



**SELF-EVALUATION REPORT ON THE ACTIVITY OF  
THE FACULTY OF MEDIA (FAM)  
IN 2020**

**Ljubljana, February 2021**

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## **NOTE**

The Faculty of Media plans to merge with the School of Advanced Social Studies in Nova Gorica (SASS) within two years. Due to the future merger, the process of close integration and cooperation between the two faculties has already begun. In this context, the professional services of the two faculties have already been brought together and are working closely together, including at the level of academic staff. For example, the Faculty of Media cooperates with the Career Centre of SASS, the Project Office of SASS, the Marketing of SASS, etc. in the implementation of a number of services. In this way, the Faculty of Media will ensure a significant upgrade of work processes already before the merger itself, and the process of organisational adjustments resulting from the merger will thus be easier and faster.

## 1. QUALITY OF FACULTY OPERATION AND HUMAN RESOURCES

### 1.1. Presentation and analysis of achievement of FAM's annual objectives according to the strategic plan

Table 1 Presentation of strategic guideline Business excellence

Strategic Objective	Indicator (Balance sheet data)	Source, calculation.	Unit	Plan/ implementation	2020
Staff satisfaction	Index of employee and associate satisfaction at work	Secretary General/employee survey/assessment of satisfaction	Value	Plan	4.5
				Implementation	4.0
Staff affiliation	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
				Implementation	0
Staff involvement	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	3
				Implementation	5
Staff internationalization	Number of international exchanges for employees and associates	Project coordinator /statistics/number of mobility events longer than 5 days	Number	Plan	2
				Implementation	1

Based on the above results and the given external conditions, we assessed that the activities of FAM in 2020 were successful.

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 have been achieved or even exceeded. In the field of staff internationalization, the objective is not achieved,



which is due to the COVID-19 epidemic, as the staff did not go to mobility due to the uncertain conditions.

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 FAM and a plan for information and communication was prepared based on the survey.

### **1.2. Organizational structure of FAM**

The organisational structure of FAM in 2020 was defined mainly by its Statute. Below we give a brief description of the organization. It should be noted that in 2020, FAM has started preparations for its merger with the School of Advanced Social Studies in Nova Gorica (SASS) and has partly adjusted its organisational structure in this respect. In addition, some tasks have been taken over by SASS professional staff (e.g. the services of the Career Centre, the Library, and partly also the Student Office).

The Faculty has the following organizational units:

1. Teaching Unit
2. Research Unit - media institute
3. Management of the faculty and the secretariat with archives
4. Library
5. Computer Centre
6. Publishing service

The teaching unit ensures the implementation of undergraduate and postgraduate study programmes. Its main task is to develop and promote the basic disciplines and to coordinate the Faculty's scientific research and educational programmes. The organisational sub-unit of the Teaching Unit is a Chair. It is the unit of the teaching process carried out at the Faculty. A Chair brings together a number of related subjects in the fields of study and their providers. It is a form of developmental integration and coordination of teachers, scientific workers and associates of the faculty in one or more subject areas at all levels of education taking place at the faculty. The members of the Chair are higher education teachers, researchers and associates who belong to the Chair by virtue of the scientific field or subject they are involved in at undergraduate and postgraduate level, whether they are full-time employees of the Faculty or are involved with the Faculty only on a contractual basis. The main task of the Chair is to ensure smooth running and development of educational and scientific research programmes and scientific disciplines. The Chair is headed by a Head of Chair, appointed by the Dean. The Head of Chair must have a teaching degree, a record of scientific research and organisational skills.

Research work at the Faculty is carried out in the Media Institute and in the research centres. The Head of the Media Institute shall be appointed by the Faculty Senate with the consent of the Management Board. The Media Institute brings together higher education teachers, researchers and higher education staff in the context of the Faculty's scientific research activities.

The management of the Faculty may consist of a Dean, a Vice-dean and a Director.

The Secretariat of the Faculty shall perform the professional organisational, administrative, financial accounting, technical and other common tasks of the Faculty. The Secretariat includes the Accounting Service, the Office for Student and Academic Affairs, the International Cooperation Office, and the Office for Technical and General Administrative Affairs. The work of the Secretariat is managed and coordinated by the Secretary of the Faculty. The employees of the secretariat prepare expert groundwork from their field of expertise for the decisions of the Faculty management.

Bodies of the Faculty are: Dean, Director, Senate, Academic Assembly, Administrative Board, and Student Council.

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 Faculty objectives.

### **1.3. Involvement of employees, students and other stakeholders in the management, decision-making and development of FAM activities**

In the field of involvement of employees, students and other stakeholders, the Faculty 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 Faculty bodies.

Students at FAM are organized into a Student Council, whose work is actively supported by the Faculty. Students participate at all levels of decision-making in the Faculty Senate and its working bodies, as well as in the Governance Board and the Faculty 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 Faculty and its integration into the environment. Employees in professional services and pedagogical associates (both employees and external contractual associates) are included in the Faculty Assembly. Faculty employees have their own representative, who participates in the Administrative Board of the Faculty as a full member, and students have a representative who participates with equal rights in the decision-making on student matters.

We assess the current regulation as appropriate, as it fully enables the exercise of the rights and duties of everyone, while ensuring:

- equality,
- mutual cooperation and respect and
- that the needs of stakeholders are taken into account.

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

**Assessment of financial terms: planning, management and control of financial resources**

The Faculty's Management Board is responsible for planning, managing and controlling financial resources. Financial planning shall take into account:

- Faculty'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 the Faculty's activities,
- Further development of the Faculty.

Faculty 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 Faculty activities. These decisions are adopted by the Faculty Governance Board. The method of covering the deficit of funds is determined by the Faculty Governance Board in agreement with the founder. Assets obtained from rents and the sale of property may only be used by the Faculty to carry out its activities.

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 Faculty 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.

#### **1.5. Data on document management and control**

The Faculty 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 Faculty's website and that they are available to employees, contractual pedagogical associates and students in Moodle.

General acts are prepared by the Secretariat, 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 Faculty. 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 Faculty Secretariat.

Control of documents: The Faculty 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 Faculty.

Faculty 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 located on a cloud server (Google). Shared documents are archived daily along with the server. The employees themselves make sure that the documents are archived at workstations, with the technical assistance of external technical and IT staff. The Faculty keeps all documentation obtained in the procedures in accordance with the applicable regulations.

The Faculty 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 Secretariat.

The Faculty 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 FAM 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.

In the academic year 2020/2021, the Academic Assembly had 36 higher education teachers and associates.

All higher education teachers and higher education associates who are regularly employed at FAM 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 2 Ratio between students and higher education teachers or associates*

	Number	Definition
Number of students per higher education teacher in 1st and 2nd cycle	1.6	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	13	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	1.3	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	0.09	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 Faculty runs the procedures for election to titles in accordance with the Criteria for Election to the Titles of Higher Education Teachers, Researchers and Higher Education Associates at the Faculty of Media from 21 April 2011 and the amendments (from 30.6.2011, on 29.09.2014 and 15.1.2016) (hereinafter: the Criteria). The criteria are published on the website of the Faculty under the Legal Sources tab.

The criteria for the election at FAM comply with the minimum standards of SQAA.

Pursuant to the Criteria, the Faculty may elect to titles in the following fields:

- Media production
- Journalism studies
- Communication science
- Sociology
- Philosophy
- Management
- Informatics.

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

In 2020, the procedure for election at FAM was carried out in the following titles: senior lecturer (1 x), lecturer (1 x), assistant professor (2 x), assistant (1 x).

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

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

The Faculty 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 Faculty 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 Faculty 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 Faculty 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 form of internal training for junior academic staff is the Winter Camp, which is attended by all faculty associates and is co-organized by three faculties each year. Winter camp represents the possibility of additional training and exchange of knowledge within the teaching staff. Regular trainings on project applications and on writing scientific articles take place at the Faculty. Another opportunity for upgrading knowledge is the annual social science conference organised by the School of Advanced Social Studies, which is also attended by FAM staff. 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 Academic Assembly from the pedagogical ranks also attended various trainings and conferences. For the last three years, the Faculty 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 have 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,
- Use of COBISS3 software/Lending (basic procedures)
- Conducting remote exams using the Exam.net and Moodle applications
- Erasmus+ EWP
- Transformative leadership
- Remote teaching and copyrights
- “Remote” communication with employees.

The plan of the Faculty 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 internship 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 FAM from the point of view of achieving strategic goals, the Faculty conducts a survey every year to determine the satisfaction of employees and other participants at the Faculty.

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 FAM 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% of higher education teachers and associates and 100% of non-teaching, professional staff responded to the questionnaire. 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 FAM 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 their colleagues. Such a situation may be due to a lack of communication between co-workers.

*Table 3 Quality survey*

QUALITY	Teaching staff	Technical staff	Regular employees	Via contract	All respondents
---------	----------------	-----------------	-------------------	--------------	-----------------



I feel responsible for the quality of my work	4.98	4.87	4.93	4.95	4.93
I do my best to contribute to the achievement of quality standards	4.93	4.86	4.91	4.90	4.90
My colleagues/co-workers feel responsible for the quality of their work	4.72	4.59	4.67	4.77	4.67
My colleagues/co-workers significantly contribute to the achievement of quality standards	4.62	4.45	4.58	4.63	4.57
TOTAL	4.81	4.69	4.77	4.81	4.77

Ratings of quality improvement efforts are above average. We noticed a slight difference between the teaching and non-teaching staff of the Faculty. Non-teaching staff are slightly 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 non-teaching staff in improvement processes. This is, of course, an assumption that would be worth exploring further.

*Table 4 Quality improvement*

QUALITY IMPROVEMENT	Teaching staff	Technical staff	Regular employees	Via contract	All respondents
We constantly improve and upgrade our services	4.62	4.34	4.52	4.47	4.49
The Faculty expects everyone to suggest improvements, not only the management	4.45	4.25	4.27	4.54	4.38
Errors while testing new methods of work are acceptable at our Faculty	4.28	3.77	3.97	4.46	4.12
We follow the needs in the environment and respond to them as appropriate	4.46	3.69	4.16	4.40	4.18

TOTAL	4.45	4.01	4.23	4.47	4.29
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Motivation for work is high among all employees. No major differences were observed between the observed 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 non-teaching staff.

Table 5 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	4.75	4.74	4.75	4.85	4.77
My colleagues/co-workers are willing to put in a lot of extra effort into their work when necessary	4.46	4.32	4.43	4.51	4.43
I am motivated for hard work mainly by good pay	2.76	2.77	2.93	2.52	2.75
I am motivated for hard work mainly by my personal achievements that make me proud	4.15	4.53	4.44	4.06	4.30
I am motivated for hard work mainly by good relations with colleagues and my relationship with the Faculty	4.23	4.42	4.32	4.25	4.31
The management of our Faculty appreciates a job well done	4.07	3.57	3.81	4.07	3.88
Good work results are quickly acknowledged and praised at our Faculty	3.95	3.34	3.67	3.94	3.73
The management encourages and acknowledges individual contributions of employees	4.03	3.58	3.84	4.15	3.90
TOTAL	4.05	3.91	4.02	4.04	4.01

Employees believe that the Faculty 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 teaching staff is proud of their work at the Faculty, and non-teaching staff a little less so, but still above average. We did not find any major differences between the groups.

*Table 6 Reputation of the Faculty*

REPUTATION OF THE FACULTY	Teaching staff	Technical staff	Regular employees	Via contract	All respondents
FAM has a great reputation in the environment	3.72	3.15	3.47	3.66	3.50
I am proud to work at FAM	4.54	3.85	4.18	4.68	4.31
I speak positively of FAM outside of the Faculty	4.83	4.63	4.73	4.88	4.77
My job (or contract a form of cooperation) at FAM is safe and secured	3.16	3.43	3.42	2.85	3.22
I want to work at FAM also in the future	4.67	4.24	4.44	4.76	4.53
TOTAL	4.18	3.86	4.05	4.17	4.07

Teaching staff are more satisfied with the training than the non-teaching staff. In the future, more information should be obtained on what additional training employees are missing. The non-teaching 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 7 Training*

TRAINING	Teaching staff	Technical staff	Regular employees	Via contract	All respondents
In our work at FAM, we learn from each other	4.02	4.06	4.07	3.95	4.03
FAM provides all the necessary training to the employees to do their job well	4.03	3.23	3.72	3.93	3.73
Training also takes into account the wishes of employees	4.07	3.52	3.84	4.06	3.87
Only the people that are good at their job work here	4.05	3.45	3.77	4.19	3.87

TOTAL	4.04	3.57	3.85	4.03	3.87
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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 non-teaching staff. Significant differences are perceived mainly in the field of conflict resolution, where the professional 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 8 Employee cooperation*

COOPERATION	Teaching staff	Technical staff	Regular employees	Via contract	All respondents
At FAM, we cooperate much more than we compete	4.35	4.12	4.27	4.31	4.26
The relations between people working at FAM are good	4.47	3.87	4.23	4.52	4.27
We resolve the conflicts to mutual benefit	4.34	3.55	3.94	4.43	4.07
I can trust my co-workers	4.36	4.04	4.06	4.55	4.25
We establish shared values and ethical good practices	4.33	3.77	4.03	4.48	4.15
TOTAL	4.37	3.87	4.11	4.46	4.20

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 Faculty 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 9 Vision and mission*

MISSION AND VISION	Teaching staff	Technical staff	Regular employees	Via contract	All respondents
Our Faculty has a clearly formulated mission - long-term reason for existence and operation	4.67	3.44	4.16	4.53	4.20
Everyone working at FAM accepts the objectives of the Faculty as their own	4.36	3.26	3.93	4.26	3.95
The objectives we have to achieve in our work at FAM are realistic	4.28	3.42	3.89	4.28	3.97
I clearly understand the policies and objectives of the Faculty	4.25	3.45	3.82	4.49	4.00
Everyone cooperates in the setting and measuring of objectives	4.03	3.27	3.775	4.04	3.78
The activities of FAM are aligned with the mission and vision of the Faculty	4.36	3.43	3.92	4.42	4.03
TOTAL	4.33	3.38	3.92	4.34	3.99

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 10 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	4.45	3.35	3.96	4.53	4.07
I understand my position in the organizational chart of the Faculty	4.59	3.54	4.13	4.51	4.19
The responsibilities at FAM are clearly defined	4.34	2.76	3.43	4.65	3.80
The management adopts their decisions in due time	4.25	3.23	3.87	4.06	3.85
At FAM, the powers and responsibilities are mutually balanced at all levels	3.76	2.79	3.21	3.91	3.42
TOTAL	4.28	3.13	3.72	4.33	3.87

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 11 Autonomy at work

AUTONOMY	Teaching staff	Technical staff	Regular employees	Via contract	All respondents
I am independent in doing my job	4.67	4.31	4.53	4.66	4.54
The representatives of the management discuss the results of my work with me	3.56	3.45	3.74	3.27	3.51
My superiors accept reasoned comments on their work	3.92	3.26	3.64	3.82	3.66
TOTAL	4.05	3.67	3.97	3.92	3.90

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 12 Communication

COMMUNICATION	Teaching staff	Technical staff	Regular employees	Via contract	All respondents
At our Faculty, leaders and colleagues discuss in a relaxed, friendly and equal way	4.46	4.24	4.35	4.56	4.40
The management provides information in an understandable way	4.65	4.13	4.27	4.82	4.47
We receive enough information about what is going on in other internal organizational units	3.67	3.24	3.63	3.31	3.46
TOTAL	4.26	3.87	4.08	4.23	4.11

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 13 Opportunities for promotion*

PROMOTION	Teaching staff	Technical staff	Regular employees	Via contract	All respondents
In my work at FAM, I am satisfied with the possibilities for my personal development	4.07	3.35	3.62	4.23	3.82
Employees at all levels have real opportunities for promotion	4.08	2.43	3.25	4.36	3.53
We have a system that enables the best workers to occupy the most important positions	3.94	2.65	3.36	4.01	3.49
TOTAL	4.03	2.81	3.41	4.20	3.61

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 14 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	3.85	2.77	3.37	3.91	3.48
Poor performance is followed by an appropriate reprimand or penalty	3.45	3.12	3.31	3.52	3.35
At FAM, we receive pay that is at least equivalent to the level of salaries on the market	3.33	2.66	3.18	3.05	3.06
Those who are more burdened are also adequately stimulated	3.34	2.03	2.84	3.08	2.82
The ratios between the salaries of employees at FAM are appropriate	3.45	2.45	3.12	3.15	3.04

TOTAL	3.48	2.61	3.16	3.34	3.15
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*Table 15 Satisfaction*

SATISFACTION	Teaching staff	Technical staff	Regular employees	Via contract	All respondents
Satisfaction with co-workers	4.55	4.32	4.34	4.79	4.50
Satisfaction with continuity of employment	3.35	4.36	3.72	3.54	3.74
Satisfaction with work	4.56	4.03	4.21	4.77	4.39
Satisfaction with working hours	4.36	4.47	4.38	4.52	4.43
Satisfaction with direct superiors	4.55	4.21	4.33	4.72	4.45
Satisfaction with possibilities for education	3.86	3.43	3.72	3.81	3.71
Satisfaction with the status at FAM	3.95	3.76	4.03	3.73	3.87
Satisfaction with the management of FAM	4.44	3.55	3.96	4.57	4.13
Satisfaction with working conditions (equipment, facilities)	4.37	4.23	4.44	4.23	4.32
Satisfaction with possibilities for promotion	4.05	3.15	3.62	4.02	3.71
Satisfaction with pay	3.53	3.01	3.12	3.73	3.35
TOTAL	4.14	3.87	3.99	4.22	4.06

It turns out that team members do not 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 FAM.

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 non-teaching staff to students and other stakeholders**

The Office for Student and Academic Affairs and the Secretariat 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 Faculty. Through the library, the Faculty 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 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.

### **Assistance to students – tutoring**

Due to the smaller number of students or due to the non-complex environment in which students have direct, continuous and individual access to mentors, lecturers and management, the development of tutoring in the first years after establishment was not a priority, and counselling, despite the fact that it existed (and was very well evaluated in the survey at the end of the study), was not systematized and formalized.

Due to the increase in the number of students in 2021, a systematized approach to the tutoring system is planned.

### **Career Center services**

In 2020, the Career Center 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),
- conducting various conversations with students and helping students with their studies (care for students' advancement).

Communication with the person in charge of practice also took place under the auspices of the Career Center. Due to the increasing number of students, the coordination of practice in 2021 will also take place under the auspices of the Career Center. In September 2021, we will thus invite various learning bases - organizations to call for vacancies for the academic year 2021/22. The Career Center will also take a more systematic approach to concluding cooperation agreements in the implementation of practice.

The Career Center offers administrative support in the operation of Student Council and Alumni Club. In 2020, several workshops and seminars were held for students and for a wider circle of participants.

### **Public relations**

In 2020, we undertook a systematic approach to the promotion of study programmes. Our objective was to increase the visibility of the Faculty, to maintain or increase the share of enrolment, increase the share of enrolled in the 1st application deadline, expand the promotion of studies to the countries

of the former Yugoslavia, improve the involvement of the Faculty 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,
- FAM website,
- social networks.

Other promotional activities:

- organization of events and attendance/participation in events to which we were invited,
- information days in Slovenia and abroad (due to the epidemiological situation in 2020, the events were conducted online)

We attended the largest educational fair in Slovenia, the Informativa fair in Ljubljana, and we also promoted study programmes in the Western Balkans. We regularly informed the environment about the research achievements of the Faculty and published on the social networks of the Faculty.

#### **1.11. Communication, information and notification**

In a survey conducted among employees at FAM in January 2021 for the previous year, most respondents agreed that the managers and employees at FAM talk in a relaxed, friendly and egalitarian manner, and that the management provides information in an understandable way. All evaluations are highly above average (4.24- 4.56). The statement that the Faculty 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 Faculty'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 Faculty is responsible for informing the staff and students of FAM mainly by regularly publishing news and current information about events at FAM on its website and on-line social networks. Information is also provided via e-mail. In addition, the Faculty publishes an online newsletter twice a year, which summarizes the Faculty's achievements in all fields of activity.

The external communication of the Faculty is conducted in different ways. In addition to regular publications on the Faculty's website and online social networks, the Faculty 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 Faculty at the local and national level. The Faculty 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 Faculty.

Interested stakeholders can find information on study programmes in the Faculty'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 FAM are published within the Moodle learning environment.

The Faculty has adopted the Public Information Catalogue. All information and legal acts are available on the Faculty's website under the Legal Sources tab, 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 Faculty are listed in the minutes of the Senate, the Governance Board and the Faculty Assembly.

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**

All decisions, plans and measures for 2020 in the framework of last year's self-evaluation report have been successfully implemented.

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.

*Table 16 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 Faculty 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 field of study excellence, several strategic objectives are envisaged (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 17 Presentation of strategic guideline Study excellence*

Strategic Objective	Indicator	Source, calculation method	Unit	Plan/ implementation	2020 /21
Increase in interest in the programme and student enrolment - Media and Journalism, professional (1st cycle)	Total number of all enrolled students (with student status) - Media and Journalism, professional (all years, all locations)  * After the last enrolment deadline in the current academic year	Student office; VIS data - number of enrolled students	Number	Plan	50
				Implementation	57
Increase in interest in the programme and student enrolment - Media and Journalism, MA(2nd cycle)	Total number of all enrolled students (with student status) - Media and Journalism, MA (all years, all locations)  * After the last enrolment deadline in the current academic year	Student office; VIS data - number of enrolled students	Number	Plan	10
				Implementation	5
			Number	Plan	10

Increase in interest in the programme and student enrolment - Strategic Communication, MA (2nd cycle)	Total number of all enrolled students (with student status) - Strategic Communication, MA (all years, all locations)  * After the last enrolment deadline in the current academic year	Student office; VIS data - number of enrolled students		Implementation	2
Increase in interest in the programme and student enrolment - Strategic Communication, PHD (3rd cycle)	Total number of all enrolled students (with student status) - Strategic Communication, PHD (all years, all locations)  * After the last enrolment deadline in the current academic year	Student office; VIS data - number of enrolled students	Number	Plan	10
				Implementation	15
Participation of FAM students in international exchanges	Share of student places acquired for exchanges abroad that were actually used  *In the calendar year	FAM Project Office/Share of acquired exchanges for students from FAM that were actually used	Share	Plan	100%
				Implementation	100%
Attractiveness of FAM for foreign exchange students	Number of foreign exchange students at FAM  *In the calendar year	FAM student office; numbers of students at FAM in an exchange student programme in the calendar year 2020	Number	Plan	1
				Implementation	0
Attractiveness of FAM for enrolment of foreign students	Number of foreign students enrolled in FAM (all levels and programmes) in the current academic year	FAM student office; number of foreign students involved in the pedagogical process at FAM outside the	Number	Plan	5
				Implementation	8



		Erasmus program (at all levels)			
Established cooperation with the Western Balkans region	Number of students from the Western Balkans enrolled in FAM (all levels and programmes ) in the current academic year	FAM student office; number of foreign students involved in the pedagogical process at FAM	Number	Plan	5
				Implementation	8
Teaching staff internationalization	Number of foreign teachers involved in the teaching process at FAM (all levels of study)  *In the calendar year	Number of foreign lecturers in the calendar year	Number	Plan	2
				Implementation	2
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 previous academic year	Student surveys, average rating of student satisfaction with the studies at FAM	Rating 1- 5	Plan	4
				Implementation	4.35
Student satisfaction with the organisation of the Faculty	Average rating of student satisfaction with the organisation of the Faculty * In the previous academic year	FAM Student office	Rating 1- 5	Plan	4
				Implementation	4.2
Taking into account the diversity of students and their needs	Average rating of student satisfaction regarding course providers understanding their individual needs * In the previous academic year	FAM Student office	Rating 1- 5	Plan	4
				Implementation	4.2
Suitability of testing and assessing knowledge	Average rating of student satisfaction with the suitability of the methods for testing and assessing knowledge * In the previous academic year	FAM Student office	Rating 1- 5	Plan	4
				Implementation	4.3
			Rating	Plan	4

Student satisfaction with the usefulness of study content at work in an organization or in real life	Average rating of student satisfaction with the usefulness of study content at work in an organization or in real life * In the previous academic year	FAM Student office	1- 5	Implementation	4.25
Student satisfaction with extracurricular activities	Average rating of student satisfaction with the relevance and interest of extracurricular content * In the previous academic year	FAM Student office	Rating 1- 5	Plan	4
				Implementation	4.1
Promoting talented students	Number of activities for the purpose of promoting the works of talented students *In the calendar year	Career Center	Number	Plan	1
				Implementation	2
Interlacing the Faculty's pedagogical and research work	Number of students involved in the Faculty's project work *In the calendar year	Project Management Office	Number	Plan	1
				Implementation	2

We are relatively pleased with the achievement of 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 programme Media and Journalism and in the doctoral study programme Strategic Communication, we can be satisfied in the academic year 2020/21, but we will continue to strive primarily for the promotion of both master's study programmes, where strategic objectives have not been achieved.

We are also pleased with the attractiveness of FAM for foreign students, as in the academic year 2020/21 some students from abroad were enrolled in FAM, mainly from the Balkans. Most foreign students are enrolled in the doctoral study programme Strategic Communication.

Student mobility in 2020 was slightly different from 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 FAM. In 2020, we sent one FAM student abroad, and due to the epidemic, we did not accept incoming students in 2020.

FAM continuously encourages students to participate in mobility programmes such as Erasmus and CEEPUS mobility (as a free-mover because FAM is not a member of any network) or participation in international summer schools, etc.

The number of mobile employees in 2020 was slightly lower than in the previous year due to the situation related to COVID-19, but we still sent one employee abroad for teaching mobility.

The objective regarding high student satisfaction with the implementation of the study process was exceeded. Students evaluated the implementation of the study process with a rating of 4.35 (on a scale of 1- 5). The satisfaction of students with the overall image of the faculty remains high (rating 4.2), which exceeds the set objective. The satisfaction of students with the work of the student office (rating 4.2) and the library (rating 4.3) is also high, exceeding the objective of high student satisfaction in this field. We will continue to strive for quality implementation of the study process and other faculty services.

## **2.2. Analysis of interest to enrol in study programmes**

Information days in 2020 were organized on several occasions, namely for the Slovenian market on 14. 2. 2020, on 26. 5. 2020, on 31.8. 2020, and in September on 7.9.2020 and on 21.9.2020. For the doctoral study of strategic communication, we also organized online information days for foreign markets. These took place on 28. and 29. 5. 2020, on 25. and 26. 6. 2020 and on 3. and 4. 9. 2020. The information days were held in Ljubljana and due to the epidemiological situation, related to the COVID-19 virus, through the Zoom communication tool.

FAM is using its upgraded marketing strategy to actively promote all its programmes with the aim of increasing the visibility of the Faculty and obtaining new students. In 2020, we started actively promoting undergraduate, postgraduate and doctoral programmes abroad, especially in countries from 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 and the staff from the Student Office, who provide them with all the necessary information regarding enrolment, payment conditions and additional obligations that the candidate must carry out if necessary.

The greatest interest via e-mail is recorded in the undergraduate study programme Media and Journalism. This is followed by the doctoral study programme Strategic Communication and the Master's study programme Media and Journalism. We recorded the least interest in the Master's study program Strategic Communication.

## Individual consultations

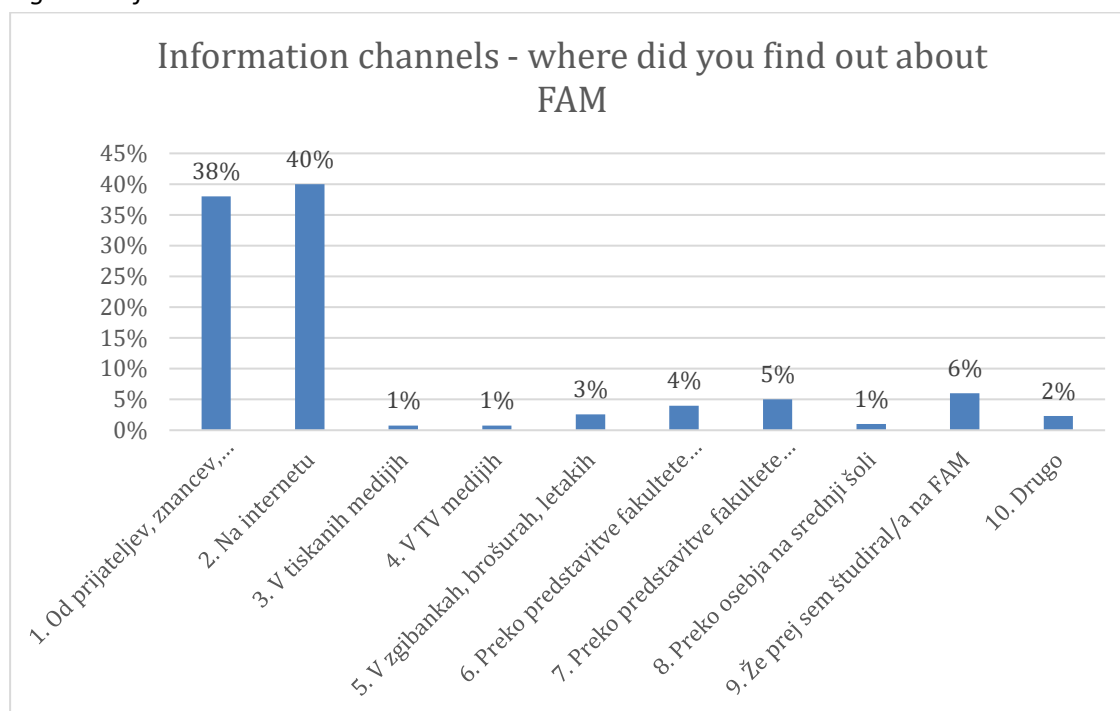
Technical staff from Student Office and Career Center also perform individual consultations regarding the studies throughout the year. They help the candidate to examine the enrolment conditions, syllabus, payment conditions and determine additional obligations if necessary. At the request of the candidate, an education plan is also prepared, which helps the candidate to perform his/her study obligations during the year.

## Participation in educational and career fairs

The Faculty regularly responds to various invitations from secondary schools and educational and career fairs. At the beginning of the year, on 24 and 25 January 2020, we attended the largest Slovenian pre-informative educational fair Informativa at the Ljubljana Exhibition and Convention Center.

## Information channels

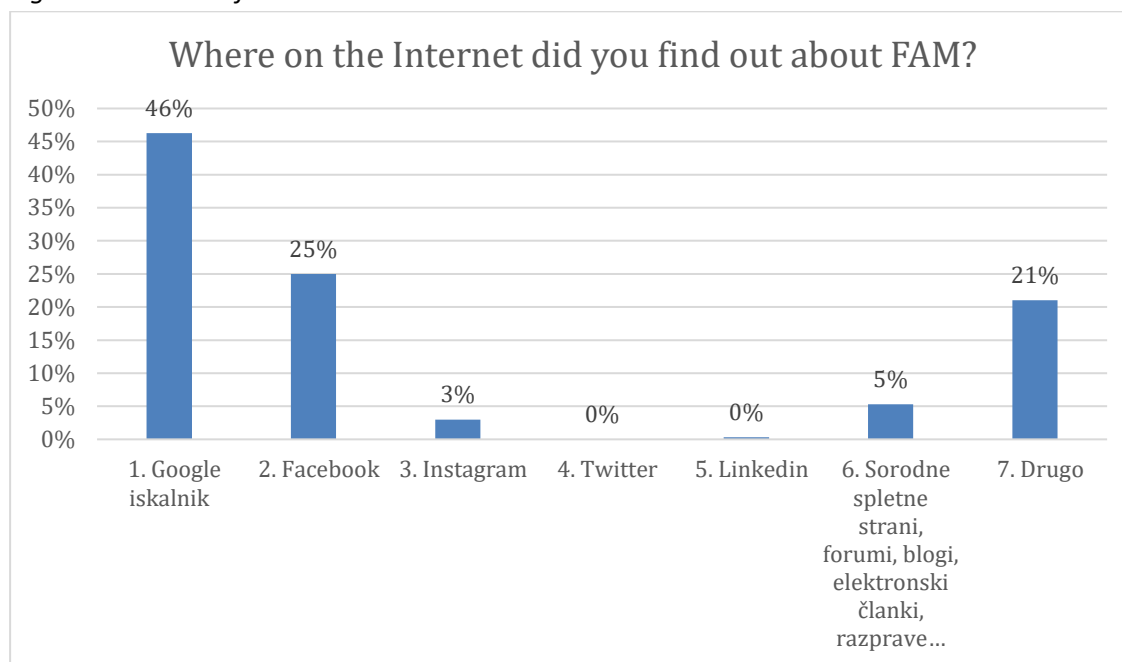
Figure 1 Information channels



Of all the students who answered the survey question about information channels, the majority (40%) found out about FAM on the Internet, followed by the oral recommendation of FAM by friends, acquaintances, and relatives (38%). We will therefore continue to place great emphasis on Internet advertising.

Of those students who learned about FAM via the Internet, 46% said they had obtained this information through Google's search engine. 25% of students found out about FAM via Facebook and 21% through other channels (see graph below).

Figure 2 Internet information channels



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

The study process at the Faculty 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.

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

- undergraduate professional study programme Media and Journalism
- master's study programme Media and Journalism
- master's study programme Strategic Communication
- doctoral study programme Strategic Communication

Undergraduate study programme lasts three years and comprises 180 credit points, master's study programmes last two years and comprise 120 credit points, and doctoral study programme lasts three years and comprises 180 credit points. All programmes were implemented as part-time studies.

#### 2.3.1. Enrolment

In the academic year 2020/2021, a total of 79 students enrolled in the faculty: undergraduate professional study programme Media and Journalism is attended by 57 students, postgraduate master's study programme Media and Journalism is attended by 5 students, and the master's study programme Strategic Communication is attended by 2 students. The doctoral study programme Strategic Communication is attended by 15 students. At the Faculty, we are relatively satisfied with the number of students enrolled in the undergraduate and doctoral programmes, and in 2020/21 we have especially improved the result for the doctoral study programme Strategic Communication. On the other hand, additional measures to increase enrolment in both master's programmes will need to

be considered. In the future, the Faculty will make additional efforts to increase its visibility by advertising at home and abroad.

In 2020/21, we enrolled 22 students in the 1st year undergraduate higher education study programme Media and Journalism. No students enrolled in the master's study programme Media and Journalism in the 1st year of 2020/21, and 1 student enrolled in the master's study programme Strategic Communication.

In the first year of the doctoral study programme Strategic Communication, we enrolled 6 students in 2020/21, including foreign students, mainly from the Balkans. The Faculty will continue to strengthen the promotion of the doctoral programme, including in the Balkans and other foreign markets.

No students dropped out at the Faculty in the calendar year 2020. This is an encouraging figure which shows that students are satisfied with the delivery of the study programme and other services. The Faculty will continue its efforts to ensure the quality of all services provided by the Faculty (both the teaching process and other administrative processes concerning students).

*Table 18 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
Media and Journalism (professional) Year 1	Ljubljana	part-time	22
Media and Journalism (professional) Year 2	Ljubljana	part-time	15
Media and Journalism (professional) Year 3	Ljubljana	part-time	10
Media and Journalism (master) Year 1	Ljubljana	part-time	0
Media and Journalism (master) Year 2	Ljubljana	part-time	3
Strategic Communication (master) Year 1	Ljubljana	part-time	1
Strategic Communication (master) Year 2	Ljubljana	part-time	1
Strategic Communication (doctoral) Year 1	Ljubljana	part-time	6
Strategic Communication (doctoral) Year 2	Ljubljana	part-time	5
Strategic Communication (doctoral) Year 3	Ljubljana	part-time	2

#### **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 professional study programme Media and Journalism (MIN VS)

*Table 19 Demographic characteristics of students enrolled in MIN VS programme (ac. year 2020/2021)*

Region	Total	Women	Men
Central Slovenia Statistical Region	14	8	6
Other regions	7	5	2
Foreigners	1	1	0
<b>Total</b>	<b>22</b>	<b>14</b>	<b>8</b>
<b>Number of graduates in 2020: 3</b>			

Postgraduate master study programme Media and Journalism (MIN MAG)

*Table 20 Demographic characteristics of students enrolled in MIN MAG programme (ac. year 2020/2021)*

Region	Total	Women	Men
Central Slovenia Statistical Region	/	/	/
Other regions	/	/	/
Foreigners	/	/	/
<b>Total</b>	<b>/</b>	<b>/</b>	<b>/</b>
<b>Number of graduates in 2020: 3</b>			

Postgraduate master study programme Strategic Communication (SK MAG)

*Table 21 Demographic characteristics of students enrolled in SK MAG programme (ac. year 2020/2021)*

Region	Total	Women	Men
Central Slovenia Statistical Region	1	1	0
Other regions	0	0	0
Foreigners	0	0	0
<b>Total</b>	<b>1</b>	<b>1</b>	<b>0</b>
<b>Number of graduates in 2020: 1</b>			

Doctoral programme Strategic Communication (SK DR)

*Table 22 Demographic characteristics of students enrolled in SK DR programme (ac. year 2020/2021)*

Region	Total	Women	Men
Central Slovenia Statistical Region	1	1	0
Other regions	0	0	0
Foreigners	5	3	2

<b>Total</b>	<b>6</b>	<b>4</b>	<b>2</b>
<b>Number of graduates in 2020: 1</b>			

### **2.3.2. Advancement**

Good advancement is recorded in the higher professional study programme Media and Journalism. Advancement from 1st year to 2nd year is thus 71-%, while transition from 2nd to 3th year is 90-%, which is an excellent result. Advancement from the 1st to the 2nd year in the master's study programme Media and Journalism and in the master's study programme Strategic Communication was 100% and we can be more than satisfied with this result.

Advancement of students in the doctoral study programme Strategic Communication is also excellent, since from 1st year to 2nd year it is 83% and from 2nd year to 3rd year it is 100-%.

The reason for such good advancement in most study programmes is that students are satisfied with the implementation of the study programme to which they are enrolled and that they are also motivated to study.

*Table 23 Overview of average grades per study programmes*

<b>Programme</b>	<b>Average grade</b>
Media and Journalism professional 1st cycle	8.3
Media and Journalism master 2nd cycle	/
Strategic Communication master 2nd cycle	8.99
Strategic Communication doctoral 3rd cycle	9

### **2.3.3. Completion of studies**

In 2020, we had 3 new graduates in the Media and Journalism (professional) programme, 3 students obtained a master's degree in the Media and Journalism programme, and 1 student obtained a master's degree in the Strategic Communication Programme.

In 2020, 1 student successfully completed the doctoral study programme Strategic Communication.

### **2.3.4. Achievement of objectives in 2020 and projected objectives for 2021**

The achievement of general objectives in 2020 was as follows:

- Upgrading e-learning (also through more active use of the Moodle environment). The objective was achieved.
- Increasing marketing activities in online media and social networks; introduction of new methods of advertising study programmes, in order to increase the awareness of potential students about the programmes implemented by the Faculty: marketing in online media and social networks, personal marketing, better utilization of social networks, take advantage of the trend of personal stories or personal approach. The objective was achieved.
- Upgrading the tutoring system. The objective was achieved.



- Increase the number of organizations with which we have a partnership relationship in the implementation of practical training. The objective was achieved.
- Further evaluation of practical education on an annual basis. The objective was achieved.

**The general objectives for the year 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 both at home and abroad. Special emphasis in this regard is placed on master's study programmes.
- Analyse the reasons for existing enrolment numbers in master's study programmes.
- Popularization of Faculty among pupils.
- Continue visits to colleges and other institutions abroad, with a view to promote the study programmes.
- 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 non-teaching 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 Faculty 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.
- 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 in doctoral studies (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 Faculty.
- Encourage doctoral students to participate in Faculty events (conferences, winter camp, etc.).

## **2.4. Quality of studies and other services at FAM**

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 FAM; 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 Faculty bodies (evident from the minutes of the sessions and other meetings of the Faculty bodies);
- through informal (individual/group) conversations of teaching and non-teaching staff with FAM 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 not determined according to the type of study (**full-time** or part-time study), since in 2019/20 all study programs were carried out exclusively part-time.

### ***2.4.1. Analysis of students' general satisfaction with their studies and other services at FAM***

Below we present a comprehensive overview of the results of the student survey for the academic year 2019/20 .

In 2019/20, the following students were included in the survey sample:

- GENDER: 67.96% of female students and 32.04% of male students;
- STATUS: 15.00% full-time and 85.00% part-time students;

- AGE: Mean age: 26 years.

#### Type of employment

Almost half of the students (48%) covered by the sample regularly work through student services, more than 25 hours a week. This is followed by students who are regularly employed and their numbers are almost half lower ( 25.53%). There are 17% of students who work occasionally through student service. The lowest share is represented by students who are only studying ( 9.47%).

#### Year of study

The largest share of the sample was represented by third-year students ( 52%). These are followed by second-year students ( 32.3%). A significantly lower share (15.7%) consisted of students who attended the first year of study.

#### Study cycle

By far the largest share of students who responded to the survey were enrolled in an undergraduate study programme ( 90.02%). Students who attended the doctoral study programme accounted for a significantly lower share (4.02%). The lowest share is represented by students studying at the master's level, only 5.96%.

#### Dimensions of satisfaction

In general, students are satisfied with all aspects of studying at FAM or they are satisfied at the same level as last year. The average rating was 4.2 on a scale of 1-5.

They are above average satisfied with the following aspects (average greater than 4.2): work of the library; the information they obtain regarding the operation of the Faculty and its internal quality system, individual attention paid to students by Faculty staff, availability of all information related to student rights and related activities of Faculty bodies (e.g. on the Faculty website, through talking with employees...); they are able to participate in the Faculty bodies through the student council.

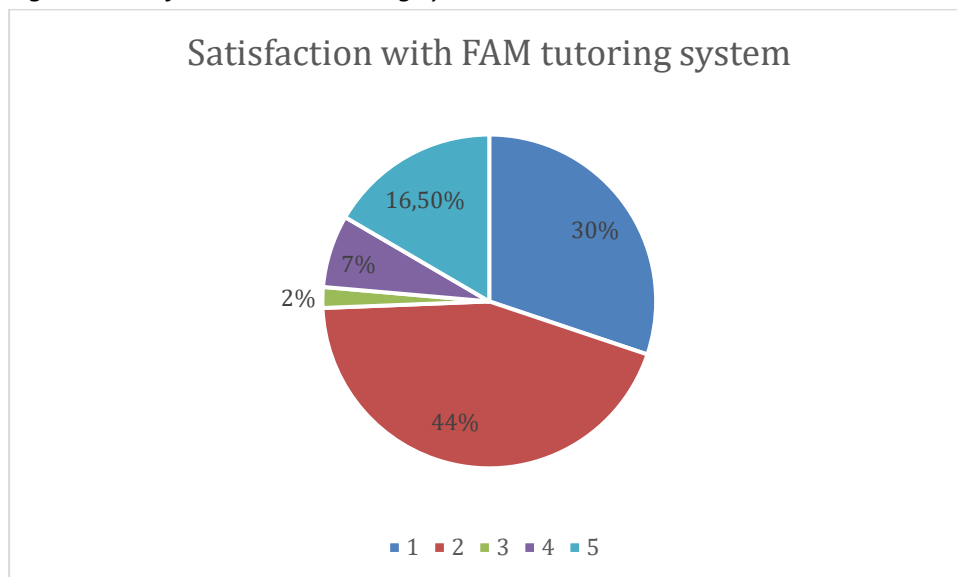
However, the following aspects received a below-average rating: lectures and other services are carried out in the promised time; I am very satisfied with online classroom; extracurricular activities provided by the School are topical and interesting; Schedules of lectures and exercises are suitable; Website of the School is attractive and transparent; whereby the last aspect received a particularly low rating.

**Table 24 Dimensions of overall satisfaction at FAM (academic year 2019/20)**

DIMENZIJE ZADOVOLJSTVA	POVPREČJE
Študentje se lahko zanesemo na pomoč zaposlenih pri reševanju svojih problemov.	4,2
Predavanja in druge storitve so izvedene v obljubljenem času.	4,1
Urniki predavanj in vaj so primerni.	4,1
Študentje smo pravočasno obveščeni o času in kraju izvedbe predavanj in drugih informacijah, potrebnih za nemoten in učinkovit študij.	4,2
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.	4,2
Obljubljene storitve so hitro in kakovostno izvedene.	4,2
Urejenost fakultetnih prostorov mi nudi dobre pogoje za delo.	4,2
Na splošno sem zadovoljen/na z delom referata.	4,2
Na splošno sem zadovoljen/na z delom knjižnice.	4,3
Administrativno osebje študentom posveča individualno pozornost.	4,3
Na splošno sem zadovoljen/na z delom kariernega centra.	4,2
Spletna stran fakultete je privlačna in pregledna.	4
Ure poslovanja (fakulteta, knjižnica, referat) so primerne.	4,2
Obštidjske dejavnosti, ki jih fakulteta omogoča (akademski dogodki, konference, delavnice, družabne aktivnosti...), so aktualne in zanimive.	4,1
Z spletno učilnico sem zelo zadovoljen/na.	4,1
Omogočeno mi je sodelovanje v organih fakultete prek študentskega sveta.	4,3
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.	4,3
Zadovoljen/na sem s fakultetnim notranjim sistemom kakovosti in samoevalvacijskimi postopki fakultete.	4,41
<b>SKUPAJ</b>	<b>4,20</b>

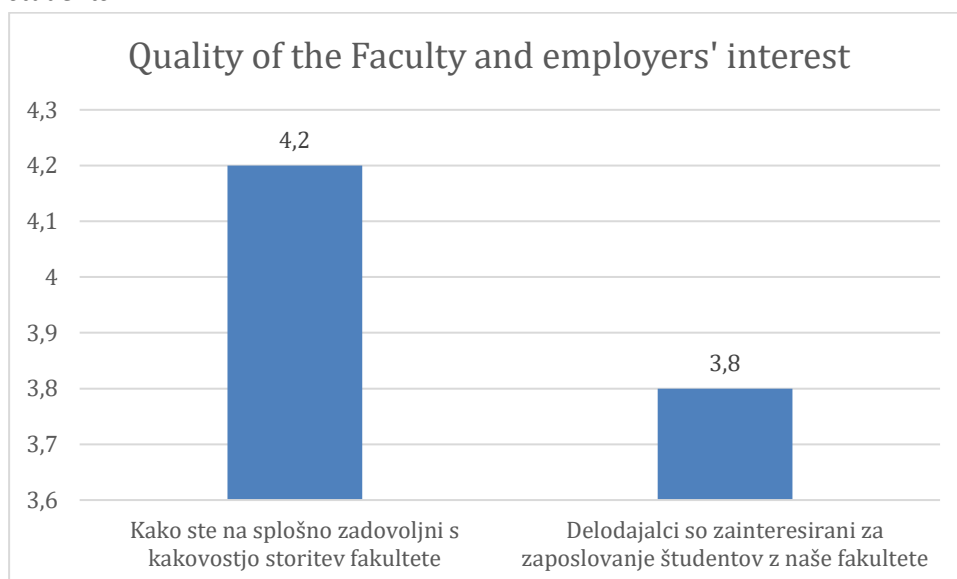
Among other things, students assessed satisfaction with the tutoring system, having to circle one of the numbers from 1 to 5 (where 5 means very satisfied and 1 means very dissatisfied). Most students were very satisfied with the tutoring system (and circled the number 5), namely as much as 30.00%. There were only 16.50% of students who were very dissatisfied. In general, we can say that students are very satisfied with the FAM tutoring system.

Figure 3 Satisfaction with tutoring system



The graph below presents the level of satisfaction with the quality of services provided by the Faculty and the assessment of employers' interest in hiring FAM students. As can be seen from the bar chart, in the academic year 2019/20, the satisfaction with the quality of services is medium (average 4.20), as well as the agreement with the statement that employers are interested in hiring our students (average 3.8).

Figure 4 General satisfaction with the quality of Faculty services and employers' interest in employing students



## Dimensions of student satisfaction with academic staff and courses at FAM

### Dimensions of satisfaction with academic staff and conducting lectures/exercises at FAM

Regarding the overall satisfaction with academic staff and the implementation of lectures or exercises, students in the academic year 2019/20 gave a high rating (4.35 on a scale of 1-5). Otherwise, students expressed the greatest satisfaction with the fact that the lecturers behaved respectfully towards them (rating 4.52 on a scale of 1-5), and that the course is appropriately placed in the study programme curriculum (rating 4.49 on a scale of 1-5). Students also largely agreed that the lecturer encourages them to think (rating 4.47 on a scale of 1-5), that they acquired the planned competencies (rating 4.46 on a scale of 1-5) and that the lecturer inspires their trust (rating 4.46 on a scale of 1-5). The lowest rating (which is still very high) was given to the following statements: (1) The literature and materials provided by the lecturer are transparent and understandable (rating 4.2 on a scale of 1-5), (2) We learned a lot of new things in the course (rating 4.2 on a scale of 1-5), and (3) The lecturer inspires my trust (rating 4.2 on a scale of 1-5). Overall, we can conclude that the level of satisfaction is high, but at the same time it is also necessary to pay attention to all the above-mentioned statements, which were assessed with a slightly lower rating and to start thinking about how to improve them.

Table 25 Dimensions of satisfaction with teaching staff at FAM (academic year 2019/2020)

TRDITVE	POVPREČJE
Predavanja/vaje so bila dobro izvedena	4,33
Obravnavane vsebine so bile predstavljene na jasn in razumljiv način	4,33
Obravnavane vsebine so bile primerne	4,35
Izvajalec nam je predstavil uporabnost študijskih vsebin pri delu v organizaciji oz. v konkretnih življenjskih razmerah	4,25
Izvajalec je spodbujal razpravo in sodelovanje študentov	4,25
Izvajalec nas je seznanil s kriteriji ocenjevanja znanja	4,3
Načini ocenjevanja in preverjanja znanja so bili ustrezni	4,3
Izvajalec je vedno dostopen za vprašanja in reševanje naših dilem	4,3
Izvajalec se je držal po urniku načrtovanih ur	4,45
Izvajalec mi vzbuja zaupanje	4,46
S pridobitvijo obvezne literature ni bilo težav	4,4
Literatura in gradiva, posredovana s strani izvajalca, so pregledni in razumljivi	4,2
Pri predmetu smo se naučili veliko novega	4,2
Predmet je primerno umeščen v predmetnik študijskega programa	4,49
Pri predmetu smo pridobili predvidene kompetence	4,46
Izvajalec ima razumevanje za moje individualne potrebe	4,2
Izvajalec me spodbuja k razmišljanju	4,47
Izvajalec se do študentov obnaša spoštljivo	4,52
SKUPAJ	4,35

### 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). Courses are sorted by programmes.

*Table 26 Media and Journalism (professional) study programme: Estimation of hours of student work spent on performing obligations (by courses)*

PREDMET	več ur od predvidenega	približno toliko ur kot je predvideno	manj ur od predvidenega
Analiza medijskih vsebin (MN)	23,00%	63,00%	14,00%
Audio-video produkcija (MN)	6,97%	75,03%	18,00%
Digitalni authoring (MN)	5,00%	85,00%	10,00%
Družboslovna raziskovalna metodologija (MN)	27,04%	55,56%	17,40%
Ekonomika organizacije (MN)	3,92%	88,23%	7,85%
Fotografija in računalniška grafika (MN)	17,69%	74,46%	7,85%
Mediji in komuniciranje (MN)	10,90%	82,05%	7,05%
Medijska kultura (MN)	11,54%	76,85%	9,62%
Medijska tehnologija in informatika (MN)	3,85%	84,62%	11,54%
Medijska umetnost in grafično oblikovanje (MN)	17,31%	75,00%	7,69%
Medijsko-računalniški praktikum (MN)	5,92%	80,31%	13,77%
Načrtovanje medijske produkcije (MN)	17,20%	78,00%	4,80%
Novinarski praktikum (MN)	15,30%	84,40%	0,30%
Podjetništvo (MN)	15,00%	85,00%	0,00%
Projektno delo (MN)	10,00%	65,00%	25,00%
Slovenski jezik v medijskem sporočanju (MN)	15,00%	75,00%	10,00%
Tuji jezik v medijih (MN)	7,69%	76,92%	15,38%
Uvod v medijsko pravo (MN)	5,92%	76,46%	17,62%
SKUPNO	12,18%	76,72%	10,99%

#### Media and Journalism (professional) study programme

As many as 76.72% of students agreed that they spent about as many hours per course as expected. In some courses, a very high percentage of students agree with this statement: in the Economics of the Organization course, the highest percentage of students agreed that they spent about as many hours per course as expected in each course (M= 88.23%), and the courses Digital Authoring and Entrepreneurship ranked second according to this criteria (M=85%). In other courses, the share of agreement with the statement that students spent about as many hours per course as expected ranged from 55% to 84%, which confirms that students did not experience excessive workload, at least on average, or expected it anyway. Courses dealing with practical work (e.g. audio-video production, etc.) stand out with the highest workload.

*Table 27 Study programme Strategic Communication (master): Estimation of hours of student work spent on performing obligations (by courses)*

PREDMET	več ur od predvidenega	približno toliko ur kot je predvideno	manj ur od predvidenega
Sodobne teorije medijev	11,06%	86,44%	2,50%
Komuniciranje in družbena realnost	15,03%	74,30%	10,67%
Tržno komuniciranje	23,55%	72,01%	4,44%
Teorija organizacije	22,03%	64,97%	13,00%
Medijsko pravo	14,00%	86,00%	0,00%
Organizacijsko komuniciranje	7,40%	87,60%	5,00%
Struktura sodobnih družb	25,00%	60,00%	15,00%
Metode kvalitativne analize	17,00%	83,00%	0,00%
Tržno raziskovanje	8,30%	85,50%	6,20%
Odnosi z javnostmi	16,96%	83,04%	0,00%
Retorika	11,00%	89,00%	0,00%
Komuniciranje v medkulturnem okolju	11,30%	87,03%	1,67%
Evropska demokracija in politična kultura	9,53%	80,67%	9,80%
Ekonomska in poslovna kultura	10,96%	85,98%	4,60%
<b>SKUPNO POVPREČJE OBSEGA DELA</b>	<b>14,51%</b>	<b>80,40%</b>	<b>5,21%</b>

#### **Study programme Strategic Communication (master):**

As many as 80.4% of students agreed that they spent about as many hours per course as expected. In some courses, a very high percentage of students agree with this statement: in the Modern Media Theory, Organisational Communication, Rhetoric and Communication in the Intercultural Environment, the highest percentage of students agreed that they spent about as many hours per course as expected. In other courses, the share of agreement with the statement that students spent about as many hours per course as expected ranged from 60% to 85%, which confirms that students did not experience excessive workload, at least on average, or expected it anyway. Students felt the greatest workload in the courses Organization Theory and Structure of Modern Societies, Marketing communication, Communication and Social Reality.

14.51% of students agreed with the statement that they performed more hours of work than planned within each course, and only 5.21% of students agreed with the statement that they performed fewer hours of work than planned within each course.



*Table 28 Media and Journalism (master) study programme – estimation of hours of student work spent on performing obligations (by courses)*

PREDMET	več ur od predvidenega	približno toliko ur kot je predvideno	manj ur od predvidenega
Sodobne teorije medijev	11,33%	85,33%	3,34%
Multimedijski sistemi	2,55%	94,65%	2,80%
Novinarski žanri	13,00%	79,22%	7,78%
Medijsko pravo in poslovna etika	12,03%	85,00%	2,97%
Menedžment na področju medijev	20,34%	67,00%	12,66%
Svetovni mediji	4,33%	91,00%	4,67%
Praktična filozofija	11,45%	87,00%	1,55%
Kvalitativno raziskovanje v družbenih vedah	23,00%	63,00%	14,00%
Novi mediji	18,00%	75,00%	7,00%
Uredniško-novinarski praktikum	16,00%	79,00%	5,00%
Mediji in demokracija	24,88%	54,00%	21,12%
Komuniciranje v medkulturnem okolju	10,01%	83,01%	6,98%
Evropska demokracija in politična kultura	20,00%	76,12%	3,88%
Ekonomski in poslovni kultura	25,67%	70,83%	3,50%
SKUPNO POVPREČJE OBSEGA DELA	15,19%	77,87%	6,95%

#### **Media and Journalism (master) study programme:**

As many as 77.87% of students agreed that they spent about as many hours per course as expected. In some courses, a very high percentage of students agree with this statement: in the Global Media, Multimedia Systems and Practical Philosophy courses, the highest percentage of students agreed that they spent about as many hours per course as expected. In other courses, the share of agreement with the statement that students spent about as many hours per course as expected ranged from 54% to 86%, which confirms that students did not experience excessive workload, at least on average, or expected it anyway. Students felt the greatest workload in the courses Media and Democracy and Qualitative Research Methods in Social Sciences.

15.19% of students agreed with the statement that they performed more hours of work than planned within each course, and only 6.95% of students agreed with the statement that they performed fewer hours of work than planned within each course.

Table 29 Study programme Strategic Communication (doctoral) – estimation of hours of student work spent on performing obligations (by courses)

PREDMET	več ur od predvidenega	približno toliko ur kot je predvideno	manj ur od predvidenega
Medije raziskovanja v družboslovju in novinarstvu	11,55%	84,78%	3,67%
Seminar za pripravo doktorske dispozicije	2,30%	88,71%	8,99%
Individualno delo na disertaciji I	28,47%	63,88%	7,65%
Seminar za disertacijo	12,00%	85,00%	4,00%
Individualno delo na disertaciji II	21,55%	66,45%	12,00%
Mediji, globalizacija in kultura	4,00%	91,12%	4,88%
Modeli demokratičnega vladanja	11,04%	86,98%	1,98%
SKUPNO POVPREČJE OBSEGA DELA	12,99%	80,99%	6,17%

#### Study programme Strategic Communication (doctoral)

As many as 80.99% of students agreed that they spent about as many hours per course as expected. In some courses, a very high percentage of students agree with this statement: in the Media, Globalisation and Culture, Models of Democratic Governance and Disposition Seminar, the highest percentage of students agreed that they spent about as many hours per course as expected. In other courses, the share of agreement with the statement that students spent about as many hours per course as expected ranged from 63% to 85%, which confirms that students did not experience excessive workload, at least on average, or expected it anyway. Students felt the greatest workload in the courses Individual Work on Dissertation I and II. The latter result is expected, as the course Individual work on dissertation I requires a lot of independent research of the student, which is often perceived by students as demanding and burdensome.

12.99% of students agreed with the statement that they performed more hours of work than planned within each course, and only 6.17% of students agreed with the statement that they performed fewer hours of work than planned within each course.

## **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 Faculty counselling services.

All study programmes were conducted as part-time studies in the academic year 2019/20, so we do not analyse study programmes according to the mode of study (full-time/part-time).

### **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 Faculty 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 Faculty'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 Faculty 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 Faculty 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 Faculty 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.

### 2.5.1. Media and Journalism (professional) study programme

Table 30 Higher education professional Study programme Media and Journalism (academic year 2019/20) –Quantitative evaluations by courses

PREDMET	Predavanja/vaje so bila dobro izvedena	Obravnavane vsebine so bile predstavljene na jasn in razumljiv način	Obravnavane vsebine so bile primerne	Izvajalec nam je predaval uporabnost študijskih vsebin pri delu v organizaciji oz. v konkretnih strokovnih 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 je držal po uniku načrtovanih ur	Izvajalec ni vzbujal zaupanja	S pridobil višjo obvezno literaturo 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
Mediji in komuniciranje	4,2	4,0	4,6	3,9	4,8	4,8	4,3	4,9	5,1	4,4	4,6	4,7	4,2	4,2	3,9	4,5	4,7	4,5
Medijska kultura	4,6	4,4	4,3	4,5	4,7	5,0	4,5	4,8	4,9	4,3	4,2	4,4	4,4	4,3	4,3	4,5	4,7	4,8
Medijska tehnologija in informatika	4,5	4,3	4,5	4,3	4,5	4,5	4,4	4,5	4,6	4,4	4,2	4,3	4,4	4,3	4,4	4,6	4,8	4,7
Medijska umetnost in grafično oblikovanje	4,4	4,7	4,6	4,6	4,7	4,7	4,8	4,7	4,7	4,6	4,8	4,8	4,6	4,8	4,7	4,2	4,7	4,6
Medijsko-računalniški praktikum	3,0	4,0	4,0	3,9	4,2	4,2	4,1	4,3	4,3	4,1	4,1	4,1	3,7	4,0	3,9	4,1	4,1	4,2
Struktura slovenske družbe	3,6	4,4	4,5	4,3	4,6	4,7	4,4	4,6	4,6	4,5	4,2	4,5	4,4	4,4	4,5	4,1	4,4	4,5
Tuji jezik v medijih	4,4	4,0	4,0	4,0	4,2	3,9	3,9	4,4	4,4	4,2	4,0	4,2	4,0	4,0	4,0	3,9	4,1	4,2
Fotografija in računalniška grafika	4,4	4,1	4,1	4,4	4,2	4,5	4,3	4,5	4,4	4,3	4,4	4,5	4,1	4,2	4,0	4,1	4,2	4,3
Uvod v medijsko pravo	3,9	4,3	4,5	4,3	4,5	4,5	4,4	4,5	4,6	4,4	4,2	4,3	4,4	4,3	4,4	4,4	4,6	4,7
Ekonomika organizacije	4,0	4,3	4,5	4,3	4,5	4,5	4,4	4,5	4,6	4,4	4,2	4,3	4,4	4,3	4,4	4,3	4,7	4,8
Vodenje in organiziranje medijske produkcije	4,2	4,7	4,6	4,6	4,7	4,7	4,8	4,7	4,7	4,6	4,8	4,8	4,6	4,8	4,7	4,5	4,4	4,8
Audio-video produkcija	4,4	4,1	4,1	3,9	4,2	4,2	4,1	4,3	4,3	4,1	4,1	4,1	3,7	4,0	3,9	4,2	4,4	4,2
Digitalni authoring	4,3	4,4	4,4	4,3	4,6	4,7	4,4	4,6	4,6	4,5	4,2	4,5	4,4	4,4	4,5	4,6	4,6	4,7
Slovenski jezik v medijskem sporočanju	3,8	3,8	4,2	3,8	3,9	4,0	3,8	3,9	4,0	3,8	3,7	3,9	3,8	3,7	3,8	3,6	3,6	4,2
Projektno delo	4,3	4,7	4,2	4,7	4,4	4,7	4,7	4,5	4,7	4,6	4,6	4,6	4,7	4,7	4,7	4,4	4,9	4,5
Praktično izobraževanje	4,2	4,4	4,3	4,5	4,7	5,0	4,5	4,7	4,9	4,3	4,2	4,4	4,4	4,3	4,3	4,2	4,8	4,5
Analiza medijskih vsebin	4,1	4,0	4,2	4,0	5,0	5,0	4,8	4,9	5,0	5,0	5,0	5,0	4,5	4,5	4,5	4,0	4,5	4,6
Novinarski praktikum	4,2	4,4	4,1	4,5	4,7	4,8	4,5	4,7	4,9	4,3	4,2	4,4	4,4	4,3	4,3	4,4	4,6	4,5
Podjetništvo	4,2	4,5	4,5	4,5	4,5	4,8	5,0	4,9	5,0	4,5	5,0	4,5	4,0	4,5	4,5	4,5	4,5	4,9
Načrtovanje medijske produkcije	4,7	5,0	4,7	4,8	4,4	4,7	4,7	4,9	4,2	4,8	4,4	5,0	4,4	4,7	5,0	4,8	4,4	4,8
Družboslovna raziskovalna metodologija	4,4	4,6	4,7	4,6	4,7	4,8	4,8	4,7	4,8	4,6	4,1	4,7	4,6	4,7	4,7	4,6	4,3	4,7
Sodobne politične doktrine	4,6	4,8	4,8	4,8	4,9	4,9	4,8	4,7	4,9	4,8	4,3	4,8	4,6	4,8	4,7	4,8	4,5	4,7
Temelji ekonomije	4,1	4,0	4,0	4,0	4,0	4,0	4,0	3,0	4,0	4,0	4,0	4,0	4,0	4,0	4,0	4,0	4,1	4,0
Organizacijsko komuniciranje	4,1	4,1	4,1	4,4	4,2	4,5	4,3	4,4	4,4	4,3	4,4	4,5	4,1	4,2	4,0	4,2	4,1	4,4
Novejša zgodovina	4,5	4,5	4,2	4,5	4,6	4,6	4,3	4,5	4,8	4,5	4,5	4,4	4,4	4,6	4,4	4,6	4,5	4,5
Politično trženje in komuniciranje	4,5	4,3	4,3	4,2	4,4	4,5	4,5	4,5	4,7	4,4	4,5	4,5	4,2	4,4	4,2	4,6	4,4	4,5
SKUPAJ (M=4,40)	4,2	4,3	4,3	4,3	4,5	4,6	4,4	4,5	4,6	4,4	4,3	4,5	4,3	4,4	4,3	4,3	4,4	4,5

For the first cycle study programme Media and Journalism, a relatively high rating can be observed (rating 4.40 on a scale from 1 to 5). In terms of average grades by individual courses, the courses Media Production Planning, Contemporary Political Doctrines, Media Production Management and Organization, and Media Arts and Graphic Design stand out. The following courses are slightly below average: Slovenian Language in Media Communication, Foundations of Economics, Foreign (English) Language in Media, Media and Computer Practicum and Audio-Video Production.

If we include the most frequent qualitative comments of students in the analysis, we can conclude that students appreciated the professionalism, respectfulness and usefulness of the practical training provided by the lecturers of the Media and Journalism programme. Many students also expressed satisfaction with being encouraged to think. In the future, however, improvements should be made to simplify some of the literature. The students also do not like the relatively large volume of content.

Students also propose updating the names of certain courses, replacing the thesis project with other appropriate (practically oriented) courses, additional content on the topic of the project work, and moving the methodological course from the first to the higher year, since the methodological content for students of the first year is too demanding and demotivating. Certain comments also refer to the excessive/insufficient scope of pedagogical hours in individual courses. They also suggest updating some optional content.

All the above suggestions and comments of students will be addressed, in the context of changes to the study programme in 2021. The changes are expected to start in 2021/22, so in the coming years we will closely monitor and analyse the effects of the adopted changes and student feedback.

*Table 31 Higher education professional study programme Media and Journalism (academic year 2019/20) - qualitative evaluations of students*

Positive	Negative
<ul style="list-style-type: none"> <li>- Experience of professors</li> <li>- Usefulness of knowledge for working in the media</li> <li>- Responsiveness and assistance of Student Office and professors</li> <li>- Respectful course providers</li> </ul>	<ul style="list-style-type: none"> <li>- The complexity of the thesis project, from which the student does not learn anything for work in practice</li> <li>- Too much theory</li> <li>- The methodological course in the 1st year is too demanding, as this is a completely new field for students</li> <li>- Lack of response from professors to products</li> <li>- Insufficiently obtained skills for work on projects</li> </ul>

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

1. The self-evaluation process shows that some **changes and updates to the content of the study programme Media and Journalism (professional) are necessary**, based on the results of quantitative and qualitative analysis of the opinion of students. We are planning a change for 2021.

### *Implementation of measures for 2020:*

All the measures envisaged in last year's self-evaluation report have been implemented.

### *Planned measures for 2021:*

- **Measure 1:** Rename certain courses so that the contents of the course match the actual name of the course, e.g. Development of Slovenian Society is to be renamed to Challenges of Contemporary Society.  
*In charge:* competent vice-dean; deadline: January 2021.
- **Measure 2:** Due to its placement at the beginning of the study (1st year), the methodological course is too demanding for students. Therefore, the course Social Science Research Methodology is moved to the 3rd year, and the Economics of the Organization is moved to the 1st year. The vertical and horizontal connection of courses is maintained.  
*In charge:* competent vice-dean; deadline: January 2021.

- *Measure 3:* Update the elective courses selection to make it more current.  
*In charge:* competent vice-dean; deadline: January 2021.
- *Measure 4:* Elimination of the thesis project, as students note its uselessness for work in practice. Instead, they propose practical content. Therefore, the course Diploma Thesis Project will be replaced with the course Project Management and two elective courses.  
*In charge:* competent vice-dean; deadline: January 2021.
- *Measure 5:* Updating content, literature and other elements in the curricula of certain courses.  
*In charge:* competent vice-dean; deadline: January 2021.
- *Measure 6:* adjusting the contact hours of most courses according to student feedback. Contact hours to be increased, especially for exercises, as students express the need for practical content.  
*In charge:* competent vice-dean; deadline: January 2021.
- *Measure 7:* Individual work in the Practical Training course has not been taken into account so far, so the students were overburdened (filling in documentation, writing reports, etc.). It is necessary to properly allocate individual work and other forms of study in the Practical Training course.  
*In charge:* competent vice-dean; deadline: January 2021.

The above measures are expected to be implemented in 2021 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 2021, so we intend to carry out the analysis consistently and intensively.

2. Considering the results of surveys and responses of students and other stakeholders, **major updates in the implementation of the 1st cycle study programme Media and Journalism 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 to 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 when students need feedback on the submitted work (person responsible: Vice-dean for study and student affairs, head of department; deadline: September 2021).

**3. Verification and assessment of knowledge in the Media and Journalism study programme is generally evaluated as very appropriate.** 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:*

- further encourage lecturers to provide feedback on the assessments or explanations of the obtained grades (person responsible: Vice-Dean for study and student affairs, head of department; deadline: September 2021).

### **2.5.2. 2nd cycle study programme Strategic Communication**

*Table 32 Master' study programme Strategic Communication (academic year 2019/20) – quantitative evaluations by courses*

PREDMET	Prevedanja/veje so bila dobro izvedena	Obravnavane vsebine so bile predstavljene na jasn in razumljiv način	Obravnavane vsebine so bile primrne	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 po urniku načrtovanih ur	Izvajalec mi vzbuja zaupanje	S pridobitvijo 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
Sodobne teorije medijev	4,4	4,4	4,5	4,4	4,5	4,4	4,4	4,9	4,8	4,6	4,1	4,6	4,6	4,3	4,3	4,3	4,5	4,7
Komuniciranje in družbena realnost	3,3	3,6	3,3	3,3	3,3	3,4	3,5	3,5	3,5	3,5	3,7	3,3	3,2	3,3	3,8	3,3	3,3	3,7
Tržno komuniciranje	4,8	4,8	4,9	4,9	4,9	4,9	4,8	4,8	4,7	4,8	4,8	4,8	4,6	4,9	4,9	4,9	4,9	4,9
Teorija organizacije	4,4	4,4	4,3	4,4	4,6	4,6	4,3	4,7	4,8	4,3	4,4	4,2	4,2	4,3	4,3	4,6	4,4	4,5
Medijsko pravo	3,8	4,6	4,0	4,4	4,4	4,5	4,7	4,8	4,9	4,2	4,8	4,7	3,1	4,4	4,0	4,3	4,3	4,4
Organizacijsko komuniciranje	4,6	4,8	4,8	4,7	4,8	4,8	4,7	4,8	4,9	4,8	4,8	4,8	4,5	4,8	4,7	4,8	4,8	4,8
Struktura sodobnih družb	3,6	3,4	3,7	3,8	3,7	3,9	3,9	3,9	3,9	3,9	3,9	3,8	3,9	3,9	3,8	3,9	3,9	3,6
Metode kvalitativne analize	4,3	4,6	4,7	4,7	4,8	4,7	4,8	4,9	4,9	4,6	4,7	4,8	4,7	4,7	4,8	4,7	4,8	4,8
Tržno raziskovanje	4,3	4,7	4,8	4,6	4,6	4,7	4,7	4,6	4,7	4,6	4,8	4,8	4,8	4,7	4,8	4,8	4,9	4,8
Odnosi z javnostmi	4,4	4,6	4,7	4,8	4,8	4,7	3,2	4,1	3,9	4,3	4,2	4,8	4,7	4,7	4,7	4,8	4,8	4,9
Retorika	4,2	4,5	4,5	4,5	4,5	4,6	4,5	4,6	4,6	4,6	4,6	4,6	4,4	4,5	4,5	4,7	4,5	4,8
Komuniciranje v medkulturnem okolju	4,7	4,9	4,9	4,8	4,9	5,0	5,0	5,0	4,8	4,8	4,9	4,9	4,7	4,8	4,8	4,8	4,9	4,9
Evropska demokracija in politična kultura	4,6	4,9	4,9	4,8	4,8	4,8	4,7	4,7	4,8	4,8	4,8	4,8	4,8	4,6	4,8	4,7	4,9	4,9
Ekonomika in poslovna kultura	4,2	4,4	4,4	4,4	4,6	4,7	4,4	4,6	4,4	4,7	4,7	4,5	4,1	4,4	4,1	4,6	4,4	4,2
SKUPAJ (M=4,5)	4,3	4,5	4,5	4,5	4,5	4,5	4,4	4,6	4,5	4,5	4,5	4,5	4,3	4,5	4,4	4,5	4,5	4,6

For the second cycle study programme Strategic Communication, a relatively high rating can be observed, the same as in other programmes (4.5 on a scale from 1 to 5). In terms of average ratings per course, European Democracy and Political Culture and Communication in the Intercultural Environment stand out positively. Slightly worse ratings were received by the courses Communication

and Social Reality and Structure of Modern Societies. Quantitative evaluations have shown a negative opinion on essentially theoretical-oriented subjects and the preference for practical content.

This is also evident from qualitative evaluations of students, where students praise the excellence and experience of professors, the availability of assistants and the possibility of office hours and consultations at any time of the year. Students also mention the need for some new content, such as content related to the digital world and practical communication skills. Students pointed out that there are too many theoretical courses.

*Table 33 Master' study programme Strategic Communication (academic year 2019/20) – qualitative evaluations of students*

Positive	Negative
<ul style="list-style-type: none"> <li>- Excellent and experienced professors</li> <li>- Help from the Student Office</li> <li>- Availability of assistants</li> <li>- Possibility of office hours and consultations at any time of the year</li> </ul>	<ul style="list-style-type: none"> <li>- Not enough practical content</li> <li>- Lack of practical topics from the field of communication</li> <li>- The need to introduce content from the digital world</li> <li>- Too many theoretical courses</li> </ul>

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

1. The self-evaluation process shows that some **changes and updates to the content of the study programme Strategic Communication (MA) are necessary** based on the results of quantitative and qualitative analysis of the opinion of students. We are planning a change for 2021.

##### *Implementation of measures for 2020:*

All the measures envisaged in last year's self-evaluation report have been implemented.

##### *Planned measures for 2021:*

- *Measure 1:* The credit revaluation of certain courses in accordance with the actual student workload, namely the course Qualitative Analysis is revalued to 5 CP, and the (new) course Basics of Strategic Communication to 7 CT.  
*In charge:* competent vice-dean; *deadline:* January 2021.
- *Measure 2:* Update the elective courses selection to make it more current.  
*In charge:* competent vice-dean; *deadline:* January 2021.
- *Measure 3:* Students emphasize the need for a slightly smaller range of theoretically oriented courses and additional (practical) content from the field of communication and the digital world. Therefore, the course Structure of Modern Societies is replaced by the course Political Communication. The course Communication and Social Reality is replaced by the course Basics of Strategic Communication. The course Modern Media Theory is renamed to Contemporary Media and Communication Theory and added contents from the field of communication.  
*In charge:* competent vice-dean; *deadline:* January 2021.
- *Measure 5:* Updating content, literature and other elements in the curricula of certain courses.



*In charge:* competent vice-dean; deadline: January 2021.

- **Measure 6:** adjusting the contact hours of most courses according to student feedback regarding their workload.

*In charge:* competent vice-dean; deadline: January 2021.

The above measures are expected to be implemented in 2021 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 2021, so we intend to carry out the analysis consistently and intensively.

**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 and 2020 (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 and 2020, so we intend to carry out the analysis consistently and intensively.

*Implementation of measures in 2020:*

All the measures envisaged in last year's self-evaluation report have been 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).

**3. Verification and assessment of knowledge in the master's study programme Strategic Communication 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.

*Implementation of measures in 2020:*

All the measures envisaged in last year's self-evaluation report have been implemented.

*Planned measures for 2021:*

Within the curriculum changes, check the appropriateness of the methods of verification and assessment of knowledge in some courses (person responsible: Vice-Dean for study and student affairs, head of department; deadline: September 2021).

### 2.5.3. 2nd cycle study programme Media and Journalism

Table 34 Master's study programme Media and Journalism (academic year 2019/20) – quantitative evaluations by courses

PREMET	Predavanja/vaja so bila dobro izvedena	Obravnavane vsebine so bile predstavljene na jasn in razumljiv način	Obravnavane vsebine so bile primerne	Izjavalec na ni je predstavljal uporabo študijskih vsebin pri delu v ožjem strokovnem in/ali študijskem okolju	Izjavalec je spodbujal razpravo in sodelovanje študentov	Izjavalec na ni je ocenil s kriterijem ocenjevanja znanja	Način izvajanja in preverjanja znanja so bili ustrezni	Izjavalec je vedno dostojen za vprašanja in reševanje naših dilem	Izjavalec se je držal po urniku načrtovanih ur	Izjavalec ni vzbujal zaupanja	Študijska obvezna literatura ni bila teža v	Literatura in gradiva, posredovana s strani izvajalca, so pregledni in razumljivi	Pri predmetu smo se naučili veliko novega	Predmet je primeren, ustrezen v predmetnik študijskega programa	Pri predmetu smo pridobili predvidene kompetence	Izjavalec ina razumeva za svoje individualne potrebe	Izjavalec nas spodbuja k razmišljanju	Izjavalec se do študentov obnaša spoštljivo
Sodobnost izvajanja	42	30	42	42	42	30	42	42	42	30	42	42	42	30	30	42	42	42
Medijski sistemi	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42
Novinarski etiki	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42
Medijski pravnopravni	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Medijski etiki in pravni	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42
Setorinogi	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42
Praktična izkušnja	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Kritično razmišljanje in izražanje	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42
Novinari	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42
Ustvarjalni projekt	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42
Medijski inženiring	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42
Komunikacijske in medijske tehnologije	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42
Evropska in mednarodna kultura	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42
Evropska in mednarodna kultura	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42
Evropska in mednarodna kultura	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42
<b>SKUPAJ (49)</b>	<b>42</b>	<b>42</b>	<b>42</b>	<b>42</b>	<b>42</b>	<b>42</b>	<b>42</b>	<b>42</b>	<b>42</b>	<b>42</b>	<b>42</b>	<b>42</b>	<b>42</b>	<b>42</b>	<b>42</b>	<b>42</b>	<b>42</b>	<b>42</b>

For the second cycle study programme Media and Journalism, a relatively high rating can be observed (4.3 on a scale from 1 to 5). As for average ratings by individual courses, Journalistic Genres, Management in the Field of Media, and Media and Democracy stand out positively. The courses Practical Philosophy and Media Law and Business Ethics received the lowest ratings.

Similarly, the qualitative evaluations of the students show that they feel that too theoretically oriented course (e.g. philosophical topics) are not useful. They also suggest updating the elective courses to make them more relevant. They would like to learn more from the field of communication.

Table 35 Master's study programme Media and Journalism (academic year 2020/21) - qualitative evaluations of students

Positive	Negative
<ul style="list-style-type: none"> <li>- responsiveness of professional staff</li> <li>- practical experience of lecturers who work in practice</li> </ul>	<ul style="list-style-type: none"> <li>- it is necessary to update the elective content</li> <li>- too many theoretical topics that are useless to work in practice</li> <li>- insufficient acquisition of practical skills in the field of communication</li> </ul>

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

1. The self-evaluation process shows that some **changes and updates to the content of the study programme Media and Journalism (MA) are necessary**, based on the results of quantitative and qualitative analysis of the opinion of students. We are planning a change for 2021.

### *Implementation of measures for 2020:*

All the measures envisaged in last year's self-evaluation report have been implemented.

### *Planned measures for 2021:*

- *Measure 1:* The credit revaluation of certain courses in accordance with the actual student workload, namely the course Qualitative Research Methods in Social Sciences is revalued to 5 CP, and the (new) course Journalistic Genres to 7 CT.  
*In charge:* competent vice-dean; deadline: January 2021.
- *Measure 2:* Update the elective courses selection to make it more current.  
*In charge:* competent vice-dean; deadline: January 2021.
- *Measure 3:* Students emphasize the need for a slightly smaller range of theoretically oriented courses and additional (practical) content from the field of communication. Therefore, the course Practical Philosophy is replaced with the course Ethics and Communication. The course Modern Media Theory is renamed to Contemporary Media and Communication Theory and added contents from the field of communication. The course Media Law and Business Ethics is renamed to Media Law, since the content of the course is too extensive, and at the same time the field of ethics will be covered by the course Ethics and Communication.  
*In charge:* competent vice-dean; deadline: January 2021.
- *Measure 5:* Updating content, literature and other elements in the curricula of certain courses.  
*In charge:* competent vice-dean; deadline: January 2021.
- *Measure 6:* adjusting the contact hours of most courses according to student o feedback regarding their workload.  
*In charge:* competent vice-dean; deadline: January 2021.

The above measures are expected to be implemented in 2021 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 2021, so we intend to carry out the analysis consistently and intensively.

**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 and 2020 (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 and 2020, so we intend to carry out the analysis consistently and intensively.

### *Implementation of measures in 2020:*

All the measures envisaged in last year's self-evaluation report have been 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).

**3. Verification and assessment of knowledge in the master's study programme Media and Journalism 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.

*Implementation of measures in 2020:*

All the measures envisaged in last year's self-evaluation report have been implemented.

*Planned measures for 2021:*

Within the curriculum changes, check the appropriateness of the methods of verification and assessment of knowledge in some courses (person responsible: Vice-Dean for study and student affairs, head of department; deadline: September 2021).

### 2.5.4. 3rd cycle study programme Strategic Communication

Table 36 Doctoral study programme Strategic Communication (academic year 2019/20) - Quantitative evaluations by courses

PREDMET	Predavanja/vaje so bila dobro izvedena	Obravnavane vsebine so bile predstavljene na jasn in razumljiv način	Obravnavane 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	Nadine 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 vijo 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
Metode raziskovanja v družboslovju in novinarstvu	4,5	4,4		4,8	4,6	4,8	4,5	4,7	4,8	4,8	4,4	4,6	4,7	4,6	4,4	4,8	4,6	4,7
Seminar za pripravo doktorske dispozicije	4,6	4,5		4,7	4,7	4,5	4,9	4,7	4,7	4,8	4,8	4,8	4,8	4,8	4,6	4,8	4,7	4,8
Individualno delo na disertaciji I	3,6	3,5		3,7	3,8	3,8	4,0	3,7	3,8	3,8	4,1	3,7	3,7	3,9	3,9	4,0	4,1	3,8
Seminar za disertacijo	4,1	4,2		4,3	4,1	4,2	4,7	4,7	4,7	4,8	4,2	4,2	4,7	4,2	4,2	4,3	4,3	4,5
Individualno delo na disertaciji II	3,8	3,6		3,8	4,4	3,9	3,9	3,8	4,3	4,0	4,0	3,8	3,7	3,8	3,9	3,9	4,3	4,3
Mediji, globalizacija in kultura	4,9	4,9		4,9	4,8	4,7	4,7	4,6	4,2	4,2	4,8	4,7	4,6	4,4	4,8	4,6	4,7	4,4
Modeli demokratičnega vladanja	4,7	4,7		4,7	4,9	4,8	4,9	4,7	4,9	4,6	4,6	4,7	4,8	4,6	4,7	4,6	4,7	4,3
SKUPAJ (M=4,4)	4,3	4,3		4,4	4,5	4,4	4,5	4,4	4,5	4,4	4,4	4,4	4,4	4,3	4,4	4,4	4,5	4,4

For the third cycle study programme Strategic Communication, a relatively high rating can be observed, the same as in other programmes (4.4 on a scale from 1 to 5). As for average ratings by individual courses, Disposition Seminar and Models of Democratic Governance stand out positively. The courses Individual Work I and II received slightly lower ratings.

The same can be derived from the qualitative evaluations of students, where students praise in particular the interesting content of most of certain courses and the excellence of professors. They perceive the content as highly complex. They also express a desire for contents from the field of management and revision of elective courses. Based on the qualitative evaluations of students, it is also necessary to rename/update the names of certain courses.

Table 37 Qualitative evaluations of students

Positive	Negative
<ul style="list-style-type: none"> <li>- Interesting content in most courses</li> <li>- Excellence of professors</li> </ul>	<ul style="list-style-type: none"> <li>- Complexity of the content of courses</li> <li>- The need for content from the field of management</li> <li>- The need for new elective contents</li> </ul>

	- Unattractive names of some of the courses
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## Evaluation of programme quality and planned modifications, updates of the study programme and measures

**1. Based on the self-evaluation procedure, we find that the study programme Strategic Communication needs changes and updates of the programme at the level of content or courses, which is also indicated by the results of student surveys and focus groups. Below we list the specific needs for changes in the study programme and measures in this regard.**

To this end, we plan to implement a focus group in 2021, in order to further check the opinion and feedback of students. If our predictions are confirmed, we will implement changes to the study programme in 2021 or early 2022.

*Implementation of measures in 2020:*

All planned measures have been implemented.

*Planned measures for 2021:*

Implementation of a focus group to obtain additional information on the necessary substantive changes to the study programme.

Planned measures for 2021/2022: Introduction of a general theoretical course in the 1st year, introduction of a new study field Management and accordingly renaming of the study programme, updating of contact hours, credit valuation, updating of the list of elective courses, updating the names of certain courses.

**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 and 2020 (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. So far, the response has been positive. 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. 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 so far show that additional measures have been effective.

*Implementation of measures in 2020:*

All planned measures have been implemented.

*Planned measures for 2021:*

No additional measures are foreseen.

**3. Verification and assessment of knowledge is generally evaluated as appropriate;** no problems in this area can be detected, but it is necessary to update certain methods of verification and assessment

of knowledge at the level of individual courses. This will be implemented within the framework of the planned changes to the study programme.

*Implementation of measures in 2020:*

All planned measures have been implemented.

*Planned measures for 2021:*

Verification and, if necessary, updating of the adequacy of methods of verification and assessment of knowledge, in accordance with the results of student surveys.

*Deadline for implementation:* February 2021; in charge: competent vice-dean.

## **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 Faculty 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 Faculty 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 Faculty 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 overviews of the analysis of graduate surveys, of the employability of graduates and the assessment of acquired competencies can be found in specific documents published on the Faculty's website. 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 faculty plans to carry out the analysis of the competences and employability of graduates and the comparison of the achieved competences and learning outcomes achieved with those planned **in 2021**. The findings in this area will therefore be presented in the next self-evaluation report.

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

### **Systemic regulation of practical training of students and its implementation**

The practical training of students and its implementation is systematically regulated:

1. with *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 FAM. 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 *curriculum* of the course in which practical training is conducted in the Media and Journalism (professional) study programme.

The Faculty or the Career Centre also keeps other necessary documentation on practical education (tripartite agreements between the student, the Faculty 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 Faculty constantly strives for the participation of coordinators, persons in charge of practice and mentors in individual trainings and educations for the implementation of practical training. In the future, the Faculty 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 2020, students performed practical training at the following employers:

Volleyball Federation of Slovenia

Dober voznik d.o.o.

Primož Duh s.p.

Studio Proteus

Planet TV d.o.o.

Foto studio Panda, Adam Aleksandra s.p.



FIRT d.o.o.

PRO PLUS d.o.o.

HIDRIA HOLDING d.o.o.

A-Soft d.o.o.

ASPN d.o.o.

Ana Koblar s.p.

Veseljak TV d.o.o.

RTV Slovenia

Ministry of Defence

Domel holding d.d.

RADIO PRO 1 d.o.o.

Futura DDB

Likovno izobraževanje, Žiga ratoš, s.p.

DELO d.o.o.

Finmart direkt d.o.o.

TSE d.o.o.

Špela Vozel s.p.

CDE d.o.o. and OBLIGO d.o.o.

Pink si d.o.o.

### **Cooperation of the higher education institution with practice mentors**

After establishing contact with the organization in which a certain student wants to do their practice, the person in charge of practice checks the suitability or qualifications of the potential mentor of practice. The Faculty 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 Faculty 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.

During the whole year, we conducted individual counselling with mentors, with the aim of implementing a higher quality practical education of students. Individual counselling included:

- 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 FAM 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 Faculty 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 Faculty management (especially with the Dean and Vice-dean for education and student affairs), and through meetings, e.g. (of the Faculty 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.

The study programme Media and Journalism (professional) includes practice ratings at the first level of study (2nd year).

The questionnaire on the quality of the practice was filled out by 7 students and 5 mentors from the institutions where the practice was conducted in the academic year 2019/2020. The answers to the questions were also given by the practice coordinator and the person in charge of practice. Both quantitative and qualitative results show relatively high satisfaction of students and mentors with the quality of practice.

#### ***2.7.1. General evaluation of quality of practice by students***

Quantitative data show that students were generally satisfied with the quality of the practice in the academic year 2019/20 (a rating of 4.27). Students are above average satisfied (average at least 4.5 on scale 1-5) with the statement „Tasks were appropriate with regard to the objectives of the practice“. They also gave very high ratings to the following statements: (1) The mentor invests time, advises and guides the student; (2) The implemented topics were presented in a clear and understandable way; (3) The mentor communicates openly with the student and provides feedback; (4) The practice is reasonably planned in such a way as to maximize the obtained knowledge from the field of the study programme.

Somewhat lower, but still high ratings (4.2 on a scale of 1-5 or less) were given by the students to the following statements: (1) The Instructions for conducting the practical training are appropriate; (2) The scope of practice is appropriate with regard to the prescribed scope.

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 5 Quantitative evaluations of students

TRDITVE	OCENA
Opravila so bila ustrezna glede na cilje prakse	4,7
Dana je bila možnost aktivne participacije v okviru prakse	4,2
Dana je bila možnost reševanja konkretnih problemov	4,3
Dana je bila možnost pokazati iniciativo	4,2
Dana je bila možnost prisostvovanje, sodelovanje v timskem delu	4,3
Zagotovljena je bila pomoč mentorja pri vključevanju v praktično delo	4,2
Izvajane vsebine so bile predstavljene na jasn in razumljiv način	4,4
Mentor je dostopen za vprašanja in reševanje dilem	4,2
Mentor študentu namenja čas, mu svetuje in ga ustrezno vodi	4,4
Mentor odprto komunicira s študentom in mu posreduje povratne informacije	4,4
Pri praksi sem se naučil veliko koristnega s področja študijskega programa	4,2
Praksa je smiselno z osnovana za dosego čim večjega znanja s področja študijskega programa	4,4
Navodila za izvajanje praktičnega usposabljanja so primerna	4
Obseg prakse je primeren glede na predpisanega	4
Nosilec prakse je dostopen za vprašanja in reševanje dilem	4,2
<b>Povprečje</b>	<b>4,27</b>

### 2.7.3. Evaluation of quality of practice by mentors

Mentors are generally quite satisfied with the quality of practice (average rating 4.2 on a scale of 1-5). The mentors expressed the greatest satisfaction with the following: (1) that students have the opportunity to actively participate in the practice; (2) that students are able to attend, participate in teamwork; (3) that students have the possibility to solve specific problems within the practice; and (4) that the person responsible for practice is available for questions and to resolve dilemmas. In fact, none of the aspects were assessed sub-average, but the room for improvement can be seen mainly regarding knowledge about pedagogical objectives of the practice and the curriculum of practice (the rating for these statements is 4.0 on a scale of 1-5).

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 6: Quantitative evaluations by practice mentors

Ocene mentorjev	Ocena
Sodelovanje z nosilcem prakse na fakulteti je bilo strokovno in korektno	4,2
Seznanjen sem s pedagoškimi cilji izvajanja prakse	4
Seznanjen sem z učnim načrtom prakse	4
Študent v okviru prakse pridobi kompetence, predpostavljene z učnim načrtom prakse	4,2
Nosilec prakse je dostopen za vprašanja in reševanje dilem	4,4
Praksa je smiselno zasnovana za dosego čim večjega znanja s področja študijskega programa	4,2
Opravila so ustrezno načrtovana glede na cilje prakse	4,1
Študenti imajo v okviru prakse možnost aktivne participacije	4,4
Študenti imajo v okviru prakse možnost reševanja konkretnih problemov	4,4
Študenti imajo v okviru prakse možnost pokazati iniciativo	4,1
Študentom je omogočeno prisostvovanje, sodelovanje v timskem delu	4,4
<b>SKUPAJ</b>	<b>4,2</b>

As regards the proposals for improving the quality of work practice, some mentors want to be even more familiar with the curriculum of practice and the expected competencies. This proposal has already been addressed by the Faculty and for this purpose, the training of student practice mentors was introduced. The effects of the implementation of this proposal will be visible in the next academic years. Other mentors had no comments and were generally satisfied with the practice.

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

The questionnaire on the quality of the practice was answered by practice coordinator(s). He/she considered that the implementation of the practice was appropriate. The coordinator proposes to expand the network of learning bases in which students can perform practice.

### ***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. The overall quantitative evaluation of student satisfaction with the practice is very high. 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;
- reasonable design of practice;
- great satisfaction of students and mentors with the work of a practice coordinator.

There is room for improvement in the following fields:

- expanding the range of learning bases;
- further inform mentors about the practice curriculum;
- provide more detailed guidance on the practical training and the establishment of the practice module in VIS;
- the adequacy of the system and scope of practical training.

#### ***Measures implemented in 2020:***

All planned measures have been implemented.

#### ***Measures planned in 2021:***

- Increased intensity of the process of expanding the range of learning bases (person responsible: coordinator of practice; deadline: September 2021);
- Further organization of training of practice mentors (person responsible: coordinator of practice; deadline: September 2021);
- Setting up the practice module in VIS (person responsible: coordinator of practice; deadline: September 2021);
- Ensure the appropriate distribution of individual work and other forms of work in the curriculum of Practical Training, in accordance with feedback from students regarding their workload on this course (person responsible: Vice-Dean for study and student affairs, heads of departments; deadline: September 2021).

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

Study programmes at FAM 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 38 Involvement of students in scientific research and professional work of the Faculty*

Seq · No.	Project title and acronym	Funder	Project implement ation period	Cycle of study/study programme of involved students
	PKP	Public Fund for Human Resource s	2020	1st cycle 2nd cycle
	MELIA Observatory	Interreg DTP	2020- 22	3rd cycle/Sociology (DR)
	MEDIA LITERACY MODULE FOR ACTIVE CITIZENS	ERASMU S+ JEAN MONNET MODULE	2020- 2023	1st cycle 2nd cycle
	POPULISM AND THE FUTURE OF EUROPEAN DEMOCRACY	ERASMU S+ JEAN MONNET CHAIR	2020- 2023	1st cycle 2nd cycle
	MEDIA LITERACY	SRA,	2015 – 2021	3rd cycle/Sociology (DR)

The involvement of students in scientific research and professional work of the Faculty 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 Faculty 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 Faculty have been achieved. In the academic year 2020/21 we enrolled a total of 8 foreign students. 1 foreign student enrolled in higher education professional programme Media and Journalism, and all other foreign students enrolled in the doctoral programme Strategic Communication (from the following countries: Croatia, Serbia and North Macedonia).

In the future, we will continue to work on the promotion of studies abroad, as the Faculty wants to attract even more foreign students.

### Internationalization of the curriculum

The Faculty realizes it is very important to include elements of internationalization in study programmes, so in 2021, we plan to prepare a plan for more intensive inclusion of internationalized learning outcomes and competencies in the curricula.

### International mobility

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

Table 39 Mobility indicators

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

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



In 2020, FAM obtained an extension of the ECHE Charter for the programming period 2021-2027. FAM 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, FAM enables individuals to attend Erasmus exchange programme in the desired educational and research fields. The objective of the Faculty 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 Faculty 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. 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 FAM in the long term. To increase the number of concluded bilateral agreements from year to year.

All FAM students who have gone on an 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 FAM website.

In the academic year 2020, we carried out 1 student practice mobility exchange and 1 staff mobility exchange for the purpose of training.

All these exchanges abroad were funded by the Erasmus programme.

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

FAM 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 FAM 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 Faculty 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 40 List of bilateral agreements concluded between FAM and foreign institutions*

University/Faculty	Country
Uniwersytet Śląski w Katowicach	Poland
Gaza University	Palestine
Wyzsza Szkoła Promocij w Warszawie	Poland
Metropolitan University Prague	Czech Republic
Istituto Politecnico do Cavado e do Ave	Portugal
Panstwowa Wyzsza Szkoła Zawodowa im. Stanisława Pigońa w Krosnie	Poland
Facultatea de Stiinte Politice, Administrative si ale Comunicarli	Romania
Uskudar University Istanbul	Turkey
Juraj Dobrila University Pula	Croatia
Istituto Superior de Ciencias Sociales e Politicas	Portugal
University of Applied Sciences Burgenland	Austria
University of Silesia Katowice	Poland
Aristotle University of Thessaloniki	Greece
Viola škola za inspekcijski i kadrovski menedžment	Croatia

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

The Faculty is aware of the importance of internationalization and effective student mobility, therefore numerous measures are planned for 2021:

1. Continued promotion of student mobility at Faculty 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 FAM 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 FAM as E + ambassadors and tutors for new generations of mobility students and incoming students.
8. Preparation of amendments to the Mobility Rules.
10. Inclusion of intercultural practices of organizations in the study process.

## **2.10. Enabling extracurricular activities**

The Faculty provides students with appropriate conditions for extracurricular activities. In 2020, the Faculty 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 Faculty and the Career Centre encourage the students to get involved in research and projects carried out by the Faculty. 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
2. MELIA Observatory
3. MEDIA LITERACY MODULE FOR ACTIVE CITIZENS
4. POPULISM AND THE FUTURE OF EUROPEAN DEMOCRACY
5. MEDIA LITERACY

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

The students are invited to all events organized by the Faculty. The Career Centre and Project Office organize the events and other extracurricular activities. In 2020, fewer events were organized due to the COVID-19 epidemic.

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.

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 10 December, a virtual round table was held in co-organization with SASS, 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.

We ended the year 2020 with a "virtual toast" to the management of the Faculty co-organized by SASS.

- ***Student Council***

Students at FAM are organized into Student Council, whose work is actively supported by the Faculty. The Faculty 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 Faculty encourages the active participation of students in:

- shaping the mission and strategic guidelines of the Faculty,
- self-evaluation of Faculty 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 FAM***

Students are invited to participate in extracurricular activities and gain practical experience in organizing Faculty 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 Faculty employees, their potential employers and other students.

- ***Promotional activities***

As part of the extracurricular activities, students have the opportunity to participate in the promotional activities of the Faculty. In 2020, students participated in Informativa 2020, information days of the Faculty, 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 Faculty.

- ***Sports and social activities***

The Faculty 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 Faculty out of the official context. In 2020, such events were cancelled due to the Covid-19 epidemic.

## **2.11. Protecting students' rights and facilitating their participation**

The Faculty 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 Faculty 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 Faculty** 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 Faculty constantly takes care of the development of appropriate mechanisms for this purpose.

#### ***2.11.1. Mechanisms for the protection of the rights of all students and for facilitation of their participation***

In order to prevent discrimination, the Faculty 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 Faculty also informs the students about events related to discrimination, and often organizes such events itself, in order to raise awareness (e.g. 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 Faculty, which are made available on the website of the Faculty. The rights of all students are especially protected by the Student Council of the Faculty- the student body that discusses and formulates an opinion on all matters relating to the rights and duties of students. It is defined by *the Statute* and *Rules*. Students participate at all levels of decision-making in the Faculty Senate and all its working bodies (Committee for Study and Students Affairs, Scientific and Research Committee), as well as in the Governance Board and the Faculty Assembly. The Faculty also welcomes all other forms of organized student bodies next to the Student Council should the students wish to form any.

Students have the right to object against decisions adopted by the Faculty 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 Faculty years ago, where all students and employees can anonymously submit their observations, suggestions and comments.

The Faculty actively strives for organization, transparency, timeliness and ongoing cooperation of student representatives with other students. Students are informed via e-mail and 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 Faculty strives for even more active cooperation of student representatives with other students and plans certain measures for 2021 (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 Faculty, involvement of students in all levels of admission and decision-making at the Faculty and cooperation of student representatives with others, students are informed in a timely manner about all relevant information on the operation of the Faculty bodies and protection of student rights.

### ***2.11.2. Special mechanisms for the protection of the rights of students with special needs***

The rights of students with special needs are ensured with the *rules* and *the Statute*. 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 Senate decides on the objection against the decision of the Committee for Study and Students Affairs. 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 Faculty Senate within thirty days from receipt of a written copy of the decision.

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

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

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

The Faculty 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. To this end, the Faculty has developed a *tutoring mechanism for foreign students*, which aims to improve study achievements, monitor responses and results, motivate students to engage in Faculty activities, develop responsibilities and social skills, promote mutual trust and equality. If necessary, the Faculty 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 Faculty and thus on the basis of their participation in the decision-making of the Faculty, students also participate in the shaping of the mission and strategic guidelines of the higher education institution.

Students are involved both in the process of collecting data for self-evaluation and in the discussion of its results regarding the Faculty in general and individual study programmes. They are most directly involved with their *representatives in the competent committees and other bodies* 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 Faculty operation. Students are also represented by *representatives at the Academic Assembly and in the Senate*. In accordance with its competencies, the Student Council may give initiatives to improve the quality of Faculty operation, and the Faculty duly considers these initiatives and takes them into account. The Faculty *electronically informs the students* about the results of the self-evaluation report, and the complete self-evaluation reports are *made available on the Faculty's website*.

Self-evaluation reports present the basis for improving the activities of the Faculty 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 Faculty's activities, updating and modifications of study programmes through their *representatives in the Quality Commission and the Senate*. Representation of students in these bodies is of key importance, as the work group submits the proposals for improvements of Faculty's activities and modifications and updates of study programmes to the relevant 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 Faculty, 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 Faculty 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



FAM are determined by *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 or 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 Faculty 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 Faculty 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 Faculty;
- by mutual transfer of knowledge and practice between higher education teachers and Faculty 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 Faculty respects the autonomy of higher education teachers and staff in teaching and research in accordance with the law. The Faculty 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 Faculty 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 Faculty 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. All decisions, plans and measures for 2020 in the framework of last year's self-evaluation report have been successfully implemented.

*Table 41 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
1.	Increased interest in FAM 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 Faculty	Marketing and PR
		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 Faculty.	Marketing and PR
		Strengthening the visibility of the Faculty 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 FAM, 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 Faculty	Career Center, Marketing and PR
3.	Increase in the advancement of students	Continued implementation of adopted measures with	September 2021 – planning, realization	Vice-dean for education and

	from 1st to 2nd year of study	the aim of increasing the advancement of students from the 1st to the 2nd year	of annual plans and impacts of public relations are reviewed annually within the self-evaluation processes of the Faculty.	student affairs, Student Office
4.	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 2021	Dean, Vice-dean for student and academic affairs
5.	Involvement of students in professional and development work	Involvement of students in project work (at least) within 1 FAM project	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 Faculty.	Career Centre, Practice Coordinator
7.	Encouraging the activities of the Alumni Club	Networking with graduates of social networks intended for professional communication, actively inviting graduates to Faculty events	December 2021- planning, realization of annual plans and impacts of public relations are reviewed annually within the self-evaluation processes of the Faculty.	Career centre, PR
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 Faculty.	Practice Coordinator, Vice-Dean for study and student affairs
		Organization of the meeting of the coordinator, mentors and persons in charge of practice	November 2021	Practice Coordinator

		Organization of „internship marketplace“ (students meeting potential organizations for practice opportunities)	November 2021	Practice Coordinator
9.	Encouraging cooperation and communication of student representatives with other students	Encouraging student representatives to send electronic notifications and inform all students of the Faculty 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 Faculty	Career Center
10.	Promoting student mobility	Continued promotion of student mobility at Faculty 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 FAM 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	
11.	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	December 2021	

		of a preparatory meeting for mobility students before mobility, with the purpose of cultural and linguistic preparation (2x per year)		
		Reintegration of students after the completion of mobility - Integration of mobility students in activities carried out at FAM as E + ambassadors and tutors for new generations of mobility students and incoming students	December 2021	
12.	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
13.	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
14.	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	1 event	by the end of 2021	Tutoring coordinator
15.	Promoting talented students	2 activities aimed at promoting talented students	by the end of 2021	Career Center
16.	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/until February 2022	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 Faculty. 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 research institute at the Faculty, 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 Faculty, 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 42: Presentation of strategic guideline Research and development excellence

Strategic Objective	Indicator	Source, calculation	Unit	Plan/ implementation	2020
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	100
				Implementation	93.84
Publishing excellence	Number of publications in the first half of IF according to JCR or SNIP and scientific monographs published by publishers from the Slovenian Research Agency's list per full-time researcher	Sicris; number of publications for RO in an individual year/number of full-time employees with the status of researcher according to Slovenian Research Agency as at 31 December of the same year; Sicris points	Number of publications	Plan	0.5
				Implementation	0.66
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	19
				Implementation	19.5

Extent of conference events	Number of all speakers at scientific and professional conferences and workshops organized or co-organized by the Faculty in an individual year	Project coordinator, event co-organizers	Number of participants	Plan	75
				Implementation	102
User Satisfaction	The number of warnings and complaints regarding the implementation of research projects by the client or funder per year	Project coordinator	Number	Plan	0
				Implementation	0
Appropriateness of implementation	Number of contracts terminated by the client or funder due to improper performance by the Faculty per year	Project coordinator	Number	Plan	0
				Implementation	0

In accordance with the Quality Manual and the valid Strategic Plan, the Faculty 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 Faculty wants to enhance its scientific-research profile and visibility of the institution in the national and international environment. The Faculty primarily wishes to have the achievements of scientific and research work published in reputable, indexed journals and monographs. In 2020, the Faculty 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 Faculty 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 Faculty 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 Faculty staff and of Faculty reputation in the environment. In 2020, the Faculty greatly exceeded the objective regarding research for the needs of the EU. It was successfully involved in the implementation of the Interreg project on media literacy (Interreg Danube, project MELIA Observatory).

In 2020, Erasmus + Jean Monnet projects were also implemented at the Faculty: Media Literacy Module for active citizens; Populism and the Future of European Democracy. We also implemented the Infrastructure Programme of the Faculty of Media – Media Literacy, funded by the SRA.

As part of ongoing projects, researchers regularly attended organized meetings of international partners, where they strengthened the role of the Faculty 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 Faculty therefore achieved its objective regarding the participation in scientific research, development and application projects with prominent partners from academic and business worlds.

The Faculty 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 Faculty monitors the connection between the scientific work and the pedagogical process on an ongoing basis and keeps appropriate records.

### **3.2. Breakdown of the results of the FAM Media Institute**

#### **3.2.1 *Media Institute***

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

The Media Institute has been operating since the establishment of the Faculty and brings together experts in the field of communication, political science, sociology and media studies. In terms of content, the Institute combines a variety of theoretical aspects and empirical approaches in media studies and strategic communication.

In 2020, the members of the Media Institute (alone or in co-authorship) published 5 scientific articles (of which 3 in journals included in the Web of Science and Scopus database), 2 scientific monographs and 3 chapters in scientific monographs. They collected 365.85 points in the SICRIS database.

#### **Applications and Projects won:**

In 2020, the Institute prepared and submitted several applications for Erasmus + projects, including Jean Monnet and Erasmus+ Capacity Building and Higher Education.

#### **Internationalization was manifested mainly through:**

- visits of members of the Institute at foreign universities;
- 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.

#### **A brief reflection on how the institute follows the four basic objectives of the Faculty in terms of:**

- Interdisciplinarity: this is ensured by addressing the issues that are interdisciplinary and require the cooperation of researchers from various disciplines. E.g. media analysis 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 2020 mainly from the Interreg programmes or from the Erasmus + programmes.
- Quality (reputable publications): the situation in this field was relatively good in 2020. According to most criteria, the situation has improved compared to previous years. There is still room for improvement, in particular through more intensive collaboration between researchers in the field of scientific publications.
- Applicability (applications for projects): The activity in applying for projects was more intensive than in previous years. 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.

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

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

All decisions, plans and measures for 2020 in the framework of last year's self-evaluation report have been successfully implemented. According to the set objectives in 2019, the Faculty 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 various tenders.

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 Faculty 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 Faculty staff and its reputation, has also been achieved. The Faculty achieved its objective regarding the participation in scientific research, development and application projects with prominent partners from academic and business worlds.

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 FAM.

In order to further achieve and exceed the set objectives, the Faculty laid down the following objectives in 2021:

*Table 43 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 development excellence	Application of international projects within the framework of tendering schemes: Interreg Danube,	Examine the call; appoint a working group; prepare application	Project applications	3	3

	Norface, Jean Monnet, Strategic Partnership, Marie Curie, Mobility K107				
	Project applications within SRA calls	Examine the call; appoint a working group; prepare application	Project applications	1	0
	Carrying out research for the economy and non-economy	Application to public calls; preparation of tenders; conducting research	Conducting research	1	1
	Participation in the organization of an international social science conference	Acquisition of established international lecturers; organizational tasks; publication of papers	Participation in the organization of the event	1	1
	Promoting the scientific notable work of employees in the public	Organization of a public event on the subject of scientific work and current social events	Round table within the FAM winter camp	1	1
	Implementation of education on the importance of internationalization of education and the role of FAM	Organization and implementation of the event	Implementation of the event within the 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 Faculty has at its disposal premises rented at Leskoškova cesta 9e for the implementation of its activities. 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.

Currently, the Faculty has the following lecture rooms, an office and a therapy room:

- Lecture room no. 1 with 14 seats,
- Lecture room no. 2 with 24 seats,
- Lecture room no. 3 with 16 seats,
- Lecture room no. 4 with 18 seats,
- Lecture room no. 5 with 42 seats,
- Lecture room no. 6 with 61 seats,

- Lecture room no. 7 with 82 seats,
- Lecture room no. 8 with 24 seats,
- Lecture room no. 9 with 19 seats.

All lecture rooms are equipped with interactive boards and laptops.

Pedagogical activities in some specific courses in the field of media and journalism are carried out in rented premises at the Institute and Academy of Multimedia, at Leskoškova 12. Modernly equipped rooms are available for implementation, which include:

- lecture rooms,
- computer rooms,
- video editing rooms,
- audio, video and photo studio,
- directing room,
- press room (desk).

We evaluate that the spatial conditions are perfectly adapted to the implementation of all activities of the Faculty.

#### **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 Faculty premises already include a number of adjustments for students with special needs (toilets for the disabled, driveway, elevator, etc.).

In the academic year 2020/21 the Faculty didn't have any students with special needs status. Otherwise, the Faculty cooperates with students with special needs individually with the aim of adapting the implementation of the study process and making other necessary adjustments. If necessary, a tutor for students with special needs is activated for students with special needs, who is provided for by the acts of the Faculty. So far, the Faculty 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 Faculty or with the implementation of the study process according to their specific needs.

The Faculty is aware of the importance of adapting various aspects of the Faculty and studies to students with special needs, so we started planning and implementing additional adaptations already in 2018. The Faculty continued to implement the planned measures in 2020:

- 1) adaptations of premises and equipment;
- 2) communication and information accessibility and
- 3) adaptations of study materials and implementation of studies.

In 2018-2020, most employees and external associates 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 Faculty also regularly takes note of the guidelines of the Slovenian Association of Disabled Students. This takes place in cooperation with the School of Advanced Social Studies in Nova Gorica.

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

The FAM Library works as a higher education library. It is intended primarily for the teaching staff and students, but it is also open to other users from the fields of science, research and education.

It was included in the Cobiss system in 2011. It is also included in the COBISS3/Borrowing segment, has access to databases (Web of Science, Proquest) and to SCOPUS and ScienceDirect.

The Library has concluded cooperation agreements with other higher education libraries in Slovenia. It cooperates with the National and University Library in Ljubljana (NUK), where FAM students can enrol free of charge, as well as with the library of the School of Advanced Social Studies in Nova Gorica.

In addition to printed volumes, the library also offers access to electronic volumes. The library has adopted „Pravilnik o splošnih pogojih poslovanja knjižnice in cenik knjižničnih storitev“ (Rules on the General Terms and Conditions of the Library and the Price List of Library Services). The purchase of materials is financed by FAM.

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 quality library services, the Faculty also cooperates with the School of Advanced Social Studies (SASS). The SASS and FAM library and are located in the same premises, so all materials are also available for loan to students and associates of both faculties.

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 Faculty is active in, as well as for all types and cycles of study programmes that take place at the Faculty. The Faculty provides access to the following databases: Web of Science, Proquest, SCOPUS and ScienceDirect.

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 Faculty 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 Faculty regularly refers employees to training and education.

**Realization of objectives for 2020:**

In 2020, the Faculty planned and implemented the review and update of the compulsory study literature in the field of library activities.

**Objectives for 2021:**

In 2021, an inventory will be carried out to reconcile the library stock.

Continued regular care for the provision of teaching materials in mandatory copies.

#### 4.4. Implementation of tasks for 2020 and action plan for 2021

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.

All decisions, plans and measures for 2020 in the framework of last year's self-evaluation report have been successfully implemented.

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 Faculty in the field of communication and information accessibility.

*Table 44 Action plan to realize the identified opportunities for improvements in the field of material conditions in 2021*

OBJECTIVES	ACTIVITIES	DEADLINE	RESPONSIBILITY
Additional adjustments of Faculty 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	October 2021	Vice-Dean for study 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 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 Faculty in this field according to the Strategic plan

Table 45 Presentation of strategic guideline Environmental responsibility

Strategic Objective	Indicator (Balance sheet data)	Source, calculation.	Unit	Plan/ implementation	2020
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	7
				Implementation	9
Notable popular science and professional events	Number of visitors at popular science events of the Faculty	Project Coordinator/Social Science Evenings Coordinator/Average number of visitors per event	No./ event	Plan	11
				Implementation	83
Provision of information on FAM achievements	Annual number of FAM guides	Number of guides issued per year	No.	Plan	2
				Implementation	2

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

#### 5.2.1. Cooperation with the environment at the local level

The Faculty mostly cooperates with the local environment within the framework of practical education.

At the Faculty of Media, we also pay great attention to cooperation with the business environment and the exchange of knowledge between the academic and professional community. We organize guest lectures by experts from the local environment.

#### 5.2.2. Cooperation with the environment at the national level

The Faculty connects with other higher education institutions. It operates both nationally and internationally. The Faculty has concluded a cooperation agreement with the School of Advanced Social Studies in Nova Gorica and the Faculty of Information Studies in Novo mesto.

Researchers from these institutions participate in research activities, publication of scientific works and preparation of joint projects.

#### 5.2.3. Cooperation with the environment at the international level

Also in 2020, the Faculty participated in the international conference of the School of Advanced Social Studies. The 12th Slovenian Social Science Conference in a row took place and 1 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 Faculty 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“ under the Interreg DTP programme
- won JM Chair project "Populism and the Future of European Democracy (POPEDEM)" (2020-2023)
- won JM Module project "Media Literacy Module For Active Citizens (MELI Module)" (2020-2023)
- We carried out the post-doctoral project of SRA: Yugoslav Avantgardes and Metropolitan Dada (1916–1927): A Multidirectional and Transnational Genealogy (2019-2021)
- Implementation of the infrastructure programme Media Literacy (SRA, 2014-2021).

The Faculty 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 Faculty:

- implemented the ERASMUS + project Higher education staff mobility for the purposes of teaching and training - cooperation with partner country Palestine,
- 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.

#### **5.2.4. Cooperation with the graduates**

The Faculty has an established Alumni Club, which is an association of graduates, masters, doctoral candidates and higher education teachers and Faculty 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 with SASS, 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).

The Career Centre, in cooperation with the Alumni Club, is also preparing a survey questionnaire on the employability of graduates, which will be carried out in 2022.

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

The Faculty 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**

All decisions, plans and measures for 2020 in the framework of last year's self-evaluation report have been successfully implemented.

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

- Improving networking with stakeholders from the external environment of the Faculty in the local and national environment (economy, public sector, civil society)
- 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 FAM
- Improvements in online communication
- Expanding the network and more intense cooperation with (potential) employers
- Encouraging the activities of the Alumni Club

*Table 46 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 Faculty in secondary schools including "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 study and student affairs, Head of Career Center
Strengthening the visibility of the Faculty abroad	Promotion of study programmes abroad	December 2021	Marketing
Strengthening the visibility of the Faculty in the local, national and international environment	Dissemination of research by Faculty associates to the general public	December 2021	Vice-dean for Scientific and Research Affairs, Head of project office
Faculty's contribution to mental health	mental health promotion activities (seminars, workshops)	February 2021 December 2021	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

## 6. INTERNAL QUALITY SYSTEM

### 6.1. General information about the self-evaluation process

The Faculty carries out self-evaluations every year since the beginning of its operation, which includes self-evaluations of the entire activity of the Faculty and of individual study programmes. In 2019, changes were introduced in the direction of a more detailed self-evaluation of individual study programmes and professional practice, which are reflected in the self-evaluation report.

Teaching and non-teaching staff, students and other relevant stakeholders participate in the self-evaluation.

We monitor the set strategic objectives and their realization, identify discrepancies and analyse the results in all fields of the Faculty'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.

### **6.2. Informing stakeholders about the self-evaluation of the Faculty'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 the guidelines of the Strategic Plan are used as a starting point for self-evaluation. Self-evaluation reports are made available to the public. Communication and dissemination of self-evaluation reports takes place in accordance with the Quality Manual. The Faculty informs all relevant stakeholders about the results of the self-evaluation of the Faculty's activities and individual study programmes through publications on the website, electronically, through meetings of Faculty bodies, at formal and informal events, meetings and talks. The Faculty 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 Faculty 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 Faculty and in companies; statistical analysis; evaluations of Faculty activities, other sources.

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

Also in 2020, all the Faculty's stakeholders were included in the process of evaluation and seeking for improvements. They can also monitor the implementation of improvement measures through the Faculty'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 Faculty 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 Faculty (e.g. the Senate, the Faculty 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 Faculty. They are most directly involved in the entire quality system with their representative in the commissions, which control 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 Faculty operation. Focus groups were also implemented with students of study programmes that we are changing and updating (e.g. in 2021, we plan a focus group regarding the change of the doctoral study programme Strategic Communication), within which students are able to express their opinion on the study programme and make concrete proposals for improving the study programme. This way, they were directly involved in the process of modifications and updates of the study programmes.

The Faculty 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 legal acts of the Faculty (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 Faculty; employers and potential employers of Faculty 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.

All decisions, plans and measures for 2020 in the framework of last year's self-evaluation report have been successfully implemented.

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 Faculty's activities and study programmes.



*Table 47 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 Faculty and study programmes; informing mentors about the results of surveys on the implemented practice	December 2021	Dean, Quality and Evaluation Committee, Vice-Dean for study and student affairs, Marketing
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 Center
Involvement of external stakeholders in updating the study programme	Promotion self-evaluation report among internal and external stakeholders	June 2021	Marketing
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 Faculty Assembly	October 2021	Vice-dean for education and student affairs
obtaining feedback from teaching staff on their proposals regarding study programmes, their pedagogical work and work with different groups of students.	(Re) design of a questionnaire for obtaining information from teaching staff about their proposals regarding study programmes, about their pedagogical work and work with different groups of students	December 2021	Vice-dean for education and student affairs