdovščina, Pelikan Karitas Institution- Information and advisory office Ajdovščina, Public institution Young Dragons, Lunina vila, Institute for the Protection of Children, The Slovenian Red Cross Regional Association of Ljubljana, Caritas of Koper, the Slovenian Red Cross -Regional Association Ljubljana, Association Salesian Youth Center Rakovnik, Social work centre Ljubljana Moste Polje, CONA Community Youth Programs, CONA Fužine CONA KORAK (professional worker in the programme CONA Korak, professional worker in the programme CONA Most, professional worker in the programme CONA Fužine), Slovenian Hospice Association, the Ljubljana Pensioners' Association, Deos d.o.o. VZD Association of volunteers, ŠENT Nova Gorica.

Students of the 1st cycle study programme Psychosocial Support carried out Tuition 2 in: The Slovenian Red Cross - Regional Association of Slovenske Konjice, IRSSV, Social work centre Ljubljana Moste Polje, Social work centre - Crisis Center for Children Palčica, Lunina Vila, Social work centre Ljubljana, Deos, Center for the Elderly Horjul, Association Projekt Človek, Crisis Center for Children and adolescents Marelična hiša.

Students of the 2nd cycle study programme Psychosocial Counselling carried out Tuition 2 in: SOS Hotline for Women and Children, Mitikas Institute, Psychological and Social Counselling, Mekinje Šent, unit for field work with illicit drug users, School Center Nova Gorica, Reclaim the Power Association, Social work centre Severna Primorska, Spominčica - Ljubljana, Slovenian Hospice Association.

Students of the 2nd cycle study programme Psychosocial Counselling carried out Tuition 3 in: ŠENT, VDC NOVA GORICA, Ljubljana Prison, Social work centre Gorenjska - Crisis Center for Youth "Kresnička" Unit, Social work centre Ljubljana Moste -Polje, SPM, Cona Fužine, Martin Konšak Elementary School Maribor, Deos, Zimzelen Center for the Elderly.

Students of the 1st cycle study programme Social Management carried out Professional Practice in: Kolektor CPG Nova Gorica, SASS - Career Center, Social Work centre Nova Gorica, Daily Center Žarek, Association for the Values of Slovenian Independence. ICRA d.o.o., Medicross d.o.o.

In 2020, the Career Center also started implementing the so-called Online counselling hours, which help students in fulfilling their study obligations. Counselling hours are implemented when needed. In 2020, they were organized twice at the beginning of the academic year for general issues and once in November on the topic of completing studies at SASS.

In 2020, the Career Center improved the operation of the Tutoring System at SASS and the operation of the Alumni Club of SASS. The Career Center offers administrative support in the operation of the SASS Student Council.

In 2020, several workshops and seminars were held for students and for a wider circle of participants.

In 2020, the following events took place within the SASS Career Centre:

- Winter School of Psychology, so-called Psychodays (Nova Gorica and Ljubljana);
- Introductory days at SASS for all three cycles of study - Training for mentors and Internship marketplace;
- Alumni Club event entitled How successful graduates face the challenges of Covid-19 in their work:
- Workshop - Distance counselling (the event was created in cooperation with KVS Slovenia)

Public relations

In 2020, we undertook a systematic approach to the promotion of study programmes. Our objective was to increase the visibility of the School, 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 (Mailchimp).

Other promotional activities:

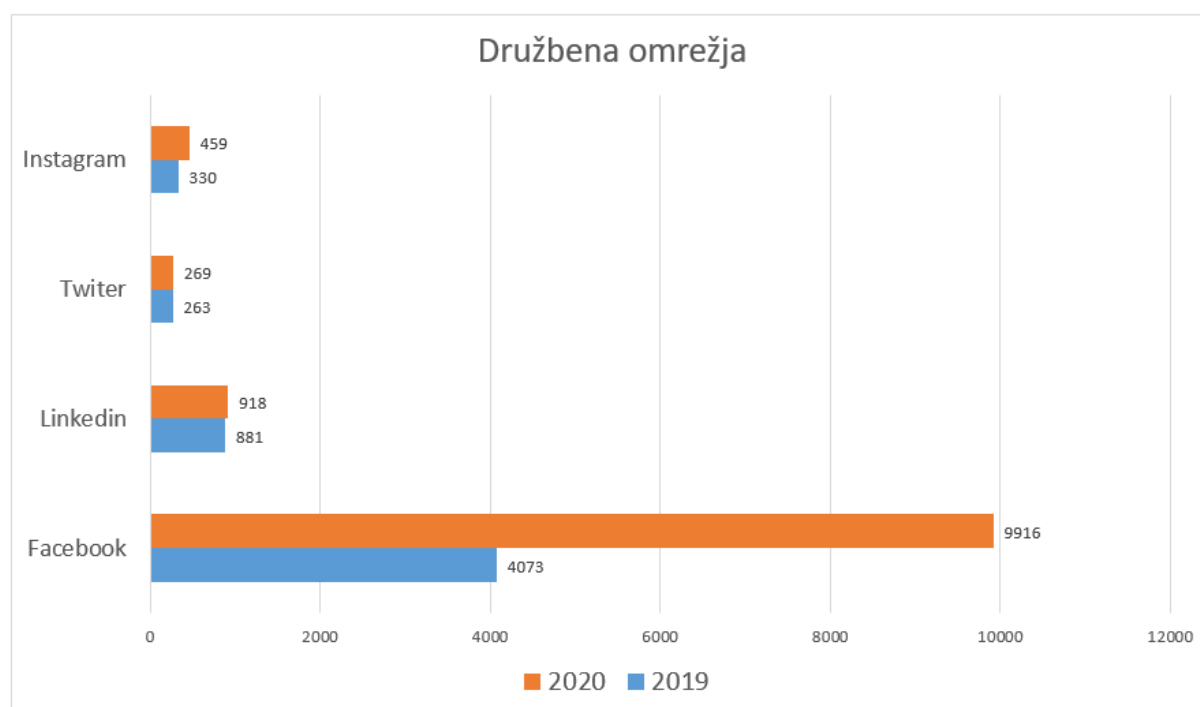
- organization of events and attendance/participation in events to which we were invited,
- designing new printed materials and video content (partial remake of corporate design),
- information days in Slovenia and abroad (due to the epidemiological situation in 2020, the events were conducted online)
- In 2020, we started a new page on the social network Facebook under the name School of Advanced Social Studies in Slovenia, intended for foreign students.

In October, the new SASS website was made publicly available. We are constantly adding information and updating the SASS website. We designed new promotional material in electronic and printed versions.

We started to build on video material, which will be increased in the next year. Video advertising is also taking place for the first time.

We increased our presence on online social networks with posts several times a week. In March, we opened a new subpage called the School of Advanced Social Studies in Slovenia on the Facebook page of the FUDŠ/SASS account, which is mostly intended for foreign students. The site is regularly updated with content that (mostly) concerns foreign students. In a relatively short time, we achieved a high number of followers on the page. Data from 31. 12. 2020 indicates 5147 followers.

Figure 2 Number of followers on social networks



*** Facebook column is significantly higher due to the sum of followers from both pages (Slovenian: Fakulteta za uporabne družbene študije and English: School of Advanced Social studies in Slovenia).**

The FUDŠ/SASS Facebook page has a total of 9916 followers. The Facebook Slovenian page (Fakulteta za uporabne družbene študije) has 4769 followers (17.09% growth from the previous year), the English Facebook page (School for Advanced Social Studies in Slovenia) has 5147 followers (published in 2020), LinkedIn 918 followers (4.2% growth from the previous year), Twitter 269 followers (2.28% growth from the previous year) and Instagram 459 followers (39.09% growth) .

Figure 3 Number of website visits

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In 2020, we recorded a 246.63% higher rate of website traffic compared to the previous year.

We participated in four major professional and educational fairs, namely Izberi si svoj študij in Nova Gorica, Informativa in Ljubljana, Putokazi in Novi Sad and EDUfair in Belgrade. Due to the COVID-19 situation, only the Dean of the School attended them.

In September, we also attended the Stojnica znanja event, organized by the Nova Gorica Institute of Adult Education.

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 (first half of 2020 and second half of 2020), we also made sure that SASS employees and students are better informed.

We carried out 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 of all sent e-messages was as much as 33.5%.

We ensured the increase in the popularity of social sciences among youth through various events for youth, which were attended by a total of 564 people (57 more than the previous year). This number includes visitors from Informativa events, all information days, both Slovenian and foreign markets, and Psychodays at both locations (Nova Gorica and Ljubljana). 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 a survey conducted among employees at SASS in January 2021 for the previous year, most respondents agreed that the managers and employees at SASS talk in a relaxed, friendly and egalitarian manner, and that the management provides information in an understandable way. All evaluations are highly above average (4.14- 4.47). The statement that the School associates get enough information about the activities in other internal organizational units received a lower but still average rating. In order to improve this, the School's plans for 2021 include, in addition to the regular colleges of the dean, colleges of professional services and regular information by e-mail, all with the aim of strengthening internal communication.

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, which summarizes the School's achievements in all fields of activity.

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.

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, the need for their knowledge or opportunities to continue their 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) or within the Moodle learning environment.

The School has adopted the Public Information Catalogue. All information and legal acts are available on the School's website under the Legal Sources tab and in the Higher Education Information System (VIS), and legal acts related to study matters are also published in the Moodle learning environment. 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.

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 2020 and action plan for 2021

Table 18 Overview of conclusions of the Self-evaluation report in 2019 in the field of business excellence and the realization in 2020

Seq. No.	Objectives	Activities	Deadline for the realization	Responsibility	Realization
1.	Improvements in the field of information and communication with target audiences	Implementation of survey, Preparation of the plan of informing and communicating with the target public	December 2020	Dean's Marketing Consultant	realized in December 2020
2.	Professional development and training of employees	Forwarding invitations to pedagogical training and encouragement of participation, Analysis of the survey on employee satisfaction, planning of education, improvement of knowledge and training of higher education teachers and associates and technical staff	December 2020	Dean, Secretary-General	realized as a permanent task throughout the year

3.	Staff involvement	Organization of events for the purpose of strengthening the involvement of staff, Implementation of e-meetings	April 2020, September 2020, December 2020	Secretary-General	realized through the Zoom application due to the epidemic
4.	Implementation of international exchanges for employees and associates	Keeping adequate procedures	December 2020	Head of Project Office	Realized
5.	Increasing business performance of study programmes	increasing activities to promote study programmes	January - August 2020	Dean's Marketing Consultant	Realized
	Greater consistency of the organizational structure of Dean's Office	Systematization adjustment	December 2020	Dean	Realized
	Alignment of organizational unit codes with their content	Renaming the Department of Psychotherapy to the Department of Psychosocial Assistance and Counselling	October 2020	Dean	Realized

Identified opportunities for improvements in the field of business excellence in 2021:

- additionally strengthening internal communication, with emphasis on communication with teaching staff
- organization of events for the purpose of strengthening the involvement of staff,
- professional development and training of employees,
- increasing business performance of study programmes
- increasing business performance of research work
- cooperation with potential employers also by joining the Chamber of Commerce and Industry of Slovenia.

Table 19 Action plan to realize the identified opportunities for improvements in the field of business excellence in 2021

Seq. No.	Objectives	Activities	Deadline for the realization	Responsibility
1.	Business performance of study programmes	promotion of study programmes in Slovenia and abroad, participation in educational fairs abroad	October 2021	Marketing and public relations
2.	quality of personnel policy (employee satisfaction)	providing feedback on work from superiors conducting annual interviews	December 2021	Management staff
3.	quality of personnel policy	organization of trainings within the School and encouraging employees with invitations to external training	December 2021	Secretary-General
4.	quality of personnel policy (staff affiliation and involvement)	Organization of events for the purpose of strengthening the connections between staff, implementation of regular weekly colleges	December 2021	Secretary-General
5.	quality of personnel policy (promoting employee health)	preparation and implementation of a plan to promote health at the workplace	May 2021	Secretary-General

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 and 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 20 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	2020/ 2021
2.1	Increase in interest in the	Total number of all enrolled students (with	SASS student office; VIS data - number of		Plan	83	90	100	70	75	80	80

	programme and student enrolment - Advanced Social Studies (1st cycle) and SM UN (1st cycle)	student status) - Advanced Social Studies and SM UN (all years, all locations) * After the last enrolment deadline in the current academic year	enrolled students	Number	Implementation	83	54	56	64	73	96	119
2.2	Increase in interest in the programme and student enrolment - SM professional (1st cycle)	Total number of all enrolled students (with student status) - SM professional (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	50
					Implementation	46	34	35	48	48	47	62
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 deadline in the current academic year	SASS student office; VIS data - number of enrolled students	Number	Plan	64	70	71	72	73	74	74
					Implementation	64	61	58	64	88	116	152
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	100
					Implementation	120	97	94	85	77	101	145
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	SASS student office; VIS data - number of enrolled students	Number	Plan	24	26	28	30	34	38	38
					Implementation	24	18	29	44	46	57	81

		current academic year										
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	30
					Implementation	37	28	27	23	20	38	48
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	27.5
					Implementation	22.5	17	19.05	42.04	36.55	41.51	42.42
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 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	16.0
					Implementation	14.3	16.0	17.9	18.8	20.7	15.9	16.04
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	16.00
					Implementation	15.19	15.0	15.4	14.1	16.05	16.2	16.24
2.10	Effectiveness of	Average number of	SASS student office; average period (in years)		Plan	4.20	4.00	4.00	4.00	4.00	3.50	4

	undergraduate studies	years of study at the 1st cycle *All years of study from enrolment to successful completion	for completion of studies per student from enrolment to completion of obligations	Years	Implementation	4.20	3.44	3.94	3.3	4.01	3.88	3.99
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	8.0
					Implementation	7.89	8.19	7.92	8.1	8.1	7.8	7.9
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	3.0
					Implementation	3.10	3.13	3.22	3.2	2.7	3.04	3.35
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	8.3
					Implementation	8.3	8.7	7.7	9.2	8.2	7.95	7.64
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	4.5
					Implementation	4.00	4.37	4.98	4.3	3.63	3.75	7.87

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 %	100%
					Implementation	2	3	2	100 %	100 %	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	4
					Implementation	0	2	5	5	6	7	3
2.17	Attractiveness of SASS for enrolment of foreign students	Number of foreign students enrolled in SASS (first cycle, all programmes) in the current academic year	SASS student office; number of foreign students involved in the pedagogical process at SASS in first cycle, outside the Erasmus programme	Number	Plan	4	5	6	40	40	40	40
					Implementation	4	2	25	59	65	66	147
2.18	Internationalization of the 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	10
					Implementation	10	4	6	2	8	6	12
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) * In the current academic year	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	4.5
					Implementation	4.4	4.5	4.1	4.6	4.6	4.5	4.63

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	4.5
					Implementation	4.1	4.3	4.2	4.4	4.5	4.4	4.43
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	4.4
					Implementation	4.1	4.4	4.3	4.2	4.6	4.6	4.5
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	30
					Implementation	/	/	/	46	50	90	100

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 programme and enrolment of students in the undergraduate study programmes SM UN, SM professional and IM, we exceeded the set strategic objective in the academic year. In the undergraduate and master's study programme Psychosocial Support/Psychosocial Counselling and the doctoral study programme Sociology, we even significantly exceeded this objective. The share of all enrolled students in the 1st application deadline is slightly higher than in the previous year (41.51% in 2019/20 and 42.42% in 2020/21). The entry quality of undergraduate students with completed matura or vocational matura final exam remains approximately the same as in the previous year. The strategic objectives in the field of entry quality of students in the academic and professional study programmes for 2020/21 were therefore achieved. Regarding the average period of study at the undergraduate level, similar to last year, we also exceeded the set strategic objective this year (objective 4 years, realization 3.99 years). The entry quality of students in master's studies is at the level of set objectives, but the duration of master's studies took a bit longer in the academic year 2020/21 (set objective 3 years; actual number 3.35 years). The entry quality of doctoral students is slightly lower than the strategic objective, and the duration of doctoral studies took significantly longer in the academic year 2020/21 (set objective 4.5 years; actual number 7.87 years). The said result is worse due to the completion of doctoral studies by one of the doctoral students after several years from the beginning of doctoral studies, which can also be assessed as positive, as the school invested many efforts in the last year into the completion of studies by candidates who put studies on hold for a longer time.

We are also satisfied with the attractiveness of SASS for foreign students. E.g. the number of foreign students enrolled at SASS in the 1st cycle significantly exceeds the set objectives (set objective 40 students; 147 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; 100 students actually enrolled; all levels of study).

Student mobility in 2020 was slightly different than usual, as we faced the COVID-19 pandemic, which significantly affected the field of student and staff mobility. Despite the pandemic, mobility programmes are still being implemented at SASS. In the academic year 2020/2021, SASS has already sent 3 students for exchange in the first semester, and two more mobility exchanges are planned in the second semester, i.e. a total of 5 student mobility exchanges. Despite the very unfavourable situation for the implementation of the mobility programme, the strategic objectives will be achieved. The interest of the so-called "incoming" students has somewhat decreased, as in the winter semester, we did not have candidates for exchange, and in the summer semester of the academic year 2020/2021 we have three candidates who want to come for a physical exchange at SASS. If physical mobility cannot be carried out, students will be asked to opt for mixed mobility (physical and virtual). 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“).

SASS encourages the students to get involved in other mobility programmes such as participation in international summer schools. In the academic year 2019/2020, one SASS student attended a summer school organized within the CEEPUS programme, which exceptionally took place in the virtual form in 2020.

The number of mobile employees was dormant in 2020, as due to the COVID-19 epidemic, employees did not participate in mobility. SASS is becoming more and more successful in obtaining funds from the Erasmus + call for cooperation with partner countries (Erasmus + KA107). In 2020, we acquired projects with partner countries Lebanon and Belarus, and we continue with projects with Russia, Palestine and the Philippines. 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 rating for this objective is even higher than the year before. Students evaluated the implementation of the study process with a score of 4.64 (on a scale of 1- 5). The satisfaction of students with the general image of the School also remains high (rating 4.43), although we are slightly behind in achieving the strategic objective (4.5). The satisfaction of students with the work of the student office and the library is also high (rating 4.5), exceeding the objective of high student satisfaction in this field. In the previous academic years, there was a slight downward deviation in this field (rating 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 2020 were organized on several occasions, namely on 14. and 15. 2. 2020, on 21. 5., 22. 5., 28. 5. and 29. 5. 2020. in July on 25. 6. and 26. 6. 2020, in August on 21. 8. and 20. 8. 2020, in September on 20. and 21. 9. 2020, and in September on 3., 4., 17. and 18. 9. 2020.

Information days were held simultaneously in Nova Gorica and Ljubljana. Due to the epidemiological situation regarding the Covid-19 virus, most (except February) information days took place online via the Zoom communication tool. The information days were attended by the Dean, Vice-Dean for student and academic affairs, Vice-Dean for International Cooperation, Head of the career centre, individual higher education teachers and associates, and student representatives.

Figure 4 Visit of those interested in studying according to the number of persons present

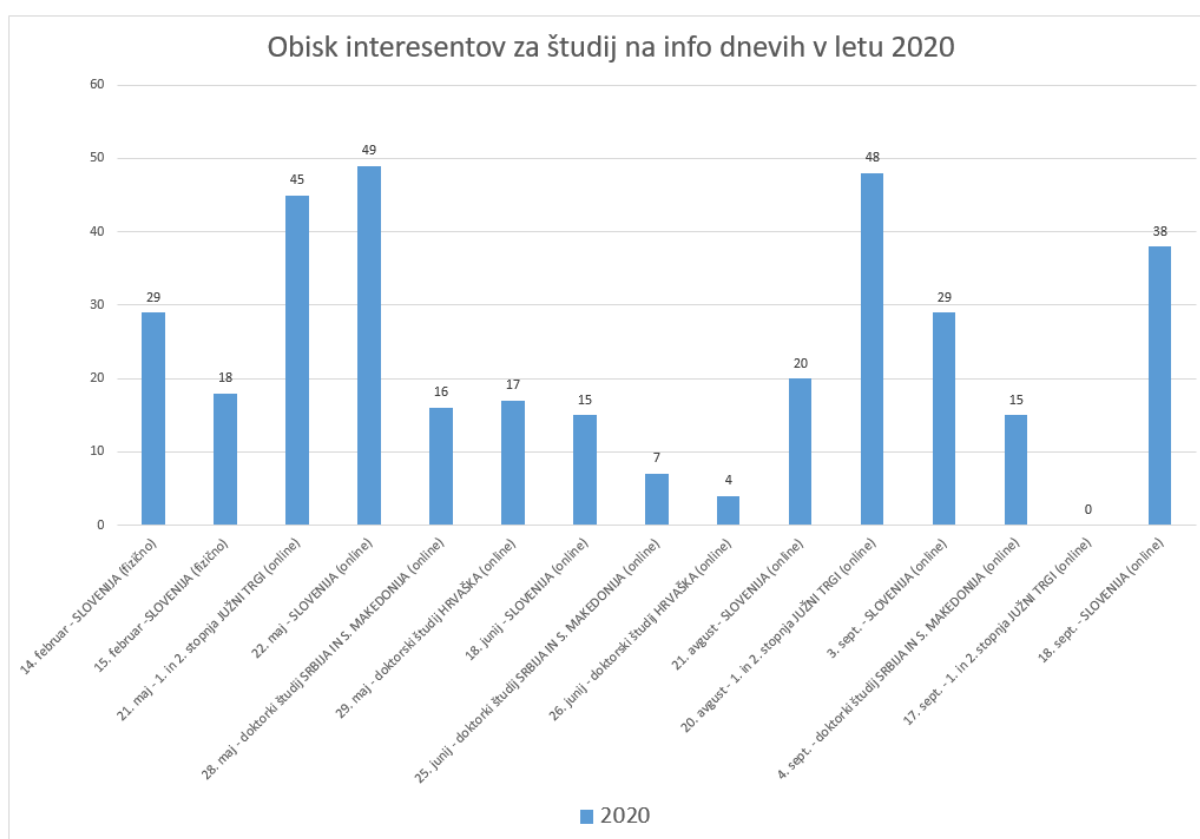


Figure 4 illustrates the interest in studying expressed at information days according to the number of visitors. We measured the most interest in May and the end of August. We can also see from the graph that there was one more foreign person interested in study in comparison to the interested persons from southern markets.

SASS is using its upgraded marketing strategy to actively promote all its programmes with the aim of increasing the visibility of the School and obtaining new students. In 2020, we continued with the activities from the previous year and continued actively promoted undergraduate, master and doctoral programmes abroad, especially in the countries of the former Yugoslavia. We are planning a similar strategy in foreign markets for the next year.

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. Candidates for enrolment from Slovenia receive answers and advice from the Head of the Career Center, who provides them with all the necessary information regarding enrolment, payment conditions and additional obligations that the candidate must carry out if necessary. Candidates from abroad are answered by the technical assistant from the Student Office in Ljubljana.

The highest interest is recorded via e-mail for the subsidized study programme UN Social Management and Master's study programme Intercultural Management. In 2020, we received 83 inquiries for the UN Social Management study programme and 72 inquiries for the Intercultural Management master's study programme. Next are part-time study programmes in the field of psychosocial support and counselling. We received 54 inquiries for the Psychosocial Support study programme and 54 inquiries for the Psychosocial Counselling master's study programme. The lowest interest in enrolment was recorded via e-mail for the higher professional study programme Social Management, for which we received 42 inquiries, and for the doctoral study programme Sociology, for which we received 23 inquiries. Candidates for enrolment also show interest in studying through the contact forms on the website. The candidates for enrolment who want us to inform them about news, events and other matters related to the School are increasingly subscribing to our newsletter at this link: <https://www.facebook.com/fakultetazauporabnedruzbenestudije/app/100265896690345/>

Individual consultations

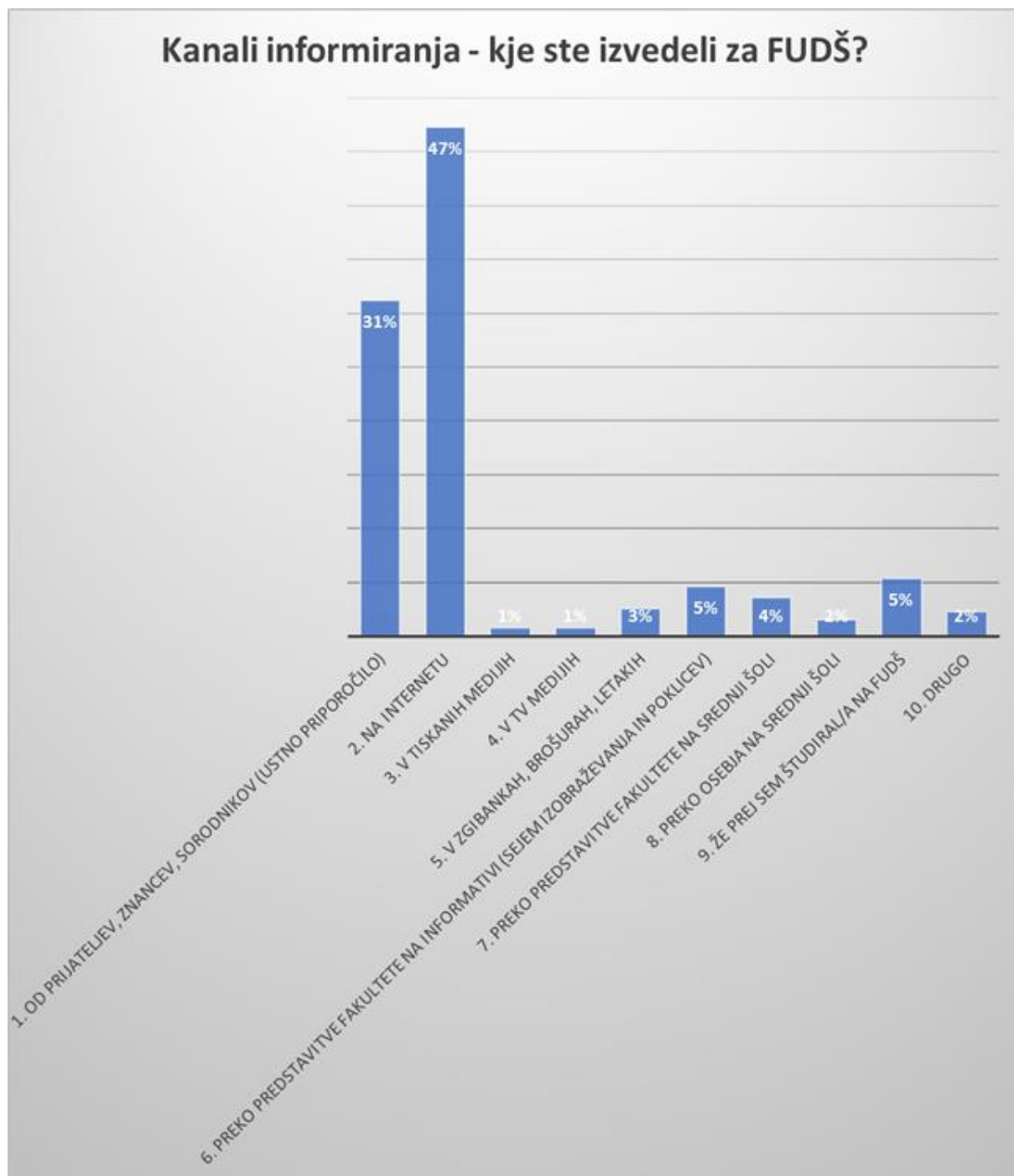
The Head of Career Center carries out individual consultations regarding studies throughout the year. In 2020, approx. 30 individual consultations took place, usually lasting 30 to 60 minutes. They help the candidate to examine the enrolment conditions, syllabus, payment conditions and determine additional obligations if necessary. At the request of the candidate, an education plan will be prepared to assist the candidate in carrying out their study obligations during the year. During the period of enrolment, the Head of the Office for Student and Academic Affairs and technical assistant from the Student Office in Ljubljana also carry out consultations.

Participation in educational and career fairs

The School regularly responds to various invitations from secondary schools and educational and career fairs. At the beginning of 2020, we participated in the educational fair Izberi si svoj študij (Choose Your Study), which took place in Nova Gorica, in the largest Slovenian pre-informative educational fair Informativa at the Ljubljana Exhibition and Convention Center and the Stojnica znanja event, organized by the Nova Gorica Institute of Adult Education.

Information channels

Figure 5 Information channels



Of all the students who answered the survey question about information channels, the majority (47%) found out about SASS on the Internet, followed by the oral recommendation of SASS by friends, acquaintances, and relatives (31%). We will therefore continue to place great emphasis on Internet advertising. Compared to the previous year, there is a smaller increase in the number of students who learned about the School through an oral recommendation, a presentation of the School at Informativa or at secondary schools.

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 lecturers acting as Chairs of departments:

I. Department of Applied Social Studies (Chair: Assist. Prof. Janja Mikulan Kildi, PhD)

With a total of 326 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) - now Social Management (UN), the higher professional study programme Social Management (1st cycle) and the master's study programme Intercultural management (2nd 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 Psychosocial Support and Counselling (Head: Assist.Prof. Primož Rakovec, PhD)

The department consists of two study programmes: the higher professional study programme Psychosocial Support (1st cycle), a part of which is the study programme of Psychotherapeutic Propaedeutics, and the Master's study programme Psychosocial Assistance - now Psychosocial Counselling (2nd cycle).

There is a total of 233 students enrolled in these programmes.

III. Doctoral department (Chair: Matevž Tomšič, PhD, Professor)

The doctoral department implements the doctoral study programme Sociology. Doctoral studies are predominantly individual with limited amount of 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 2020 both were carried out by Prof. Matevž Tomšič. The doctoral school also co-organized the winter camp. There are 48 students enrolled in the doctoral study programme.

SASS implemented the following study programmes in the academic year 2020/2021:

- undergraduate university study programme Advanced Social Studies, now renamed to Social Management
- undergraduate professional study programme Social Management
- undergraduate professional study programme Psychosocial Support
- postgraduate master's study programme Psychosocial Assistance, now renamed to Psychosocial Counselling
- master's study programme Intercultural Management
- doctoral study programme Sociology

The School also offered a part of study programme, Psychosocial Support - Psychotherapeutic Propaedeutics, where 4 students were enrolled (significantly less than in the academic year 2019/20, when 8 students were 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 2020/21, 19 citizens actively carried out their study obligations (information as at 12. 1. 2021; citizens can enrol throughout the year).

2.3.1. Enrolment

In the academic year 2020/2021, a total of 607 students were enrolled into the School. The undergraduate university study programme Advanced Social Studies (renamed to Social Management) is attended by 119 students, the higher professional study programme Psychosocial Support by 152 and Social Management by 62 part-time students. The master's study programme Intercultural Management is attended by 145 students, and master's study programme Psychosocial Assistance (renamed to Psychosocial Counselling) by 82 students. The doctoral study programme Sociology is attended by 48 students. The School is relatively satisfied with the number of students enrolled to programmes carried out only in part-time form, and would like to increase the enrolment in the undergraduate full-time programme Social Management UN. 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 SM UN remains the same as in 2019/20 (44 candidates enrolled in the 1st year of full-time study in both 2019/20 and 2020/21). We noticed an increase in the enrolment in the study programme Social Management (professional): in the academic year 2019/20, 12 students enrolled in the 1st year of the study programme, and in the academic year 2020/21, there were 26. The enrolment trend is very positive in the undergraduate study programme Psychosocial Support – in the academic year 2020/21, 64 students enrolled in the 1st year of this programme, which is 14 students or 28% more than in the academic year 2019/20). The total number of students enrolled in the undergraduate programme Psychosocial Counselling (in all years of study) thus significantly exceeded the set strategic objectives in the academic year 2020/21. A slight trend of increasing enrolment is also noticeable in the master's programme Intercultural Management - compared to the academic year 2019/20, enrolment in the 1st year of studies increased by solid 5% in 2020/21. There was also an increase in the enrolment in master's study programme Psychosocial Counselling (former Psychosocial Assistance): there were 26 students enrolled in the 1st year in 2019/20 and 34 in 2020/21.

We enrolled 48 students in the doctoral study programme Sociology, which exceeds the set objective of 30 students. In the academic year 2020/21/1, 20 students were enrolled in the doctoral study programme Sociology (comparable to the last academic year when 21 were enrolled), which was supported by intensive promotion of this programme both in Slovenia and

the Balkans. 7 candidates from the Balkans (Croatia, Serbia, Northern Macedonia) are enrolled in the 1st year.

A total of 19 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 21 Number of all enrolled students in the academic year 2020/21 by location and type of enrolment (excluding the students in the graduation year)

Programme	Location	Status	Enrolled in 2020/21
Social Management (professional) 1st year	Nova Gorica	part-time	9
	Ljubljana	part-time	17
Social Management (professional) 2nd year	Nova Gorica	part-time	3
	Ljubljana	part-time	10
Social Management (professional) 3rd year	Nova Gorica	part-time	5
	Ljubljana	part-time	15
Psychosocial Support (Professional) 1st year	Nova Gorica	part-time	0
	Ljubljana	part-time	64
Psychosocial Support (Professional) 2nd year	Nova Gorica	part-time	6
	Ljubljana	part-time	39
Psychosocial Support (Professional) 3rd year	Nova Gorica	part-time	3
	Ljubljana	part-time	29
Social Management (UN) 1st year	Nova Gorica	full-time	51
		part-time	3
	Ljubljana	part-time	0
Advanced Social Studies 2nd year	Nova Gorica	full-time	28
		part-time	1
	Ljubljana	part-time	0
Advanced Social Studies 3rd year	Nova Gorica	full-time	26
		part-time	4

	Ljubljana	part-time	0
Intercultural Management 1st year	Nova Gorica	full-time	81
		part-time	11
	Ljubljana	part-time	0
Intercultural Management 2nd year	Nova Gorica	full-time	33
		part-time	4
	Ljubljana	part-time	0
Psychosocial Counselling (MASTER) 1st year	Nova Gorica	part-time	0
	Ljubljana	part-time	34
Psychosocial Counselling (MASTER) 2nd year	Nova Gorica	part-time	10
	Ljubljana	part-time	21
Sociology 1st year	Nova Gorica	part-time	0
Sociology 1st year	Ljubljana	part-time	20
Sociology 2nd year	Nova Gorica	part-time	2
Sociology 2nd year	Ljubljana	part-time	13
Sociology 3rd year	Nova Gorica	part-time	5
Sociology 3rd year	Ljubljana	part-time	2
Psychotherapeutic propaedeutics	Ljubljana	part-time	4

Analysis of enrolment in the academic year 2020/21 - first-time enrolments in the 1st year of study by programmes (by region and gender)

Undergraduate University Study Programme Social Management (UN)

Table 22 Demographic characteristics of students enrolled in SM UN programme (ac. year 2020/2021)

Region	Total	Women	Men
Goriška statistical region	2	1	1
Other regions	22	16	6
Foreigners	23	15	8

Total	47	32	15
Number of graduates (UN programme Advanced Social Studies) in 2020: 8			

Undergraduate Study Programme Social Management (SM)

Table 23 Demographic characteristics of students enrolled in the SM programme (ac. year 2020/2021)

Region	Total	Women	Men
Goriška statistical region	4	3	1
Other regions	13	10	3
Foreigners	7	4	3
Total	24	17	7
Number of graduates in 2020: 11			

Undergraduate higher education programme Psychosocial Support (PS- professional)

Table 24 Demographic characteristics of students enrolled in the PS programme (ac. year 2020/2021)

Region	Total	Women	Men
Goriška statistical region	4	4	0
Other regions	54	47	7
Foreigners	3	3	0
Total	61	54	7
Number of graduates in 2020: 5			

Master's study programme Intercultural Management (IM)

Table 25 Demographic characteristics of students enrolled in the MM programme (ac. year 2020/2021)

Region	Total	Women	Men
Goriška statistical region	11	8	3
Other regions	56	47	9
Foreigners	13	8	5

Total	80	63	17
Number of graduates in 2020: 11			

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

Table 26 Demographic characteristics of students enrolled in the PC programme (ac. year 2020/2021)

Region	Total	Women	Men
Goriška statistical region	0	0	0
Other regions	29	27	2
Foreigners	3	3	0
Total	32	30	2
Number of graduates (MAG programme Psychosocial Counselling) in 2020: 9			

Doctoral Programme Sociology (SOC)

Table 27 Demographic characteristics of students enrolled in the SOC programme (ac. year 2020/2021)

Region	Total	Women	Men
Goriška statistical region	0	0	0
Other regions	8	7	1
Foreigners	9	7	2
Total	17	14	3
Number of graduates in 2020: 4			

Part of the study programme Psychosocial Support - Psychotherapeutic Propaedeutics

Table 28 Demographic characteristics of students enrolled in the PP (ac. year 2020/2021)

Region	Total	Women	Men
Goriška statistical region	0	0	0

Other regions	4	3	1
Foreigners	0	0	0
Total	4	3	1
Number of students who completed the programme in 2020: 2			

2.3.2. Advancement

Advancement remains a challenge, especially in the Advanced Social Studies study programme, as only 51.0% advance from the 1st to the 2nd year (this has decreased slightly compared to 2019/20, when 57.9% of the students advanced). The rate of advancement from the 2nd to the 3rd year is much higher, namely 80%. We estimate that the low rate of advancement from the 1st to the 2nd year 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 study programme Intercultural Management also records a similar advancement as in the previous year, 39% in 2020/21, 38% in 2019/2020. We believe that the main reasons for the (too) low advancement rate are (1) the consequences of the Covid-19 epidemic, which affected the possibility of successful completion of study obligations for some students; (2) the complexity of the programmes in relation to the initial expectations of an important part of students and (3) the difficulties in combining work and study. In order to define and introduce measures in to improve advancement, a working group was established in the past years to prepare proposals for measures to increase advancement. They prepared a set of measures to improve the advancement of students from the 1st to 2nd year, and we continued to implement them also in 2020. We are planning additional measures for this purpose in 2021.

Table 29 Overview of average grades per study programmes

Programme	Average grade
Social Management professional 1st cycle	8.27
Advanced Social Studies UN 1st cycle	8.06
Intercultural Management 2nd cycle	8.47

A high level of advancement is recorded mainly in the undergraduate programme Psychosocial Support, where 76% of students advance from the 1st year to the 2nd, and this rate is comparable to the one from last year (76.3%). From the 2nd to the 3rd year, we recorded a slightly higher advancement rate, namely 78% (this decreased compared to 2019/20, when it amounted to 87.1%). At the master's study programme Psychosocial Counselling, the advancement rate is very high, namely 92.9% for advancement from the 1st to the 2nd year. This is over 15% more than last year. We believe the reason for such a high advancement rate is mainly the fact that studying at both levels is payable, which is obviously a good motivation for students. The latter can also reflect a rather high average of grades (see the table below, 8.25 at the 1st cycle and 8.52 at the 2nd).

Table 30 Overview of average grades per cycle of the programme Psychosocial Support/Psychosocial Counselling

Programme	Average grade
Psychosocial Support 1st cycle	8.25
Psychosocial Counselling 2nd cycle	8.52

Advancement in the study programme Sociology from the 1st to the 2nd year was 52%, and advancement from the 2nd to the 3rd year as much as 86% - we are satisfied with this result.

Table 31 Overview of average grades per cycle of the programme Sociology

Programme	Average grade
Sociology 3rd cycle	8.91

Table 32 Overview of average grades per cycle of the programme Psychotherapeutic propaedeutics

Programme	Average grade
Psychotherapeutic propaedeutics	9.03

2.3.3. Completion of studies

In 2020, we had 8 new graduates in the Advanced Social Studies programme, 11 in the SM professional programme and 11 in the IM programme. In 2020, 5 students graduated from Psychosocial Counselling/Support programmes and 9 received master's degrees. In 2020, 2 candidates completed the Psychotherapeutic propaedeutics.

In 2020, 4 students successfully completed the doctoral study programme Sociology.

Surveys among graduates do not show major deficits in acquired competencies; the deficits have mostly been eliminated during the last renovations of study programmes but the effects of this are not yet reflected in the surveyed graduates. 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.

Data for 2020/21 show that undergraduate study programmes are completed on average in less than 4 years (in 2020/21 in 3.99 years), master's programmes in about 3 (in 2020/21 in 3.35 years), and doctoral programmes in slightly over 7.87 years (in the year 2020/21, a candidate completed the doctoral studies after a pause of several years, which prolonged the average duration of studies) Thus, the completion of studies or the effectiveness of studies in undergraduate study programmes and master's study programmes is at the level of set strategic objectives, and the data on the completion of studies at the doctoral level unfortunately does not reach the set strategic objective (4.5 years).

2.3.4. Achievement of objectives in 2019 and projected objectives for 2020

Department of Advanced Social Studies

The achievement of specific objectives in 2020 was as follows:

- Continued promotion of enrolment in study programmes within the Department of Advanced Social Studies, both at home and abroad: the objective was fully achieved.
- Continued visits to secondary schools, colleges and other institutions abroad, with a view to promote the study programmes of the Department of Advanced Social Studies: the objective was fully achieved, with the use of ICT resources during the COVID-19 pandemic.
- 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: the objective was fully achieved.
- Modernization of the teaching process by encouraging intensive use of (new) ICT technologies: the objective was fully achieved.
- Further strengthen internationalization by involving foreign students and promoting exchanges within the Erasmus system: the objective was fully achieved.
- Keep strengthening the activities in the field of curriculum internationalization: the objective was fully achieved.
- Change or update the postgraduate study programme Intercultural Management: the objective was fully achieved.
- (Further) adapt the implementation of the master's study programme Intercultural Management to the possibilities of students (organization and schedule of lectures, exercises and seminars, exam dates, etc.): the objective was fully achieved.
- 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.): the objective was fully achieved.
- Further organize education and awareness-raising for teaching and technical staff and ensure their participation in education and training (e.g. In the field of use of modern ICT tools in the teaching process), with the aim of increasing the quality of the study process and school services in general: the objective was fully achieved.
- 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): the objective was fully achieved.
- Further ensure the integration of tutoring activities into the introductory teaching process: the objective was fully achieved.
- 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: the objective was fully achieved.

- Involvement of new experts from practice in the study process: the objective was fully achieved.
- Organize events aimed at strengthening the importance and role of learning outcomes and the achievement of competencies in the educational process: the objective was fully achieved.

The objectives of the Department of Applied Social Studies in 2021 are as follows (specific tasks, deadlines and persons in charge of achieving the objectives are listed below):

- Continued promotion of enrolment in study programmes within the Department of Advanced Social Studies, both at home and abroad.
- Popularization of the School in secondary schools, including a buddy-up scheme.
- Continue visits to 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, adapted to the students' individual needs, with the aim of increasing advancement
- Further modernization of the teaching process by encouraging intensive use of (new) ICT technologies, taking into account the objective of high quality of the study process.
- Further strengthen internationalization by involving foreign students and promoting exchanges within the Erasmus system.
- Continue to strengthen curriculum internationalization activities.
- Inclusion of intercultural practices in the study process.
- 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.): the objective was fully achieved.
- Further organize education and awareness-raising for teaching and technical staff and ensure their participation in education and training (e.g. In the field of use of modern ICT tools in the teaching process, establishment of a virtual-global classroom), with the aim of increasing the quality of the study process and School services in general.
- 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).
- Raise awareness among student tutors about the diversity of students and their needs.
- 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.
- Connecting traditional and non-traditional groups of students.
- Implement activities to encourage talented students.
- Obtaining feedback from teaching staff on their pedagogical work and work with different groups of students.
- Encourage lecturers to better coordinate with assistants.

Department of Psychosocial Support and Counselling

In 2020, we achieved the following objectives:

- Continued promotion of enrolment in study programmes within the Department of Psychosocial Support and Counselling, both at home and abroad: the objective was fully achieved.
- Change or update the undergraduate 1st cycle study programme Psychosocial Support: the objective was fully achieved.
- Change or update Psychotherapeutic propaedeutics: the objective was fully achieved.
- Further adapt the implementation of the 2nd cycle master's study programme Psychosocial Counselling to the possibilities of students(organization and schedule of lectures, exercises and seminars, exam dates, etc.): the objective was fully achieved.
- Introduce several elements of internationalization in the undergraduate study programme PS and the Psychotherapeutic propaedeutics, namely in the course of modification and updating of the programme: the objective was fully achieved.
- Obtaining at least one major domestic or international project: the objective was fully achieved.
- Continue to involve students in the School research work: the objective was fully achieved.
- Encourage students and staff to take advantage of international exchange opportunities: the objective was achieved, taking into account the situation at the time of the Covid-19 epidemic .
- Strengthening high-quality international scientific publications by employed higher education teachers: the objective was fully achieved.
- Modernization of the teaching process by encouraging intensive use of (new) ICT technologies: the objective was fully achieved.
- Organize events aimed at strengthening the importance and role of learning outcomes and the achievement of competencies in the educational process: the objective was fully achieved.
- Networking with relevant stakeholders in the local, national and international environment in order to present and promote the profile of a psychosocial counselor: the objective was fully achieved.

The objectives of the Department of Psychosocial Support and Counselling in 2021 are as follows (specific tasks, deadlines and persons in charge of achieving the objectives are listed below):

- Continue promotion of enrolment in study programmes within the Department of Psychosocial Support and Counselling, both at home and abroad.
- Popularization of the School in secondary schools, including a buddy-up scheme.
- Apply for at least one major domestic or international project.
- Continue to involve students in the School research projects.
- Encourage students and staff to exploit the possibilities of international exchange.

- Strengthen quality international scientific publications by employed higher education teachers.
- Further modernization of the teaching process by encouraging intensive use of (new) ICT technologies, taking into account the objective of high quality of the study process.
- Networking with relevant stakeholders in the local, national and international environment in order to present and promote the profile of a psychosocial counselor.
- Raise awareness among student tutors about the diversity of students and their needs.
- Implement activities to encourage talented students.
- Obtaining feedback from teaching staff on their work with different groups of students.
- Interviews with individual lecturers and assistants in order to encourage their better responsiveness; providing better feedback on student grades; promoting better coordination between lecturers and assistants.
- Preparation of a doctoral study programme.

Doctoral Department

In 2020, we achieved the following objectives:

- Continue with the promotional activities of doctoral studies in order to attract an even larger number of new students, both domestic and especially foreign (especially area of Eastern and South-Eastern Europe): the objective was fully achieved, with the use of ICT resources during the COVID-19 pandemic.
- Continue to organize several sets of lectures (on consecutive days), if possible, in conjunction with other events. This will enable more contacts and exchange of information between the lecturers: the objective was fully achieved.
- Continue involving doctoral students in the research work of the School: the objective was fully achieved.
- Encourage doctoral students to participate in School events (conferences, winter camp, etc.): the objective was fully achieved.

Objectives of the Doctoral Department in 2021:

- Continue with the promotional activities of doctoral studies in order to attract an even larger number of new students, 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. This will enable more contacts and exchange of information between the lecturers.
- Continue to involve doctoral students in the research work of the School.
- Encourage doctoral students to participate in School events (conferences, winter camp, etc.).

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:

- 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);
- through qualitative analyses (focus groups, etc.);
- through the analysis of competencies and employability of graduates (results are listed in the self-evaluation report);
- through the tutoring system (evident from the minutes of tutoring meetings and reports on the tutoring system);
- 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);
- through informal (individual/group) conversations of teaching and technical 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 2019/20 .

In general, students are satisfied with all aspects of their studies at SASS ($M = 4.43$), which is in fact exactly the same result as in the previous academic year.

Students are particularly satisfied with the following aspects (average more than 4.5): work of the Student Office, work of the library; the information they obtain regarding the operation of the School and its internal quality system, individual attention paid to students by School staff, availability of all information related to student rights and related activities of School bodies.

However, the following statements received a rating below average: The promised services are carried out quickly and with due quality; I am very satisfied with the higher education information system (VIS)/online classroom; extracurricular activities provided by the School are topical and interesting; Schedules of lectures and exercises are suitable; Website of the School is attractive and transparent; with the last two aspects receiving particularly low ratings.

Table 33 Dimensions of overall satisfaction at SASS (academic year 2019/20)

DIMENZIJE ZADOVOLJSTVA	POVPREČJE
Študentje se lahko zanesemo na pomoč zaposlenih pri reševanju svojih problemov.	4,44
Predavanja in druge storitve so izvedene v obljubljenem času.	4,45
Urniki predavanj in vaj so primerni.	4,27
Študentje smo pravočasno obveščeni o času in kraju izvedbe predavanj in drugih informacijah, potrebnih za nemoten in učinkovit študij.	4,49
Študentom so na voljo vse potrebne informacije (npr. na spletni strani fakultete, preko e-mail obveščanja, preko pogovorov z zaposlenimi...) glede delovanja fakultete in njenega notranjega sistema kakovosti.	4,53
Obljubljene storitve so hitro in kakovostno izvedene.	4,35
Urejenost fakultetnih prostorov mi nudi dobre pogoje za delo.	4,45
Na splošno sem zadovoljen/na z delom referata.	4,59
Na splošno sem zadovoljen/na z delom knjižnice.	4,54
Administrativno osebje študentom posveča individualno pozornost.	4,52
Na splošno sem zadovoljen/na z delom kariernega centra.	4,46
Spletna stran fakultete je privlačna in pregledna.	4,24
Ure poslovanja (fakulteta, knjižnica, referat) so primerne.	4,4
Obštudijske dejavnosti, ki jih fakulteta omogoča (akademski dogodki, konference, delavnice, družabne aktivnosti...), so aktualne in zanimive.	4,31
Z Visokošolskim informacijskim sistemom (VIS)/spletno učilnico sem zelo zadovoljen/na.	4,34
Omogočeno mi je sodelovanje v organih fakultete prek študentskega sveta.	4,48
Študentom so na voljo vse potrebne informacije (npr. na spletni strani fakultete, preko pogovorov z zaposlenimi...) v zvezi z njihovimi pravicami in s tem povezanim delovanjem organov fakultete.	4,51
Zadovoljen/na sem s fakultetnim notranjim sistemom kakovosti in samoevalvacijskimi postopki fakultete.	4,41
SKUPAJ	4,43

The graph below shows year-on-year comparisons of satisfaction with the organizational aspects of the School, which has been quite high for a decade and is also improving in certain points. A comparable trend can also be observed in 2019/2020. In two dimensions, satisfaction slightly improved (Students are duly informed about the time and place of the lectures and other services; Hours of operation are appropriate), while in two dimensions it slightly decreased (Lectures and other services are carried in the promised time; The promised services are carried out quickly and with due quality).

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.

Figure 6 Trend of general satisfaction with the organizational aspects of the School

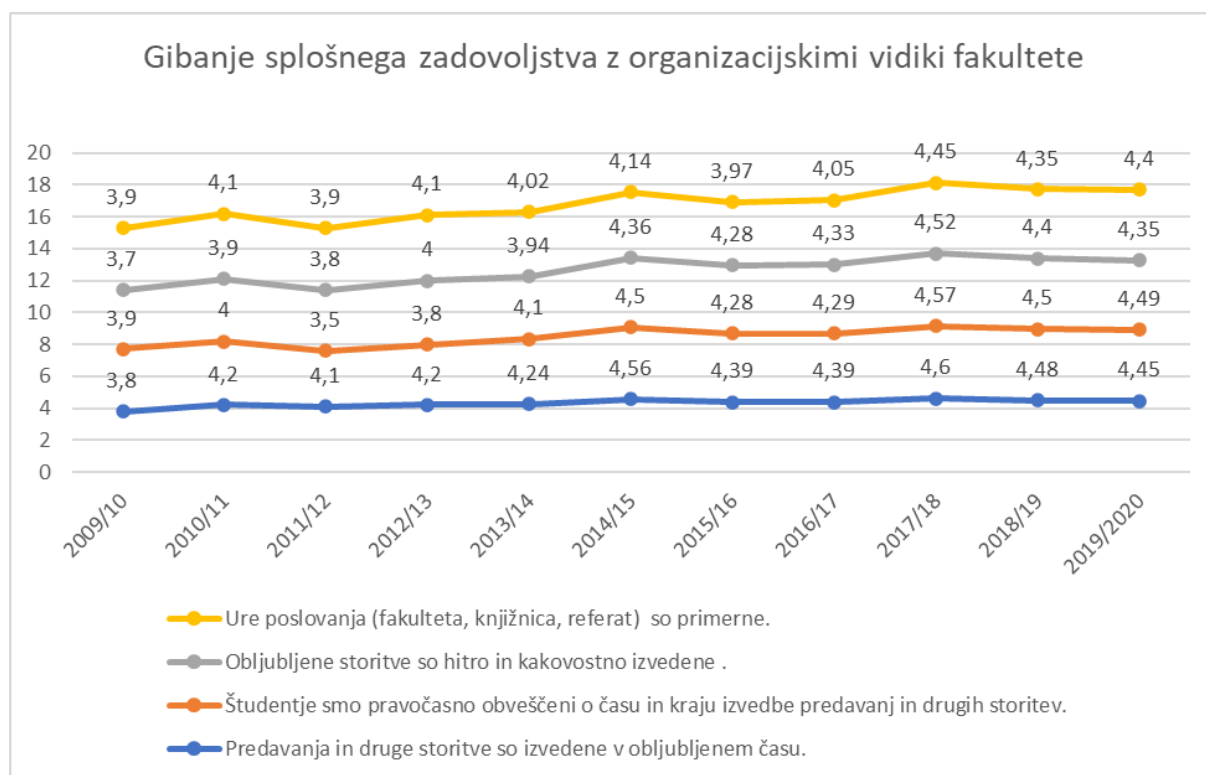
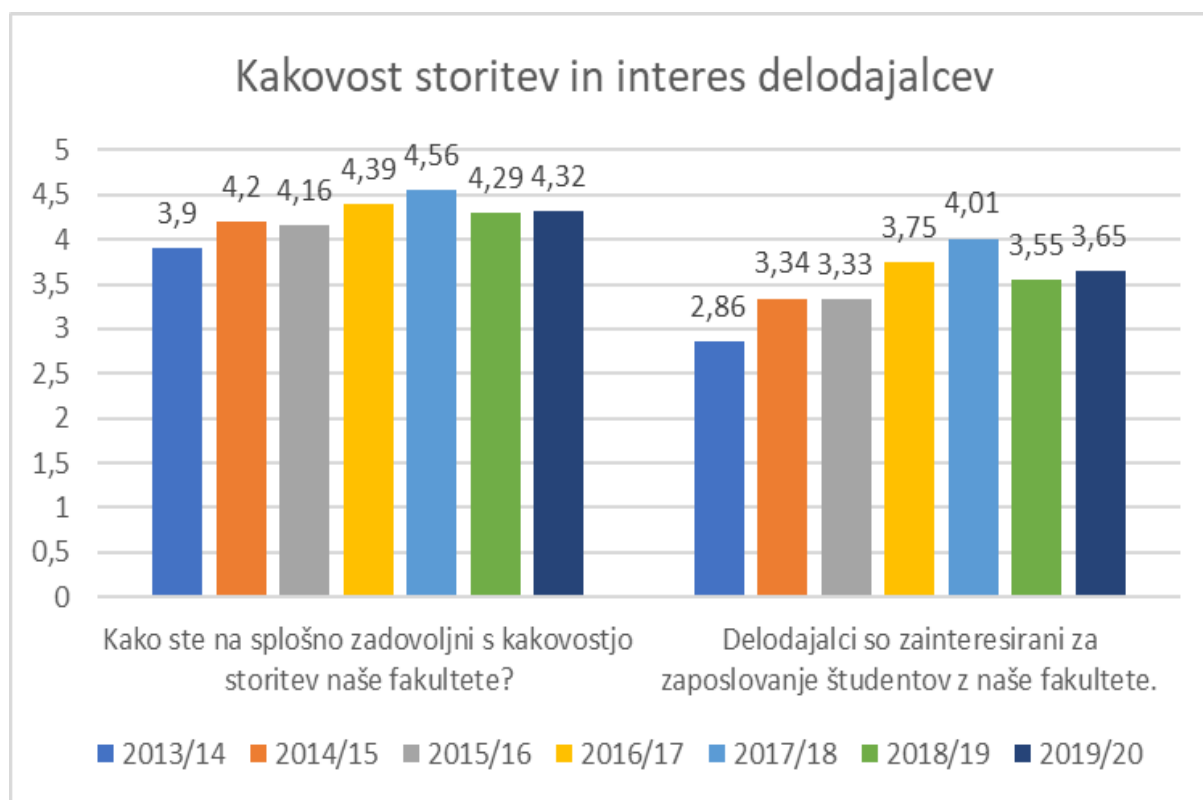


Figure 7 shows that students are satisfied with the quality of our service. In general, students are satisfied with the quality of services at SASS. In 2019/2020, the result ($M = 4.32$) is slightly better than in the previous year ($M = 4.29$). The evaluation of students regarding the interest of employers to employ students from our School has also improved. Despite the improvement, there is still room for further action and improvement. At this point, we should consider additional measures to improve this rating.

Figure 7 General satisfaction with the quality of School services and employers' interest in employing students



In general, students in the academic year 2019/2020 were very satisfied ($M = 4.64$) with all aspects of their studies at SASS. The average satisfaction rating is even slightly higher compared to the previous academic year ($M = 4.54$). As in the academic year 2018/2019, students are most satisfied with the fact that the lecturers treat the students with respect ($M=4.77$), that they comply with the scheduled hours ($M = 4.76$) and that they informed them about the knowledge assessment criteria ($M = 69$). Slightly lower than average rating (but still high) can be seen in the statements regarding the clarity and comprehensibility of the discussed topics ($M = 4.58$), and the statements regarding new content within the course and trust of the lecturer are also rated slightly lower (below $M = 4.60$) Nevertheless, these statements are assessed better than last year, so we can conclude that progress has been made in these areas as well.

Table 34 Dimensions of satisfaction with teaching staff at SASS (academic year 2019/20)

STATEMENTS	AVERAGE
Lectures/exercises were well executed	4.60
Discussed topics were presented in a clear and understandable way	4.58
Discussed topics were appropriate	4.65
The lecturer presented the usefulness of study content at work in an organization or in real life	4.62
The lecturer encouraged discussion and student participation	4.65
The lecturer acquainted us with the knowledge assessment criteria	4.69
The methods of verification and assessment of knowledge were appropriate	4.63

The lecturer is always available for questions and to resolve our dilemmas	4.66
The lecturer complied with the scheduled hours	4.76
The lecturer inspires my trust	4.59
There were no problems with obtaining the required literature	4.65
The literature and materials provided by the lecturer are transparent and understandable	4.63
We learned a lot of new things in the course	4.59
The course is appropriately placed in the study programme curriculum	4.65
We acquired the planned competencies in the course	4.60
The lecturer has an understanding for my individual needs	4.60
The lecturer encourages me to think	4.63
The lecturer treats students with respect	4.77
TOTAL	4.64

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

Table 35 Detailed presentation of satisfaction according to the mode of study (full-time study, part-time study)

NAČIN ŠTUDIJA	Predavanja/vaje so bila dobro izvedena	Obravnavane vsebine so bile predstavljene na jasn in razumljiv način	Obravnavane vsebine so bile primerno organizirane oz. v konkretnih življenjskih razmerah	Izvajalec nam je predstavil uporabno študijsko literaturo in sodeloval s študenti v razpravi in razpravi	Izvajalec je seznanil s kriteriji ocenjevanja znanja	Način ocenjevanja in preverjanja znanja so bili ustrezni	Izvajalec je vedno dostopen za vprašanja in reševanje naših dilem	Izvajalec se je držal pogojev in načrtovanih ur	Izvajalec mi vzbuja zaupanje	S pridobitvi jo obvezne literature ni bilo težav	Literatura in gradiva, posredovana s strani izvajalca, so pregledni in razumljivi	Pri predmetu smo se naučili veliko novega	Pri predmetu smo pridobili predmetne kompetence	Izvajalec ima razumevanje za moje individualne potrebe	Izvajalec me spodbuja k razmišljanju	Izvajalec se do študentov obnaša spoštljivo
Izredni	4,6	4,6	4,6	4,6	4,7	4,7	4,6	4,6	4,7	4,6	4,6	4,6	4,6	4,6	4,6	4,8
Redni	4,6	4,6	4,7	4,6	4,6	4,7	4,7	4,7	4,8	4,6	4,7	4,6	4,7	4,6	4,6	4,8

Both full-time and part-time students are very satisfied with various aspects of their studies. There is generally no difference between full-time and part-time students in terms of satisfaction with different aspects of their studies ($M=4.6$ in both methods of study). In a more detailed overview of individual dimensions, it can be seen that full-time students are above average satisfied with the fact that the lecturers complied with the scheduled hours and that they treated the students with respect, whereby the latter aspect also received the best ratings among part-time students. The rating of the aspect that was rated below average in 2018/2019 ($M = 4.4$), also increased, that is, the aspect of trust in the lecturer, which in 2019/2020 amounted to 4.6. In 2019/2020, none of the aspects received a rating that would be below average. 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.

Differences between full-time and part-time students are statistically significant in all cases at a risk level below 0.05.

Figure 8 Graphic presentation of satisfaction according to the mode of study (full-time study, part-time study)

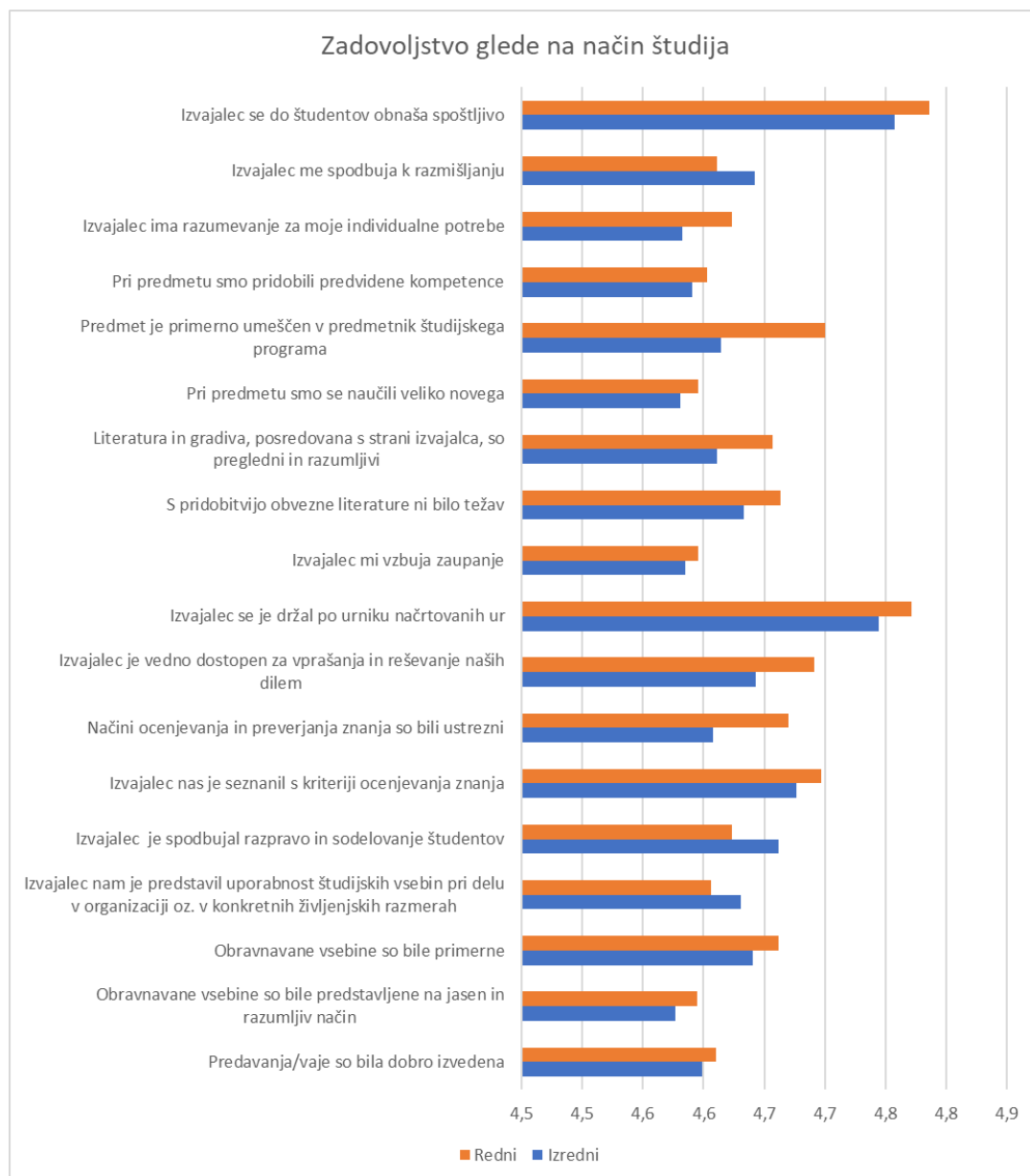
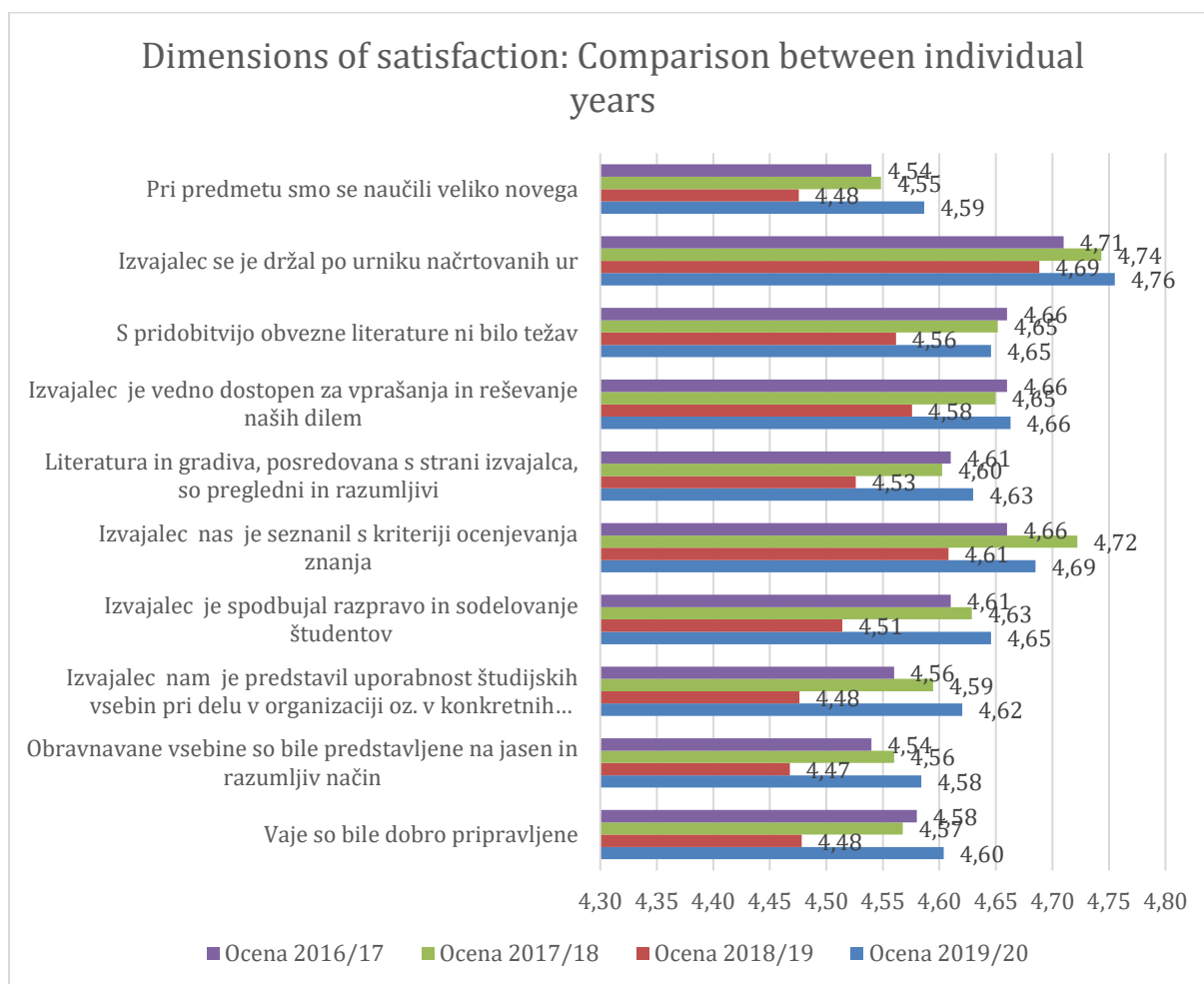


Figure 9 Comparison between individual years



A more accurate comparison with ratings from the previous four years shows that the results (at least where the questions remained identical) in 2019/2020 are the best so far. The above-average high ratings were given to the following dimensions: The lecturer presented the usefulness of study content (in 2018/2019 this rating was only 4.48, and in 2019/2020 as much as 4.62); The lecturer encouraged discussion and participation (in 2018/2019 this estimate was 4.51 and in 2019/2020 it was 4.65); compared to previous years, the statement “We learned a lot of new things in the course” also received considerably improved ratings. The measures taken in the past year can therefore be assessed as very effective.

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.

2.4.3. Evaluation of student workload

In determining the adequacy of the work volume of the courses, students estimated how much time in hours they spent on the course (including lectures, exercises, seminars, internships, preparation of written work, preparation for exams, colloquia, project work, collecting and

studying literature and other sources and all other tasks and activities in any way related to this course).

Tables 36 and 37 show the assessment of students in terms of time spent on performing obligations - by study programmes and years of study; and by courses. Such an assessment of students allows us to evaluate the workload of students.

The students that feel the most burdened are the students of the Intercultural Management programmes (especially the first-year students) and doctoral students in the Sociology programme, as 27% and respectively 26% of them estimated that they performed more hours than planned. But also a largest share of doctoral students (10%) believe that they have performed less hours than planned.

Students of the PS study programme - Psychotherapeutic Propaedeutics feel the least burdened, as only 10% of them estimate that they have performed more hours of work than planned and 90% believe that they performed about as many hours of work as planned. Students of the Advanced Social Studies program mostly (81%) believe that they have performed approximately as many hours of work as planned.

Table 36 Estimation of hours of student work spent on performing obligations (by study programmes and years of study)

PROGRAM IN LETNIK	Več ur dela od predvidenega	Približno toliko ur dela, kot je predvidenega	Manj ur dela od predvidenega
Magistrski študijski program - II. stopnje Medkulturni menedžment	27%	68%	5%
1. letnik	29%	66%	5%
2. letnik	18%	75%	7%
Magistrski študijski program - II. stopnje Psihosocialna pomoč	18%	78%	4%
1. letnik	20%	77%	3%
2. letnik	14%	80%	6%
Podiplomski doktorski študijski program - III. stopnje Sociologija	26%	64%	10%
1. letnik	26%	64%	10%
Del študijskega programa PSP - Psihoterapevtska propedeutika	10%	90%	0%
brez letnika	10%	90%	0%
Univerzitetni študijski program - I. stopnje Uporabne družbene študije	14%	81%	5%
1. letnik	15%	77%	9%
2. letnik	13%	85%	2%
3. letnik	15%	85%	1%
Visokošolski študijski program - I. stopnje Psihosocialna pomoč	14%	80%	6%
1. letnik	9%	85%	6%
2. letnik	18%	76%	6%
3. letnik	18%	74%	8%
Visokošolski študijski program - I. stopnje Socialni menedžment	20%	75%	5%
1. letnik	30%	66%	4%
2. letnik	19%	78%	3%
3. letnik	5%	82%	13%

The vast majority of students (78%) estimated that within an individual course, they performed about as many hours of work as planned. Almost all students (over 98%) believe that they have performed the planned number of hours of work in the following courses: Psychotherapy and Spirituality, Systemic Approach to Families With Children With Special Needs, Introduction to Business, Employment, Contract and Tort Law (2017), Organization Theory.(2017) and Political Marketing and Communication (2017).

About 19% of students believe that they have performed more hours than expected in a given course. Doctoral students who took part in the course Contemporary Theories in Political Sociology feel extremely burdened, since as many as 100% of students estimate that they performed more hours than planned in the course. An above-average number of students (between 41% - 55%) estimate that they also performed more hours of work than planned in the following courses: Financial Management, Qualitative Methodology (2017), Value Tensions in Contemporary Societies (2017), Entrepreneurial Venture (2017) and Qualitative Methodology.

About 7% of students believe that they have performed less hours than expected in a given course. Such a rating was given mainly by students in the following courses: Contemporary Theories in Economic Sociology, Professional Practice and Management of Change (2017), with the first one standing out in particular, as 25% of doctoral students believe that they have performed fewer hours than planned in this course.

Table 37 Estimation of hours of student work spent on performing obligations (by courses)

PREDMET	Več ur dela od predvidenega	Približno toliko ur dela, kot je predvidenega	Manj ur dela od predvidenega
Dinamika sodobne družbe (2017)	9%	81%	9%
DR Metode triangulacije	24%	64%	12%
DR Seminar za dispozicijo	21%	71%	7%
DR Sodobne teorije v ekonomski sociologiji	0%	75%	25%
DR Sodobne teorije v politični sociologiji	100%		
DR Sodobne teorije v sociologiji kulture	32%	63%	5%
Družbena teorija (2017)	13%	81%	6%
Družboslovna raziskovalna metodologija (2017)	17%	77%	6%
Ekonomika organizacije (2017)	15%	83%	2%
Etika	10%	83%	7%
Evropske integracije (2017)	30%	70%	0%
Evropske javne politike	21%	64%	14%
Izbrana poglavja iz psihoterapije, psihologije in psihiatrije	14%	76%	10%
Kvalitativna analiza	32%	64%	4%
Kvalitativna metodologija	41%	56%	4%
Kvantitativna metodologija 1	31%	59%	9%
Kvantitativna metodologija 2	33%	59%	7%
Kvantitativne metode 1 (2017)	21%	71%	8%
Kvantitativne metode 2 (2017)	19%	81%	0%
Marketing neprofitnih organizacij	17%	83%	
Menedžment finančnih virov	55%	43%	2%
Menedžment sprememb (2017)	11%	73%	16%
Menedžment v socialnem varstvu	30%	70%	
Metode kvalitativne analize (2017)	17%	83%	
Neprofitni menedžment (2017)	14%	73%	13%
Nevropsihologija in psihoterapija	13%	81%	6%
Oblikovanje javnih politik in javnih financ	17%	77%	6%
Oblikovanje javnih politik in javnih financ (2017)	13%	84%	3%
Odnosi z javnostmi	4%	88%	8%
Odnosi z javnostmi (2017)	9%	91%	
Odnosi z odločevalci	0%	86%	14%
Organizacije in ekonomika	16%	80%	4%
Organizacijsko komuniciranje (2017)	14%	77%	9%
Osnove upravnega prava (2017)	17%	77%	6%
P Aktualne vsebine v psihoterapiji	21%	79%	
P Dinamika čezmejnega sodelovanja (2017)	25%	68%	7%
P Družbeno-pravni vidiki sistemov socialne varnosti	30%	63%	7%
P Ekonomska in poslovna kultura (2017)	12%	81%	8%
P Epistemologija psihoterapije	5%	85%	10%

PREDMET	Več ur dela od predvidenega	Približno toliko ur dela, kot je predvidenega	Manj ur dela od predvidenega
P Evropska demokracija in politična kultura (2017)	8%	85%	8%
P Izzivi globalizacije (2017)	39%	56%	5%
P Komuniciranje v medkulturnem okolju (2017)	25%	67%	8%
P Kvalitativno raziskovanje v družbenih vedah (2017)	38%	58%	5%
P Kvalitativno raziskovanje v družboslovju	30%	68%	3%
P Magistrski seminar	30%	60%	10%
P Menedžerski informacijski sistemi (2017)	20%	77%	3%
P Menedžment medkulturnih razlik (2017)	19%	78%	3%
P Metode izbranega psihoterapevtskega pristopa 1	10%	90%	
P Metode izbranega psihoterapevtskega pristopa 2	10%	80%	10%
P Metode kvantitativne analize (2017)	42%	55%	3%
P Praksa 1	28%	67%	4%
P Praksa 2	15%	83%	2%
P Praksa 3	17%	83%	
P Praksa 4	10%	90%	
P Primerjalne raziskovalne metode (2017)	23%	73%	3%
P Psihoterapija in duhovnost		100%	
P Psihotravmatologija	22%	76%	2%
P Raziskovalni seminar (2017)	23%	69%	8%
P Sistemski pristop družinam z otrokom s posebnimi potrebami		100%	
P Sodobne družbene elite (2017)	25%	71%	4%
P Sodobne družbene teorije (2017)	38%	59%	3%
P Teoretične osnove izbranega psihoterapevtskega pristopa 1	13%	81%	6%
P Teoretične osnove izbranega psihoterapevtskega pristopa 2	13%	83%	4%
P Teoretični in klinični koncepti v psihoterapiji 1	21%	79%	
P Teoretični in klinični koncepti v psihoterapiji 2	10%	85%	5%
P Uvod v gospodarsko, delovno in obligacijsko pravo (2017)		100%	
P Uvod v raziskovanje (2017)	17%	77%	6%
P Vodenje in upravljanje socialnega podjetja (2017)	11%	82%	7%
P Vrednotna nasprotja sodobnih družb (2017)	42%	54%	4%
Podjetniški projekt (2017)	41%	59%	
Podjetništvo (2017)	23%	77%	
Politične ureditve in analiza politik (2017)	10%	90%	
Politično trženje in komuniciranje (2017)	2%	98%	
Poslovna etika (2017)	33%	67%	
Praksa 1	9%	83%	9%
Praksa 2	4%	93%	4%
Praksa 3	25%	70%	5%
Pravo socialne varnosti (PSP)	12%	78%	11%
Projektni menedžment (2017)	13%	83%	4%

PREDMET	Več ur dela od predvidenega	Približno toliko ur dela, kot je predvidenega	Manj ur dela od predvidenega
Projektno upravljanje		86%	14%
Psihosocialna obravnava zasvojenosti	6%	88%	6%
Psihoterapevtski pristopi	22%	70%	8%
Raziskovalni projekt (2017)	15%	85%	
Razvojna psihologija	10%	86%	3%
Rehabilitacijska, specialna in socialna pedagogika	26%	69%	6%
Sociologija socialne politike (PSP)	8%	84%	8%
Sodobne politične doktrine (2017)	17%	72%	11%
Specialna psihopatologija	7%	86%	7%
Splošna psihologija 1	5%	92%	3%
Splošna psihologija 2	9%	87%	4%
Splošna psihopatologija	16%	78%	6%
Strateško planiranje	14%	80%	6%
Strateško planiranje (2017)	5%	95%	
Strokovna praksa		83%	17%
Svetovanje parom	18%	71%	11%
Tehnike lobiranja in pogajanj (2017)	9%	91%	
Temelji ekonomije (2017)	14%	78%	8%
Teorija organizacije (2017)		100%	
Teorije deviantnosti in proces pomoči v skupnosti		90%	10%
Teorije in modeli osebnosti	9%	88%	4%
Upravljanje sprememb	5%	81%	14%
Uvod v informatiko (2017)	19%	77%	5%
Uvod v psihosocialno pomoč	4%	92%	4%
Uvod v raziskovalne metode	19%	76%	5%
Uvod v splošno psihologijo (2017)	6%	94%	
Uvod v zdravstveno in socialno varstvo	4%	91%	4%
Vodenje in upravljanje neprofitnih organizacij	15%	83%	2%
Vodenje organizacij in procesov (2017)	8%	90%	2%
Znanje in veščine za ravnanje 1	10%	86%	4%
Znanje in veščine za ravnanje 2	17%	79%	4%

2.4.5. Satisfaction of students with the implementation of studies during the Covid-19 epidemic

In the second half of the academic year 2019/20, the study process was conducted online due to the outbreak of the Covid-19 epidemic. At the end of the academic year, a survey was conducted that showed a relatively high satisfaction of students with the quality of the online study process during the Covid-19 epidemic (rating 4.06 on a scale from 1 to 5). The results differ slightly depending on the nature of each study programme, which is understandable. Students especially praised the quick and efficient response of the School at the time of the transition of studies from physical to online form. The following is a summary of the analysis of the survey results.

A total of 331 students from all study programmes, years and cycles participated in the survey. The number and distribution of students undoubtedly enables conclusions to be drawn about the experiences and attitudes of SASS students in general.

Attendance at lectures, exercises and seminars

Table 38 Survey on attending online lectures

V kolikšnem obsegu ste se v času epidemije Covid-19 udeleževali on-line predavanj/vaj/seminarjev, ki so potekali preko platforme ZOOM?	Doktorski študij Sociologije	Medkulturni menedžment (MAG)	Psihosocialna pomoč (MAG)	Psihosocialna pomoč (VS)	Socialni menedžment (VS)	Uporabne družbene študije (UNI)	SKUPAJ
Nič ali skoraj nič (0-20%)	69,6%	26,3%	23,5%	9,6%	26,3%	4,0%	18,7%
Manjšega dela (20-40%)	13,0%	3,5%	0,0%	15,4%	13,2%	6,7%	9,4%
Približno polovice (40-60%)	13,0%	5,3%	2,9%	13,5%	13,2%	17,3%	11,8%
Večine (60-80%)	0,0%	14,0%	11,8%	19,2%	13,2%	34,7%	19,0%
Vseh ali skoraj vseh (80-100%)	4,3%	50,9%	61,8%	42,3%	34,2%	37,3%	41,1%

According to the students' own statements, their attendance at lectures through ZOOM was quite high. This is especially true for both master's degree programmes. The extent of reported attendance may also depend on the distribution of hours in the second semester, which explains the statements about low attendance in doctoral studies, which has virtually no lectures in the second semester and has a low volume of organized work. If we do not take into account the doctoral study, which is somewhat specific in this respect, the attendance was relatively the lowest in the undergraduate professional programme Social Management.

Table39 Comparison of lecture attendance

Ste se jih udeleževali redkeje, približno enako pogosto ali pogosteje kot predavanj/vaj/seminarjev, ko so ti še potekali v predavalnici?	Doktorski študij Sociologije	Medkulturni menedžment (MAG)	Psihosocialna pomoč (MAG)	Psihosocialna pomoč (VS)	Socialni menedžment (VS)	Uporabne družbene študije (UNI)	SKUPAJ
Pogosteje kot prej v predavalnici	4,3%	17,5%	14,7%	20,2%	26,3%	14,7%	17,5%
Približno enako pogosto kot prej v predavalnici	56,5%	56,1%	50,0%	51,0%	39,5%	60,0%	52,9%
Redkeje kot prej v predavalnici	39,1%	26,3%	35,3%	28,8%	34,2%	25,3%	29,6%

On-line implementation did not have a significant impact on the attendance. The majority of students in all programmes, with the exception of the professional programme Social Management, attended lectures, exercises and seminars about as often as if they were held in a lecture room. A relative majority also stated this in the professional programme Social Management. The transition to ZOOM thus had only a slightly negative impact on attendance.

Quality assessment

Table 40 Quality assessment of online lectures

Kako ocenjujete kakovost predavanj, vaj in seminarjev, ki so potekali preko platforme ZOOM? (Ocenite na lestvici od 1- zelo slaba kvaliteta do 5- zelo dobra kvaliteta)	Doktorski študij Sociologije	Medkulturni menedžment (MAG)	Psihosocialna pomoč (MAG)	Psihosocialna pomoč (VS)	Socialni menedžment (VS)	Uporabne družbene študije (UNI)	SKUPAJ
1	0,0%	1,8%	2,9%	0,0%	7,9%	2,7%	2,1%
2	4,3%	1,8%	2,9%	4,8%	0,0%	0,0%	2,4%
3	21,7%	3,5%	20,6%	25,0%	28,9%	24,0%	20,8%
4	21,7%	35,1%	35,3%	45,2%	34,2%	33,3%	36,9%
5	52,2%	57,9%	38,2%	25,0%	28,9%	40,0%	37,8%
Povprečna ocena	4,22	4,46	4,03	3,90	3,76	4,08	4,06

The quality of the implementation of organized forms of pedagogical work is relatively well assessed with a total rating of 4.06, and certain differences between programmes can be noted. The ratings are best by far in the study programme Intercultural Management, and they are also above average in the doctoral programme. The lowest are the ratings in both professional undergraduate study programmes.

Assessment of the implementation of online exams

Table 41 Assessment of implementation of online exams

Kako ocenjujete izvedbo on-line izpitov? (Ocenite na lestvici od 1- zelo slaba kvaliteta do 5- zelo dobra kvaliteta).	Doktorski študij Sociologije	Medkulturni menedžment (MAG)	Psihosocialna pomoč (MAG)	Psihosocialna pomoč (VS)	Socialni menedžment (VS)	Uporabne družbene študije (UNI)	SKUPAJ
1	0,0%	0,0%	5,9%	1,9%	0,0%	1,3%	1,5%
2	0,0%	1,8%	2,9%	8,7%	2,6%	0,0%	3,6%
3	8,7%	5,3%	8,8%	12,5%	5,3%	13,3%	10,0%
4	8,7%	19,3%	41,2%	26,9%	39,5%	28,0%	27,5%
5	34,8%	50,9%	32,4%	45,2%	39,5%	45,3%	43,5%
on-line izpita še nisem opravljal(a)	47,8%	22,8%	8,8%	4,8%	13,2%	12,0%	13,9%
Povprečna ocena	4,50	4,55	4,00	4,10	4,33	4,32	4,25

The implementation of online exams was very positively rated. The highest rating was again obtained in the study programme Intercultural Management. The lowest, but still high, was in the master's study programme Psychosocial Counselling.

Table 42 Assessment of difficulty of online exams

Kakšna se vam je zdela zahtevnost izpitov on-line v primerjavi z običajnimi v predavalnici? So bili večinoma... (le tisti, ki so opravljali izpite)	Doktorski študij Sociologije	Medkulturni menedžment (MAG)	Psihosocialna pomoč (MAG)	Psihosocialna pomoč (VS)	Socialni menedžment (VS)	Uporabne družbene študije (UNI)	SKUPAJ
Lažji kot v predavalnici	0,0%	11,3%	3,1%	15,8%	11,1%	11,3%	11,2%
Približno podobni kot v predavalnici	95,0%	84,9%	71,9%	65,3%	75,0%	73,2%	74,1%
Težji kot v predavalnici	5,0%	3,8%	25,0%	18,8%	13,9%	15,5%	14,7%

According to the students, the transition to online implementation did not significantly affect the difficulty of the exams. The vast majority of students in all programmes said that the exams were about the same in difficulty as in the lecture room. These shares range from two thirds in the professional programme Psychosocial Support to 84 percent in the master's programme Intercultural Management - if we do not consider doctoral studies, which are somewhat specific here. The proportions of those who found the online exams more difficult than in the lecture room were larger than the proportions of those who found them easier. The exception is the

study programme Intercultural Management, where the situation was reversed. The same applies to doctoral studies, but in this case, due to its specifics, this result should be taken with some reserve.

Recordings of lectures, exercises and seminars

Table 43 Assessment of lecture recordings

Koliko so vam bili v pomoč pri opravljanju študijskih obveznosti posnetki predavanj, vaj in seminarjev? Ocenite to prosim z oceno od 1 do 5	Doktorski študij Sociologije	Medkulturni menedžment (MAG)	Psihosocialna pomoč (MAG)	Psihosocialna pomoč (VS)	Socialni menedžment (VS)	Uporabne družbene študije (UNI)	SKUPAJ
1	0,0%	0,0%	2,9%	0,0%	2,6%	1,3%	0,9%
2	0,0%	3,5%	2,9%	3,8%	5,3%	4,0%	3,6%
3	4,3%	7,0%	8,8%	16,3%	10,5%	21,3%	13,6%
4	30,4%	15,8%	14,7%	23,1%	31,6%	21,3%	22,1%
5	21,7%	49,1%	61,8%	50,0%	23,7%	41,3%	44,1%
sploh jih nisem uporabljal(a)	43,5%	24,6%	8,8%	6,7%	26,3%	10,7%	15,7%

For most students, recordings of lectures, exercises, and seminars were of considerable help. The exception was the doctoral programme, where there were practically no such recordings, so this difference is understandable. The least satisfaction with the recordings can be seen in the professional programme Social Management, where the use of these recordings was lower.

General assessment of the quality of the online implementation compared to the classic implementation

Table 44 Assessment of online study

Kako ocenjujete kakovost on-line izvedbe študija v primerjavi s klasično izvedbo v prostorih fakultete? Bi rekli, da je on-line izvedba...?	Doktorski študij Sociologije	Medkulturni menedžment (MAG)	Psihosocialna pomoč (MAG)	Psihosocialna pomoč (VS)	Socialni menedžment (VS)	Uporabne družbene študije (UNI)	SKUPAJ
Veliko slabša od klasične	0,0%	8,8%	11,8%	16,3%	7,9%	8,0%	10,6%
Nekoliko slabša od klasične	26,1%	26,3%	32,4%	34,6%	28,9%	37,3%	32,3%
Približno enakovredna klasični	60,9%	45,6%	38,2%	31,7%	36,8%	40,0%	39,3%
Nekoliko boljša od klasične	8,7%	10,5%	2,9%	8,7%	7,9%	9,3%	8,5%
Veliko boljša od klasične	4,3%	8,8%	14,7%	8,7%	18,4%	5,3%	9,4%

In general, the prevailing assessment is that online study is approximately equivalent to classical or, at most, slightly worse. However, we also notice differences in terms of study programmes. The transition to the online form in terms of quality maintenance is relatively the easiest at the doctoral level and within the master's programme Intercultural Management, and relatively represents the biggest challenge (understandably) in the field of Psychosocial Support/Counselling. The relatively largest share of those who believe that online implementation is even much better than the classic one can be found in the professional study programme Social Management.

QUALITATIVE PART OF THE SURVEY

The students most often pointed out two aspects that they particularly liked in the implementation of the online study process, namely study from home (this aspect was highlighted by the majority of students, i.e. approx. 50) and longer access to recordings and possibility to watch lectures and exercises later. Studying from home was very popular with most students, mainly because of the time savings that would otherwise be spent on

transportation to college, and a few students also mentioned greater comfort and relaxation. Around thirty students also mentioned that they liked the possibility of watching the recordings very much, and many mentioned that online studies made it easier for them to reconcile with other (work and family) obligations. 58 students, however, stated that they did not particularly like ANYTHING.

The students pointed out the lack of personal or genuine relationship between students and lecturers (approx. 20 students), much less interaction between lectures and exercises (approx. 20 students) and internet connection problems (approx. 20 students). Some students (approx. 12) also pointed out the negative aspects of working in the home environment or a number of distractions that usually led to poorer concentration during lectures and exercises. 130 students stated that they were NOT bothered by ANYTHING during the online study process.

In the context of the question on proposals for change and improvement, students highlighted quite diverse aspects, and only the following was suggested several times: more creative approaches in conducting online lectures and exercises; a different distribution of hours, as it is difficult to be concentrated for several hours in front of the screen (in this regard, some also suggested longer breaks); some would also like to have longer access to the recordings. 84 students, however, would not (in principle) change or add anything, as they liked this way of studying (very much).

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. Several measures were also taken in 2020 to adapt studies 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.

In the academic year 2019/2020, the satisfaction ratings at all three levels of study were relatively high (M=4.6) and slightly higher than in the previous academic year (M=4.5). Compared to the academic year 2018/2019, when students of master's programme Intercultural Management (M=4.4) were the least satisfied, in 2019/2020, these students were satisfied above average (M=4.7). The same level of satisfaction prevails among students of the doctoral study programme Sociology and the higher education study programme Psychosocial Support. However, the data show that the lowest level of satisfaction (M = 4.4) is present among students of the higher education study programme Social Management.

Table 45 Satisfaction with study programmes by courses

ŠTUDIJSKI PROGRAM / LETNIK	Predavanja/voje so bila dobro izvedena	Obravnava ne vsebine so bile predstavljene na jasn in razumljiv način	Obravnava ne vsebine so bile primerne	Izvajalec nam je predstavil uporabno st študijskih vseb in pri delu v organizacij i o z v konkretnih življenjskih razmerah	Izvajalec je spodbujal razpravo in sodelovanje studentov	Izvajalec nas je seminal s literatiji ocenjevan jaznanja	Načini ocenjevan ja in preverjan a znanja so bili ustrezni	Izvajalec je vedno dostopen za upravljanje in reševanje naših dilem	Izvajalec se je držal po urniku načrtovan ih ur	Izvajalec mi vzbuja zaupanje	S pridobitno jo obveze literature ni bilo težav	Literatura in gradiva, posredovana s strani izvajalca, so pregledni in razumljivi	Pri predmetu smo se načili veliko novega	Predmet je primerno umežen v predmetnik študijskega programa	Pri predmetu smo pridobili predvidene kompeten ce	Izvajalec ima razumeva nje za moje individual ne potrebe	Izvajalec me spodbuja k razmišljan ju	Izvajalec se do studentov obnaša spoštljivo
Magistarski študijski program - II. stopnje Medkulturni menedžment	4,6	4,6	4,7	4,6	4,7	4,8	4,7	4,7	4,8	4,7	4,7	4,7	4,6	4,7	4,6	4,7	4,7	4,8
1. letnik	4,6	4,6	4,7	4,6	4,7	4,8	4,7	4,7	4,8	4,7	4,7	4,7	4,6	4,7	4,6	4,7	4,7	4,8
2. letnik	4,5	4,5	4,6	4,6	4,6	4,6	4,6	4,6	4,7	4,5	4,5	4,5	4,5	4,6	4,5	4,5	4,6	4,7
Magistarski študijski program - II. stopnje Psihosocialna pomoč	4,6	4,6	4,6	4,6	4,6	4,6	4,5	4,6	4,7	4,6	4,6	4,6	4,6	4,6	4,6	4,6	4,7	4,7
1. letnik	4,6	4,6	4,6	4,6	4,6	4,6	4,5	4,6	4,7	4,5	4,6	4,6	4,5	4,6	4,6	4,6	4,6	4,7
2. letnik	4,6	4,7	4,7	4,7	4,7	4,6	4,6	4,7	4,7	4,6	4,6	4,6	4,7	4,8	4,6	4,7	4,6	4,8
Podiplomski doktorski študijski program - III. stopnje Sociologija	4,7	4,7	4,7	4,6	4,6	4,7	4,8	4,8	4,9	4,8	4,7	4,7	4,7	4,8	4,6	4,8	4,8	4,9
1. letnik	4,7	4,7	4,7	4,6	4,6	4,7	4,8	4,8	4,9	4,8	4,7	4,7	4,7	4,8	4,6	4,8	4,8	4,9
Del študijskega programa - Psihoterapevtska proučevanja brez letnika	4,7	4,6	4,9	4,7	4,8	4,7	4,9	4,8	5,0	4,9	4,7	4,7	4,8	4,9	4,6	4,9	4,9	5,0
1. letnik	4,7	4,6	4,9	4,7	4,8	4,7	4,9	4,8	5,0	4,9	4,7	4,7	4,8	4,9	4,6	4,9	4,9	5,0
Univerzitetni študijski program - I. stopnje Uporabne družbene študije	4,6	4,6	4,7	4,6	4,6	4,7	4,7	4,7	4,7	4,6	4,6	4,6	4,6	4,7	4,6	4,6	4,6	4,8
1. letnik	4,6	4,6	4,7	4,6	4,6	4,6	4,6	4,7	4,7	4,5	4,6	4,6	4,6	4,7	4,6	4,6	4,6	4,8
2. letnik	4,6	4,6	4,6	4,6	4,6	4,7	4,7	4,6	4,7	4,6	4,6	4,6	4,6	4,6	4,6	4,6	4,5	4,7
3. letnik	4,7	4,8	4,8	4,8	4,7	4,8	4,8	4,8	4,8	4,8	4,8	4,8	4,8	4,8	4,8	4,8	4,8	4,8
Visokosolski študijski program - I. stopnje Psihosocialna pomoč	4,6	4,6	4,7	4,7	4,7	4,7	4,7	4,7	4,8	4,6	4,7	4,7	4,6	4,7	4,7	4,6	4,7	4,8
1. letnik	4,6	4,6	4,7	4,7	4,7	4,7	4,6	4,7	4,7	4,7	4,7	4,6	4,6	4,7	4,6	4,6	4,7	4,8
2. letnik	4,6	4,6	4,7	4,7	4,7	4,8	4,7	4,7	4,8	4,6	4,7	4,7	4,7	4,6	4,7	4,6	4,7	4,8
3. letnik	4,6	4,6	4,7	4,6	4,7	4,7	4,6	4,6	4,8	4,5	4,7	4,7	4,6	4,7	4,6	4,6	4,6	4,8
Visokosolski študijski program - I. stopnje Socialni menedžment	4,5	4,4	4,4	4,5	4,5	4,6	4,4	4,5	4,7	4,4	4,4	4,5	4,3	4,4	4,3	4,3	4,4	4,6
1. letnik	4,3	4,2	4,3	4,3	4,4	4,3	4,2	4,4	4,5	4,2	4,2	4,3	4,0	4,2	4,2	4,1	4,3	4,5
2. letnik	4,5	4,5	4,5	4,5	4,5	4,6	4,5	4,5	4,7	4,5	4,5	4,5	4,4	4,4	4,4	4,4	4,5	4,6
3. letnik	4,7	4,6	4,6	4,6	4,7	4,8	4,6	4,8	4,9	4,8	4,8	4,7	4,6	4,6	4,5	4,6	4,7	4,8

2.5.1. 1st cycle study programme Psychosocial Support (professional)

Table 46 Higher professional study programme Psychosocial Support (academic year 2019/20) - Quantitative evaluations by courses

PREDMET	Predavanja so bila dobro izvedena	Obrazna vsebine so bile predstavljene na jasen in razumljiv način	Obrazna vsebine so bile primerne	Izvajalec nam je predstavil uporabno ost študijskih vsebin pri delu v organizaciji oz. v konkretnih življenjskih razmerah	Izvajalec je spodbujal razpravo in sodelovanje študentov	Izvajalec nas je seznani s kriteriji ocenjevanja znanja	Načini ocenjevanja in preverjanja znanja so bili ustrezni	Izvajalec je vedno dostopen za vprašanja in reševanje naših dilem	Izvajalec se je držal po urniku načrtovanih ur	Izvajalec mi vzbuja zaupanje	S pridobil jo obvezne literature ni bilo težav	Literatura in gradiva, posredovana s strani izvajalca, so pregledni in razumljivi	Pri predmetu smo se naučili veliko novega	Pri predmetu smo pridobili predvidene kompetence	Izvajalec ima razumevanje za individualne potrebe	Izvajalec me spodbuja k razmišljanju	Izvajalec se do študentov v obnaša spokojno	
Etika	4,5	4,5	4,6	4,5	4,6	4,6	4,4	4,3	4,8	4,3	4,4	4,3	4,3	4,4	4,2	4,4	4,7	
Izbrana poglavja iz psihoterapije, psihologije in psihiatrije	4,5	4,5	4,7	4,6	4,7	4,7	4,6	4,5	4,9	4,4	4,8	4,8	4,7	4,8	4,7	4,5	4,7	4,9
Kvalitativna metodologija	4,2	4,2	4,2	4,4	4,4	4,5	4,3	4,2	4,6	4,1	4,4	4,3	4,0	4,0	4,2	4,0	4,3	4,6
Kvantitativna metodologija 1	4,4	4,1	4,3	4,2	4,4	4,6	4,4	4,6	4,7	4,4	4,6	4,5	4,3	3,8	4,3	4,0	4,3	4,6
Kvantitativna metodologija 2	4,6	4,5	4,4	4,6	4,8	4,8	4,7	4,8	4,8	4,6	4,7	4,6	4,5	4,1	4,6	4,7	4,7	4,9
Neuropsihologija in psihoterapija	4,7	4,8	4,8	4,9	4,8	4,9	4,9	4,9	4,9	4,8	4,9	4,8	4,9	4,9	4,9	4,7	4,8	5,0
Praksa 1	4,9	4,9	4,9	4,9	4,9	4,9	4,9	4,9	4,9	4,9	4,9	4,9	4,9	4,9	4,9	4,9	4,9	5,0
Praksa 2	4,8	4,8	5,0	5,0	4,8	5,0	5,0	5,0	4,9	4,9	5,0	5,0	5,0	5,0	4,9	5,0	5,0	5,0
Praksa 3	5,0	5,0	5,0	4,9	5,0	4,9	4,8	5,0	5,0	4,9	4,9	5,0	4,9	5,0	5,0	4,9	4,9	5,0
Pravo socialne varnosti (PSP)	4,4	4,3	4,5	4,5	4,6	4,7	4,4	4,7	4,6	4,5	4,6	4,6	4,5	4,3	4,4	4,4	4,4	4,8
Psihosocialna obravnava zasvojenosti	4,3	4,4	4,3	4,4	4,4	4,4	4,5	4,3	4,7	4,0	4,7	4,5	3,9	4,5	4,2	4,2	4,3	4,7
Psihoterapevski pristopi	4,6	4,6	4,7	4,6	4,6	4,7	4,5	4,6	4,7	4,5	4,7	4,6	4,6	4,8	4,6	4,5	4,6	4,7
Razvojna psihologija	4,6	4,6	4,8	4,8	4,7	4,8	4,7	4,5	4,8	4,6	4,7	4,6	4,8	4,8	4,8	4,7	4,8	4,8
Rehabilitacijska, specialna in socialna pedagogika	4,7	4,7	4,7	4,7	4,7	4,8	4,7	4,6	4,8	4,5	4,7	4,7	4,7	4,7	4,7	4,7	4,7	4,8
Sociologija socialne politike (PSP)	4,8	4,7	4,8	4,7	4,8	4,7	4,8	4,8	4,8	4,8	4,8	4,8	4,7	4,8	4,7	4,8	4,8	4,9
Specialna psihopatologija	4,6	4,6	4,6	4,6	4,6	4,6	4,7	4,7	4,8	4,5	4,5	4,5	4,6	4,7	4,6	4,6	4,7	4,8
Splošna psihologija 1	4,5	4,5	4,6	4,6	4,6	4,7	4,8	4,7	4,8	4,6	4,7	4,5	4,6	4,7	4,6	4,7	4,6	4,8
Splošna psihologija 2	4,8	4,6	4,8	4,8	4,9	4,8	4,7	4,8	4,8	4,8	4,8	4,8	4,7	4,8	4,8	4,8	4,8	4,9
Splošna psihopatologija	4,2	4,1	4,5	4,4	4,4	4,3	4,1	4,2	4,3	4,3	4,2	4,2	4,4	4,6	4,4	4,3	4,3	4,5
Svetovanje parom	4,9	4,9	4,9	4,8	4,8	4,8	4,7	4,9	4,9	4,8	4,7	4,9	4,8	4,9	4,9	4,9	4,9	4,9
Teorije deviantnosti in proces pomoči v skupnosti	4,8	4,8	4,8	4,8	4,9	4,8	4,8	4,7	4,8	4,5	4,8	4,8	4,9	4,9	4,9	4,8	4,8	4,8
Teorije in modeli osebnosti	4,7	4,8	4,9	4,8	4,8	4,9	4,9	4,6	4,9	4,6	4,9	4,8	4,9	4,9	4,9	4,7	4,9	4,9
Uvod v psihosocialno pomoč	4,8	4,9	4,9	4,9	4,8	4,9	4,8	4,8	4,9	4,9	4,9	4,8	4,8	4,9	4,8	4,8	4,8	4,9
Uvod v raziskovalne metode	4,5	4,3	4,4	4,5	4,5	4,6	4,6	4,7	4,7	4,6	4,5	4,5	4,5	4,4	4,5	4,5	4,5	4,7
Uvod v zdravstveno in socialno varstvo	4,6	4,6	4,7	4,7	4,8	4,7	4,7	4,7	4,8	4,7	4,7	4,7	4,6	4,7	4,7	4,7	4,7	4,7
Znanje in veščine za ravnanje 1	4,7	4,8	4,8	4,7	4,7	4,8	4,8	4,8	4,9	4,8	4,8	4,8	4,8	4,9	4,8	4,8	4,8	4,8
Znanje in veščine za ravnanje 2	4,8	4,9	4,8	4,7	4,8	4,9	4,8	4,9	4,9	4,7	4,8	4,9	4,9	4,9	4,8	4,8	4,9	4,9

Ratings by individual courses in the 1st cycle Psychosocial Support programme are very good (M= 4.7). On average, all three courses from the field of practice received the highest ratings (Tuition 1, Tuition 2 and Tuition 3); the following courses also received very high ratings (M above 4.8): Neuropsychology and Psychotherapy, Advising Couples, Introduction to Psychosocial Help, Knowledge and Treatment Skills 2 and Theories and Models of Personality. The following courses stand out in a slightly negative direction (below average): Qualitative methodology (with the lowest average rating of 4.2) is followed by General Psychopathology, Quantitative Methodology, Psychosocial Treatment of Addiction and Ethics.

The students gave a lot of qualitative evaluations. The survey shows that undergraduate students of Psychosocial Support value the competence of lecturers, their way of presenting

content and their responsiveness, their incentives to interact, well-prepared content and quality and useful knowledge. Contrary to the latter, however, a certain number of students still believe that there is a lack of applied knowledge (or that there is too much emphasis on theory), and many pointed out the excessive scope and complexity of tasks. Among the critics, the aspect of unresponsiveness of lecturers (especially assistants) is often highlighted.

Compared to 2018/2019, there were far fewer negative comments related to the competencies of lecturers and attitudes towards students and there was much more praise regarding the lecturers and their way of presenting the material. What remains common is the fact that students still want more applied content and that the given material or required obligations often seem too demanding.

Table 47 Higher professional study programme Psychosocial Support (academic year 2019/20) - Qualitative evaluations of students

Positive	Negative
<ul style="list-style-type: none"> - Competence of professors - A lot of high-quality and useful knowledge - Interesting contents - Responsiveness of professors - Encouraging interaction - Well-prepared lectures, including materials 	<ul style="list-style-type: none"> - Excessive scope and complexity of tasks - Not enough useful knowledge; too much emphasis on theory - Obsolescence of certain content - Unresponsiveness of certain lecturers (especially assistants) - Lectures via Zoom - Lack of response from professors to products

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

1. In 2020, the planned **modifications and updates of the contents of the Psychosocial Support study programme** were adopted, based on the results of quantitative and qualitative analyses of students' opinions and the opinions of graduates. All planned changes for 2020 have been implemented.

Implementation of measures for 2020: all planned measures for 2020 have been implemented:

- It makes more sense to design and structure a system of practical training and to increase the scope of practical training at the employers (i.e. other forms of study). The necessity of such modification is indicated by student surveys and qualitative analysis, which show the need to acquire a greater amount of useful knowledge for work in practice. Similarly, graduate surveys show that in practice, graduates need an even higher level of acquisition of competencies that would benefit them in the practical performance of work in the field of Psychosocial Support, e.g. ability to use knowledge and methods of psychosocial counselling in actual situations directly when working with clients, ability to use knowledge in practice and solve problems; ethical reflection and commitment to professional ethics; cooperation, group work, etc. Graduates express the need for more hours of practice, more opportunities to work with clients, active listening within the practice and constructive problem solving (relevance of mastering different techniques). For this reason, we

increased the scope of practical work at the employers (so-called „other forms of study“) and concentrated it within two internships (new courses Tuition 1 and Tuition 2), which will contribute to more structured and meaningful practice in this study programme. At the same time, we added hours of seminars and exercises to these two courses, which will effectively prepare students for practical training with employers. We also modified the third existing practical course into Experimental Psychology; in this course, students will acquire practical modalities by working in groups and in direct contact with the lecturers (lectures, exercises). We estimate that this will help the students and the graduates to effectively acquire the competencies for work in the field of Psychosocial Counselling for which they expressed the need in the conducted surveys and research.

- Merge the subjects General Psychopathology and Special Psychopathology, modify their content and focus more on those contents through which students will be able to more effectively acquire the competencies planned in the study programme.
- Because the students and graduates expressed the need for more useful, practical content, and in order to create clearer and more attractive course titles, we realized the following measures: Knowledge and Treatment Skills 1 and Knowledge and Treatment Skills 2 is replaced by the course Personal Communication Techniques and Working with a Group and Group Dynamics, and three new courses are introduced: Mental health and Personal growth, Participation and Cooperation in Community, and Non-directive Counselling.
- Based on the results of student and graduate surveys, the courses Quantitative Methodology 1 and Quantitative Methodology 2 are merged and will focus on those contents of quantitative methodology that are of key importance for the field of Psychosocial Counselling.
- The courses Introduction to Research Methods and Qualitative Methodology are merged and will focus on those contents that are of key importance for the field of Psychosocial Counselling.
- Based on the results of student and graduate surveys, the courses General Psychopathology and Special Psychopathology are merged and will focus on the contents that the students and graduates deemed necessary for their work in practice.
- The course Introduction to Health and Social Care is renamed to Introduction to Health Care. This way, we will avoid repeating certain contents in these two courses.
- Due to the expressed needs of students for supervision and intervention, the course Supervision and Intervention will be moved from optional to compulsory courses.
- Based on the results of student surveys, graduate surveys and focus groups with students, the course Selected Topics in Psychotherapy, Psychology and Psychiatry will be replaced by the course Basics of Cognitive Behavioural Approach, which will be moved from optional to compulsory courses and renamed accordingly.
- The diploma thesis is abolished and replaced with the course Project work and other courses and re-evaluated in credit points.
- Due to better horizontal and vertical connection between the courses, the course Ethics will be moved from the 3rd to the 2nd year, the course Neuropsychology and Psychotherapy from the 2nd to the 3rd year, and the course Introduction to Health Care from the 1st to the 2nd year.
- Optional courses Development of Psychotherapeutic Approaches – Group Psychotherapy, History of Psychotherapy, Woman in Psychotherapy, Psychotherapy of Adults with Special Needs will cease to exist. Two optional courses will be moved to compulsory courses (Supervision and Intervention, Development of Psychotherapeutic Approaches - Cognitive-Behavioral Approaches). Instead, we will introduce optional courses in which the students

expressed their interest: Coaching, Working with Young people and Families, Digital Marketing, Social Gerontology.

- Taking into account the results of student workload in individual courses and in accordance with the above-mentioned planned content modifications, the courses are appropriately revalued in credit points and redistributed by semesters, so as to ensure an appropriate connection between the courses.

Planned measures for 2021:

Numerous measures were adopted in 2020 and will be implemented in the academic year 2021/22. Only a quantitative and qualitative analysis in the coming years will show the actual effects of the adopted modifications and updates of the study programme in 2020, so we intend to carry out the analysis consistently and intensively.

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.**

To a lesser extent, updates or changes in the implementation of the study programme are necessary **only at the level of individual courses or lecturers** (lack of responsiveness of the lecturers; lack of feedback of professors regarding student products). Certain updates are also needed at the level of **ensuring appropriate student workloads** that will be consistent with the projected workloads in the curricula, taking into account the renewed study programme.

Implementation of measures in 2020:

All planned measures from the previous self-evaluation report were implemented.

Planned measures for 2021:

- discussions with individual coordinators of lectures and exercises on the implementation of courses, taking into account the renewed study programme (person responsible: head of department; deadline: September 2021);
- discussions with individual coordinators of lectures and exercises on the workload of students, so that it will be more in line with the planned workload, taking into account the renewed study programme (person responsible: head of department; deadline: September 2021);
- discussions with individual coordinators of lectures and exercises in order to promote greater responsiveness (person responsible: Vice-dean for education and student affairs, head of department; deadline: September 2021).

3. 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 point out the lack of feedback of some lecturers regarding product evaluations. Therefore, the lecturers will be additionally encouraged to provide students with feedback on the obtained grades.

Implementation of measures in 2020:

All planned measures from the previous self-evaluation report were implemented.

Planned measures for 2021:

- additional encouragement of lecturers 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; deadline: September 2021).

Results of surveys on the independent work in the study programme - Psychotherapeutic propaedeutics

Table 48 Part of study programme Psychotherapeutic propaedeutics (academic year 2019/20) - Quantitative evaluations by courses

PREDMET	Predavanja so bila dobro izvedena	Obravnane vsebine so bile predstavljene na jasn in razumljiv način	Obravnane vsebine so bile primerne	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	Načini ocenjevanja in preverjanja znanja so bili ustrezni	Izvajalec je vedno dostopen za vprašanja in reševanje naših dilem	Izvajalec se je držal urnika načrtovanih ur	Izvajalec mi vzbuja zaupanje	S pridobilim jo obvezne literature ni bilo težav	Literatura in gradiva, posredovana s strani izvajalca, so pregledni in razumljivi	Pri predmetu smo se naučili veliko novega	Pri predmetu smo pridobili predvidene kompetence	Izvajalec ima razumevanje za individualne potrebe	Izvajalec me spodbuja k razmišljanju	Izvajalec se do študentov obnaša spoštljivo	
Etika	5,0	4,5	4,8	4,5	5,0	5,0	5,0	5,0	5,0	5,0	3,5	4,5	5,0	5,0	4,3	5,0	5,0	5,0
Izbrana poglavja iz psihoterapije, psihologije in psihiatrije	4,2	4,2	4,8	4,7	4,8	4,8	5,0	4,7	5,0	4,8	5,0	4,4	4,7	4,2	4,0	4,8	4,8	5,0
Razvojna psihologija	4,8	4,3	5,0	4,5	4,8	4,8	5,0	4,5	5,0	4,8	5,0	4,3	4,8	5,0	4,5	4,8	5,0	5,0
Specialna psihopatologija	4,9	5,0	5,0	4,8	4,3	4,2	4,7	4,8	5,0	5,0	4,0	4,7	4,9	5,0	4,5	5,0	5,0	5,0
Splošna psihologija 2	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0
Teorije in modeli osebnosti	4,0	4,3	4,7	4,7	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	4,3	5,0
Znanje in veščine za ravnanje 1	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	4,0	5,0	4,5	5,0	Brez odgovora	5,0	5,0	5,0
Znanje in veščine za ravnanje 2	5,0	4,7	4,9	4,8	5,0	4,8	4,9	5,0	5,0	5,0	5,0	4,9	4,9	5,0	5,0	5,0	5,0	5,0

Ratings of individual courses performed within the Psychotherapeutic propaedeutics programme are quite high, with an overall average of 4.8. The courses General Psychology 2, Knowledge and Skills for Behaviour and Knowledge and Treatment Skills and Knowledge and Treatment Skills 1 received above-average ratings. The course Selected Topics in Psychotherapy, Psychology and Psychiatry received a slightly lower rating than the average ($M = 4.65$).

Among the qualitative evaluations, the students did not point out any positive aspects, but they did suggest that the program should be made more systematic.

Positive	Negative
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/	- Better working conditions provided by the School. - Slightly more systematic and - Poor accessibility of the lecturer
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Measures implemented in 2020:

The curriculum of the study programme - Psychotherapeutic Propaedeutics was renewed in 2020, as part of the renewal of the study programme Psychosocial Support (professional).

Planned measures for 2021:

Measures for Psychotherapeutic Propaedeutics are implemented as part of measures for the Psychosocial Support (professional) programme.

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

Table 49 Higher professional study programme social Management (academic year 2019/20)
- Quantitative evaluations of students

PREDMET	Predavanje so bila dobro izvedena	Obravnavane vsebine predstavljene na jasn in razumljiv način	Obravnavane vsebine so bile primerne	Izvajalec nam je predstavil uporabno študijskih vsebin pri delu v organizaciji oz. v konkretnih življenjskih razmerah	Izvajalec je spodobil razpravo in sodelovanje študentov	Izvajalec nas je seznanil s kriteriji ocenjevanja znanja	Načini ocenjevanja preverjanja znanja so bili ustrezni	Izvajalec je vedno dostopen za vprašanja in reševanje naših dilem	Izvajalec se je držal po urniku načrtovanih ur	Izvajalec mi vzbuja zaupanje	S pridobil jo obvezne literature ni bilo težav	Literatura in gradiva, posredovana s strani izvajalca, so pregledni in razumljivi	Pri predmetu smo se naučili veliko novega	Predmet je primerno umeščen v predmetnik študijskega programa	Pri predmetu smo pridobili predvidene kompetence	Izvajalec ima razumevanje za moje individualne potrebe	Izvajalec me spodbuja k razmišljanju	Izvajalec se do študentov obnaša spoštljivo
Evropske javne politike	5,0	4,7	4,9	5,0	5,0	5,0	5,0	5,0	5,0	4,8	5,0	4,9	5,0	4,8	4,7	4,9	5,0	5,0
Kvalitativna analiza	4,5	4,5	4,4	4,4	4,4	4,6	4,5	4,3	4,6	4,3	4,3	4,4	4,2	4,2	4,3	4,2	4,3	4,6
Marketing neprofitnih organizacij	4,7	4,7	4,6	4,7	4,7	4,7	4,6	4,6	4,6	4,4	4,5	4,5	4,4	4,6	4,4	4,4	4,5	4,7
Menadžment finančnih virov	3,6	3,4	3,7	3,7	3,9	4,0	3,4	3,7	4,2	3,5	3,6	3,7	3,5	3,7	3,6	3,5	3,7	4,0
Menadžment v socialnem varstvu	4,7	4,7	4,8	4,7	4,8	4,9	4,6	4,9	4,9	4,7	4,8	4,9	4,6	4,8	4,7	4,7	4,8	4,9
Oblikovanje javnih politik in javnih financ	4,5	4,5	4,5	4,5	4,5	4,3	4,3	4,5	4,6	4,4	4,5	4,5	4,1	4,3	4,2	4,3	4,4	4,6
Odnosi z javnostmi	4,6	4,7	4,7	4,6	4,8	4,5	4,6	4,6	4,8	4,7	4,7	4,7	4,5	4,5	4,6	4,6	4,7	4,8
Odnosi z odločevalci	4,5	4,7	4,7	4,6	4,8	4,9	4,6	4,8	4,9	4,9	4,7	4,8	4,3	4,5	4,5	4,7	4,6	4,8
Organizacije in ekonomika	4,5	4,4	4,5	4,5	4,5	4,6	4,5	4,6	4,6	4,5	4,4	4,5	4,4	4,4	4,5	4,4	4,6	4,6
Projektno upravljanje	4,5	4,1	4,2	3,9	4,2	4,3	4,1	4,3	4,8	4,9	4,7	4,4	4,4	4,3	4,2	4,3	4,3	4,7
Strateško planiranje	4,7	4,6	4,6	4,7	4,8	4,8	4,6	4,7	4,8	4,5	4,6	4,6	4,5	4,6	4,6	4,5	4,6	4,7
Strokovna praksa	5,0	5,0	5,0	5,0	5,0	5,0	4,8	5,0	5,0	4,8	5,0	5,0	4,8	4,8	5,0	5,0	5,0	5,0
Teorija organizacije (2017)	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0
Upravljanje sprememb	4,6	4,5	4,4	4,5	4,7	4,5	4,4	4,6	4,8	4,6	4,6	4,5	4,5	4,6	4,4	4,3	4,7	4,7
Vodenje in upravljanje neprofitnih organizacij	4,3	4,2	4,2	4,3	4,3	4,4	4,4	4,4	4,6	4,3	4,2	4,2	4,1	4,2	4,2	4,1	4,2	4,3

In the Social Management programme, the ratings of courses are relatively high (= 4.55). Extremely high ratings (above 4.9) were awarded to three courses, namely Organization Theory (2017), Professional Practice and European Public Policy, and the course Management in Social Security also received a very high rating. The course Leadership and Management of Non-for-profit Organisations was rated slightly worse, while the course Financial Management was rated rather negatively (M = 3.7).

As part of the qualitative evaluations, students praised the interesting nature of the material and excellent lecturers. As in 2018/2019, the negative aspects of the study were unclear instructions regarding the obligations and the (too) high level of study obligations, which students find difficult to reconcile with other obligations. As we have been recording such comments for some time, modifications and updates of this study programme were adopted in November 2019; according to our assumptions, this should ensure a higher quality of the study programme. The changed study programme started in the academic year 2020/21. Quantitative and qualitative analysis in the coming years will show the real effects of the adopted modifications and updates.

Table 50 Qualitative evaluations of students

Positive	Negative
<ul style="list-style-type: none"> - Interesting subject - Excellent lecturers 	<ul style="list-style-type: none"> - More precise instructions on obligations - Large volume of study obligations, taking into account other obligations - More practical examples

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

1. In 2019, modifications and updates of the contents of the Social Management study programme were adopted, based on the results of quantitative and qualitative analyses of students' opinions. The modifications were mainly made in the direction of even greater practical (and less theoretical) orientation. It is evident from student surveys that they give positive evaluations mostly to the practically designed courses.

Implementation of measures in 2020 and planned measures for 2021:

Numerous measures (changes of programme) were adopted in 2019 and started to be implemented in the academic year 2020/21. Only a quantitative and qualitative analysis in the coming years will show the actual effects of the adopted modifications and updates of the study programme in 2019, so we intend to carry out the analysis consistently and intensively (person responsible: Vice-dean for education and student affairs, deadline: December 2021).

2. In the field of implementation of the study programme, methods and forms of pedagogical work and work of students, numerous improvements and measures have been implemented taking into account the responses of students and other stakeholders. 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 academic year 2019/20, the School introduced new additional forms of ICT for communication between lecturers and students, and replaced part of the contact hours with them, while increasing the individual part of the student work, which makes it easier for the students. This way, we adapted 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, contacts between lecturers and students may 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.

Implementation of measures in 2020:

- Encourage lecturers and assistants to be more coordinated and communicate more frequently on the implementation of courses (person responsible: Vice-dean for education and student affairs, deadline: September 2020): the objective was fully achieved.

Planned measures for 2021:

- Numerous measures (changes of programme) were adopted in 2019 and started to be implemented in the academic year 2020/21. Only a quantitative and qualitative analysis in the coming years will show the actual effects of the adopted modifications and updates of the study programme in 2019, so we intend to carry out the analysis consistently and intensively.
- Discussions with individual coordinators of lectures and exercises on the implementation of courses and student workload, taking into account the renewed study programme (person responsible: Vice-dean for education and student affairs, head of department; deadline: September 2021);

3. The verification and assessment of knowledge is generally considered to be appropriate in the social management programme and there are no problems in this area. In 2020, in line with the plans set out in the previous self-evaluation report, certain methods of verification and assessment of knowledge at the level of individual courses have been updated.

Implementation of measures in 2020:

- Many measures in this area were implemented in 2019. Only a quantitative and qualitative analysis in the coming years will show the actual effects of the adopted modifications and updates of the study programme in 2019, so we intend to carry out the analysis consistently and intensively (person responsible: Vice-dean for education and student affairs): the objective will be fully achieved when the renewed study programme will be begin to be implemented in full.
- Encouraging lecturers to implement ongoing verification and assessment of knowledge (person responsible: Vice-dean for education and student affairs, head of department): the objective was fully achieved.

Planned measures for 2021:

- Encourage lecturers and assistants to give clearer instructions regarding obligations (person responsible: Vice-dean for education and student affairs, deadline: September 2021).

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

Table 51 University study programme Advanced Social Studies (academic year 2019/20)–
Quantitative evaluations by courses

PREDMET	Predavanje so bilo dobro izvedeno	Obnavljanje vseh so bile predstavljene na jasen in razumljiv način	Obnavljanje vseh so bile primerno	Izvajalec nam je predstavil uporabno ost študijskih vsebin pri delu v organizaciji če v konkretnih življenjskih razmerah	Izvajalec je spodbujal razpravo in sodelovanje študentov	Izvajalec nas je seznanil s kriteriji ocenjevanja znanja	Način ocenjevanja in preverjanja znanja so bili ustrezni	Izvajalec je vedno dostopen za vprašanja in reševanje naših dilem	Izvajalec se je džal po umiku načrtovanih ur	Izvajalec mi vzbujal zaupanje	S priročniki jo obvezne literature ni bilo težav	Literatura in gradiva, posredovana s strani izvajalca, so pregledni in razumljivi	Pri predmetu smo se načili veliko novega	Predmet je primerno umeščen v predmetnik študijskega programa	Pri predmetu smo pričeli predvidene kompetence	Izvajalec ima razumevanje za moje individualne potrebe	Izvajalec me spodbuja k razmišljanju	Izvajalec se do študentov v obnašanju spoštljivo
Dinamika sodobne družbe (2017)	4,7	4,7	4,8	4,6	4,7	4,8	4,7	4,7	4,8	4,5	4,6	4,6	4,5	4,7	4,6	4,5	4,5	4,8
Družbena teorija (2017)	4,3	4,1	4,4	4,2	4,4	4,3	4,4	4,4	4,7	4,2	4,4	4,4	4,3	4,4	4,3	4,2	4,3	4,5
Družboslovna raziskovalna metodologija (2017)	4,6	4,5	4,6	4,5	4,5	4,6	4,5	4,6	4,7	4,4	4,6	4,5	4,5	4,7	4,5	4,5	4,6	4,7
Ekonomika organizacije (2017)	4,8	4,8	4,8	4,8	4,7	4,8	4,9	4,8	4,8	4,8	4,7	4,8	4,7	4,8	4,8	4,7	4,7	4,9
Evropske integracije (2017)	4,4	4,4	4,9	4,6	4,9	4,7	4,9	4,8	4,7	4,7	4,7	4,5	4,8	4,8	4,7	4,7	4,8	4,8
Kvantitativne metode 1 (2017)	4,1	4,1	4,4	4,2	4,3	4,5	4,6	4,2	4,6	4,1	4,4	4,3	4,2	4,4	4,2	4,3	4,2	4,6
Kvantitativne metode 2 (2017)	4,7	4,6	4,8	4,7	4,6	4,9	4,9	4,7	4,9	4,8	4,7	4,7	4,6	4,7	4,6	4,8	4,6	5,0
Management sprememb (2017)	4,5	4,5	4,6	4,5	4,5	4,6	4,6	4,7	4,6	4,4	4,6	4,5	4,5	4,6	4,5	4,5	4,4	4,7
Metode kvalitativne analize (2017)	4,5	4,6	4,6	4,6	4,4	4,6	4,6	4,5	4,7	4,5	4,6	4,5	4,5	4,7	4,5	4,5	4,5	4,6
Neprofitni management (2017)	4,5	4,5	4,6	4,5	4,5	4,6	4,5	4,5	4,6	4,3	4,6	4,6	4,4	4,6	4,6	4,6	4,6	4,7
Oblikovanje javnih politik in javnih financ (2017)	4,7	4,7	4,7	4,7	4,6	4,6	4,5	4,8	4,8	4,4	4,6	4,7	4,6	4,7	4,6	4,6	4,5	4,8
Odnosi z javnostmi (2017)	5,0	5,0	5,0	5,0	4,9	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0
Organizacijsko komuniciranje (2017)	4,7	4,7	4,8	4,7	4,6	4,7	4,7	4,7	4,8	4,6	4,6	4,6	4,7	4,7	4,7	4,6	4,6	4,8
Osnove upravnega prava (2017)	4,7	4,7	4,6	4,6	4,6	4,6	4,6	4,7	4,7	4,5	4,5	4,6	4,5	4,7	4,5	4,6	4,6	4,8
Podjetniški projekt (2017)	4,4	4,5	4,7	4,6	4,5	4,7	4,7	4,7	4,7	4,6	4,7	4,6	4,6	4,7	4,6	4,6	4,6	4,7
Podjetništvo (2017)	4,7	4,7	4,7	4,7	4,6	4,7	4,7	4,7	4,6	4,6	4,6	4,6	4,6	4,6	4,6	4,6	4,6	4,6
Politične ureditve in analiza politik (2017)	4,6	4,7	4,5	4,7	4,5	4,6	4,5	4,7	4,8	4,7	4,6	4,6	4,7	4,7	4,6	4,6	4,5	4,7
Politično trženje in komuniciranje (2017)	4,7	4,7	4,7	4,8	4,7	4,8	4,7	4,8	4,8	4,7	4,7	4,7	4,8	4,8	4,7	4,8	4,7	4,8
Poslovna etika (2017)	3,5	3,5	3,5	3,0	3,0	3,0	3,0	3,0	3,0	3,0	3,0	3,0	3,0	3,0	3,0	3,0	3,0	3,0
Projektni management (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	4,8	4,8	4,7	4,8	4,8	4,8
Raziskovalni projekt (2017)	4,8	4,7	4,7	4,7	4,6	4,8	4,7	4,6	4,7	4,7	4,6	4,6	4,7	4,7	4,7	4,7	4,7	4,7
Sodobne politične doktrine (2017)	4,5	4,4	4,6	4,5	4,5	4,4	4,5	4,6	4,6	4,5	4,6	4,7	4,5	4,7	4,4	4,5	4,5	4,7
Strateško planiranje (2017)	4,8	4,8	4,9	4,8	4,8	4,8	4,9	4,9	4,9	4,9	4,9	4,9	4,8	4,8	4,9	4,8	4,9	4,9
Tehnike lobiranja in pogajani (2017)	4,8	4,7	4,8	4,8	4,6	4,8	4,8	4,8	4,8	4,8	4,7	4,7	4,7	4,8	4,8	4,8	4,8	4,8
Temelji ekonomije (2017)	4,7	4,7	4,7	4,7	4,7	4,8	4,7	4,8	4,8	4,7	4,7	4,8	4,7	4,9	4,7	4,6	4,7	4,9
Uvod v informatiko (2017)	4,9	4,9	4,8	4,8	4,9	4,9	4,9	4,9	4,9	4,7	4,8	4,8	4,8	4,9	4,8	4,8	4,7	4,9
Uvod v splošno psihologijo (2017)	4,7	4,7	4,8	4,7	4,7	4,7	4,8	4,7	4,7	4,7	4,7	4,7	4,7	4,7	4,7	4,7	4,7	4,8
Vodenje organizacij in procesov (2017)	4,7	4,7	4,8	4,8	4,8	4,8	4,8	4,8	4,9	4,7	4,8	4,8	4,8	4,9	4,7	4,8	4,7	4,9

Evaluations of individual courses in the Advanced Social Studies programme are very high (M= 4.6). The following courses received extremely high ratings (average over 4.8): Public Relations (2017), Introduction to Informatics (2017), Strategic Planning (2017) and Project Management (2017). Slightly below the average (M=4,3) are the courses Social Theory and Quantitative Methods 1, and the course Business Ethics received a somewhat negative rating (M=3).

Results according to the mode of study (full-time/part-time study) are shown in the previous chapters.

Within the qualitative assessments, the students praised the professionalism, interesting nature and attitude of the lecturers, and some criticisms were related mainly to the language (English) and unclear communication.

Table 52 University programme Advanced Social Studies - (academic year 2019/20) - Qualitative evaluations of students

Positive	Negative
<ul style="list-style-type: none"> - Satisfaction with professionalism, interesting nature and friendliness of lecturers - A lot of new knowledge 	<ul style="list-style-type: none"> - More practicality - Language problems (materials, exercises) - Some confusion about obligations and assessments - Initial communication problems between the lecturer and the students

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 as they were adopted already in 2019.

Implementation of measures in 2020 and planned measures for 2021:

Numerous measures (changes of programme) were adopted in 2019 (abolishment of diploma thesis, introduction of new contents) and started to be implemented in the academic year 2020/21. Only a quantitative and qualitative analysis in the coming years will show the actual effects of the adopted modifications and updates of the study programme in 2019, so we intend to carry out the analysis consistently and intensively (person responsible: Vice-dean for education and student affairs, deadline: December 2021).

2. 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.

Implementation of measures in 2020:

- encourage lecturers to distribute students' obligations as much as possible throughout the entire semester (person responsible: Vice-dean for education and student affairs): the objective was achieved;
- encourage the lecturers to provide (even) more practical examples in courses where the curricula and content allow it (person responsible: Vice-dean for education and student affairs): the objective was achieved;
- encourage lecturers to introduce (even) more innovative and flexible forms of teaching and learning (person responsible: Vice-dean for education and student affairs; deadline: September 2020): the objective was achieved.

Planned measures for 2021:

- Encourage lecturers towards clear and unambiguous initial communication with students (person responsible: Vice-dean for education and student affairs, deadline: September 2021);
- assess the need for additional consultations for foreign students and organize them if necessary, in order to avoid confusion due to language (person responsible: Vice-dean for education and student affairs, deadline: November 2021);
- encourage the lecturers to provide (even) more practical examples in courses where the curricula and content allow it (person responsible: Vice-dean for education and student affairs; deadline: September 2021);

3. Verification and assessment of knowledge in the Advanced Social Studies programme is generally evaluated as very appropriate, but there is some confusion among students regarding obligations and grades. No major measures are therefore needed at this point; only minor measures at the level of individual courses are required.

Implementation of measures in 2020:

- Encourage lecturers to implement ongoing verification and assessment of knowledge (person responsible: Vice-dean for education and student affairs, deadline: September 2020): the objective was achieved.

Planned measures for 2021:

- Encourage lecturers to provide a clearer explanation of students' obligations and assessment methods (person responsible: Vice-dean for education and student affairs, deadline: September 2021)

2.5.4. Study programme Psychosocial Counselling 2nd cycle

Table 53 Master' study programme Psychosocial Counselling (academic year 2019/20) - quantitative evaluations by courses

PREDMET	Predavanja so bila dobro izvedena	Obravnavane vsebine so bile predstavljene na jasn in razumljiv način	Obravnavane vsebine so bile primerno	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	Načini ocenjevanja in preverjanja znanja so bili ustrezni	Izvajalec je vedno dostopen za vprašanja in reševanje naših dilem	Izvajalec se je držal poteka načrtovanih ur	Izvajalec ni vzbujal zanimanja	S pridobitvi jo obvezne literature ni bilo težav	Literatura in gradiva, posredovana s strani izvajalca, so pregledni in razumljivi	Pri predmetu smo se naučili veliko novega	Pri predmetu smo pridobili predvidene kompetence	Izvajalec ima razumevanje za individualne potrebe	Izvajalec me spodbuja k razmišljanju	Izvajalec se do študentov obnaša spoštljivo
P Aktualne vsebine v psihoterapiji	4,8	4,8	4,8	4,6	4,9	4,8	4,8	4,9	5,0	4,9	4,8	4,8	4,7	4,7	4,8	4,8	4,9
P Družbeno-pravni vidiki sistemov socialne varnosti	4,5	4,5	4,5	4,5	4,4	4,7	4,3	4,4	4,8	4,4	4,5	4,5	4,4	4,4	4,3	4,4	4,7
P Epistemologija psihoterapije	4,7	4,8	4,7	4,8	4,8	4,8	4,7	4,8	4,8	4,6	4,3	4,5	4,8	4,8	4,8	4,8	4,8
P Kvalitativno raziskovanje v družboslovju	4,4	4,1	4,3	4,3	4,5	4,6	4,7	4,3	4,6	4,5	4,6	4,5	4,3	4,0	4,2	4,6	4,7
P Magistrski seminar	4,6	4,6	4,9	4,8	4,7	4,8	4,7	4,7	4,8	4,9	4,8	4,8	4,8	4,7	4,7	4,8	4,9
P Metode izbranega psihoterapevtskega pristopa 1	4,7	4,8	4,8	4,8	4,8	4,7	4,7	4,8	4,7	4,6	4,6	4,6	4,7	4,8	4,8	4,8	4,8
P Metode izbranega psihoterapevtskega pristopa 2	4,5	4,6	4,6	4,8	4,7	4,7	4,7	4,8	4,5	4,7	4,8	4,6	4,7	4,8	4,5	4,7	4,9
P Praksa 1	4,7	4,6	4,6	4,6	4,8	4,6	4,5	4,7	4,5	4,5	4,6	4,6	4,6	4,7	4,7	4,6	4,7
P Praksa 2	4,6	4,6	4,6	4,6	4,8	4,6	4,6	4,7	4,7	4,5	4,7	4,6	4,4	4,6	4,5	4,6	4,7
P Praksa 3	4,5	4,5	4,6	4,6	4,8	4,8	4,9	4,8	4,5	4,8	4,7	4,6	4,6	4,5	4,8	4,8	4,9
P Praksa 4	4,9	4,9	4,9	4,9	4,9	4,9	4,9	4,9	4,9	4,9	4,8	4,6	4,8	4,8	4,8	4,9	4,9
P Psihoterapija in duhovnost	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0
P Psihotraumnologija	4,4	4,4	4,5	4,5	4,4	4,1	4,1	4,4	4,8	4,5	4,3	4,6	4,7	4,6	4,4	4,6	4,7
P Sistemski pristop družinam z otrokom s posebnimi potrebami	5,0	5,0	5,0	5,0	5,0	5,0	5,0	4,0	5,0	5,0	5,0	5,0	4,0	Brez odgovora	Brez odgovora	Brez odgovora	5,0
P Teoretične osnove izbranega psihoterapevtskega pristopa 1	4,6	4,7	4,7	4,7	4,8	4,7	4,8	4,8	4,6	4,6	4,7	4,7	4,7	4,8	4,7	4,7	4,8
P Teoretične osnove izbranega psihoterapevtskega pristopa 2	4,7	4,7	4,7	4,7	4,7	4,8	4,6	4,8	4,7	4,6	4,7	4,7	4,7	4,7	4,8	4,7	4,8
P Teoretični in klinični koncepti v psihoterapiji 1	4,3	4,3	4,3	4,4	4,2	4,1	4,2	4,3	4,6	4,3	4,4	4,3	4,4	4,3	4,3	4,4	4,5
P Teoretični in klinični koncepti v psihoterapiji 2	4,6	4,7	4,7	4,6	4,5	4,4	4,1	4,2	4,7	4,4	4,4	4,3	4,7	4,7	4,6	4,4	4,7

Compared to previous years, the average for each course rose sharply, with an overall average of 4.7 in the academic year 2019/2020. The following courses received extremely high ratings (average over 4.8): Psychotherapy and Spirituality, Tuition 4, Systemic Approach to Families With Children With Special Needs and Current Topics in psychotherapy. We assume that the improvement of ratings is to a certain extent a reflection of the measures implemented in 2020.

The following courses had a rating slightly lower than average (lower than 4.50): Psychotraumatology, Socio-legal Aspects of Social Security Systems, Qualitative Research in Social Sciences and Theoretical and Clinical Concepts in Psychotherapy 1.

In the context of qualitative assessment, students expressed a high degree of satisfaction with the quality of lecturers and the usefulness of the skills they acquired. In the context of the negative aspects and proposals, they highlighted the need for more practical work and exercises. Among the negative aspects of the program, however, there were several comments regarding the lack of professionalism and attitude of certain lecturers and the inappropriate exams and assessments.

As part of the qualitative assessment, students expressed a high degree of satisfaction with the lectures, with aspects such as the quality of lecturers and their presence, and the

usefulness of the content. Students would like to see more practical exercises, more integration between lecturers and assistants, and more appropriate exams and assessments. Regarding the latter negative comments, certain measures were already implemented in 2019 as part of the renewal of the study program, which was implemented in the academic year 2020/21, so the first effects of the renewal will be visible next year.

Table 54 Master's study programme Psychosocial Counselling (academic year 2019/20)– qualitative evaluations of students

Positive	Negative
<ul style="list-style-type: none"> - Quality of lecturers - Useful knowledge - The authenticity of professors 	<ul style="list-style-type: none"> - More practical work - More in-depth work - Different focus of the subject - More emphasis on exercises - Lack of professionalism on the part of the lecturer; inappropriate attitude <ul style="list-style-type: none"> - Lecturer not well prepared - Incoherence between lecturer and assistant - More suitable premises for practice <ul style="list-style-type: none"> - Unsuitability of exams and assessments

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. For this reason, certain modifications and updates to the study programme were adopted in 2019.

Implementation of measures in 2020 and planned measures for 2021:

Numerous measures in this field were adopted in 2019 and started to be implemented in the academic year 2020/21. Only a quantitative and qualitative analysis in the coming years will show the actual effects of the adopted modifications and updates of the study programme in 2019, so we intend to carry out the analysis consistently and intensively (person responsible: Vice-dean for education and student affairs, deadline: September 2021).

2. In the field of study programme implementation, methods and forms of pedagogical and student work, numerous innovations and improvements were introduced on the basis of student responses in 2019 (e.g. additional forms of ICT for communication between the lecturers and students), which made the programme even more adapted to the needs of part-time students. Only a quantitative and qualitative analysis in the coming years will show the actual effects of the adopted modifications and updates of the study programme in 2019, so we intend to carry out the analysis consistently and intensively. In 2020, based on the results of surveys, additional adjustments were made to the implementation of the study programme (organization and scheduling of lectures, exercises and seminars; scheduling of exam periods, etc.). Student surveys for 2019/20 show that additional measures are needed.

Implementation of measures in 2020:

- Adapt the implementation of the study programme to the possibilities of students - organization and scheduling of lectures, exercises and seminars; scheduling of exam periods, etc. (person responsible: Vice-dean for education and student affairs; deadline: October 2020): the objective was fully achieved;
- encourage lecturers to put greater emphasis on practical education and less on individually theoretically based work of students (person responsible: Vice-dean for education and student affairs; deadline: September 2020): the objective was fully achieved;
- encourage intensive guidance of students regarding the implementation of practice by mentors in institutions; for this purpose, as in the previous year, the School will organize a meeting with practice mentors in 2020 (person responsible: practice coordinator and persons in charge of practice; deadline: November 2020): the objective was fully achieved;
- encourage lecturers to distribute students' obligations as much as possible throughout the entire semester (person responsible: Vice-dean for education and student affairs; deadline: September 2020): the objective was fully achieved;
- encourage lecturers to provide (even) more practical examples in courses where the curricula and content allow it (person responsible: Vice-dean for education and student affairs; head of department; deadline: September 2020): the objective was fully achieved;
- The beginning of the implementation of methodological courses should be included in the schedule for the first semester in such a way as to ensure that theoretical and other courses which are key to understanding the basics of the content of the study programme come first (person responsible: Vice-dean for education and student affairs; deadline: September 2020): the objective was fully achieved.

Planned measures for 2021:

- Encourage lecturers to put greater emphasis on practical education and less on individually theoretically based work of students (person responsible: Vice-dean for education and student affairs; deadline: September 2021).
- encourage intensive guidance of students regarding the implementation of practice by mentors in institutions; for this purpose, as in the previous year, the School will organize a meeting with practice mentors in 2021 (person responsible: practice coordinator and persons in charge of practice; deadline: November 2021);
- encourage lecturers to be (even) better prepared for the implementation of courses, exercises and seminars (person responsible: Vice-dean for education and student affairs, head of department; deadline: September 2021);
- encourage lecturers to better coordinate with assistants (person responsible: Vice-dean for education and student affairs, head of department; deadline: September 2021);

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. The latter has already been taken into account when adopting modifications and updates to the study programme in 2019, which began to be implemented in the academic year 2020/ 21. Only a quantitative and qualitative analysis in the coming years will show the actual effects of the adopted modifications and updates of the study programme in 2019, so we intend to carry out the analysis consistently and intensively.

Implementation of measures in 2020:

- Encourage lecturers to implement ongoing verification and assessment of knowledge (person responsible: Vice-dean for education and student affairs, head of department; deadline: September 2020): the objective was achieved.

Planned measures for 2021:

- Encouraging lecturers towards clearer and more appropriate verification and assessment of knowledge, pursuant to the results of student surveys (person responsible: Vice-dean for education and student affairs, head of department; deadline: September 2021).

2.5.5. 2nd cycle study programme Intercultural Management

Table 55 Master' study programme Intercultural Management (academic year 2019/20) - quantitative evaluations by courses

PREDMET	Predavanja so bila dobro izvedena	Obrazila vsebine so bile predstavljene na razumljiv način	Obrazila vsebine so bile primene	Izvajalec nam je predstavil uporabo vseh pri delu v organizaciji oz. v konkretnih življenjskih razmerah	Izvajalec je spodbujal razpravo in sodelovanje študentov	Izvajalec nas je seznanil s kriteriji ocenjevanja znanja	Načini ocenjevanja in preverjanja znanja so bili ustrezni	Izvajalec je vedno dostopen za vprašanja in reševanje naših dilem	Izvajalec se je držal po umiku načrtovanih ur	Izvajalec mi vzbujal zaupanje	S pridobilim obveznim literaturo ni bilo težav	Literatura in gradiva, posredovana s strani izvajalca, so pregledni in razumljivi	Pri predmetu smo se naučili veliko novega	Pri predmetu smo pridobili predvidene kompetence	Izvajalec ima razumevanje za moje individualne potrebe	Izvajalec me spodbuja k razmišljanju	Izvajalec se do študentov obnaša spoštljivo
P Dinamika čezmejnega sodelovanja (2017)	4,8	4,9	4,8	4,8	4,9	4,9	4,8	4,9	5,0	4,9	4,8	4,8	4,8	4,7	4,8	4,8	4,9
P Ekonomska in poslovna kultura (2017)	4,4	4,5	4,4	4,4	4,5	4,5	4,4	4,5	4,4	4,4	4,5	4,5	4,2	4,4	4,3	4,5	4,7
P Evropska demokracija in politična kultura (2017)	4,5	4,5	4,6	4,5	4,5	4,5	4,6	4,6	4,7	4,5	4,4	4,5	4,6	4,6	4,5	4,4	4,6
P Izzivi globalizacije (2017)	4,7	4,7	4,7	4,6	4,7	4,7	4,7	4,7	4,8	4,8	4,7	4,6	4,6	4,8	4,6	4,7	4,8
P Komuniciranje v medkulturnem okolju (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	4,6	4,9	4,7	4,8	4,9
P Kvalitativno raziskovanje v družbenih vedah (2017)	4,6	4,7	4,7	4,7	4,8	4,9	4,7	4,7	4,8	4,8	4,8	4,8	4,7	4,8	4,7	4,8	4,8
P Menedžerski informacijski sistemi (2017)	4,6	4,5	4,5	4,6	4,6	4,8	4,6	4,7	4,8	4,5	4,8	4,7	4,5	4,6	4,5	4,7	4,8
P Menedžment medkulturnih razlik (2017)	4,8	4,8	4,8	4,8	4,8	4,9	4,9	4,9	4,9	4,9	4,9	4,9	4,8	4,9	4,8	4,8	4,9
P Metode kvantitativne analize (2017)	4,2	4,1	4,4	4,3	4,4	4,6	4,4	4,5	4,8	4,3	4,5	4,4	4,5	4,5	4,5	4,3	4,6
P Primerjalne raziskovalne metode (2017)	4,5	4,5	4,7	4,6	4,7	4,8	4,8	4,8	4,9	4,7	4,8	4,7	4,6	4,8	4,7	4,9	4,9
P Raziskovalni seminar (2017)	4,5	4,7	4,7	4,7	4,7	4,7	4,7	4,7	4,8	4,7	4,7	4,7	4,7	4,8	4,7	4,7	4,9
P Sodobne družbene elite (2017)	4,6	4,7	4,7	4,5	4,7	4,8	4,8	4,8	4,8	4,8	4,8	4,8	4,7	4,8	4,7	4,8	4,9
P Sodobne družbene teorije (2017)	4,7	4,6	4,7	4,6	4,7	4,8	4,7	4,7	4,8	4,7	4,7	4,8	4,7	4,7	4,6	4,7	4,8
P Uvod v gospodarsko, delovno in obliko pravo (2017)	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0
P Uvod v raziskovanje (2017)	4,8	4,8	4,8	4,8	4,8	4,9	4,8	4,8	4,9	4,9	4,8	4,8	4,7	4,8	4,7	4,8	4,9
P Vodenje in upravljanje socialnega podjetja (2017)	4,4	4,5	4,6	4,6	4,7	4,6	4,6	4,7	4,8	4,5	4,5	4,4	4,4	4,5	4,5	4,5	4,8
P Vrednotna nasprotja sodobnih družb (2017)	4,2	4,0	4,1	4,1	4,4	4,3	4,5	4,1	4,5	4,2	4,3	4,2	4,2	4,3	4,2	4,4	4,4

The overall average rating of courses in the Intercultural Management programme in 2019/2020 is very high, amounting to 4.7. Above average ratings (above 4.8) were given to the courses Introduction to Business, Employment, Contract and Tort Law (2017), Management of Intercultural Differences (2017) and Dynamics of Cross-Border Cooperation (2017). The courses Economic and Business Culture (2017) and Quantitative methodology

(2017) are rated slightly below average ($M = 4.4$) and the course Value Tensions in Contemporary Societies received the worst rating.

In the context of qualitative assessment, students highlighted interesting and current topics, while in the context of negative aspects and proposals, they highlighted the complexity of the content and the excessive amount of obligations.

Table 56 Master' study programme Intercultural Management (academic year 2019/20) - qualitative evaluations of students

Positive	Negative
<ul style="list-style-type: none"> - Interesting and current topics 	<ul style="list-style-type: none"> - Complexity of the content <ul style="list-style-type: none"> - Too many obligations - Not enough exercises - Not enough useful and practical content - Content not presented in an interesting way <ul style="list-style-type: none"> - Language (English) - Lack of communication between the lecturer and the assistant

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

1. The content of the study programme Intercultural Management is relatively appropriate, but certain modifications and updates are needed and were already adopted in November 2020.

Implementation of measures in 2020:

- reduce the range of methodological courses and replace them with courses that will enable students to better combine theory and practical work in the field of intercultural management (person responsible: Vice-dean for education and student affairs, deadline: November 2020): the objective was achieved.

Planned measures for 2021:

Numerous measures (changes of programme) were adopted in 2020 and will start to be implemented in the academic year 2021/22. Only a quantitative and qualitative analysis in the coming years will show the actual effects of the adopted modifications and updates of the study programme in 2020, so we intend to carry out the analysis consistently and intensively.

2. Methods of implementation of the study programme, methods and forms of pedagogical work and work of students are partly appropriate; certain measures are needed in this regard. Most students in this study programme are employed, so certain adjustments are needed in the implementation of the study programme in order to provide students with better conditions for performing study obligations.

Implementation of measures in 2020:

- discussions with individual coordinators of lectures and exercises on the implementation of courses (person responsible: Vice-dean for education and student affairs; deadline: September 2020): objective was achieved;
- adapt the implementation of the study programme to the possibilities of students - organization and scheduling of lectures, exercises and seminars; scheduling of exam periods, etc. (person responsible: Vice-dean for education and student affairs; deadline: September 2020): objective was achieved.

Planned measures for 2021:

- discussions with individual coordinators of lectures and exercises regarding a more attractive presentation of content (person responsible: Vice-dean for education and student affairs; deadline: September 2021);
- assess the need for additional consultations for foreign students and organize them if necessary, in order to avoid confusion due to language (person responsible: Vice-dean for education and student affairs, deadline: November 2021).

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; students considered that in most courses, the methods of verification and assessment of knowledge were appropriate. However, they emphasize the excessive scope of obligations and the complexity of the content. Therefore, minor actions are needed at this point.

Implementation of measures in 2020:

- discussions with individual coordinators of lectures and exercises regarding the distribution and volume of student obligations (person responsible: Vice-dean for education and student affairs; deadline: September 2020): the objective was achieved.
- Encourage lecturers to implement ongoing verification and assessment of knowledge (person responsible: Vice-dean for education and student affairs, deadline: September 2020): the objective was achieved.

Planned measures for 2021:

- discussions with individual coordinators of lectures and exercises regarding the distribution and volume of student obligations and the complexity of content (person responsible: Vice-dean for education and student affairs; deadline: September 2021).

2.5.6. 3rd cycle study programme Sociology

Table 57 Doctoral study programme Sociology (academic year 2019/20) - quantitative evaluations by courses

PREDMET	Predavanja/vaje so bile dobro izvedene	Obravnane vsebine so bile predstavljene na jasn in razumljiv način	Obravnane vsebine so bile primerne	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	Načini ocenjevanja in preverjanja znanja so bili ustrezni	Izvajalec je vedno dostopen za vprašanja in reševanje naših dilem	Izvajalec se je držal urnika načrtovanih ur	Izvajalec mi vzbuja zaupanje	S pridobitvi jo obvezne literature ni bilo težav	Literatura in gradiva, posredovana s strani izvajalca, so pregledni in razumljivi	Pri predmetu smo se naučili veliko novega	Predmet je primerno umeščen v predmetnik študijskega programa	Pri predmetu smo pridobili predvidene kompetence	Izvajalec ima razumevanje za moje individualne potrebe	Izvajalec me spodbuja k razmišljanju	Izvajalec se do študentov obnaša spoštljivo
DR Metode triangulacije	4,6	4,6	4,6	4,5	4,6	4,5	4,7	4,7	4,8	4,7	4,5	4,6	4,6	4,7	4,5	4,6	4,6	4,8
DR Seminar za dispozicijo	4,8	4,9	4,9	4,8	4,6	4,8	5,0	4,9	4,9	4,9	4,8	4,8	4,8	5,0	4,8	4,9	4,9	5,0
DR Sodobne teorije v ekonomski sociologiji	4,8	4,8	4,8	4,5	4,8	4,8	5,0	4,8	5,0	5,0	4,5	4,5	4,8	5,0	4,5	4,8	4,8	5,0
DR Sodobne teorije v politični sociologiji	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0
DR Sodobne teorije v sociologiji kulture	4,7	4,7	4,9	4,8	4,8	4,9	4,8	4,8	4,9	4,8	5,0	4,9	4,9	5,0	4,7	4,9	4,9	4,9

Ratings of individual courses in doctoral study are quite high, with an overall average of 4.8. As in 2018/19, the highest ratings were given to the courses Contemporary Theories in Political Sociology (M = 5) and the Dissertation Seminar (M = 4.9). The lowest rating was given to the course Methods of Triangulation (M = 4.6).

The vast majority of doctoral students did not give a qualitative assessment of the courses, but in principle, the responses with regard to the interesting contents of studies were positive. The students see the fact that a large amount of information needs to be processed in a very short time as a certain drawback. Students also express the need for greater emphasis on (sociological) theory and the delimitation of the study programme in the sociological and psychosocial direction.

Table 58 Qualitative evaluations of students

Positive	Negative
<ul style="list-style-type: none"> - Lecture style - Dedication of professors - Study programme 	<ul style="list-style-type: none"> - Insufficient emphasis on theory and required literature - Insufficient emphasis on practical work

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

1. The content of the study programme Sociology is relatively appropriate, but certain updates are needed:

- Surveys, as well as informal conversations with students have shown the need for a new compulsory course in the field of sociological theories, as the students express the need for

additional theoretical content that would help them in individual work on the disposition. Therefore, it makes sense to introduce a new theoretical course, which will replace the individual work on disposition, and adjust the credit revaluation of courses accordingly. Individual work on the disposition will be carried out entirely within the course Disposition Seminar, as students will have previously mastered all the necessary theoretical basis to write the disposition in an easier and faster way.

- Student opinion polls and informal conversations with students have shown a degree of confusion among students regarding the name of the course *Individual Work on Dissertation* in the 3rd year, so it needs to be updated.

- Surveys as well as informal conversations with students show the need for a new (additional direction) study in this programme, namely in the field of psychosocial studies. In the course of 2021 we will carry out further checks on this need by carrying out focus groups. If it will be confirmed, the study programme Sociology will be renamed to Sociology and Psychosocial Studies, and the study programme will be upgraded by introducing two study fields: 1. Sociology; 2. Psychosocial Studies.

Planned measures for 2021/22:

- Introduce a new compulsory course Sociological Theory and adjust the credit valuation of courses in the 1st year accordingly (person responsible: Vice-dean for education and student affairs; deadline: February 2022).

- review and update curricula where necessary (person responsible: Vice-dean for education and student affairs; deadline: February 2022);

- update the name *Individual Work on Dissertation* in the 3rd year (person responsible: Vice-dean for education and student affairs; deadline: February 2022);

- carry out focus groups with students (person responsible: Vice-dean for education and student affairs; deadline: December 2021);

- Depending on the result of the focus groups, rename the study programme if necessary and upgrade it by introducing two study fields (Sociology, Psychosocial Studies) - (person responsible: Vice-dean for education and student affairs; deadline: February 2022).

2. 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 or lecturers.

Planned measures for 2021:

- discussions with individual coordinators of lectures and exercises on increasing the emphasis on providing information on the required literature for the study of theoretical foundations (person responsible: Vice-dean for education and student affairs; deadline: September 2021).

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 2019).

The questionnaire was sent to all SASS graduates who completed their studies in the period between 1 January 2018 and 31 December 2019. There were a total of 89 graduates at all three cycles of study, of which 46 graduates (51.7%) answered the questionnaire.

Survey results

As many as 32 graduates (70%) at all three cycles of study are employed, while 30% are unemployed - of which twelve (26%) have not been employed since graduation, and 4% are currently not employed but have already had employment since completing their studies.

30 graduates (65%) do not continue their studies after graduation, and 35% of them continue their studies - ten (22%) continued their studies at SASS, and six (13%) at another faculty.

Figure 10 Continuation of studies after graduation

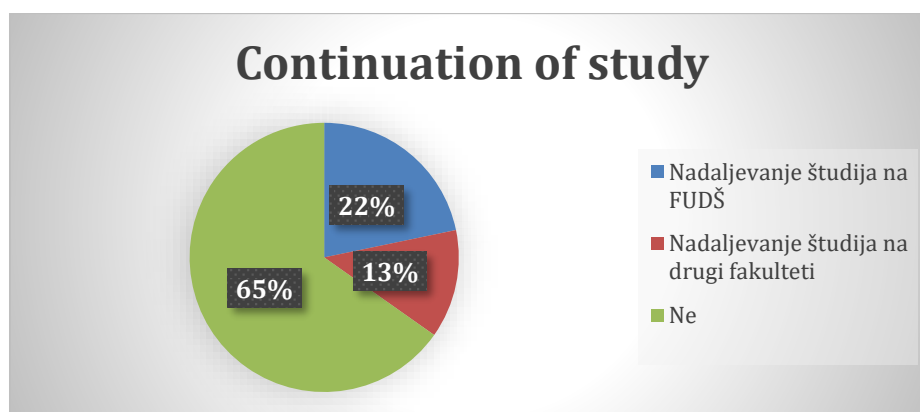
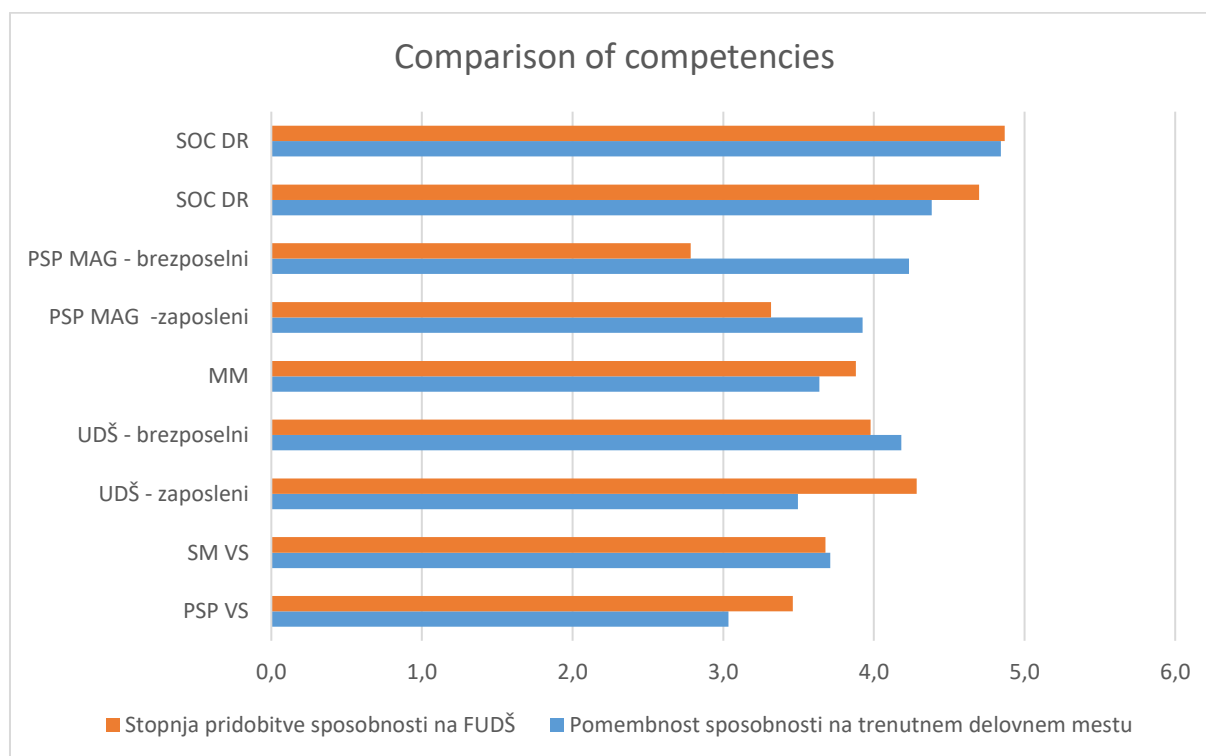


Table 59 Comparison of competency evaluation by programmes

Kompetence	Program									
	PSP VS	SM VS	UDŠ - zaposleni	UDŠ - brezposelni	MM	PSP MAG - zaposleni	PSP MAG - brezposelni	SOC DR	SOC DR	Povprečje
Pomembnost sposobnosti na trenutnem delovnem mestu ali za pridobitev zaposlitve	3,0	3,7	3,5	4,2	3,6	3,9	4,2	4,4	4,8	3,9
Stopnja pridobitve sposobnosti na FUDŠ	3,5	3,7	4,3	4,0	3,9	3,3	2,8	4,7	4,9	3,9

Graduates rated the importance of a competency at their current place of work (the employed ones) or the importance of a competency to obtain employment (the unemployed ones) with ratings from 1 (very insignificant) to 5 (very important), and they rated the level to which they have mastered a competence acquired at SASS with ratings from 1 (very poorly) to 5 (very well). Average values are given in graphical form.

Table 60 Comparison of competency evaluation by programmes



The table and figure show that SASS graduates rated the listed competencies as quite important (the total average rating is 3.9) in their current employment position or important for obtaining an employment, and the rating of the level to which they believe to have mastered these competencies at SASS is the same (also 3.9). The highest ratings of necessary and acquired competencies were given by graduates of the doctoral study Sociology, and ratings slightly below the overall average were given in the professional PA study programme. Therefore, it definitely makes sense to continue with the modifications of the professional PA programme, which are already underway. The largest gap between the required and acquired competencies can be found in the PA master programme, which also obtained the lowest rating

with regard to the acquisition of competencies at SASS (2.8). Based on this result, we can reaffirm our past decision to modify and update the PA master program, which was completed in November 2019. Only a quantitative and qualitative analysis in the coming years will show the actual effects of the adopted modifications and updates of this study programme, so we intend to carry out the analysis consistently and intensively.

2.6.1. Study programme Psychosocial Support (professional)

Graduates are employed in the following positions of employment and organizations:

Table 61 Employment of graduates

Position of employment	Organization
Auxiliary Insurance Agent	Grawe d.d.
Centre for the treatment and prevention of drug addiction, where I was employed before enrolling at SASS	Koper Health Centre, Dellavallijeva 3
Ombudsman II	Care and work centre Koper, unit Ilirska Bistrica
Companion of a child with reduced mobility	Nursery school
Workshop coordinator and organizer	KIDS Creative j.d.o.o, Branch Office in Slovenia, Ljubljanska 80, 2310 Slovenska Bistrica
Assistant for remuneration and relief I	CSD OSV
Pilates teacher, writer of articles on nutrition and psychology, coordinator of the EkoVrt project, permaculture grower	Association Topla dlan, 4-ka

The graduates of professional PA programme evaluated the proposed competencies as important (average rating 3) at their current job, while they estimate that they mastered the proposed competencies at SASS to a slightly greater extent (average rating 3.5).

Figure 11 Evaluation of competencies in the study programme Psychosocial Support (professional)



It is possible to detect some discrepancies between many of the required and acquired competencies. In the workplace, the graduates would need the following competencies, which they believe they have not mastered to a sufficient extent at SASS: the ability to apply knowledge in practice and solve problems; ethical reflection and commitment to professional ethics; cooperation, group work (and in the international environment); ability to use knowledge and methods of psychosocial counselling in real-life situations of direct work with clients; ability to use resources autonomously to learn specific content.

The competencies that graduates believe are not as needed in the workplace as is the extent in which they mastered them at SASS are: critical reading of specialized comments (discursive or epistemological analysis) and their effects within the assistance process; awareness and

understanding and evaluation of research methods relevant to all approaches and those specific to the selected approach; the ability to take a critical approach to one's approach, to judge its limits, and to compare it with other alternative approaches.

While the majority of graduates estimate that the competencies acquired during their studies are sufficient for them to work in practice, others believe that they would need additional competencies. These are presented in the table below.

Table 62 Needs of graduates for additional competencies/contents for work in practice

Additional competencies		
More practice		
To work in the PS profession: The School should acquire and mentor more practice possibilities (several different fields) at various institutions, organizations	The School should organize a sort of internship with existing successful psychotherapists; possibilities of exchange or practices also at international level	Greater reputation, power of the School, importance of psychotherapeutic counselling that would be accessible to everyone
Professional exam according to Article 69 of the Social Assistance Act	General Administrative Procedure Act	
Constructive problem solving - techniques	Active listening - practice	Counselling work - more practice with clients
More medicine		

Conclusion

In the previous survey (2017), the study programme PA was recognized as the first step toward further studies. This is not demonstrated in the latest surveys. In the analysed period, only three surveyed graduates decided to continue their studies, while 75% of graduates did not. Based on this, we can confirm the need for modifications and updates in the PA study programme, which are already underway. In any case, it is necessary to take into account that a very low number of graduates responded to the survey in connection with this study programme, so conclusions should be drawn with caution.

Most of the surveyed graduates obtained the level of education required for the position of employment they currently have (only one position requires a higher, seventh level of education). The review of jobs and organizations confirms that the range of employment opportunities is very wide (health centre, care and work centre, kindergarten, social work centre, etc.).

Graduates adequately master the planned competencies, but there is still room for improvement. Regarding the necessary competencies, the need for a larger scope of practice

was confirmed. We noticed this and took it into account (in the first generations, a certain deficit in this field was detected during studies, but was eliminated in the meantime), but certain additional steps in this direction are still required.

Table 63 Measures to improve the competencies

Necessary measure	Responsible
Take into account the results in the renewal of the study programme	Group for the renewal of the study programme (in the process of renewal)
Ensure better promotion of the programme and information on employment possibilities	Secretary General (formal aspects) - permanent task Career Centre - permanent task Dean's Marketing Consultant - permanent task

2.6.2. Professional study programme Social Management

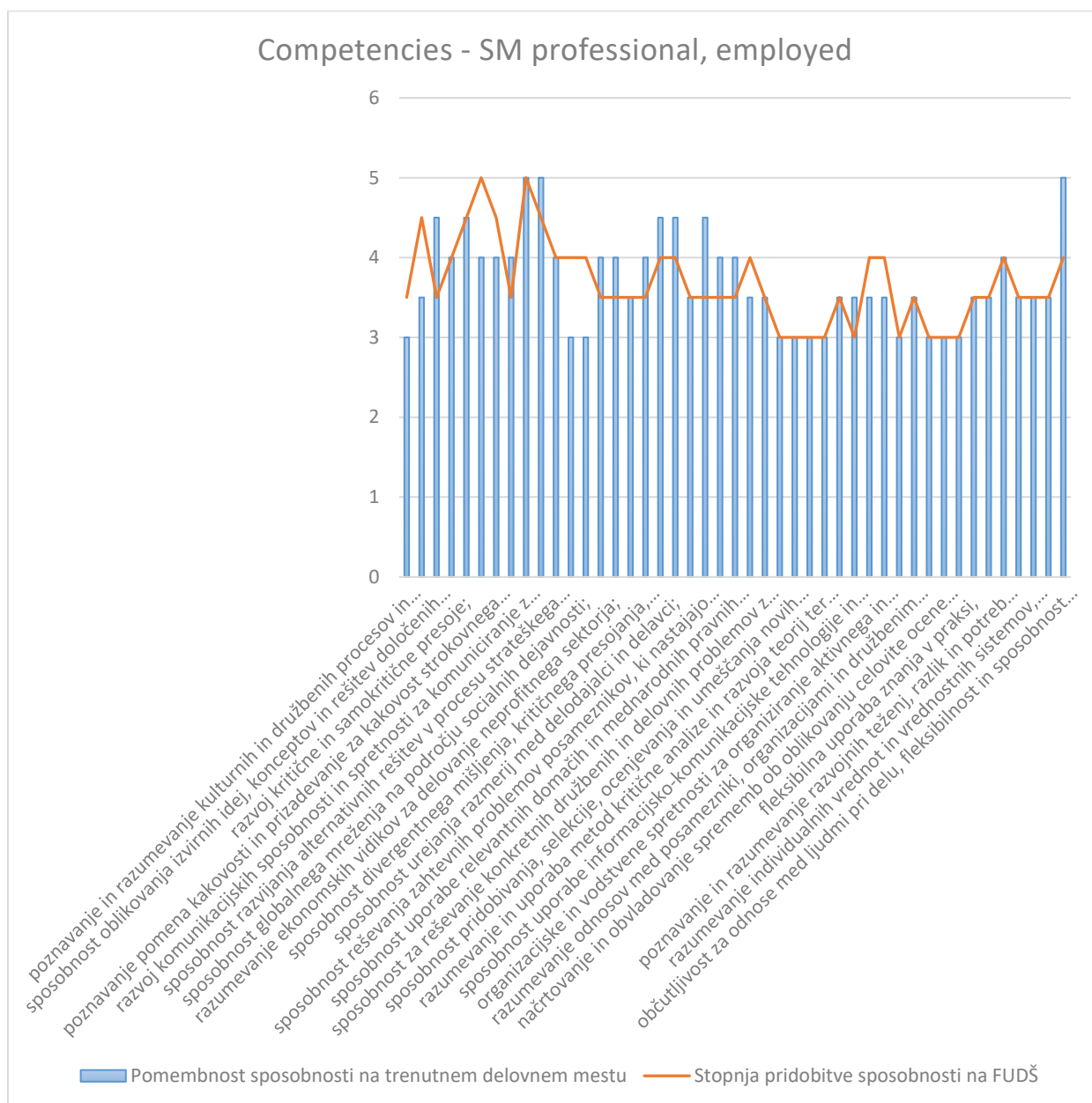
Graduates are employed in the following positions of employment and organizations:

Table 64 Employment of graduates

Position of employment		Organization
Personal assistance coordinator		YHD Association, Neubergerjeva 7, Ljubljana
Officer		Administrative Unit

Graduates of the professional SM programme evaluated the proposed competencies as quite important (average rating 3.71) for their current job, and the evaluation of the level to which they mastered them at SASS (3.67) is extremely similar, so that there are no major discrepancies between the required and acquired competencies. Meanwhile, they estimate that they have mastered the listed competencies at SASS to a somewhat greater extent (average rating).

Figure12 Evaluation of competencies in the study programme Social Management (professional)



In the workplace, graduates would need certain competencies that they estimate they have not received to a sufficient extent at SASS, e.g. ability to formulate original ideas, concepts and solutions to specific problems; ability to work in a team, i.e. willingness to cooperate, cooperativeness; ability of divergent thinking, critical judgement, creativity and overcoming problems; ability to manage human resources; sensitivity to relationships between people at work, taking responsibility, ability to think and formulate own opinions. The expressed needs for these competencies reaffirm the fact that the modifications and updates to the study programme adopted at the end of 2019 were certainly reasonable and appropriate. Only a quantitative and qualitative analysis in the coming years will show their real effects on the level of acquisition of the planned competencies.

The competencies that graduates believe they do not need in the workplace to the same extent as they acquired at SASS, are e.g. knowledge and understanding of cultural and social processes and the ability to analyse them in a complex way; communication with experts from different fields of economic and social life and with different stakeholders, etc.

Most graduates estimate that their competencies acquired at SASS are mostly sufficient for the work they do or would like to do.

Final evaluation and necessary measures

In the previous research, it was established that the study programme in most cases does not lead to further studying. This is not the case in the present research, as all graduates of Social Management (professional) decided to continue their studies. One of the surveyed graduates obtained the needed level of education through studies, while another needs a higher, seventh level.

Graduates partially achieve the envisaged competencies, and a thorough revision of both the content of the programme and its implementation seems to be necessary. We see the solution mainly in the renovation of the study programme, which already started in 2019 and was also successfully completed. The adopted modifications and updates of the study programme will start to be implemented in the academic year 2020/21. Only a quantitative and qualitative analysis in the coming years will show their actual effects, so we intend to carry out the analysis consistently and intensively.

Needs of graduates for additional competencies/contents for work in practice:

Table 65 Needs of students for additional competences

Necessary measure	Responsible
Intensive monitoring of the impact of the modifications and updates of the study programme on the level of achievement of planned competencies	Vice-dean for student and academic affairs - permanent task
Additional care for the quality of the implementation of the study programme	Vice-dean for student and academic affairs - permanent task Head of Department - permanent task Study programme coordinators - permanent task

2.6.3. Study programme *Advanced Social Studies (UN)*

Graduates are employed in the following positions of employment and organizations:

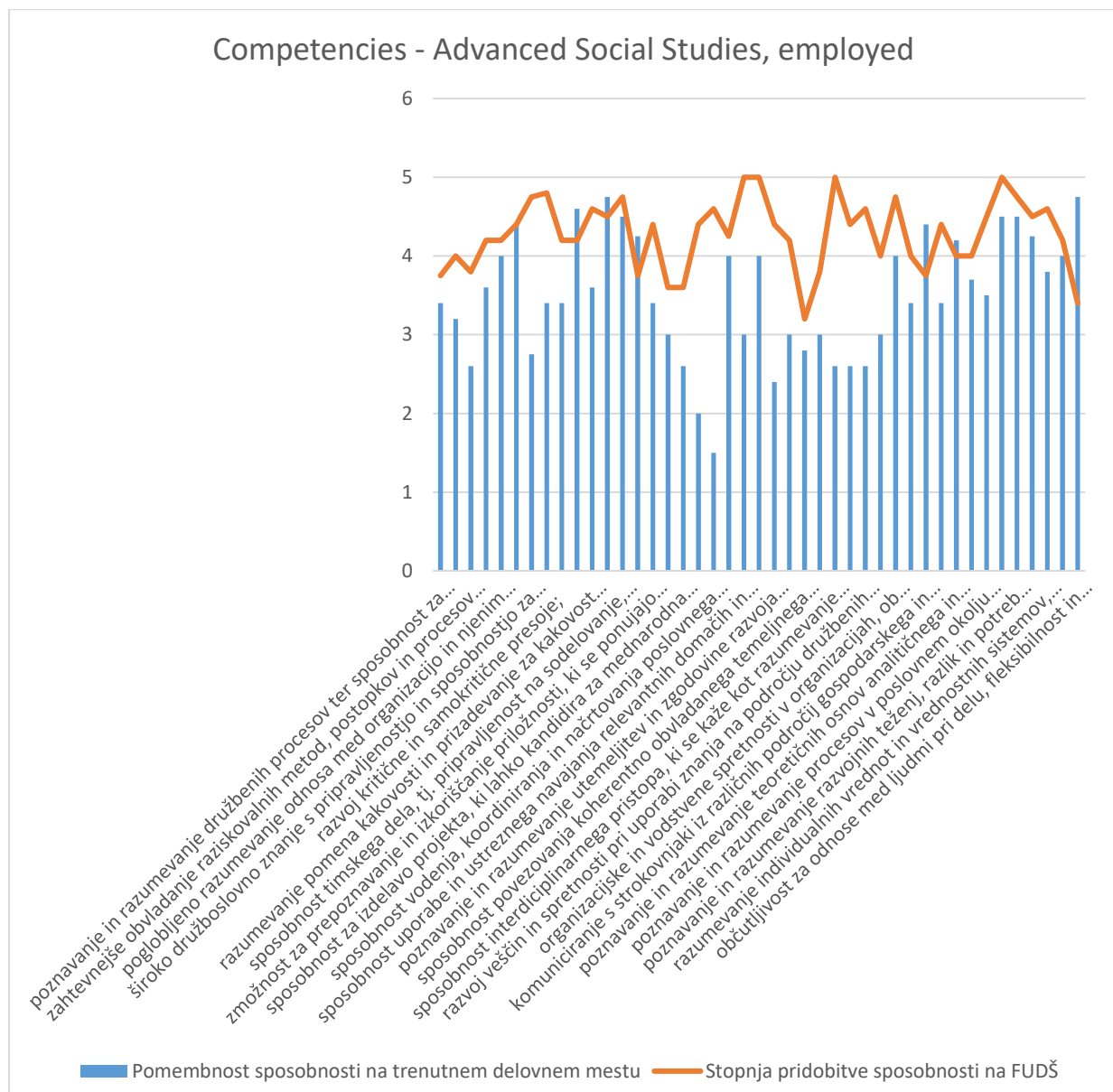
Table 66 Employment of graduates

Position of employment	Organization
Higher Judicial Police Officer - Operational Manager	Ig Prison
Project Manager	Sinergo S5 d.o.o.
VI grade Secretary in an educational organisation	Primary school Deskle, Srebrničeva ulica 10, 5210 Deskle
Officer of the Slovenian Armed Forces	Ministry of Defence of the Republic of Slovenia - Slovenian Armed Forces

As can be seen from the pictures below, there are some discrepancies between the necessary and actually acquired competencies, mainly because the graduates believe that they need them in the workplace to a slightly lesser extent than they mastered them at SASS.

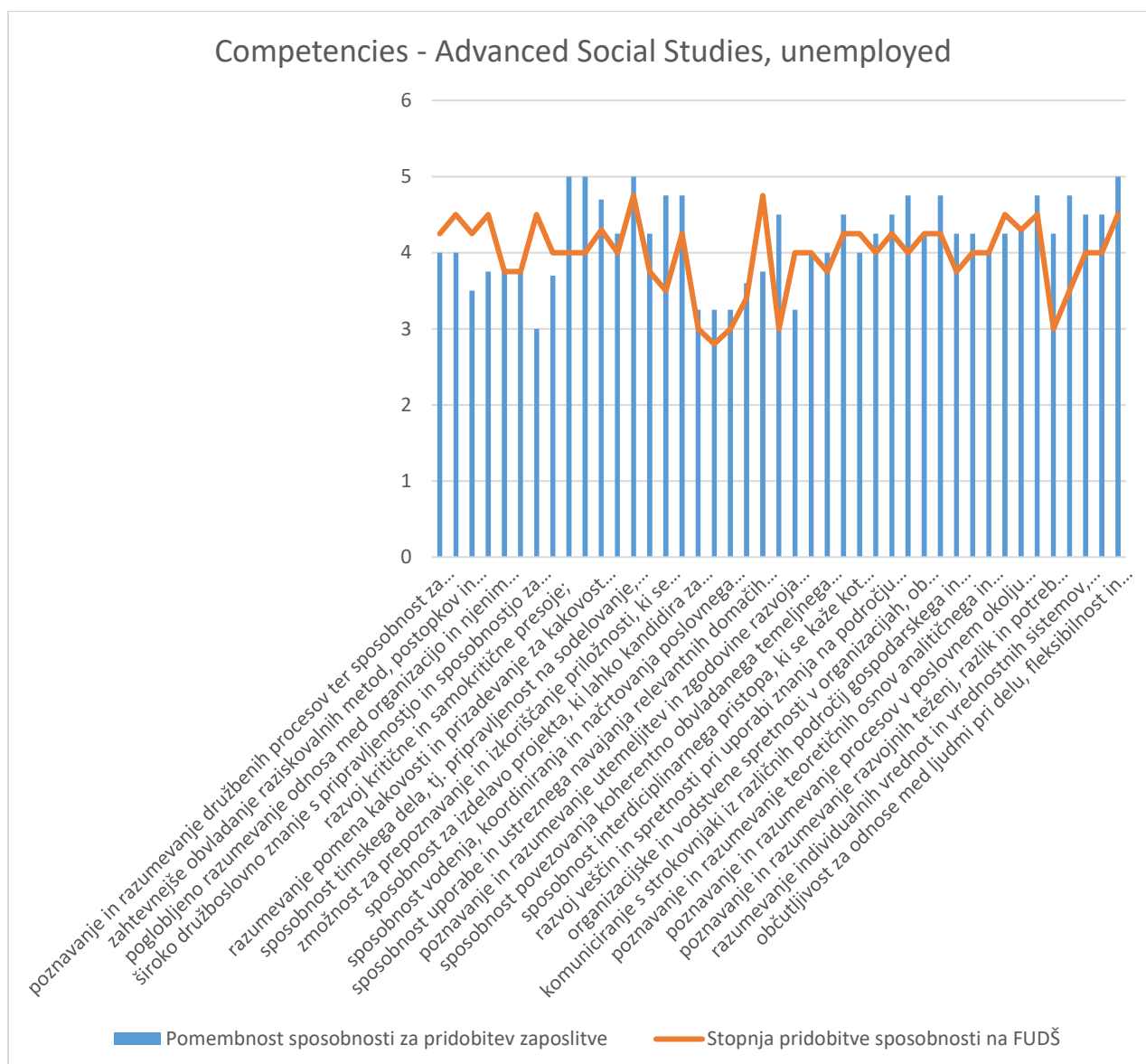
Employed graduates of Advanced Social Studies programme evaluated the proposed competencies as quite important (average rating 3.5) at their current job, while they estimate that they mastered the proposed competencies at SASS to a significantly greater extent (average rating 4.3).

Figure 13 Evaluation of competencies in the study programme Advanced Social Studies (UN) - employed



The following figure presents the answers of unemployed graduates of Advanced Social Studies.

Figure 14 Evaluation of competencies in the study programme Advanced Social Studies (UN) - unemployed



Unemployed graduates of Advanced Social Studies programme evaluated the proposed competencies as quite important (average rating 4.1) for obtaining an employment, and they also estimate that they mastered the proposed competencies at SASS to a great extent (average rating 4).

Most graduates estimate that their competencies acquired at SASS are mostly sufficient for the work they do or would like to do. Other graduates believe they would need additional competencies. These are presented in the table 56 below.

Needs of graduates for additional competencies/contents for work in practice

Table 67 Needs of graduates for additional competencies

Additional competencies		
Proficiency in at least one additional foreign language.		
Work with databases	More practical experience	
Practical work in the form of communication	Practical work in the form of preparing tenders/projects	Greater emphasis on individualism, non-discrimination and ethics

The expressed need for additional competencies shows that the adopted modifications and updates of the study programme in recent years have certainly been reasonable. However, the real impact of these modifications and updates will be manifested in the graduates in the coming years.

Conclusion

Of the nine graduates, seven (77.8%) continue their studies and two do not. Of the graduates who continue their studies, five (56%) continue their studies at SASS, and two (22%) continue their studies at another faculty. Compared to the previous survey, significantly more graduates (almost 38% more) continue their studies.

The review of jobs and organizations confirms that the range of employment opportunities is very wide (prison, primary school, army etc.).

Most of the surveyed graduates obtained the level of education required for the position of employment they currently have (only one position requires a higher, seventh level of education).

Graduates adequately master the planned competencies, but there is still room for improvement. Above all, further consideration is needed as to whether the extensive theoretical and methodological content should be somewhat limited and the emphasis should be placed on the more specific practical content mentioned by graduates. Caution is needed, as the proposals are not clear and are also rather scattered - as are the diverse jobs in which the graduates are employed. Modifications and updates to the study programme that have been made in recent years cannot yet be manifested in these graduates, so the effect of the adopted modifications and updates must first be verified before specific additional measures are taken.

No additional measures are therefore needed at this point.

2.6.4. 2nd cycle study programme Intercultural Management

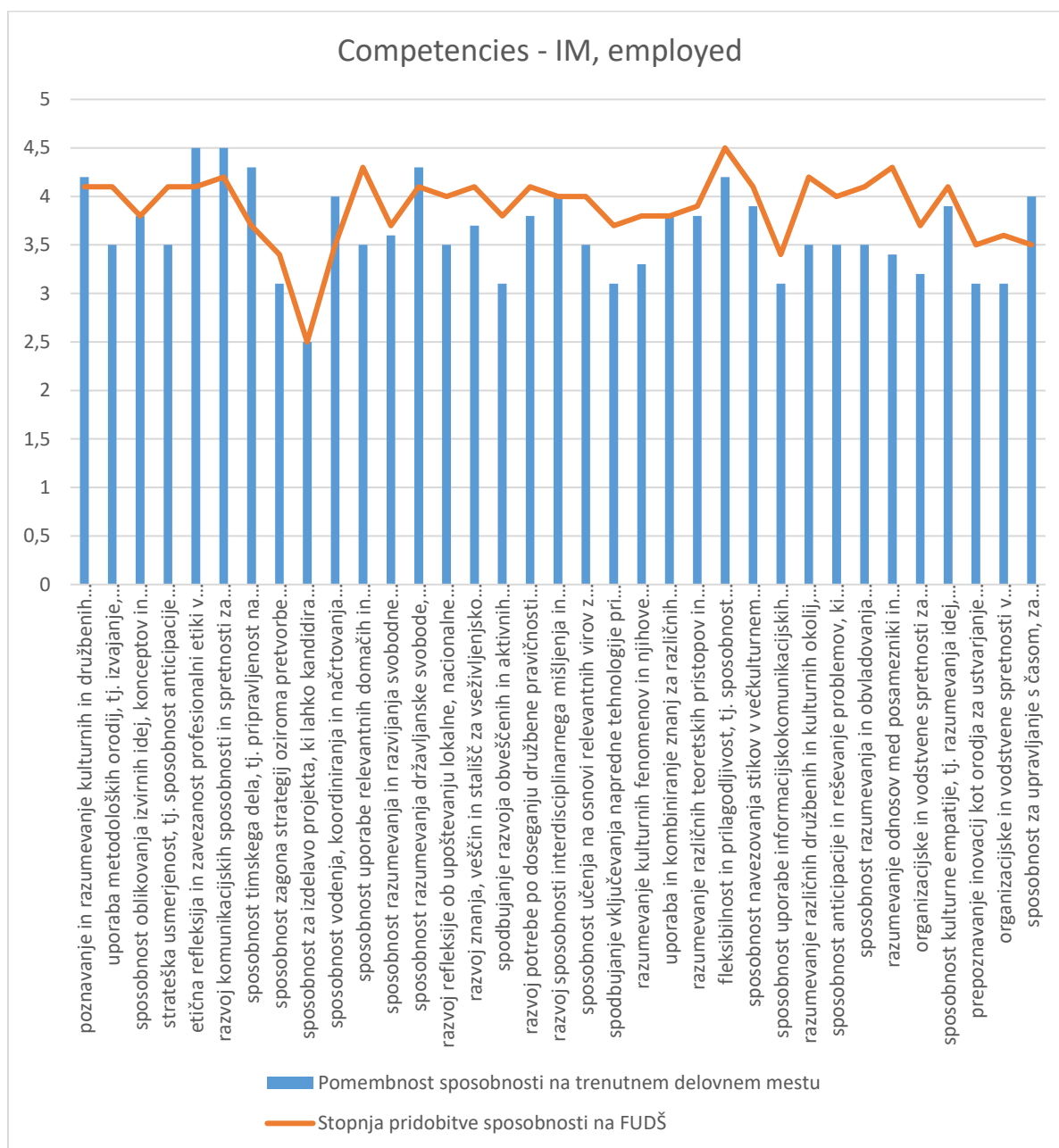
Graduates are employed in the following positions of employment and organizations:

Table 68 Employment of graduates

Position of employment	Organization
Sectoral Adviser I	Public agency SPIRIT Slovenia
Specialized Journalist/presenter	RTV Slovenija
Financial officer	MESS - Office of Republic of Slovenia for Youth
Independent expert associate VII/II	Podjetniški inkubator Kočevje
Caregiver	Kindergarten Slovenske Konjice
Sole proprietor	S. P. EVELINA PEROZZI
Senior Adviser 3	Secretariat-General of the Government of RS
Business Secretary VII/1	Kindergarten Ledina
Consultant in sales	DM
Head of Unit	Pošta slovenije d.o.o.
Director of Management Office	Pošta Slovenije d.o.o.

Graduates of IM evaluated the proposed competencies as quite important (average rating 3.6) at their current job, and they estimate that they mastered the proposed competencies at SASS to a pretty much similar extent (average rating 3.9).

Figure15 Evaluation of competencies in the study programme Intercultural Management



There are no drastic discrepancies between the required and acquired competencies, but we can identify some competencies that graduates believe they do not need in the workplace to the same extent as they acquired at SASS.

Ten graduates estimate that the competencies acquired at SASS are mostly sufficient for the work they do or would like to do, while one graduate believes that he would need other competencies, but he did not list any of them.

Conclusion

Compared to the previous survey, 15% more of the surveyed graduates are employed. A review of jobs and organizations confirms that the range of employment opportunities is very wide. Although some work in the private sector (self-employed, sales), the vast majority of graduates are employed in the public sector (SPIRIT, RTV, MESS, kindergarten, etc.).

Slightly more than half of graduates (55%) have jobs that require seventh or Bologna 2nd cycle level of education. 27% of graduates are employed in jobs that require only the fifth level of education, and two are in jobs that require Bologna 1st cycle level of education.

Graduates adequately master the planned competencies, but there is still room for improvement. Above all, further consideration is needed as to whether the extensive theoretical and methodological content should be somewhat limited and the emphasis should be placed on the more specific practical content mentioned by graduates (especially content from the field of management). Therefore, it makes sense to consider modifying and updating the study programme, which is also consistent with the results of the student surveys from 18/19.

Needs of graduates for additional competencies/contents for work in practice

Table 69 Needs of graduates for additional competencies

Necessary measure	Person responsible
Adopt modifications and updates of the study programme	Vice-dean for education and student affairs
Additional care for the quality of the implementation of the study programme	Vice-dean for student and academic affairs - permanent task Head of Department - permanent task Study programme coordinators - permanent task

2.6.5. 2nd cycle study programme Psychosocial Counselling

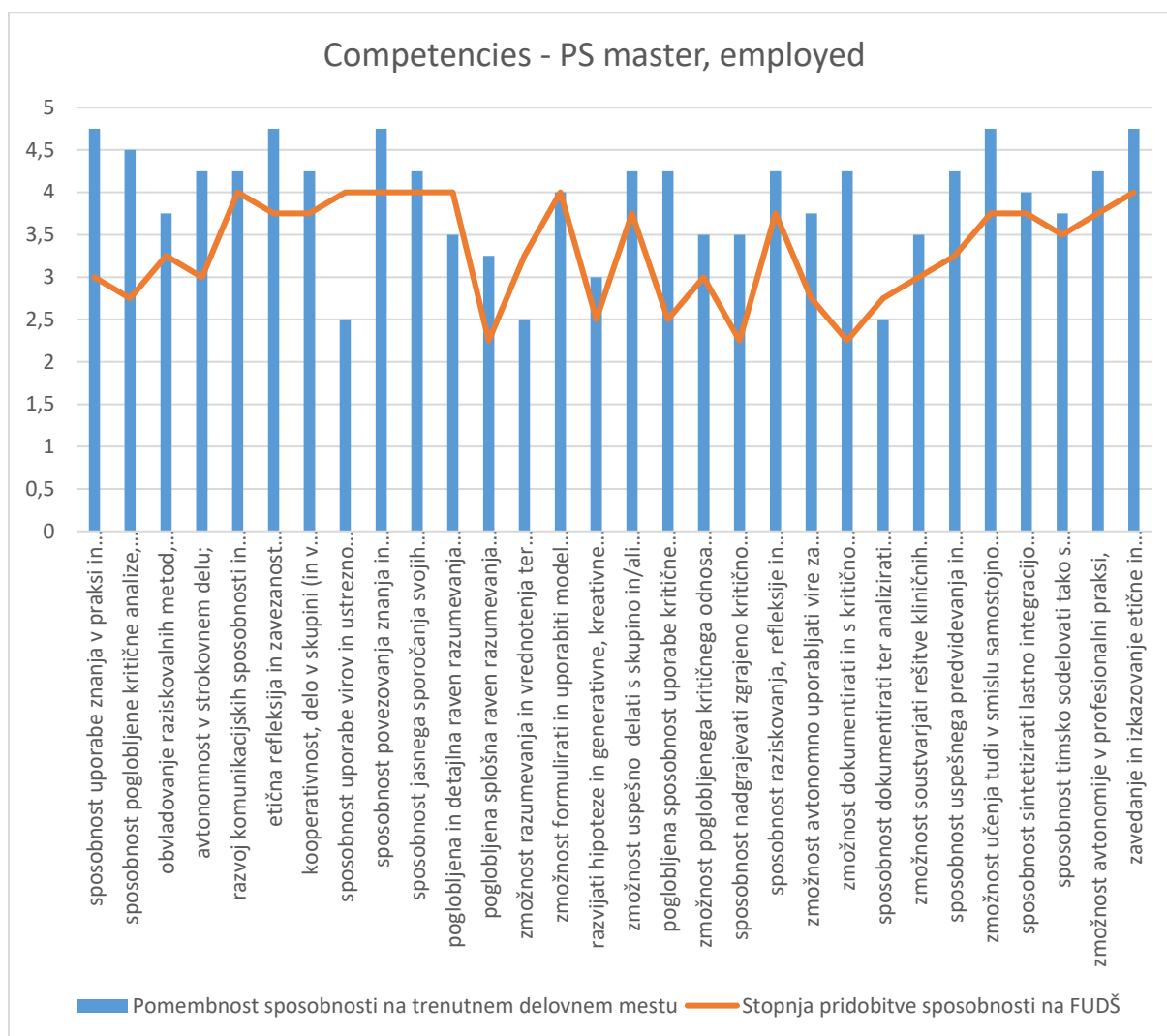
Graduates are employed in the following positions of employment and organizations:

Table 70 Employment of graduates

Position of employment	Organization
Sole proprietor	Psihosocialno svetovanje in izobraževanje, s.p.
Vocational courses teacher	School Centre Nova Gorica, Cankarjeva 10, 5000 Nova Gorica
Sole proprietor	NAOS, s.p.
Active in sports, psychosocial counselling	/

Figure 16 presents the ratings of competencies as evaluated by the employed graduates of the master's study programme PC.

Figure 16 Evaluation of competencies in the study programme Psychosocial Counselling (MASTER)- employed

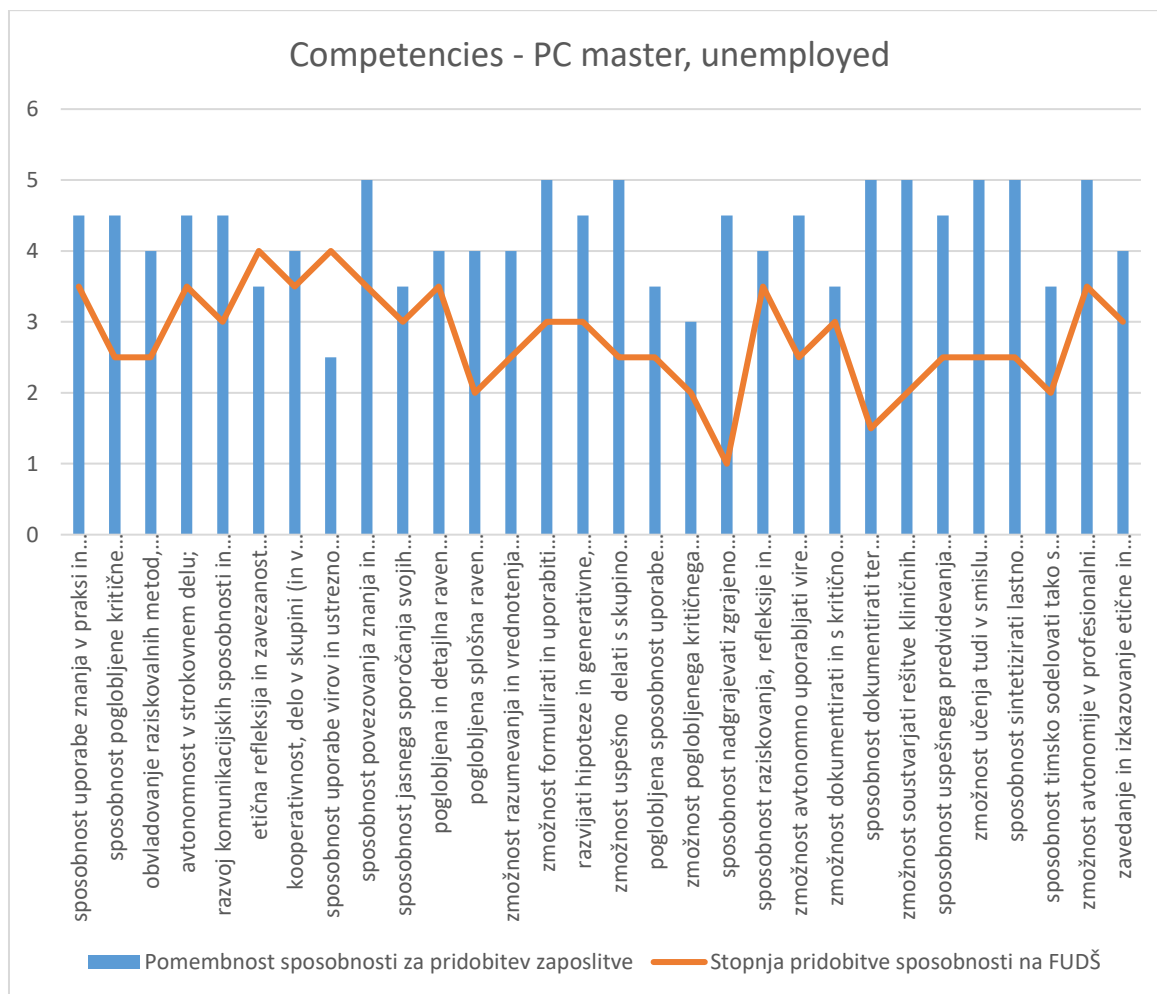


Employed graduates of master's study programme Psychosocial Counselling evaluated the proposed competencies as quite important (average rating 3.9) at their current job, while they estimate that they mastered the proposed competencies at SASS to a somewhat smaller extent (average rating 3.3).

Graduates would need certain competencies at their workplace for which they believe they have not mastered them to a sufficient extent at SASS. These competencies are mainly related to practical skills in the field of psychosocial counsellor work.

Figure 17 presents the ratings of competencies as evaluated by the unemployed graduates of the master's study programme PC.

Figure 17 Evaluation of competencies in the study programme Psychosocial Counselling (MASTER)- employed



Unemployed graduates of the master's study programme Psychosocial Counselling evaluated the proposed competencies as quite important (average rating 4.2) for obtaining an employment, and they also estimate that they mastered the proposed competencies at SASS to a much lower extent (average rating 2.8). This means that graduates estimated several competencies as necessary for obtaining an employment, but believe they did not master them sufficiently at SASS. The largest discrepancies between the necessary and actually acquired competencies occur mainly in the competencies related to practical skills in the field of work of a psychosocial counsellor.

Three graduates estimate that the competencies acquired at SASS are mostly sufficient for the work they do or would like to do, while three graduates believe that they would need additional competencies. These are presented in Table 71.

Needs of graduates for additional competencies/contents for work in practice:

Table 71 Needs of graduates for additional competencies

Additional competencies	
Competencies needed to lead psychosocial/therapeutic assistance groups	
More personal experience in field practice	Simulation of therapeutic encounters with in-depth analysis
Practice	

Conclusion

Of six graduates (67%), four are employed, of which three are self-employed (sole proprietors) and one is employed at a school centre. The surveyed graduates acquired the level of education required for the position they hold.

Nevertheless, any perceived constraints - especially at the level of competencies and employability - must be taken extremely seriously and taken into account in further measures. In 2019, the complete renovation of the study programme has already started and was successfully completed. The present results of the graduate surveys confirm that the adopted modifications and updates of the study programme in 2019 were a step in the right direction, with the aim of ensuring a better study programme. The adopted modifications and updates of the study programme will start to be implemented in the academic year 2020/21. Only a quantitative and qualitative analysis in the coming years will show their actual effects, so we intend to carry out the analysis consistently and intensively.

For the time being, graduates are still a little under-established in practice, which may be partly due to their low recognition, and partly also due to some shortcomings in their skills. These shortcomings have already been addressed through the concern for even more consistent and high-quality implementation of all necessary elements of the study programme, especially the ones regarding practice. Due to the time lag between the implementation of the necessary measures and their impact on the graduates, the expected positive effects were not yet fully expressed.

Table 72 Measures necessary for obtaining additional competencies

Necessary measure	Person responsible
Intensive monitoring of the impact of the modifications and updates of the study programme on the level of achievement of planned competencies	Vice-dean for education and student affairs – December 2021
Ensure better promotion of the programme and information on employment possibilities	Secretary General (formal aspects) - permanent task Career Center – June 2021 Dean's Marketing Consultant – June 2021
Additional care for the quality of the implementation of the study programme	Vice-dean for education and student affairs – December 2021 Head of Department – December 2021 Study programme coordinators – December 2021

2.6.6. 3rd cycle study programme Sociology

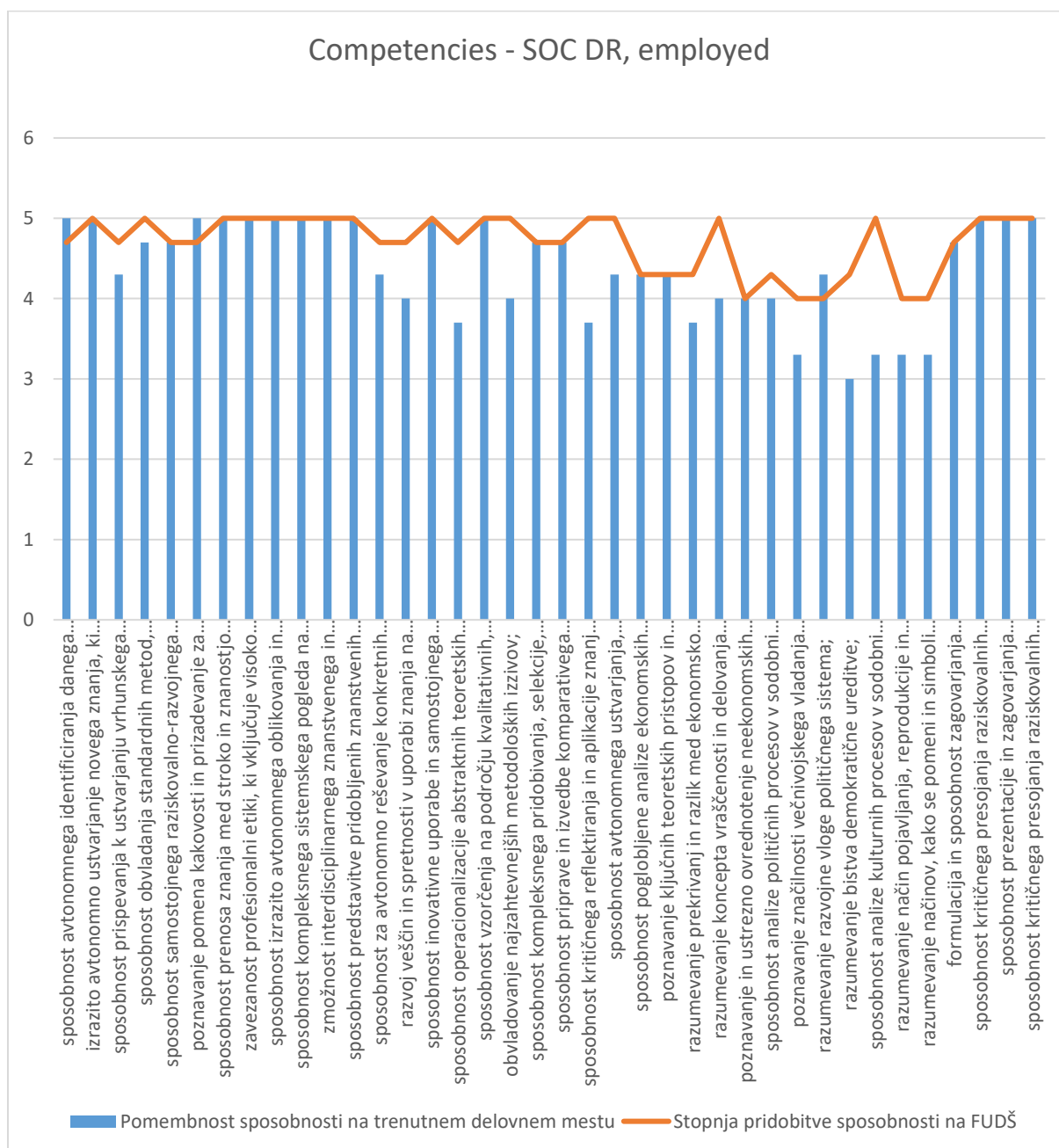
Graduates are employed in the following positions of employment and organizations:

Table 73 Employment of graduates

Position of employment	Organization
Assistant with Doctorate, Adviser III	Faculty of Information Studies in Novo Mesto
Higher education teacher - docent	SASS
Assistant with Doctorate	FIS

Average ratings are given in graphical form - Figure 18 presents the data obtained from employed doctoral graduates, and Figure 19 presents data from unemployed doctoral graduates.

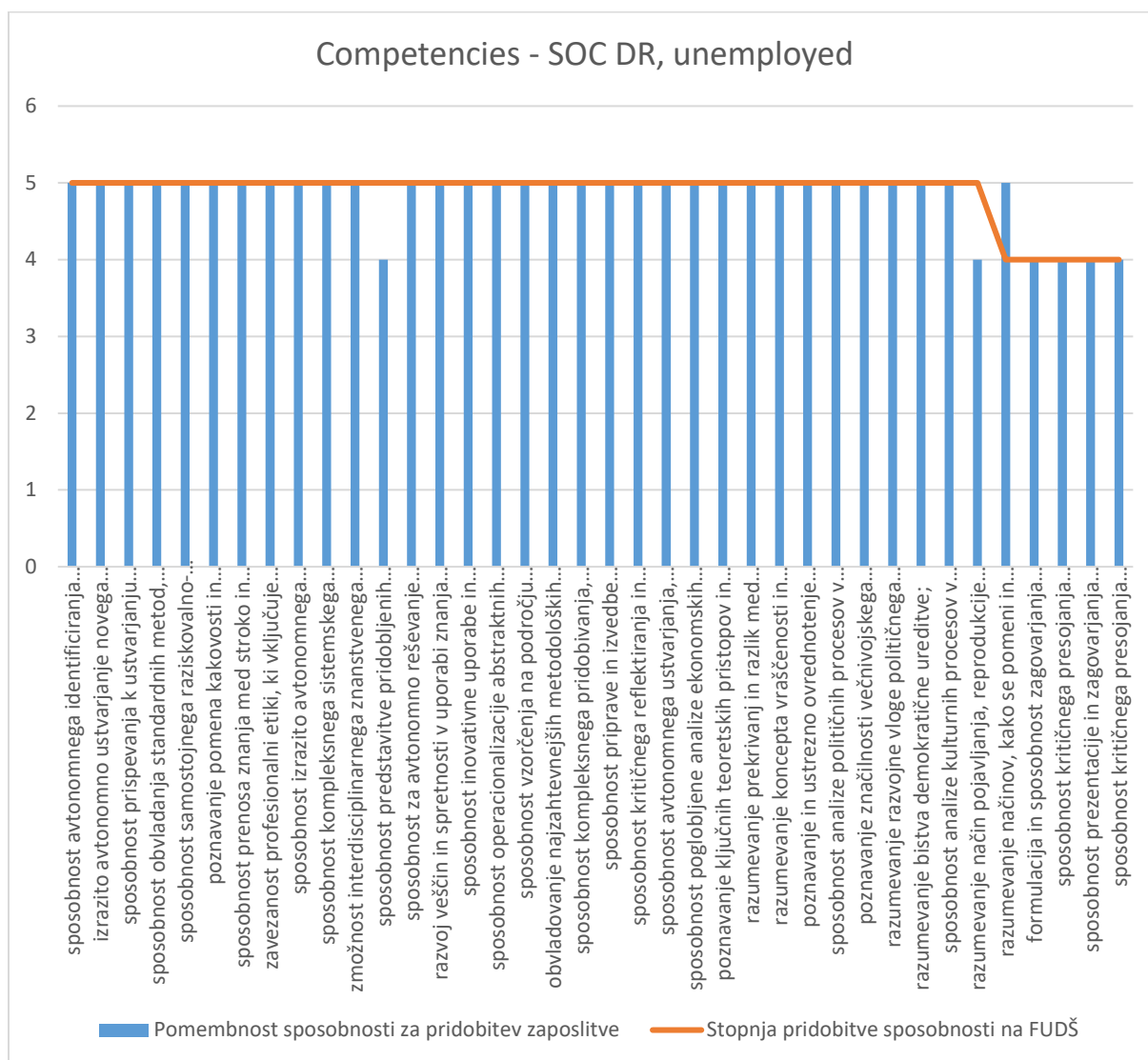
Figure 18 Competencies of employed graduates of Sociology



Employed graduates of the doctoral study programme Sociology evaluated the proposed competencies as very important (average rating 4.4) for their current job, and estimated that they mastered the proposed competencies at SASS to an even higher extent (average rating 4.7).

The required and acquired competencies are mostly rated the same, however, some gaps can be detected, especially in terms of some competencies for which the graduates believe that they mastered them to a greater extent at SASS than would actually be necessary for their position of employment.

Figure 19 Competencies of unemployed graduates of Sociology



Unemployed graduates of the doctoral study programme Sociology evaluated the proposed competencies as extremely important (average rating 4.8) for obtaining an employment, and they also estimate that they mastered the proposed competencies at SASS to a great extent (average rating 4.9). Deviations between the required and acquired competencies occur in only three competencies.

All graduates estimate that their competencies acquired at SASS are mostly sufficient for the work they do or would like to do.

Conclusion

Most graduates are employed in the academic sphere (all at the faculties), which confirms that the study enables the development of an appropriate scientific profile. The graduates therefore acquired the level of education required for the position they hold.

Additional measures are therefore not needed at this point.

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

Systemic regulation of practice of students and its implementation

The practice 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. In 2020, two specific planned measures were implemented in this regard:

- 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.

In October 2020, the Career Center organized an introductory training for mentors and the so-called „Internship Marketplace“. The event took place online this year. At the event, students had the opportunity to get to know different learning bases and arrange practice with them. Alternative ways of practice implementation during the Covid-19 epidemic were also presented at the event. The event was also attended by students who presented examples of good practice.

In 2020, students had the opportunity to meet numerous employers.

At the Internship Marketplace, students met with the representatives/mentors from the following organizations:

Hiša mladih Ajdovščina
Zavod Pelikan Karitas - Informativno- svetovalna pisarna Ajdovščina
Javni zavod Mladi zmaji
Lunina vila, inštitut za zaščito otrok so. p.
Rdeči križ Slovenije Območno združenje Ljubljana
Škofijska karitas Koper
Rdeči križ Slovenije - Območno združenje Ljubljana
Društvo Salezijanski mladinski center Rakovnik
CSD Ljubljana, Enota Ljubljana Moste Polje, CONA Skupnostni programi za mlade, CONA Fužine
CONA KORAK (strokovni delavec na programu CONA Korak, strokovna delavka na programu CONA Most, strokovna delavka na programu CONA Fužine)
Slovensko društvo Hospic
Mestna zveza upokojencev Ljubljana
CSD Ljubljana, enota Moste Polje, program Cona Most
Deos d.o.o.
Društvo prostovoljcev VZD
ŠENT, Nova Gorica

Cooperation of the higher education institution with practice mentors

In September 2020, we invited various learning bases - organizations to call for vacancies for the academic year 2020/21. In the call, the learning bases advertised vacancies for practice

and described the field of work, stated the expected skills and competencies of the persons attending practice and other information that helped students choose a practice. 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 introductory training, with the aim of carrying out a higher quality practice for students, we presented to mentors:

- 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.

Measures implemented in 2020:

Organize a meeting for the mentors, the coordinator and the persons responsible for practice at the beginning of the academic year 2020/21.

Planned measures for 2021:

Organize a meeting for the mentors, the coordinator and the persons responsible for practice at the beginning of the academic year 2021/22 (person responsible: practice coordinator; deadline: October 2021).

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 2019/20). Both quantitative and qualitative results show high satisfaction of students and mentors with the quality of practice. The questionnaire on the quality of the practice was filled out by 158 students and 19 mentors from the institutions where the practice was conducted in the academic year 2019/2020, 4 persons in charge of practice and the practice coordinator.

2.7.1. General evaluation of quality of practice by students

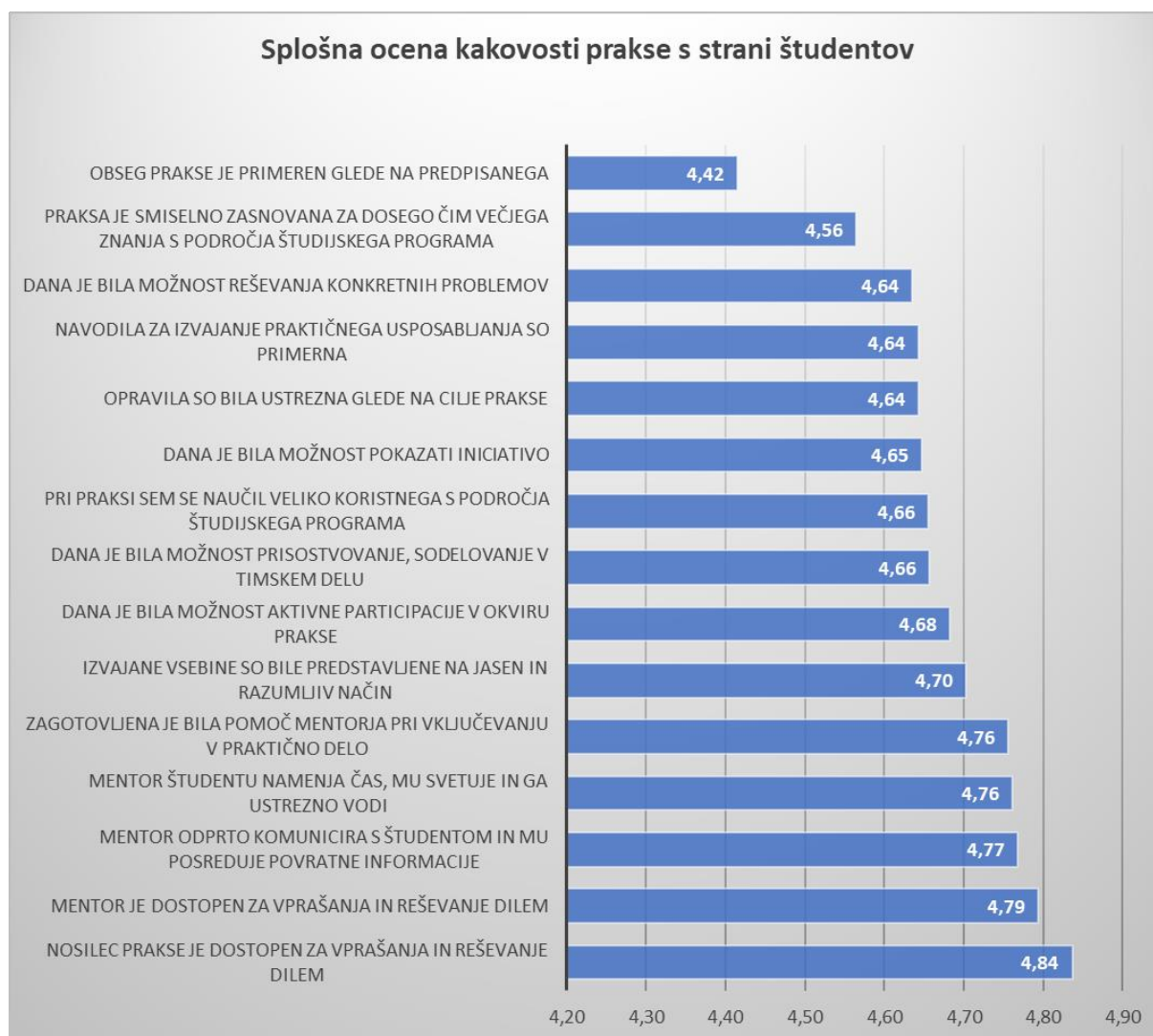
Quantitative data generally show that students are very satisfied with the quality of the practice (M=4.68) and that satisfaction has increased compared to the previous academic year (M=4.54). Students are above average satisfied (average higher than 4.70) with the following aspects: The person responsible for practice is available for questions and to resolve dilemmas; the mentor is available for questions and to resolve dilemmas.

The mentor communicates openly with the student and provides feedback; the mentor invests time, advises and guides the student; the mentor assisted us in our integration into practical work; the implemented topics were presented in a clear and understandable way.

Most room for improvement can be detected in the following two aspects, which received the lowest ratings: "The practice is reasonably planned in such a way as to maximize the obtained knowledge from the field of the study programme" (4.56) and "the scope of practice is appropriate with regard to the prescribed scope". (4.42).

Below are the average ratings of the various claims about the quality of the practice, which the students rated on a scale from 1 (disagree) to 5 (fully agree).

Figure 20 Quantitative evaluations of students (all study programmes together)

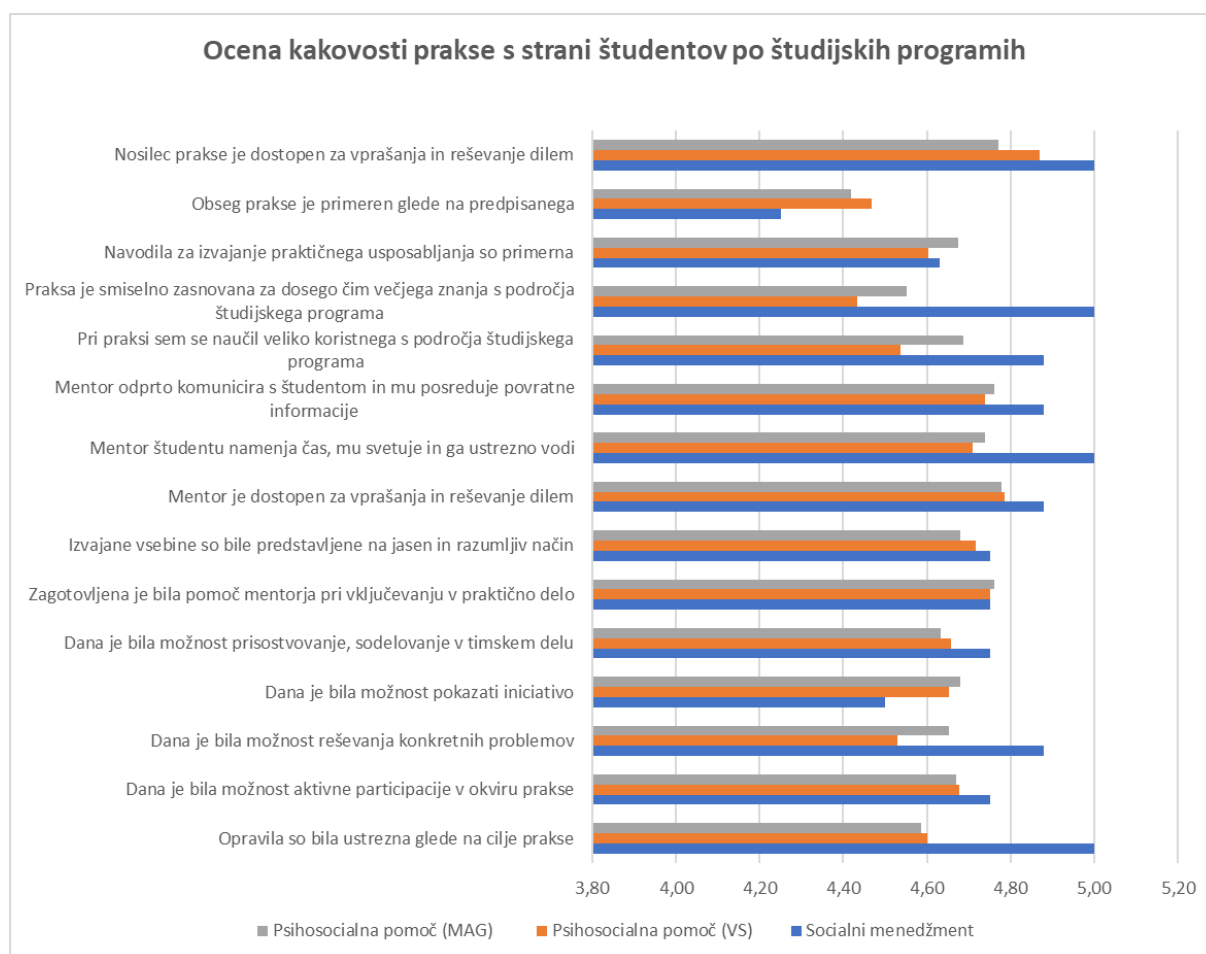


2.7.2. Evaluation of quality of practice by students per study programmes

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

Figure 21 Evaluation of the quality of practice by students per study programmes (Social Management (professional), Psychosocial Support (professional) 1st cycle, Psychosocial Counselling 2nd cycle)



Below are the average ratings of the various claims about the quality of the practice, which the students rated on a scale from 1 (disagree) to 5 (fully agree), by study programmes. While Psychosocial Support/Counselling students at both cycles gave quite similar ratings (average is 4.65 in 1st cycle and 4.67 in 2nd cycle), the professional practice in the Social Management programme is rated even higher ($M=4.79$).

Table 74 Quantitative evaluations of students

SOCIAL MANAGEMENT - PROFESSIONAL PRACTICE	
STATEMENTS	RATING
Tasks were appropriate with regard to the objectives of the practice	5.00
We had the possibility of active participation in the practice	4.75
We had the possibility to solve specific problems	4.88
We had the possibility to show initiative	4.50
We had the possibility to attend and to participate in team work	4.75
The mentor assisted us in our integration into practical work	4.75
The implemented topics were presented in a clear and understandable way	4.75
The mentor is available for questions and to resolve dilemmas	4.88
The mentor invests time, advises and guides the student	5.00
The mentor communicates openly with the student and provides feedback	4.88
During practice, I learned a lot of useful things from the field of the study programme	4.88
The practice is reasonably planned in such a way as to maximize the obtained knowledge from the field of the study programme	5.00
The Instructions for conducting the practical training are appropriate	4.63
The scope of practice is appropriate with regard to the prescribed scope	4.25
The person responsible for practice is available for questions and to resolve dilemmas	5.00
TOTAL	4.79

Quantitative data show that students are very satisfied with the implementation of professional practice in the Social Management (professional) programme ($M = 4.79$) and that satisfaction has increased compared to the previous year ($M=4.68$). Students are very satisfied with the following aspects of the practice, which received the highest possible rating (5): Tasks were appropriate with regard to the objectives of the practice; The mentor invests time, advises and guides the student; The practice is reasonably planned in such a way as to maximize the obtained knowledge from the field of the study programme; The person responsible for practice is available for questions and to resolve dilemmas. The only aspect that received a slightly lower rating than the average is “The scope of practice is appropriate with regard to the prescribed scope” (4.25), but this rating is still quite high. With regard to the latter problem, measures were already implemented in 2019 as part of the renewal of the study programme.

Comments of a qualitative nature indicate a very good opinion of students on mentors and acquiring new knowledge and experience. As in the previous year, in 2019/2020 a few students

mentioned the problem of too much practical work. The latter can be explained above all with the fact that the students in the programme are mostly already employed. With regard to the latter problem, measures were already implemented in 2019 as part of the renewal of the study programme. One of the suggestions for improvement was that the practice should be broken down by years and paid.

Table 75 Quantitative evaluations of students regarding practice

Psychosocial Counselling (PROFESSIONAL) - TUITION 1, TUITION 2, TUITION 3	
STATEMENTS	RATING
Tasks were appropriate with regard to the objectives of the practice	4.87
We had the possibility of active participation in the practice	4.79
We had the possibility to solve specific problems	4.75
We had the possibility to show initiative	4.74
We had the possibility to attend and to participate in team work	4.72
The mentor assisted us in our integration into practical work	4.71
The implemented topics were presented in a clear and understandable way	4.68
The mentor is available for questions and to resolve dilemmas	4.66
The mentor invests time, advises and guides the student	4.65
The mentor communicates openly with the student and provides feedback	4.60
During practice, I learned a lot of useful things from the field of the study programme	4.60
The practice is reasonably planned in such a way as to maximize the obtained knowledge from the field of the study programme	4.54
The Instructions for conducting the practical training are appropriate	4.53
The scope of practice is appropriate with regard to the prescribed scope	4.47
The person responsible for practice is available for questions and to resolve dilemmas	4.43
TOTAL	4.65

Students are also very satisfied with the implementation of the practice in the Psychosocial Counselling (professional) programme ($M = 4.65$). Quantitative evaluations of students show that the students of the Psychosocial Support (1st cycle) programme express satisfaction with the following aspects in particular: The scope of practice is appropriate with regard to the prescribed scope; During practice, I learned a lot of useful things from the field of the study programme; the mentor is available for questions and to resolve dilemmas; We had the possibility to attend and to participate in team work. The room for improvement is reflected in

the creation of more opportunities for giving initiatives (4.47) and greater clarity and comprehensibility of the presented content (4.43).

Comments of a qualitative nature indicate students' satisfaction with the acquired knowledge and experience, methods of work (working in groups, role-playing, counselling conversations, listening to real stories, etc.) and persons in charge of practice and mentors. Among the suggestions for improvement, the students pointed out the desire for greater structure of the practice itself, especially Tuition 1 and Tuition 2.

Table 76 Quantitative evaluations of master students

PSYCHOSOCIAL COUNSELLING (MASTER) - TUITION 1, TUITION 2, TUITION 3, TUITION 4	
STATEMENTS	RATING
Tasks were appropriate with regard to the objectives of the practice	4.59
We had the possibility of active participation in the practice	4.67
We had the possibility to solve specific problems	4.65
We had the possibility to show initiative	4.68
We had the possibility to attend and to participate in team work	4.63
The mentor assisted us in our integration into practical work	4.76
The implemented topics were presented in a clear and understandable way	4.68
The mentor is available for questions and to resolve dilemmas	4.78
The mentor invests time, advises and guides the student	4.74
The mentor communicates openly with the student and provides feedback	4.76
During practice, I learned a lot of useful things from the field of the study programme	4.69
The practice is reasonably planned in such a way as to maximize the obtained knowledge from the field of the study programme	4.55
The Instructions for conducting the practical training are appropriate	4.68
The scope of practice is appropriate with regard to the prescribed scope	4.42
The person responsible for practice is available for questions and to resolve dilemmas	4.77
TOTAL	4.67

Quantitative evaluations of students of the master's programme Psychosocial Counselling show high satisfaction with the practice ($M = 4.67$) and are completely comparable with the previous academic year ($M = 4.67$). Students are above average satisfied (average higher than

4.7) with the following aspects: During practice, I learned a lot of useful things from the field of the study programme; The scope of practice is appropriate with regard to the prescribed scope; The mentor is available for questions and to resolve dilemmas; We had the possibility to attend and to participate in team work; We had the possibility of active participation in the practice. There is room for improvement in mentor's availability to solve dilemmas ($M = 4.41$) and the transfer of (even) more useful knowledge in the course of practice ($M = 4.48$). As with undergraduate Psychosocial Support students, improvements in the practice at the master's level should be sought in the field of providing more opportunities for giving initiatives (4.42) and greater clarity and comprehensibility of the presented content (4.55).

Qualitative assessments of students indicate that students are very satisfied with the design of practice and the methods of work that include a lot of self-initiative and active work, gaining new knowledge and practical experience, supervision and a lot of support from mentors and persons in charge of practice. Among the suggestions for improvement, the students pointed out the need for greater structure and more systematic nature of the practice, more opportunities for observing counsellors, a better way of booking free appointments for counselling, and shorter written reports.

2.7.3. Evaluation of quality of practice by mentors

In general, mentors are satisfied with the quality of practice in 2019/2020 ($M = 4.67$), so that satisfaction has even slightly increased compared to the previous academic year ($M = 4.66$). They are most satisfied ($M = 4.8$) with the fact that students have the opportunity to actively participate in the practice and show initiative, and that the practice is sensibly designed to achieve the greatest possible knowledge in the field of the study programme. In fact, none of the aspects was rated below average, but room for improvement ($M = 4.6$) can be seen mainly in the acquisition of competencies assumed in the curriculum, accessibility of the coordinator and person in charge of practice, familiarity with the pedagogical objectives and the curriculum of practice and task planning.

Below are the average ratings on the various claims about the quality of the practice, which the mentors (in institutions where the practice was held) rated on a scale from 1 (disagree) to 5 (fully agree).

Figure 22: Quantitative assessments by practice mentors

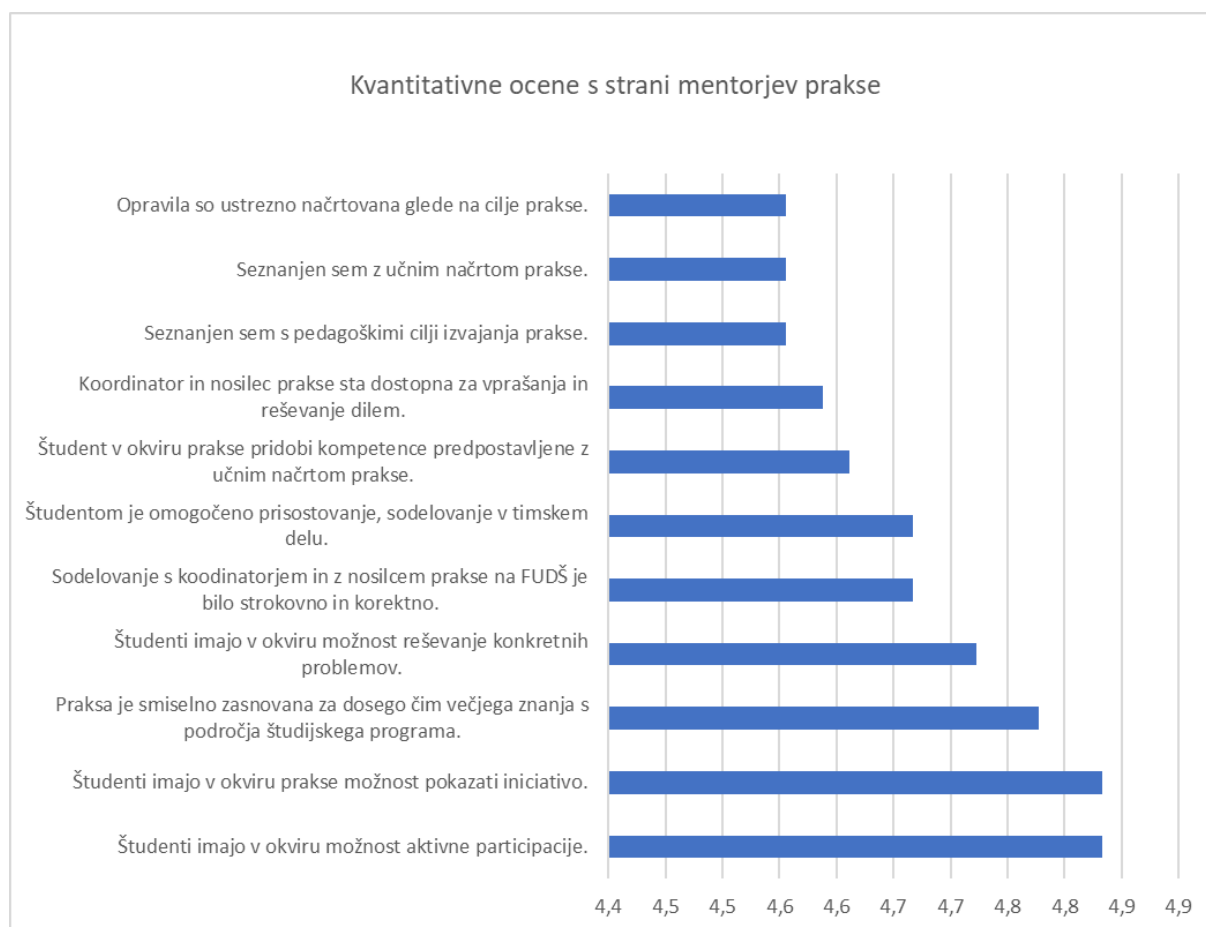


Table 77 Rating of practice mentors

Rating of practice mentors	
STATEMENTS	RATING
Cooperation with the coordinator and the person in charge of practice at SASS was professional and correct.	4.7
I am informed about the pedagogical objectives of the practice.	4.6
I am informed about the practice curriculum.	4.6
As part of the practice, the student acquires the competencies assumed in the practice curriculum.	4.6
The coordinator and the person in charge of practice are available for questions and to resolve dilemmas.	4.6
The practice is reasonably planned in such a way as to maximize the obtained knowledge from the field of the study programme.	4.8
Tasks are appropriately planned with regard to the objectives of the practice.	4.6
Students have the possibility of active participation.	4.8
Students have the possibility to solve specific problems.	4.7
Students have the possibility to show initiative within the practice.	4.8
Students have the possibility to attend and to participate in team work.	4.7
TOTAL	4.67

While most of the practice mentors did not put forward proposals to improve the quality of work practice, one pointed out that students should be put into practice by setting clear objectives, and the other comment was made on a larger number of hours of practice. Most mentors did not miss anything during the practice, but two pointed out that they missed more intensive communication, concrete questions from students and linking concrete work in the institution with the set objectives of the practice (by the student).

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

The questions in the survey were answered by four persons in charge of practice and one practice coordinator. Among the praises, the persons in charge of practice pointed out the ever-improving contact and communication with organizations/mentors from learning bases, encouraging student self-activity, leading a group that also includes junior students, interactive performance, role-playing and especially the response received by students on the implementation of counselling talk and the implementation of the Introductory Training of Mentors and the Internship Marketplace.

Among the shortcomings of the design and implementation, the persons in charge of practice pointed out the inadequate structure and unsystematic distribution of practice hours, the documentation system, the failure to upgrade the practice module in the VIS and the time load caused by listening to recordings, reading transcripts of student counselling talks and spatial problems.

As a result, among the suggestions for improvement, the persons in charge of practice suggested several hours of supervision, computerized practice coordination and contract preparation, and additional evaluation of feedback to 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 evaluation of mentors' satisfaction with the practice, the improvement compared to the previous year is mainly observed in the possibility for students to attend and participate in team work and the possibility for students to solve specific problems. The final evaluation of mentor satisfaction is slightly lower, but still fully comparable with the last year. Namely, many indicators show a significant improvement, which, according to our predictions, is the result of the measures implemented in the previous academic year.

The general quantitative rating of students' satisfaction with the practice is very high and has significantly improved compared to the previous year (on a scale from 1 to 5, the rating is 4.68). In order to achieve an (even) higher rating in the coming years, we are planning several measures, which are listed below.

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:

- clarity and comprehensibility of content;
- effective guidance of students' practice by mentors;
- accessibility of mentor and person in charge of practice for questions and resolving dilemmas in relation to students.

There is room for improvement in the following fields:

- the adequacy of the system of practical education and the scope of practice in courses in all three study programmes (this has already been corrected during the renovation of study programmes in 2019-20);
- planning of practice in such a way as to maximize the obtained knowledge from the field of the study programme;

Measures implemented in 2020:

- to upgrade the system of practical education in the 1st cycle Psychosocial Counselling programme, as part of the planned process of modifying and updating the programme (responsible: the group for the renewal of the study programme): the objective was achieved.
- to continue with measures to improve the content of the practice - to 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 an introductory meeting of the coordinator, the persons in charge and the mentors at the beginning of the academic year; 2) strengthen the communication between the mentors, the practice coordinator and persons in charge of the practice (persons responsible: practice coordinator, persons in charge of practice): the objective was achieved.
- 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 2020/21, discuss with the mentors whether they have applied for proposals from the previous meeting (especially the proposal to meet with the student after the training and discuss his/her satisfaction with the practice): the objective was achieved.
- to ensure that mentors provide (an even) 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 continue to encourage the mentors intensively to provide feedback to students: the objective was achieved.

Measures planned in 2021:

- All study programmes, which include practical education, were changed in 2019-20, and the changes also affected practical education, taking into account the results of a survey of students and other stakeholders. Quantitative and qualitative research in the coming years will show the real effects of the adopted modifications.
- Discussions with persons in charge of practice and mentors on the design of the practice in order to achieve the greatest possible knowledge in the field of the study programme (person responsible: Vice-dean for education and student affairs, heads of departments; deadline: September 2021).

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 78 Involvement of students in scientific research and professional work of the School

Se q. No.	Project title and acronym	Funder	Project implemen tation period	Cycle of study/study programme of involved students
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1.	PKP VarnoStar –	Public Fund for Human Resources	2020	1st cycle /Psychosocial Support (professional) 2nd cycle /Psychosocial Counselling (Master)
2.	ŠIPK -	Public Fund for Human Resources	2020	1st cycle/Social management (UN) 1st cycle /Psychosocial Support (professional) 2nd cycle/Intercultural management (master)
3.	Knowing IPR	Interreg DTP	2018-2022	3rd cycle/Sociologyn(DR)
4.	SEE ME IN	INTER REG CE	2019-2022	3rd cycle/Sociologyn(DR)
5.	MELIA Observatory	Interreg DTP	2020- 22	3rd cycle/Sociologyn(DR)
6.	Market research	Public	2020- 21	3rd cycle/Sociologyn(DR)
7.	Jean Monnet Module Sustain 4EU	EU	2020-2023	2nd cycle/Intercultural management (master)

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 exceeded. In the academic year 2019/20, we enrolled a total of 81 foreign students in the department (5 students in the SM programme; 58 students in the Advanced Social Studies programme and 18 students in the MM programme).

In 2019/20, 3 foreign students (Ukraine, Bosnia and Herzegovina) newly enrolled in the higher education professional programme Psychosocial Counselling. 1 student from Russia enrolled

in the master's study programme Psychosocial Counselling. In the future, we will continue to work on the promotion of our School abroad.

In the academic year 2019/20, 14 foreign students (13 from Croatia, 1 from Northern Macedonia) 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 implemented 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. Thus, in 2019, the measure of strengthening internationalized learning outcomes and competencies was implemented in connection with the 2nd cycle study programme Psychosocial Counselling and Social Management (professional) programme. In 2020, we planned the preparation of a plan for more intensive inclusion of internationalized learning outcomes and competencies in the curricula also in the Psychosocial Support (professional) programme and successfully implemented this measure. In the coming years (2023-24), we plan to create an action plan for the implementation of new internationalized learning outcomes into curricula in the undergraduate programme Social Management (UN) and the postgraduate programme Intercultural Management.

International mobility

International mobility or exchange of students, higher education teachers and associates and professional associates in the academic year 2020/2021.

Table 79 Mobility indicators

Indicator	Unit	Plan/ Realization	1. cycle	2. cycle	3rd cycle
Number of students spending part of their studies abroad	Number	Plan	1	1	1
		Realization	2	1	1
Number of students on practice abroad	Number	Plan	1	1	1
		Realization	0	1	0
Number of foreign visiting higher education teachers involved in the teaching process	Number	Plan	2	0	8
		Realization	2	3	6
Number of higher education teachers involved in the teaching process abroad as visiting lecturers	Number	Plan	3	0	1
		Realization	3*	/	/
Number of researchers and professional associates who will leave Slovenia to carry out	Number	Plan	5	0	0

research at a higher education or research institution abroad and will not participate in the teaching process		Realization	2*	/	/
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* All outgoing mobility of employees is considered within the 1st level.

In 2020, the SASS obtained an extension of the ECHE Charter with the programming period 2021-2027. 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 higher education teachers, associates and professional associates for the purpose of training.

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.

All 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 2020, we carried out 5 student mobility exchanges for the purpose of education and 2 for the purpose of practice. Among employees, there were 3 staff mobility exchanges for the purpose of training. The number of mobility exchanges is about the same at the student level as in 2019, but lower at the employee level due to the COVID-19 situation and inability to travel. The institutions that hosted our mobility participants through Erasmus + are the following: Jagiellonian University Krakow (PL), University of Warsaw, American Studies Center (PL), CEU Cardinal Herrera University, Valencia (ES), Kazimieras Simonavičius University (LT), Free University Berlin (DE), Babes Boyal University (RO), University of Surrey (UK), private companies and associations.

The above-mentioned exchanges abroad were financed by the Erasmus, CEEPUS programmes, the SRA bilateral cooperation programme and from own resources.

Bilateral agreements of SASS with foreign universities and faculties within the Erasmus programme are listed in the Table 80 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.

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 80 List of bilateral agreements concluded between SASS and foreign institutions

University/Faculty	Country	Study Year
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Kolodanyi Janos University of applied sciences • KROK University, Kiev • Istanbul Sisli Vocational School • Turgut Ozal University • Savonia University of applied sciences, Iisami • American University of Beirut • Vilnius Kooperacijos Kolegija (VKK) 	Ukraine Hungary Turkey Turkey Ukraine Finland Lebanon Lithuania	2015/2016
<ul style="list-style-type: none"> • Vseučilišće Baltazar, Zaprešić • IfiS PAN Graduate School for Social Research, Warsaw • 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
<ul style="list-style-type: none"> • Lebanese American University • SWPS University of Social Sciences and Humanities • University college »CEPS - Centre for Business Studies« Kiseljak 	Lebanon Poland BiH	2017/18

<ul style="list-style-type: none"> • Università degli Studi di Molise • Moscow state university for Education and Psychology • Freie Universität Berlin • Università degli Studi di Bari Aldo Moro • University of Brasov • Universidad de Valencia • College of Slavonski Brod • Polytechnic "Nikola Tesla" in Gospić 	Italy Russia Germany Italy Romania Spain Croatia Croatia	2018/19
<ul style="list-style-type: none"> • Gaza University • College of inspection and personnel management • Belarusian State University • Lithuania Business University of Applied Sciences 	Palestine Croatia Belarus Lithuania	2019/2020
<ul style="list-style-type: none"> • University of the Philippines Diliman 	Philippines	2020/2021

Every year, the School regularly hosts domestic and foreign higher education teachers. In 2020, foreign guest lecturers carried out 6 guest lectures within the doctoral study programme

The objective of the School in the academic year 2021 in this field is to have at least 4 home students attend an international exchange abroad, at least 5 visiting foreign students coming to our School within Erasmus and CEEPUS exchanges and at least 120 enrolled foreign students in the academic year 2021/22 (we are 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 School is aware of the importance of internationalization and effective student mobility, therefore numerous measures are planned for 2021:

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. Implementation of 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. Promotion of other mobility programs - CEEPUS, etc.
10. Inclusion of intercultural practices of organizations in the study process.

2.10. Enabling extracurricular activities

The School provides students with appropriate conditions for extracurricular activities. In 2020, 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 2020, students were invited to participate in the following researches and projects:

1. PKP VarnoStar,
2. ŠIPK ČSI,
3. KnowIngIPR
4. SEE ME IN
5. MELIA Observatory
6. Market research
7. Jean Monnet Module Sustain 4EU

- ***Academic events, scientific and professional meetings***

The students are invited to all events organized by the School. The Career Centre and Project Office organize the events and other extracurricular activities with the help of the public relations professional. As part of the extracurricular activities, the School organized numerous activities and events in 2020.

In February 2020 the School (co)organized the Winter Camp, which took place in Ljubljana, where students were able to participate in numerous workshops, round tables and lectures. During the winter holidays, we carried out the winter school of psychology, the so-called Psychodays, for the sixth time in a row. The Psychodays event was attended by students and lecturers from the field of psychosocial support and counselling. The aim of the event is to acquaint the participants with the work of a psychosocial counsellor, listen to interesting lectures from the field of psychosocial counselling, learn relaxation techniques, listen to the people with mental health problems etc. In February, a meeting was held to design socially responsible business solutions "Ustvarjajmo privlačno regijo" (Inno Wises project). In March 2020, the final conference of the FOST-INNO project took place (an event for project partners).

In October 2020, we carried out the Introductory Days at SASS for all three cycles of study. We held three events, namely the first day we broadcast a virtual greeting of the management via the YouTube channel, and the second day, we held an event entitled "Naj te med študijem nič ne preseneti" (Don't let anything surprise you during your studies), where students received all the necessary information for a successful start to the academic year. On the third day, due to the specifics of the study, we additionally held an introductory meeting for doctoral students.

In October, two events were held for informing the students and the staff about Erasmus, namely Let's go on Erasmus, information meeting for students and Let's go on Erasmus, information meeting for employees.

On 21 October 2020, the SASS Career Center successfully organized an introductory meeting and training for mentors of the practice and the "Internship Marketplace", where the students of the School learned more about the operation and activities of 18 different organizations whose work includes psychosocial counselling, social management and other forms of assistance to children, adolescents and adults.

At the beginning of December, more precisely on 7 December 2020, the 12th SSSC CONFERENCE and the 1st Slovenian Jean Monnet day took place.

On 10 December, a virtual round table was held in the organization of the SASS Career Center and the Alumni Club, entitled "Kako se uspešni diplomanti FUDŠ pri svojem delu srečujejo z izzivi Covid-19" (In what way do the successful graduates of SASS meet the challenges of Covid-19), which was a success above all expectations! The participating speakers, SASS graduates, presented their work and gave a lot of useful advice to students. The General Assembly of the Alumni Club took place after the event.

We ended the year 2020 with a traditional meeting of members of the Board of Trustees and a "virtual toast" to the management of the School organized by the SASS Alumni Club.

• ***Tutoring***

The School encourages the students to take an active role as student tutors within the tutoring system. In the academic year 2020/2021 there are 15 student tutors who carry out the following forms of tutoring: introductory student tutoring, tutoring for foreign students and a new form of tutoring, namely tutoring to help with study obligations. The purpose of the latter is to provide assistance to students who did not complete all their obligations in the academic year 2019/20 and whose status was either extended or they were granted extraordinary advancement to a higher year related to enrolment in the academic year 2020/21.

By carrying out tutoring activities, the students acquire the skills of effective communication, problem solving and conflict management, time management, effective transfer of knowledge to others, counselling, leadership, motivation, etc. In addition to student tutors, there were also 7 active teacher tutors in the academic year 2020/2021, who convene two meetings a year for the students they tutor.

• ***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.

For 2021, in cooperation with the Student Council, we plan to update or amend the Rules on the organization and work of the Student Council.

- **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. In 2020, the students participated in the organization and implementation of Psychodays in Nova Gorica and Ljubljana, in Introductory days and the Internship marketplace.

- **Promotional activities**

As part of the extracurricular activities, students have the opportunity to participate in the promotional activities of the School. In 2020, students participated in Informativa 2020, information days of the School, and at the educational fair Izberi si svoj študij (Choose Your Study) in Nova Gorica. 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. The students also participated in the preparation of audio-video materials for the purpose of promoting the School.

- **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 2020, such events were cancelled due to the Covid-19 epidemic. Students and employees donated part of the funds intended for socializing for goods to residents and employees of the Nova Gorica Retirement Home. At the end of the year, we also co-organized a "virtual toast" with the Alumni Club.

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. The School also informs the students about events related to discrimination, and often organizes such events itself, in order to raise awareness (e.g. in 2019, there was a training on the characteristics of students with special needs and taking into account the diversity of students in higher education; specific work needs with foreign students and methods of working).

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 2020 (such as encouraging student representatives to send electronic notifications to students on current student issues - at least 2 informative emails per year, 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 to protect 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. 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 exam periods is prepared by the Office for Student and Academic Affairs (hereinafter: Student Office) on the basis of an agreement with the lecturers, 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 Academic 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 all 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.

2.14. Implementation of tasks for 2020 and action plan for 2021

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

Table 81 Overview of conclusions of the Self-evaluation report in 2019 in the field of teaching excellence and the realization in 2020

Seq. No.	OBJECTIVES	ACTIVITIES	DEADLINE FOR REALIZATION	RESPONSIBILITY	REALIZATION
1.	Increase interest in SASS study programmes	Systematic approach to the promotion of study programmes	December 2020 - planning, realization of annual plans and impacts of information and public relations are reviewed annually within the self-evaluation processes of the School	Dean's Marketing Consultant, Head of Department	YES
		Increase the informing through online media, social networks and personal information	December 2020 - planning, realization of annual plans and impacts of information and public relations are reviewed annually within the self-evaluation processes of the School.	Dean's Marketing Consultant	YES

		A more detailed segmentation of the market for successful targeted marketing.	November 2020	Dean's Marketing Consultant	YES
		Participation in major education fairs in Slovenia and abroad	by the end of 2020	Dean's Marketing Consultant	YES
2.	Modifications and updates of study programmes	Realization of modification and modernization of the study programme Intercultural Management, in accordance with the current needs of the environment and self-evaluation processes <i>* Specific tasks for the realization of these modifications and updates of the study programme are listed in subchapter 2.5</i>	November 2020	Dean, Vice-dean for student and academic affairs, Head of Department Lecturers	YES
		Realization of modification and modernization of the 1st cycle study programme Psychosocial Counselling and the training study programme Psychotherapeutic propaedeutics, in accordance with the current needs of the environment and self-evaluation processes <i>* Specific tasks for the realization of these modifications and updates of the study programme are listed in subchapter 2.5</i>	November 2020	Dean, Vice-dean for student and academic affairs, Head of Department Lecturers	YES
3.	Adjusting the implementation of master's study programme to the possibilities of students	Planning and implementation of improvements in the field of master's study programmes	October 2020	Vice-dean for education and student affairs	YES
4.	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	December 2020 - 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, Dean's Marketing Consultant	YES
5.	Increase in the advancement	Continued implementation of adopted measures with the aim of	September 2020 – planning,	Vice-dean for	

	of students from 1st to 2nd year of study	increasing the advancement of students from the 1st to the 2nd year	realization of annual plans and impacts of public relations are reviewed annually within the self-evaluation processes of the School.	education and student affairs, Head of Department , Student Office, lecturers	YES
6.	Improvements in the field of doctoral studies	Continue making connections with foreign faculties and more visits to foreign universities and other organizations in order to promote doctoral studies	October 2020	Dean, Head of department	YES
7.	Involvement of students in professional and development work	Involvement of students in project work (at least) within 2 SASS projects	2nd semester 2019/2020	Head of Project Office, project managers	YES
8.	Expanding the network and more intense cooperation with potential employers	Expanding the network of contacts and relationships with potential employers	December 2020 – planning, realization of annual plans and impacts of public relations are reviewed annually within the self-evaluation processes of the School.	Dean's Marketing Consultant, Career Centre, Practice coordinator	YES
9.	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	December 2020- planning, realization of annual plans and impacts of public relations are reviewed annually within the self-evaluation processes of the School.	Dean's Marketing Consultant, Career Centre	YES
10.	Improvements to the existing system of practice implementation	Preparation of a form for organizations where the student carry out their practice (description of the organization, detailed description of work and tasks in the organization, etc.). Submission of form to be filled out by	September 2020	Practice Coordinator , Head of Department	YES

		organizations.			
		Inviting mentors to talk to students after the practice in order to obtain information on student satisfaction with the practice and suggestions for improvement	November 2020- planning, realization of annual plans and impacts of public relations are reviewed annually within the self- evaluation processes of the School.	Practice Coordinator , Head of Department	YES
		Organization of the meeting of the coordinator, mentors and persons in charge of practice	November 2020	Practice Coordinator , Head of Department	YES
		Organization of „internship marketplace“ (students meeting potential organizations for practice opportunities)	November 2020	Practice Coordinator , Head of Department	YES
11.	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	December 2020 - task - planning, realization of annual plans and impacts of public relations are reviewed annually within the self- evaluation processes of the School.	Career centre	YES
12.	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 2020	Career centre	YES
13.		Continued promotion of student mobility at School events; presentation of mobility options	October 2020		YES

	Promoting student mobility	should be reasonably integrated in the study process		Head of Project Office	
		Monitoring of tenders for the promotion of virtual student mobility	December 2020		YES
		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	December 2020		YES
		Informing various stakeholders of SASS about the existence of key documents of the Erasmus + programme	December 2020		YES
14.	Implementation of mobility	Preparation of a plan for systematic monitoring of mobility students (before/during /after mobility)	March 2020	Head of Project Office	YES
		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)	December 2020		YES
		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	December 2020		YES
15.	Updates to the internationalization system	Preparation of amendments to the Mobility Rules	December 2020	Quality commission, Head of Project office	Partially
		Integrating elements of internationalization in the curricula in the process of modification and updating of study programmes	December 2020	Vice-dean for education and student affairs	YES
16.	Raising awareness regarding the importance of knowledge	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 2020	Vice-dean for education and student affairs	YES

	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 within the tutoring system at SASS	December 2020	Vice-dean for education and student affairs, tutoring coordinator, teacher tutors	YES
17.	Raising awareness of teaching and technical staff with a view to improving the quality of the study process	Raising awareness of academic and professional staff on the specific needs of work with foreign students	October 2020	Vice-dean for education and student affairs	YES
		Raising awareness of teaching staff about the importance of learning outcomes and achievement of competencies	October 2020	Vice-dean for education and student affairs	YES
18.	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 2020	Vice-dean for education and student affairs, tutoring coordinator, Career centre	YES

Table 82: Action plan to realize the identified opportunities for improvements in the field of pedagogic excellence in 2021

Seq. No.	OBJECTIVES	ACTIVITIES	DEADLINE FOR REALIZATION	RESPONSIBILITY
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1.	Increase interest in SASS study programmes	Systematic approach to the promotion of study programmes	December 2021 - planning, realization of annual plans and impacts of information and public relations are reviewed annually within the self-evaluation processes of the School	Marketing and PR, Head of Department
		Increase the informing through online media, social networks and personal information	December 2021 - planning, realization of annual plans and impacts of information and public relations are reviewed annually within the self-evaluation processes of the School.	Marketing and PR
		Strengthening the visibility of the School abroad; promotion of study programmes abroad	September 2021	Marketing and PR
2.	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	December 2021 - 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, Marketing and PR
3.	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	September 2021 – planning, realization of annual plans and impacts of public relations are reviewed annually within the self-evaluation processes of the School.	Vice-dean for education and student affairs, head of department, Student Office
4.	Improvements in the field of		October 2021	

	doctoral studies	Continue making connections with foreign faculties and more visits to foreign universities and other organizations in order to promote doctoral studies		Dean, Head of department
5.	Involvement of students in professional and development work	Involvement of students in project work (at least) within 2 SASS projects	2nd semester 2020/2021	Head of Project Office, project managers
6.	Expanding the network and more intense cooperation with potential employers	Expanding the network of contacts and relationships with potential employers	December 2021 – planning, realization of annual plans and impacts of public relations are reviewed annually within the self-evaluation processes of the School.	Marketing and PR, Career Center, Practice Coordinator
7.	Encouraging the activities 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	December 2021- planning, realization of annual plans and impacts of public relations are reviewed annually within the self-evaluation processes of the School.	Marketing and PR, Career Center
8.	Improvements to the existing system of practice implementation	Call on mentors and lecturers to plan the practice in such a way as to maximize the obtained knowledge from the field of the study programme	November 2021- planning, realization of annual plans and impacts of public relations are reviewed annually within the self-evaluation processes of the School.	Practice Coordinator , Heads of Departments; Vice-dean for education and student affairs
		Organization of the meeting of the coordinator, mentors and persons in charge of practice	November 2021	Practice Coordinator , Head of Department

		Organization of „internship marketplace“ (students meeting potential organizations for practice opportunities)	November 2021	Practice Coordinator , Head of Department
9.	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	December 2021 - task - planning, realization of annual plans and impacts of public relations are reviewed annually within the self-evaluation processes of the School	Career centre
10.	Concern for the quality of the study process supported by ICT resources	Conduct of the survey	until the end of 2021	Vice-dean for education and student affairs
11.	Promoting student mobility	Continued promotion of student mobility at School events; presentation of mobility options should be reasonably integrated in the study process	October 2021	Head of Project Office
		Monitoring of tenders for the promotion of virtual student mobility	December 2021	
		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	December 2021	
		Informing various stakeholders of SASS about the existence of key documents of the Erasmus + programme	December 2021	
		Awareness raising/training of teaching staff for the introduction of virtual forms of participation in the regular study process	December 2021	
12.	Implementation of mobility	Preparation of a plan for systematic monitoring of mobility students (before/during /after mobility)	March 2021	Head of Project Office
		Preparation of students for mobility - Implementation of a preparatory meeting for mobility students before mobility, with the purpose of	December 2021	

		cultural and linguistic preparation (2x per year)		
		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	December 2021	
13.	Updates to the internationalization system	Preparation of amendments to the Mobility Rules	December 2021	Quality commission, Head of Project office
		Inclusion of intercultural practices in the study process	December 2021	Vice-dean for education and student affairs; Head of the Project Office
14.	Better integration of traditional and non-traditional student groups, including the facilitation of international experience	Implementation of 2 activities to encourage the creation of mixed groups within the teaching process	December 2021	Vice-dean for education and student affairs; Project Office
15.	Encouraging the introduction of innovative assessment practices and methods	2 events where the teaching staff is encouraged to introduce innovative practices and assessment methods aimed at accelerating the inclusion process	by the end of 2021	Vice-dean for education and student affairs
16.	Raise awareness among student tutors about the diversity of students and their needs	2 events where student tutors are made aware of the importance of providing care for student diversity and their needs	by the end of 2021	Tutoring coordinator
17.	To further motivate	1 event	by the end of 2021	Tutoring coordinator

	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			
18.	Promoting talented students	2 activities aimed at promoting talented students	by the end of 2021	Career centre
19.	To design a new field of study in the doctoral study program	Preparation of changes of the doctoral study programme	By the end of 2021 or until February 2022	Head of department ; Vice-dean for education and student affairs
20.	Update of the Rules on the organization and work of the Student Council	Preparation of amendments to the Rules on the organization and work of the Student Council	October 2021	Vice-dean for education and student affairs

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 83: Presentation of strategic guideline 1 – Research and development excellence

STRATEGIC GUIDELINE 1: Research and development excellence											
No.	Strategic Objective	Indicator	Source, calculation	Unit	Plan/implementation	2015	2016	2017	2018	2019	2020
1.1	Publication 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	98	81	98	93.84
1.2	Publication performance	Number of publications in the first half of IF	Sicris; number of publications for RO in an individual	Number of publications	Plan	0.3	0.4	0.4	0.4	0.5	0.5

		according to JCR or SNIP and scientific monographs published by publishers from the Slovenian Research Agency's list per full-time researcher	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		Implementation	0.25	0.31	0.33	0.4	0.52	0.66
1.3	Notable work (pure citations)	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	Number of norm. citat.	Plan	15	20	18	20	22	19
					Implementation	16	16	16.6	20	29.09	19.5
1.4	Research 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
					Implementation	0	16	118	146	191	212
1.5	Research for national needs	Annual revenues obtained from Slovenian Research Agency, ministries, local communities and other legal entities of the public	Project coordinator, financial and accounting records according to the balance sheet	EUR 1000	Plan	420	450	180	250	275	275
					Implementation	321	275	182	188	163	118

		sector for the needs of research and development									
1.6	Research for the needs of the market (business and non-governmental 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
					Implementation	88	15	38	9	9	14
1.7	Extent of conference 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	Number of participants	Plan	50	55	60	65	70	75
					Implementation	20	65	139	65	56	102
1.8	Internationalization of conference 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
					Implementation	45	32.3	77	76	75	72
1.9	User Satisfaction	The number of warnings and complaints regarding the implementation of research projects by the client or	Project coordinator	Number	Plan	0	0	0	0	0	0
					Implementation	0	0	0	0	0	0

		funder per year									
1.10	Adequacy of implementation	Number of contracts terminated by the client or funder due to improper performance by the School per year	Project coordinator	Number	Plan	0	0	0	0	0	0
					Implementation	0	0	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 2019, 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 2019, the School greatly exceeded the objective regarding research for the needs of the EU. It has been successfully included in the implementation of four Interreg projects (Interreg Danube, Interreg, Central Europe (2) and Interreg Adrion). In 2019, the School won the SEE ME IN project: „Social Entrepreneurship as an Enabling Environment for Migrants' Employment and Integration“, which is implemented within the Interreg Central Europe programme (project duration 1 April 2019 - 31 March 2022). In 2019, we worked on the INNO-WISEs, FOST INNO and KNOWIng IPR projects, where researchers successfully continued their work.

In the field of research for the needs of the national environment, the School had an extremely ambitious objective, which was unfortunately not achieved. However, we certainly exceeded the objective from 2018, suggesting a growth trend, which is the basis of the School's Strategic Plan. In 2019, the School had a more modest 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 required active work of employed researchers. Nevertheless, such projects helped SASS to maintain its integration into the national environment (project with the Supreme Court of the Republic of Slovenia) and the local environment (project with MONG, Bra Municipality and Kanal Municipality), and the cooperation with transnational partners maintained the integration into 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 2020, the 11th Slovenian social science conference was organized under the auspices of SASS, MOST UNESCO, and JSN of ISA. 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.

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

3.2.1 *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 2020, the institute was joined by: doc. dr. Tamara Besednjak Valič, doc. dr. Alenka Pandiloska Jurak, doc. dr. Erika Džajić Uršič, doc. dr. Victor Cepoi and assistant Rok Bratina.

In 2020, IASS members (alone or in co-authorship) published 15 scientific articles (of which 8 in journals included in the Web of Science and Scopus database), 3 scientific monographs and 21 chapters in scientific monographs. They collected 1504.42 points in the SICRIS database. In 2020, they had 58 pure citations (Web of Science and Scopus databases) (there were 342 pure citations in the last ten years).

Applications and Projects won:

In 2020, the Institute prepared and submitted applications to Jean Monnet Chair, Jean Monnet Modul, Erasmus+ Capacity Building in Higher Education, Erasmus+ Knowledge Alliances, Erasmus+ KA2, Erasmus+ Capacity building in the field of youth. Two applications for the Interreg Danube call, which we submitted in 2019, were successful. In the MELIA Observatory project, SASS has the role of lead partner.

In 2020, we obtained funding for the postdoctoral project "Krepitev demokratične pravne države preko realizacije človekovega dostojanstva v sodnih postopkih" (Strengthening the democratic rule of law through the realization of human dignity in court proceedings) (Project leader is Petra Kleindienst). In 2020, we implemented the basic project „Spodbujanje družbene in okoljske trajnosti: Raziskovanje in predvidevanje odgovornega delovanja v Sloveniji“ (Advancing social and environmental sustainability: Exploring and predicting responsible behaviour in Slovenia) (Project leader Tea Golob).

In 2020, we completed the Interreg Central Europe INNO WISEs 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 also completed the implementation of the Interreg Adrion FOST INNO project in the field of innovation in sustainable tourism (national team leader Matej Makarovič). We implemented the KnowIng IPR project on the topic of intellectual property (project team leader Janez Kolar). We implemented the Interreg Central Europe project on the topic of migrants and entrepreneurship (project team leader Matej Makarovič). We implemented 2 bilateral projects financed by SRA - bilateral cooperation with Montenegro and Bosnia and Herzegovina.

Internationalization was manifested mainly through:

- longer stays of two members of the institute at foreign universities (Janja Mikulan Kildi, Dadiana Chiran);
- Short visits of two members of the institute at foreign universities (Rončević, Kleindienst)
- participation in international conferences and workshops;
- leading roles of members of the institute in the organization of XII. Slovenian Social Science Conference and 1st Jean Monnet Day with extensive international participation on the topic of social transformations;
- implementation of bilateral cooperation with universities from Montenegro and Bosnia and Herzegovina,
- implementation of the project „Analiza učinkovitosti inovativnih in prožnih oblik učenja v različnih kulturnih okoljih“ (Analysis of the effectiveness of innovative and flexible methods of learning in different cultural environments), implemented within the public

call: „Short and longer visits of foreign experts and higher education teachers to Slovenian higher education institutions 2019- 2022“

A brief reflection on how the institute follows the four basic objectives of the School in terms of:

- 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.
- 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 2019 mainly from the Interreg programmes or from the Erasmus + programmes.
- c. Quality (reputable publications): the situation in this field was relatively good in 2019. According to most criteria, the situation has improved compared to 2018. There is still room for improvement, in particular through more intensive collaboration between researchers in the field of scientific publications.
- d. Applicability (applications for projects): The applications for projects was more intense than in the previous years, and better results were achieved (thus, after many years, we won a fundamental research project funded by the SRA). We intend to strengthen these activities to an even greater extent.

The objectives for 2021 are:

- to win two international projects (Interreg, Erasmus + or Jean Monnet) and one domestic scientific research project (within SRA);
- 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 + partnerships;
- to become a part of a consortium of reputable international scientific research institutions, through which we would participate in the application of a scientific project in one of the international tenders;
- to strengthen cooperation between the members of the institute, especially in the field of more high-quality publications.

3.2.2 *National Institute for Psychosocial Support and Psychosocial Counselling (NIPPS)*

Description of the Institutes activities and staff (number of associates and their profiles)

Head of the institute: doc. Jana Krivec, PhD

The Institute also employs the following staff: associate prof. Nevenka Podgornik, PhD, psychotherapist and supervisor, doc. Tjaša Stepišnik Perdih, PhD, marriage and family therapist, and doc. Primož Rakovec and assistant Emil Karajić.

NIPPS employees participate in various Slovenian and international organizations in the field, such as: Association of Marriage and Family Therapists of Slovenia (ZDT), European Society for Trauma and Dissociation (ESTD) Society for Psychosocial Counselling and Psychotherapy of Slovenia, Slovenian Coaching Association, Slovenian Organization of Integrative Psychotherapy and Transactional Analysis, International Integrative Psychotherapy Association (IIPA), Slovenian Umbrella Association for Psychotherapy (SKZP), Slovenian Society for Logotherapy, Social Chamber of Slovenia.

The core activity of the institute is research activity in the field of psychotherapy, Psychosocial Counselling 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.

NIPPS 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, traumatic events, post-traumatic stress syndrome and dissociation, etc.), regulation of emotions, 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, psychoactive substance dependence (alcohol, tobacco, drugs), addiction to games, mastering relaxation techniques: autogenic training and EFT (Emotional freedom technique), developing concentration and addressing with attention problems, developing self-image, self-esteem and self-confidence, getting in touch with one's body, developing conflict resolution skills and coping with crisis situations, eliminating unwanted habits, assertiveness.

NIPPS services follow the accepted professional and scientific theoretical principles and practices of psychosocial support and counselling (cognitive-behavioural therapy, relational marital and family therapy method, sensorimotor therapy). We are using various professionally recognized counselling and other techniques such as bio and neurofeedback methods, EMDR.

Within NIPPS, we also carry out different research in the wider field of psychosocial assistance.

In 2020, NIP members (alone or in co-authorship) published 4 scientific articles (of which 4 in journals included in the Web of Science and Scopus database), 1 scientific monograph and 1 chapter in scientific monographs. They collected 246.92 points in the SICRIS database. In 2020, they had 7 pure citations (Web of Science and Scopus databases) (there were 18 pure citations in the last ten years).

Applications and Projects won

NIPPS employees won and participate in several projects:

- COST action (Tjaša Stepišnik Perdih, Jana Krivec)

- PKP (creative path to practical knowledge) projects (dr.Tjaša Stepišnik Perdih,, doc.dr.Jana Krivec): in 2020, NIP members carried out 1 PKP project: Sense of security in old age (Varnostar);
- ŠIPK (Student Innovative Project for Social Benefit) projects: in 2020, NIP members implemented 1 ŠIPK project: Development of emotional and social intelligence through play and art (ČSI).

Internationalization

NIPPS 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*. NIPPS 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).

NIPPS members participate in ERASMUS exchanges with various international universities and institutes (Lebanon, Poland). Exchanges with AUB in Lebanon and MSUPE - Moscow State University of Psychology and Education in Russia were carried out through the Erasmus + tender (action KA107). We are planning an exchange with the University of the Philippines Diliman in 2021.

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

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

• ***Interdisciplinarity***

NIPPS 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.

• ***International orientation (such as visits and conferences)***

Until now, NIPPS 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 the Philippines planned for 2020.

• ***Quality (reputable publications)***

We believe that NIPPS 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.

- **Applicability (applications for projects)**

We want to win 1 European project in the next year. We also agreed with the members of the NIPPS 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 and counselling.

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. Our plans regarding this were realized in 2020. We will continue to apply for international calls. We intend to continue with such efforts in 2021 as well. We organized events in the field of psychosocial assistance, which we will continue to do in 2021. The initiative for the legal regulation of psychotherapeutic and counselling activities that we started was somewhat abandoned at the state level. In 2021, we will continue to work within a consortium of three faculties to revive the initiative and continue our efforts to regulate psychotherapy and counselling. We will continue our efforts to maintain the core activities of psychosocial counselling and assistance. In 2021, we want to publish more high-quality scientific publications. At least 2 scientific articles with an impact factor from the top two quarters.

3.3. Implementation of tasks for 2020 and action plan for 2021

In order to achieve the objectives laid down by the School, we prepared an Action Plan in 2019 to realize the opportunities for improvements in the field of scientific research in 2020.

Table 84 Realization of objectives in the field of quality of scientific and research activity in 2020

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 13 projects in 2020	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	Vice-dean for scientific and research activities	Realized

		of research; 3 market researches in 2020		
3.	Networking – making further institutional contacts with relevant research organizations in different regions of the world	Organization of the eleventh Slovenian Social Science Conference	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	Partially 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 twelfth Slovenian Social Science Conference 2019, together with the 1st Jean Monnet day;
- 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 85 Overview of conclusions of the Self-evaluation report in 2019 and the realization in 2020

Long-term/ Strategic Objective:	Main annual objectives	Measures (tasks) to achieve long- term objective	Name of indicator	Baseline value of the indicator for 2019	Target value of the indicator for 2020	Realizat ion in 2020
Research and developme nt 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 applicatio ns	13	10	18
	Project applications within SRA calls	Examine the call; appoint a working group; prepare application	Project applicatio ns	3	2	2
	Carrying out research for the economy and non-economy	Application to public procurement procedures; preparation of tenders; implementation of survey	Conducti ng research	3	2	2
	Organization of international social science conference	get established international lecturers; Organizational tasks; Publication of papers	Event organizat ion	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
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According to the set objectives in 2019, the School achieved the indicators almost entirely in 2020, or even exceeded them in individual fields. Academic staff was extremely active in the field of applications for international projects within the tenders: Norface, Jean Monnet, Strategic Partnership, Marie Curie, Mobility K107, RSA and others. This exceeded the initial value by as many as 8 submitted applications. Therefore the realization of the 2019 indicator was exceeded. We were successful in obtaining projects financed by SRA; with a total of 3 applications, we obtained the financing for a fundamental research project.

Reduced performance is perceived in the field of research implementation for the economy and the non-economy, which is an inevitable consequence of increased engagement in project proposals for international calls and success in this respect. The indicators regarding the international lecturers and the promotion of notable work and internationalization were 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 2020, 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 2021 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 2021:

Table 86 Action plan to realize the opportunities for improvements in the field of scientific and research work in 2021

Long-term/ Strategic Objective:	Main annual objectives	Measures (tasks) to achieve long- term objective	Name of indicator	Baseline value of the indicator for 2020	Target value of the indicator for 2021
Research and developme nt 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	18	10
	Project applications within SRA calls	Examine the call; appoint a working group; prepare application	Project applications	2	2
	Carrying out research for the economy and non-economy	Application to public procurement procedures; preparation of tenders; implementation of survey	Conducting research	2	2
	Organization of international social science conference	get established international lecturers;	Event organization	1	1

		Organizational tasks; Publication of papers			
	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 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: six lecture rooms, an office, and a therapy room.

- Lecture room no. 1 with 22 seats, board, laptop and projector,
- Lecture room no. 2 with 34 seats, board, laptop and projector,
- Lecture room no. 3 with 17 seats, board, laptop and projector
- Lecture room no. 4 with 29 seats, board, laptop and projector,

- Lecture room no. 5 with 42 seats, board, laptop and projector,
- Lecture room no. 6 with 54 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. In 2020, the School modernized the lecture rooms and equipped them with smart boards and procured the necessary recording equipment, which is used during the epidemic as a tool for carrying out a study program at a distance.

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 2020/21 the School has one student with special needs. As in previous years, this year we are cooperating with them individually with the aim of adapting the implementation of the study process and making 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. The School continues to implement the planned measures in 2020 and 2021:

- 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 was appointed at the beginning of 2019, which will ensure the implementation of the necessary adjustments for students with special needs.

In 2018, 2019 and 2020, most 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 characteristics of students with special needs and taking into account the diversity of students in higher education area).

The School also regularly takes note of the guidelines of the Slovenian Association of Disabled Students.

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 87 Collection of library volumes

Materials	Year 2020		Plan for 2021	
	Number of inventory units	Number of titles	Number of inventory units	Number of titles
Collection of books as at 31.12.	12033	5320	12200	5450
Increase in volumes	83	69	200	120
Write-off of volumes	1	1	1000**	400**
Electronic resources *	/	/	/	/

Table 88 Inter-library lending

	liabilities - borrowed material from other libraries			assets - lent material	
	2020	plan 2021		2020	plan 2021
Inter-library lending	1	10		2	10

Table 89 Library users

Users	Year 2020	Plan for 2021	Notes
Material borrowed for home use	962	1400	number of borrowed units + extension of borrowing
Number of active users of the library	253	270	of which we plan 80% students, 20% of other users

user training in hours	2	5	course, including individual work with users, as a group training
number of events for library visitors	0	1	

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 12,000 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 mode 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 regularly refers employees to training and education.

Realization of objectives for 2020:

In 2020, the School reviewed and updated the Rules on General Terms and Conditions of the Library of the School of Advanced Social Studies.

Objectives for 2021:

In 2021, an inventory will be carried out to reconcile the library stock. A new librarian was employed and she will need additional training in order to obtain all the necessary licenses to work in a higher education library. Continued regular care for the provision of teaching materials in mandatory copies.

4.4. Implementation of tasks for 2019 and action plan for 2020

We evaluated that the general results in the field of material conditions are appropriate. We also constantly try to make improvements for better quality of work of our users and to offer better services.

Table 90 Overview of conclusions of the Self-evaluation report in 2019 and the realization in 2020 – 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 2021:

- make additional adjustments of facilities and equipment for students with special needs (students with disabilities);
- make additional adjustments of the School in the field of communication and information accessibility.

Table 91 Overview of conclusions of the Self-evaluation report in 2019 and the realization in 2020 in the field of material conditions

OBJECTIVES	ACTIVITIES	DEADLINE	RESPONSIBILITY	REALIZATION
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 2020	Dean, Vice-dean for education and student affairs, working group for the adaptations to students with special needs	Partly (in progress)
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 2020	Dean, Vice-dean for education and student affairs, working group for the adaptations to students with special needs	Partly (in progress)
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	September 2020	Librarian, Secretary General	Realized

Table 92 Action plan to realize the identified opportunities for improvements in the field of material conditions in 2021

OBJECTIVES	ACTIVITIES	DEADLINE	RESPONSIBILITY
Additional adjustments of School premises and equipment to students with special needs (students with disabilities)	Additional adjustments of premises and equipment in agreement with students with disabilities and 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 2021	Vice-dean for education and student affairs, working group for the adaptations to students with special needs
improving operation and the study process	additional purchase of ICT resources	October 2021	Technical assistant for information and technical matters
improving working conditions	arrangement of additional office space	September 2021	Secretary-General
establishing conditions for students to socialize	care for the arrangement of the terrace of the building at the dislocated unit in Ljubljana and adjustments for students to socialize	October 2021	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 93 Presentation of strategic guideline 4 – Environmental responsibility

STRATEGIC GUIDELINE 4: Environmental responsibility											
No.	Strategic Objective	Indicator (Balance sheet data)	Source, calculation.	Unit	Plan/implementation	2015	2016	2017	2018	2019	2020
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	/	9

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	/	83
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	/	20.18
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	/	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	507	564

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

We were very active in the field of cooperation with the environment in 2020 and thus achieved and in most cases even exceeded the long-term objectives. We increased the number of learning bases and improved the communication with study practice mentors. In October 2020, we also organized an introductory training for practice mentors and an „Internship Marketplace,“ where students had the opportunity to meet potential employers. We regularly respond to various invitations from organizations in Nova Gorica and more broadly, and enter into various collaborations. We regularly inform the environment about our news through the online newsletter and publications on social networks.

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. In 2019, we conducted 2 researchers for the client in the local environment – MONG, the Municipality of Brda and the Municipality of Kanal, and a research for the Supreme Court of the Republic of Slovenia at the national level.

In February 2020, the School cooperated with the Faculty of Information Studies and the Faculty of Media and organized the Winter Camp, which took place in Ljubljana. The School regularly cooperates with other schools and organizations in Slovenia: Faculty of Media Ljubljana, University of Nova Gorica 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, and the following 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:

Care and work centre Nova Gorica

Association of volunteers Vincencijeve zveze dobrote

Caritas of Solkan

Care and work centre Tolmin

RKS-Regional Association Nova Gorica

Go Spominčica association

Social Work Centre Severna Primorska

Pelican Institute - Caritas

Association for work with young people in need Žarek

Linea Snella d.o.o.

Association Salesian Youth Center Rakovnik

Youth Center Maribor

Public institution Young Dragons - Centre for quality leisure time of youth

DEOS, celostna oskrba starostnikov, d.d.

Lunina Vila so.p.

Social Work Centre Ljubljana Moste Polje

Association Projekt Človek

Društvo za preventivno delo

Association for psychological counselling Kameleon

the Ljubljana Pensioners' Association, OPZD - Daily activity centres for the elderly

Slovenian Red Cross -Regional Association Ljubljana

Športno društvo Grip

Social Work Centre Ljubljana Moste Polje

ŠENT-Slovenian Association for Mental Health

Association for psychological counselling Kameleon

Social Protection Institute of the Republic of Slovenia

Nova Gorica Retirement Home

Social Protection Institute of the Republic of Slovenia

Zelen in partnerji d.o.o.

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 2020, the 12th Slovenian Social Science Conference and the 1st Jean Monnet day was implemented by SASS and the National Committee of the Unesco's Management of Social Transformations (MOST) Programme. The conference took place on 7 December 2020 in virtual form. Despite the different form of implementation, the conference was very high-profile and very well-attended. The event was attended by 102 participants, of which 84 were foreign participants. The title of the 12th SSSC was "Observing social transformations: European democracy and development and 1st SLOVENIAN JEAN MONNET DAY". Introductory speeches were given by dr. Milan Zver, MEP, dr. Zoran Stančič, EC representative in Slovenia, Mrs. Monika Bochenek, EACEA, Prof. Matej Makarovič, JM Chair. Speakers at the event were: dr. Jana Suklan, prof. Matevž Tomšič, prof. Marina Makarova, mag. Kristina Papcunova, dr. Janja Mikulan Kildi. The following speakers were also present at round tables: prof. William O'Gorman, doc. dr. Dolores Modic, doc. dr. Jasminka Lažnjak, dr. Peter Wostner, prof. Henrik Halkier, prof. dr. Tatjana Volkova.

The School has been very successful in obtaining funds from international projects in recent years. In 2020, it implemented the following:

- we obtained funding for the project "MELIA Observatory - Media Literacy Observatory for Active Citizenship and Sustainable Democracy" within the Interreg DTP programme, SASS acts as the leading partner of the consortium;
- acquired project "Restart_4 Danube - Boosting cREative induSTries in urbAn Regeneration for a stronger Danube region" within the Interreg DTP programme;
- acquired post-doctoral project entitled "Krepitev demokratične pravne države preko realizacije človekovega dostojanstva v sodnih postopkih" (Strengthening Democratic State Governed by the Rule of Law through Realization of Human Dignity in Judicial Procedures) (Project Z5-2660), SRA;
- implementation of basic research project entitled "Spodbujanje družbene in okoljske trajnosti: Raziskovanje in predvidevanje odgovornega delovanja v Sloveniji (Advancing social and environmental sustainability: Exploring and predicting responsible behavior in Slovenia) (Project J5-1788), SRA;
- project INNO-WISEs - Technologies, Competences and Social Innovation for Work Integration Social Enterprises within the interreg Central Europe programme (the project was completed in 2020);
- FOST INNO project - Fostering tourism innovation system in Adriatic-Ionian Region within the Interreg ADRION programme (the project was completed in 2020);
- 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;
- project SEE ME IN - Social Entrepreneurship as an Enabling Environment for Migrants' Employment and Integration", which is implemented within the Interreg Central Europe programme;
- implementation of the project „Short and longer visits of foreign experts and higher education teachers to Slovenian higher education institutions 2019-2022“, within which

we will carry out 5 short and one longer visits of foreign experts and within which, we carried out 2 short and 1 longer guest visits in 2020;

The School also successfully prepared an application to extend the validity of ECHE Charter in 2020 (Erasmus Charter for Higher Education 2011- 2027), which is a prerequisite and commitment to quality for all institutions of the tertiary sector who wish to participate in any programme activities. In 2020, the School:

- implemented 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,
- implemented the ERASMUS + project Higher education staff mobility for the purposes of teaching and training - cooperation with partner countries Palestine and Philippines,
- won the ERASMUS + project Higher education staff mobility for the purposes of teaching and training - cooperation with partner countries Belarus (Belarusian State University) and Lebanon (LAU) – 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). Implementation of projects from the contract years 2018, 2019 and acquisition of a new project in 2020.
- implemented the CEEPUS mobility programme;
- Implementation of the project Erasmus+ Jean Monnet Centre of Excellence, Strategic observatory for Europe 2030;
- Implementation of the project Erasmus+ Jean Monnet Chair, European Transnational Governance for Sustainable Development;
- Implementation of the project Labs of Innovation and Business for Young Actors of start UP -Libya Up within the programme Erasmus+ Capacity Building in the field of Higher Education
- won the project Jean Monnet Chair “Cultural Political Economy of Europe 2030 and its Global Impact (CPE2030)”, Erasmus+ 2020-2023;
- won the project Jean Monnet Module “Enhancing European Civic Practices and Sustainability”, Erasmus+ 2020-2023;
- won the project “Youth 4 Open Innovation”, within the programme Capacity Building Youth, Erasmus+;
- won the project “Error 404”, within the programme Erasmus+ KA2.

5.2.4. Cooperation with the graduates

The School has an 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 December 2020, a virtual round table was co-organized by SASS Career Center and the Alumni Club, entitled “Kako se uspešni diplomanti pri svojem delu srečujejo z izzivi Covid-19” (In what way do the successful graduates of SASS meet the challenges of Covid-19).

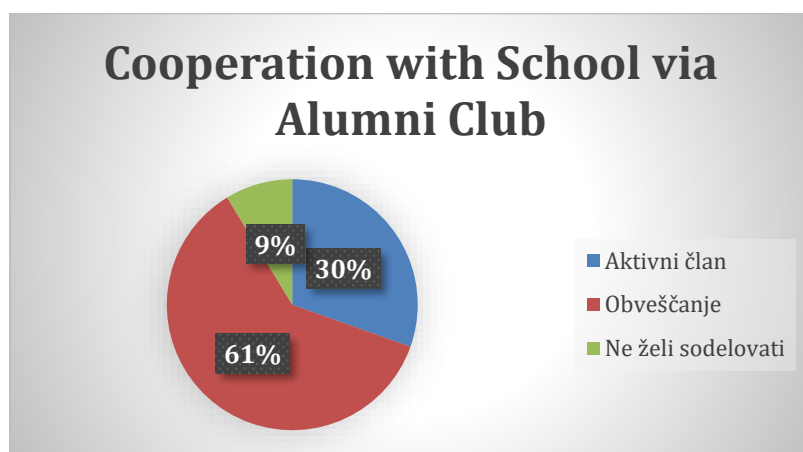
After the round table, the General Assembly of the Alumni Club took place, at which a graduate of the study programme Advanced Social Studies, Boštjan Žabar, was appointed for a two-year term. Representatives of the council were Francesca Iancig, a graduate of the Advanced

Social Studies study programme, and Daša Cek Stepančič, Master of Psychosocial Counselling.

In the academic year 2019/20, 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 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.

The survey of SASS graduates in the academic year 2019/20 showed, among other things, that more than half of the graduates (61%) at all three levels of study want to be informed about the activities of the Alumni Club and other activities taking place at the School, and 30% of graduates are willing to become active members of the Alumni Club. Of all the graduates surveyed, only 9% do not want to participate in the Alumni Club, which is a good result.

Figure 23: Cooperation with the Alumni Club



5.2.5. Cooperation with the employers

The School organized various meetings between employers and students as a part of lectures. Students had the opportunity to meet the employers from various organizations and companies also in the framework of internships.

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 2020, we implemented one project within the public call Creative path to knowledge, which was 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 2020 we successfully applied for and implemented a project within the public call Student Innovative Projects for Social Benefit, academic year 2019/2020. In total, we implemented two projects within the framework of both public calls (PKP and ŠIPK) in cooperation with companies and organizations at the local and national level. Two external organizations participated in the projects.

5.4. Implementation of tasks for 2020 and action plan for 2021

Table 94 Overview of conclusions of the Self-evaluation report in 2019 in the field of cooperation with the environment and the realization in 2020

OBJECTIVES	ACTIVITIES	DEADLINE	RESPONSIBILITY	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	Dean's Marketing Consultant	yes
Improvements in online communication	Training of staff in the field of digital communication	December 2019	Secretary-General, Dean's Marketing Consultant	yes
Expanding the network and more intense cooperation with (potential) employers	Expanding the network of contacts and relationships with potential employers	Permanent task	Dean's Marketing Consultant, Career Centre,	yes

			Practice coordinator	
Encouraging the activities of the 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	Dean's Marketing Consultant	yes

Identified opportunities for improvements in the field of cooperation with the environment in 2021:

- 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 95 Action plan to realize the identified opportunities for improvements in the field of cooperation with the environment in 2021

OBJECTIVES	ACTIVITIES	DEADLINE FOR REALIZATION	RESPONSIBILITY
Popularization of the School in secondary schools including a "buddyup scheme"	Organization of non-formal education/meetings for secondary school pupils	December 2021	Head of Career Centre
Establish systemic cooperation with potential employers	Training of co-mentors from the ranks of employers in final tasks	October 2021	Vice-dean for education and student affairs, Head of Career Center
Strengthening the visibility of the School abroad	Promotion of study programmes abroad	December 2021	Marketing and PR
Strengthening the visibility of the School in the local, national and international environment	Dissemination of research by School associates to the general public	December 2021	Vice-dean for Scientific and Research Affairs, Head of project office

School's contribution to mental health	mental health promotion activities (seminars, workshops)	February 2021 December 2021	NIPPS and Career Center
Inclusion of experts from practice in the study process	Organization of Internship marketplace; Encouraging teaching staff to cooperate with the economy and non-economy and to include experts from practice in the study process	October 2021	Vice-dean for education and student affairs
Implementation of survey among the identified target audiences of the School on the satisfaction and applicability of the contents and communication channels of the School	Implementation of survey	September 2021	Marketing and PR
implementation of the plan of informing and communicating with the identified target public	data processing, analysis of survey results, preparation and implementation of the plan	October 2021	Marketing and PR

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 technical 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; at the end of 2020, a new Strategic Plan for the period 2021-30 was drawn up. 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; obtaining feedback from teaching staff; 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 School 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 2020, 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. We also had focus groups in 2019 consisting of students from the study programmes that were modified and updated. The students were able to express their opinion on the study programme and make proposals for improving the study programme. This way, they were directly involved in the process of modifications and updates of the study programmes.

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 2020 and action plan for 2021

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

Table 96 Overview of conclusions of the Self-evaluation report in 2019 and the realization in 2020 – quality system

OBJECTIVES	ACTIVITIES	DEADLINE	RESPONSIBILITY	REALIZATION
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	YES
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 Commission, Vice-dean for student and academic affairs, Dean's Marketing Consultant	YES
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 2020	Career centre	YES
Involvement of external stakeholders in updating the study programme	Promotion self-evaluation report among internal and external stakeholders	June 2020	Dean's Marketing Consultant	YES
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 2020	Vice-dean for education and student affairs	YES

Opportunities for improvements in the field of quality system in 2021:

- raising the awareness of teaching staff about the quality of the assessment system and the introduction of innovative assessment practices and methods;
- obtaining feedback from teaching staff on their pedagogical work and work with different groups of students;
- 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.

Table 97 Action plan to realize the identified opportunities for improvements in the field of quality system in 2021

OBJECTIVES	ACTIVITIES	DEADLINE	RESPONSIBILITY
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	December 2021	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	December 2021	Dean, Quality and Evaluation Committee, Vice-dean for education and student affairs, Marketing and PR
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 2021	Career centre
Involvement of external stakeholders in updating the study programme	Promotion self-evaluation report among internal and external stakeholders	June 2021	Marketing and PR
raising the awareness of teaching staff about the quality of the assessment system and the introduction of innovative assessment practices and methods	Raising awareness at the School Assembly	October 2021	Vice-dean for education and student affairs
obtaining feedback from teaching staff on their proposals regarding study	(Re) design of a questionnaire for obtaining information from teaching staff about their proposals regarding study programmes, about their	December 2021	Vice-dean for education and student affairs

programmes, their pedagogical work and work with different groups of students.	pedagogical work and work with different groups of students		
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